

# Part 1 – Revised Draft Policy

STUDENTS

09.13X

## **Racial Equity in Education**

### **COMMITMENT TO EDUCATIONAL EQUITY FOR ALL STUDENTS**

*Vision 2020: Excellence with Equity* identifies equity as a Core Value that “all students receive an education that gives them what they need to thrive through differentiated supports focused on removing social factors as a predictor of success.” 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 [~~subgroups~~] based on color, national origin, age, religion, marital or parental status, political affiliations or beliefs, sex, sexual orientation, gender identity, gender expression, veteran status or disability. District policies and practices shall reflect the goals of eliminating achievement gaps and achieving academic proficiency.

To attain educational equity, JCPS will provide differentiated resources and supports to promote the success of all students.

### **RACIAL EDUCATIONAL EQUITY**

The District recognizes that there are long-standing inequities undergone by students of color, the causes of which are multi-faceted, and reflect historical, social, and institutional factors that must be taken into account to remedy them.

Racial educational equity is exhibited through comparable outcomes on measures of student learning, achievement, and opportunities in education for all students regardless of race. There are two overarching objectives:

1. To eliminate racial disproportionality in both academics and behavior; and
2. To close the gap between the highest- and the lowest-performing students.

The District shall continue to develop and implement research or evidence-based strategies and

practices at the classroom, school, and district levels to achieve and maintain racial educational equity for students. The strategies and practices shall address the following goals:

#### Curriculum, Instruction, and Assessment

1. Provide every student with quality, research-based, culturally responsive teaching.
2. Redesign ~~the~~ curriculum resources to more effectively and accurately include the contributions and historical relevance African American, Hispanic/Latino, and other non-white cultures.
3. Increase participation by African-American students, Hispanic/Latino students, and other students of color in the Gifted and Talented Pool, Advance Program, and Advanced Placement classes.
4. 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.

#### Culture, Learning Environment, and Staffing

5. Provide mandatory professional development for all staff to create a culture of high expectations for all students, to provide students with the opportunity to understand racial identity and its impact, and to eliminate racial and ethnic disparities in achievement.
6. Foster welcoming environments that reflect the racial and ethnic diversity of the student population.
7. Collaborate with government agencies, nonprofit organizations, businesses, and the community that demonstrate culturally specific expertise to meet the needs of our learners.
8. Develop and implement strategies to attract, recruit, and retain racially and linguistically diverse and culturally competent teachers, administrators, and instructional support personnel.

The Board shall adopt a Five-Year Racial Educational Equity Plan, subject to review and renewal every five (5) years, for achieving the objectives and goals established in this policy.

The plan shall:

- Set forth the District's guiding principles, beliefs, and theory of action for cultural and

organizational transformation to achieve racial educational equity;

- Identify broad action steps and a timeline toward system-wide development and adoption of:
  - Culturally responsive teaching and learning practices; and
  - A culturally responsive workforce and working environment, family and community engagement;
- Set forth a process for establishing guidelines and protocols aligned with this policy to guide effective implementation; and
- Establish measures of success for improvement against the objectives and goals set forth in this policy, to include student success milestones at key transition points from Kindergarten through the twelfth grade.

Based on the five-year plan, each year 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.

#### RELATED POLICIES

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