



Race & Equity Impact Decision-Making Tool
(Approval by Advisory Team) 4.28.21

The purpose of this tool is to engage everyone involved in Stanwood-Camano Schools to learn, think and address how race and equity impacts choices in instruction, programming, staffing, funding, and policy. All members of the Stanwood-Camano Schools community should strive to improve anti-racist practices and equity awareness through all of our activities and choices. We encourage the application of this tool in any decisions that impact students, staff and families of the Stanwood/Camano School District.

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? What is not?
- 3) Based on our group membership, what inherent biases (e.g. racial, political, gender, religious) do we bring to the table?

Section B: Who is affected?

- 1) What is the racial composition of the impacted groups? Who is affected?
- 2) Is there an existing racial disparity 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 group?
- 4) What are the power dynamics or disparities between YOU and those affected?
- 5) In what ways is the impacted group involved in the decision-making?
- 6) What additional methods can we employ that would increase the impacted groups' involvement?

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 and/or supports to make this an equitable decision?
- 5) How will we ensure accountability?
- 6) What are the potential challenges, structural barriers, or unexpected blind spots?

- 7) What follow actions will we complete to support our endeavors?

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) What are the unintended consequences, positive or negative?
- 4) How have we invited authentic feedback (especially from those most impacted) on our process and our outcomes?
- 5) What have you changed as a result of the feedback and outcomes?

Summary of Findings (accountability)

Next Steps

Adapted from Arts Corps 2014 and Seattle Race and Social Justice Initiative August 2012 and the Shoreline Race & Equity Impact Decision-Making Tool.

The Race and Equity Decision Making Tool was created by Stanwood-Camano School District Equity Leadership team in support of the Academic and Student Well-being Recovery Plan and House Bill 1368.

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