

**Administrative Procedures for Policy #1015 (Administration)
Regarding Equity**

I. Core Beliefs

- A. CCPS believes in elevating access and opportunity for all.
- B. Achievement gaps are the result of gaps in opportunity that require system change.
- C. Each student can learn at the highest level when staff provide equitable access. and opportunity for learning and hold each student to high expectations.
- D. Maximizing the academic achievement of each child requires allocating funding and resources equitably, not necessarily equally.
- E. An inclusive and welcoming environment plays a critical role in supporting a child's educational goals.

II. Definitions:

- A. Culturally Responsive Instruction: Practices that create a student-centered learning environment that affirms racial, linguistic, and cultural identities; prepares students for rigor and independent learning; develops students' ability to connect across lines of difference; and elevates historically marginalized voices.
- B. Multi-Tiered System of Support (MTSS): A framework designed to meet the needs of all students by ensuring that schools optimize data-driven decision making, progress monitoring, and evidence-based supports and strategies with increasing intensity to sustain student growth.
- C. Restorative Practices: Practices designed to build healthy relationships, help repair harm and restore positive relationships after conflict between individuals and groups and address the needs of the school communities.

III. Districtwide Leadership

- A. CCPS will designate an individual responsible for the facilitation, monitoring, and implementation of system equity initiatives who reports directly to the Superintendent.
- B. An equity lens tool will be used to develop all new policies and to analyze all current policies as they are up for review. The equity lens tool will include, but is not limited to, the following indicators:
 - 1. impact on under-represented groups
 - 2. impact on existing disparities or potential unintended consequences
 - 3. potential barriers to equitable outcomes

4. solutions to potential barriers
- C. Each department will develop a consistent process for analyzing system data and respond to inequities revealed with the data.
- D. Funding
 1. The Superintendent/designee will maintain a system plan, based on CCPS data and needs, that identifies the district's guiding principles and priorities for the annual budget.
 2. CCPS will apply for grant and partnership opportunities to supplement funding for innovative programs and supports that provide equitable opportunities for all learners.
 3. The Department of Construction will include in all plans for new construction and/or renovation of existing facilities, consideration of equitable access to twenty-first century learning environments.

IV. Student Outcomes

A. Curriculum

1. An equity lens will be used to review and update curriculum.
 - a. The Departments of Instruction and Special Education will provide resources and materials that reflect cultural and racial diversity and include a range of perspectives and experiences, particularly those of historically underrepresented groups
 - b. The Departments of Instruction and Special Education will support planning by embedding culturally responsive, evidence-based, and research-based practices that support a student-centered learning environment and provide access and rigor for learners of diverse abilities and backgrounds.
 - c. The Departments of Instruction and Special Education will support planning by embedding curricular extensions and supports that provide access and rigor for learners of diverse abilities.
 - d. The Directors of Instruction and Special Education will annually report to the Assistant Superintendent of Instruction how their programming (curriculum, assessment, professional development, and instruction) explicitly facilitates culturally responsive practices and equitable and inclusive practices.

B. Instruction

1. An equity lens will be used to ensure that instructional practices encourage all students to believe in themselves as learners and promotes a sense of academic and classroom belonging, perseverance, growth mindset, and academic relevancy.

- a. The Departments of Instruction and Special Education and school administrators will provide staff with professional learning to ensure culturally responsive and inclusive practices are used to meet the needs of all students, especially those who have been historically marginalized, in order for improved access to, and progress in, the general education curriculum.
- b. The Departments of Instruction and Special Education and school administrators will support teachers during collaborative planning to ensure culturally responsive and inclusive practices are used to meet the needs of all students, especially those who have been historically marginalized, in order for improved access to, and progress in, the general education classroom.
- c. The Departments of Instruction and Special Education will develop and implement a Multi-Tiered System of Support (MTSS) framework to provide academic, social-emotional, and behavioral targeted support for students.
- d. The Departments of Instruction and Special Education will provide multiple points of identification to help administrators, teachers, and counselors identify, encourage, and support a greater range of students capable of completing advanced level course work.
- e. The Departments of Instruction and Special Education and school administrators will identify and use best practices designed to increase participation rates in advanced coursework for underrepresented students.
- f. Each school shall develop a consistent process for collecting and reviewing academic, climate, discipline, and attendance data and develop a plan to address inequities amongst student groups.
- g. The Departments of Instruction and Special Education and school administrators will ensure that students with disabilities will have improved access to, and make progress in, the general education curriculum.

V. Workforce

- A. An equity lens will be used in recruiting, hiring, retention, and promotion decisions to ensure that all students, particularly students who have been historically marginalized, have access to highly qualified, effective, diverse, and supportive support staff, teachers, and leaders.
 - 1. The Department of Human Resources will ensure that all staff involved in the hiring process are trained to reduce implicit biases in the hiring process and prioritize hiring a staff reflective of the student population.
 - 2. The Department of Human Resources will ensure that interview questions and/or response indicators evaluate an applicant's mindset for, and ability to:

- a. promote growth and achievement of students from all backgrounds and ability levels
 - b. value differences, and
 - c. address systemic inequities.
- 3. The Department of Human Resources will ensure that teacher recruitment includes Historically Black Colleges and Universities.
- 4. The Department of Human Resources will provide a support system for noncertificated staff to gain teacher certification in order to build a diverse teacher workforce.
- 5. The Department of Human Resources will maintain a Grow Your Own Program to encourage and support noncertificated staff wishing to become certificated teachers and high school students who successfully complete the Teacher Academy of Maryland (TAM) program with scholarship funding for committed service to CCPS.
- 6. The Department of Human Resources, Instruction, and Administration will ensure observation and evaluation training for all new administrators in order to promote effective observation and evaluation procedures.
- 7. The Office of Equity and School Improvement will collaborate with all departments to ensure that departments and school buildings provide tailored and differentiated professional learning that builds staff capacity to be culturally responsive and able to address inequities through an equity lens.

VI. Climate and Culture

- A. An equity lens will be used to ensure that the school system builds and maintains a culturally responsive environment that is fair, safe, and inclusive to support the academic, social emotional, and behavioral success of all students.
 - 1. The Department of Student Services will facilitate the annual review and revision of the Students' Rights and Responsibilities and Code of Conduct to reflect high expectations for learning and behavior and supports a fair, safe, and inclusive environment.
- B. The Department of Student Services will facilitate a train-the-trainer model to build staff capacity in restorative practices.
- C. School administrators will incorporate restorative practices to reduce racial disparities in discipline and suspensions.
- D. School administrators will create multiple and varied opportunities that allow for student voice through avenues such as surveys, student senates, focus groups, advisory groups, etc.
- E. School administrators will ensure that their building has an equity team that implements an annual school-based action plan focused on school needs and guidance from the Office of Equity and School Improvement.

- F. The Office of Equity and School Improvement will support building-based equity teams with training and guidance necessary for helping their building to remove the existence of bias and inequities.
- G. School principals will ensure collaboration among building leadership teams that includes the sharing of their respective data, goals, and strategies in order to maintain a more unified effort in creating inclusive and equitable learning environments.
- H. The Office of Equity and School Improvement will collaborate with the Departments of Human Resources and Student Services to establish, maintain, and assign as appropriate an inventory of preventative and responsive learning resources for schools and departments to address discriminatory actions.
- I. District and school administrators will ensure that students and staff who have been determined to have committed biased or hateful actions complete learning opportunities that assist with recognition and reconciliation of harm through strategies such as restorative practices, mediation, and other training resources.
- J. District and school administrators will determine and implement trainings on best practices in maintaining a culturally responsive environment that is fair, safe, and inclusive based on the use of disaggregated data from sources such as discipline referrals, climate and culture surveys, and anecdotal data.

VII. Community Engagement

- A. An equity lens will be used to ensure that productive partnerships are developed with the Maryland State Department of Education, local government agencies, and community stakeholders who have a vested interest in supporting all students, especially historically marginalized students.
 - 1. School and district leadership will identify and participate in community events focused on diversity, equity, and inclusion.
 - 2. Central Office leadership will collaborate with Maryland school districts to exchange culturally responsive practices, resources, and initiatives that support educational equity.
 - 3. The Coordinator of Community Engagement and Strategic Partnerships will maintain and communicate a database of community organizations and the resources they may offer students, departments, and schools to enhance the supports for students.