

JEFFERSON COUNTY PUBLIC SCHOOLS



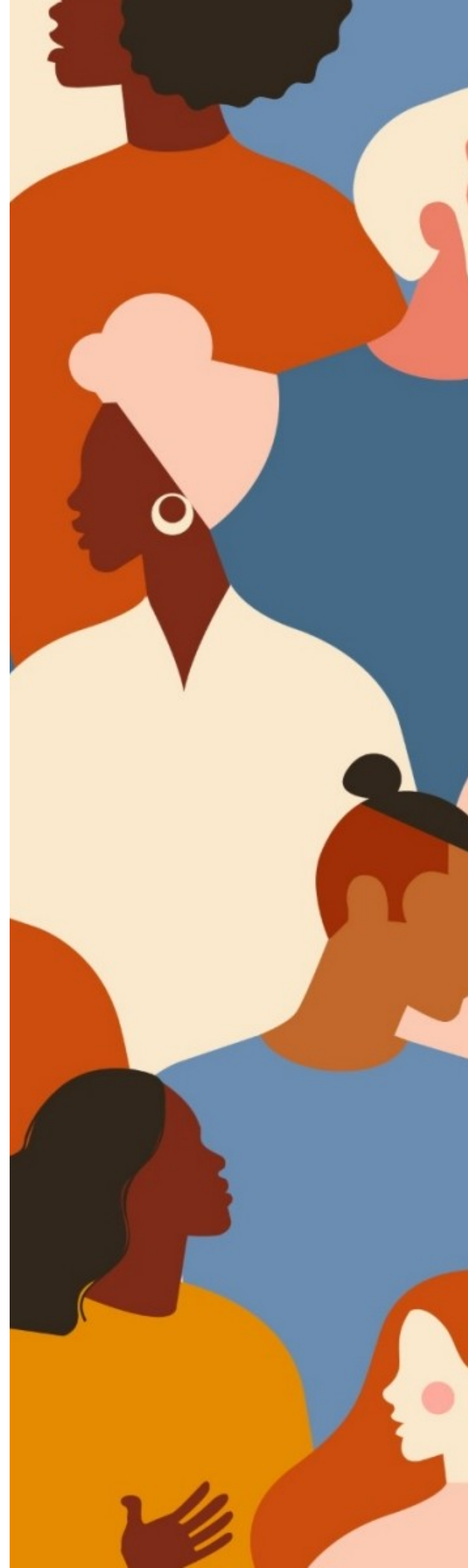
# RACIAL EQUITY POLICY

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.*

## **Table of Contents**

- **Why Racial Equity?**
- **JCPS Racial Equity Policy**
- **The Diversity, Equity, and Poverty Department Anchors**
  - **Equity Monitoring Progress Tool (EMPT)**  
Description and Utility of the EMPT
  - **Affirming Racial Equity (ARE) Tool**  
Description and Utility of the ARE Tool
  - **Racial Equity Analysis Protocol (REAP)**  
Description and Utility of the REAP
  - **Equity Scorecard**  
Description and Utility of the Equity Scorecard
  - **Equity Screener & Racial Equity Reflection Guide**  
Description and Utility of the Equity Screener
- **School Racial Equity Plans - Development, Monitoring, and Support**
- **Resources**



# 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, 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





“It is easier to build  
strong children, than to  
repair broken men.”  
–Frederick Douglass



# ***Racial Equity Policy***

## **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.

**District Commitment to Racial Educational Equity**

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

JCPS<sup>TM</sup>





“If we teach today’s  
students as we taught  
yesterday’s, we rob  
them of tomorrow.” —  
John Dewey



# THE D.E.P. ANCHORS

The Diversity, Equity, and Poverty (DEP) Anchor Documents were developed to enable schools to address the directives in the JCPS Racial Equity Policy. There are five anchor documents: Equity Monitoring Progress Tool (EMPT), Affirming Racial Equity (A.R.E.) Tool, Racial Equity Analysis Protocol (REAP), Equity Scorecard, and the Equity Screener. The work centered on the use of these documents within schools should be fibrous and align with the JCPS Systems and Pillars. Use of these documents are non-negotiable and should be evident in the artifacts that are produced by each school. The following are the DEP Anchor Documents, their description and expectations for use:

## EQUITY MONITORING PROGRESS TOOL

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### 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](#).

### What Is The Equity Monitoring Progress Tool (EMPT)?

The Equity Monitoring Progress Tool (EMPT) is a tool used to gauge and understand how individual schools are addressing the expectations of the JCPS Racial Equity Policy. It will also be used to provide more robust systems of support as they are needed to individual schools.

### Expectations for Use

Accordingly the EMPT should be at the center of the racial equity work occurring in your building. The evaluations and feedback of the various Domains of the EMPT can not only inform administrative goals from year-to-year, but the crucial work being done in your school by your Racial Equity Committee. This document will improve clarity and communication between schools and their assigned Specialist from the Department of Diversity, Equity, and Poverty. This tool will be closely monitored by the Chief Equity Officer, DEP Executive Administrator, Area Assistant Superintendents,

and their Executive Administrators. Every school is required to submit an EMPT in the spring of each school year; specific dates will be provided year-to-year. The completion of the EMPT should be a collaborative effort amongst the principal, assistant principals, AIC, counselors, and members of the school level Racial Equity Committee.

School leaders can view a blank 2020-2021 EMPT [here](#) and should review the [EMPT Guidebook](#), which is embedded with contact information and supports for successful completion including a [training video](#).

Below are an elementary and secondary EMPT “exemplar” with accompanying videos from school leaders speaking about their school’s process for completion of the EMPT. While we are considering these samples “exemplars”, understand that there are still identified areas for growth within. We encourage you to use these samples to generate ideas that will support your school in the completion of your EMPT. The most useful tool to use, along with these samples, to support the completion of the EMPT will remain the EMPT Guidebook.

[Johnson Traditional Middle School EMPT](#)  
[Cochrane Elementary School EMPT](#)

[Johnson Video](#)  
[EMPT Slidedeck](#)    [EMPT Video](#)

### **How Do I Get Support?**

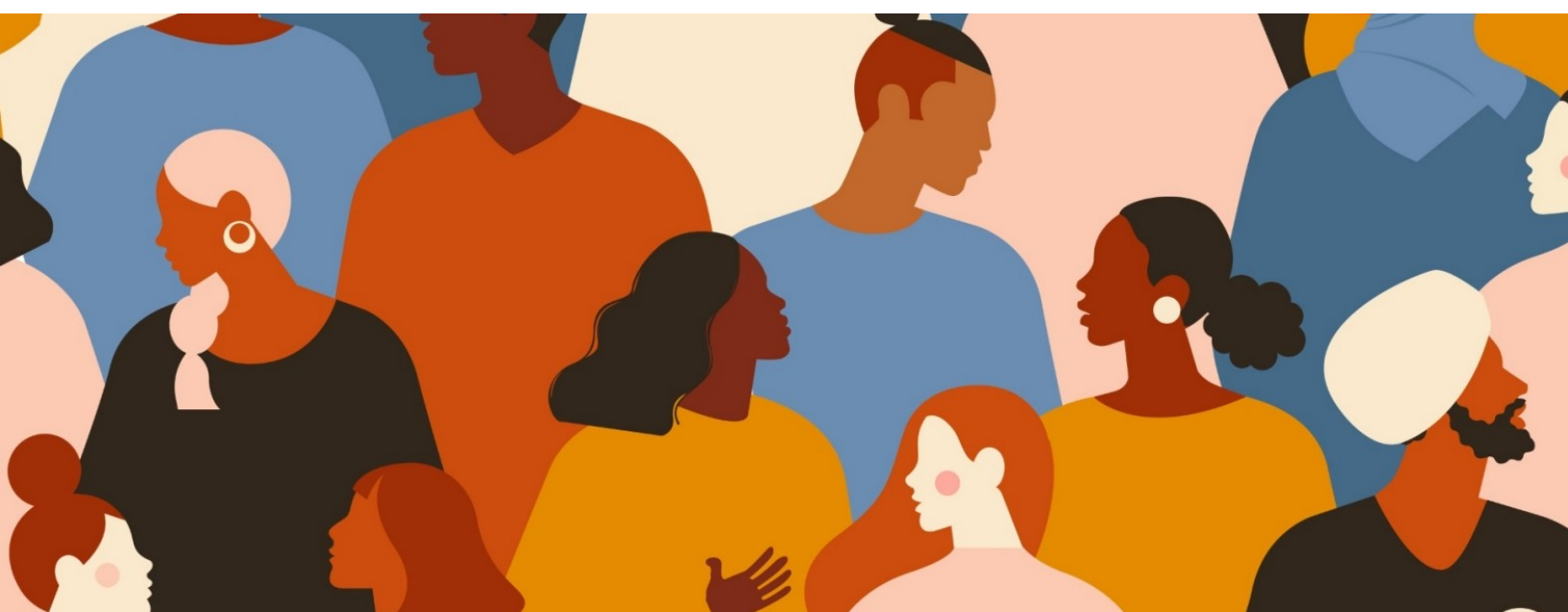
You can contact the following DEP team members for specific questions about the EMPT:

Aven Cook  
[aven.cook@jefferson.kyschools.us](mailto:aven.cook@jefferson.kyschools.us)

Rachel Klein  
[rachel.klein@jefferson.kyschools.us](mailto:rachel.klein@jefferson.kyschools.us)

Lamanda Moore-Rodriguez  
[lamanda.moore@jefferson.kyschools.us](mailto:lamanda.moore@jefferson.kyschools.us)

Dr. Taylor Utley  
[taylor.utley@jefferson.kyschools.us](mailto:taylor.utley@jefferson.kyschools.us)





# AFFIRMING RACIAL EQUITY (A.R.E.) TOOL

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## What is it?

A resource to begin incorporating more racially equitable practices into curriculum, instruction, and pedagogy.

## Who uses it?

- Teachers – To plan in their PLCs to ensure racial equity.
- Academic Instructional Coaches – To coach and give feedback to teachers and PLCs regarding planning and resources.
- APs/Principals – To generate items to look for during observations and walk-throughs.

## When is it used?

The ARE Tool has six components that can and should be used throughout the PLC process weekly and for routine feedback from AICs, APs, and Principals.

## The Six Components

- Content Integration
- Knowledge Construction
- Prejudice Elimination
- Equitable Pedagogy
- Empowering Classroom Culture
- A.R.E. Through Assessment

## How does this tool add to racial equity?

Utilization of this tool is being monitored to guide targeted coaching and resources at a district level. This ensures that all schools are supported in pursuing racial equity in curriculum, instruction, and pedagogy.

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

The ARE Tool is used throughout the PLC planning process to ensure all classroom educators are consciously and purposefully incorporating racially equitable practices into their curriculum, instruction, and pedagogy. Additionally, AICs can and should utilize this tool to coach and give feedback to the work being done in PLCs. Within the ARE Tool there are connections between and among the expectations and support from both the Curriculum Design and Learning Innovation team as well as the Multi-Tiered Systems of Support team. These connections can be found in the [ARE Tool Look-Fors](#) document.

## Expectations for Use

At a district level, it is an expectation that the ARE Tool be utilized in tandem with the JCPS PLC Framework. Administrators, AICs, and PLCs should work together to embed the ARE Tool into school-wide planning processes. This can be facilitated through the [ARE Tool and PLC Framework Alignment](#) document. Principals and Assistant Principals should embed the domains and/or descriptors of the [ARE Tool into their walk-through/observation processes](#). An editable Doc version of the ARE Tool can be found [here](#). Access training video [here](#).

## How Do I Get Support?

Additional support around implementation and utilization of the ARE Tool can be received as needed; school leaders can contact DEP Specialists (LaManda Moore Rodriguez, Rachel Klein, or Aven Cook) to facilitate this support. To see how the ARE Tool can impact instruction, see page 2 of [Ancestral Mathematics](#). The ARE Tool has been applied and embedded within the planning process of this middle school mathematics unit.

# RACIAL EQUITY ANALYSIS PROTOCOL

@JCPSDEPI | #AREYouJCPS



## What is it?

An instrument to be used when school leadership is making decisions that impact students. The expectation is that this protocol is used for every school-based decision.

## Who uses it?

This instrument is constructed to uncover exclusionary practices but requires multiple perspectives. For the best results, a diverse group of school-based stakeholders should always be included.

## When is it used?

The REAP is not just for new ideas and initiatives. Schools are expected to screen established practices using the protocol as well. Teachers are also encouraged to utilize the REAP for classroom decisions.

## The Eight Questions

To view the REAP in its entirety, please, visit: [https://bit.ly/JCPS\\_REAP](https://bit.ly/JCPS_REAP).

## How does this tool add to racial equity?

Utilization of the REAP leads to more equitable decision making for policies, practices, and procedures. Especially because if any established practices prove to marginalize any student group, school leadership is expected to amend or end the practice.

## 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](#)**

**[REAP template](#)**

**[REAP Best Practice Guide](#)**

**[REAP instructions for Central Office](#)**

**[REAP Example 1](#)**

**[REAP Example 2](#)**

**[REAP Example 3](#)**

Under SBDM page

<https://www.jefferson.kyschools.us/departments/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](mailto:vanessa.mcphail@jefferson.kyschools.us)

Dr. Taylor Utley

[taylor.utley@jefferson.kyschools.us](mailto:taylor.utley@jefferson.kyschools.us)



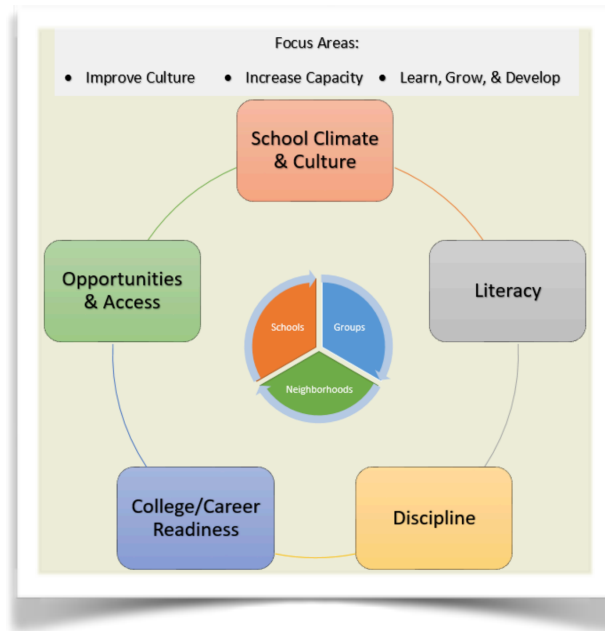




“Education is our passport to the future, for tomorrow belongs to the people who prepare for it today.” – Malcolm X



# EQUITY SCORECARD



## **What Is The Equity Scorecard?**

The [Equity Scorecard](#) provides real-time data on academic proficiency, suspension, transition readiness, access and opportunity, and teacher demographics for the district. While most data are updated yearly (i.e., state testing, transition readiness, teacher demographics, and access and opportunity), suspension is 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 DEP team members for specific questions about the Equity Scorecard:

Mr. William (B.J.) Bunton  
[william.bunton@jefferson.kyschools.us](mailto:william.bunton@jefferson.kyschools.us)

# EQUITY SCREENER & RACIAL EQUITY REFLECTION GUIDE

## **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?**

[Dwan Williams](#)

[dwan.williams@jefferson.kyschools.us](mailto:dwan.williams@jefferson.kyschools.us)



## **What is the Racial Equity Reflection Guide?**

The [Racial Equity Reflection Guide](#) is a resource available to school staff in Jefferson County Public Schools (JCPS) to allow various role groups to reflect, remind, refocus their efforts around racial equity. JCPS vehemently believes that Racial Equity must be the focus in order to usher in academic change for all students. It's imperative that JCPS creates a climate that is fully comforting and complementary and that supports a complete curriculum for all students, families, and staff. This reflection guide can be a catalyst to the discussion and/or review of practices/policies that perpetuate the continued marginalization of students of color.


## **Expectations for Use**

The [Racial Equity Reflection Guide](#) should be used prior to teams/committee work (ILT, PBIS, Department, PLC/grade level, MTSS, Attendance, Backpack, Behavior Support, Trauma, etc...) to assist with identifying gaps in knowledge, cultural competence, and implicit bias. School representatives are welcome to contact Dwan Williams, Specialist in DEP for resources to support the use of the reflection guide.

## **How Do I Get Support?**

[Dwan Williams](#)

dwan.williams@jefferson.kyschools.us



“The function of education is to teach one to think intensively and to think critically. Intelligence plus character — that is the goal of true education.”  
—Martin Luther King, Jr.





# School Racial Equity Plans - Development, Monitoring and Support

## DEP TRINITY OF SUPPORTS

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## HOW DO WE COMMIT TO RACIAL EDUCATIONAL EQUITY IN OUR SCHOOLS?

Begin again, and continue using the ARE Tool, EMPT, and REAP to advance racial equity.



### Enacting REPs

Discuss your SMART Goals with your Racial Equity Committee to establish a year-long plan to address all aspects of your school-level Racial Equity Plans.

### The ARE Tool

Leads to more equitable practices through instruction, curriculum, and pedagogy.

### The REAP

Leads to more equitable decision making for policies, practices, and procedures.

### Racial Equity Plans

Use feedback received on the EMPT to set SMART Goals as part of the school-level Racial Equity Plans.

### The EMPT

Highlight all the progress made in all aspects of racial equity as they align to the Racial Equity Policy.

## Development and Monitoring of School Racial Equity Plans

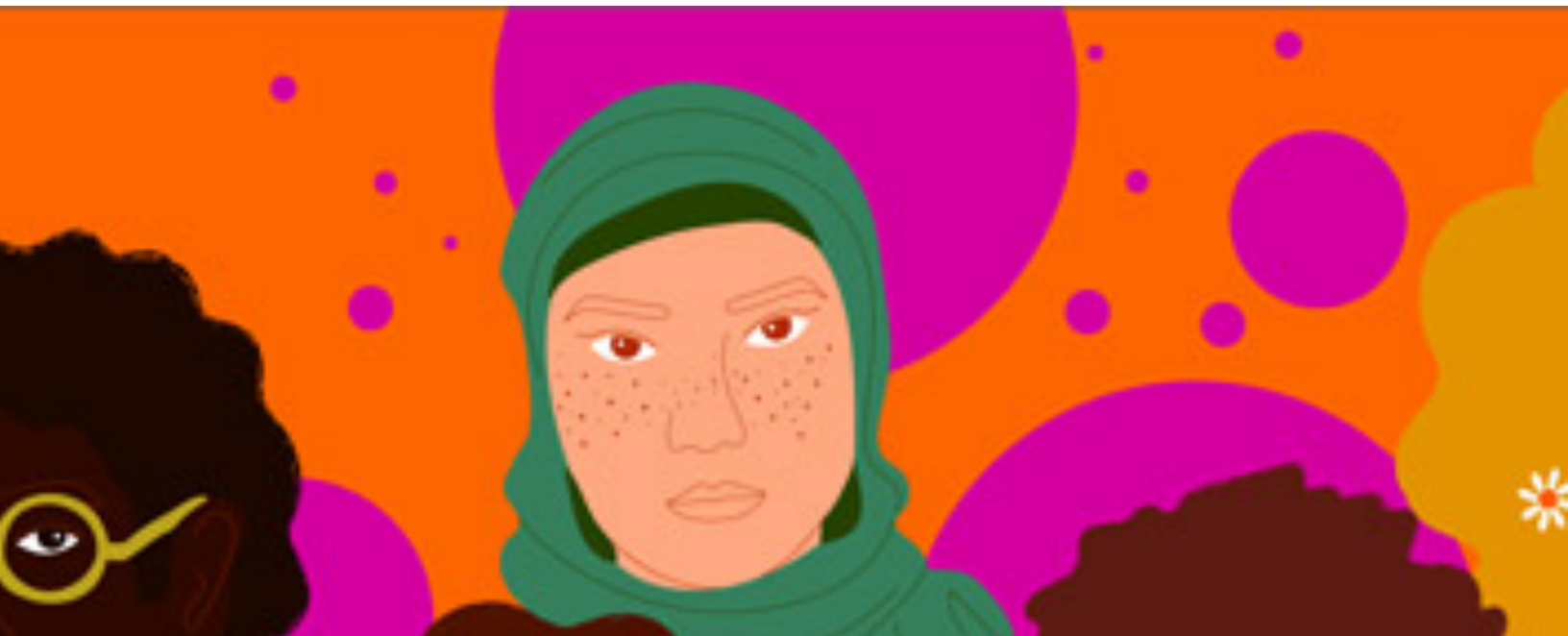
- Each school will be required to complete and submit to the Diversity, Equity, Poverty (DEP) Department their [Equity Monitoring Progress Tool \(EMPT\)](#) during the spring of each school year. A team from DEP will score each school's EMPT and provide feedback to the area assistant superintendent and 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 2021-22 and 2022-23 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 leadership can access 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, Assessment

<a href="#">Anti-Racist Specialists: Office Hours w/Sign-Up Forms Included</a>	<a href="#">A Crosswalk of Foundational &amp; Supporting Documents</a>
<a href="#">BETI lessons</a>	<a href="#">R.A.P - Reaching All People</a>
<a href="#">TOTE lessons</a>	<a href="#">Curricular Enhancements Primer</a>
<a href="#">SIMPLE Pantry &amp; User's Guide</a>	<a href="#">Diversity and Equity Glossary of Terms</a>
<a href="#">Revised ARE Tool</a> <ul style="list-style-type: none"> <li>■ <a href="#">ARE Tool Guidebook</a></li> <li>■ <a href="#">ARE Across the Content Areas</a></li> <li>■ <a href="#">ARE Tool Connections</a></li> <li>■ <a href="#">ARE Tool Look-Fors</a></li> </ul>	<a href="#">Topic-Specific Resources and Culturally Responsive Teaching Lesson Exemplars</a>
<a href="#">Multicultural Book List (K-12)</a>	

## School Culture and Climate

<a href="#">Racial Equity and Leadership in JCPS</a>	<a href="#">Supporting Students by Reckoning with Racism</a>
<a href="#">Responding to Hate &amp; Bias at School</a>	<a href="#">Celebrating Diversity by Month</a>
<a href="#">Recommended Readings/Book Study</a>	<a href="#">C.A.R.D.S</a>
Book Study: <a href="#">Caste Fall</a> ; <a href="#">Caste Spring</a>	<a href="#">Speaker Series (PD)</a>
<a href="#">Implicit Bias Modules</a>	<a href="#">Implicit Bias Training Video</a>
<a href="#">Black Student Union</a>	<a href="#">Trauma Cohort</a>
<a href="#">Overcoming White Fragility and Becoming an Abolitionist Teacher</a>	<a href="#">Moving Beyond Single Stories: Unpacking Bias to Engage the Whole Student</a>
<a href="#">Fall Book Study; Spring Book Study</a>	<a href="#">JCPS Religious Observances Calendar</a>
<a href="#">Winter/Holiday Guide</a>	<a href="#">Religious Observances Calendar 2022-2023</a>

## Programmatic Access

<a href="#">Girls on the Rise</a>	<a href="#">Menaissance</a>
<a href="#">Ed Rising</a>	<a href="#">College Fair</a>
<a href="#">DORMS</a>	<a href="#">Black Engineers</a>
<a href="#">Student Equity in Higher Education</a>	<a href="#">Minor Daniels Scholarship</a>
<a href="#">Alpha Phi Alpha Chess Camp</a>	<a href="#">Lit &amp; / Numeracy &amp;</a>

## Staffing and Classroom Diversity

<a href="#">Diversity Hiring in JCPS - SBDM Training Video</a>	<a href="#">Louisville Teacher Residency Open House</a>
<a href="#">Doing Business with JCPS</a>	<a href="#">Louisville Teacher Residency Booklet</a>
<a href="#">Employee Resource Groups</a>	<a href="#">Louisville Teacher Residency Application</a>
<a href="#">AP Females of Color Cadre</a>	

## Commitment to Racial Educational Equity

<a href="#">DEP Battery of Opportunities</a>	<a href="#">Research From Practitioners</a>
<a href="#">REAP Resources</a>	<a href="#">First Task is to Ask</a>
<a href="#">Envision Equity Issues</a>	<a href="#">Site Based Decision Making</a>
<a href="#">Advisory Committee for Racial Equity (ACRE)</a>	<a href="#">Racial Trauma Video Series</a>
<a href="#">Racial Equity Reflection Guide</a>	<a href="#">Racial Equity Meeting Structure &amp; Monitoring Protocol</a>
<a href="#">DEP Resume</a>	<a href="#">Racism Hotline</a> <a href="#">Racism Hotline Video</a> <a href="#">Racism Hotline Adult Flier</a> <a href="#">Racism Hotline Student Flier</a>
<a href="#">Equity Report Card</a>	<a href="#">DEP Staff Directory</a>