



APPLYING THE RACIAL EQUITY TOOL:



Policy, Procedure, Practice, or Program: _____

Racial equity tool: programs, practices, policies and procedures aimed at racial equity will employ the following **racial equity best practices criteria:**

1. Educate on racial issues and raises racial consciousness

- How does the program, policy or procedure educate about the history and current realities regarding race, racism, opportunity gap and/or culture?
- How does the program, policy or procedure educate and encourage sharing about race and racism, including the connections between individual feelings and experiences and race-related systemic issues?

Evidence:

2. Promote racially inclusive collaboration and engagement

- How have people of color affected by the policy, program or procedure been involved in its development, implementation and evaluation?
- How does the program, policy or procedure foster greater engagement in the PSESD community?

Evidence:

3. Assess community conditions and set goals for affecting desired community impact.

- Are community conditions, including racial inequities, clearly documented? If not, what is the plan for doing so?
- How will goals be adjusted regularly to keep pace with changing community needs and racial demographics?

Note: to be anti-racist, the assessment and goal-setting should be a process driven by the community. People using the tool should be working with the community.

Evidence:

4. Expand opportunity and access for individuals

- How does the program, policy or procedure 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 program, policy or procedure?
- What are the strategies to improve access for immigrants and refugees, including appropriate interpretation and translation policies?

Evidence:

5. Affect systemic change

- How does the program, policy or procedure make changes within the organization to eliminate institutional racism (including the promotion of accountability)? How are issues of internalized racial oppression and internalized racial superiority acknowledged and attended to?
- How does the program, policy or procedure work to address structural racism?
Note: to be anti-racist, an analysis of power and gatekeeping is critical.

Evidence:

6. Develop and implement strategies for eliminating racial inequity

- What are the overall goals and outcomes of the program, policy or procedure? What are the specific strategies for decreasing racial inequity? How do the specific strategies work to decrease racial inequity?
- How will strategies be adjusted regularly to keep pace with changing community needs and racial demographics?

Evidence:

After conducting the analysis, think about:

- What are the lessons learned?
- What resources are needed to make changes? What are the next steps?

Lessons learned:

Resources needed to make changes:

Next steps:

PROTOCOL: RACIAL EQUITY TOOL APPLICATION



Purpose: To assist school districts and individual schools in analyzing policies, practices, programs and procedures using the Racial Equity Tool.

Materials:

- Copies of the Racial Equity Tool
- Applying the Racial Equity Worksheet
- Copies of the proposed policy or procedure
- Chart paper

Step One: Convene the group

- Convene a group and explain the use of the Racial Equity Tool. Ideally, the group members will have previously spent time discussing and becoming familiar with the RET.

Step Two: Review the policy/procedure through the lens of RET best practice questions

- For each best practice question posed by the RET, the group will identify evidence from the policy or procedure or practice or program that answers the question. Record the evidence in the box following each item on the RET Worksheet.
- (If the group is large, you might consider dividing the large group into smaller groups and assigning specific sections of the policy to small groups. They would provide leadership during the large group discussion of that section of the policy/procedure/program/practice.)

Step Three: Large group discussion of “evidence”

- Appoint a recorder to track the group’s discussion—either on a master copy of the RET Worksheet or on chart paper.
- As a group, reach consensus about the evidence and record that evidence on the master RET worksheet or on chart paper.

Please note: For some best practice questions, you will not find evidence within the policy, program, procedure, or practice you are reviewing. Those best practices questions should, then, prompt your group to develop a process or strategy for addressing the question.

Step Four: Group Reflection

- Once the group has completed the review and reached consensus on evidence or new strategies, conduct a more global reflection using the following questions to guide your conversation:
 - How well does the policy, procedure, practice, or program align with best practice as defined in the Racial Equity Tool?
 - Engaging with communities of color is critical when using the tool. How do we define “community”?
 - What insights have you gained from the activity that will help you support your district’s systems change that results in equitable outcomes for students?