

**Administrative Procedures for Policy #1018 (Administration) Regarding Antiracism**

I. Core Beliefs

- A. All employees play a vital role in addressing, eliminating, and preventing racism.
- B. District and school environments must be inclusive, equitable, and responsive to the needs of each student, family, and staff member.
- C. Each student, family, and staff member must be valued for the rich experiences and perspectives they bring to the CCPS community.
- D. Calvert County Public Schools will nurture a diverse and inclusive community where each person:
  - 1. Values and accepts difference;
  - 2. Grows through meaningful diversity experiences;
  - 3. Teaches and works in a culturally responsive fashion;
  - 4. Examines and challenges our biases, assumptions, world views, and institutional structures; and
  - 5. Seeks to understand and abolishes inequities.

II. Critical Areas to Achieving Our Equity Vision and Becoming an Antiracist District

A. Communication

- 1. A public antiracism statement will be made visible to students, staff, the community, and all visitors. This statement shall read, "Calvert County Public Schools explicitly denounces racism, bullying, discrimination, white supremacy, hate, and racial inequity in any form within our school community. Furthermore, CCPS will not tolerate the values, structures, and behaviors that perpetuate systemic racism. Each member of the district, individually and collectively, is responsible for creating and nurturing a safe, antiracist learning environment where each student, staff member, and community partner is a respected and valued member of the CCPS community." This statement shall be:
  - a. posted in high traffic locations such as the main entrance or main office in each Calvert County Public School Building
  - b. posted on the Calvert County Public School website
  - c. included in the student handbook
  - d. included in Calvert County Public Schools Code of Conduct
  - e. annually reviewed with students

- f. reviewed with all new staff
- g. included on all publications (i.e. programs and newsletters)

#### B. Staff Capacity

1. The Office of Equity will ensure that all Supervisors and Administrators receive annual professional learning regarding racism and antiracism.
2. The School Board President will ensure that all Board Members participate in annual equity training.
3. Directors and principals will ensure that their staff participate in annual equity training.
4. Directors and principals will ensure that the antiracism policy is provided to each staff member and is reviewed annually.

#### C. Hiring

1. The Department of Human Resources will ensure that all administrators and supervisors participate in annual interview bias training.
2. The Department of Human Resources will ensure that interview questions and/or question 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.

#### D. Curriculum and Instruction

1. The Departments of Instruction and Special Education shall ensure that curriculum and instructional materials for all grades reflect cultural and racial diversity and include a range of perspectives and experiences, particularly those of historically underrepresented groups.
2. The Directors of Instruction and Special Education will annually report to the Chief Academic Officer on how their programming (curriculum, assessment, professional development, and instruction) explicitly facilitates culturally responsive practices and equitable and inclusive practices.
3. The Departments of Instruction and Special Education and school principals will identify and use the best practices designed to increase participation rates in advanced coursework for underrepresented students.

4. The Departments of Instruction and Special Education and school principals will provide professional learning and collaboration opportunities to ensure instructional practices create equitable learning opportunities for all students.

#### E. Prevention and Responsiveness

1. The Department of Student Services will provide oversight and training in student behavior expectations, Positive Behavioral Interventions and Supports (PBIS) framework, and restorative practices.
2. School principals will collaborate with PBIS Team to emphasize the expectations for behavior and the use of restorative practices and provide training that will reduce racial disparities in discipline and suspension.
3. School principals will annually conduct schoolwide opportunities focused on promoting inclusion and diversity as preventative strategies against racist and biased ideology and practices
4. School principals will create multiple and varied opportunities that allow for student voice through avenues such as surveys, student senates, focus groups, advisory groups, etc.
5. The Office of Equity will collaborate with central office departments to maintain an inventory of preventative and responsive learning resources for schools and departments to address discriminatory actions.
6. 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.
7. CCPS administrators will follow The CCPS Students' Rights, Responsibilities and Code of Conduct regarding student discipline when addressing bias and/or racist behaviors displayed or exhibited by students.
8. CCPS administrators will follow CCPS Policy #1750 Regarding Employee Discipline and the corresponding procedures regarding employee discipline when addressing bias and/or racist behaviors displayed or exhibited by employees.

#### F. Data Collection and Reporting

1. Each CCPS department will develop a consistent process for analyzing system data and responding to inequities revealed within the data.
2. 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.