



**BOARD OF EDUCATION OF HOWARD COUNTY
MEETING AGENDA ITEM**

TITLE: Policy 1080 Educational Equity (new)

DATE: July 9, 2020

Razia Kosi, Facilitator, Diversity, Equity and Inclusion

PRESENTER(S): Timothy Guy, Director, Assessments and Reporting

TITLE: Policy 1080 Educational Equity (working title/new)

DATE: August 18, 2020

Razia Kosi, Facilitator, Diversity, Equity and Inclusion

PRESENTER(S): Timothy Guy, Director, Assessments and Reporting

Strategic Call to Action Alignment: Inclusive Relationships - All students see diversity and inclusion reflected in the curriculum and respect the contributions of all populations.

OVERVIEW:

Policy 1080 was reviewed under the guidelines for policy development and adoption. A committee of stakeholders, chaired by Razia Kosi, Facilitator, Diversity, Equity and Inclusion and Timothy Guy, Director, Assessments and Reporting, was convened to make recommendations for revisions to the policy. The committee was charged with the following tasks:

- Review all parts of the policy to update legal references as needed and to ensure compliance with legal and regulatory mandates, in particular the Annotated Code of Maryland, Education Article §2-205(c) and (h) and Code of Maryland Regulations 13A.01.06.
- Review the policy for consistency with other school system policies, with particular attention to those developed or revised since the last revision of this policy.
- Make recommendations in accordance with current best practices such as the HCPSS Strategic Call to Action.
- Recommend language as needed to address policy standards outlined in Policy 2020 Policy Development and Adoption.
- Utilize relevant data sources to inform the effectiveness of the policy, if applicable.
- Note any implications or follow-up actions that may be necessary as a result of the committee’s recommendations.

Attached are highlights of updates to the the new policy and the ~~updated~~ proposed policy and implementation procedures. The charter for the committee was presented to the Board on February 12, 2019; an update report was delivered to the Board on September 5, 2019; the committee’s recommendation was submitted to the Superintendent’s Cabinet on February 24, 2020; a report was delivered to the Board on May 28, 2020; ~~and~~ a public hearing was held on June 11, 2020. A second public hearing will be held; and an additional update report was presented to the Board on

~~August 18~~ July 9, 2020.

RECOMMENDATION/FUTURE DIRECTION:

Following a public hearing on August 18, 2020, the ~~The~~ Board will take action to adopt new Policy 1080 Educational Equity on September 10, 2020. The new policy will become effective immediately.

SUBMITTED BY:

~~Razia Kosi, Facilitator
Diversity, Equity and Inclusion~~

APPROVAL/CONCURRENCE:

~~Michael J. Martirano, Ed.D.
Superintendent~~

~~Timothy Guy
Director
Assessments and Reporting~~

~~Karalee Turner Little
Deputy Superintendent~~

~~David Larner
Chief Human Resources and
Professional Development
Officer~~

SUBMITTED BY:

Razia Kosi, Facilitator
Diversity, Equity and Inclusion

APPROVAL/CONCURRENCE:

Michael J. Martirano, Ed.D. Superintendent

Timothy Guy
Director
Assessments and Reporting

Karalee Turner-Little Deputy Superintendent

David Larner
Chief Human Resources and Professional Development Officer

**Policy 1080 Educational Equity
Highlights of Update Report Proposal**

Policy

- Updates the Policy Value Statement.
- Updates the Purpose.
- Clarifies access to a culturally responsive and relevant curriculum that provides meaningful and dynamic school experiences are essential to postsecondary success.
- Specifies HCPSS will provide culturally responsive and relevant curriculum with inclusive of perspectives from Black, Asian American Pacific Islander, Latino, LGBTQ+, indigenous peoples, individuals with disabilities, and other ~~marginalized groups~~ who are excluded in the current curriculum. The curriculum will use differentiated approaches and resources to meet the needs of every student in accordance with Policy 8000 Curriculum.
- Clarifies HCPSS will provide access and support to dynamic coursework and comparable academic and enrichment programs for all students in order to maximize student learning. A student's English proficiency, disability status, perceived academic ability and/or social identifiers will not limit access and opportunity.
- Includes the HCPSS will maintain a safe and supportive school climate through a multifaceted approach that uplifts positive relationships and culture of belonging, supports mental health needs, and is in accordance with Policy 1040 Safe and Supportive Schools.
- Specifies HCPSS will intentionally recruit, employ, promote, support, and retain a diverse workforce of highly qualified educators that reflect the diversity of the student population. In accordance with Policy 7000 Workforce Diversity, an innovative recruitment and retention Workforce Diversity and Inclusion Plan for teachers of color and other diverse staff, is a priority for HCPSS.
- Clarifies HCPSS will prioritize ongoing professional learning experiences focusing on factors influencing educational equity, such as cultural proficiency and responsiveness, implicit bias, explicit bias, and systemic racism.
- Includes HCPSS will work collaboratively with parents, community, the Maryland State Department of Education (MSDE), Howard County Executive, the Howard County Council and county agencies, business organizations, bargaining units, and other stakeholders to increase equity and inclusion for students and staff.
- Updates the Responsibilities section.
- Adds the Superintendent/designee will propose an annual budget that allocates resources in a manner that promotes the principle of education equity. The equity information will be part of each program budget where applicable and include an analysis of resources that address the needs of marginalized groups.

- Includes new responsibilities for the Department of Curriculum and Instruction; the Office of Human Resources; the Office of Diversity, Equity, and Inclusion; and HCPSS principals.
- Includes the Superintendent's Diversity, Equity, and Inclusion Advisory Group will provide the Superintendent/designee with an assessment of educational equity in HCPSS annually.
- Adds definitions for Culturally Proficient Instruction; ~~Marginalized Groups~~; and Parent.
- Updates the definitions for Cultural Responsiveness; Diversity, Equity, and Inclusion; Educational Equity; Equity Lens; Inclusion; and Restorative Culture.
- Updates the References section.

Implementation Procedures

- Includes parents will have the opportunity to examine the multiple data points and submit their recommendation for their child to the decision making team to ensure equitable access for their child.
- Specifies The Office of Diversity, Equity and Inclusion (ODEI) will plan and facilitate training and development related to HCPSS educational equity goals. The professional learning will cover such areas as anti-racism, bias, cultural proficiency and responsiveness, equity facilitation and leadership, equity focused leadership for district and site-based leaders, microaggressions, restorative justice practices, trauma-informed /healing-centered practices, student voice, and other diversity, equity, and inclusion-related professional development.
- Clarifies ODEI will partner with parent and community organizations and government agencies to support mutual equity goals.
- Includes a section for addressing concerns of violations and non-compliance of this policy.
- Updates the definitions for Cultural Proficiency and Trauma-Informed/Healing-Centered Practices.



**Howard
County**
Public School System

Committee for the Development of
Policy 1080 Educational Equity (working title)

Timothy Guy*, Director, Assessments and Reporting

Razia Kosi*, Facilitator, Diversity, Equity, and Inclusion

Maha Abdelkadar, Coordinator, ESOL

Jyoti Bhambra, Kaur Foundation (alternate)

Towanda Brown, The Council of Elders (TCOE)

Marcia Morales Butler, Special Education Citizens Advisory Committee (SECAC)

Erika Strauss Chavarria, Equity4HC

Megan, Chrobak, Principal, Oakland Mills Middle School

Christy Conklin, Howard County Administrators Association (HCAA)

Candace Dodson-Reed, Diversity, Equity, and Inclusion Advisory Committee (DEIAC)

Jacqueline Douge, Howard County Health Department

Joshua Drasin, Howard County Association of Student Councils (HCASC)

Linda Earle-Hill, National Association for the Advancement of Colored People (NAACP)

Lisa Gray, Collaborative for Inclusive Communities

Tina Horn, PATH

Jumel Howard, PFLAG

Sandy Keaton, Instructional Facilitator

Veronica Kim, Howard County Association of Student Councils (HCASC)

Rick Kohn, General Citizens

Nigel LaRoche, Principal, Dayton Oaks Elementary School

Jennifer Lastova, Community Advisory Council (CAC)

Jennie Lee-Kim, General Citizens

Pratima Lele, Attorney

Ying Matties, Chinese American Network for Diversity and Opportunity (CAN-DO)

Rosimar Melendez, The Horizon Foundation

Kelli Midgley, Teacher, Wilde Lake High School

Thais Moreira, Latin American Council

Colleen Morris, Howard County Education Association (HCEA)

Robert Motley, Principal, Atholton High School

All stakeholders listed in Policy 2020 Policy Development and Adoption were invited to have representation on the committee.

Ayman Nassar, Islamic Leadership Institute of America
Bruce Nelson, Alpha Phi Alpha
Jennifer Novak, Director, Curricular Program Kym
Nwosu, Early Childhood Resource Teacher
Michael Parker, American Federation of State, County, and Municipal Employees (AFSCME)
Mirin Phool, Kaur Foundation
Pravin Ponnuri, Indian Origin Network of Howard County
Beth Raboin-Gettleman, PTA Council of Howard County (PTACHC)
David Rodriguez, Conexiones
Anne Roy, Title IX Coordinator
Jackie Scott, Howard County Department of Community Resources and Services
Nancy Shih, Chinese American Parent Association of Howard County, (CAPA)
Q. Elijah Smith-Green, Administrative Intern, Patuxent Valley Middle School
Yale Stenzler, Jewish Federation of Howard County
Genee Varlack, Principal, Forest Ridge Elementary School Matthew
Vaughn-Smith, Teacher, Forest Ridge Elementary School Sandra
Vecera, Facilitator, Leadership Development
Eva Yiu, Coordinator, Research and Evaluation
Nooreen Zaidi, Howard County Muslim Council

BOE Meeting of July 9, 2020

POLICY 1080 EDUCATIONAL EQUITY

BOARD OF EDUCATION

Effective: July 1, 2020
September 10, 2020

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGE

Policy Outline

- I. Policy ~~Value~~ Statement
- II. Purpose
- III. Standards
 - A. Academic Achievement and Growth
 - B. School Climate and Culture Affecting School Success
 - C. Staff Capacity for Educational Equity
- IV. Responsibilities
- V. Delegation of Authority
- VI. Definitions
- VII. References
- VIII. History

I. Policy ~~Value~~ Statement

The Board of Education of Howard County believes that educational equity is a basic human right and must shape all school system policies, procedures, and practices. The Board prioritizes educational equity by ~~recognizing~~ identifying and removing institutional barriers and root causes including individual circumstances that ~~have obstructed~~ obstruct access and opportunity to a high quality education for all students. The Board believes it is the shared responsibility of employees, parents, community stakeholders, and students to work towards educational equity.

The Board acknowledges systemic racism, implicit and explicit bias, institutional barriers, and ~~other discriminatory practices individual circumstances~~ that ~~have~~ caused opportunity gaps, ~~resulting in~~ inequitable outcomes for students. As such, the Board is committed to providing all students with ~~a dynamic and relevant~~ equitable access to the educational ~~program~~ rigor, ~~resources and supports~~ that ~~nurtures their~~ are designed to maximize the student's academic success and social/emotional well-being, ~~and affirms their identity and experience, in order to maximize each student's individual potential.~~ We believe it is our responsibility to advance the skills, talents, abilities, and experiences that make each student unique. ~~We recognize the importance of addressing disparities in educational outcomes, including, but not limited to, access to advanced coursework, identification for specialized services, discipline, suspension/expulsion practices, achievement, and graduation rates between student groups.~~ The unique characteristics of our students and staff are valued as strengths that contribute to the overall school community. We mandate addressing disparities in educational outcomes as a priority in each school, including but not limited to, access to advanced coursework,

identification for specialized services, discipline, suspension/expulsion practices, achievement, and graduation rates between diverse student groups.

II. Purpose

The purpose of this policy is to establish expectations and procedures related identification and to the reduction identification and elimination of disparities in education outcomes achievement gaps.

VI. Standards

A. Academic Achievement and Growth

Academic achievement and growth is a high priority for each and every student. Access to a culturally responsive and relevant curriculum that provides meaningful and dynamic school experiences are essential to postsecondary success. In order to actualize this priority, the Howard County Public School System (HCPSS) will:

1. ~~Engage~~ Promote student voice and support youth in becoming active and engaged participants in their academic experience.
2. ~~Provide~~ Strive to provide culturally responsive and relevant curriculum with inclusive ~~of~~ perspectives from Black, Asian American Pacific Islander, Latino, LGBTQ+, indigenous peoples, individuals with disabilities, women, and other marginalized underrepresented groups ~~excluded~~ in the current curriculum. HCPSS will strive to ensure equal representation of diverse cultures and groups in the curriculum. The curriculum will ~~use differentiated approaches and resources to meet the needs of every student~~ be made in accordance with Policy 8000 Curriculum.
3. Implement curriculum that teaches students to be global citizens who appreciate and value diverse cultures. As such, the instructional materials used in HCPSS schools reflect aspirations, issues, and achievements of persons from diverse social identifiers, and incorporate a global perspective in accordance with Policy 8040 Selection of Instructional Materials and Policy 8050 Teaching of Controversial Issues.
4. Provide access and support to dynamic coursework and comparable academic and enrichment programs for all students in order to maximize student learning. A student's English proficiency, disability status, perceived academic ability and/or social identifiers ~~do~~ will not limit access and opportunity.
5. ~~Apply an equity lens during allocation of~~ Allocate resources and academic supports for students, families, schools, and communities to ensure individual student success and growth, promote a culture of high expectations for all students and staff performance, and intentionally allocate additional funding to students in greater need as well as to schools that serve larger numbers of students in need, and report metrics thereon to the Board and wider community.
6. Identify and remove institutional barriers that could prevent students from equitably accessing educational opportunities in all schools.
7. Report academic achievement and growth data disaggregated by available federally accountable student groups to increase transparency and promote access

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and opportunity. All reporting is in compliance with Policy 3060 Student Data Governance and Privacy and Policy 9050 Student Records.

8. Prohibit exclusion from academic programs, extracurricular activities, and services on the basis of a student's social identifiers and address violations through Policy 1010 Anti-Discrimination and Policy 7030 Employee Conduct and Discipline.

B. School Climate and Culture Affecting School Success

In order for all students to be successful academically, schools must create a safe, welcoming, supportive, and affirming environment. As such, the HCPSS will:

1. Incorporate student voice in school and district level decision making.
2. Build environments that intentionally focus on fostering empathy, developing relationships and upholding dignity for everyone in our schools, offices, and community.
3. Maintain a culture in which students, employees, and families are encouraged to self-reflect on assumptions, biases, and beliefs, in order to promote understanding, respect, dignity, acceptance, and positive interactions among all individuals and groups.
4. Nurture healthy relationships with staff, students, and community, through a restorative culture and student-centered practices.
1. ~~Establish~~Promote -a diverse, equitable, and inclusive student population at all schools. ~~As such, Policy 6010 School Attendance Areas, utilizes demographic data as a factor for setting school attendance areas.~~
5. Evaluate and continuously improve classroom placement practices and student scheduling to ensure that diversity exists in all learning environments.
6. Maintain a safe and supportive school climate through a multifaceted approach that uplifts positive relationships and culture of belonging, supports mental health needs, and is outlined in accordance with Policy 1040 Safe and Supportive Schools.
7. Identify and ~~Eliminate~~eliminate disproportionality in discipline practices by uplifting and nurturing healthy relationships, creating a just and equitable learning environment, repairing harm, and responding effectively to conflict. Regardless of social identifiers, consequences are fair, equitable, consistent, and reflective of a restorative culture.

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8. Leverage the strengths of parents and community partnerships to increase equitable opportunities for students and positively influence the school culture and climate.
9. Provide translation of documents in languages that represent largest diverse groups within the HCPSS community and sign-language interpretation services to ensure access to information for all families in accordance with Policy 1070 Protections and Supports for Foreign-Born Students and Families and the Americans with Disabilities Act, respectively.
10. Maintain a clean, safe, affirming, and healthy environment at all schools that is conducive to student learning.
11. Report school climate data disaggregated by available federally accountable student groups to track progress towards a healthier and positive climate. All reporting is in compliance with Policy 3060 Student Data Governance and Privacy and Policy 9050 Student Records.
12. Identify patterns of discriminatory practices at all organizational levels. Discriminatory practices are prohibited and addressed through Policy 1010 Anti-Discrimination and Policy 7030 Employee Conduct and Discipline.

C. Staff Capacity for Educational Equity

A diverse workforce of effective educators and leaders within the school system is essential to a student's educational experience. All HCPSS employees commit to co-creating a safe and nurturing learning environment and as such, the HCPSS will:

1. Intentionally recruit, employ, promote, support, and retain a diverse workforce of highly qualified educators that reflect the diversity of the student population and leaders within the school system. In accordance with Policy 7000 Workforce Diversity, an innovative recruitment and retention Workforce Diversity and Inclusion Plan for teachers of color and other diverse staff, is a priority for HCPSS.
2. Identify and remove institutional barriers to recruiting, hiring, retaining, and promoting a diverse workforce.
3. Prioritize ongoing professional learning experiences focusing on factors influencing educational equity, such as disabilities, English language learners, cultural proficiency and responsiveness, implicit bias, explicit bias, and systemic racism.
4. Support educators in building positive cultures, where students and staff feel valued, welcomed, and supported to fulfil their academic and professional potential.

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5. Train and support school-based Diversity, Equity, and Inclusion Liaisons (DEILs) who will work with school administrators and their teams to support the attainment of school improvement goals.
6. Work collaboratively with parents, community, the Maryland State Department of Education (MSDE), Howard County Executive, the Howard County Council, local law enforcement agencies, and other county agencies, community groups, business organizations, bargaining units, and other stakeholders to increase equity and inclusion for students and staff.
7. Prohibit discriminatory employment practices through the implementation of Policy 1010 Anti-Discrimination and Policy 7030 Employee Conduct and Discipline.

IV. Responsibilities

- A. The Board of Education shall convene an Educational Equity Committee comprised of parents, students, teachers, principals, diversity, inclusion and equity professionals and community stakeholders to advise the Superintendent regarding implementation of this policy.
- A. The Superintendent/designee will oversee the development of a Local ESSA Consolidated Strategic Plan. The plan includes a needs assessment that identifies areas of focus, provides equity performance accountability measures, and further outlines implementation strategies that address educational equity.
- ~~DB.~~ The Superintendent/designee will updates the Board on educational equity progress through information items, memorandums and board reports that include disaggregated student and staffing data.
- B. ~~The Superintendent/designee proposes an annual budget that reflects educational equity throughout offices and programs. The budget funds the established ODEI.~~
- C. TheIn consultation with the Educational Equity Committee, t Superintendent/designee will propose an annual budget that allocates resources in a manner that promotes the principleis intentional in providing additional funding to students in greater needs, as well as to schools that serve larger numbers of education equity. The equity informationstudents in need, to include, and not be limited to, students with disabilities. .. Further, the Superintendent/designee will be part of each programdisclose budget where applicable and include an analysis of resources that address the needs of marginalized groupsallocations by school.
- ~~ED.~~ The Department of Information Technology will collaborate with HCPSS offices to maintain a longitudinal data system that contains disaggregated student data across academics, discipline, and school climate for district, program, and school analysis and evaluation of educational equity.
- E. The Department of Curriculum and Instruction in consultations with the Educational

Equity Committee will develop a culturally responsive curriculum that promotes equity, respect, and civility amongst our diverse community, is inclusive and reflective of perspectives which have been excluded or minimized historically and currently, and includes respect and understanding for students with disabilities. Professional learning will be provided to educators to build the capacity to understand and deliver culturally proficient instruction. Instructional materials used in HCPSS schools will reflect the diversity of the global community, the aspirations, issues and achievements of women, persons with disabilities, and persons from diverse racial, ethnic, and cultural backgrounds.

- F. The Office of Human Resources will develop recruitment, promotion, employment, and retention procedures consistent with the Workforce Diversity and Inclusion Plan.
- JG. The Office of Diversity, Equity, and Inclusion (ODEI) will provide training and development aligned to its educational equity goals through district-level and school-based level professional learning opportunities.
- H. HCPSS principals will include students, parents, families and community members, in decision-making groups that impact school culture, climate, and the academic success of students when possible.
- I. All employees will engage in self-reflective practices to ensure their effectiveness with every student aligned to HCPSS educational equity goals.
- J. The Superintendent's Diversity, Equity, and Inclusion Advisory Group will provide the Superintendent/designee with an assessment of educational equity in HCPSS annually.
- K. The Superintendent/designee will review this policy at least every three years and recommend it for revision as necessary.

VI. Delegation of Authority

The Superintendent is authorized to develop appropriate procedures to implement this policy in consultation with the Educational Equity Committee and with the approval of the Board of Education

HVI. _____

V. Definitions

Within the context of this policy, the following definitions apply:

- A. Culturally Proficient Instruction – An inside out approach Curriculum should enable staff to teaching model and learning in which educators surface their assumptions, biases, beliefs students to develop the following attitudes, skills, and behaviors, in order to better instruct their students. Culturally proficient practices are guided by the tools:
- Value one's heritage and the heritage of others;
 - Respect, value, and celebrate diversity as an essential component of a

healthy and thriving community;

- Value the richness of cultural proficiency, pluralism and commonality;
- develop and promote inclusive relationships and work effectively in cross-cultural environments; and
- confront and eliminate stereotypes related to individuals' actual or perceived personal characteristics.
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AB. Cultural Responsiveness – Pedagogy that values the strengths students' and educators' cultural backgrounds, and recognizes the importance of including culture in all aspects of learning through equitable and inclusive practices that promote high expectations. Cultural responsiveness is grounded in relationships and plays an essential role in how individuals communicate and receive information.

BC. Diversity – Recognizing, accepting, and respecting that individuals come from many different life experiences with various frames of reference and perspectives. While diversity values unique perspectives and individual differences, it also values the commonalities we all share. Diversity includes, but is not limited to, race/ethnicity, gender, gender identity, disability/ability, socioeconomic status, sexual orientation, language, culture, religion/ beliefs, mental and physical ability, age and national origin.

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CD. Diversity, Equity, and Inclusion Liaison (DEIL) – A leadership role within a school that facilitates school efforts to support diversity, equity, and inclusion practices. The liaison, is selected by the principal, receives training and support from the Office of Diversity, Equity, and Inclusion (ODEI) and participates in a district-wide network of DEILs.

E. Discrimination - Actions that are motivated by an invidious intent to target individuals based on their actual or perceived personal characteristics, as well as acts of hate, violence, insensitivity, disrespect, or retaliation – such as verbal abuse, harassment, bullying, slurs, threats, physical violence, vandalism, or destruction of property – that impede or affect the learning or work environment. Discrimination also includes conduct or practices that may be facially neutral but that have an unjustified disparate impact based on individuals' actual or perceived personal characteristics. Discrimination encompasses racism, sexism, and other forms of institutional prejudice in all their manifestations.

DEF. Educational Equity – Every student has access and support 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.

EFG. ~~Equity Lens – The impact on all marginalized students groups is addressed when considering any program, practice, decision, or action, with a strategic focus on marginalized student groups identifying and eliminating potential barriers.~~

- ~~EF.~~ ~~Equity - [This Equity Lens definition is problematic.] Equity should focus on the~~
~~The proactive steps to identify and redress implicit biases and structural and~~
~~often have resulted in identifiable groups of students and staff being~~
~~unjustifiably or disproportionately excluded from or underrepresented in key~~
~~educational program areas and sectors of the workforce, as well as over-~~
~~identified in student discipline actions. Continued vigilance is necessary to end~~
~~identified inequities that student and staff experience because of their actual or~~
~~perceived personal characteristics.~~
- ~~FG.~~ Explicit Bias – Attitudes, beliefs, and actions that are on a conscious level and enacted with negative intent.
- ~~GH.~~ Federally Accountable Student Group – Categories of students that are recognized in school, district, and state performance reporting.
- ~~HI.~~ Implicit Bias – The attitudes and stereotypes that affect our understanding, actions, and decisions. These biases, which encompass both favorable and unfavorable assessments, may be activated involuntarily and without an individual’s awareness or intentional control.
- ~~IJ.~~ Inclusion – To make sure ~~The process by which a school ensures that~~ all individuals are engaged participants in the learning environment and ~~community.~~ All students, families and staff members feel valued, respected, appreciated and involved. Individuals see their unique identities reflected in all facets of education including staffing, curriculum, instruction, and activities.
- ~~JK.~~ Institutional Barriers – The policies, procedures or practices that deny access to educational opportunities or systematically disadvantage students and families based on social identifiers.
- ~~KL.~~ Longitudinal Data System – Database of student information that is capable of maintaining records over multiple years in multiple schools.
- ~~M.~~ ~~Marginalized Groups—Groups and communities that experience discrimination and exclusion (social, political and economic) because of unequal power relationships across economic, political, social and cultural dimensions. (National Collaborating Centre for Determinants of Health 2020)~~

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- M.** Parent – Any one of the following recognized as the adult(s) legally responsible for the student:
1. Biological Parent – A natural parent whose parental rights have not been terminated.
 2. Adoptive Parent – A person who has legally adopted the student and whose parental rights have not been terminated.
 3. Custodian – A person or an agency appointed by the court as the legal custodian of the student and granted parental rights and responsibilities.
 4. Guardian – A person who has been placed by the court in charge of the affairs of the student and granted parental rights and responsibilities.
 5. Caregiver – An adult resident of Howard County who exercises care, custody, or control over the student but who is neither the biological parent nor legal guardian as long as the person satisfies the requirements of the Education Article, §7-101 (c) (Informal Kinship Care) or has been issued a U.S. Department of Health and Human Service’s Office of Refugee Resettlement (ORR) Verification of Release form entering into a custodial arrangement with the federal government.
 6. Foster Parent – An adult approved to care for a child who has been placed in the home by a state agency or a licensed child placement as provided by the Family Law Article, §5-507.
- N.** Personal Characteristics - Characteristics including race, ethnicity, color, ancestry, national origin, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family/personal status, marital status, age, physical or mental disability, poverty and socioeconomic status, language, or other legally or constitutionally protected attributes or affiliations.
- LO.** Racism – The belief that a particular race is superior or inferior to another, that a person’s social and moral traits are predetermined by his or her inborn biological characteristics. Racial separatism is the belief, most of the time based on racism, that different races should remain segregated and apart from one another. This includes systemic racism which is the systematic distribution of resources, power and opportunity in our society to the benefit of people who are white and the exclusion of people of color.
- MP.** Restorative Culture – An philosophy approach that emphasizes building relationships. When there is a need to repair harm caused by conflict and wrongdoing, restorative justice provides an opportunity for everyone impacted by an incident to come together in a safe space to address their feelings and needs, and reach a resolution that heals and restores relationships.

- NQ. Social Identifiers – The characteristics of each individual 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, skin color, and socio-economic status.

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- OR. Student Voice – A belief and a process to listen, learn, and lead with students, in order to increase student agency in their educational experience.

VI. References

A. Legal

Americans with Disabilities Act of 1990, Public Law 101-336, July 26, 1990
Code of Maryland Regulations, 13A.01.06.00 Educational Equity Authority
Individuals with Disabilities Education Act (IDEA), 20 U.S.C. 1400-1487

B. Other Board Policies

Policy 1010 Anti-Discrimination
Policy 1040 Safe and Supportive Schools
Policy 1070 Protections and Supports for Foreign-Born Students and Families
Policy 3060 Student Data Governance and Privacy
Policy 7000 Workforce Diversity and Inclusion
Policy 7030 Employee Conduct and Discipline
Policy 8000 Curriculum
Policy 8040 Selection of Instructional Materials
Policy 8050 Teaching of Controversial Issues
Policy 9050 Student Records
Policy 9060 Rehabilitation Act of 1973 Compliance: Section 504
Policy 10000 Student, Parent, Family, and Community Engagement

C. Relevant Data Sources

D. Other

VII. History¹

ADOPTED: September 10, 2020

REVIEWED:

MODIFIED:

REVISED:

EFFECTIVE: July 1, 2020
September 10, 2020

¹ Key: *Adopted*-Original date the Board took action to approve a policy; *Reviewed*-The date the status of a policy was assessed by the Superintendent's Standing Policy Group; *Modified*-The date the Board took action to alter a policy that

based on the recommendation of the Superintendent/designee did not require a comprehensive examination; *Revised*-The date the Board took action on a policy that based on the recommendation of the Superintendent/designee needed a comprehensive examination; *Effective*-The date a policy is implemented throughout the HCPSS, typically July 1 following Board action.



**POLICY 1080-IP
IMPLEMENTATION PROCEDURES**

EDUCATIONAL EQUITY

Effective: ~~July 1, 2020~~
September 10, 2020

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II. Funding and Allocation of Resources

- A. The Superintendent/designee will recommend priorities and develop procedures for differentiating school funding in consultation with the Educational Equity Committee. The District Level School Support Team (SST) will identify and allocate resources based on, but not limited to:
 - 1. Academic outcomes aligned with the federally accountable student groups.
 - 2. Mental health and behavioral needs.
- B. Howard County Public School System (HCPSS) schools and offices will seek grants and partnerships to supplement funding for innovative programs and supports to decrease opportunity gaps.
- C. HCPSS offices will seek local, state, and federal funding to supplement the support educational equity.
- D. The Division of Operations will provide equitable funding and services at each individual school to ensure all school facilities are safe, healthy, efficient and conducive to student learning.
- E. Principals will utilize data to request and advocate for community and eCentral-eOffice supports, based on the unique needs of the school population.
- F. The Offices of Budget and Finance, in compliance with the federal Every Student Succeeds Act (ESSA), will report expenditures by school to the Maryland State Department of Education (MSDE) for comparing per-pupil spending between schools.

III. Access and Opportunity¹

~~To increase access and opportunity the following steps will be taken:~~

- A. The Division of Academics, in collaboration with the Division of School Management and Instructional Leadership, will develop equitable placement processes that utilize student input, parent/guardian input, teacher input and

¹ See June 5, 2019 Board Report, *Equity: Responding to Performance and Opportunity Gaps in HCPSS*, for a detailed examination of instructional strategies and interventions supporting access and opportunity.

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multiple data points to ensure equitable access to advanced coursework. Parents will have the opportunity to examine the multiple data points and submit their recommendation for their child to the decision making team to ensure equitable access for their child.

- B. The Division of Academics will work with school leadership teams and communities to communicate with families about the importance of early reading, readiness and the programming available to support student success from Birth-Grade 12.
- C. The Early Childhood Office will ~~work~~ collaborate with childcare providers, families, and pre-K programs to support student readiness for kindergarten.
- D. The Division of Academics and Division of School Management and Instructional Leadership will work collaboratively to increase graduation rates for all students by ~~to examine~~ current supports and ~~then determine~~ innovative resources and supports for increasing graduation rates for all students.
- E. The Division of Academics will ~~work~~ partner with local postsecondary institutions to expand innovative pathways, such as dual enrollment options and Career and Technical Education (CTE) programs to ensure postsecondary success for all students.
- F. The Division of Human Resources and Professional Development will identify partners and strategies to recruit and retain a diverse workforce, which includes, but is not limited to, racial, ethnic, and linguistic diversity.

VI. Diversity, Equity, and Inclusion Supports

- A. The Office of Diversity, Equity and Inclusion (ODEI) will plan and facilitate training and development related to HCPSS educational equity goals. The professional learning will cover such areas as anti-racism, bias, cultural proficiency and responsiveness, equity facilitation and leadership, equity focused leadership for district and site-based leaders, microaggressions, restorative justice practices, trauma-informed /healing-centered practices, student voice, equity-focused leadership for district and site-based leaders, restorative justice practices, and other diversity, equity, and inclusion-related professional development.
- B. ODEI will ~~collaborate~~ consult with HCPSS divisions and offices on initiatives and programs to support HCPSS educational equity goals.
- C. ODEI will work collaboratively with HCPSS offices to intentionally uplift diverse role models, so that all students see themselves and the global society represented.
- D. ODEI will ~~collaborate~~ partner with parent and community groups, organizations and government agencies to support mutual equity goals. _____

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- E. Principals will designate a Diversity, Equity, and Inclusion Liaison to lead school-based professional learning, support school improvement planning, and work with the ODEI on district-level initiatives.

IV. Data Reporting/Accountability

- A. SST will establish/maintain a school improvement planning process that requires district SST school improvement teams to:
1. Analyze trends within disaggregated student data, which may include (but not be limited to):
 - a. Gap analysis to identify and address any emergent ~~inequitable-educational-outcomes~~ achievement gaps.
 - b. Disproportionality in discipline practices.
 - c. Under representation in advanced course enrollment.
 - d. Progress towards increasing graduation rates for all students.
 - d. Disproportionality in special education identification rates.
 - e. Staff professional development needs.
 2. Perform root cause analysis that includes cultural and structural factors.
 3. Strategize solutions that focus on educational equity.
 4. Track targets and milestones to close equity gaps.
 5. Modify school improve plans as needed to support closing ~~inequitable-educational-outcomes~~ achievement gaps.
- B. School-based leadership teams will perform equity-focused data analysis to identify current gaps in educational outcomes, programming, supports, and interventions in order to develop and implement school improvement plans.
- C. Annual reporting of staff data to the Board will include staff demographics, recruitment initiatives, successful retention efforts for teachers of color, and additional innovative strategies utilized by the Division of Human Resources and Professional Development to recruit and retain a diverse workforce.
- D. The Superintendent/designee will develop a Local ESSA Consolidated Plan that will utilize disaggregated student data to determine school system needs, identify areas of focus, and track progress towards equity goals.

V. Addressing Concerns and Non-Compliance

- A. Individuals who have been subjected to, or observe behaviors that are violation of this policy, are first encouraged to respectfully share the concern/issue with the person or persons directly involved, in a manner that reflects a restorative approach.

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- B. If implementing the procedure noted above in Section V.A. is unsuccessful, individuals should refer to HCPSS policies and procedures, including the following:
1. Policies
 - Policy 1000 Civility
 - Policy 1010 Anti-Discrimination
 - Policy 1020 Sexual Discrimination
 - Policy 1040 Safe and Supportive Schools
 - Policy 1060 Bullying, Cyberbullying, Harassment, or Intimidation
 - Policy 2030 Ombudsman
 - Policy 2070 Ethics
 - Policy 7030 Employee Conduct and Discipline
 - Policy 9020 Students' Rights and Responsibilities
 - Policy 9200 Student Discipline
 2. Other
 - Formal Parent Concern Form
 - HCPSS Student Code of Conduct
 - Student and Parent Handbook

VI. Definitions

Within the context of these implementation procedures, the following definitions apply:

- A. Cultural Proficiency – The ongoing process of becoming knowledgeable of one's assumptions, biases, values, beliefs, own cultural identities, as well as the cultures of others in order to foster an appreciation, understanding, and respect for varying cultural expressions that exist in the actions and interactions of an organization. Culturally proficient practices are guided by the tools of cultural proficiency.
- B. Microaggressions – Everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their ~~marginalized group membership~~ Personal Characteristics.
- C. Root Cause Analysis – A process by which an issue is examined by going deeper into why the problem exists. Causal factors contributing to the issue are explored to assist with identification of action steps that address the original cause of the issue and not just the symptoms or outcomes.
- D. District Level School Support Team (SST) – A cross-divisional team with representation from various offices within the Howard County Public School

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System (HCPSS) who that are tasked with overseeing school improvement plans and developing supports for schools.

- E. Trauma-Informed/Healing-Centered Practices – Practices that reflect an Understanding of the basics of how adverse childhood experiences affect a person throughout their life and focus on collective approaches to healing.

VII. History²

ADOPTED: September 10, 2020

REVIEWED:

MODIFIED:

REVISED:

EFFECTIVE: ~~July 1, 2020~~
September 10, 2020

² Key: **Adopted**-Original date the Board took action to approve a policy; **Reviewed**-The date the status of a policy was assessed by the Superintendent's Standing Policy Group; **Modified**-The date the Board took action to alter a policy that based on the recommendation of the Superintendent/designee did not require a comprehensive examination; **Revised**-The date the Board took action on a policy that based on the recommendation of the Superintendent/designee needed a comprehensive examination; **Effective**-The date a policy is implemented throughout the HCPSS, typically July 1 following Board action.