

## Racial Equity Analysis Protocol (REAP)

Date: 5/6/21

Department: DEP/Culture and Climate

Name of Policy/Plan: Changes to SSBIH Handbook

Filtered by: Representatives of stakeholder groups, including school administrators, teachers, parents, and students; and Diversity, Equity & Poverty and Culture and Climate Staff.

REAP Questions	REAP Responses
1. What is the overarching purpose of the policy/practice?	<p>To lay out specific guidelines for behavior and consequences for K–12 students in Jefferson County Public Schools (JCPS)</p> <p>The <i>Student Support and Behavior Intervention Handbook</i> (SSBIH) includes expectations for district, school, and classroom procedures to assist in understanding and navigating JCPS policies. Also, it provides information on progressive discipline and consequences related to various behaviors and infractions. A committee of stakeholders makes changes to the SSBIH.</p>
2. Is the initiative or policy/practice resourced to guarantee full implementation and monitoring?	<p>Yes, the district has hired additional RTs to help with training staff on how to implement restorative disciplinary practices.</p> <p>The district needs to ensure that this is made a priority and that schools have adequate time for staff to be trained.</p>
3. Which <b>racial/ethnic groups</b> could be inequitably affected by this policy/practice? How?	<p>The changes to the handbook will help in reducing inequities in disciplinary actions. By eliminating subjectivity in language in the handbook, we are providing a clearer, more concise message to stakeholders about JCPS discipline policies. JCPS will no longer allow suspensions for PreK–3 students and is</p>

	<p>creating systems to make exclusionary discipline a last resort in all grades. The goal of these changes is to reduce loss of instructional time due to exclusionary discipline practices. This will impact graduation rates, achievement, students' sense of belonging, etc.</p>
<p>4. Which <b>racial or ethnic</b> group may have the most <b>concerns</b> with this policy/practice? Why?</p>	<p>There could be concerns from various racial/ethnic groups if the purpose behind the changes is misunderstood or misconstrued. The district needs to communicate clearly to stakeholders the purpose behind the changes to the handbook and changes in the way JCPS handles discipline.</p>
<p>5. What unintended consequences could result from the policy/practice (racial inequities or otherwise)?</p>	<p>Schools might miscode behaviors to continue punishing students for behaviors that were removed from the previous version of the handbook.</p> <p>Parents will be looking for consistency in discipline; the district may encounter issues as we begin to treat behavior differently. Without sufficient training on how to address behaviors in a restorative manner, teachers may look for other ways to push students out of the classroom.</p>
<p>6. Have stakeholders, particularly those most impacted by this decision, been meaningfully informed or involved in the discussion of the policy/practice? How did the process go? What was the feedback?</p>	<p>A committee was formed—with various stakeholders represented, including student and parent representatives—to discuss the changes. The committee spent several weeks engaging in meaningful discussions regarding the changes.</p>
<p>7. What factors may be producing and perpetuating racial inequities associated with this issue? Does this policy/practice deepen these inequities or improve them?</p>	<p>Racial inequities in terms of discipline should be improved by the changes made to the behavior handbook. These changes should help improve disproportionality in disciplinary referrals and keep Black and Brown students from losing instructional time for discipline.</p>

	The changes will also improve building culture and climate by addressing racism in schools directly in the handbook. Implicit bias combined with subjective language in the previous version of the handbook was contributing to inequity in discipline.
8. Who (e.g., individual, department, team) is the main driver for improving racial equity for this particular policy/practice?	Central office personnel, school-based administrators, teachers, area superintendents, JCPS board members
<b>Next Steps</b>	
1. After using the REAP for this policy/practice, should it move forward?	Yes
2. If yes, what changes will you make in moving forward that could be more inclusive?	A clear and consistent message from JCPS district leaders should go out to all stakeholders outlining the purpose behind the handbook changes and the expected outcomes.
3. What is the <b>deadline</b> on the changes before moving forward?	Prior to the 2021-22 school year