

Book	Policies
Section	1000 Community Relations
Title	Educational Equity
Code	1820
Status	Active
Adopted	October 13, 2020
Last Revised	October 13, 2020
Last Reviewed	October 13, 2020

The Charles County Board of Education is committed to the success and **EDUCATIONAL EQUITY** of each student in our schools and eliminating achievement and opportunity gaps.

All Board policies, procedures and practices shall be viewed through a lens of educational equity based on the principles of inclusion, fairness and justice in allocating resources, opportunity, and treatment. Educational equity also maximizes academic success for students through rigorous instruction with appropriate educational resources to achieve their highest potential, to maintain their social/emotional well-being, and to ensure that their social identifiers are valued as an asset.

Educational Equity maximizes the academic success and social/emotional wellbeing of each student as well as between diverse groups of students. Equity strategies are intentional, systemic, and focused on the core of teaching and learning. Providing all students, no matter their ability, ethnicity, family structure, gender identity and expression, language, national origin, nationality, race, religion, sexual orientation, and socio-economic status, a quality equitable education without barriers will increase student achievement, improve **SCHOOL CULTURE AND CLIMATE**, and produce well-rounded culturally competent students.

For student success to occur in lifelong learning and the world of work, the Board prioritizes educational equity through the following:

- **IDENTIFYING AND ELIMINATING SYSTEMIC BARRIERS TO ENSURE** the social identifiers are not obstacles to accessing educational opportunities and **THE SOCIAL/EMOTIONAL WELL-BEING SUPPORTS** that benefit each student.
- **ENSURING THAT TEACHERS AND STUDENTS ARE PROVIDED EQUITABLE ACCESS AND OPPORTUNITIES. IN ADDITION,** guaranteeing that bias and students' identities will not predict or predetermine their success in school. These biases, which encompass favorable and unfavorable assessments, may be activated involuntarily and without an individual's awareness or intentional control.

The Board commits to cultural responsiveness, which values racial/ethnic cultures, views and experiences and incorporates them into teaching and learning to strengthen and enrich the school system and community at large with the presence and contributions of many cultures.

The Superintendent shall take necessary steps to implement this policy and create an Equity Task Force to advise the Superintendent on education equity issues within the school system **AND TO IMPLEMENT THIS POLICY INCLUDING THE IDENTIFICATION OF THE FOLLOWING:**

- **USE DISAGGREGATED STUDENT DATA TO IDENTIFY GAPS AND IDENTIFY RESOURCES THAT PROVIDE EQUITABLE OPPORTUNITIES/SERVICES FOR STUDENTS.**
- **PROVIDE DIFFERENTIATED PROFESSIONAL DEVELOPMENT TO BUILD CAPACITY FOR CULTURALLY RESPONSIVENESS.**
- **PROVIDE ACCESS AND OPPORTUNITY FOR STUDENTS TO READ ON GRADE LEVEL BY GRADE 3.**
- **IDENTIFY HOW EQUITY IS ADDRESSED IN THE LOCAL STUDENT SUCCEEDS ACT (ESSA) CONSOLIDATED STRATEGIC PLAN**
- **IDENTIFY PROTOCOLS FOR ANALYZING STUDENT DATA TO DEVELOP STRATEGIC GOALS ALIGNED WITH EQUITY AND CULTURALLY COMPETENT PRACTICES IN SCHOOLS.**

THE SUPERINTENDENT SHALL REGULARLY UPDATE THE BOARD ON THE IMPLEMENTATION OF THIS POLICY AND THE WORK OF THE EDUCATIONAL EQUITY TASK FORCE COMMITTEE.

Recommendation: Add Glossary

Academic/student success (new)- success is defined as academic achievement, engagement in educationally purposeful activities, satisfaction, acquisition of desired knowledge, skills and competencies, persistence, attainment of educational outcomes, and post-college performance.

Educational equity - means providing access to essential academic, social, emotional, and economic resources, and supports in order to engage students throughout their academic career.

Effective teacher (new)- success in socializing students and promoting their affective and personal development in addition to success in fostering their mastery of formal curricula.

Principles of inclusion (new)- Inclusive education works to identify all barriers to education and remove them and covers everything from curricula to pedagogy and teaching.

Fairness (new)- fair or impartial treatment : lack of favoritism toward one side or another

Justice (new)- the quality of being just, impartial, or fair

Equity (new) - equity refers to fairness or justice in the way people are treated, and especially freedom from bias or favoritism, as in “governed according to the principle of equity.

Equity Lens (new) - “equity lens” means that for any program, practice, decision, or action, the impact on all students is addressed, with strategic focus on marginalized student groups.

Bias - refers to prejudice in favor or against a person, thing, or group compared with another usually in a way considered to be unfair. It includes both implicit and explicit bias.

Implicit Bias - means the attitude and stereotypes that affect our understanding, actions, and decisions.

Explicit Bias - refers to attitudes and beliefs that some have about a person or group on a conscious level.

Cultural Proficiency (new) - cultural competency and proficiency refer to the ability of educators to successfully serve children and youth of all cultural backgrounds represented within school populations, particularly those from racially/ethnically, linguistically, or economically marginalized groups

Social identifiers - means demographic factors identifies 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.