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CMS Equity Policy

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Purpose:

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

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This policy sets forth equity areas of action that impact student achievement, outlines a measurement rubric, and creates a monitoring mechanism. The Board directs staff to document, reduce, and ultimately eliminate the disparities and gaps that have persisted among subgroups of students in Charlotte-Mecklenburg Schools so that every student achieves full potential. The Board recognizes that there are other many other factors that contribute to inequities, opportunity gaps, and achievement gaps. This policy seeks to focus on those aspects of equity that can be documented.

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Definition:

The Board defines equity as providing the opportunities, support, environment, high expectations, and resources that every student needs to achieve educational success, feel valued, and contribute to a thriving community.

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Equity Areas of Action crucial to student success:

The Board recognizes that a number of factors influence success for all students. These factors include: **(1)** Pupil Assignment; **(2)** Educational Opportunities and High Expectations; **(3)** Student Wellness; **(4)** School Facilities; **(5)** Human Resources, Leadership and Staff; and **(6)** Family Engagement.

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Equity Reports:

The Superintendent or designee shall provide separate reports for each of the six Areas of Action listed above. The Reports shall be presented to the Board each quarter such that each of the five reports is delivered over the course of 15 months.

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1 The goals and measurements for each report are listed below. In order to access the
 2 gaps in disparities among student subgroups, reports should disaggregate data by
 3 race/ethnicity and socioeconomic status (SES).

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5 Goals and Measurements for Areas of Action:

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7 1. Pupil Assignment – TWO OPTIONS FOR FULL BOARD CONSIDERATION

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Version (A) –

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

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Version (B) –

20 In order to deliver upon the goals enumerated in Policy JCA, *“The*
 21 *Student Assignment Plan will be built on a foundation of equitable*
 22 *access to high-quality schools including home schools, magnet schools*
 23 *and additional types of school options.”* As such, the Pupil Assignment
 24 Report will document CMS’s progress on achieving those five goals:

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A. Provide choice and promote equitable access to varied and
 viable programmatic options for all children;

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B. Maximize efficiency in the use of school facilities,
 transportation and other capital and operational resources to
 reduce overcrowding;

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C. Reduce the number of schools with high concentrations of
 poor and high-needs children;

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D. Provide school assignment options to students assigned to
 schools that are not meeting performance standards
 established by the state; and

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E. Preserve and expand schools and programs in which students
 are successfully achieving the mission and vision of the Board.

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1 The report shall take into consideration that multiple price-point
2 housing requirements and zoning are beyond the purview of CMS and
3 acknowledge the impact those decisions have on pupil assignment.
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5 6 **2. Educational Opportunities and High Expectations**

7 Students deserve access to, and success in, a rich and diverse curriculum that
8 includes on-grade level and advanced level courses in language arts, mathematics,
9 science, social studies, history, world languages, and the arts, along with a well-
10 equipped media center staffed by a qualified media specialist.

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12 The Educational Opportunities and High Expectations Report will include school level
13 data disaggregated by race, and social economic status, where available, to address
14 these questions:

- 15 A. Do students have access to on-grade level curriculum, advanced curriculum,
16 career and technical educational options, world languages, and visual and
17 performing arts?
18 B. To what degree are students participating in these offerings?
19 C. What are the outcomes for those students? These include but are not limited
20 to AP/IB exam results, CTE pathway completion rates/certificate attainment,
21 4-year cohort graduation rates, and Career and College readiness rates.
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23 The Report will also include specific recommendations for eliminating disparities in
24 access, participation, and outcomes for student subgroups.
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26 27 **3. Student Wellness**

28 Meeting students' social, emotional, and all other wellness needs, are crucial to their
29 success. Students experiencing multiple traumas – from housing and food insecurity,
30 to domestic violence, and mental health issues need support from social workers,
31 counselors, and psychologists to ensure success.
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33 One reflection of student social emotional health is student behavior as reflected in
34 student discipline and attendance. This report shall present numbers of out-of-

1 school suspensions, descriptions of in-school suspension programs, and
2 intervention programs used to prevent suspensions and support positive behaviors
3 and school attendance. It shall also include student utilization data for each school.
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5 **Student Discipline:** Disproportionality in disciplinary actions are linked to
6 implicit bias. While a single staff development training cannot inoculate
7 against bias, cultural competency training can raise awareness of the issues
8 and begin to improve school culture. This report shall include the number of
9 staff, and percent of staff at each school who have participated in RMJJ
10 Dismantling Racism and other similar trainings.
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12 **Student Attendance:** Student attendance is crucial to student success. This
13 report shall document disparities in attendance across schools and include
14 descriptions of strategies used to improve school attendance.
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17 **4. School Facilities**

18 Every student deserves to attend a clean and well-maintained facility.
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20 This report shall include for each school items such as:

- 21 A. Facility condition
- 22 B. Condition of outdoor spaces including parking areas, athletic facilities, and
23 playgrounds.
- 24 C. For middle grades (6-8) and high schools, the on-site sports facilities available
25 to students.
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28 **5. Human Resources, Leadership, and Staff**

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

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6. Family Engagement

Increasing family engagement with the school, requires active effort to remove barriers of language, work hours, transportation, access to technology, and for some past history of negative school experiences. This report will examine the level of family engagement within schools and offer strategies for improvement.

- A. Actively support and monitor parent representation and active participation in school-wide organizational groups, such as, School Leadership Teams [SLT], PTA/PTO, family ambassador programs, and volunteerism.
- B. 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.
- C. Standardize and implement clear and transparent communication protocols that allow families to engage in two-way communication with school staff. The protocols should include opportunities to connect with families outside of the school day and outside of the school setting.
- D. Create and document a plan to leverage mentorship volunteer opportunities for students.
- E. Develop and provide annual customer-service training and protocols for front-line employees at the school level. This training should be mandated as part of their onboarding process.
- F. Develop and monitor tools to ensure culturally competent school leaders and staff.