



# Draft Equity Policy and Stakeholder Feedback

## Policy Committee Meeting

**October 25, 2022**

Dr. Will Chavis, Assistant Superintendent for Equity Affairs  
Dr. Julie Crain, Director for Policy

# Presentation Contents

- Provide themes of feedback from stakeholder groups
- Hear perspectives of representatives from each stakeholder group and the impact of the draft policy to their work
- Obtain next steps/action from the Policy Committee

# WCPSS STRATEGIC PLAN FRAMEWORK

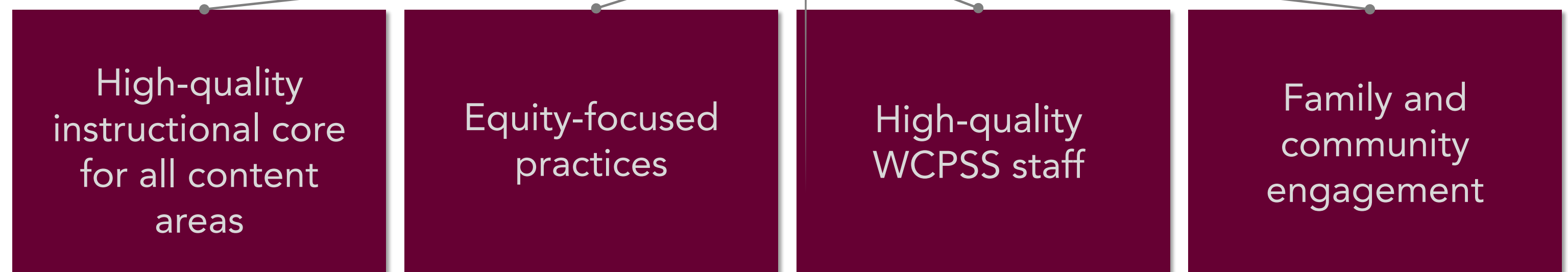
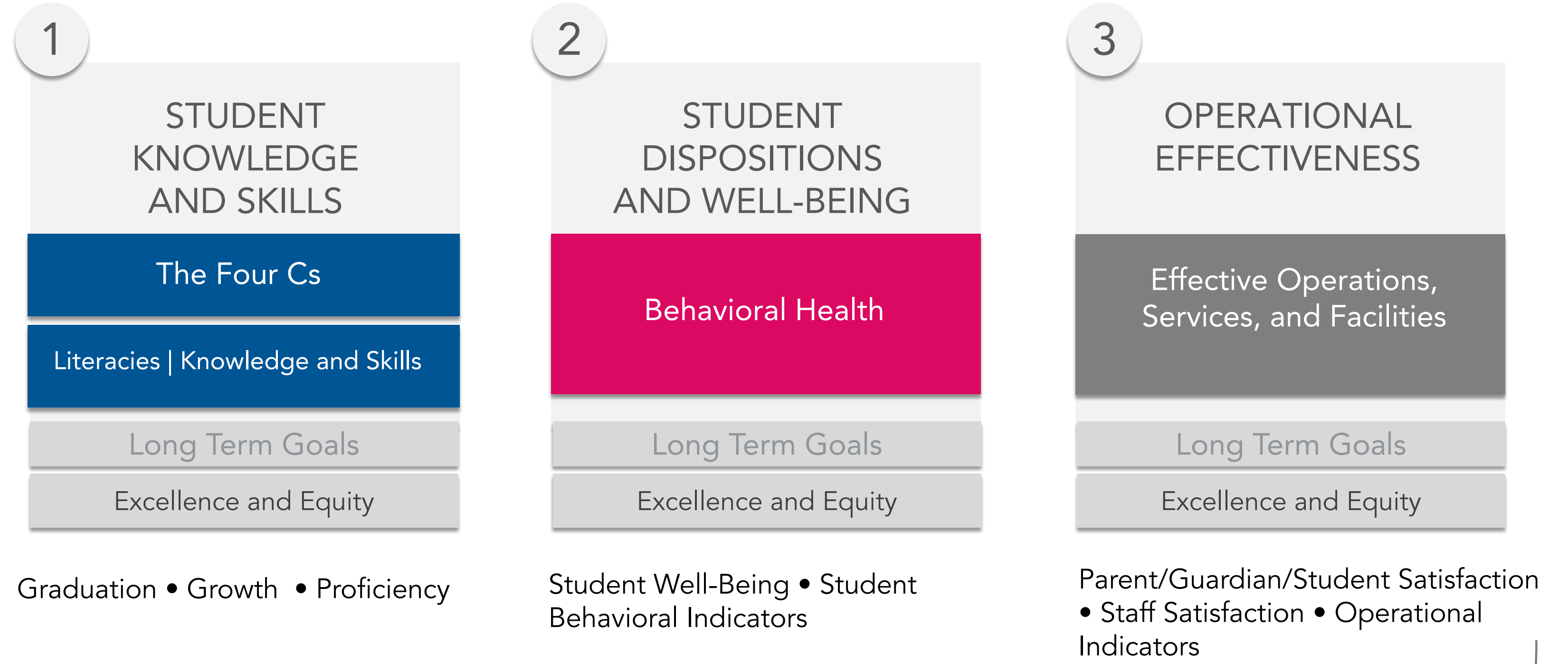
Vision: All Wake County Public School System students will be prepared to reach their full potential and lead productive lives in a complex and changing world.

Mission: Wake County Public School System will provide a relevant and engaging education and will graduate students who are collaborative, creative, effective communicators and critical thinkers.

## Core Beliefs

- Meaningful learning everyday
- Eliminate gaps
- Well-supported staff
- Improvement and innovation
- Diverse school community
- Partnership
- Learning environments

## STRATEGIC PRIORITIES



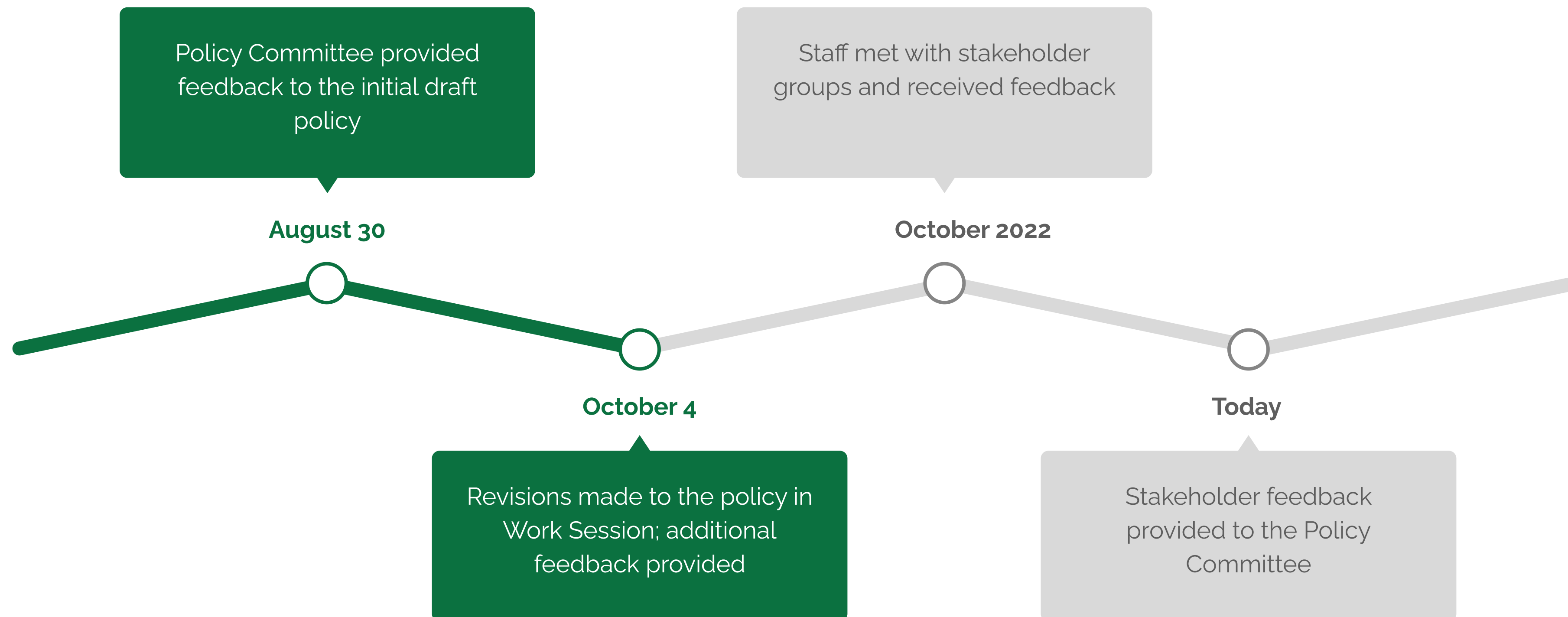
## ESSENTIAL PILLARS

# Stakeholder Feedback

Feedback was obtained from the following stakeholders:

- **Superintendent's Lead Team** - September 26, October 24
- **WCDPAP Equity Committee** - September 6, October 7
- **Community Equity Leadership Team** - October 12
- **Wake PTA - DEI Committee** - October 12
- **Superintendent Teacher Advisory Committee** - October 13
- **Wake PTA Leaders** - October 13, 14
- **Sanderson Student Equity Team** - October 18
- **New Principal Academy** - October 19

# Timeline



# Section A: Definition of Equity

## Section A - General Themes:

- Themes were similar across all stakeholder groups
- Clearly defines equity as an action and outcome
- Inclusive of many groups/student characteristics
- Definition explicitly states equity removes barriers
- Elimination of predictability

# Section A: Definition of Equity

## Section A: Student Feedback

- Gives everyone a chance to succeed and hold high expectations for all irrespective of background
- Empowering language which enables students to address internal barriers
- Everyone has access to opportunity (currently everyone given opportunity, but some cannot access)
- Everyone on the same playing field while accounting for different needs



# Section B: Equity Lens

## Section B - General themes:

- Board's acknowledgement of disparities and predictive associations
- Acknowledgement that equity benefits all students
- Progress towards equity is a process
- Clear and specific questions
- Systems approach and individual application

# Section B: Equity Lens

## Section B - Students:

- Removes hidden barriers
- The impact on families is generational - when students do well, their families do well
- School should be a place where students learn to be their best selves
- Attitudes of teachers affect students - important for students to be seen and valued and for gifts and talents to be recognized



# Section B: Equity Lens

## Section B - Superintendent's Teacher Advisory Committee (STAC):

- Questions 6 - 10 are specific; serve as self-reflection and guide toward interruption
- Questions help to examine biases while learning across difference
- Application of questions to SIP, PLCs, PDPs - guides discussion
- Alignment to existing resources (EL, PLC+, Second Step)

# Alignment

## Standard II: Teachers establish a respectful environment for a diverse population of students

Observation	a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults. Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
✓	<input type="checkbox"/> Appreciates and understands the need to establish nurturing relationships.	... and <input type="checkbox"/> Establishes an inviting, respectful, inclusive, flexible, and supportive learning environment.	... and <input type="checkbox"/> Maintains a positive and nurturing learning environment.	... and <input type="checkbox"/> Encourages and advises others to provide a nurturing and positive learning environment for all students.	
	b. Teachers embrace diversity in the school community and in the world. Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.				
✓	<input type="checkbox"/> Acknowledges that diverse cultures impact the world.	... and <input type="checkbox"/> Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues.	... and <input type="checkbox"/> Uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.	... and <input type="checkbox"/> Promotes a deep understanding of cultures through the integration of culturally sensitive materials and ideas throughout the curriculum.	
✓	<input type="checkbox"/> Demonstrates awareness of the diversity of students in the classroom.	<input type="checkbox"/> Acknowledges the influence of race, ethnicity, gender, religion, socio-economics, and culture on a student's development and attitudes.	<input type="checkbox"/> Consistently incorporates different points of view in instruction.	<input type="checkbox"/> Capitalizes on diversity as an asset in the classroom.	
	c. Teachers treat students as individuals. Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships.				
✓	<input type="checkbox"/> Holds high expectations of students.	... and <input type="checkbox"/> Communicates high expectations for all students.	... and <input type="checkbox"/> Encourages and values contributions of students, regardless of background or ability.	... and <input type="checkbox"/> Helps students hold high expectations for themselves and their peers.	

## NC's New Strategy for Public Schools

In 2014, the State Board of Education adopted a strategic plan that prioritized six goals across various performance points. This past July, almost five years to the date, the Board adopted a plan for the next five years. Here's how they compare.

### 2014-2019: The Past Strategic Plan

- Every public school student graduate high school prepared for work, further education and citizenship
- Every student has a personalized education
- Every student, every day has excellent educators
- Every school district has up-to-date financial, business and technology systems
- Every student is healthy, safe, and responsible
- Ensure equity of educational opportunity for all students

### 2019-2025: The New Strategic Plan

- Eliminate opportunity gaps between students by 2025
  - Decrease exclusionary discipline practices; improve school climate measures; increase pre-K enrollment; decrease high school dropout; decrease students taking remedial courses in college; increase educators of color; increase number of charters providing equitable access to economically disadvantaged.
- Improve school and district performance by 2025
  - Improve test scores and proficiencies in math and reading; increase scores meeting ESSA standards.
- Increase educator preparedness to meet the needs of every child by 2025
  - Increase culturally-relevant, equity-focused resources; increase mentorship for beginning teachers; strengthen relationship between EPPs, districts and schools; and increase educator engagement inside and outside schools.

# Reflections from STAC



“...Check and balance for teachers who often get caught up in curriculum and not realize the role of equity.”

“The questions are essential for teachers to reflect on and consider if we’re ever going to make strides with achievement gaps, suspension rates, etc.”

-STAC Members

# Section B: Equity Lens

## Section B - Principals and Assistant Principals:

- The section is explicit in discussing the importance of applying the lens in order to progress toward equity.
- Questions offer reflection for both practice and for individuals.
- Questions provide administrators with discussion prompts to engage staff with equity challenges.
- Questions and discussion can help to model individual and collective thinking.
- Establishes collective norms and ways to live through the equity lens

# Section B: Equity Lens

## Section B - Family and Community Members:

- Ownership of the problem by the Board
- Questions are both an evaluation and an expectation
- Importance of this section in seeking voices and experiences from marginalized communities and groups when informing their work
- Support language such as “interrupt” and “disparity” to prevent passivity

# Reflection

“Setting the culture of the school and school system with this policy can go a long way toward improving the disparities that exist and help parents and community member think about how their actions and biases impact the school.”

-PTA Member



# Section B Reflection

STAC identified key areas that would support them applying an equity lens:

- **Professional Learning** that provide strategies and best practices for equity integration
- **Curriculum Resources** that centers equity, backgrounds, cultures (ex: continued use of EL resources)
- **Time for planning** and to engage in authentic and reflective conversations
- **Equity Teams** to help guide the work at the school level
- **Accountability** at the school and district level

# Section C: Commitment of Equity

## General Themes:

- Stakeholder groups appreciated that this section expands equity to all areas and levels of the organization
- Stakeholders discussed the strengths of the commitments to equity section
- Alignment and impact was highlighted to the work of teachers, administrators and community members in service to students

# Reflection

“This policy does a good job recognizing the broad needs of ensuring equity, but outlining specific actions and beliefs that teacher and staff can work towards. Stakeholder involvement is key for students to recognize the importance of education.”

- STAC Member



# Stakeholder Perspectives

**Dr. Teresa Caswell**, WCPSS Principal and Co-Chair of the Wake County Division of Principals and Assistant Principals Equity Committee

**Teresa Jones**, WCPSS Parent and President of the Wake County Parent Teacher Association

**Jodie Damrauer**, WCPSS Counselor

**Christina Gordon**, WCPSS Parent and Teacher

**Aaron Ng**, WCPSS Senior Student

# Additional Feedback

- Accountability
- Metrics and measures
- Defining specific terminology
- Operationalizing the policy

**What action does the Policy Committee plan to take with the draft equity policy and stakeholder feedback?**