

Top ten priority Equity Council Recommendations – **Approved by the Board in October 2014**

1. Create district supports for attention to mental health issues. This emerged as the primary need for discipline, achievement, and student behaviors.

The district has received two grants (one to the district and one with KDE) to implement Mental Health First Responders training for hundreds of FCPS employees along with other service providers across the community. This training will begin in the spring of 2015; the grant coordinator is in the process of being trained at this time.

The district special education administration team is also working with directors and schools to plan an alternative to the Highly Structured Classroom (ABLE) model that would provide additional support for elementary schools to better meet the needs of young children with mental health issues.

2. At the time HR routinely (not on request) relays minority candidate information to each school principal, the PDAC requests they might also include that school's staff diversity data. This would provide a courtesy reminder clearly setting forth each school's current diversity goal given the school's staff diversity in comparison to their student enrollment and including a compliance request, "please provide what steps are being taken to ensure your school's staff population reflects your student population" which then would be reported to the Equity Council by principals and directors.

Beginning in April 2015 (when the hiring window is open), each school principal will receive his/her staff diversity comparison to student enrollment diversity numbers each time there is an open, certified position in his/her school. Included with that information, there will be a request that reads "Please be prepared to provide what steps are being taken to ensure your school's staff population reflects your student's population to your Director and the Equity Council."

3. Ensure that the Equity Scorecard is used as a tool alongside the Comprehensive District Improvement Plan during schools leadership team planning phrase.

The core CDIP team will be made up of the Chief Academic Officer, the Chief School Community Government Officer, the Director of Curriculum and Assessment, and the Director of Resource Allocation. This core team will use the Equity Scorecard alongside state and local indicators of student achievement to determine district planning goals, objectives, strategies, and activities. The Office of Evaluation and Planning will develop a monitoring timeline and reporting process for the CDIP to include at least quarterly reports to the Board and the Equity Council. The revised CDIP is due January 3, 2015.

4. Adopt a regular schedule and process for analyzing teacher and leader effectiveness data across schools to determine whether effective teachers and leaders are distributed equitably within schools and across the district.

Adopt a regular schedule and process for analyzing teacher and leader effectiveness data across schools to determine whether effective teachers and leaders are distributed equitably within schools and across the district. Data from the Professional Growth and Effectiveness System evaluations will be available beginning May 2015 for teachers and June 2015 for administrators. This data will be compiled into a report that should be available in July 2015.

5. Hire a full-time monitor, who will have responsibility for staff diversification and the independence and leverage to monitor at the individual school levels and to report to the Equity Council on its progress.

See attached

6. The district's leadership team (Cabinet) should place the Equity Scorecard measurable components on their bi-weekly agenda for review of progress or lack thereof.

Currently in process

7. Create an accountability monitoring schedule with review dates and who is going to be held responsible and accountable for each area on the Scorecard.

Prepare in January to present to Equity Council in Board Meeting in February.

8. R.E.S.E.T Panel needs a holding placement for students' reintegration into FCPS. When a student comes into the district from an outside placement late in the semester (e.g. two weeks before the end of school), there should be a transition setting to get them reintegrated into the system effectively.

The district needs to assign a cross-agency team to include the three high school directors, the associate director of School Government and Support, the ESS/FRYSC Coordinator, the associate director of student achievement and support, and the DPP Office representatives to review the current state of the RESET panel recommendations process in light of other related efforts such as the BAT Force, the New Administrative hearing process, PBIS, MTSS and the new alternative program intake process.

9. As a follow up on accountability and measurable outcomes reporting related to meeting Goal No. 8, ("By 2020 all schools/departments will employ professional staff that reflect at a minimum the diversity of the students served in FCPS."). The PDAC recommends that the new Board Report includes not only the current staff population by school, but also next to each, the student population for that school serving to make for easier viewing of where each school needs to reflect its student population and ascertain its diversity goals.

On or before the February 2015 Regular Board Meeting, the Data Team in conjunction with Human Resources will provide a report that includes current staff population and student population by school.

10. Require schools with the highest gaps and directors to share the schools' gap reduction plans with the Board and Equity Council.

The Teaching and Learning Team (TLT) will develop a monthly schedule from January through August 2015 for one principal and director to present each month to the Board and the Equity Council about their gap reduction plans. There will be 5 elementary schools, 2 middle schools, and 1 high school in this rotation. Those schools will be determined based on the highest achievement gap between non-duplicated gap students and those students who are not in the non-duplicated count. These presentations will begin in January 2015 if it pleases the board and the Equity Council in terms of their agenda.

Tentative dates	Summary of events/activities undertaken to fill the vacancy for the Associate Director of Minority Recruitment and Retention position.
	Once the posting has been closed for the position – November 7 – A list of all applicants will be provided to me by HR
2 nd - 3 rd week of November	A screening committee and interview panel will be assembled – consisting of a diverse group of stakeholders, not limited to, but may include representatives from: the Equity Council, principals, and district staff.
3 rd - 4 th week of November	<p>A meeting date will be set for the first meeting of the screening committee.</p> <p>Agenda will include, but not limited to:</p> <ul style="list-style-type: none"> • Future meeting dates • Possible interview questions • Committee member's questions answered about process.
4 th (Nov.) – 1 st of December	Using a hiring matrix (based on the job description), applications will be reviewed and recommendations made on which applicants to interview.
TBA	The screening committee will recommend possible interview dates.
TBA	Interviews conducted by screening committee/interview panel.
TBA	<p>At the completion of the interview process, recommendations and feedback will be shared with the committee chair.</p>
Tentative 2 nd week of December -1 st , 2 nd , 3 rd week of January	<p>The official hiring administrator (Committee Chair) will consider all recommendations before making a decision. Once the decision has been made, an official offer will be made to the selected applicant.</p> <p>Upon acceptance of the job offer by the applicant, official notification will be sent through the district level communication process to all stakeholders.</p> <p>All applicants that were interviewed will be notified about filling of the vacancy.</p>