

## Racial Equity Analysis Protocol 2021-2022 (District)

Date: \_\_\_\_\_

School Name: \_\_\_\_\_

### Alignment to Racial Equity Tenet:

- ☐ Curriculum, Instruction, and Assessment
- ☐ School Culture and Climate
- ☐ Programmatic Access
- ☐ Staffing and classroom diversity
- ☐ Central Office commitment
- ☐ Other: \_\_\_\_\_

Name of Policy/Plan: \_\_\_\_\_

Filtered by: \_\_\_\_\_

REAP Questions	REAP Responses
1. What is the overarching purpose of the proposal/initiative/policy?	
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?	
4a. Which racial or ethnic group will have the most concerns with this proposal or initiative? Why?	Check all that apply: <ul style="list-style-type: none"><li><input type="checkbox"/> African-American/Black</li><li><input type="checkbox"/> American Indian/Alaska Native</li><li><input type="checkbox"/> Asian</li><li><input type="checkbox"/> Hispanic/Latinx</li><li><input type="checkbox"/> Native Hawaiian/Pacific Islander</li><li><input type="checkbox"/> White</li><li><input type="checkbox"/> 2 or More Races/Ethnicities</li><li><input type="checkbox"/> Other: _____</li><li><input type="checkbox"/></li></ul>

4b. Follow up to 4a: Why might these racial or ethnic groups have the most concerns with this policy/practice/initiative?	
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 root causes may be producing and perpetuating racial inequities associated with this issue? Does this policy/practice/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?	
<b>Next Steps</b>	<b>Responses</b>
9. After filtering the program, policy, or practice through the REAP, should Jefferson County Public Schools move forward with the program, policy, or practice? *	<input type="checkbox"/> Yes, no changes needed <input type="checkbox"/> Yes, with revisions <input type="checkbox"/> No
If yes with conditions, what changes need to be made in order to move forward?*	
Now that it is filtered, when does this program, policy, practice come into effect?	
<b>OPTIONAL</b>	
<b>Impact and Feedback</b>	<b>Responses</b>
<p>Is this policy/practice impacting any of the following outcomes? Choose the ONE best metric that applies, if any. (optional)</p> <p><b>Curriculum, Instruction, and Assessment</b></p> <p><input type="checkbox"/> Students enrolled in courses specifically designed to consider other cultures' contributions and perspectives</p>	

- ☐ Number of courses offered that consider cultural contribution and perspectives
- ☐ Students of color who are transition ready
- ☐ Students of color who are proficient or distinguished on KPREP in Reading & Math

#### Culture and Climate

- ☐ Number of staff participating in culturally responsive/equity professional development
- ☐ Suspensions for students of color
- ☐ Restraints for students of color
- ☐ Sense of belonging for students of color
- ☐ Students of color who are chronically absent
- ☐ Trust/Relationship with the families of students of color

#### Staff and Classroom Diversity

- ☐ Contracts with Minority/Women-owned businesses
- ☐ Number/percent teachers of color
- ☐ Number/percent administrators of color
- ☐ Retention of teachers of color

#### Programmatic Access

- ☐ Students of color identified as Gifted & Talented
- ☐ Students of color applying to magnet program(s)
- ☐ Students of color enrolled in magnet program(s)
- ☐ Students of color who completed higher level courses (AP, IB, Cambridge, dual credit)
- ☐ Students of color with qualifying score/grade (AP, IB, Cambridge, dual credit)
- ☐ Students of color participating in career pathways
- ☐ Students of color participating in summer/extended learning programs
- ☐ Number of college applications for students of color

#### Central Office Commitment

- ☐ Increase in funding to support students of color

To what degree will this policy or practice impact the metric identified above? (optional)	<input type="checkbox"/> Little <input type="checkbox"/> Moderately <input type="checkbox"/> High
To what degree is the REAP tool helpful for improving racial equity in your school, on a scale from 1 to 5 (1 = not helpful to 5= very helpful)?	<input type="checkbox"/> 1 = Not Helpful <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5= Very Helpful
Please provide any feedback on the REAP tool.	

(optional)	
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- \*=reported to board via information item, work session, etc.
- Yes with conditions requires the policy, practice, initiative to be filtered through the REAP again.