

Student Experience and Equity Committee (SEEC)

Operating Guidelines

December 2019

Article I - Purpose/Function

Section I: Purpose

The Oklahoma City Public Schools (OKCPS) Board of Education envisions a future in which social factors are not predictive of student outcomes in OKCPS. The board has a responsibility to ensure equitable and fair educational opportunities for all students by allocating resources fairly and equitably, providing diverse learning opportunities, and demonstrating a commitment to equity and fairness across the school district. Educational equity is defined as making decisions strategically based upon the principles of fairness, which includes providing a variety of educational resources, models, programs, and strategies according to student needs that may not be the same for every student or school with the intention of leading to equality of academic outcomes.

OKCPS Equity Policy factors: The board recognizes that a number of critical factors must be considered to ensure that all students achieve at high levels. Some of these factors include, but are not limited to: (1) the quality and stability of the teachers in a school; (2) the quality and stability of leadership in a school; (3) the purposeful allocation of resources (fiscal, operational, and structural) necessary to support high levels of student achievement; (4) high expectations for all students; (5) the expectation that every neighborhood has a great school with culturally responsive classrooms at every grade level; (6) student-centered, research-based, and innovative teaching and learning, and (7) the elimination of the root causes of disparate outcomes, particularly among previously mentioned subgroups, including suspensions, expulsions, and graduation rates.

Educational Equity Definition

OKCPS recognizes our responsibility to eliminate past, present, and predictable barriers to student success by ensuring that all students have access to ambitious instruction from educators with high aspirations, to needs-based allocation of resources (people, time, money), and to the support and advocacy needed to engage in high-quality and empowering learning opportunities regardless of their race, income, or other social factors.

Section II: Committee Function

1. Monitor progress by analyzing District data toward closing the opportunity gap.
2. Report progress on closing the opportunity gap to the Board of Education and the community.
3. Review action plans and school-based committee work toward closing the opportunity gap.
4. Promote the sharing of information on promising practices for enhancing learning for all and closing the opportunity gap with the wider community.
5. Serve as a catalyst for community actions and the recommendation of resources directed toward closing the opportunity gap and enhancing learning for all.

6. Promotion of inclusion and equity for all within our schools by examining issues of educational equity and advising district staff on responses to incidents of inequity based on the 11 identified dimensions.
7. Review and analysis of student performance, program participation, and behavior data in order to form policy and/or procedural recommendations.
8. Review and recommendation of new and/or revised language to board policies to guide and support focus on intentional oversight on closing the gap in racial equity.

Article II – Membership

Section I: Membership Criteria

A majority of the members of the SEEC shall be representative of the OKCPS population. The committee will also be composed of individuals involved in or concerned with the education of students in OKCPS. A majority of the members of the committee must be students, parents, teachers, administrators, and staff. Members are to serve only in a one-role capacity; not multiple roles. Committee membership should include individuals who represent the following areas:

Community Representatives

1. Parents of children with exceptionalities receiving special education instruction and services in OKCPS (3-21)
2. Parents of children receiving general education instruction in OKCPS
3. Representatives of institutions of higher education that prepare pre-service teachers and related services personnel
4. Representatives of institutions of higher education that work with admissions practices
5. Individuals or agencies who are or represent LatinX families within the OKCPS community
6. State and local education officials, including officials who carry out activities under subtitle B of title VII of the McKinney-Vento Homeless Assistance Act, (42 U.S.C. 11431 et seq.)
7. Administrators of supplemental programs for children in OKCPS
8. Representatives of State agencies involved in oversight or implementation of Equity initiatives
9. Individuals or agencies who represent students who identify as LGBTQ or other associated identities
10. Representative of a vocational, community, or business organization concerned with the provision of secondary transition services to children in OKCPS
11. Representatives from the State child welfare agency responsible for foster care
12. Representatives from the State juvenile and adult corrections agencies
13. Representatives from the legal community who represent juvenile offenders
14. Representatives from the Oklahoma State Legislature

15. Students attending school in the Oklahoma City Public School district as a junior or senior

OKCPS Representatives

16. Counselor in OKCPS
17. Instructional Coach in OKCPS
18. Members of the OKCPS board of education
19. Teacher in OKCPS
20. Principal in OKCPS
21. Representatives from OKCPS Athletics
22. Representatives from a department in Student Support Services
23. Representatives from OKCPS Alternative Education programs
24. Representatives from OKCPS Language and Cultural Services
25. Representatives of charter schools authorized under OKCPS
26. Representatives from OKCPS Special Services
27. OKCPS Family Engagement Manager
28. OKCPS Representative from the Facilities Division
29. OKCPS Representative from Curriculum and Instruction Division
30. OKCPS Representative from Planning, Research, and Evaluation
31. OKCPS RepresentativeRepresentatives from Social Work Staff
32. OKCPS Representatives from the Finance Division
33. OKCPS Representatives from Human Resources
34. OKCPS Representative of a vocational, community, or business organization concerned with the provision of transition services to children in OKCPS

Section II: Training/Orientation

An orientation meeting for new and current SEEC members will be conducted prior to the first scheduled meeting. The orientation meeting will provide committee members with their responsibilities and provide an overview of the OKCPS equity policy and regulations governing the committee. This meeting will also provide committee members with a summary of the activities and initiatives that the SEEC focused on over the preceding year.

Section III: Term

1. Members of SEEC shall be appointed for a 2-year term, commencing with the corresponding month of their initial appointment. However, in order to maintain a reasonable balance in the expiration of terms, or to maintain an appropriate and adequate representation, the committee chair may establish shorter or longer terms of membership, at the discretion of the OKCPS Board of Education.
2. In unexpected circumstances, events may occur during a membership term prohibiting the appointed member from fulfilling his/her responsibilities and/or disqualify the member from representing the assigned constituency. Should this occur, the appointed member will no longer be able to serve on the SEEC in their current capacity. The Executive Committee may determine that they continue to serve in a different membership capacity.

3. All members of the SEEC shall be appointed by the Executive Committee based on recommendations proposed by the Executive Committee.

Section IV: Replacement

SEEC members shall be replaced when the following occurs: the member sends a letter of resignation to the Committee Chair or the member does not attend three consecutive meetings in one fiscal year. In the event a member must resign from the SEEC, the Executive Committee may seek a replacement during the regular membership selection process and makes the appropriate recommendations to the OKCPS Board Chair.

Section V: Attendance

Members are expected to attend meetings for the length of their term in order to represent their constituency, organization and/or agency and to enhance the effectiveness of the SEEC. Should committee members be unable to participate in a meeting, it is their responsibility to notify the Chair or Executive Director for Equity and Innovation of their anticipated absence. Notification is requested as early as possible; preferably no later than 24 hours preceding the meeting.

- a. An RSVP is required for each scheduled SEEC meeting.
- b. After two unexcused absences (an unexcused absence = no contact made to anyone on the Executive Committee), the Chair of the SEEC will contact the committee member to verify interest and ability to serve as an SEEC member.
- c. If a member does not attend three consecutive meetings during a fiscal year, the member will be considered resigned.
- d. If necessary, SEEC members, for information purposes only, opt to send a substitute to meetings. If a proxy is sent to an SEEC meeting, the proxy must meet the same membership qualifications. It is the responsibility of that member to fully inform the proxy of the work of the SEEC and to also notify the Chair and Executive Director for Equity and Innovation of the anticipated participation of the proxy.

Section VI: Compensation

Members of the SEEC or their proxy shall serve without compensation.

Article III - Committees and Duties

Section I: Executive Committee

The Executive Committee shall consist of the OKCPS Board Chair, Board Committee Chair, and Executive Director for Equity and Innovation. The Executive Committee will appoint new committee members at the end of each term. The Vice-Chair will become the Chair effective July 1 of the following year.

The Executive Committee will:

1. Lead SEEC meetings

2. Appoint committee members
3. Develop agendas
4. Any committee member may request an addition or modification to the agenda.
5. Assist new members
6. Recruit new members
7. Coordinate activities
8. Establish workgroups and set agendas
9. Meet with and set the direction for the Chairs of the Dimension workgroups
10. Ensure workgroup reports are made available to the SEEC at subsequent meetings
11. The Executive Director for Equity and Innovation will direct OKCPS staff to assist SEEC as needed.

Section II: Workgroups

1. Shall be established for specific tasks related to the educational equity dimensions.
2. A representative for each workgroup will report on current activities at the SEEC meetings.
3. Recommendations will be drafted for discussion and action by committee members as requested.
4. Membership shall be determined by the Executive Committee.
5. Membership may include representatives from the field as well as the committee members and the OKCPS staff as needed.
6. It is the responsibility of the workgroup to be familiar with issues that relate to individuals with students and schools in OKCPS and give input to the SEEC on recommendations for consideration.

Section III: OKCPS Responsibilities

1. Ensure that SEEC meeting minutes are completed and mailed or emailed to members and other appropriate recipients no later than 30 calendar days after each meeting.
2. Ensure that the SEEC agendas are emailed to SEEC members.
3. Receive and respond to correspondence with the OKCPS.
4. Ensure the scheduling of meetings for the SEEC Committee and all workgroups.

Article IV - Meetings

Section I: Meeting Schedule

1. Secretarial services for the SEEC meetings shall be provided by an OKCPS staff member
2. The SEEC shall meet at least 4 times during each school year.

3. The meeting dates shall be established as a matter of SEEC business at the first meeting each year with the exception of the first meeting date which shall be established as a matter of SEEC business at the last meeting of the previous year.
4. Additional meetings necessary to transact the business of the SEEC may be called by the Executive Committee upon the recommendation of the Executive Director for Equity and Innovation.
5. In the event of forecasted inclement weather, the Executive Committee shall decide the day before the meeting if the SEEC will meet. The Executive Committee will notify the SEEC members of this decision and will re-schedule the meeting.
6. SEEC meetings shall begin at 6:00 pm and end at 7:30 pm unless a member consensus decision or a majority vote of the SEEC changes this time frame for a particular meeting.

Section II: Meeting Norms

1. Approximately 10 days prior to each scheduled meeting, SEEC members will receive a meeting agenda. SEEC members are responsible for reviewing the agenda and materials for each meeting. It is important that all members be well informed in order to represent their constituency and ensure that committee actions are appropriate.
2. Members will arrive on time and stay until the meeting is adjourned with the exception of emergencies.
3. Each meeting will start and end on time.
4. In the absence of the Board Committee Chair, the Executive Director for Equity and Innovation will assume the duties of the Chair.
5. The SEEC will use the majority vote for making decisions.
6. Interpreters and other necessary services to accommodate people with disabilities shall be provided at meetings for SEEC members if requested at least 2 weeks in advance before the scheduled meeting.

Article V - Confidentiality

Members of the SEEC must understand that confidentiality of any and all personally identifiable or internal district data, information, and records disclosed during meetings shall be maintained according to applicable state and federal laws. SEEC members understand that (unless there is a signed "Consent to Release Confidential Information" in effect) authorization to share and receive information ends with departure from SEEC meetings. Further, members shall only discuss/share anecdotal situations when all personally identifiable information has been redacted in order to maintain the confidentiality of those involved in the situations. No member of the

committee shall post publically or make available to parties outside of the SEEC committee any internal data provided as part of the SEEC workgroups.

Article VI - Amendment of Operating Procedures

These Operating Procedures may be amended by a simple majority vote at a regularly scheduled SEEC meeting and final approval by the Executive Committee. SEEC members will be asked to review proposed revisions in a timely fashion, prior to scheduled meetings, for purposes of discussion.

Article VII - Board Recommendations

All workgroups shall submit a brief report to the Executive Committee Chair summarizing annual activities to be included in historical records. The Executive Committee Chair shall include the subcommittee reports (if any) in the Annual Report. The Annual Report will be submitted by the Executive Committee Chair by July 1.

OKCPS Equity Framework Dimensions at a Glance

Dimension 1: School Funding

Each student, including students with higher needs and students of color, attends school in a district that distributes funding in line with the needs of its students, by way of flexible and transparent funding systems, so all students can reach high standards and thrive.

Dimension 2: Teaching Quality and Diversity

Each student, including students with higher needs and students of color, has access to strong, well-supported teachers that meet their needs and provide standards-aligned, culturally relevant, and engaging instruction so all students can reach high standards and thrive. The teaching workforce reflects students' racial and linguistic diversity.

Dimension 3: School Leadership Quality and Diversity

Each student, including students with higher needs and students of color, has access to strong school leadership from principals and instructional leadership teams who meet their needs so all students can reach high standards and thrive. The school leadership workforce reflects students' racial and linguistic diversity.

Dimension 4: Empowering, Rigorous Content

Each student, including students with higher needs and students of color, has access to high-quality and culturally relevant curriculum, materials, coursework, and class offerings to meet their needs so all students can reach high standards and thrive.

Dimension 5: Instructional Time and Attention

Each student, including students with higher needs and students of color, gets the combination of high-quality instructional time and teacher attention they need through evidence-based approaches, so all students can reach high standards and thrive.

Dimension 6: Positive and Inviting School Climate (Whole Child Approach)

Each student, including students with higher needs and students of color, experiences a physically safe and emotionally supportive environment at school, including fair and consistent rules and discipline policies, positive relationships between staff and students that foster belonging, effective social-emotional learning opportunities, and meaningful family engagement that meets student needs so all students can reach high standards and thrive.

Dimension 7: Students Supports and Intervention (Family Academic Engagement)

Each student, including students with higher needs and students of color, has access to an effective integrated system of supports (which includes an accurate and unbiased identification process) to address students' non-academic individualized needs, so all students can reach high standards and thrive. Each student has access to meaningful guidance to set them up for success beyond high school.

Dimension 8: High-Quality Early Learning

Each student, including students with higher needs and students of color, has access to high-quality preschool programs that meet their needs, so all students can reach high standards and thrive.

Dimension 9: Learning Ready Facilities

Each student, including students with higher needs and students of color, attends school in buildings that are structurally sound, provide a safe and appropriate physical environment for learning, have effective equipment to meet student needs, and adequate and timely transportation, so all students can reach high standards and thrive.

Dimension 10: Diverse and Inclusive Settings

Each student is enrolled in classes that are racially/ethnically and socioeconomically diverse, so all students can reach high standards and thrive.

References:

Travers, J. (in revision). What is Resource Equity? Retrieved from https://www.erstrategies.org/tap/what_is_resource_equity

Carver-Thomas, D., Hyler, M., Wechsler, M. & Willis, L. (2019). District Levers for Advancing Racial Equity. Palo Alto, CA: Learning Policy Institute. (Forthcoming).