

RESOLUTION AGREEMENT
Toledo Public Schools
OCR Docket No. 15-10-5002

The Board of Education of the Toledo Public Schools (the District), while expressly denying any violation or unlawful practice, agrees to take the following actions to resolve the above referenced compliance review conducted by the U.S. Department of Education, Office for Civil Rights (OCR). OCR conducted the compliance review under the authority of Title VI of the Civil Rights Act of 1964 (Title VI), 42 U.S.C. § 2000d *et seq.*, and its implementing regulation at 34 C.F.R. Part 100.

I. Notice

By December 23, 2015, the District will submit to OCR a notice to the District community (including students, parents, and staff) stating that acts of discrimination on the basis of race, color, or national origin are prohibited by Title VI and will not be tolerated in the District. The notice will encourage any individual who believes he or she has been subjected to or has observed discrimination based on race, color, or national origin, to report such conduct to the District, and note the District's commitment to conducting a prompt investigation. The notice will include the appropriate contact information for the designated District staff member(s) to whom students, parents, and staff may report allegations of or concerns about discrimination on the basis of race, color or national origin. After approval by OCR, the notice will be posted in prominent locations throughout the District, and published on the District's website.

REPORTING REQUIREMENT: By December 23, 2015, the District will submit a copy of the notice to OCR for review and approval. OCR will respond within 21 calendar days. Within 30 calendar days of receiving OCR's approval, the District will issue the notice and provide OCR with a list of every location in which the notice was posted and a link to web pages where the notice was published.

II. Action Steps

A. Teacher Equity

The District will continue to implement programs designed to ensure that equally effective and qualified teachers are equitably distributed throughout the District, including at the District's racially identifiable African American schools¹. Such

¹ For purposes of this Agreement, the phrase "racially identifiable African American schools" refers to those District schools in which the African American student population at the school is at least 20 percent higher than the District's overall African American student population (e.g., McKinley Elementary School,

programs may include the Ohio Teacher Evaluation System, the Toledo Plan, the Toledo Review and Alternative Compensation System, or other similar programs. The District will assess the effectiveness of each program and the District's equitable distribution of equally effective and qualified teachers. If the assessment reveals inequity, the District will develop and, upon OCR approval, implement a plan designed to address the inequity.

REPORTING REQUIREMENT: By June 30, 2016, June 30, 2017, and June 30, 2018, the District will provide OCR with a summary narrative report, confirming and describing for the preceding school year its continued implementation of teacher equity programs, its evaluation of these programs' effectiveness in ensuring equitable access for District students to qualified and effective teachers, and its plan for addressing any inequity. By September 5, 2016, September 5, 2017, and September 5, 2018, the District will demonstrate that it has implemented any approved plan developed in accordance with this item if applicable.

B. Building Leadership Equity

The District will continue to implement programs designed to ensure that equally effective and qualified building leaders are equitably distributed throughout the District, including at the District's racially identifiable African American schools. Such programs may include the Urban Leadership Development Program, the Toledo Association of Administrative Personnel Peer Mentoring, the Ohio Principal Evaluation System, or other similar programs. The District will assess the effectiveness of each program and the District's equitable distribution of equally effective and qualified building leaders. If the assessment reveals inequity, the District will develop and, upon OCR approval, implement a plan designed to addressing the inequity.

REPORTING REQUIREMENT: By June 30, 2016, June 30, 2017, and June 30, 2018, the District will provide OCR with a summary narrative report, confirming and describing for the preceding school year its continued implementation of building leadership equity programs, its evaluation of these programs' effectiveness in ensuring equitable access for District students to qualified and effective building leaders, and its plan for addressing any inequity. By September 5, 2016, September 5, 2017, and September 5, 2018, the District will demonstrate that it has implemented any approved plan developed in accordance with this item if applicable.

C. K-8 Schools Library Access

By February 16, 2016, and annually thereafter by September 1, the District will develop master library staffing schedules for each of the District's K-8 schools,

including professional and volunteer staffing schedules, designed to ensure that students at the District's K-8 schools, particularly at its racially identifiable African American K-8 schools, can access their schools' libraries with the same frequency, and can check out the same number of books, as students at other District schools.

REPORTING REQUIREMENT: By February 16, 2016, September 1, 2016, and September 1, 2017, the District will provide OCR with a copy of the master library staffing schedules and other documentation verifying the efforts made to ensure that students at the District's K-8 schools are being provided equitable access to their school libraries, including information about the number of books students are permitted to check out at each school and class library visit schedules for each school.

D. Educational Programming

The District will continue to assign teachers to the classrooms in which students are taking courses being taught live at a different location through distance learning. In addition, the District will develop and, upon OCR approval, implement a plan for locating live instruction for the District's distance learning courses, including Advanced Placement and other higher-level courses, across its high schools in a racially equitable manner, ensuring Advanced Placement and other higher-level college preparatory courses are taught from the District's racially identifiable African American high schools, including Rogers High School and Scott High School for the 2016-2017 and 2017-2018 and the 2018-2019 school years.

REPORTING REQUIREMENT: By June 30, 2016, by June 30, 2017, and again by June 30, 2018, the District will provide to OCR its plan for locating live instruction for the District's distance learning classes across its high schools in a racially equitable manner for the 2016-2017, the 2017-2018 and 2018-2019 school years, respectively. The plan will include, for each of the District's high schools, a list of the distance learning classes to be taught from the school; the name of the teacher teaching the class; the teacher's race, gender, number of years teaching, highest degree awarded, and any certification to teach the specific class (e.g., from the College Board, to teach an Advanced Placement course); and when the live classes will be taught (i.e., time of day and quarter/semester). The plan will also include a list of the names of the teachers assigned to the classrooms in which students are taking courses being taught live at a different location through distance learning, and each teacher's certification(s).

III. Outreach and Input from Students and Parents

By June 30, 2016, the District will conduct outreach activities for both students and parents to build awareness around the District's plan designed to ensure that resources are distributed equitably to schools and within schools. The District

will continue its efforts to reach out to community organizations, including those that are in regular contact with the parents/guardians of African American students, regarding the resources and programs available in the District. The outreach conducted at each school site should include, at a minimum, the following:

- Information regarding the District's policies, procedures, and practices for the allocation of resources and programs throughout the District.
- Information regarding the academic resources and programs available at each District school; including (as appropriate to the school) information about Advanced Placement and International Baccalaureate courses; gifted and talented programs; career and technical education programs; language immersion programs; online and distance learning opportunities; college and career preparatory courses; elementary and middle school courses that prepare students for college- and career-preparatory high school courses; and co-curricular programs.
- Information regarding any specialized programs available at each District school, including information about extracurricular activities; athletics, clubs and honor societies; and performing and visual arts programs.
- Information regarding technology available at each District school, including laptops; tablets; audio-visual equipment; internet access; how many hours per week students have access to technology during and after school; and how the District supports students who do not have internet access at home.
- Information regarding the identification/application/selection process for any District schools that have specialized programs or resources.
- Information as to how complaints can be filed regarding any concerns that the District's distribution and allocation of resources is inequitable based on race.

REPORTING REQUIREMENT: By June 30, 2016, the District will provide documentation to OCR demonstrating that parent and student outreach was conducted, including copies of any written notices and any other correspondence with parents/guardians and students about the outreach activities.

General Requirements

The District understands that OCR will not close the monitoring of this Agreement until OCR determines that the District has fulfilled the terms of this Agreement and is in compliance with the regulation implementing Title VI, at 34 C.F.R. § 100.3, which was at issue in this review.

The District understands that by signing this Agreement it agrees to provide data and other information in a timely manner. Further, the District understands that during the monitoring of this Agreement, OCR may visit the District, interview staff and students, and request such additional reports or data as are necessary for OCR to determine whether the District has fulfilled the terms of this Agreement and is in compliance with the regulation implementing Title VI, at 34 C.F.R. § 100.3.

The District understands and acknowledges that OCR may initiate administrative enforcement or judicial proceedings to enforce the specific terms and obligations of this Agreement. Before initiating administrative enforcement (34 C.F.R. §§ 100.9, 100.10), or judicial proceedings to enforce this Agreement, OCR shall give the District written notice of the alleged breach and sixty (60) calendar days to cure the alleged breach.

For the Board of Education of the Toledo Public Schools:

/s/

Dr. Romules L. Durant, Superintendent, Toledo Public Schools

/s/

President, Board of Education of the Toledo Public Schools