

# JCPS Commitment to Racial Educational Equity

RACE AND EQUITY AD HOC POLICY SUBCOMMITTEE

**Definitions of terms used in this policy:**

**Gifted and Talented:** Students who perform considerably above average in areas of creativity, leadership, intellect, and physicality, and need pedagogy and curriculum that proliferates said gifts.

**Anti-racism:** The recognition that racism is pervasive and pernicious and that systemic changes in public education must be changed in order to combat the mistreatment, marginalization, and misunderstanding of our underserved racial groups.

**Access:** Provisions afforded to students, staff, and families that allows engagement and equitable participation.

## JCPS Commitment to Racial Educational Equity

The Board hereby finds and declares

- Racial equity is a sustaining value of the district and can be found articulated in all reaches of the district's operational plans.
- The District is committed to maintaining high expectations for all students and to eliminating achievement, learning, and opportunity gaps, including persistent disparities in achievement and performance among student groups based on race and ethnicity.
- To attain racial educational equity for students, the District will promote the success of all students and will actively eliminate institutional and structural policies and practices that perpetuate inequities between racial groups and contribute to disproportionality of access and outcomes.
- The District recognizes that Students of Color have been disadvantaged by long-standing inequities in our society, the causes of which are multi-faceted, and reflect historical, social, and institutional factors. The District must take these societal factors into account in educating Students of Color so it can seek to remedy the inequities.
- It is the responsibility of the District and the Board to remedy these inequities and guarantee fair treatment and access to a quality education for all of our students
- The District shall continue to utilize research or evidence-based strategies and practices at the classroom, school, and District levels to achieve and maintain racial educational equity.

### Commitments

In compliance with the Board's finding, the District therefore commits to the following:

- The Board shall adopt a Racial Educational Equity Plan (REAP), subject to review and renewal at least every three years, for achieving the goals established in this policy. The development of the plan shall include meaningful and significant opportunities for principals, teachers, students, parents, family members, and community members to be involved in identifying issues and determining strategies.
- The District shall establish a Racial Equity Advisory Committee (REAC) with oversight by the District's Diversity, Equity, and Poverty Programs Division. The REAC will assist the District in the development of the District-wide REAP. In addition, the REAC will provide technical support to schools and District leadership that includes, but is not limited to, development of school and Division or Department Racial Equity Improvement Strategies (REIS).
- Raise achievement of all students while narrowing the gap between White students and Students of Color, while balancing efforts across intersectionality of race, gender, household income, and ECE status.
- Eliminate racial disproportionality in all aspects of education and its administration, including disciplinary practices, enrollment in special education, and access to Gifted and Talented programming and Advanced Placement classes.
- Increase staff diversity and inclusion to more closely reflect the demographics of the District's student population.

- Improve culture and climate of schools, Central Office, and all District facilities such that all students, families, and staff feel welcome and respected.
- Adopt a culture of teaching and learning that maintains high expectations for all students and staff that promotes engagement in Deeper Learning, and provides individualized and systemic supports for students and teachers, with an intentional focus on Students of Color.
- Provide teachers and other school-based personnel with ongoing technical, pedagogical, socio-emotional, and curriculum training and support throughout their careers, to improve school climate and culture and create an environment of respect and support among students, faculty, and staff.

## Policy Directives

The policy shall be implemented through the following directives:

1. Diversity in curriculum, instruction, and assessment;
2. School culture and climate and cultural competency training;
3. Programmatic access;
4. Staffing and classroom diversity; and
5. Central Office commitment to racial educational equity

### 1. Diversity in Curriculum, Instruction, and Assessment

The District shall

- Identify, develop, utilize, and prioritize District-wide implementation of best instructional practices that have been shown to improve learning outcomes for Students of Color at all achievement levels in order to reduce prevalent and persistent learning outcome gaps.
- Develop rich curriculum resources for schools, in order to more effectively and accurately include the following:
  - Contributions and historical relevance of African American, Latino, Asian-American, and other non-white cultures;
  - Experiences of people of color; and
  - History of immigration and ethnic diasporas and their impact on U.S. history, culture, and society.
- Create a course or unit at each level that can be taken at each level and encourage school-based decision making councils to adopt the course or unit at each level (i.e., elementary, middle, and high school).
- Create and encourage school-based decision making councils to adopt lesson plan templates that accentuate gifts, interests, diversity, culture, socio-political views, anti-racism, and student voice.

### *Measures of fidelity*

- NEED MEASURES

## 2. School Culture and Climate and Cultural Competency Training

### The District shall

- Provide mandatory professional development for all school and District staff that
  - Creates a culture of high expectations for all students,
  - Provides tools to weave racial identity into every learning opportunity,
  - Provides teachers with knowledge and tools to provide students with ongoing opportunities to understand racial identity and its impact,
  - Identifies and helps to address implicit bias of all school and District staff, and
  - Equips and empowers school and District staff to eliminate racial and ethnic disparities in learning opportunities and student achievement.
- Establish the number of professional development hours devoted to cultural competency that a school-based employee is required to take.
- Expand the use of Restorative Practices or other alternative approaches to discipline that are designed to build relationships among teachers and students, which will address and reduce disparities in discipline between Students of Color and White students.
- Require every school and Central Office Department and Division to develop a Racial Equity Improvement Strategy (REIS) to be part of its CSIP. The district will designate budget allocations such that Divisions, Departments, and schools are equitably fiscally resourced and supported, to assist each Division, Department, and school to reach goals established in its REIS.

### *Measures of fidelity*

- Each school shall use data from the District or from other reliable data sources as metrics for improvement within its REIS as part of the achievement gap component of its CSIP.
- Each school's REIS shall specify goals and incorporate evidence-based strategies and practices to reach goals addressing racial educational equity.
- The District-wide Racial Equity Advisory Committee (REAC) will provide resources and technical support to each school in the development and implementation of its REIS.
- Each REIS must be approved by the supervising Assistant Superintendent and included in the school's CSIP. Each principal will be accountable to his or her direct supervisor or area Assistant Superintendent for adherence to the REIS, and fidelity to the REIS will be included as part of each principal's evaluation.
- Each school shall have parent and student inclusive input into the development of its REIS.
- Each school, Department, and Division shall adopt an evaluation tool approved by the District's Diversity, Equity, and Poverty Programs Division that school, Department, and Division leadership can utilize in the evaluation of the implementation of its REIS.

## 3. Programmatic Access

### The District shall

- Develop a strategy to increase the number of students of color in Gifted and Talented programming.
- Develop a strategy for Novice reduction, such that the gap in the percentage of students classified as Novice between Black students and other racial groups is narrowed.

- Provide sufficient and equitable resources to fund programs that serve students of color, which increase enrollment in Gifted and Talented programming or address Novice reduction.
- Provide resources so that all students in every school have access to participate in evidence-supported out-of-school time programs, which address the individual gifts of students, and which sufficiently meet learning needs.
- Increase the number of teachers qualified to teach Gifted and Talented courses to ensure every school has enough qualified teachers such that every student identified as Gifted and Talented has access to and is able to enroll in Gifted and Talented courses.
- Increase the number of teachers who are qualified to impact Novice reduction.
- Develop a plan such that every student has equitable access to high quality arts and music education and opportunities.
- As needed, provide translation services at every school for non-English speaking students and families for all parent-teacher conferences and for any other communication need with families.
- Translate the Code of Conduct and all other student policies into most-spoken languages, and provide translation into any language as needed.
- Develop a plan to increase enrollment in Advance Placement courses for Students of Color, and to increase the number of Students of Color meeting college benchmarks (i.e., a score of 3 or higher) on AP assessments.

*Measures of fidelity*

- JCPS data will be used to indicate change in representation of Students of Color in Gifted and Talented programming.
- JCPS data will be used to measure reductions in percentage of Students of Color who are classified as Novice.
- JCPS data will be used to measure the increase in number of Students of Color enrolled in AP courses, as well as who score 3 – 5 on AP assessments.

#### 4. Staffing and Classroom Diversity

**The District shall**

- Develop and implement strategies to attract, recruit, and retain racially, ethnically, and linguistically diverse and culturally competent teachers, administrators, and instructional support personnel.
- Expand professional development offerings and other technical support for teachers to continually develop culturally inquisitive pedagogy, to improve teacher and student relationships at all levels, and increase teacher retention.

*Measures of fidelity*

- Each Assistant Superintendent will work with the Diversity Hiring Specialist to set annual school staff diversity benchmarks and strategies for meeting those benchmarks for schools under their supervision.
- District data will be used to assess the extent to which teachers and other staff reflect the diversity of the student body.

- The District shall audit professional development offerings at least every three years to determine if a sufficient number of equity-centric PD offerings are available, and the extent to which they are being attended.

## 5. Central Office Commitment to Racial Educational Equity

The District shall

- Conduct regular (i.e., at least every three years) comprehensive reviews of existing Board policies, including but not limited to this policy, using an evidence-based racial equity analysis tool, and propose changes as needed to achieve and maintain racial educational equity.
- Expand ongoing mandatory professional development for all Central Office staff to support racial educational equity.
- Utilize an evidence-based racial equity analysis tool when developing recommendations for staffing, budget allocations, developing curriculum, and adopting alternative discipline practices.
- Designate a District team to work closely with community partners to systemically and comprehensively address poverty and its consequences that negatively impact learning outcomes and disproportionately affect Students and Families of Color.
- Publish on the District Website the District's annual report on Form EEO-1, in compliance with Federal EEO requirements.
- Designate budget allocations such that Divisions, Departments, and schools are equitably fiscally resourced and supported, to assist each Division, Department, and school to reach goals established in its REIS.

### *Measures of fidelity*

- The REAC will monitor the activities of the Board to ensure commitment to racial educational equity.

## District-Wide Implementation Plan

Based on the three-year plan, the District shall create an annual action plan, with specific action steps, including prioritizing staffing and budget allocations, and targets on measures of success, to ensure that goals are met. Action steps in the annual plan shall be incorporated into the Comprehensive District Improvement Plan. The Superintendent shall provide progress reports to the Board twice a year.

As provided in KRS 160.290, each such plan shall remain in effect until amended or repealed by an affirmative vote of a majority of the Board.

The plan shall

- Explicitly detail the District's needs for equitable outcomes at all levels of the organization;
- Employ a proven racial equity analysis tool to identify and change District and school policies, structures, and practices that perpetuate inequities;
- Identify detailed action steps and a timeline toward system-wide development and adoption of culturally relevant and responsive
  - Teaching and learning practices; and

- Workforce recruitment, development practices, and working environments;
- Specify objective and measurable outcomes for improvement in racial equity, such that the District-wide Racial Educational Equity Plan can be monitored for success.
- Include a system of continuous improvement to ensure quality and consistent feedback loops throughout the life of the Plan to ensure alignment with current needs and accurate data collection.
- Establish minimum requirements for school and Division or Department Racial Equity Improvement Strategies (REIS).
- Outline steps the District will take to reduce inequities among students, such that the directives established in this policy are satisfied.
- Specify the role of the Racial Equity Advisory Committee and how members of REAC will be selected.
- Require schools, Divisions, and Departments to develop an REIS, which is to be approved by District supervisors. Each REIS will be included in a school's CSIP or in the District's CDIP.
- Allocate sufficient and equitable resources to support schools in adopting and adapting the District-developed curriculum to meet the needs of each school.
- Create formal partnerships with organizations and agencies that will ensure access and equity for students and staff of color.
- Investigate the causes of disproportionate exits from Advance Program courses among Students of Color, and other underrepresented groups, and then implement practices to reduce these exits.
- Improve assessment and selection practices that lead to the overrepresentation of Students of Color being placed in Exceptional Child Education Programs and underrepresentation in Gifted and Talented and Advanced Placement programs. Assessments should be triangulated to qualify entry into the advance program by using at least two standardized assessments, and/or recommendation.
- Establish yearly school staff diversity benchmarks and measure progress.

#### RELATED POLICIES

01.111, 02.442, 03.133, 03.1912, 08.132, 08.141, 08.2, 08.51, IA, IB

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