

Racial Equity Meeting Structure & Monitoring Protocol

Central Office & School Level

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Purpose Statement

As a district, we must continue to move the needle forward to ensure that all divisions and schools are thinking, functioning and making decisions in an equitable manner. As with any organization that functions at a high level, there are frequent checkpoints and adjustments to plans made along the way to ensure that the desired outcomes are being achieved. The following outlines the meeting structure and protocol to monitor the work of central office and school level racial equity plans to ensure that we are meeting benchmarks and making adjustments to achieve desired outcomes with our work centered on racial equity.

Meeting Structure

- Checkpoint meetings will occur six (6) times during the course of the school year (August, October, December, February, April, & June) to visit racial equity work occurring at the Central Office and School level. These meetings will occur with the Division Representative and/or Executive Administrator for the respective divisions and zones - see charts below. These meetings will be approximately 1 to 1.5 hours.

Central Office Division	Chief	Division Representative
Staff	Dr Katy DeFerrari	Mr. Mancel Elam
Technology	Mr. Eric Satterly	Mr. William Pierce
Academic Services	Vacant	Dr. Denay Speaks, Mrs. Ronda Cosby
Human Resources	Ms. Cynthia Grohmann	Ms. Sheree Thompson
Financial Services	Mr. Eddie Muns	Dr. Jason Detre
Communications & Community Relations	Ms. Carolyn Callahan	Ms. Rachal Droze
Academic Services	Mr. Robert Moore	N/A
Accountability, Research, & Systems Improvement	Dr. Dena Dossett	Ms. Tamara Lewis
ECE	Ms. Kim Chevalier	Dr. Angelique Scherer
Operation Services	Dr. Robert Fulk	Dr. Tyler Shearon



Zone	Assistant Superintendent	Executive Administrator
High School	Dr. Joseph Ellison	Ms. Heather Moss Ms. Kim Morales
Middle School	Dr. Heather Benfield	Dr. Stacie Bowen Dr. Marcella Minogue
Enhanced Schools	Dr. Nate Meyer	Mr. Tim Godbey Ms. Roshanda Johnson Ms. Jamiera Johnson
Elementary Zone 1	Dr. LaMesa Marks-Johns	Ms. Desiree Bush
Elementary Zone 2	Dr. Paige Hartstern	Mr. Michael Terry
Elementary Zone 3	Dr. Jessica Rosenthal	Dr. Adrian Ford

Monitoring Protocol

Central Office Monitoring

- During the bi-monthly meeting, divisions will review their racial equity strategies as outlined in the JCPS Racial Educational Equity Plan, as well as REAPs that have been submitted via the REAP Dashboard. The division representative will speak to the work that is occurring in their division as it relates to their identified area/s in their racial equity plan/goals, progress with the inclusion of data centered on those goals and next steps. The following form will need to be completed prior to each meeting: JCPS Racial Educational Equity Plan Monitoring Sheet. This form includes the Racial Equity Policy Tenets, metrics for each tenet, domain w/descriptors, strategies for each domain, next steps for implementation for each strategy (progress update), and evidence of progress for each strategy.

School Level Monitoring and Support

- 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 review each school’s EMPT and provide feedback to the zone 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).

- The DEP Battery of Opportunities is a living document that will be provided to school leaders 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.

Side note: Each school will submit the names of their Racial Equity Committee (REC) members, as well as the chair & co-chair with contact information. This will allow the specialists from DEP, as well as other schools to connect for support and/or collaborative opportunities. The expectation is that RECs will meet at minimum monthly.

- During the bi-monthly meeting, school level zone executive administrators (EA) will complete a check-in with the EA in DEP. Each zone EA should communicate with the principal and/or REC chair from their respective schools prior to each meeting to capture progress, any areas of concern, desired support, and/or questions as it relates to their assigned schools. During this meeting, the EA will share the progress of five to six (5 to 6) schools (different schools at each meeting), areas of concern / need, and questions. From this meeting, there will be a plan to address those needs, desired support and/or questions by the DEP team.

Summary

The central focus of the meeting structure and monitoring protocol is to ensure that the work of racial equity is an inextricable part of every aspect of our district resulting in improved outcomes for students; specifically those that have been traditionally marginalized. In addition, this work will increase capacity and collective efficacy of staff throughout the district to think and plan through an equity focused lens as outlined by the district Racial Equity Policy and its directives.