

**District Commitment to Racial Educational Equity****FINDINGS**

The Board hereby finds and declares the following:

- The Board acknowledges persistent gaps in achievement, learning, expectations, opportunities, and disciplinary outcomes among student groups based on race and ethnicity.
- The Board recognizes that Students of Color (i.e., students who have a racial identity other than White) 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 Board believes that as a diverse urban school district whose student population has a majority of Students of Color, the District must take a systemic approach to ensure that Students of Color have equitable learning opportunities, experiences, and outcomes.

**COMMITMENTS**

In accordance with the Board's findings, the Board commits to remedying these inequities and guaranteeing fair treatment and equitable access to a quality education for all students. The District must take these historical, social, and institutional factors into account in educating Students of Color, so the District can achieve and maintain racial educational equity for all students.

To achieve and maintain racial educational equity for all students, the Board commits the District to promoting the success of all students and work actively to eliminate institutional and structural policies and practices that perpetuate inequities among racial groups and thereby contribute to disproportionality of access and outcomes.

**SYSTEM-WIDE RACIAL EDUCATIONAL EQUITY PLAN**

The Superintendent shall prepare and submit to the Board for approval, a System-wide Racial Educational Equity Plan (system-wide plan) that contains strategies for achieving and maintaining racial educational equity for all students. The system-wide plan will utilize research or evidence-based strategies and practices at the classroom, school, and District levels. The system-wide plan will be developed with diverse and inclusive participation of principals, teachers, students, parents, family members, and community members. The development of the system-wide plan shall be informed by data, including District, school, and building-level data. The system-wide plan shall establish clear goals and metrics for improvement and accountability. The system-wide plan shall be subject to review and renewal by the Superintendent, and approval by the Board, at least once every three (3) years.

Every school and Central Office Department and Division shall develop an annual Racial Equity Improvement Strategy to implement the strategies in the system-wide plan. School, Division, and Department strategies shall be aligned to the system-wide plan, and developed based on school, Division, or Department-level data. A school's strategy shall be incorporated into the school's Comprehensive School Improvement Plan. Division and Department strategies shall be incorporated into the District's Comprehensive District Improvement Plan.

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The system-wide plan shall include strategies to:

- a) Raise the achievement of all students while minimizing the gaps among Students of Color and White students, balancing those efforts across the intersectionality of race, gender, household income, and special education status.
- b) Eliminate or alter school and District procedures and practices that create systemic racial disparities in educational opportunities and outcomes, including, but not limited to, disciplinary practices, identification of students for special education services, and access to programs and courses for enhanced or accelerated learning.
- c) Increase the diversity of school and District staff to more closely reflect the demographics of the District's student population.
- d) Improve the culture and climate of all schools, the Central Office, and all District facilities such that all students, families, and staff feel welcome and respected. School, Division, Department, and building-level culture and climate data shall be used to develop the strategies.
- e) Establish in all schools a culture of teaching and learning that maintains high expectations for all students and staff, promotes engagement in Deeper Learning, and provides personalized and systemic supports for students and teachers.
- f) 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 to create an environment of respect and support among students, faculty, and staff.

**RACIAL EQUITY ADVISORY COUNCIL**

The Superintendent shall establish an eleven (11) member Racial Equity Advisory Council (advisory council) with management and facilitation by the Diversity, Equity, and Poverty Programs Division. The advisory council will assist the Superintendent in the development and monitoring of the system-wide plan. In addition, the advisory council will provide technical support to schools and District leadership that includes, but is not limited to, the development of school and Division or Department Racial Equity Improvement Strategies.

The initial membership of the advisory council shall be established by a diverse and representative Racial Equity Advisory Council Selection Committee (selection committee) whose membership, in so far as possible, shall reflect the racial and ethnic composition of the student population of the district, and have a proven commitment to racial educational equity. Membership shall be as follows

- a) A teacher representative selected by the Jefferson County Teachers Association;
- b) An administrator representative selected by the Jefferson County Association of School Administrators;
- c) A non-administrative classified employee representative selected by the leaders of the associations that represent classified employees of the District;
- d) Two (2) parent representatives selected by the 15<sup>th</sup> District PTA;

**District Commitment to Racial Educational Equity****RACIAL EQUITY ADVISORY COUNCIL (CONTINUED)**

- e) Two (2) student representatives selected by the Diversity, Equity, and Poverty Division; and
- f) Two (2) community representatives selected by the Superintendent.

With the assistance of the Diversity, Equity, and Poverty Division, the selection committee shall develop and conduct an application and selection process to establish the initial membership of the advisory council.

The advisory council shall:

- a) Be comprised of individuals who have a proven commitment to racial educational equity;
- b) Include a majority of members who are not employed by the District;
- c) Include representation from several different geographic areas of the District;
- d) Include parent, student, teacher, classified staff member, administrator, and community member representation; and
- e) Reflect, insofar as practicable, the racial and ethnic composition of the student population of the District.

Members of the advisory council shall serve three (3) year terms, except that the initial terms shall be staggered, with four (4) members having three (3) year terms, four (4) members having two (2) year terms, and three (3) members having one (1) year terms, as determined by the selection committee. Members may serve two (2) consecutive terms. Vacancies shall be filled with individuals selected by the advisory council, in accordance with the parameters for council membership set forth in this section.

**POLICY DIRECTIVES**

The system-wide plan shall be developed and implemented by the Superintendent to address the following policy directives:

1. Diversity in Curriculum, Instruction, and Assessment

The District shall:

- a) Identify, develop, utilize, and prioritize District-wide implementation of instructional practices that have been shown to improve learning outcomes for Students of Color at all achievement levels in order to minimize the prevalent and persistent learning outcome gaps among Students of Color and White students.
- b) Develop rich curriculum resources for schools to implement that more effectively and accurately include the contributions and historical relevance of African-American, Latinx, Asian-American, and other non-White cultures; the experiences of People of Color; and the history of immigration and ethnic diasporas and their impact on U.S. history, culture, and society.

**District Commitment to Racial Educational Equity****POLICY DIRECTIVES (CONTINUED)****2. School Culture and Climate**

The District shall:

- a) Provide ongoing mandatory professional development for all school and District staff that
  1. Creates a culture of high expectations for all students;
  2. Provides teachers with knowledge and tools to provide students with ongoing opportunities to understand racial identity and its impact;
  3. Helps identify and address racism (personal and structural) and implicit bias;
  4. Trains school and District staff to implement restorative practice strategies;
  5. Increases the cultural competence of school and District staff; and
  6. Equips and empowers school and District staff to eliminate racial and ethnic disparities in learning opportunities and to minimize the prevalent and persistent learning outcome gaps among Students of Color and White students.
- b) Reduce racial disproportionality in disciplinary actions.

**3. Programmatic Access**

The District shall:

Increase enrollment and success in enhanced or accelerated educational programs and courses by Students of Color, including, but not limited to, magnet and optional programs, programs for Gifted and Talented students, Advance Program, Advanced Placement, Dual Credit, International Baccalaureate, Cambridge International, internships, apprenticeships, and career and technical programs.

**4. Staffing and Classroom Diversity**

The District shall:

- a) Attract, recruit, hire, and retain staff and leadership that more closely reflect the racial, ethnic, and linguistic diversity of the student body of the District.
- b) Provide training to District and school administrators and school-based decision making councils regarding the importance of and strategies for increasing staff racial diversity in an urban school district, where a majority of students are Students of Color.

**5. Central Office Commitment to Racial Educational Equity**

The District shall:

- a) Conduct regular (i.e., at least every three [3] 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 to policies as needed to achieve and maintain racial educational equity.

**District Commitment to Racial Educational Equity****POLICY DIRECTIVES (CONTINUED)**

- b) Utilize an evidence-based racial equity analysis tool when developing recommendations for staffing, budget allocations, developing curriculum, and adopting alternative discipline practices.
- c) Designate a District team to work closely with community partners to address poverty, its root causes, and its consequences for student success, taking into account the intersectionality of race, gender, household income, and special education status.

**ACCOUNTABILITY**

- a) The Superintendent or designee shall meet at least bi-monthly with the Racial Equity Advisory Council to receive status reports, concerns, and provide support.
- b) The Superintendent shall report at least two (2) times per year to the Board regarding the implementation of this policy at the classroom, school, and District levels, and progress on meeting the measurable goals established in the system-wide plan.
- c) The Superintendent or designee, in collaboration with the Racial Equity Advisory Council, shall host community conversations two (2) times per year to hear from community members regarding issues relating to racial educational equity, and to provide status reports to community members regarding implementation of the System-wide Education Equity Plan.
- d) Progress toward implementation of this policy and the reduction of gaps in achievement, learning, expectations, opportunities, and disciplinary outcomes shall be considered as part of the Superintendent's evaluation.

**RELATED POLICIES**

01.111; 02.442; 03.133; 03.1912; 03.233  
08.132; 08.141; 08.2; 08.51; 09.13; 09.42811  
IA; IB