

**III. SCHOOL AND CLASSROOM PRACTICES:
EQUALITY AND EQUITY IN CURRICULUM**

SCHOOL DISTRICT, CHARTER SCHOOL OR RENAISSANCE SCHOOL PROJECT NAME:

OBJECTIVE: For each noncompliant area of the Needs Assessment, describe the corrective actions to be implemented for School Years 2019-20 through 2021-22 for developing and/or revising curriculum to eliminate discrimination, add multicultural content, and promote understanding and mutual respect among all students.

Section/sub-section from Needs Assessment	Implementation Strategies	Staff Responsible	Implementation Timeline				Evidence of Completion
			2019	2020	2021	Ongoing	
III.A.1.a	Continue to train staff (as needed), implement restorative practices, and consistently use and monitor implementation of SEL curriculum	Manager of School Support Culture and Climate Specialists Principals	May/June 2020 – planning September 2020 – continued training, implementation, and monitoring start October 2020-June 2022, on-going				Sign-in Sheets AND Agendas from planning and training sessions Increase in State Anti-Bullying Self-Assessment school and district scores
III.A.1.d	Resource Harrison ES and Wilson ES w/ sufficient student Chromebooks (1:1)	Network Administrator Coordinator Principals	Summer 2020				Purchase Order w/ new devices
III.A.1.f	Review (and revise if needed) transportation policy and practices to ensure homeless students, SpED students, and ELLs who take transportation have access to participate in extra-curricular activities; building-level solutions may suffice	Manager of Transportation Operations Parent Coordinator/ Homeless Liaison Special Education and Services Director Principals	May/June 2020 – review and revise if needed September 2020 and on-going				District transportation policy School student/parent handbooks
III.A.1.h	Consistently implement and monitor the district’s Multi-Tiered System of Supports (MTSS)	Supervisor of Guidance Principals	May/June 2020 – assess September/October 2020 – re-train staff as needed September 2020-June 2022, on-going				Sign-in Sheets AND Agendas for monthly MTSS meetings at building level

III.A.4	Finalize Holocaust curriculum additions at elementary grade levels	CAO	September 2020-June 2022, on-going	Holocaust curriculum additions
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**III. SCHOOL AND CLASSROOM PRACTICES:
EQUALITY AND EQUITY IN STUDENT ACCESS**

SCHOOL DISTRICT, CHARTER SCHOOL OR RENAISSANCE SCHOOL PROJECT NAME:

OBJECTIVE: For each noncompliant area of the Needs Assessment, describe the corrective actions to be implemented for School Years 2019-20 through 2021-22 to provide equal and bias-free access for all students to all school facilities, courses, programs, activities and services, regardless of race, national origin, sexual orientation, gender, religion, English proficiency, socio-economic status, immigration status, housing status or disability.

Section/sub-section from Needs Assessment	Implementation Strategies	Staff Responsible	Implementation Timeline				Evidence of Completion
			2019	2020	2021	Ongoing	
III.B.4.b	Conduct monthly data dashboards w/ principals, VPs, and culture and climate specialists to monitor student conduct data (detentions, suspensions), brainstorm solutions, determine action plan, and report out successes/challenges	Manager of School Support Assistant Superintendents Principals VPs Culture and Climate Specialists		Monthly starting May 2020			Sign-in Sheets, Agendas, and Data Dashboards from monthly meetings, including monthly action plans and reports on successes/challenges
III.B.4.b	Continue to train staff (as needed), implement restorative practices, and consistently use and monitor implementation of SEL curriculum; Consistently implement and monitor the district's Multi-Tiered System of Supports (MTSS)	Manager of School Support Supervisor of Guidance Principals Culture and Climate Specialists Guidance Counselors		May/June 2020 – assess September/October 2020 – re-train staff as needed September 2020-June 2022, on-going			Sign-in Sheets AND Agendas for assessment meetings Monthly monitoring of MTSS Sign-in Sheets AND Agendas for re-training sessions Sign-in Sheets AND Agendas for monthly meetings at building level Decrease in suspensions at school level and disaggregated by subgroups (SpED Students, males, Black males)
III.B.4.d	Continue to provide district-wide PD on SEI training to ensure ELLs have equal access to the curriculum	CAO ESL/Bilingual Supervisors Principals		Summer 2020 – plan September 2020-June 2021			Detailed written implementation plan Frontline Professional Learning monitoring to determine number of sessions offered and staff attendance Sign-in Sheets and Agendas from PD

III.B.4.d	Fill all bilingual teacher staffing needs to ensure ELLs have equal access to the curriculum	HR Manager	Immediate and on-going	Accurate current and projected bilingual teacher vacancies Sign-in Sheets from targeted district job fair(s) Applitrack monthly reports - # resumes received, # candidates screened by phone, # interviews Substantial decrease in vacancies
III.B.4.e	Review (and revise if needed) transportation policy and practices to ensure homeless students, SpED students, and ELLs who take transportation have access to participate in extra-curricular activities; building-level solutions may suffice	Manager of Transportation Operations Parent Coordinator/ Homeless Liaison Special Education and Services Director Principals	May/June 2020 – review and revise if needed September 2020 and on-going	District transportation policy School student/parent handbooks
III.B.6	Review district process for referring students to Special Services Re-train all teachers and administrators on this process Monitor the process monthly	Director of Special Education and Special Services Child Study Team Principals	April/May 2020 – review and plan training/re-training September/October 2020 – re-training September 2020-June 2022, on-going	Sign-in Sheets AND Agendas of planning and training/re-training meetings Sign-in Sheets AND Agendas of monthly monitoring meetings Quarterly reports to Assistant Superintendent for School Support and Superintendent
III.B.6	Consistently implement and monitor the district’s Multi-Tiered System of Supports (MTSS)	Supervisor of Guidance Principals Culture and Climate Specialists Guidance Counselors	May/June 2020 – assess September/October 2020 – re-train staff as needed September 2020-June 2022, on-going	Sign-in Sheets AND Agendas for assessment meetings Monthly monitoring of MTSS Sign-in Sheets AND Agendas for re-training sessions Sign-in Sheets AND Agendas for monthly meetings at building level Decrease in males and Black males for special services referral
III.B.7	Review (and revise if needed) transportation policy and practices to ensure homeless students, SpED students, and ELLs who take transportation have access to participate in extra-curricular activities; building-level solutions may suffice	Manager of Transportation Operations Parent Coordinator/ Homeless Liaison Special Education and Services Director Principals	May/June 2020 – review and revise if needed September 2020 and on-going	District transportation policy School student/parent handbooks

