



APPLYING THE RACIAL EQUITY TOOL:



District Policy, Procedure, Practice, or Program: _____

Significant Issue the District Faces: _____

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

CHOICE POINTS PROTOCOL:

- Using the RET Analysis Protocol, identify the choice points the district has the opportunity to confront in each of the six areas.

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?

Choice Points:

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?

Choice Points:

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.

Choice Points:

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?

Choice Points:

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.

Choice Points:

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?

Choice Points:

Coach’s Reflection and Discussion

Three rounds in trios

In each round:

- The coach presents a summary of the significant issue the district faces AND of the Choice Points he/she has identified in the district’s approach to the issue; 5 minutes
- The coach poses one or two questions related to working with the district on this issue for dialogue and support from other coaches; 2 minutes
- Two other coaches ask clarifying questions to ensure that they understand the coach’s concerns. 5 minutes
- Two coaches lead a trio discussion/problem-solving conversation about the coach’s question. 5 minutes