

The Wake County Board of Education believes that education is a determining factor in our students' future health, economic empowerment, successful parenting, civic involvement, and productive citizenship. Therefore, WCPSS is committed to equity and the wellbeing of every student.

**A. Definition of Equity**

Educational equity is defined as raising the achievement of all students while narrowing the gaps between the lowest and highest performing students and eliminating the racial or cultural predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.

**B. Principles of Equity**

Rooting out and preventing intentional discrimination is a necessary, but not sufficient, condition of equity. For purposes of this policy, equity looks beyond individual acts of prejudice to the systemic, even if unintended, biases that can be seen or detected in practices, processes, systems, outcomes, attitudes, and behavior.

The Board acknowledges that complex social and historical factors contribute to the disparities within our school district and that student achievement data from school districts across the country reveal similar patterns. Nonetheless, rather than perpetuating such disparities, interrupting the predictive association between social and cultural factors and student achievement requires all educators to be guided by the following principles of equity:

- to socialize intelligence and effort among all students in every school, every classroom, everyday;
- to be intentional about appropriately interrupting beliefs and practices that serve as barriers to student achievement; and
- to model and advance courageous conversations about social and cultural factors, including race, ethnicity, family economics, disability, and initial proficiencies, and how these attributes shape teaching and learning experiences in schools and classrooms.

**C. Commitment to Equity**

A commitment to equity ensures an educational environment in which all students have the opportunity to benefit equally. This commitment means the District will work intentionally to eliminate the predictability of student achievement based on social and cultural factors, including but not limited to race, ethnicity, family economics, disability, and initial proficiencies. This can be accomplished only by identifying and appropriately interrupting practices and policies that perpetuate opportunity gaps in order to provide all students with the opportunity to succeed.

In particular, the District shall:

- use disaggregated data including race, gender, socioeconomic background, and other personal characteristics deemed relevant by the superintendent or designee to inform district decision-making and strategic planning;
- create and nurture an inclusive and welcoming environment for students, families, and staff;
- provide students with equitable access to a high quality curriculum, effective teachers and principals, support facilities, and sufficient support services, even when this means differentiating resource allocation;
- recruit and retain diverse and culturally competent administrative, instructional, and support personnel;
- support district personnel to engage in culturally responsive practices, including opportunities for staff to improve cultural competencies in service our diverse student body and community;
- offer opportunities for all instructional and instructional support staff to improve culturally responsive instructional practices, curriculum, and assessments that increase individual and collective capacity to effectively teach our diverse student population and serve diverse families;
- identify and mitigate culturally biased instructional materials, assessments, and pedagogies that result in achievement disparities, and eliminate practices that lead to the over- or under-representation of any student group compared to peers in areas such as special education, student discipline, academically or intellectually gifted programs, and Advanced Placement courses;
- to the extent feasible, incorporate the voices and perspectives of students, families, and communities that reflect student demographics into decisions that benefit student success;
- ensure that the District’s Strategic Plan embraces the principle of equity as a key feature and outlines measureable outcomes to attain the goal of preparing all students for college and career readiness;
- promote racial and gender equity in business practices and in the diversification of school system vendors and suppliers in accordance with law and district policy;
- seek partnerships with outside agencies, organizations, and persons who have demonstrated culturally specific expertise to assist the District in meeting its equitable education and business goals, including, but not limited to government agencies, non-profit organizations, businesses, and other community groups that support educational equity and cultural competencies.

This policy reflects the Board’s philosophy, goals, and broad commitments regarding educational equity. Nothing in this policy authorizes or requires the discriminatory treatment of any individual. Additionally, this policy does not create enforceable rights for individuals and may not be used as the basis of any formal grievance or appeal under any Board policy. Claims of unlawful discrimination may be addressed under the following Board policies: “Prohibition against Discrimination, Harassment, and Bullying” and “Discrimination, Harassment, and Bullying Complaint Process.”

Adopted: