Racial Equity Analysis Protocol (SCHOOLS)

Date: **July 24, 2025**

School Name: J. Graham Brown School

Alignment to EMPT Domains:

- **Domain 1: Curriculum, Instruction, and Assessment**
- **Domain 2: Professional Development**
- **Domain 3: School Culture and Climate**
- **Domain 4: Programmatic Access**
- **Domain 5: Staffing and Classroom Diversity**
- **Other: SBDM Policy**

Name of Policy/Plan: Personal Telecommunication and Electronic Devices Policy

Filtered by: **Sherri Harris, Angela Parsons, Brian Garrett, Amy Thornton**

REAP Questions	REAP Responses
1. What is the overarching purpose of the proposal/initiative/policy?	In order to follow KRS 158.165 which is a state law and district mandated policy. Part of preparing our students for the future is teaching them to be responsible digital citizens and to use technology appropriately. To ensure a focused and productive learning environment, the use of personal telecommunication and electronic media devices during instructional time is strictly prohibited, except in cases of emergency.
2. Is the initiative or policy resourced to guarantee full implementation and monitoring?	Assistant Principals will implement and monitor the policy. We are currently waiting on a bid for Yondr pouches and additional locks so all students can lock phones in their lockers.
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**

	• **2 or More Races / Ethnicities** • **Other: _____**
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** • **2 or More Races / Ethnicities** • **Other: _____**
4b. Follow up to 4a: Why might these racial or ethnic groups have the most concerns with this policy/practice/initiative?	White, African American, and multi-racial students make up the largest portion of our student population. This policy will be a concern for many of our students and parents because they have historically been able to communicate at selected times during the school day. This has been important for things such as transportation. Parents are not accustomed to calling the school to communicate with their child although that is an option.
5. What unintended consequences could result from the policy (racial inequities or otherwise)?	There could be an increase in behavior referrals which could lead to disportionality in discipline.
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?	The school climate committee reviewed the policy but opportunity to adjust the policy is limited per state law and district policy. Students and parents have been informed through the school newsletter and will be informed during parent orientations. Students are aware and are not pleased with the policy in general.
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?	Racial inequities could occur in the enforcement of the cell phone policy due to implicit bias, lack of stakeholder voice, and punitive discipline practices. This policy will not explicitly deepen racial inequity but the enforcement could deepen inequity without careful attention to graduated consequences.
8. Who (e.g., individual, department, team) is the main driver for improving racial equity for this particular proposal/initiative?	The school climate committee in conjunction with the Leadership Team would be the main drive for improving

	racial inequity with this policy. This initiative will be analyzed as part of our regular Behavior Data Analysis.
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
If yes with conditions, what changes need to be made in order to move forward?*	The Leadership Team will need to analyze the policy within the context of the SSBIH and our enforcement of graduated consequences.
Now that it is filtered, when does this program, policy, practice come into effect?	This policy will take effect on August 7th.

OPTIONAL	
Impact and Feedback	**Responses**
•	**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)	• **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.