

## 1 **CMS Equity Policy Outline**

### 2 **Purpose:**

3 The Charlotte-Mecklenburg Board of Education adopts this policy to ensure fair and  
4 equitable educational opportunities for all students. The Board ~~want~~ commits to  
5 ~~breaking~~ the historic and continuing ~~and historic~~ predictive links among student socio-  
6 economics status, race, and ethnicity to educational opportunities and achievement.

7 This policy sets forth equity levers that impact student achievement, outlines a  
8 measurement rubric, and creates a monitoring mechanism. The Board directs staff to  
9 document, reduce, and ultimately eliminate the disparities and gaps that have persisted  
10 among subgroups of students in Charlotte-Mecklenburg Schools so that every student  
11 achieves full potential. The Board recognizes that there are other many other factors  
12 that contribute to inequities, opportunity gaps, and achievement gaps. ~~These include the~~  
13 ~~level of parent engagement, and the cultural competency of the staff. However, this~~ This  
14 policy seeks to focus on those aspects of equity that can be quantified in a meaningful  
15 way documented.

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### 17 **Definition:**

18 The Board defines equity as providing the opportunities, support, environment, high  
19 expectations, and resources that every student needs to achieve educational success,  
20 feel valued, and contribute to a thriving community. ~~This policy directs staff to~~  
21 ~~document, reduce, and ultimately eliminate the disparities and gaps that have persisted~~  
22 ~~among subgroups of students in Charlotte-Mecklenburg Schools and kept them from~~  
23 ~~achieving their full potential.~~

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### 25 **Equity Levers crucial to student success:**

26 The Board recognizes that a number of factors influence success for all students. These  
27 factors include: (1) pupil assignment; (2) educational opportunities and high  
28 expectations; (3) social and emotional health of students; (4) well maintained, safe  
29 facilities and adequate resources; (5) quality, experience, and stability of school  
30 leadership and staff; (6) Family Engagment and Communications.

### 31 **Equity Reports:**

32 The Superintendent or designee shall provide separate reports for each of the five  
33 Equity Levers listed above. The Reports shall be presented to the Board each quarter  
34 such that each of the five reports is delivered over the course of 15 months. The goals  
35 and measurements for each report are listed below. In order to access the gaps in  
36 disparities among student subgroups, reports should disaggregate data by  
37 race/ethnicity and socioeconomic status (SES).

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## 2 **Goals and Measurements for Equity Levers:**

### 3 **1. Pupil Assignment**

4 As stated in Policy JCA, ~~the Board seeks to: “Reduce the number of schools with high~~  
 5 ~~concentrations of poor and high-needs children.”~~ “The Student Assignment Plan will be  
 6 built on a foundation of equitable access to high-quality schools including home schools,  
 7 magnet schools and additional types of school options.” As such, ~~the~~ Pupil Assignment  
 8 Report will present the changes in SES composition of schools along with  
 9 recommendations for reducing the number of schools with high concentrations of poor  
 10 and high-needs children. The report shall take into consideration that multiple price-  
 11 point housing requirements and zoning are beyond the purview of CMS and  
 12 acknowledge the impact those decisions have on pupil assignment.

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### 14 **2. Educational Opportunities and High Expectations**

15 All students deserve access to a rich and diverse curriculum that includes advanced  
 16 level course, including language arts, mathematics, science, social studies, history, and  
 17 the arts. The high expectations of teachers have a profound influence on student  
 18 success.

19 The Educational Opportunities and High Expectation Report shall include school level  
 20 data demonstrating access to advanced curriculum, career and technical educational  
 21 options, and visual and performing arts. The Report shall also include a description of  
 22 the technology resources available to students and how those resources are used to  
 23 support and enhance instruction. In addition, the Report shall include a description of  
 24 each school’s media resources: the number of books per student, and the median age  
 25 of the collection.

26 In order to assess the level of expectations at schools, the Superintendent shall monitor  
 27 sampling of student work across the district to ensure that grade level work has the  
 28 same expectation from school to school. Additionally, to monitor student access to  
 29 instructional time, the report shall include day/hours spent on assessments and practice  
 30 assessments at the school level. These shall include school generated grade level  
 31 tests, intensive monitoring assessments, and all standardized assessments.

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### 33 **3. ~~Social and Emotional support~~ Student Wellness**

34 Meeting students’ ~~social and emotional~~ social, emotional, needs and all other wellness  
 35 needs, are crucial to their success. Students experiencing multiple traumas – from  
 36 housing and food insecurity, to domestic violence, and mental health issues need  
 37 support from social workers, counselors, and psychologists to ensure success.

1 One reflection of student social emotional health is student behavior as reflected in  
2 student discipline and attendance. This report shall present numbers of out-of-school  
3 suspensions, descriptions of in-school suspension programs, and intervention programs  
4 used to prevent suspensions and support positive behaviors and school attendance. It  
5 shall also include student utilization data for each school.

6 Student Discipline. Disproportionality in disciplinary actions are linked to implicit bias.  
7 While a single staff development training cannot inoculate against bias, cultural  
8 competency training can raise awareness of the issues and begin to improve school  
9 culture. This report shall include the number of staff, and percent of staff at each school  
10 who have participated in RMJJ Dismantling Racism and other similar trainings.

11 Student Attendance. Student attendance is crucial to student success. This report shall  
12 document disparities in attendance across schools and include descriptions of  
13 strategies used to improve school attendance.

#### 14 15 **4. Facilities and Material Resources**

16 Every student deserves to attend a clean and well-maintained facility stocked with the  
17 needed educational resources. Schools with active parent advocates can effectively  
18 lobby for facilities and resource needs. We must ensure that schools without  
19 parent/community advocates receive equitable access to facility and material resources.

20 This report shall include for each school items such as:

- 21 - Facility age and condition
- 22 - Condition of outdoor spaces including parking areas, athletic facilities, and  
23 playgrounds.
- 24 - For middle grades (6-8) and high schools, the on-site sports facilities available to  
25 students.

#### 26 27 28 **5. Human Resources, Leadership and Staff**

29 School success depends on strong leadership with a stable high-quality staff. Our most  
30 challenged schools have often suffered from high turnover in leadership and staffing,  
31 teacher absenteeism, long-term substitutes, greater numbers of inexperienced  
32 teachers, and higher than average numbers of provisionally licensed teachers or  
33 teachers teaching out of certification. The Human Resources, Leadership and Staff  
34 report will document these and other factors to enable comparison of the equitable  
35 distribution of human resources across schools.

36

## 6. Family Engagement and Communication

Parent involvement is essential for a child's development. The links between school and parental engagement have been recognized as having a strong impact on factors such as academic success, reduced suspension and drop-out rates. To improve perceptions of our schools as inviting learning environments, it is imperative that communication protocols be initiated by the school. This proactive engagement informs and encourages the core values and principles that form the foundation of each school. Additionally, all schools must make family and stakeholders aware of all lines of communication and support beyond the school building level.

In order to assess the level of home/school partnership in every school, the Superintendent shall:

- Actively support and monitor parent representation and active participation in school-wide organizational groups, such as, School Leadership Teams [SLT], PTA/PTO.
- Direct schools to report in their annual School Improvement Plans the strategies and programs undertaken to actively involve parents in their child's school experience.
- Recognize that while child advocacy is not always available through custodial parent engagement; it is helpful to children's self-esteem and academic success that they receive positive intervention through one-to-one volunteer and mentor partnerships to enable student's critical thinking and problem-solving.

Meaningful and mutual communication between home and school is vital to improving students' school experience.

In order to improve home/school communication, the Superintendent shall:

- Require the development and documentation of parent-friendly communication and participation strategies at every school. Emphasize invitational communication with families through a variety of face-to-face or person-to-person interactions. This is more often effective relationship-building communication with families than the use of technical gadgetry.
- Strengthen relationships with families via standardizing and implementing clear and transparent processes and communications protocols to receive all inquiries and concerns that parents feel that they need to reach beyond their child's school.
- Develop customer-service training and protocols for front-line employees at the school level.
- Provide cultural diversity training for all school leaders and staff.

## Equity Advisory Panel

The Board shall appoint an eleven-member Equity Advisory Panel consisting of:

- A total of two members selected from local educational institutions: University of North Carolina – Charlotte, College of Education, Central Piedmont Community College, Johnson C. Smith University, Queens University

- 1 - Four representatives from CMS partner organizations, community advocacy
- 2 groups, and/or philanthropic organizations.
- 3 - Three community members selected by the Board
- 4 - One Board of Education members selected by the Board Chair who will serve ex
- 5 officio. These members are limited to a one-year term.
- 6 - One staff member designated by the Superintendent (non-voting liaison)

7 The Advisory Panel Chair shall be appointed by the Board.

8 Equity Advisory Panel members shall serve three-year staggered terms, with a limit of  
9 two terms. Five (exclusive of Chair) of the first appointees will be chosen at random to  
10 serve two-year terms to establish staggered terms.

11 The Advisory Panel will meet approximately twice per quarter. Members missing three  
12 consecutive meetings, or five meetings within twelve months will be considered inactive  
13 and will be replaced.

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#### 15 Charge of the Equity Advisory Panel

- 16 - To review quarterly Equity Reports, monitor progress toward equity, and raise
- 17 issues and opportunities concerning equity to the Board
- 18 - Enlist support of the greater community to the cause of equity in CMS based on
- 19 the findings of Advisory Panel
- 20 —To recommend additional data that should be included in future reports
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