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~~2260.04~~ Comprehensive Operations and Institutional Oversight Policy

The Board of Education in the Akron Public Schools is committed to preparing each child for success. We believe that every student, parent/guardian and staff member brings their own personal backgrounds and experiences into our schools and we are richer for it. Each of them has a legitimate expectation to have a positive learning environment free from discrimination. Learning and work environments are enriched and improved by the contributions, perspectives and very presence of all participants.

The Board believes that the responsibility for student success is broadly shared by District staff, families, our community and our student's own efforts. It is the obligation of the District to embrace the diversity within our District while actively eliminating practices that perpetuate the disparities among our students so that all students have the opportunity to benefit equally.

The Akron Public Schools' mission is to "prepare each child for success." The Akron Public Schools vision for all APS scholars to graduate as architects of their future, prepared to thrive in an ever-changing world. Furthermore, the Akron Board of Education believes in the Foundational Values of communication, a culture of safety and belonging, accountability, relationships, trust and readiness. In order to fulfill this mission, the District will focus on the individual and unique needs of each student. Therefore, the Board established the following course of action:

Foster the universal values as expressed and adopted in the Board Resolution

Our Board is committed and dedicated to ensuring high-quality educational experiences for all students by integrating fairness into all policies, programs, operations and hiring.

- A. Adopt a teaching and learning culture that includes high expectations of students and staff, varied teaching and learning styles, and individualized as well as district support for teachers and students.
- B. Create multiple learning pathways that widen access to educational opportunities and lifelong success.
- C. Provide high quality, relevant curricula for all students and teachers regardless of learning styles. Eliminate District barriers and contribute to and improve access and outcomes.
- D. Identify, develop and apply best instructional practices that have demonstrably made a positive difference for all students in order to reduce prevalent and persistent learning outcome gaps.
- E. Allocate annually the District's many financial, capital and human resources in a manner that closes learning outcome gaps.
- F. Facilitate access to co-curricular and extra-curricular activities, social services, tutoring, and enrichment opportunities for all students.
- G. Engage, include and collaborate with our families, students, residents, communities, and stakeholders as this Board recognizes that their active involvement is essential to the Board's own responsibility for effective governance.

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Purpose

All APS students deserve a respectful learning environment in which their contributions are valued and their academic potential is fully supported.

This policy addresses the factors contributing to low academic achievement for all students, regardless of race, color, religion, sex, sexual orientation, national origin, age, disability and/or genetic information. Eliminating the institutional practices contributing to achievement gaps will increase achievement including on-time graduation for all students while narrowing the gaps between the highest- and lowest-performing students.

We remain resolute to eradicate unfair and unequal treatment for all members of our district community as outlined by the laws that govern our practices, processes and procedures.

To that end, the Board holds itself and all District decision makers, faculty, and support staff accountable for building a District-wide system of accountability. A system of accountability includes adherence to all relevant laws including Title VI or the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990. The Board directs the Superintendent to develop an action plan with clear and measurable accountability standards and procedures that can be assessed and reported transparently to the public. The Akron Public Schools' strategic plan will be submitted annually to the Board for approval and its subsequent implementation by all departments and school sites will be reviewed by the Board at least semi-annually.

Implementation and Operational Actions

- A. Conduct performance audits, utilizing disaggregated data, to evaluate program effectiveness and optimize resource allocation.
- B. Conduct expanded and mandatory training to include staff and administration at all levels on a regular basis to facilitate capacity-building and to enhance staff engagement and performance.
- C. Identify and eliminate practices that result in lower academic achievement for any student group compared to their peers, including those within schools and classrooms.
- D. The Board would develop and/or revise policies and protocols that reflect and respect the experiences of students, staff and community.

Teaching and Learning

- A. Provide structured opportunities for teacher collaboration to strengthen instructional practices.
- B. Ensuring teachers and administrators work together to create and implement rigorous instructional methods and plans.
- C. Ensure positive and academically rigorous schools that engage all students.

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- D. Offering comprehensive courses that reflect the-experiences each academic year, across all schools.

Leadership

The Superintendent will ensure implementation of the policy by engaging in the following practices:

- A. Recruiting, employing, supporting, retaining, and continuously developing a workforce.
- B. Replacing ineffective practices with systems that support implementations of this policy.
- C. Establishing accountability systems and metrics that are specifically designed to achieve positive outcomes, ensuring that progress is measured, and disparities are addressed.
- D. We commit to follow Title VI of the Civil Rights Act of 1964 (Title VI), which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973 (Section 504); and Title II of the Americans with Disabilities Act of 1990 (Title II). Section 504 and Title II prohibit discrimination on the basis of disability.

Family and Community Engagement

Develop and implement practices in collaboration with students, their families, and community members:

- A. Seeking and including various-perspectives in the development and implementation of high quality teaching and learning practices and curriculum
- B. Engaging representation among all voices, particularly families, students, and staff.
- C. Seeking community feedback to bring multiple perspectives and when trying to resolve district issues which may impact the community

Student Discipline

As most districts in the nation, Akron Public Schools has experienced significant and persistent disparities in the discipline of students. These trends are a pressing crisis in the United States of America warranting serious attention from school districts, as well as APS, to work toward improved opportunities and outcomes for every student.

An impact analysis of District discipline policies and practices on particular groups of students is an important indicator within student discipline. Disproportionalities in student discipline rates in a school or school district may be caused by a range of factors. Evidence shows suspensions and expulsions have a negative impact on school climate and student behavior, which can lead to other adverse outcomes.

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To resolve this problem, the Board's Comprehensive Operations and Institutional Oversight Committee, in conjunction with the Superintendent, Chief of Institutional Oversight and other designees, will review disaggregated discipline data no less than quarterly to identify trends each calendar year. The Board will receive a semi-annual report on the recommendations and resolutions that occur from this data analysis. The disaggregated data and plans will assist in identifying areas of concern, support fair and consistent disciplinary outcomes and increase success for all students.

Recruitment, Screening, Hiring, and Retention

Akron Public Schools will use fair and consistent processes to recruit, hire, and retain employees. The district will review its current recruitment, screening, and interview procedures and implement updates where needed to ensure a clear and objective process. The district will avoid subjective screening methods and ensure evaluations are based on job-related criteria. All hiring practices will align with applicable laws, policies, and guidelines.

Suppliers and Procurement

As one of the largest employers in the City of Akron and Summit County, Akron City Schools is committed to ensuring our vendors are informed and engaged in opportunities to partner with the District. Akron Public Schools is committed to fairness in our business practices, engaging our local business community and being transparent in our efforts.

Finances and Resource Allocations

The Board of Education is committed to ensuring that financial and resource allocations effectively support our district. To achieve this the board will conduct a monthly review of district financial resources to ensure that funding aligns with district needs. This financial and resource allocations review would begin at Board level and require the Treasurer/CFO and Board Finance Committee to review all financial recommendations

Board Committee

The Board of Education will constitute a Board-level Comprehensive Operations and Institutional Oversight Committee that partners with the District to review district plans, recommendations, and receive regular reports of the District's progress on key performance metrics. This committee will work directly with the Superintendent and the Chief of Institutional Oversight.

Implementation, Monitoring and Board Comprehensive Operational and Institutional Oversight Committee

The Superintendent will appoint an Executive Director-level Chief of Institutional Oversight (CIO) who oversees the District's policies and the implementation of comprehensive educational and operational strategies supported within this policy, the District's strategic plan and embedded throughout the system. The CIO will collaborate and consult with other district leaders to ensure that the District's practices are aligned and create monitoring systems to track progress toward

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district goals. At a minimum, the CIO will serve on the Board's Comprehensive Operational Institutional Oversight Committee and serve as the District-level auditor and reviewer consulting with other district leaders on the implementation of this policy. The CIO will adhere to all federal, state and local laws while strengthening accountability and transparency and aligning strategic priorities meaningful to the district community. The CIO will analyze student access, achievement gaps, resource distribution and opportunities, identifying barriers and developing strategies to remove them.

District Decision Making

The District will develop and implement a district-wide plan with clear accountability and metrics which will result in measurable academic and district-wide improvements. The Superintendent and/or the CIO shall monitor and report the progress of the plan and outcomes.

The Board will receive a semi-annual report on the recommendations and resolutions that occur from this data analysis. The disaggregated data and plans will assist in identifying areas of concern, support fair and consistent disciplinary outcomes and increase success for all students

The District will utilize various decision-making tools when considering program design and implementation, services for students, families and communities, distribution of resources and strategies. This process should be recorded and audited by the CIO on a regular basis. After the completion of the audits, the CIO shall make recommendations for each department to improve performance using data to inform practices at every level of the district.