



## Policy IAB : Educational Accountability

Status : ADOPTED

Original Adopted Date: 06/24/2019 | Last Revised Date: 06/01/2020 | Last Reviewed Date : 06/01/2020

### Equity Policy

The Clayton County Board of Education is committed to providing each student at every school with the full support and opportunity to fulfill their highest potential. The District believes that equity is providing students with what they need to achieve at the highest possible level, and graduate prepared for college, career, and community success. Students must be honored and valued in every classroom by supporting their social, emotional and culture needs. Initiatives that can achieve this include, with limitation, district-wide emphasis on Social Emotional Learning, hearing and listening to student voices through restorative justice practices, professional learning, staff recruitment and induction process, and culturally responsive teaching pedagogy (method and practice of teaching).

Achieving equity requires strategic decision-making to remedy opportunity and learning gaps and create a barrier-free environment. The Board seeks to understand and to interrupt patterns of institutional bias at all levels of the organization that result in predictably lower academic achievement most notably for students of color. Eliminating individual and institutional bias (e.g. race based, identity bias, economic) will increase achievement and graduation rates for all students, while narrowing the academic and opportunity gaps between the highest and lowest performing students.

This policy intends to improve academic opportunities for all students and reduce achievement gaps between groups of students, by proactively working to end inequities that contribute to negative stereotypes about group of students, marginalize students or staff who seek to disrupt institutional bias, and restrict access to rigorous academic programs for certain groups of students based on race, special education placement, being a designated English Language Learner, and other factors.

The District acknowledges other forms of social inequalities and unjust treatment, including gender identity, gender expression, sexual orientation, socioeconomic status, religion, national origin, foster youth, involvement with the juvenile justice systems, and students with disabilities and learning differences, and how these different forms of oppression intersect. The aim of equity is to provide students with additional and differentiated resources based on their educational needs. The District is committed to explicitly identifying and addressing all differences in education outcomes for the purpose of targeting areas for action, intervention and investment. The District will conduct periodic evaluations of its programs to ensure continued equity, which may include external studies, internal reviews, strategic analyses, and focus committees or a combination of any of above.

### Allocation of Resources

The Board of Education believes that all pupils are entitled to equal opportunities for a quality education and maintains its educational programs in accordance with all state and federal laws relating to non-discrimination.

The District will fairly allocate the distribution of textbooks, computers/tablets, media center resources, and other instructional materials and supplies. For this purpose, the Superintendent of Schools will allot all state, local and non-categorical federal funds, systemwide, or on a per pupil basis, at each of the various organizational groupings (e.g., elementary, middle and high school), in such a manner that Title I project attendance area will receive per pupil amounts equal to or greater than those in non-Title I project attendance areas. The Superintendent will make appropriate adjustments in the allotments at least once during the school year, in accordance with changes in the active pupil enrollment.

To address any disparities within the District, the District has established policies and administrative regulations that will include:

1. a clear plan and timeline for identifying gaps in educational experiences and outcomes and potential root cause;
2. an implementation plan for programs, practices, and systems that address those disparities;
3. an evaluation rubric and accountability standards for measuring success;
4. training plans; and
5. ongoing plan for continuous improvement.

The Board acknowledges its existing policies and administrative regulations developed to advance equitable outcomes for all students, including without limitation:

- EEE - Wellness Program
- IDFA - Gender Equity in Sports
- JAA - Equal Educational Opportunities
- JBC(1) - Homeless Students
- JCAC - Harassment
- JCD - Student Conduct
- JCDAG - Bullying
- JD - Student Discipline
- JGJA - Suicide Prevention
- LEBA - Parental Involvement in Education

Students deserve to be educated in environments that respect them as individuals, including their racial and ethnic diversity, thereby facilitating successful academic outcomes.

**Policy Reference Disclaimer:** These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

**Note:** The State of Georgia requires acceptance of Terms and Conditions before reviewing the code. To 'accept' click here: [State of Georgia Terms and Conditions](#) After accepting, return here and click on the links below to be taken to each specific code. **You should only have to do this one time per session.**

State Reference	Description
O.C.G.A 20-02-0080	<u>Requests for increased flexibility; Title 20/No Waivers system</u>
O.C.G.A 20-02-0081	<u>Strategic plan and proposed contract for local school systems requesting flexibility; strategic waivers school system</u>
O.C.G.A 20-02-0082	<u>Contract terms for local school systems requesting flexibility</u>
O.C.G.A 20-02-0083	<u>State board approval of local school board flexibility contract</u>
O.C.G.A 20-02-0084	<u>Accountability, flexibility, and consequences components of contract</u>
O.C.G.A 20-02-0084.1	<u>Loss of governance for nonperforming schools</u>
O.C.G.A 20-02-0084.2	<u>State monitoring</u>
O.C.G.A 20-02-0084.3	<u>Required notifications by local school systems</u>
O.C.G.A 20-02-0084.4	<u>Other funding options</u>
O.C.G.A 20-02-0084.5	<u>Applicability to charter systems</u>
O.C.G.A 20-02-0133	<u>Free public instruction; exceptions; eligibility; custody; notification of LUA of child's location; records transfer and utilization; funding</u>
O.C.G.A 20-02-0186	<u>Allocation of funds to pay beginning salaries of certain personnel; eligibility of failing schools for funds</u>
O.C.G.A 20-02-0244	<u>Waivers to improve student performance; requirements for application; period of waiver; blanket waivers</u>
O.C.G.A 20-02-0286	<u>Innovative assessment pilot program; procedure; reporting</u>
O.C.G.A 20-14-0026	<u>Office of Student Achievement-Duties</u>
O.C.G.A 20-14-0026.1	<u>Authority to incorporate nonprofit corporation as public foundation; requirements; Public Education Innovation Fund Foundation; reporting</u>
O.C.G.A 20-14-0031	<u>Establishing standard for satisfactory performance</u>
O.C.G.A 20-14-0033	<u>Indicators of quality of learning; comparison to state standards; rating schools and systems; definition of drop-out and below grade level</u>
O.C.G.A 20-14-0034	<u>School and system report cards; required information; dissemination of reports</u>
O.C.G.A 20-14-0037	<u>Creation of school awards system recognizing progress and achievements in schools</u>
O.C.G.A 20-14-0060	<u>Pre-K Accountability Assessment Program-Performance based accountability assessment program; annual accountability report cards; audits</u>
O.C.G.A 20-14-0091	<u>Career and Technical Education Advisory Commission created; membership; requirements; meetings; reimbursement</u>
GSC 20-14-0047	<u>Individual assessments of low performing students in turnaround eligible schools</u>
O.C.G.A 20-14-0036	<u>Written procedures; training for on-site audits by Office of Student Achievement</u>
O.C.G.A 20-14-0041	<u>Appropriate levels of intervention for failing schools; master or management team; school improvement team; annual reports; data revision; hearing</u>
O.C.G.A 20-14-0043	<u>Chief Turnaround Officer; qualifications; duties</u>
O.C.G.A 20-14-0044	<u>Turnaround coaches; role</u>
O.C.G.A 20-14-0045	<u>Turnaround eligible schools defined; role of local boards of education</u>
O.C.G.A 20-14-0046	<u>On-site diagnostic review by third-party specialist; development of intensive school improvement plan</u>
O.C.G.A 20-14-0048	<u>Resources and supports for turnaround eligible schools</u>
O.C.G.A 20-14-0049	<u>Failure to progress after implementation of intensive school improvement plan; interventions</u>
O.C.G.A 20-14-49.13	<u>Reporting of percentage of students with each state funded characteristic included in 20-2-161; online sortable database; fiscal data</u>
Rule 160-4-9-05	<u>Charter Schools Petition Process</u>
Rule 160-4-9-06	<u>Charter Authorizers, Financing, Management, and Governance Training</u>
Rule 160-4-9-07	<u>Charter Systems</u>
Rule 160-5-1-33	<u>Strategic Waivers and Title 20/No Waivers School Systems</u>
Rule 160-7-1-01	<u>Single Statewide Accountability System</u>
Federal Reference	Description
20 USC 6311	<u>Improving Basic Programs Operated by LEAs: State plans</u>
20 USC 6312	<u>Improving Basic Programs Operated by Local Educational Agencies-Local Educational Agency Plans</u>