



Racial Equity Policy Resource Handbook

This handbook is to be used as a reference for schools and staffs as we work to improve outcomes for students; particularly those that are systematically marginalized and disproportionately represented in certain aspects of Jefferson County Public Schools.

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Why Racial Equity?

Racial equity is something that, if we are not deliberate, becomes lip service and something that is talked about but not really addressed. In order for racial equity to be a fibrous part of what the district focuses on, there must be a shift in how, when, and why we improve outcomes for students (of color). In turn, racial equity and a plan to address it cannot be the responsibility of one central office department. Certain schools cannot be the only schools to usher in change and improvements. Nor can the pursuit of racial equity be “chased” by designated adults in all schools.

Racial equity must be something that every adult in Jefferson County Public Schools (JCPS) must agree to face, fix, and fight for. Why? Because as JCPS continues to become more diverse, diversifying the ways in which we teach, accept, and engage students is paramount. In doing so, we actually accept the responsibility and mobilize the mission that is read at every board meeting — All Jefferson County Public Schools students graduate prepared, empowered, and inspired to reach their full potential and contribute as thoughtful, responsible citizens of our diverse, shared world.

The Racial Equity Policy is an elephantine step toward improvement only if it is manifested by staff in the system. Like many policies, this policy has potential to languish, weaken, and impact nothing if we do not

introspect, investigate, and inquire about how and why we must change our perceptions, pedagogy, practices, policies, and positionality. To do anything other than unapologetically examine the impact of race and the role it plays in the school system is to explicitly accept outcomes that historically and persistently find many students of color on the declining side of the “opportunity and access” gaps.

Not moving past discussion and lingering on the poverty issue without accepting the fact that there is still a gap (in JCPS) between students of color who live in poverty as compared to their impoverished (white) peers, proliferates meritocracy and mutes systemic maligning that places far too much burden on the learner instead of the leader. In turn, students of color who are not on free and reduced-price meals still find themselves on the wrong side of the gap when compared to their peers with similar affluence and/or access to monetary support. The inequities faced by students of color — e.g., disproportionate suspensions, lack of access to seasoned and/or highly effective teachers, decreased likelihood of being identified as Gifted and Talented, having curricula that limits the contributions that their culture has made to the world stage, having curricula that exaggerates and exacerbates the dominant culture along with a litany of other implicit bias outcomes, harsher consequences for subjective offenses — are clear. Inasmuch, the approval of the Racial Equity Policy places a substantive amount of the accountability on us, not the students.

Racial Equity necessitates awareness, action, and accountability. Comfortability (for the most part) can only be a consideration for the student(s). Vulnerability, authenticity, and provisional practices that improve the way we teach, train, and treat students are the foci of a/this Racial Equity Policy. This policy could arguably be the most impactful policy JCPS has passed in several decades. We are poised to close the

opportunity gap — only if we face, fix, and focus on racial equity.

John D. Marshall, Ed.D.

Chief Equity Officer

Jefferson County Public Schools



JCPS Racial Equity Policy

Please click [HERE](#) to access the JCPS Racial Equity Policy.

Diversity, Equity, and Poverty Department Anchors Documents

The Equity Monitoring

EQUITY MONITORING PROGRESS TOOL

@JCPSDEPI | #AREYouJCPS



What is it?

A tool to ensure that all schools are pursuing the Racial Equity Pillar and Racial Equity Policy.

Who uses it? When is it used?

- Throughout the school year, the EMPT Building Leader -- typically an AP -- curates artifacts and evidence of their school's work regarding racial equity.
- The EMPT is submitted each spring for evaluation and feedback to the school's DEP Resource Teacher.
- Then Area Assistant Superintendents sit down with Administrative Teams to reflect.
- Each summer Administrative Teams then utilize their EMPT to establish SMART Goals for their Racial Equity Committees in the upcoming school year regarding racial equity.

The Six Domains

- 1 Diversity in Curriculum, Instruction, and Assessment
- 2 Professional Development
- 3 School Culture and Climate
- 4 Programmatic Access
- 5 Staffing and Classroom Diversity
- 6 Reflections of Equitable Practices

How does this tool add to racial equity?

Utilization of this tool ensures that all schools are actively pursuing the Racial Equity Policy, which the Domains align to, through regular use of the ARE Tool and the REAP.

Progress Tool (EMPT)

What Is The Equity Monitoring Progress Tool (EMPT)?

The Equity Monitoring Progress Tool (EMPT) is a school generated, district-evaluated report used to gauge how and to what degree individual schools are meeting the expectations of the JCPS Racial Equity Policy. It is used year round to provide more robust systems of support as they are needed to individual schools. EMPTs provide a snapshot of work done across a single academic year; the collective EMPTs at any individual school comprise the school's Racial Equity Profile.

Expectations for Use

In August of each year, school administrative teams should meet with their Zone Leadership Teams to discuss the previous school year's evaluations and feedback. The administrative team, in conjunction with the Racial Equity Committee, should then complete SMART Goals for each Domain of the EMPT. These collective goals are known as your Racial Equity Plan.

As the school year progresses, the Assistant Principal acting as your Racial Equity Lead should be meeting monthly with your Racial Equity Committee to ensure SMART Goals are being addressed, followed through on, and ultimately met. Additionally, the Racial Equity Lead should ensure the EMPT is populated monthly so

that the end product is representative of ALL racial equity work done in a given school year.

Your Racial Equity Profile and individual EMPT will improve clarity and communication between schools and their assigned Anti-Racist Specialist from the Department of Diversity, Equity, and Poverty (DEP). The entirety of your Racial Equity Profile will be closely monitored by the Chief Equity Officer, DEP Executive Administrator, DEP Anti-Racist Specialists, Area Assistant Superintendents, and their Executive Administrators throughout the school year.

Although a blank EMPT can be viewed [HERE](#), school leaders should have access to their own school's Racial Equity Profile. If access is needed, see below, and reach out to the Anti-Racist Specialist assigned to your Zone. Those faculty and staff members directly involved in populating the EMPT should review the EMPT Guidebook, which is embedded with essential information, resources, and supports for successful completion.

How Do I Get Support?

For the 2023-2024 school year, Fall and Spring EMPT training will be provided for school representatives to attend. Please click [HERE](#) for the Fall dates and topics.

You can contact the following DEP team members for specific questions about the EMPT:

LaManda Moore Rodriguez

lamanda.moore@jefferson.kyschools.us

Elementary Zones 1, 3, and Early Childhood

Rachel Klein

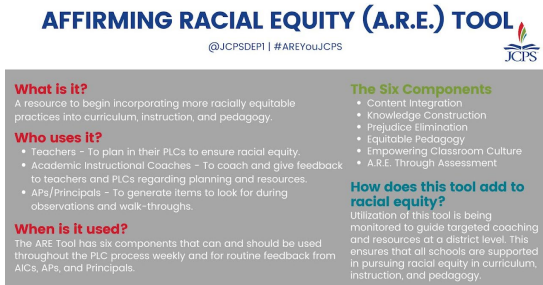
rachel.klein@jefferson.kyschools.us

Elementary Zone 2 & Middle School Zone

Aven Cook

aven.cook@jefferson.kyschools.us

AIS & High School Zones



The Affirming Racial Equity (ARE) Tool

What Is The Affirming Racial Equity (A.R.E) Tool?

The Affirming Racial Equity (ARE) Tool is how the Department of Diversity, Equity, and Poverty (DEP) and District define culturally responsive teaching. It is a malleable and multi-faceted planning document that is expected to be incorporated into planning practices and professional feedback protocols for all content areas and grade levels.

Expectations for Use

The ARE Tool should be utilized throughout the PLC planning process to ensure all classroom educators are consciously and purposefully incorporating racially equitable content and practices into their daily pedagogy and practices. Additionally, Academic Instructional Coaches, along with all other school-based Instructional Coaches, can and should utilize this tool to coach and give feedback on the work being done in PLCs and classrooms. Administrative teams can and should utilize the corresponding [Racial Equity Walkthrough](#) to look for the observable aspects of the ARE Tool when conducting walkthroughs.

Because the ARE Tool is an open source document,

JCPS employees can make a direct copy [HERE](#). That said, the ARE Tool is a living document, and the resources embedded within it are periodically updated. In addition to these embedded resources is the [ARE Tool Guidebook](#), which provides every role group responsible for its implementation with guidelines and resources as well as training videos that can be utilized with faculty and staff within PLCs or whole groups.

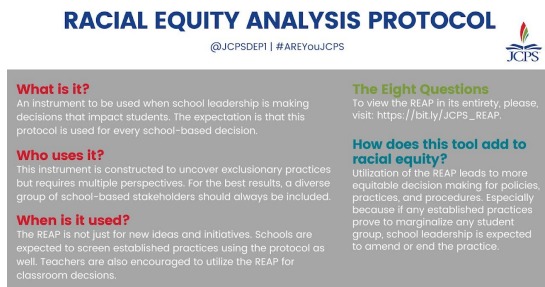
Please note that while the ARE Tool is based on the Equity Framework, the two documents are not synonymous and should not be treated as such. When engaging with members of DEP, the expectation is that the ARE Tool is being implemented and utilized with fidelity.

How Do I Get Support?

Training videos are embedded within the ARE Tool for each Component and supplementary implementation materials can be found within the ARE Tool Guidebook. Moreover, Academic Instructional Coaches will receive monthly support from the Anti- Racist Specialists of DEP regarding the coaching and implementation of the ARE Tool in their schools. And while schools are at various stages of adoption of the ARE Tool, DEP in partnering with the Professional Development Department to ensure all new classroom educators as well as those educators new to the District have a comprehensive understanding of the ARE Tool.

Administrative team members as well as any faculty or staff member can attend Office Hours with an Anti-Racist Specialist to receive personalized coaching and feedback around ARE Tool implementation. For school leaders, this time can also be utilized to co-plan embedded professional learning for those faculty and staff members who are struggling to implement and utilize the ARE Tool with fidelity. School-level trainings will generally not be provided by the Anti-Racist Specialists and should never be accepted from

Departments within the District that are not the Department of Diversity, Equity, and Poverty.



The Racial Equity Analysis Protocol (REAP)

What Is The Racial Equity Analysis Protocol (REAP)?

The REAP is an instrument to be used when school leadership is making decisions that impact students. The expectation is that this protocol is used for every said decision. In turn, should the screening of an idea or initiative (un)intentionally marginalize or negatively impact a group of students, leadership is to adjust the idea/plan, “run” the idea through the REAP again, and check inclusion.

Expectations for Use

The REAP is not just for new ideas and initiatives. Schools are expected to screen established practices using the protocol as well. Similarly, if established practices prove to marginalize any student group, leadership should amend or end the practice. When filtering items through the REAP:

Answer all questions and question parts

- Make sure that a team that demographically represents stakeholders work together to answer questions on the REAP.
- Explicitly state the race/ethnicity. For example, ‘ESL students’ is not an ethnicity.

- Critically and thoughtfully answer the questions.
- Use your data and the Equity Scorecard to check for inequities.
- Avoid statements such as “We feel like” or “We think”- conduct research to be certain of responses

Links To Access Document

[REAP Training Video](#)

[REAP Google Form \(Schools\)](#)

[REAP template](#)

[REAP Best Practice Guide](#)

[REAP instructions for Central Office](#)

[REAP Example 1](#)

[REAP Example](#)

[2](#)

Under SBDM page

<https://www.jefferson.kyschools.us/department/diversity-equity-poverty-division/school-based-decision-making/council-member-resources>

Examples of utilization

- SBDM meetings, ILT meetings, Faculty meetings

How Do I Get Support?

You can contact the following DEP team members for specific questions about the REAP:

Dr. Vanessa McPhail

vanessa.mcphail@jefferson.kyschools.us



The Equity Scorecard

What Is The Equity Scorecard?

The [Equity Scorecard](#) provides real-time data on academic proficiency, suspension, attendance, transition readiness, access and opportunity, and teacher demographics for the district. While most data are updated yearly (i.e., Kentucky Summative Assessment, transition readiness, teacher demographics, and access and opportunity), suspension and attendance are updated daily. Users should note, however, that suspension data do not include information on referrals.

The data are disaggregated by race and gender, so users can observe the performance by group.

Expectations for Use

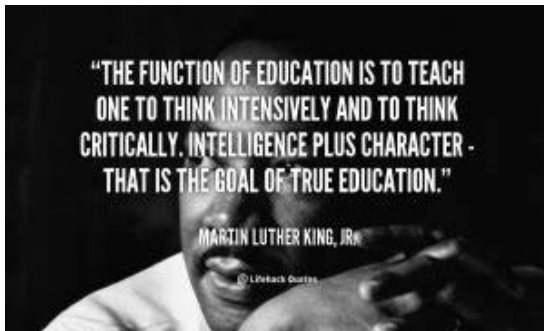
The Scorecard is to be used as a means for benchmark and progress monitoring data for equity plans, as schools continue to analyze inequities that may be present. The scorecard is both inward and outward facing. Meaning that both the school and community at large have access to review the scorecard and the data at any time. This card along with the school equity plans, will exemplify the district's commitment to transparency and codify our continued commitment to educational excellence.

How Do I Get Support?

You can contact the following individuals for specific questions about the Equity Scorecard:

Ms. Diyana Jones
diyana.jones@jefferson.kyschools.us

Mr. William (B.J.) Bunton
william.bunton@jefferson.kyschools.us



The Equity Screener

What is the Equity Screener?

The Equity Screener is a tool utilized as part of the school leadership selection process which calls for JCPS staff to address the historical marginalization and disproportionate outcomes of students of color. The Equity Screener establishes an expectation that all JCPS staff should be willing, able, and proven to lead with equity in mind. Candidates seeking school leadership positions (Principal, Assistant Principal, Counselors) will be required to provide evidence of their competencies and demonstrated actions across four dispositions. The four dispositions are as follows:

Disposition 1: Data-Driven Equity Solutions

Leader identifies and utilizes school data to confront inequities and improve outcomes for students of color through action.

Disposition 2: Culturally Competent Practice

Leader practices decision-making and responsiveness to ensure alignment to culturally competent practices school-wide

Disposition 3: Disruptive Equity Leadership

Leader demonstrates actions and judgements that disrupts inequities in school(s)/department(s)

Disposition 4: Reflection & Growth on Equity Practice

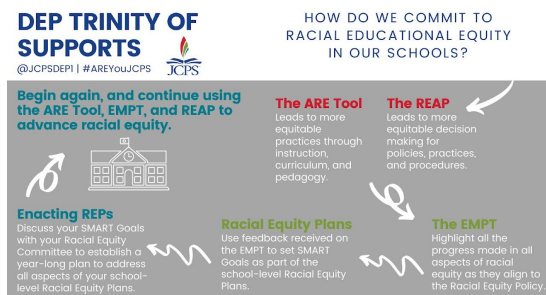
Leader reflects on personal and professional growth as an equitable educator to influence practice

Access informational video [here](#).

How Do I Get Support?

Mr. Dwan Williams

dwan.williams@jefferson.kyschools.us



School Racial Equity Plans - Development, Monitoring, and Support

Development and Monitoring of School Racial Equity Plans

- Each school will be required to complete and submit to the Diversity, Equity, Poverty (DEP) Department their [Equity Monitoring Progress Tool \(EMPT\)](#) during the spring of each school year. A team from DEP will score each school's EMPT and provide feedback to the area assistant superintendent and executive administrator/s **by the end of June**. Assistant superintendents and/or executive administrators will meet with school leadership to go over the results of the EMPT and provide feedback. In turn, each school's Racial Equity Committee (REC) will develop their [Racial Equity Plan \(REP\)](#), including SMART Goal(s) based on opportunities for growth and feedback as identified in their submitted EMPT. SMART Goals should include measurables from their [Equity Scorecard](#) and/or other relevant data, i.e. MAP data. Each school will complete and submit a [Google form for their SMART Goal\(s\)](#) and attach their REP **by the end of August**. As a means to monitor progress, each school's REC will

report progress on their SMART goal/s and action steps via [Google form](#) in October, December (mid-year), February, and April (end of year). For more support and guidance regarding the completion of the EMPT, please access the [EMPT Guidebook](#).

Support

- The team from DEP will cluster schools and create a network of support among schools based on the area of focus as identified in the submitted REP/SMART Goals. This process will provide schools with a network of support among schools in which they have the opportunity to collaborate, strategize, and problem solve based on similar areas of focus. In addition, the DEP team can facilitate the support of schools in a manner that is more efficient.
- The [DEP Battery of Opportunities](#) is a living document that categorizes all DEP professional learning opportunities for the school year with clear connections to components of the ARE Tool and/or Domains of the EMPT. The Continuum/Menu will also include contact information for the facilitator or organizer as well as PD Central session codes where applicable. The purpose of this tool is to ensure that all school leaders understand how the professional learning offerings from DEP align to the expectations of the JCPS Racial Equity Policy, connect to the DEP anchor documents, and further the work school leaders are expected to lead within their buildings.

For the 2023-2024 school year, schools will have an opportunity to apply for additional funding to support the fulfillment of their REP/SMART Goals. A [menu of nationally recognized practitioners](#) in the field of racial equity will be utilized to address the school's identified area of focus in their REP. There will be the opportunity to receive funding for materials/resources to support the work centered on the area of focus as well.

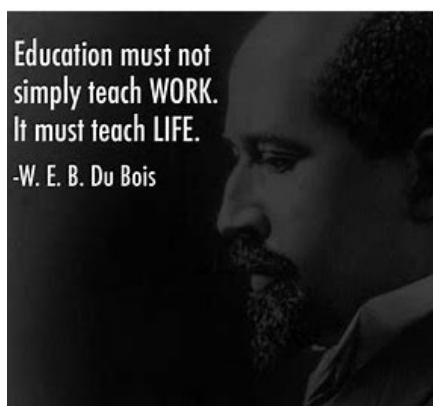
School Racial Equity Committees

Each school will have a Racial Equity Committee (REC). The REC should assume responsibility for monitoring the progress towards the achievement of the

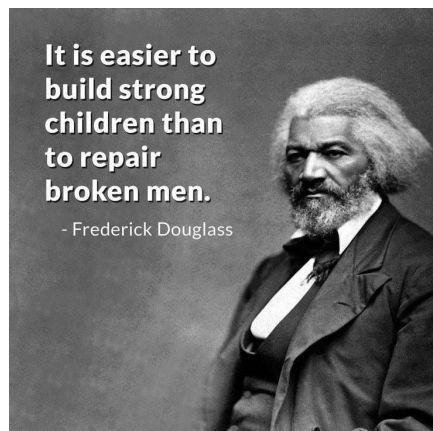
action steps & SMART goal/s associated with the domain focus from the EMPT. RECs must **meet at minimum monthly**, but are free to meet as often as possible. Each school will complete this [form](#) indicating the members of their REC, including chair & co-chair with contact information. This form shall be **submitted at the end of August** when schools submit their racial equity plan. This will allow the specialists from DEP, as well as other schools to connect for support and/or collaborative opportunities.

Resources

The following items are resources that can be accessed to undergird the work of equity within schools and the community. The resources are organized by the five Racial Equity Policy Tenets. In order to access the resources, simply click on the titles under the tenet heading below.

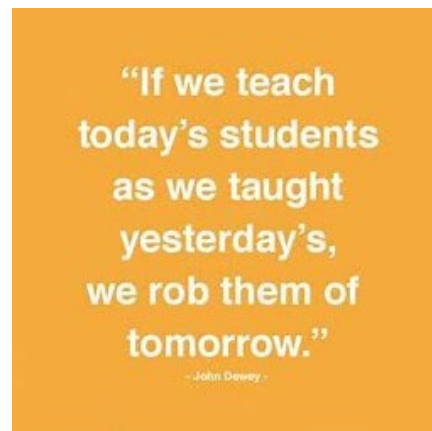


Diversity in Curriculum, Instruction, and Assessment



School Culture and Climate

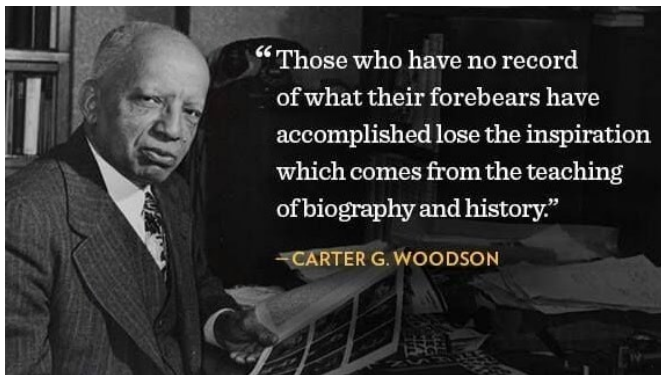
- [Racial Equity and Leadership in JCPS](#)



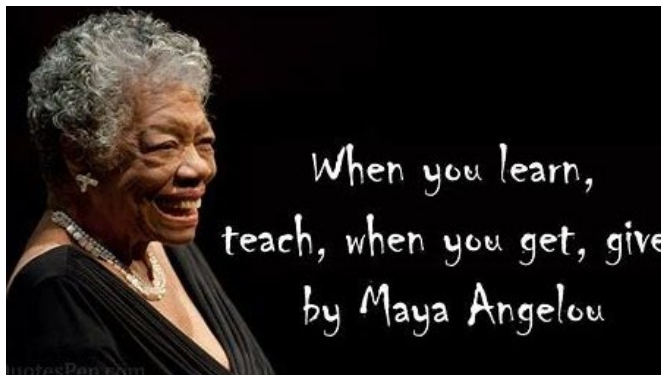
Programmatic Access

- [Becoming](#)
 - [Becoming Standards](#)

- [Anti-Racist Specialists: Office Hours w/Sign-Up Forms Included](#)
- [BETI lessons](#)
- [TOTE lessons](#)
- [SIMPLE Pantry & User's Guide](#)
- [Revised ARE Tool](#)
 - [ARE Tool Guidebook](#)
 - [ARE Across the Content Areas](#)
 - [ARE Tool Connections](#)
 - [ARE Tool Look-Fors](#)
- [Racial Equity Walkthrough Companion Guide](#)
- [Multi-cultural Book List](#)
- [A Crosswalk of Foundational & Supporting Documents](#)
- [R.A.P - Reaching All People](#)
- [Curricular Enhancements Primer](#)
- [Topic-Specific Resources and Culturally Responsive Teaching Lesson Exemplars](#)
- [Responding to Hate & Bias at School](#)
- [Recommended Readings/Book Study](#)
- [Racial Equity Envoy](#)
- [Black Student Union](#)
- [Overcoming White Fragility and Becoming an Abolitionist Teacher](#)
- [Winter/Holiday Guide](#)
- [Supporting Students by Reckoning with Racism](#)
- [Celebrating Diversity by Month](#)
- [Speaker Series \(PD\)](#)
- [Implicit Bias Training Video](#)
- [Trauma Cohort](#)
- [Moving Beyond Single Stories: Unpacking Bias to Engage the Whole Student](#)
- [Religious Observances Calendar 2023-2024](#)
- [DORMS](#)
- [Grandmasters](#)
- [College Fair](#)
- [Lit & / Numeracy &](#)
- [NAACP Diversity, Equity, and Empower Scholarship](#)
- [Minor Daniels Scholarship](#)



Staffing and Classroom Diversity



Central Office Commitment to Racial Educational Equity

- [Diversity Hiring in JCPS - SBDM Training Video](#)
- [Employee Resource Groups](#)
- [Weekly Respite](#)
- [Louisville Teacher Residency Booklet](#)
- [C.A.R.D.S](#)
- [Battery of Opportunities](#)
- [Diversity and Equity Glossary of Terms](#)
- [REAP Resources](#)
- [Envision Equity Issues](#)
- [The Pillar Podcast](#)
- [Advisory Committee for Racial Equity \(ACRE\)](#)
- [Racial Equity Reflection Guide](#)
- [Curriculum Vitae](#)
- [First Task is to Ask](#)
- [Site Based Decision Making](#)
- [Racial Trauma Video Series](#)
- [Racial Equity Meeting Structure & Monitoring Protocol](#)
- [Racism Hotline](#)
 - [Racism Hotline Video](#)
 - [Racism Hotline Student Flier](#)
 - [Racism Hotline Adult Flier](#)
- [A-Day Exposition 2022-2023](#)

For more info, contact William Bunton at
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Revisions occur periodically