

The Asheboro City Schools Board of Education acknowledges that complex societal and historical factors contribute to inequities within our school district. The board believes in confronting the institutional bias that results in predictability of student performance based on race, background, and/or culture. The board will address opportunity gaps at every level of our organization through policy, procedure, and practice in order to eliminate persistent achievement gaps. Race continues to be a persistent predictor of student performance. Consequently, the superintendent shall prioritize efforts and resources on strategies that eliminate institutional racism.

Asheboro City Schools will nurture the potential in each student so that she or he is well equipped for a world of infinite possibilities. We are committed to creating and sustaining great schools where every student—without exception—learns at high levels. In light of this purpose, Asheboro City Schools prioritizes closing achievement and opportunity gaps, while raising achievement for all students. Educational equity benefits all students and our entire community. The diversity of our student body, our staff, and our community is a strength of this district and should be celebrated.

The Asheboro City Schools Board of Education believes the responsibility for student success is broadly shared by district staff, families, our community, and our students' own efforts. We will empower leaders and learners to embrace diversity and ensure equity. In order to address opportunity and achievement gaps, Asheboro City Schools will develop equity tools and procedures as strategies to eliminate systemic disparities and ensure systemic equity for students, staff, and families. Asheboro City Schools staff commit to:

A. ELIMINATE SYSTEMIC INEQUITIES

To interrupt factors that perpetuate inequities, Asheboro City Schools will:

1. invite and include people from all races and ethnicities, inclusive of our families, and community partners, to examine issues, and find adaptive solutions which address the root causes and systems;
2. develop the personal, professional, and organizational skills and knowledge of its employees to enable them to address the role and presence of bias, prejudice, and racism; and
3. identify and eliminate any practices that interfere with academic achievement for any students' racial or ethnic group compared to peers.

B. ENSURE SYSTEMIC EQUITY

Asheboro City Schools will implement and lead from a system-wide racial equity plan that stands on three critical pillars: Policy and Practice; Relationships and Engagement; and Teaching and Learning.

1. Policy and Practice

District leaders will ensure racial equity guides employee actions and leads to improved academic results by:

- a. instituting a district equity team to prioritize and develop equity policies, procedures, professional development, and a district plan to respond to inequitable outcomes for students occurring on the basis of race;
- b. recruiting, developing, employing, supporting, and retaining a diverse workforce;
- c. replacing any inequitable operational practices with systems that support implementation of this policy;
- d. focusing accountability systems and metrics on equitable results;
- e. identifying and eliminating practices that lead to the over- or under-representation of any student's racial or ethnic group compared to peers; and
- f. developing alternative practices that lead to equitable representation of any student's racial or ethnic group compared to peers.

2. Relationships and Engagement

District employees will develop and implement equitable practices for and with our students, their families, and other community members to:

- a. ensure student voice is viewed as critical and incorporated routinely in decision making;
- b. intentionally seek and include students' multiple racial and ethnic perspectives in the development and implementation of culturally responsive teaching and learning practices and curriculum;
- c. assess and implement efforts to strengthen school culture and climate, specifically addressing race as a factor;
- d. engage family and community members with staff and students, district-wide and at school and program sites, in the development and implementation of culturally appropriate and effective partnerships between home and school; and

- e. bring multiple cultural perspectives to examining and solving issues that arise.

3. Teaching and Learning

District employees will work together to increase their individual and collective capacity to effectively teach a racially and ethnically diverse and changing student population:

- a. ensuring a positive and academically rigorous school environment that engages each and every student;
- b. providing access to culturally responsive tools and resources;
- c. enhancing school capacity to collaborate in the development and implementation of culturally-responsive instructional practices and curriculum; and
- d. providing continuous professional development to ensure a workforce of culturally responsive administrative, instructional, and support personnel.

C. IMPLEMENTATION AND MONITORING

The board directs the superintendent and/or designee to develop and implement a system-wide racial equity plan with clear accountability and metrics, which will result in measurable academic improvements for Asheboro City Schools students. The superintendent shall report progress on the plan and outcomes to the board annually.

Adopted Date: