

## **DAB. EQUITY**

### **I. PURPOSE**

With the aim of being the cornerstone of proudly diverse community, the School Board of the City of Norfolk believes that all students, regardless of their background, deserve a high quality and respectful learning environment where diversity is valued and used toward achieving positive academic and social outcomes. The School Board recognizes that to achieve its vision of becoming the cornerstone of a proudly diverse community, it must improve achievement for all students, particularly subgroup populations of students such as socio-economically disadvantaged, African-American, Hispanic, English Language Learners (ELL), students with disabilities, and identified gifted students. The School Board is committed to creating, building, and sustaining a racially, ethnically, culturally, and economically sensitive environment that provides equitable access to a high standard of educational success for all students.

The School Board recognizes that the concept of educational equity is not the same as equality; equity refers to fostering a barrier-free environment whereby all students, regardless of background, have the opportunity to benefit from the establishment of high standards and the provision of support, effective learning environments, and resources required for a high quality education.

### **II. FACTORS TO BE CONSIDERED**

The School Board recognizes that a number of critical factors must be considered as the school division works to ensure that all students achieve at high levels. Some of these factors include, but are not limited to: (1) the goal of high expectations for all students; (2) the quality, effectiveness, and stability of school leadership; (3) the quality and retention of highly effective teachers in a school; (4) the allocation of differentiated resources, including human, fiscal, operational, and structural that are necessary to support high levels of student achievement; and (5) the provision of school and classroom environments with students from diverse backgrounds. In recognizing these critical factors, the School Board reaffirms its commitment to the goals of educational excellence and equitable opportunities for all students.

### **III. GOALS**

Within the school division's overall priorities, mission, vision, and goals, the School Board's goals will serve as guidance to promote the equitable distribution of the division's resources and opportunities.

- A. Student enrollment should not exceed school capacity. School capacity will be based upon the division's most recent available school capacity study. Schools that are either over or under capacity will be evaluated to assess future use.
- B. All teachers at each school will be highly qualified and highly effective.
- C. The school division will strive to establish and maintain an equitable distribution of teacher experience within each school. This distribution will be reported annually to the Board in October.
- D. The school division will meet the Standards of Quality as established by the Virginia Department of Education (VDOE) as well as the staffing standards established by the school division and will strive to provide additional personnel as resources allow.
- E. Each school will have a successful, functioning Parent Teacher Association.
- F. Mobile units for classroom use will be temporary and limited.

- G. The division will adhere to the Virginia Department of Education's standards as it relates to the construction and renovation of facilities and establish local standards for new construction and the renovation of facilities.
- H. The school division will maintain an equitable distribution of resources and opportunities, including access to high quality and effective curriculum and materials.

#### **IV. MEASUREMENTS**

Although pertinent data will be reviewed on a quarterly basis, on at least an annual basis, NPS shall measure critical factors in student achievement. The measurements shall include, but not necessarily limited to, the following:

- A. access to educational opportunities;
- B. student achievement data at each school, disaggregated by race, ethnicity, socio-economic status, English Language Learners, special education, and identified gifted;
- C. student enrollment at each school, disaggregated by race, ethnicity, socio-economic status, English Language Learners, special education, and identified gifted;
- D. student suspension/discipline data for each school and student average daily attendance data for each school;
- E. the amount of federal funding allocated to each school;
- F. the annual funding allocated to each school outside of federal funding;
- G. the number of highly qualified teachers at each school as defined by the Virginia Department of Education (VDOE) and the number of highly effective teachers;
- H. the experience level of teachers at each school;
- I. the teacher retention rate at each school;
- J. the allocation of funding for resources (personnel and non-personnel) will be provided based upon student enrollment (baseline data);
- K. a differentiated funding formula for schools with significant percentages of students in subgroups such as race/ethnicity, socioeconomic status (SES), English language learners (ELL), students with disabilities (SWD), and identified gifted will be developed and implemented;
- L. the facilities condition index;
- M. the placement of mobile units;
- N. the allocation of experienced teachers;
- O. the annual funding allocation to each school ; and
- P. the extent of family and community engagement and involvement

#### **V. ANNUAL EQUITY REPORT**

The Superintendent shall provide a report once a year during a School Board business meeting or work session regarding the school division's status of allocating the division's resources in an equitable manner amongst schools. This annual report shall include, but will not necessarily be limited to, the following:

- A. student achievement data at each school, disaggregated by race, ethnicity, socio-economic status, English Language Learners, special education, and identified gifted;

- B. student enrollment at each school, disaggregated by race, ethnicity, socio-economic status, English Language Learners, special education, and identified gifted;
- C. student suspension/discipline data for each school and student average daily attendance data for each school;
- D. the amount of federal funding allocated to each school;
- E. the annual funding allocated to each school outside of federal funding;
- F. the number of highly qualified teachers at each school as defined by the Virginia Department of Education (VDOE) and the number of highly effective teachers;
- G. the experience level of teachers at each school; and
- H. the teacher retention rate at each school

The results of the NPS Annual Equity Report will be factored into the subsequent school year's division planning to ensure that all students are being provided equitable access to excellent educational options and opportunities.

## **VI. RESOURCES AND SUPPORT**

The School Board commits to seeking local, state, and federal resources to support equity in the allocation of resources to every school throughout the school division and to support the Superintendent's implementation of a framework to attain full accreditation for all schools and to meet and/or exceed all local, state, and federal benchmarks. Such resources and support will include, but are not necessarily limited to, funding, staffing, and instructional resources.

The School Board supports the aggressive pursuit of grant funding in order to achieve its educational goals.

## **VII. EQUITY TASK FORCE**

- A. The School Board establishes the NPS Equity Task Force to work with the Superintendent to assist in the development of the NPS Equity Plan and to advise the Superintendent on equity issues within the school division. The NPS Equity Task Force shall also assist the Superintendent in developing strategies for ensuring that equitable educational opportunities are being provided to all of the students who attend Norfolk Public Schools.
- B. The NPS Equity Task Force is an advisory committee of the School Board and shall include the Superintendent as well as nineteen (19) other members appointed by the School Board.
- C. The members of the NPS Equity Task Force shall include: one (1) central office administrator; three (3) school-based administrators, including one each from the elementary, middle, and high school levels; three (3) teachers, including one each from the elementary, middle, and high school levels; one (1) representative of the Norfolk Federation of Teachers (NFT); one (1) representative of the Education Association of Norfolk (EAN); one (1) representative of the Gifted Education Advisory Committee (GEAC); one (1) representative of the Special Education Advisory Committee (SEAC); one (1) representative of the Norfolk Council of PTAs (NCPTA); one (1) student School Board representative; one (1) citizen of the City of Norfolk; one (1) business community representative; one (1) urban studies expert; one (1) English Language Learner representative; one (1) Title I school division representative; and one (1) student support services/discipline representative from the school division. The Superintendent shall serve as an ex-officio member of the NPS Equity Task Force.

- D. The term of the following NPS Equity Task Force Committee members shall be two (2) years: the central office administrator; the three (3) school-based administrators; the three (3) teachers; the representative of NFT; the representative of EAN; the representative of GEAC; the representative of SEAC; the member of the Norfolk Council of PTAs; the ELL representative; the school division's Title I representative; and the school division's Student Support Services/discipline representative. The term of the student member shall be one (1) year. The term of the citizen of the City of Norfolk, the urban studies expert, and the business community representative shall be two (2) years. No appointed member shall serve more than two (2) consecutive terms. The Superintendent shall continue to serve as an ex-officio member of the NPS Equity Task Force so long as he/she is the Superintendent of Norfolk Public Schools. The School Board shall fill any vacancy occurring in the membership of the NPS Equity Task Force for the unexpired term only.
- E. The terms of all members will begin on July 1 of each fiscal year. Reappointment or appointment of subsequent members should occur prior to the first day of July of each year, but shall not become effective until the first day of July.
- F. The NPS Equity Task Force shall make recommendations to the Superintendent and the School Board regarding the equitable allocation of the division's resources amongst the individual schools throughout the school division.

#### **VIII. EQUITY TASK FORCE MEETINGS**

The NPS Equity Task Force shall meet as needed, but not less than once per quarter. The NPS Equity Task Force chair, in accordance with state and local statutes, shall set the time and place of committee meetings. The School Board Clerk shall maintain meeting notes.

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#### **Cross Ref.:**

AD. Educational Philosophy  
 AE. School Division Goals and Objectives  
 BCF. Advisory Committees to the School Board  
 CF. School Building Administration  
 GCI. Assignments, Reassignments and Transfers

**Adopted** by the Norfolk City School Board January 20, 2016.

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