

Equity Committee Recommendations

Dr. John B. Gordon III, Chief of Schools

Dr. Tameshia V. Grimes, Director of Equity &

Student Support Services

Presented to the School Board * December 12, 2017



Chesterfield County Public Schools



What is equity?

PDK:

**Equity is the practice
of giving every student,
according to strengths
and needs, exactly what they need
so they are able to learn,
experience success and thrive.**



Board priorities

- Through its five-year operating plan, the School Board has established equity in resource allocation as a major priority
- During its superintendent search, the Board also identified equity as a major opportunity the next leader would have to address





Board work on equity

- Differentiating resources -- i.e. FCMS and Ettrick
- Creating a Director of Equity and Student Support Services position
- Supporting the Equity Committee
- Partnered with the CCCPTA to host the first Equity Forum and held community conversations on the topic (i.e. attended NAACP meetings, etc.)





Transition Plan

E6: Transforming Education

- Project Engagement
- **PROJECT EQUITY**
- Project Enable Leadership
- Project Empowerment
- Project Efficiency
- Project Experience





Project Equity

- **Strengths**

- Melting pot of cultures, understanding that equity must be addressed, availability of resources

- **Opportunities**

- Start conversations, close gaps, diversify workforce

- **Recommendations**

- Create equity committee, enhance family engagement, increase minority recruitment efforts



Equity Committee

More than 75 community members

- Teachers, administrators and higher education leaders
- Parents and community supporters
- Community members -- faith and business leaders

Charge

- Identify current practices and gaps in service
- Research practical applications and make recommendations
- Create subcommittees to look at specific areas





Focus Areas

Eight subcommittees

- Achievement gaps
- Cultural competence
- Differentiated resources
- Disproportionate discipline
- Gifted education access
- School zoning
- Special programs access
- Workforce diversity





Findings

- Inconsistency in practice from school-to-school
 - access to resources (e.g. instructional and extracurricular)
 - access to rigorous, advanced-level courses
 - communication regarding special programs
- No policy to direct schools' efforts in ensuring equity in access, opportunity and instruction
- No policy regarding diversity/cultural competency training for all staff
- Staff demographics do not reflect student demographics





Recommendations

Six broad categories

- Access and opportunity
- Disciplinary practices
- Engaging stakeholders
- Policy and practice
- Professional development
- Staffing, recruiting and retaining



Recommendations

Access and opportunity

- Develop instructional strategies to support differentiation
- Expand learning opportunities beyond school bell
- Provide transportation to/from after-school activities
- Develop talent in under-represented student groups
- Expand pre-kindergarten opportunities
- Provide alternative assessments to determine mastery



Recommendations

Disciplinary practices

- Build positive relationships and positive sense of culture/community within schools
- Fully implement PBIS and establish consistent expectations
- Enable schools to have supports, strategies and resources in place to be proactive in reducing negative behaviors
- Expand social-emotional learning programs



Recommendations

Engaging stakeholders

- Create focus groups with diverse perspectives
- Expand Engage Chesterfield parent series at division and school levels
- Provide parent support materials in multiple languages
- Create community conversation around importance of having diverse learning community



Recommendations

Policy and practice

- Review ongoing work of other school divisions
- Develop equity policy that directs work
- Develop consistent resource allocation procedures
- Acknowledge implicit bias and embed cultural competency goals and training in new strategic plan (could have impact on all six areas)
- Increase communication of stakeholders about our work



Recommendations

Professional development

- Require cultural competency training for all staff members
- Train staff members in culturally responsive educational practices
- Train all staff members on trauma-informed care
- Partner with higher education institutions to review how new teachers are prepared to serve diverse communities



Recommendations

Staffing, recruiting and retaining

- Increase hiring of minority teachers to more closely reflect the student population
- Create pay strategy to retain “irreplaceables” at high-risk schools
- Increase funding for minority recruitment
- Communicate goal of increasing minority hiring at all levels
- Develop a Grow Your Own program to foster interest



Next steps

- Prioritize recommendations, develop timeline and identify funding
- Create community conversation and understanding of need to change and develop ongoing professional development
- Implement administrative review of talent development, criteria for advanced programs and existing discipline practices
- Continue to meet and review progress -- PDSA model



Recommendations for FY19 Planning

We believe these items should be initiated in the next six months (amongst other priorities after reviewed by committee):

- Develop an equity policy
- Create cultural competency training for CCPS staff in partnership with third party thought leaders
- Engage higher education partners in preparing teachers for the diversity in today's classrooms
- Expand translation services with a focus on parent materials on CCPS programs

EQUALITY VERSUS EQUITY



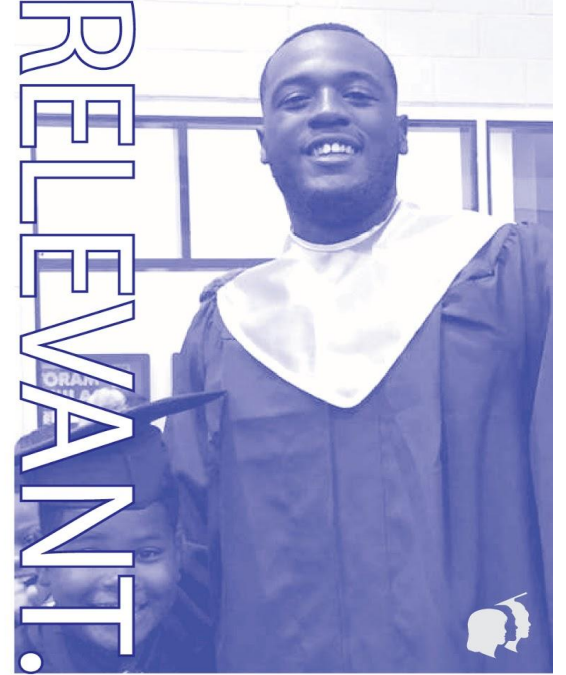
In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.



Equity Committee Recommendations

Dr. John B. Gordon III, Chief of Schools

Dr. Tameshia V. Grimes, Director of Equity &

Student Support Services

Presented to the School Board * December 12, 2017



Chesterfield County Public Schools