Racial Equity Analysis Protocol (District) DRAFT

Date: ____11/13/23, 12/21/23_____

School Name: Community REAP Team
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: ____Option 4: Stop busing all magnet students, period (provide transportation only to McKinney-Vento, A5, and special education students [within their IEP]).

Filtered by (should be filtered by a TEAM): Community REAP Team 11/13/23, District REAP Team 12/21/23, *DEP has not filtered this one as a Department.*

REAP Questions	REAP responses
1. What is the overarching **purpose** of the proposal/initiative/policy?	Eliminate the strain on the number of bus drivers and routes because we do not have enough drivers for all of the routes.
2. Is the initiative or policy **resourced** to guarantee full implementation and monitoring?	Yes, because it's cutting back on a service that is offered.
3. Which racial/ethnic groups **could be inequitably affected** by this policy? **How**?	Check all that apply: **African American/Black** **American Indian/Alaska Native** **Asian** **Hispanic/Latinx** **Native Hawaiian/Pacific Islander** **White**

	- **Two or More Races/Ethnicities**
	- **Other:** ==ML students==
	   - All of them
	   - F/L magnet students will not have access to magnet schools
	   - Learning will be impacted.
	   - Students who do have access will still be impacted if there is a change in their classrooms.

4a. Which racial or ethnic group will have the **most concerns** with this proposal or initiative? **Why**?	Check all that apply:
	- ==**African American/Black**==
	- **American Indian/Alaska Native**
	- **Asian**
	- ==**Hispanic/Latinx**==
	- **Native Hawaiian/Pacific Islander**
	- **White**
	- **Two or More Races/Ethnicities**
	- **Other:** ==ML students==
	   - Will have an adverse effect on all students, especially Black and Brown students.
	   - Students of color and ML potentially will have a greater impact due to families' transportation.
	   - Cross between F/L and race
	   - One group that will suffer the most due to not having connections are newly refugee families; even some first-generation families will suffer.

4b. Follow up to 4a: **Why** might these racial or ethnic groups have the most concerns with this policy/practice/initiative?	- The concern is the students' mental health; the impact on those who have been participating in a program in a particular area and having to go to a resides school with a completely different group of students. - Climate and culture; a shift in the culture of the school based on the racial impact

5. What **unintended consequences** could result from the policy (racial inequities or otherwise)?	1. Adverse effect on learning and attendance
	   a. This will create more academic gaps if transportation is taken away.
	2. Students may fall behind due to mobility.
	3. It will widen the opportunity gap.
	4. A possible decrease in our magnet school school numbers/application
	5. Reducing diversity at those schools is an unintentional consequence.
	   a. If students don't have access, we are not reaching the magnet standards.
	6. Could see resegregation in magnet schools.
	7. Elimination of some programs offered at the magnets
	8. May disproportionately affect some schools.
	   a. Not all students will be affected equally in those magnet schools.
	9. Some teachers may not want to teach at certain schools if they are used to teaching at magnet schools and they have a specific background.
	10. Home schools may have an increase in busing and enrollment; buildings may not be equipped to house those who apply due to capacity.
	11. Could create an additional divide in the resides schools—some in high demand, others not.
	12. Could see resegregation in our resides schools.
	13. Unemployed bus drivers, possibly

6. Have stakeholders, particularly those most impacted by this decision, been **meaningfully**	No, stakeholders most impacted by this decision have not been meaningfully informed.

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?	- Implicit bias - Structural racism in housing in our city - We have a housing crisis not often included with our transportation crisis. - Lack of drivers - There is a direct impact to student learning currently, which could be causing some/more inequities.
8. **Who** (e.g., individual, department, team) is the main driver for improving racial equity for this particular proposal/initiative?	- The Board of Education - Transportation Department - All JCPS departments have a role.
Next Steps	**Responses**
9. After filtering the program, policy, or practice through the REAP, **should Jefferson County Public Schools move forward** with the program, policy, or practice? *	- Yes, no changes needed - Yes, with revisions - No **Inconclusive because no consensus was formed.**
If yes with conditions, **what changes** need to be made in order to move forward?	- Yes, with substantial revisions, working with the community to come up with a more inclusive and substantial solution to address transportation problems. It has to be sustainable over time - Recommend funding from Dept. of Ed. - Stipends for HS parents, maybe 25–30 routes. - Support for our traditionally marginalized communities - Discussion regarding additional support.

	• Revisions include communication to the community. • Create more contract opportunities so companies that transport besides Everdriven could drive to help decrease the cost. • Ask if parents would voluntarily take their students to school, may eliminate some strain. • Need all stakeholders to be involved; impacts whole community.
Now that it is filtered, **when** does this program, policy, practice come into effect?	• Transportation has to have a decision by **March 15** to be able to implement it for the new school year. • Starts 2024-25 school year

OPTIONAL	
Impact and Feedback	**Responses**

Is this policy/practice impacting any of the following outcomes? Choose the ONE best metric that applies, if any. (optional)

Curriculum, Instruction, and Assessment

- **Students enrolled in courses specifically designed to consider other cultures' contributions and perspectives**

- **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 K-PREP in Reading and 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 and 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)	**Little** **Moderately** **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)?	**1 = Not Helpful** **2** **3** **4** **5 = Very Helpful**
Please provide any feedback on the REAP tool. (optional)	

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