



EDUCATIONAL EQUITY “FOR EACH STUDENT”

BOARD SERVICE ACADEMY
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Educational Equity “for each student”

Brown v. Board of Education, 347 U.S. 483
(1954)

Every Student Succeeds Act (ESSA) of 2015

NSBA’s Equity Symposium

MABE's focus on Educational Equity

- MABE Equity Core Value
- MABE Equity Definition
- MABE Strategic Plan Goal
- MABE Equity Lens

MABE Equity Core Value

We champion educational equity and excellence for each student.






MABE Equity Definition

For MABE, educational equity in Maryland means providing access to essential academic, social, emotional, and economic supports in order to engage each student in rigorous instruction with appropriate educational resources to achieve their highest potential.

MABE 2019-2024 Strategic Plan Goal

Assist member boards in developing a shared understanding and vision of educational equity; by helping them to formulate and implement an equity policy that provides educational equity for each student by creating and maintaining equitable, inclusive, and diverse environments.

FOR ANY POLICY, PROGRAM, PRACTICE, DECISION, OR ACTION, CONSIDER THE FOLLOWING QUESTIONS

-  Who are the under-represented groups affected by this policy, program, practice, decision, or action? What are the potential impacts on these groups?
-  Does this policy, program, practice, decision, or action worsen existing disparities or produce other unintended consequences?
-  How have you intentionally involved stakeholders who are also members of the communities affected by this policy, program, practice, decision, or action? Can you validate your assessments in #1 and #2, having considered this stakeholder reaction?
-  What are the barriers to more equitable outcomes (e.g. mandated, political, emotional, financial, programmatic, or managerial)?
-  How will you (a) mitigate the negative impacts and (b) address the barriers identified above?

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Working at your table use the questions provided in the Equity Lens Tool to practice addressing the issues in the following scenarios.

Scenario #1

New COMAR regulations are forthcoming to require all school systems to identify significant numbers of Gifted and Talented (G&T) students in every school using a universal screening process by no later than the third grade and thereafter to provide G&T services to those students.

Scenario #2

Suppose that new eligibility requirements are being proposed for students entering high school that would mandate a higher GPA and no failing grades for eighth grade students in order for them to be able to participate in high school sports upon their entry into the ninth grade.

Scenario #3

Suppose that new contract language is being proposed by the teachers and administrators unions that would have the effect of making it more difficult to move your most experienced teachers and administrators, over their objection, into the schools with the greatest needs.

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The Maryland State Board of Education approved COMAR 13A.01.06.01-.05 for publication in December of 2018 requiring every local board of education in the State to adopt an Educational Equity Policy that is consistent with its soon to be approved requirements.

Ad Hoc Equity Committee Panel

MABE Sample Educational Equity Policy

**MABE Sample
Educational Equity Policy
Desired Outcomes**

**MABE Sample
Educational Equity Policy
Guidelines**

Final Reflection



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