

**Policy Statement #1015 (Administration) of the Board of Education
Regarding Educational Equity**

I. Purpose

- A. The Calvert County 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.

II. Definitions

- A. Accountability measures - Maryland accountability framework indicators in place to guarantee oversight of opportunities, resources, and educational rigor that will lead to achievement for all students.
- B. Educational equity - Every student has access to the opportunities, resources, and educational rigor they need throughout their educational career to maximize academic success and social/emotional well-being and to view each student's individual characteristics as valuable.
- C. Educational opportunities - All students have access to rigorous, well-rounded academic programs and experiences that enrich their educational career and prepare them for academic and career success.
- D. Equity lens - For any program, practice, decision, or action, the impact on all students is addressed, with strategic focus on marginalized student groups.
- E. Individual characteristics - The characteristics of each individual student, which include but are not limited to: Ability (cognitive, social/emotional and physical), Ethnicity, Family structure, Gender identity and expression, Language, National origin, Nationality, Race, Religion, Sexual orientation, and Socio-economic status.

III. Policy Statement

- A. The Board of Education policy and regulations shall:
1. Be designed to create and maintain environments that are equitable, fair, safe, diverse, and inclusive;
 2. Be based on the goal of providing educational equity for all students;
 3. Direct the identification and utilization of resources to provide equitable access to educational opportunities and services, by among other steps, the use of disaggregated student data to analyze trends and identify gaps and equitable solutions;

4. Identify partnerships with the Maryland State Department of Education, local government agencies, and stakeholders to support educational equity;
5. Provide tailored and differentiated professional learning to build capacity for cultural responsiveness to address areas of inequity identified by the school system;
6. Ensure equitable access to effective teachers for all students;
7. Require that an equity lens be used in all staff recruiting, hiring, retention, and promotion processes;
8. Require that an equity lens be used in reviews of staff, curriculum, pedagogy, professional learning, instructional materials, and assessment design;
9. Provide the access and opportunity for all students to successfully read on level by the end of grade 2;
10. Direct that equity be addressed in the Local Every Student Succeeds Act (ESSA) Consolidated Strategic Plan;
11. Identify the school system's process for analyzing data to develop goals, objectives, strategies, and timelines for the implementation of equitable and culturally competent practices in each school;
12. Identify the method of evaluation to measure the effect of equitable practices in the school system and schools; and
13. Designate an individual responsible for the facilitation, monitoring, and implementation of the system equity initiatives within the Local ESSA Consolidated Strategic Plan.

IV. Delegation of Authority

- A. The Superintendent is directed to develop administrative procedures to implement this policy in accordance with all local policies and local, state, and federal laws and regulations and to communicate this policy and accompanying procedures to all CCPS staff (i.e., teachers, support staff, administration, etc.)

V. Exceptions

- A. There are no exceptions to this policy. However, the Board, by majority vote, may temporarily suspend all or part of this policy. Suspension of all or part of this policy, however, in no way relieves the Board of its obligation to comply with the pertinent local, state, and federal laws and regulations or the rules and regulations of the Maryland State Board of Education and the Maryland State Department of Education.

VI. Review

- A. This policy will be reviewed at the end of four years, or sooner, if approved by majority vote of the Board of Education in public session.

VII. Effective Date

- A. This policy is effective September 11, 2025.

Citation

State Law:

State Reg.: COMAR 13A.01.06.01-.05

Federal Law: Americans with Disabilities Act of 1990

Educational Equity Authority Every Student Succeeds Act (ESSA) 20 U.S.C. §6301

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. 1400-1487

Adm. Reg.:

Neg. Agr.:

Other Citation:

Administration #1015

Adopted: 03/10/16

Revised: 05/10/18; 08/17/20; 11/14/24; 9/11/25

Page **3** of **3**