BOARD AGENDA ITEM

TITLE: Proposed Educational Equity Policy

DATE: May 8, 2019

OVERVIEW: All Maryland school systems are required to have an Educational Equity Policy. On December 4, 2018, the Maryland State Board of Education preliminarily approved a new regulation to be promulgated as COMAR 13A.01.06, May 21, 2019. The new regulation requires each local board of education in Maryland to adopt or revise an existing, policy on Education Equity consistent with the provisions of the new COMAR.

Carroll County Public School’s staff have developed a policy that is in line with COMAR and the sample policy from the Maryland Association of Boards of Education (MABE). In addition, CCPS staff have worked closely with neighboring school districts and have sought stakeholder insight while taking advantage of the professional learning opportunities of MABE academies.

The foundational purpose of the Carroll County Public Schools Educational Equity Policy is to remove institutional barriers through providing access to educational opportunities that benefit each student.

LINK TO STRATEGIC PLAN:

Pillar I: Provide Multiple Pathway Opportunities for Student Success

OBJECTIVE I.i: Students exit CCPS college, career, and community ready.
OBJECTIVE I.ii: CCPS improves the proficiency level of each student subgroup in ELA and mathematics.
OBJECTIVE I.iii: CCPS provides access to a well-rounded, varied, and rigorous curriculum to all students

Pillar II: Strengthen Productive Family and Community Partnerships

OBJECTIVE II.i: Communication between CCPS and the community demonstrates transparency, trust, and respect.
OBJECTIVE II.ii: CCPS seeks out, welcomes, and engages parent and community volunteers to enhance student achievement.
OBJECTIVE II.iii: CCPS partners with local government, businesses, and agencies to support student learning.
Pillar IV: Establish Safe, Secure, Healthy, And Modern Learning Environments

OBJECTIVE IV.i: CCPS establishes a welcoming culture of diversity in the learning/work environment.
OBJECTIVE IV.ii: CCPS promotes a culture of respect and civility.
OBJECTIVE IV.iii: CCPS collaborates internally and with community agencies to support students' health and well-being.
OBJECTIVE IV.iv: CCPS provides safe and secure schools, facilities, and assets that serve our students and communities.
OBJECTIVE IV.v: CCPS maintains modern schools, facilities, and resources that support the educational program.

FISCAL IMPACT: None

RECOMMENDATION/FUTURE DIRECTION: Board of Education approval to seek public input over the course of the next 30 days.

Submitted by:
Jason A. Anderson, Executive Director of Performance, Equity & Accountability
Judith Jones, Supervisor of Equity and Community Outreach

Approve/Concur:

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Jason A. Anderson, Executive Director of Performance, Equity & Accountability

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Steven A. Lockard, Ph.D., Superintendent of Schools
Policy

1. Purpose

THE CARROLL COUNTY PUBLIC SCHOOLS BOARD OF EDUCATION IS COMMITTED TO THE SUCCESS OF EACH STUDENT IN OUR SCHOOLS. FOR THAT SUCCESS TO OCCUR FOR EACH STUDENT IN LIFELONG LEARNING AND THE WORLD OF WORK, THE DISTRICT PRIORITIZES EDUCATIONAL EQUITY BY RECOGNIZING AND REMOVING INSTITUTIONAL BARRIERS AND ENSURING THAT SOCIAL IDENTIFIERS ARE NOT OBSTACLES TO ACCESSING EDUCATIONAL OPPORTUNITIES AND SUPPORTS THAT BENEFIT EACH STUDENT.

DESIRED OUTCOMES -

(1) THE BOARD OF EDUCATION EVALUATES THE IMPACT OF EVERY POLICY, PROCEDURE AND PRACTICE THROUGH AN EQUITY LENS;
(2) EVERY STUDENT IN CARROLL COUNTY PUBLIC SCHOOLS IS PROVIDED EQUITABLE EDUCATIONAL OPPORTUNITIES AND ACCESS TO EDUCATIONAL RIGOR, RESOURCES, SERVICES, PROGRAMS, SUPPORTS, ACTIVITIES AND CULTURALLY RELEVANT INSTRUCTION AND CURRICULUM;
(3) ACHIEVEMENT IS RAISED FOR ALL CARROLL COUNTY PUBLIC SCHOOL STUDENTS AND THAT ACTION PLANS ARE DEVELOPED AND MONITORED TO ADDRESS PERSISTENT DISPARITIES.
(4) CARROLL COUNTY PUBLIC SCHOOLS DEMONSTRATES EQUAL OPPORTUNITY EMPLOYMENT BY MAINTAINING PRACTICES THAT RECRUIT, EMPLOY, RETAIN, PROMOTE, AND SUPPORT A CULTURALLY DIVERSE AND HIGHLY QUALIFIED, SKILLED WORK FORCE;
(5) EVERY SCHOOL AND WORKSITE WITHIN THE SCHOOL SYSTEM WILL BE FREE OF DISCRIMINATORY ACTS OF HATE, VIOLENCE, INSENSITIVITY, AND DISRESPECT AND;
(6) CARROLL COUNTY PUBLIC SCHOOLS PROVIDES EQUITABLE AND INCLUSIVE LEARNING ENVIRONMENTS THAT EMPOWER STUDENTS TO UNDERSTAND AND APPRECIATE DIVERSE CULTURES WITHIN AND AROUND THEIR COMMUNITY AND THAT PREPARE THEM FOR LIFELONG LEARNING, THE WORLD OF WORK AND FULL PARTICIPATION IN REPRESENTATIVE GOVERNMENT.

2. Definitions

(1) “EDUCATIONAL EQUITY’ MEANS THAT EVERY STUDENT HAS ACCESS TO THE OPPORTUNITIES, RESOURCES AND EDUCATIONAL RIGOR THEY NEED THROUGHOUT THEIR EDUCATIONAL CAREER TO ENHANCE ACADEMIC SUCCESS AND SOCIAL EMOTIONAL WELL-
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**Procedure Owner**

Superintendent of Schools

**Expiration/Review**

Review: every 3 years

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BEING AND TO VIEW EACH STUDENT’S INDIVIDUAL CHARACTERISTICS AS VALUABLE. THE CHARACTERISTICS OF EACH INDIVIDUAL STUDENT INCLUDE, BUT ARE NOT LIMITED TO, ABILITY (COGNITIVE, SOCIAL EMOTIONAL AND PHYSICAL), ETHNICITY, FAMILY STRUCTURE, GENDER IDENTITY AND EXPRESSION, LANGUAGE, RACE, RELIGION, SEXUAL ORIENTATION AND SOCIO-ECONOMICS.

(2) “SOCIAL IDENTIFIERS”- MEANS DEMOGRAPHIC FACTORS IDENTIFIED AS, BUT NOT LIMITED TO, ABILITY (PHYSICAL AND MENTAL), AGE, ETHNICITY, FAMILY-STRUCTURE, GENDER IDENTITY/EXPRESSION, LANGUAGE, RACE, RELIGION, SEXUAL ORIENTATION, AND SOCIO-ECONOMIC STATUS.

(3) “ACCOUNTABILITY MEASURES” MEAN THOSE MARYLAND ACCOUNTABILITY FRAMEWORK INDICATORS IN PLACE TO GUARANTEE OVERSIGHT OF OPPORTUNITIES, RESOURCES, AND EDUCATIONAL RIGOR THAT WILL LEAD TO ACHIEVEMENT FOR ALL STUDENTS.

(4) “EDUCATIONAL OPPORTUNITIES” MEANS ALL STUDENTS HAVE ACCESS TO RIGOROUS, WELL-ROUNDED ACADEMIC PROGRAMS AND EXPERIENCES THAT ENRICH THEIR EDUCATIONAL CAREER.

(5) “EQUITY LENS” MEANS THAT FOR ANY PROGRAM, PRACTICE, DECISION, OR ACTION, THE IMPACT ON ALL STUDENTS IS CONSIDERED, WITH STRATEGIC FOCUS ON UNDER-PERFORMING STUDENT GROUPS.

(6) “PERSISTENT DISPARITY” MEANS SIGNIFICANT AND ON-GOING DIFFERENCES IN ACADEMIC PERFORMANCE OR PROFICIENCY LEVELS BETWEEN DIFFERENT GROUPS OF STUDENTS.

(7) “CULTURAL RESPONSIVENESS” MEANS VALUING RACIAL/ETHNIC CULTURES, VIEWS, AND EXPERIENCES AND INCORPORATING THEM INTO TEACHING AND LEARNING. IT ALSO MEANS STRENGTHENING AND ENRICHING THE SCHOOL SYSTEM AND THE COMMUNITY AT LARGE WITH THE PRESENCE AND CONTRIBUTIONS OF MANY CULTURES.

(8) “INCLUSION” MEANS INVOLVEMENT AND ENPOWERMENT, WHERE THE INHERENT WORTH AND DIGNITY OF ALL PEOPLE ARE RECOGNIZED. AN INCLUSIVE ORGANIZATION PROMOTES AND SUSTAINS AN ENVIRONMENT WHERE STUDENTS AND EMPLOYEES FEEL WELCOMED, SEEN, RESPECTED, UNDERSTOOD, CARED FOR AND SAFE.
3. **Policy Statement**

THE BOARD OF EDUCATION OF CARROLL COUNTY HOLDS, AS A CORE BELIEF, THAT ALL STAFF MEMBERS WORK TO ENSURE THAT EVERY CHILD SUCCEEDS. THE BOARD IS COMMITTED TO PROVIDING EVERY STUDENT WITH EQUITABLE ACCESS TO HIGH QUALITY, CULTURALLY RELEVANT, INSTRUCTION, CURRICULUM, ACADEMIC SUPPORT, AND EXTRACURRICULAR OPPORTUNITIES.

IN ACCORDANCE WITH THIS PHILOSOPHY, IT IS THE POLICY OF THE BOARD OF EDUCATION THAT THE SUPERINTENDENT IMPLEMENT EDUCATIONAL EQUITY BY TAKING THE FOLLOWING STEPS:

1. ALLOCATE RESOURCES TO ACHIEVE FISCAL EQUITY AND PROVIDE THE NECESSARY RESOURCES REQUIRED TO IDENTIFY AND ADDRESS THE ACADEMIC DISPARITIES AMONG ALL STUDENT GROUPS;
2. INCLUDE CULTURAL RESPONSIVENESS IN AREAS OF CURRICULUM, PEDAGOGY, INSTRUCTIONAL MATERIALS, AND ASSESSMENT DESIGN;
3. PROVIDE TAILORED AND DIFFERENTIATED PROFESSIONAL LEARNING TO BUILD CAPACITY FOR CULTURAL RESPONSIVENESS TO ADDRESS AREAS OF INEQUITY IDENTIFIED BY THE SCHOOL SYSTEM;
4. ALIGN PERFORMANCE MEASURES TO SUPPORT EDUCATIONAL EQUITY AND ENSURE THAT PERFORMANCE AND/OR GROWTH MEASURES ARE RELEVANT AND MEANINGFUL TO EDUCATORS, STUDENTS, AND FAMILIES;
5. CREATE SCHOOLS WITH WELCOMING, INCLUSIVE CULTURE AND ENVIRONMENT THAT REFLECTS AND SUPPORTS THE DIVERSITY OF THE STUDENT POPULATION, THEIR FAMILIES, AND THEIR COMMUNITY;
6. RECRUIT TO INCREASE PARTICIPATION OF PERSONS FROM UNDERREPRESENTED GROUPS AMONG PERSONNEL IN STAFFING AND AMONG STUDENTS IN SPECIALIZED SCHOOL PROGRAMS TO REFLECT THE DIVERSITY OF OUR STUDENT POPULATION;
7. ENSURE EQUITABLE ACCESS TO EFFECTIVE TEACHERS FOR ALL STUDENTS;
8. INCLUDE IN ALL PLANS FOR NEW CONSTRUCTION AND/OR RENOVATION OF EXISTING FACILITIES CONSIDERATION OF EQUITABLE ACCESS TO TWENTY-FIRST CENTURY LEARNING ENVIRONMENTS;
9. REPORT ANNUALLY ON EMPLOYMENT, RETENTION, RECRUITMENT, AND PLACEMENT OF PERSONS FROM UNDERREPRESENTED GROUPS; AND
(10) REPORT ANNUALLY THE PROGRESS MADE TOWARDS INCREASING STUDENT ACHIEVEMENT.

4. **Guidelines**

IN CONSCIOUS EFFORTS TO PUT EQUITY IN THE FOREFRONT OF OUR ACTIONS AND DECISIONS, THE SUPERINTENDENT SHALL DEVELOP APPROPRIATE ADMINISTRATIVE REGULATIONS AND INTERNAL PROCEDURES.

LEGAL REFERENCE: COMAR 13A.01.06