

Nondiscrimination Statement

Calvert County Public Schools does not discriminate on the basis of race, color, religion, sex, age, ancestry or national origin, familial status, marital status, physical or mental disability, sexual orientation, gender identity and expression, or genetic information or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

- Director of Student Services
- Director of Human Resources
443-550-8000

For further information on notice of non-discrimination, visit the Office for Civil Rights Complaint Assessment System at: <https://ocrcas.ed.gov> or call 1-800-421-3481.

Anti-sexual, Anti-racial and Anti-disability Harassment Statement

Discrimination can manifest itself in behaviors such as bullying, harassment, or intimidation of individuals.

Calvert County Public Schools does not tolerate any form of harassment including, but not limited to, sexual, racial, or disability. Any individual (student, employee, or community member) who believes that he or she has been subjected to any form of harassment is encouraged to report the allegation of harassment.

Students, parents and community members may report allegations of harassment to:

Ms. Kimberly Roof, Director of Student Services, Calvert County Public Schools, 1305 Dares Beach Road, Prince Frederick, MD 20678.

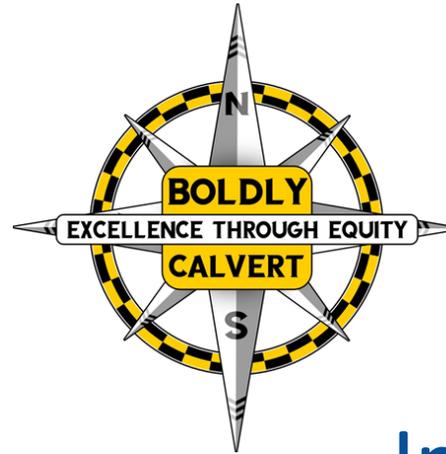
Employees may report allegations of harassment to:

Ms. Laveeta Hutchins, Director of Human Resources, Calvert County Public Schools, 1305 Dares Beach Road, Prince Frederick, MD 20678

Calvert County Public Schools is committed to conducting a prompt investigation for any allegation of harassment. If harassment has occurred, the individual will be disciplined promptly. Disciplinary actions for students found to have engaged in any form of harassment may result in suspension or expulsion. Disciplinary actions for employees found to have engaged in any form of harassment may result in suspension or termination.

Calvert County Public Schools encourages all students, parents, employees, and community members to work together to prevent any form of harassment.

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Office of Equity and School Improvement

Calvert County Public Schools

2019-2020

CCPS Equity Mission

The Office of Equity and School Improvement is dedicated to elevating access and opportunity for all.

CCPS Equity Vision

Calvert County Public Schools will nurture a diverse and inclusive community where WE:

- Value and accept difference;
- Grow through meaningful diversity experiences;
- Teach and work in a culturally responsive fashion;
- Examine and challenge our biases, assumptions, world views, and institutional structures; and
- Seek to understand and abolish inequities.

Calvert County Public Schools Values:

Investing in a Diverse Staff

- All leadership receives annual interview bias training.
- The Department of Human Resources continues to recruit for talent at a range of colleges, universities, and job fairs.
- The district has established a Grow Your Own program to recruit and train teachers from our student and support staff populations.

Building a Culturally Competent Staff

- All new teachers participate in mandatory equity training.
- All new substitute teachers participate in an introductory learning activity focused on understanding implicit bias.
- All staff members participate in annual trainings as part of the district “Plan for Cultural Proficiency,” focused on identity, race, and culture.
- Each building has an equity team that is focused on building awareness and respect for all cultural identities.

Creating Culturally Responsive and Diverse Curriculum

- The Division of Instruction is continuing its book study of *Culturally Responsive Teaching and the Brain* by Zaretta Hammond. This book draws on the latest neuroscience research to offer an innovative approach for designing and implementing brain-compatible, culturally responsive instruction.
- All kindergarten students read the book *All Are Welcome*, which follows students through their day as they grow and learn from one another’s traditions. This book helps young students understand that they are each a valuable part of their school community.
- The elementary social studies curriculum increasingly examines history from multiple perspectives rather than the singular perspective of the dominant culture. For example, students analyze Columbus’ exploration of the New World from the perspectives of the European stake holders, as well as from the perspective of indigenous people. In addition, third grade has a new unit “How Have Citizens Impacted Their Communities in the

Past?” that emphasizes diverse and local figures, such as Harriet Elizabeth Brown and Cesar Chavez, as well as other historical figures referenced in the books *Young, Gifted, and Black* and *Stories for Boys Who Dare to be Different*.

- Teaching Tolerance Social Justice Standards and the National School Library Standards have been integrated into the elementary library curriculum to encourage students to explore the world around them, collaborate with each other, read widely and deeply, and appreciate the diversity in our society.
- English Language Arts classes are implementing book clubs. Students have opportunities to select diverse books so they may see both themselves and other perspectives in our curriculum.

Developing an Inclusive School System

- The Office of Equity and School Improvement sponsors “The Big Read,” an annual countywide book study for educators to foster discussion, understanding, and action. This year’s selection is *What If I Say the Wrong Thing? 25 Habits for Culturally Effective People*.
- School libraries promote “Read Woke,” an annual opportunity for staff and students to read books that are “woke” — or socially aware—as either a mirror of the world they live in or a window into another culture.
- The school district is implementing “Speak Up at School,” a guide developed by Teaching Tolerance and designed to empower all adults and students with the skills necessary to speak up against biased and hateful language or actions.

