

District Racial Equity Policy

FINDINGS

The Board hereby finds and declares the following:

- The Board acknowledges persistent gaps in academic achievement, attendance, learning, expectations, opportunities and access, sense of belonging, 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 is mostly Students of Color, the District must take a systemic approach to ensure that students have equitable learning opportunities, experiences, and outcomes.

DEFINITIONS

As used in the policy, “racial educational equity” means a systemic approach to eliminate inequities and improve education opportunities, experiences, and outcomes for all students, that validates and affirms race by examining those historical, social, and institutional factors present in education.

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.

When implementing the provisions of this policy, the District shall comply with all applicable provisions of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; Title IX of the Education Amendments of 1972; the Individuals with Disabilities Education Act of 1990; Section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act of 1990.

SYSTEM-WIDE RACIAL EDUCATIONAL EQUITY PLAN

The Superintendent shall prepare and submit to the Board for approval, a System-wide Racial Educational Equity Plan that contains strategies for achieving and maintaining racial educational equity for all students.

This racial educational equity plan shall align with the Policy Directives of this District Racial Equity Policy which shall:

1. Utilize research or evidence-based strategies and practices at the classroom, school, and District level;

District Racial Equity Policy**SYSTEM-WIDE RACIAL EDUCATIONAL EQUITY PLAN (CONTINUED)**

2. Establish clear goals and metrics for improvement and accountability through a data-driven process;
3. Be subject to review and renewal by the Superintendent, and approval by the Board, at least once every three (3) years;
4. Require each Central Office Division and Department to develop strategies to be included in the system-wide plan; and
5. Require each school to develop a school-based racial equity plan, including clear goals and metrics for improvement and accountability, in alignment with the Policy Directives of this District Racial Equity Policy.

School, Division, and Department strategies shall be aligned to the system-wide plan, and be developed based on school, Division, or Department-level data. A school's strategy (specific to literacy and numeracy) shall be incorporated into the school's Comprehensive School Improvement Plan (CSIP). Division and Department strategies shall be incorporated into the District's Comprehensive District Improvement Plan (CDIP).

Progress Monitoring Structure

- Progress monitoring meetings for the System-wide Racial Educational Equity Plan shall occur six (6) times during the course of the school year to visit racial equity work occurring at the Central Office and school level. These meetings shall occur with the Central Office Representative for the respective departments and school zones. During these meetings, divisions shall review their racial equity strategies as outlined in the JCPS Racial Educational Equity Plan and progress toward goals. The department representative shall speak to the work that is occurring as it relates to their identified strategies and progress with the inclusion of data centered on those goals and next steps. Leadership from the Schools Division shall highlight the progress being made toward attainment of school-identified racial equity goals.
- Each school shall be required to complete and submit to the Diversity, Equity, Poverty (DEP) Division their Equity Monitoring Progress Tool (EMPT) during the spring of each school year. A team from DEP shall review each school's EMPT and provide feedback. In turn, each school's Racial Equity Committee (REC) will develop their Racial Equity Plan (REP), including goals based on opportunities for growth and feedback. Goals shall include measurable student outcomes and will be submitted at the beginning of each school year. As a means to monitor progress, each school will report progress on their goals and action steps four (4) times during the course of the school year.
- Each school shall reference how school racial equity funds will be used to address the strategies within their school racial equity plan.

District Racial Equity Policy**SYSTEM-WIDE RACIAL EDUCATIONAL EQUITY PLAN (CONTINUED)****Students**

The system-wide plan shall include strategies to:

1. Raise the achievement of all students while minimizing the gaps among Students of Color and White students, balancing those efforts across intersectionality (including but not limited to race, gender, household income, special education status and linguistic diversity).
2. 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, grading procedures, identification of students for special education/gifted services, and access to programs and courses for enhanced or accelerated learning.
3. Increase the diversity of school and District staff to more closely reflect the racial, ethnic, and linguistic make-up of the District's student population.
4. Improve the sense of belonging at 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 (e.g. Comprehensive School Survey, Impact Kentucky Working Conditions Survey, etc.) shall be used to develop the strategies.
5. Establish in all schools a culture of teaching and learning that maintains high expectations for all students and staff, promotes engagement in academic innovation, and provides personalized and systemic supports for students and teachers.
6. Provide teachers and other school-based personnel with ongoing technical, pedagogical, socio-emotional, and curriculum training and support throughout their careers, to improve school academic outcomes, sense of belonging, and to create an environment of respect and support among students, faculty, and staff.

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 evidence-based planning and instructional practices, such as those lifted in the Affirming Racial Equity (ARE) Tool, 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.

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POLICY DIRECTIVES (CONTINUED)

- b) Adopt high-quality instructional resources and develop professional learning for school staff in alignment with Kentucky Academic Standards 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, indigenous peoples, and ethnic diasporas and their impact on U.S. history, culture, and society.

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), racial trauma, 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) Employ strategies listed under paragraph a) of this subsection to reduce racial disproportionality in disciplinary actions.

3. Programmatic Access

The District shall:

- a) Increase enrollment and implement strategies to support the successful completion of 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, career and technical programs, and enrichment and extended learning opportunities.
- b) Provide informational sessions in which students and families are educated on their options within these programs and evaluate outcomes as it relates to enrollment and completion; with data to be monitored via the system-wide racial educational equity plan.

4. Staffing and Classroom Diversity

District Racial Equity Policy**POLICY DIRECTIVES (CONTINUED)**

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) Incorporate as part of the application and hiring process for positions Grade 9 and above, the completion of an Equity Screener.
- c) Provide training to District and school administrators and school-based decision making councils to increase capacity for non-biased interview processes, as well as strategies for increasing staff racial diversity in an urban school district, where a majority of students are Students of Color.

5. Evaluating Board Policies and Administrative Procedures

The District shall:

- a) Conduct comprehensive reviews at least one (1) time every five (5) years of existing Board policies and administrative procedures, including but not limited to this policy, using the Racial Equity Analysis Protocol (REAP), and propose changes to policies and administrative procedures, as needed, to achieve and maintain racial educational equity.
- b) Utilize the REAP when developing recommendations for staffing, budget allocations, curriculum selection, evidence of learning (i.e. grading) protocols adopting alternative discipline practices, and contract procurement.

Schools shall:

- a) Conduct comprehensive reviews at least one (1) time every five (5) years of existing policies and procedures, using the REAP, and proposing changes to policies and procedures, as needed.
- b) Utilize the REAP in the development of new policies and procedures, to achieve and maintain racial educational equity.

ADVISORY COUNCIL FOR RACIAL EQUITY

The Superintendent shall establish an Advisory Council for Racial Equity (ACRE) with management and facilitation by the Diversity, Equity, and Poverty Division.. The advisory council will advise and provide feedback on challenges and issues with racial equity in the district based on the racial equity policy. 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 and department racial equity improvement strategies.

ACRE shall reflect the racial, ethnic, and linguistic diversity of the student population of the district, and have a proven commitment to racial educational equity. The member selection process shall include the representative organization of members and shall be as follows:

- a) A teacher representative selected by the Jefferson County Teachers Association;

District Racial Equity Policy**ADVISORY COUNCIL FOR RACIAL EQUITY (CONTINUED)**

- 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 ACRE from nominees submitted by the 15th District PTA or an independent PTO;
- e) Two (2) community representatives selected by the Superintendent.

The advisory council shall:

- a) Be comprised of individuals who have a commitment to racial educational equity;
- b) Include representation from several different geographic areas of the District;
- c) Include parent, teacher, classified staff member, administrator, and community member representation; and
- d) Reflect, insofar as practicable, the racial and ethnic composition of the student population of the District.

Vacancies shall be filled with the individuals selected by ACRE, in accordance with the parameters for membership set forth in this section.

ACCOUNTABILITY

- a) The Superintendent or designee shall meet at least bi-monthly with the Advisory Council for Racial Equity (ACRE) 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 ACRE , 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) The Board shall monitor progress toward implementation of this policy and the reduction of gaps in achievement, learning, expectations, opportunities, and disciplinary outcomes, which are in alignment with the Student Outcome-Focused Governance Goals and Guardrails adopted by the Board. This shall be considered as part of the Superintendent's evaluation.

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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

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