

# Racial Equity Analysis Protocol (District)

Date: 4-25-24

School Name: Culture and Climate

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: 2024-2025 Student Support and Behavior Intervention handbook Changes

Filtered by (should be filtered by a TEAM):

District REAP Team, Matt Anderson, Stacie Gamble, Chrystal Hawkins, Sandra Hensel, Jonathan Lowe, Kristie O'Bannon, Michael Shoulders

REAP Questions	REAP Responses
1. What is the overarching <b>purpose</b> of the proposal/initiative/policy?	The Student Support and Behavior Intervention Handbook (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, resources to stakeholders, and strategies to proactively support positive student behavior.  <a href="#">Draft SSBIH Recommendations 24-25</a>
2. Is the initiative or policy <b>resourced</b> to guarantee full implementation and monitoring?	Yes. This policy is resourced to guarantee full implementation and monitoring via our Behavior Data Analysis System (System 5 Behavior Plans)

<p>3. Which racial/ethnic groups could be <b>inequitably affected</b> by this policy? How?</p>	<p>Any time we add behavior codes or adjust the handbook in any way, we risk an increased likelihood of consequences. With the influx in ML students in the district, it will also be crucial for the district to ensure appropriate communication of the SSBH.</p> <p>EOY 23-24: School Referrals  All - 25.3%  African - 37.3%  Hispanic - 18.9%  White - 18.3%</p> <p>Check all that apply:</p> <ul style="list-style-type: none"> <li>• <b>African American / Black</b></li> <li>• <b>American Indian/Alaska Native</b></li> <li>• <b>Asian</b></li> <li>• <b>Hispanic / Latinx</b></li> <li>• <b>Native Hawaiian / Pacific Islander</b></li> <li>• <b>White</b></li> <li>• <b>2 or More Races / Ethnicities</b></li> <li>• <b>Other: Multilingual learners</b></li> </ul>
<p>4a. Which racial or ethnic group will have the <b>most concerns</b> with this proposal or initiative? Why?</p>	<p>With these student groups, there is potential for disproportionate suspensions and discipline incidents.</p> <p>EOY 23-24: School Referrals  All - 25.3%  African - 37.3%  Hispanic - 18.9%  White - 18.3%</p> <p>Check all that apply:</p> <ul style="list-style-type: none"> <li>• <b>African American / Black</b></li> <li>• <b>American Indian/Alaska Native</b></li> <li>• <b>Asian</b></li> <li>• <b>Hispanic / Latinx</b></li> <li>• <b>Native Hawaiian / Pacific Islander</b></li> <li>• <b>White</b></li> <li>• <b>2 or More Races / Ethnicities</b></li> <li>• <b>Other: Multilingual learners</b></li> </ul>
<p>4b. Follow up to 4a: <b>Why</b> might these racial or ethnic groups have the most concerns with this policy/practice/initiative?</p>	<p>These student groups have been historically overidentified, feel as though treated unfairly, all talk, no action, another barrier to success.</p>

<p>5. What <b>unintended consequences</b> could result from the policy (racial inequities or otherwise)?</p>	<p>For the changes below, there is an increased opportunity for issues of implicit bias and subjectivity that may adversely impact these student groups. This could exacerbate disproportionality.</p> <p>Changes:          -Adding the code hazing and weapons detection refusal          -KRS 158.110          -multilingual learners who may not have access to the resources, behavior supports, and expectations available in the SSBIIH.</p>
<p>6. Have <b>stakeholders</b>, particularly those most impacted by this decision, <b>been meaningfully informed</b> or involved in the discussion of the proposal?          How did the process go?          What was the feedback?</p>	<p>Most of the 24/25 changes result from changes in district policy or legislative updates. The entire SSBIIH is reviewed by Stakeholders every <b>two years</b>. This review includes Stakeholders at all levels including district staff, students, parents, teachers, school administrators, MHP's, and community partners. Every year training is conducted with principals and assistant principals to address changes made to the SSBIIH. Internal and external members filtered the changes through the REAP. Stakeholders that have not been informed will be informed at the beginning of the school year.</p>
<p>7. What <b>root causes</b> may be producing and perpetuating racial inequities associated with this issue?          Does this policy/practice/initiative deepen these inequities or improve them?</p>	<p>Root causes include Implicit biases, societal shifts towards punitive measures as opposed to proactive measures. Without proper training, there is potential these practices may deepen inequalities.</p>
<p>8. <b>Who</b> (e.g., individual, department, team) is the main driver for improving racial equity for this particular proposal/initiative?</p>	<p>Teachers, School Administrators, Central Office Staff, and Parents</p>
<p style="text-align: center;"><b>Next Steps</b></p>	<p style="text-align: center;"><b>Responses</b></p>
<p>9. After filtering the program, policy, or practice through the REAP, should Jefferson County Public Schools move forward with the program, policy, or practice? *</p>	<ul style="list-style-type: none"> <li>• <b>Yes, no changes needed:</b> There are significant steps that are undertaken to combat potential issues outlined above:             <ul style="list-style-type: none"> <li>• Every year, there is new training for principals and assistant principals to oversee updates and changes.</li> <li>• Schools are provided behavior data and required to create a process for reviewing behavior data monthly. This process includes efforts to identify and reduce disproportionality in school behavior. Zone Assistant Superintendents are provided similar data and asked to monitor and review in vital signs.</li> <li>• The SSBIIH Design Team work has increased communication with various stakeholders via the new SSBIIH website. This includes improved communication on changes to stakeholders and attempts to make the SSBIIH more user-friendly. The website is able to be viewed in multiple language.</li> <li>• All schools have access to behavior supports and trainings on Restorative Practice, Implicit Bias, Social Emotional Learning, Racial Trauma, Board Certified</li> </ul> </li> </ul>

	<p>Behavior Analysts, Behavior Consultants, and Trauma Training.</p> <ul style="list-style-type: none"> <li>● The SSBIH has been translated for the top ten languages in JCPS.</li> <li>● All staff members are required to complete Implicit Bias training.</li> <li>● We continue to add resources to support students and families every year.</li> <li>● The new bus referral system implemented during the 23-24 school year provides increased oversight and improved timelines for working with safety issues on the bus.</li> </ul> <ul style="list-style-type: none"> <li>● Yes, with revisions</li> <li>● No</li> </ul>
<p>If yes with conditions, what changes need to be made in order to move forward?*</p>	
<p>Now that it is filtered, when does this program, policy, practice come into effect?</p>	<p>Next school year, 2024-25</p>