PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS
Board of Education
Upper Marlboro, Maryland

<u>0118</u>
Policy No.

BOARD OF EDUCATION POLICY

BASIC COMMITMENTS

<u>CORE BELIEFS AND COMMITMENTS</u>

I.   <u>POLICY STATEMENT</u>

The Prince George's County Board of Education firmly believes that the academic achievement of ALL students is paramount and must improve. Inequities have increasingly developed over decades, contributing to the current achievement gaps that exist among certain groups of children. These achievement gaps can and will be eradicated. The Board of Education recognizes that such eradication can only occur through reform. Reform involves (1) the reprogramming of thoughts about ALL children's ability to reach their full academic potential, without regard for their race or ethnicity, citizenship status, gender, gender identity, sexual orientation, religion, economic status, culture, language, or special needs, and (2) the redistribution of resources. Recognizing the enormous challenge and the bold steps required to implement accountable reform measures in the Prince George's County Public School System, the Board of Education publishes and affirms its Core Beliefs and Commitments.

The Prince George's County Board of Education vows to close achievement gaps and raise achievement for all students in Prince George's County by ensuring "equitable access" to a high quality education that guarantees that every child graduating from the Prince George's County Public School System is college ready and work ready. We believe college ready and work ready are one and the same. Equitable access is a fundamental right to every child regardless of race or ethnicity, gender, economic status, culture, language, special needs or faith.

Because significant tax-payer dollars are earmarked for the Prince George's County Public Schools System, the Board of Education commits to distributing these resources equitably in an effective and efficient manner in the best interest of children.

We believe that equity is achieved by allocating more resources to students with greatest need without disadvantaging others.

II.   PURPOSE

The purpose of this policy is to define the guiding principles by which all activities of the Board of Education will be undertaken.

III.   DEFINITIONS

Transformational work behaviors – Behaviors exhibited by the leadership which consist of: (a) idealized influence, i.e.: purpose driven and high integrity; (b) inspirational motivation, which motivates and inspires others; (c) intellectual stimulation, which stimulates innovation and creativity in others; and (d) individualized consideration, such as: genuine concern for others.

IV.   STANDARDS

1. Academic Innovation

   (a) We must re-imagine teaching and learning in non-traditional ways to meet and inspire the needs of a dynamically changing community of learners – continuing to set high expectations and ensuring every student, in every grade, receives rigorous, engaging and relevant instruction that prepares students to be college-, career-, and life-engaged.

   (b) Improve students' overall performance on formal assessments through innovative content, targeted needs-based instruction and supportive programs aligned to learning standards, problem-solving skills and critical thinking competencies.

   (c) Explore instructional models and improve capacity to teach English language learners and Special Education students.

   (d) Confront the barriers to implementing strong co-teaching models with ESOL and non-ESOL certified instructors to maximize the transfer of high-yield and research-informed practices.

   (e) Ensure equitable access to curricular, co-curricular, and extracurricular activities.

   (f) Enable opportunity by expanding access to specialty programs and lottery admission schools for underrepresented student groups. Develop co-curricular activities that encourage collaborative student, staff and community engagement, including lottery-admission schools.

(g) Review and refine academic and behavioral performance policies to enable equitable application, encourage improved student achievement and reinforce positive behavioral outcomes.

2. Transformational Workforce

(a) We will attract, develop, support and retain a highly competent workforce of culturally responsive employees empowered to inspire and pursue excellence, promote creativity, stimulate critical thinking, and serve as agents of change for our students and for one another.

(b) Establish relevant leadership development pathways and mentorship supports for ongoing professional development and upward mobility of all employees.

(c) Define standards for transformational work behaviors, increase leadership capacity, provide developmental opportunities, career pathways and positive reinforcement for all employees.

(d) Employ non-traditional methods, target untapped sources and design innovative approaches to attract, develop and retain high-quality employees representative of the cultural diversity of our PGCPS community.

(e) Continuously strengthen the quality of instructional practice through effective coaching, evaluation and professional development to support continuous learning and improvement of practice.

3. Organizational Learning Culture

(a) Foster an environment of open collaboration, critical thinking and creation of alternative ideas. Embrace tolerance for the process of continuous learning, knowledge application, structured evaluation and routine reflection for continuous improvement.

(b) Engage in active learning processes that enable individuals to become skilled at creating, acquiring and transferring knowledge that results in shared purpose. Cultivate tolerance, foster open discussion and equip employees to think holistically and systemically to adapt to the unpredictable with greater ease.

(c) Develop a mindset of equity in the daily operating norms of all organizational systems, processes, decisions, communications and interactions. Extend the concept of equity from conversations to actionable behaviors.

(d) Develop clear, integrated and disciplined processes and accountability for the launch, delivery, interpretation, adoption and evaluation of systemic learning initiatives.

4. Safe and Supportive Environments

(a) Cultivate a systemic culture of CARE (Collective Accountability, Responsibility, and Excellence).

(b) Provide safe environments that foster a culture of CARE and a climate of mutual respect, cultural responsiveness, and attentiveness to the overall physical and psychological well-being of every PGCPS student, family member and employee.

(c) Maintain a welcoming, respectful and efficient environment in which all stakeholders understand, are accountable for and take pride in their contributions to PGCPS goals and objectives.

(d) Establish a regular dialog among school staff, students and families that creates a climate of shared understanding and addresses opportunities for and barriers to productivity, scholarship and advocacy.

(e) Organize and distinctly market PGCPS' diverse and robust portfolio of mental health and wellness resources to enhance awareness, improve accessibility and mitigate skepticism of use.

5. Infrastructure and Operations Enhancements

(a) Equitably provide students and staff the systems, facilities, technology, financial resources, organizational structures and support services that foster a positive learning and working environment.

(b) Improve access to and use of relevant, evidence-based technologies (hardware and software) to enhance and support all learning environments for students and employees.

(c) Enhance, construct, upgrade and maintain physical learning and work environments that maximize safety, facilitate learning, invite collaboration and encourage productivity.

(d) Provide employees ease of access to quality data and integrated tools that allow informed and focused teaching, learning, problem-solving and decision making.

(e) Adopt a common approach in the use of data to inform and effectively guide prioritization, goal-setting, implementation, monitoring and evaluation of improvement strategies.

(f) Align resources to strategic priorities and ensure distribution is equitable, efficient and effective.

V. IMPLEMENTATION RESPONSIBILITIES

N/A

VI. REFERENCES

1. Board Policy 0101
2. Board Policy 0125

VII. HISTORY

1. Policy Adopted 4/10/08
2. Policy Revised 11/18/21 (Effective Date 11/18/21)