

## EDUCATIONAL EQUITY

### **I. Philosophy**

- ~~1. The Board of Education of Talbot County (Board) believes that every student in the school system should receive a high-quality education so that every student can become a globally competitive graduate. The Board is committed to the success of every student in every school.~~
- ~~2. Raising achievement for all students and closing achievement gaps among all students are top priorities of the Board.~~

The Board of Education believes all TCPS students should have access to a high-quality education that is both rigorous and meaningful to each individual student we serve. The Board of Education acknowledges that educational equity and excellence for every TCPS student is achieved through policies, procedures, and practices that eliminate obstacles and ensure equitable access to educational opportunities.

The Board of Education is committed to creating and maintaining an educational environment that is equitable, inclusive, and diverse in alignment with the continued commitment to the success of every student in every school.

~~3. Disparities on the basis of race, religion, sexual orientation, and special education status, sex, ethnicity, English language learner (ELL) status or socio-economic status~~ race, color, sex, gender, gender identity, sexual orientation, age, national origin, religion, socio-economic status or disabling condition are unacceptable and are directly at odds with the Board's belief that all students can achieve. While complex societal and historical factors contribute to the inequities our students face, rather than perpetuating disparities, the school system TCPS must address and overcome inequity by providing all students with the opportunity to succeed work to eradicate these inequities to ensure access to a high-quality education.

The Board of Education directs the Superintendent and administration to develop regulations to implement this policy.

### **H. Guidelines**

- ~~1. To ensure that every relevant Board of Education (Board) policy, procedure, and practice provides educational equity.~~
- ~~2. To ensure every TCPS student is provided with equitable access to high quality and culturally relevant instruction, curriculum, support, and educational resources with the expected outcome of eliminating predictability and disproportionality.~~
- ~~3. To ensure teacher accountability through the observation and evaluation process and through sustained researched professional development surrounding student equity.~~

- ~~4. To ensure that the recruitment, hiring, support, and retention of culturally, racially, and linguistically diverse administrative, instructional, and support personnel to better reflect our diverse student population.~~
- ~~5. To identify annually whether the discipline process has any disproportionate impact on student groups, English language learner status students or special education students.~~
- ~~6. To include in any and all facilities plans for new construction and in the renovation of~~

~~existing facilities, considerations of equity in access to twenty-first century learning environments.~~

### **III. Definitions**

#### **1. Educational Equity:**

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

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

#### **3. 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, wealth, or familial situations.**

### **IV. Legal References:**

~~Annotated Code of Maryland, Education Article §4-101, Control and Promotion of Education~~

~~Annotated Code of Maryland, Education Article §7-305, Suspension and Expulsion~~

~~COMAR 13A.08.01.21, Reducing and Eliminating Disproportionate/Discrepant Impact~~

~~COMAR 13A.04.05 Education That is Multicultural~~

COMAR 13.A.01.06 Educational Equity

### **Related Policies:**

Policy 1.2 Non-Discrimination

Policy 1.3 Education Philosophy

Policy 1.4 School System Goals and Objectives

Policy 1.5 Evaluation of Instructional Programs

Policy 10.1 Equal Educational Opportunities

Related Resources:

MABE *Educational Equity* (Adopted 2019; amended 2021)

<END>