



SWSD Race & Equity Impact Decision-Making Tool

The purpose of this tool is to engage everyone involved in Sedro-Woolley Schools to learn, think and address how race and equity impacts choices in instruction, programming, staffing, funding, and policy. All members of the Sedro-Woolley Schools community should strive to improve anti-racist practices and equity awareness through all of our activities and choices. The use of this tool should be used in any decisions that impact students, staff and families of the Sedro-Woolley School District and will be verified by Mike Olson.

Before a Decision

Section A: Pause and examine YOU - Who are you? (as an individual and as a decision making team)

- 1) Who is involved in making a decision? Who is at the table right now making this decision? What is your racial composition?
- 2) What dimensions of diversity beyond race (gender, class, sexuality, gender identity, culture, age, ability, immigrant status, etc.) are represented here? Who is not?
- 3) Based on our group membership, what inherent biases do we bring to the table?
- 4) What institutional power within the organization do we have? What powers do we not have?

Section B: Who is affected?

- 1) What is the composition of the impacted groups? Who is affected?
- 2) What are the existing racial disparities in the program we are trying to address? What is the data source?
- 3) What dimensions of diversity beyond race (gender, class, sexuality, gender identity, culture, age, ability, immigrant status, etc.) are in the impacted groups?
- 4) What are the power dynamics or disparities between YOU and those affected?
- 5) In which ways is the impacted group involved in the decision-making? Why that method?

Section C: What are the impacts?

- 1) How will the decision of this group advance equity in our system?
- 2) What evaluation tools and measures do we need to determine the impacts of our decision?
- 3) In what ways could the decision fail to advance equity?
- 4) What are the necessary resources to make this an equitable decision?
- 5) What are the potential challenges, structural barriers, or unexpected blind spots?

After the implementation of the decision: Reflection

Section D: What do you think happened?

- 1) Did you succeed in advancing equity? To what degree? How do you know? (What evaluation tools and measures were used to determine the impacts of our decision?) If no, what steps are we taking to ensure equity is still achieved?
- 2) Who helped you in ways you did not expect?
- 3) How does this decision increase opportunity and/or access for those who historically have been excluded? This means, more explicitly, who benefits from and/or who is harmed by the decision?
- 4) What are the strategies to improve access for ethnically diverse communities, including immigrants and refugees? Are interpretation and translation policies helping to improve access?
- 5) What additional information could be added to strengthen the policy or the policies cross-referenced with this policy?
- 6) What are the unintended consequences, positive or negative?
- 7) How have we invited authentic feedback (especially from those most impacted) on our process and our outcomes?

Summary of Findings (accountability)

Next Steps

Adapted from Arts Corps 2014 and Seattle Race and Social Justice Initiative August 2012

Thanks Shoreline School District for all of your help