

PROCEDURE TITLE: EDUCATIONAL EQUITY		
ADOPTION/EFFECTIVE DATE: April 6, 2022	MOST RECENTLY AMENDED:	MOST RECENTLY RE-AFFIRMED:
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY: Equity and Non-Discrimination		

I. Purpose

The purpose of these procedures is to implement the Board Policy entitled 24-0007-000 Educational Equity.

II. Definitions

- A. **Accountability Measures:** means those Maryland accountability framework indicators in place to guarantee oversight of opportunities, resources, and educational rigor that will lead to achievement for all students.
- B. **Cultural Responsiveness:** Pedagogy that recognizes the importance of including culture in all aspects of learning through equitable and inclusive practices that promote high expectations.
- C. **Educational Equity:** means that 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.
- D. **Educational Opportunities:** means 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.
- E. **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.
- F. **Individual Characteristics:** means the characteristics of each individual student, which include but are not limited to:
 - 1. Ability (cognitive, social/emotional, and physical);
 - 2. Ethnicity;
 - 3. Family structure;
 - 4. Gender identity and expression;

5. Language;
6. National origin;
7. Nationality;
8. Race;
9. Religion;
10. Sexual orientation; and,
11. Socio-economic status.

- G. **Student Group:** Identification of students by shared characteristics as grouped by Maryland State Department of Education (“MSDE”) as follows: American Indian or Alaska Native, Asian, Black, or African American, Hispanic/Latino of any race, Native Hawaiian, or Other Pacific Islander, White, Two or more races, Students with Disabilities, English learners, and Economically Disadvantaged.

III. Procedures

A. Equity Policy Alignment: Environments

Environments for student learning, extra-curricular activities, and other school or school-sponsored activities, shall be designed by the school system so as to be equitable, fair, safe, diverse, and inclusive.

1. Disaggregate and analyze school-based data to identify barriers and disparities in access and opportunities experienced by students based on their membership in a specific Student Group regarding participation in academics, such as gifted and advanced placement courses, and dual enrollment.
 - a. Utilize the results of data analyses to develop and implement action plans at the school-level that eliminate barriers in access to resources and disparities in opportunities and achievement experienced by students based on their membership in a specific Student Group.
 - b. Responsibilities: Supervisor of Accountability; Director of Technology; Executive Directors of Elementary and Secondary School Instruction and Performance; Coordinator of North Star Performance Initiatives, School Administrators
2. Disaggregate and analyze school-based data to identify barriers and disparities in access and opportunities experienced by students based on their membership in a specific Student Group regarding participation in extracurricular activities, clubs, and interscholastic sports.

- a. Utilize the results of data analyses to develop and implement action plans at the school-level that eliminate barriers in access to resources and disparities in opportunities and achievement experienced by students based on their membership in a specific Student Group.
 - b. Responsibilities: Supervisor of Accountability, Director of Technology, School Administrators, Supervisor of Health, and Physical Education
3. Utilize disaggregated participation data to identify and remove barriers and opportunity disparities experienced by students based on their membership in a specific Student Group regarding access to transportation, supplies, and tools.
 - a. Utilize the results of data analyses to develop and implement action plans at the school-level that eliminate barriers in access to resources and disparities in opportunities experienced by students based on their membership in a specific Student Group.
 - b. Responsibilities: Assistant Superintendent of Operations; Director of Transportation; Executive Directors of Elementary and Secondary School Instruction and Performance; School Administrators
4. Conduct annual surveys of student extracurricular interests. Utilize survey data as part of the basis for plans to address disparities and opportunities based on membership to Student Groups.
 - a. Responsibilities: Executive Directors of Elementary and Secondary School Instruction and Performance; School Administrators
5. Utilize an Equity Lens to advertise and promote academic and extracurricular opportunities that are available in Harford County Public Schools (HCPS).
 - a. Responsibilities: Manager of Communications; Manager of Family and Community Partnerships; Executive Directors of Elementary and Secondary School Instruction and Performance; School Administrators
6. Utilize an Equity Lens to establish and communicate procedures which promote access to advanced level courses, extracurricular

activities, and other school-sponsored activities.

- a. Responsibilities: Executive Directors of Elementary and Secondary School Instruction and Performance; School Administrators
7. Review and revise procedures as it relates to dress codes, graduation attire, and uniforms to ensure that such procedures are not based on gender, race, or other Individual Characteristics.
 - a. Responsibilities: Executive Directors of Elementary and Secondary School Instruction and Performance; School Administrators
 8. Remove gender grouping for school-based activities, such as but not limited to, teams in Physical Education, classroom lines, and group academic projects
 - a. Responsibilities: School Administrators
 9. Design and conduct all school sponsored activities via an Equity Lens.
 - a. Responsibilities: Executive Directors of Elementary and Secondary School Instruction and Performance; Coordinator of North Star and School Performance Initiatives; School Administrators
 10. Monitor discipline data and analyze discipline codes disaggregated by Student Groups in order to reduce or eliminate disproportionate discipline of students in identified Student Groups.
 - a. Responsibilities: Executive Director of Student Support Services; Supervisor of Equity and Cultural Proficiency
 11. Work with school-based teams to identify and implement alternatives to suspension.
 - a. Responsibilities: Executive Director of Student Services; Executive Directors of Elementary and Secondary School Instruction and Performance.

B. Equity Policy Alignment: Resources

School system resources shall be identified and utilized so as to provide equitable access to Educational Opportunities and services including, among other methods, utilizing disaggregated student data to analyze trends and identify gaps and equitable solutions.

1. Disaggregate and analyze school-based data to identify barriers and disparities in access and opportunities experienced by students based on their membership in a specific Student Group regarding allocation of system resources.
 - a. Utilize the results of data analyses to develop and implement action plans at the school-level that eliminate disparities in resource allocation based on Student Group.
 - b. Responsibilities: Supervisor of Accountability; Director of Technology; Executive Directors of Elementary and Secondary School Instruction and Performance; Assistant Superintendent of Business Services
2. Solicit data regarding school system resources from stakeholder groups through surveys and focus groups annually and identify key resource data points to be reviewed and enacted upon.
 - a. Responsibilities: Manager of North Star Research and Evaluation; Coordinator of North Star and School Performance Initiatives
3. Conduct an annual audit of the allocation of resources, and review audit utilizing an Equity Lens. Provide both the report and the review to the Superintendent. The report shall address how resource allocation decisions were made, how Educational Equity was impacted by allocation decisions, and provide recommendations which address disparities in participation by Student Group as it relates to resource allocation.
 - a. Responsibilities: Assistant Superintendent of Business Services

C. Equity Policy Alignment: “Partnerships”

The school system shall identify partnerships with the Maryland State Department of Education (“MSDE”), local government agencies, other agencies, and stakeholders to support Educational Equity.

1. Establish community partnerships and collaborate to meet the diverse needs of the school system including soliciting data from stakeholder groups; surveying student data to understand affective reasons for participation; allocating resources using the trends and data in an equitable fashion; focusing on crucial learning times (reading K-2); and presenting/sharing of the data to determine solutions.
 - a. Responsibilities: Manager of Family and Community Partnerships
2. Provide regular reports, at least annually, to the Superintendent regarding:
 - a. Partnership opportunities that may be available between HCPS, MSDE, local government agencies, Aberdeen Proving Ground (APG), and stakeholder groups which will support Educational Equity.
 - b. Partnerships entered into which meet the criteria in C.1, above.
 - c. Activities and outcomes achieved by the partnerships identified above.
 - d. Responsibilities: Manager of Family and Community Partnerships
3. Develop multiple pathways to connect with families for the purpose of promoting Educational Equity and access to Educational Opportunities.
 - a. Responsibilities: Manager of Family and Community Partnerships
4. Engage with community stakeholders such as the Parent Teacher Association (PTA), quarterly meeting that address reforms needed for Educational Equity. Meetings shall be scheduled strategically to include opportunities for stakeholder participation.
 - a. Responsibilities: School Administrators

D. Equity Policy Alignment: Professional Learning

The school system shall provide professional learning designed and differentiated to build capacity for Cultural Responsiveness to address identified areas of inequity.

1. Provide bi-monthly professional learning for members of Senior Staff and Administrators and Supervisors and shall include presentations related to Educational Equity, inclusion, cultural proficiency, and related topics. Persons providing these presentations shall include both external experts and HCPS staff.
 - a. Responsibilities: Director of Organizational Development and Continuous Learning
2. Provide regular professional learning for all instructional and all operational staff to include topics related to Educational Equity, Cultural Responsiveness, inclusion, and related topics. Professional learning topics will be developed based on needs assessment.
 - a. Responsibilities: Supervisor of Equity and Cultural Proficiency
3. Provide professional learning for Instructional Coaches on Educational Equity, inclusion, cultural proficiency, and related topics.
 - a. Responsibilities: Supervisor of Teacher Preparation and Professional Learning
4. Utilize an Equity Lens to develop all professional learning.
 - a. Responsibilities: Director of Organizational Development and Continuous Learning; Supervisor of Personalized Learning and Leadership Development, Supervisor of Teacher Preparation and Professional Learning; Supervisor of Equity and Cultural Proficiency

E. Equity Policy Alignment: Access to Teachers

The school system shall ensure equitable access to effective teachers.

1. Provide a report annually to the Superintendent regarding the demographics of teachers assigned to each school.

- a. Responsibilities: Assistant Superintendent of Human Resources
2. Annually review and analyze demographic data related to hiring, recruitment, and retention practices.
 - a. Responsibilities: Assistant Superintendent of Human Resources
3. Establish active “Educators Rising” Clubs (national platform) to promote careers in education. Review sponsors and clubs yearly to develop Ambassadors for Education in every HCPS school building (virtual platform) that are passionate about teaching and encourage careers in education. Ensure that these clubs connect to all Student Groups.
 - a. Responsibilities: Executive Director of Secondary School Instruction and Performance; Middle and High School Administrators
4. Build capacity for hiring and retaining teachers from all backgrounds by providing annual Educational Equity training for hiring managers.
 - a. Responsibilities: Assistant Superintendent of Human Resources; Diversity Retention and Recruitment Specialist

F. Equity Policy Alignment: Staffing

The school system shall utilize an Equity Lens in all staff recruiting, hiring, retention, and promotion processes.

1. The membership of interview panels shall be reviewed utilizing an Equity Lens.
 - a. Responsibilities: Assistant Superintendent of Human Resources; Director of Human Resources
2. If the Supervisor of Equity and Cultural Proficiency has concerns that membership of an interview panel or the candidates for interview do not meet the goals of an Equity Lens review, they may request a report from Human Resources which addresses those concerns.
 - a. Responsibilities: Supervisor of Equity and Cultural Proficiency

3. Maintain ongoing partnerships, and recruitment practices at Historically Black Colleges and Universities (HBCU) annually (identify specific months/seasons relative to the HBCU's schedule).
 - a. Responsibilities: Assistant Superintendent of Human Resources; Diversity Recruitment and Retention Specialist
4. Establish a Human Capital Committee to meet quarterly to develop and monitor action items for the following:
 - a. Develop interview questions related to Educational Equity and Cultural Responsiveness.
 - b. Disaggregate and analyze employee data, including:
 - i. Demographics relating to race, gender, and disability across all schools and offices.
 - ii. Number of tenured vs. number of non-tenured teacher per school
 - iii. Number of certified teachers and staff vs. number of non-certified teachers and staff
 - iv. Demographics relating to race, gender, and disability for job applicants
 - v. Demographics relating to race, gender, and disability for staff retained
 - vi. Demographics relating to race, gender, and disability for staff salaries
 - vii. Demographics relating to race, gender, and disability for Senior Leadership, Administrator Pools, and Supervisory Positions
 - viii. Amount of time positions are left vacant/filled with temporary replacements
 - c. Responsibilities: Assistant Superintendent of Human Resources; Supervisor of Equity and Cultural Proficiency; Supervisor of Accountability; Diversity Recruitment and Retention Specialist
5. Collaborate with community partners (e.g., Susquehanna Workforce) to promote job postings/announcements, and to increase the number of applicants who are members of a minority group.
 - a. Responsibilities: Assistant Superintendent of Human Resources; Diversity Recruitment and Retention Specialist

6. Share hiring practices with minority owned businesses, communities, and organizations annually.
 - a. Responsibilities: Assistant Superintendent of Human Resources
7. Prioritize new partnerships and recruitment practices at HBCU's in order to increase the diversity of our workforce.
 - a. Responsibilities: Assistant Superintendent of Human Resources; Diversity Recruitment and Retention Specialist
8. Provide mentorship and support of Teacher Academy of Maryland (TAM) to increase student awareness of teaching opportunities at HCPS.
 - a. Responsibilities: Supervisor of Business, Technology, and Magnet Programs; Executive Director of Student Services; Secondary School Counselors; TAM Teacher Specialists
9. Place teacher internship programs into Title I schools.
 - a. Responsibilities: Assistant Superintendent of Human Resources; Director of Human Resources
10. Prioritize placement of TAM programs in to maximize applicants.
 - a. Responsibilities: Executive Directors of Elementary and Secondary School Instruction and Performance

G. Equity Policy Alignment: Curriculum, Instruction, Assessment

The school system shall utilize an Equity Lens in reviews of staff, curriculum, pedagogy, professional learning, instructional material, and assessment design.

1. Conduct formal Equity Lens audits of all curricula, educational programs, interventions, assessments, and instructional material at least triennially prior to General Curriculum Committee ("GCC") approval. Informal Equity Lens audits may be conducted annually.
 - a. Responsibilities: Executive Director of Curriculum, Instruction, and Assessment; Curriculum Supervisors

2. Develop an ongoing Equity Lens based review process to evaluate school system communication.
 - a. Responsibilities: Manager of Communications
3. Design the Teacher of the Year recognition program with an Equity Lens and institute any changes to the program as needed to align with the Educational Equity Policy.
 - a. Responsibilities: Executive Directors of Elementary and Secondary School Performance and Instruction and Manager of Communications
4. Report the results of Equity Lens audits of curriculum, educational programs, and interventions to the General Curriculum Committee.
 - a. Responsibilities: Curriculum Supervisors

H. Equity Policy Alignment: Reading

The school system shall provide access and opportunity for all students to successfully read on level by the end of each grade.

1. School and central based teams review data annually to determine intervention plans for students that are performing below grade level expectations.
 - a. Responsibilities: Supervisor of Reading, English, and Language Arts; Supervisor of Personalized Learning and Leadership Development
2. Utilize the assessments identified on the HCPS Assessment Calendar as a tool for addressing disparities in student performance based on Individual Characteristics of students.
 - a. Responsibilities: Supervisor of Accountability
3. Review with an Equity Lens the continuum of educational programs available for students on an annual basis.
 - a. Responsibilities: Executive Directors of Elementary and Secondary Schools; Coordinator of North Star and School Performance and Initiatives; Executive Director of Curriculum

and Assessment.

4. Review reading curriculum utilizing an Equity Lens and modify curriculum accordingly.
 - a. Responsibilities: Executive Director of Curriculum Instruction and Assessment; Curriculum Supervisors

I. Equity Policy Alignment: Every Student Succeeds Act (“ESSA”)

The school system shall address equity in the ESSA Consolidated Strategic Plan.

1. Review the HCPS ESSA Consolidated Strategic Plan and modify the plan accordingly.
 - a. Responsibilities: Supervisor of Accountability

J. Equity Policy Alignment: Goals and Planning

The school system shall identify a process for analyzing data to develop goals, objectives, strategies, and timelines for the implementation of equitable and culturally responsive practices in each school.

1. Utilize central office and school teams to emphasize Educational Equity in the school improvement process annually.
 - a. Responsibilities: Executive Directors of Elementary and Secondary Schools; Coordinator of North Star and School Performance and Initiatives; School Administrators
2. Conduct an annual climate and culture survey at each school to collect data including student perceptions of Educational Equity.
 - a. Responsibilities: Executive Director of Student Support Services; Manager of North Star Research and Evaluation
3. Develop an annual process for analyzing data to develop goals, objectives, strategies, and timelines for the implementation of Educational Equity and culturally responsive practices in each school.

- a. Responsibilities: Coordinator of North Star and School Performance and Initiatives
4. School based teams analyze school-based data, at least quarterly to address Student Groups to improve the academic performance of Student Groups as needed.
 - a. Responsibilities: School Administrators
5. Gather relevant data biannually to evaluate and measure the effect of Educational Equity practices.
 - a. Responsibilities: Manager of North Star Research and Program Evaluation; Coordinator of North Star and School Performance Initiatives
6. Develop school-based Educational Equity and Cultural Responsiveness goals, objectives, strategies, and timelines annually.
 - a. Responsibilities: School Administrators
7. Review the current Title I policies and practices annually to align strategies for Educational Equity based outcomes.
 - a. Responsibilities: Supervisor of Equity and Cultural Proficiency; Coordinator of North Star and School Performance Initiatives; Coordinator of Title I
8. Create an assessment tool for School Performance and Achievement teams to review Educational Equity outcomes annually.
 - a. Responsibilities: Supervisor of Equity and Cultural Proficiency; Coordinator of North Star and School Performance Initiatives

K. Equity Policy Alignment: Evaluation

The school system shall identify a method of evaluation to measure the effect of Educational Equity practices in the system and in schools.

1. Collect qualitative and quantitative data from stakeholders to assess effectiveness of Educational Equity and Cultural

Responsiveness.

- a. Responsibilities: Manager of Research and North Star Evaluation
2. Develop and utilize annual survey results for goal setting to improve Educational Equity based practices systemically and in schools.
 - a. Responsibilities: Coordinator of North Star and School Performance Initiatives; Manager of Research and North Star Evaluation; Supervisor of Equity and Cultural Proficiency
3. Create an Educational Equity School Performance and Achievement (SPA) checklist for the SPA team to review their draft SPA plan utilizing an Equity Lens.
 - a. Responsibilities: Supervisor of Equity and Cultural Proficiency; Coordinator of North Star and School Performance Initiatives
4. Develop a peer review process that occurs triennially where SPA teams share their SPA plans for peer review with an Equity Lens.
 - a. Responsibilities: Coordinator North Star and School Performance Initiatives
5. Convene teams of school system leaders and external stakeholders (e.g., Equity Task Force) to conduct annual learning walks throughout all schools to assess Educational Equity based practices.
 - a. Responsibilities: Supervisor of Equity and Cultural Proficiency

L. Equity Policy Alignment: Monitoring

The Superintendent shall identify a system employee responsible for the facilitation, monitoring, and implementation of the system's equity initiatives within the Local ESSA Consolidated Strategic Plan.

1. The identified school system employee responsible for facilitation, monitoring, and implementation of the system's equity initiatives within the HCPS ESSA Consolidated

Strategic Plan is the Supervisor of Equity and Cultural Proficiency.

Approved By:



Sean W. Bulson, Ed.D.

PROCEDURE

Harford County Public Schools

Procedure Action Dates		
ACTION	DATE	ACTION DATE
Adopted	04-06-22	

Responsibility for Procedure Maintenance & References	
LAST EDITOR/DRAFTER NAME: Katie Ridgway	JOB POSITION OF LAST EDITOR/DRAFTER: Director of Strategic Initiatives
PERSON RESPONSIBLE: Paula Stanton, Ed.D.	JOB POSITION OF PERSON RESPONSIBLE: Supervisor Equity Cultural Proficiency
DESIGNEE NAME:	DESIGNEE POSITION:
PROCEDURE NUMBER PRIOR TO NOVEMBER 1, 2005:	

LEGAL REFERENCES¹

References are set forth in the Procedure.

¹ All references are to specific federal or Maryland statutes or regulations. References are provided for convenience and informational purposes only and are not to be considered as exhaustive or as precluding Harford County Public Schools from relying upon any other statutes or regulations in support of a policy or procedure.