

# ADMINISTRATIVE PROCEDURE

Culturally Responsive Schools and Central Offices

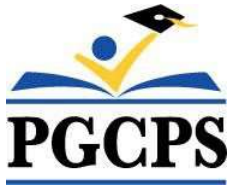
0102

Procedure No.

August 12, 2021

Date

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- I. **PURPOSE:** The purpose of this administrative procedure is to outline specific actions and strategies to support Board of Education’s commitment to promote and sustain culturally proficient schools, central offices and school community support systems.
  
  - II. **DEFINITIONS:**
    - A. Achievement gap: The differences in educational performance across student groups.
  
    - B. Culture: The beliefs, values and practices that identify one as a member of a group or groups.
  
    - C. Cultural competence: A behavior that aligns with standards to move an organization or an individual toward cultural proficient interactions. The five essential elements of cultural competence are: assessing culture; valuing diversity; managing the dynamics of difference; adapting to diversity; and institutionalizing cultural knowledge. Cultural competence motivates individuals to assess their own skills, expand knowledge and resources, and adapt relational behavior.
  
    - D. Cultural proficiency: The policies and practices of an organization or the values and behaviors of an individual that enable that organization or person to interact knowledgeably and respectfully with clients, colleagues and the community using the essential elements of cultural competence.
  
    - E. Culturally responsive: The inclusion of cultural references of students, parents, staff and community in all aspects of the organization.
  
    - F. Cultural Proficiency Continuum: A tool that provides language to describe *healthy and unhealthy values* and behaviors of persons and policies and practices of organizations.
  
    - G. Disproportionality: Measured outcomes that are too large or too small in relation to the expected outcomes.
  
    - H. Diversity: Differences in factors which include, but are not limited to, race, color, ethnicity, national origin, region, religion, sex, sexual orientation, gender identity, language, socioeconomic status, age, marital status, disability or genetic information.



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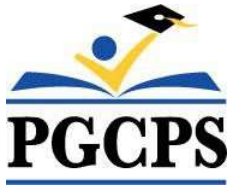
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- I. Equity/Equitable: The result of practices that may include accommodations and that yield the same outcomes and opportunities for members of a group.
- J. Equity Liaison (E Liaison) - A staff member who has been identified by the principal to lead the school-based Equity Team.
- K. Equity Team (E Team) - A team identified at the school level inclusive of administrators, staff, students, parents and community stakeholders.
- L. Education that is Multicultural Leadership Team (ETMA Leadership Team)- A team of central office leaders charged with leading the work in culturally responsive practices.
- M. Learning styles: The different methods of acquiring and processing information in a learning situation.

### III. PROCEDURES:

#### A. Expectations for Schools

- 1. All staff will demonstrate respect for diversity in the workplace.
- 2. All staff will work collaboratively to make a conscious effort to embrace, understand and be sensitive toward the cultural and linguistic differences of staff, families and community members.
- 3. Each school will identify one person in the building to serve as the Equity Liaison (EL). The EL will chair the E Team meetings, attend central office trainings and share information with the school community.
- 4. The principal will be a standing member on the E Team and support the work of the team.
- 5. School staff will embrace and model respect for the uniqueness of **ALL** stakeholders, their experiences, their abilities, and learning potential.



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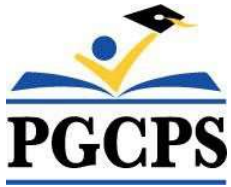
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6. Instructional staff will differentiate instructional delivery, based on their knowledge, understanding and sensitivity of the needs of students, including the students' language proficiency, identifying cultural heritage, special needs, and the suitability of instructional outcomes for diverse learners.
7. Staff will focus on establishing a culture for learning, centering on respect, rapport, safety and accessibility.
8. Instructional staff will establish a classroom environment and utilize classroom management strategies that accommodate the culturally diverse needs and learning styles of students.
9. Staff will be provided opportunities for cross cultural conversations and be encouraged to engage co-workers in rich discussions about their experiences and beliefs about supporting culturally proficient practices system-wide to benefit schools and children in diverse environments.
10. The school administration will lead the efforts to reach out to all parents and members of the community to create an inclusive school.
11. The school team will analyze student data in order to address disproportionality in both achievement and disciplinary practices.

### B. Expectations for **All** Central Office staff

1. All staff will demonstrate respect for diversity in the workplace.
2. All staff will work collaboratively to make a conscious effort to embrace, understand and be sensitive toward the cultural and linguistic differences of staff, families and community members.
3. All staff will be provided opportunities for cross cultural conversations and be encouraged to engage coworkers in rich discussions about their experiences and beliefs about supporting schools and children in diverse environments.



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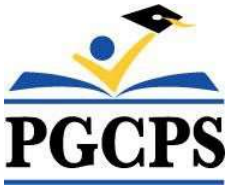
4. All staff will be provided with opportunities for professional development on the conceptual framework for culturally proficient practices and the five essential elements of cultural competency.

#### C. Support for Schools and Central Offices

1. PGCPS will have a dedicated site focused on educational equity. This site will house articles, PowerPoint presentations, internet resources, lesson plans, equity tools and links to information on professional development opportunities for schools and central offices.
2. The District Level ETMA Leadership Team will meet regularly. In addition, the team will:
  - a. provide guidance to local schools to support the local school equity teams (E Teams);
  - b. advise the CEO on progress and challenges related to implementation of the administrative procedure;
  - c. collaborate with the Mid Atlantic Equity Consortium to provide consultation and support in the implementation of the PGCPS Equity Policy; and
  - d. continue to engage stakeholders in conversations about equity.
3. PGCPS representatives from Academic Services and Student Services will continue to represent the school system on the Maryland State Department of Education Multicultural Committee; maintain responsibility for the “Education that is Multicultural and Achievement” section of the PGCPS Master Plan; and collaborate with the Officer of Diversity and Latino Affairs.

#### D. Professional Development Opportunities for Employees

1. Annually supervisors/principals will inform staff of the expectation to implement culturally responsive practices.
2. The Office of Talent Development will provide systemic professional development sessions on implementation of culturally responsive practices.
3. Continuing professional development opportunities will be made available to central office staff.



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4. School-based professional development will be offered during the week of teacher return prior to the beginning of the school year, and on-going throughout the year.
  5. Opportunities for professional development on the conceptual framework for culturally proficient practices and the five essential elements of cultural competence will be provided system-wide.
- IV. **RELATED PROCEDURES:** Administrative Procedure 4170, Discrimination and Harassment; Administrative Procedure 10101, Code of Student Conduct; and Administrative Procedure 5143, Bullying, Harassment or Intimidation. Board Policy 0102 (Culturally Responsive Schools and Central Offices); Board Policy 0103, Equity; Board Policy 0118, Core Beliefs and Commitments; Board Policy 0121, People-First Language. COMAR 13A.04.05, Education that is Multicultural.
- V. **MAINTENANCE AND UPDATE OF THESE PROCEDURES:** This procedure originates with the Division of Student Services, Department of Student Engagement and School Support and the Division of Academics, Office of International Programs.
- VI. **CANCELLATIONS AND SUPERSEDURES:** This Administrative Procedure supersedes the version dated April 30, 2015.
- VII. **EFFECTIVE DATE:** August 12, 2021

Distribution: Lists 1,2,3,4,5,6,10,11, and 12