

## *What is the Racial Equity Analysis Protocol?*

The Racial Equity Analysis Protocol (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.

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

# *Racial Equity Analysis Protocol*

1. What is the overarching purpose of the proposal/initiative?
2. Is the initiative or policy resourced to guarantee full implementation and monitoring?
3. Which racial/ethnic groups could be inequitably affected by this policy? How?
4. Which racial or ethnic group will have the most concerns with this proposal or initiative? Why?
5. What unintended consequences could result from the policy (racial inequities or otherwise)?
6. Have stakeholders, particularly those most impacted by this decision, been meaningfully informed or involved in the discussion of the proposal? How did the process go? What was the feedback?
7. What factors may be producing and perpetuating racial inequities associated with this issue? Does this policy or initiative deepen these inequities or improve them?
8. Who (e.g., individual, department, team) is the main driver for improving racial equity for this particular proposal/initiative?

## *Scenarios to Filter Through the Racial Equity Analysis Protocol*

Using the Racial Equity Analysis Protocol (REAP), determine if this practice is one that should be changed.

1. A middle school student is not given access to a Gifted and Talented/Advanced Placement (AP) Class because his score is one to three points lower than the cutoff score of that particular assessment. Although his Measure of Academic Progress (MAP) score is very high, it is decided by leadership that the student and family should be notified via letter that he is not accepted into the Gifted and Talented/AP course.

—**Academics/Access**

2. An elementary school student is not allowed to participate in the fifth-grade promotion at the end of the year. When his grandmother calls to ask why, school administration tells her that although the student is being promoted and his grades are not "bad," his behavior in lunch and class over the last couple of days has been disruptive—"real squirrely." The grandmother is then reminded that this is something that the school has done for years.

—**Culture and Climate**

3. A Black Student Union (BSU) group in a high school wants to question the choice of songs being taught in choir. The songs have historical merit; however, they are not placed in that context. Further, there is no discussion about the (past or present) socio-political aspects of the song. When the BSU group and some parents ask the teacher

and principal why songs exalting slavery are being taught, the response from leadership is, "It is approved curriculum, the tempo of the song is something they need to cover, and it is still sung at certain events throughout the state."

**—Curriculum, Pedagogy, and Culture and Climate**

4. A high school student is placed in the In-School Adjustment Program (ISAP) for three days. The student is absent the first two days of the three days that she is to be in ISAP. The student does spend the third day in ISAP. When she returns on the fourth day, administration pulls her out of first period and takes her to ISAP so that she may serve the two days assigned to her.

**—Behavior**