

<b>POLICY</b>	<b>BOARD OF EDUCATION OF FREDERICK COUNTY, MARYLAND</b>		
<b>EDUCATIONAL EQUITY</b>		<b>POLICY 444</b>	

**Purpose**

To ensure that every relevant Board of Education (Board) policy, procedure, and practice provides educational equity.

To ensure that students receive an education experience that prepares them for lifelong learning, the world of work, and full participation in representative government.

To ensure that achievement is raised for all Frederick County Public Schools (FCPS) students while eliminating the predictability and disproportionality of which student groups occupy the highest and lowest achievement.

To ensure the recruitment, hiring, support, and retention of culturally, racially, and linguistically diverse administrative, instructional, and support personnel.

**Definition**

Educational Equity:

- Valuing unique identifiers of every student such as ability, age, ethnicity, gender, gender expression, gender identity, language, national origin, race, religion, sexual orientation, and socioeconomic status;
- Every student has access to the resources and educational rigor he/she needs at the right moment; and
- Appropriate academic, social, and economic supports are in place so that personal and social identifiers are not barriers or obstacles to accessing educational opportunities.

Achievement Gap: Significant and persistent disparities in academic performance or educational attainment between different groups of students.

<b>Legal Reference</b>	COMAR 13A.04.05 Education That is Multicultural		
<b>Source Document</b>	<i>Leading for Equity: Opportunities for State Education Chiefs</i> , The Aspen Institute Education & Society Program and Council of Chief State School Officers (CCSSO), February 2017		
	FCPS Achievement and Equity Web Site <a href="http://www.fcps.org/centraloffice/educational-equity">http://www.fcps.org/centraloffice/educational-equity</a>		
<b>Policy History</b>	<b>Reviewed</b>	<b>Adopted</b> 10/11/17	<b>Revised</b>

Opportunity Gap: Perpetuation of lower educational expectations, aspirations, participation, and achievement for certain groups of students often as the result of factors such as race, ethnicity, socioeconomic status, English proficiency, wealth, or familial situations.

### **Policy Statement**

The Board believes that every student should receive an education that maximizes her/his potential and is committed to the success and achievement of each and every student. The Board is committed to providing every student with equitable access to high quality, culturally relevant instruction, curriculum, academic support, and extracurricular opportunities.

In pursuit of these objectives, the Board directs the Superintendent to:

- Allocate resources to achieve fiscal equity and provide the necessary resources required to close achievement and opportunity gaps among all student groups. Resource allocation should ensure equitable access to, among other things, technology and broadband access, high quality and safe facilities, extracurricular opportunities, and facilities and equipment for such.
- Include cultural responsiveness in reviews of curriculum, pedagogy, instructional materials, and assessments design.
- Provide the necessary resources and professional development required to close achievement and opportunity gaps among all student subgroups and ensure equitable professional opportunities for all staff.
- Align accountability measures to support educational equity and ensure that performance or growth measures are relevant and meaningful to educators, students, and families.
- Recruit and/or increase participation of persons from underrepresented groups – among personnel in staffing and among students in specialized school programs – to better reflect the diversity of our student population.
- Include in all plans for new construction and/or renovation of existing facilities, consideration of equitable access to twenty-first century learning environments.

In the spirit of continuous improvement, the Superintendent shall annually report on the objectives as outlined above, specifically as they relate to the Board's systemic goals.