

**Purpose**

The purpose of this policy is to adhere to the racial, socio-economic, educational equity resolution adopted on December 14, 2017, and to the commitment of Dallas ISD to Black Students and Black Lives resolution adopted on June 5, 2020, and to establish clear guidelines in the attempt to operationalize equity and remove intra-institutional and inter-institutional systems that prevent equitable outcomes for all students.

**Commitment to Racial, Social-Economic, and Educational Equity**

The District shall systematically and systemically change its practices to achieve and maintain racial equity in education. Educational equity for the District means achieving a place where all students are treated with fairness while recognizing the circumstances that our students face may be different. The District shall create an environment that understands providing additional and differentiated resources to support the success of all students shall be fundamentally necessary to achieve racial and educational equity. The District shall foster a barrier-free environment where all students, regardless of race, have the opportunity to benefit equally—educational equity benefits all students and our community. Students from the District shall graduate equipped to compete in a society and world that is racially and culturally diverse.

**Acknowledgment of Racial Inequities**

The District acknowledges the history of institutional racism that systematically and systemically prohibits the educational and societal advancement of students. The District recognizes its history in participating in societal ills that have perpetuated racial inequity and discrimination. The District is committed to creating an environment where all student experiences have access to an equal and excellent education.

**Racial Equity Office (REO)**

The District shall establish the Racial Equity Office (REO), which shall be responsible for the management, execution, and facilitation of the Racial, Socio-Economic, and Educational Equity resolution. This department shall develop and implement projects in adherence to racial, socio-economic, and educational equity. The REO shall function to create opportunities to eliminate inequitable practices within the District. In addition, REO shall work to identify and best address internal and external inequities that are a direct correlation to barriers that negatively impact student achievement, with an emphasis on African American and English language learners.

The REO shall identify and adopt a racial equity impact assessment for the District based on current research. The District shall use this assessment prior to enacting new policies and programmatic decisions to understand their racial equity impact. Through this process the REO will establish best practices for creating equitable work and learning environments by utilizing critical research

methods that have informed culturally responsive practices. The ongoing goals of the REO shall revolve around eliminating systemic disparities and ensuring systemic equity through implementation and progress monitoring.

**Racial, Socio-Economic, and Educational Equity Strategic Framework (RESF)**

The District shall establish the Racial, Socio-Economic, and Educational Equity Strategic Framework (RESF). This strategic framework shall be a collaborative and integrated effort established in collective impact philosophy, which shall include a variety of internal and external entities.

The REO shall maintain a District website that shall house local, state, and national resources on racial equity and the Racial Equity Site Team's agendas, along with highlighting specific programming and platform opportunities for internal and external stakeholders to engage.

There are six strategic pillars that shall be the guiding operation and work of the REO in service of achieving equitable academic outcomes for all students.

1. Instructional Equity.
2. Programmatic Equity.
3. Equitable Leadership and Operations.
4. Culturally Competent and Diverse Workforce.
5. Internal and External Community Engagement.
6. Facility and Location Equity.

**Statement of Strategic Pillars**

The District shall adhere to the following:

1. Instructional Equity:  
Implement training programs that build systems to accelerate teacher growth. This includes, creating welcoming and inclusive working environments, providing development opportunities and differentiated support for hiring to ensure equitable access to high-quality teaching, teacher education, certification, experience, and mobility.
2. Programmatic Equity:  
Identify key indicators to remove systematic differences and create equitable access to programs such as early childhood, special education, gifted and talented, dual language programs with English as a second language, dyslexia, advanced placement and collegiate academies, in addition to monitoring and reducing student discipline data relative to African-American students.

3. **Equitable Leadership and Operations:**  
Advance racial, socio-economic, and educational equity practices and operating systems through coordinated coherent and accountable leadership at every level of the organization. This shall include practices of intentionally measuring, disaggregating, monitoring and reporting on data for African American and English language learners to understand the impact of the District's systems on these two populations.
4. **Culturally Competent & Diverse Workforce:**  
Intentionally invest in an equity mindset for all individuals throughout the District with the purpose of developing a racially diverse and culturally responsive workforce. This shall include building teacher and staff cultural competency and culturally responsive pedagogy implemented by teachers.
5. **Internal and External Community Engagement:**  
Establish the racial, socio-economic, and educational equity collective impact model for the purposes of encouraging meaningful and authentic engagement of all stakeholders.
6. **Facility and Location Equity:**  
Develop facility and location impact priorities for the purposes of establishing solutions, understanding the quality of life of students and addressing the human and social needs of students.

**Responsibility**

In accordance with this policy, the Superintendent of Schools shall establish such regulations, plans, and procedures as may be necessary and appropriate to accomplish this policy's purpose and intent. Plans and procedures established shall include clear accountability actions and oversight, and shall include metrics for evaluation. In order to achieve this, the District will:

1. Establish a monitoring calendar to be kept in AEA(REGULATION) which delineates regular presentations on progress in pursuit of racial equity aligned with the strategic pillars outlined in this policy.
2. Maintain a publicly accessible centralized database that includes tracking of resource investment, progress towards key metrics and can be disaggregated by racial and socioeconomic variables.

**Adoption or Last Amendment Date**

This policy was last amended on November 19, 2020.