

**Purpose**

- I. The Winston-Salem/Forsyth County Board of Education acknowledges and understands that there are several factors that impact student achievement, including societal, economic, and historical factors. The Board of Education believes that a solid education for every child is the key to future economic growth, family development, civic engagement, and global participation. The Board is also committed to eliminating student achievement predictability based on social and cultural factors, including race and ethnicity, socioeconomic status, and disability and to support staff throughout the district. Nothing herein shall be intended to sanction discrimination against any individual on the basis of a protected classification in the administration of all educational and employment activities.
  
- II. The Every Student Succeeds Act (ESSA) was enacted in 2015 and seeks to provide all children a significant opportunity to receive a fair, equitable, and high quality education, and to close achievement gaps through four major areas (1) access to learning opportunities; (2) multiple measures of equity; (3) resource equity; and (4) evidence-based interventions. ESSA also emphasizes using multiple measures of equity. Therefore, to leverage these four areas and the findings from the district's equity audit, this policy identifies five pillars that impact student achievement and furthers the Board of Education's commitment to achieving equity in all aspects of education and to promote the social, emotional and physical wellbeing of every student.

**Pillars for Equity**

- A. School Policy and Organization/Administration
- B. School Learning Environments
- C. Academic Placement, Tracking, and Assessment
- D. Professional Learning
- E. Standards and Curriculum Development

**Defining the Pillars**

- A. **School Policy and Organization/Administration**  
Analyzing data through an equity lens to promote fairness and inclusion, a set of established expectations, guidelines, and best practices will be implemented to support WS/FCS in achieving its mission and vision.
- B. **School Learning Environments**  
WS/FCS will promote a variety of settings and contexts in which students will engage in academic and non-academic learning experiences that are representative of the school's community by race, ethnicity, language, socioeconomic status and disability.
- C. **Academic Placement, Tracking, and Assessment**  
WS/FCS will utilize achievement data to proportionately reflect the diverse demographics of this district in special education, career and technical education, gifted education, and advanced placement programs.

#### **D. Professional Learning**

Activities that are high-quality, evidence-based, sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom focused that will increase the effectiveness of teachers, school leaders, and all K-12 staff in creating culturally responsive and equitable learning environments.

#### **E. Standards and Curriculum Development**

ESSA emphasizes a well-rounded curriculum defined as courses, activities, and programming for state required courses and any others determined by the State or local educational agency (LEA). The North Carolina Standard Course of Study has outlined standards for all content areas. These standards clarify the learning expectations for each course while the curriculum is the means to mastery of the standards by implementing culturally responsive and evidence-based instructional practices and infusing multicultural resources and diverse perspectives.

### **Defining Equity**

- III. Educational equity goes beyond basic principles of equality. A commitment to educational equity involves the removal of institutional barriers so that all students, regardless of their race, socio-economic class, gender, sexual orientation, disability, or ethnic background, can benefit from all aspects of the learning environment. A commitment to equity in education involves raising achievement for all students, while also narrowing the gaps, with the goal to eliminate the gaps, and eliminating the racial and cultural disproportionalities that exist between the lowest and highest performing student groups in varying achievement areas within the Winston-Salem/Forsyth County school system.

### **Office of Equity, Access and Acceleration**

- IV. The Board of Education establishes the Office of Equity, Access and Acceleration to guide the work of the district in creating and maintaining equitable educational opportunities. More specifically, the district shall develop a plan, to be reviewed annually, for each pillar based on various data sets including, but not limited to, equity survey data, achievement data, discipline data, student placement, family and school climate survey, etcetera.

### **Equity Advisory Council**

- V. The Board will appoint an Equity Advisory Council comprised of both internal and external representatives and establish by-laws to govern its function.

**Adopted:** December 2019