EQUITY DECISION MAKING TOOL

The purpose of this tool is to provide a simple structure for staff, especially decision makers, to pause, think and address how race and equity impacts choices in instruction, programming, staffing, funding, and policy. All members of the Rainier Prep community strive to implement anti-racist practices and create a community where diversity, equity and inclsuion are at the center.

Before you make 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?
>
> 5) How is this decision working to perpetuate white supremecist culture? Does this decision embody [a characteristic of white supremecist culture](#)? If so, what is the antidote are we providing?
>
> 6) Who are all the constituents affected and how will this decision be communicated to all?
>
> 7) What support will we offer to students, families, and staff? (i.e. family info nights, planning time, etc.)

Section B: Who is affected?

> 1) What is the racial composition of the impacted groups? Who is affected?
>
> 2) If known, what is the 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?

Adapted for Rainier Prep using [Shoreline Public Schools Race & Equity Impact Decision-Making Tool](#)

Draft April 27, 2021

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?

6) How might this affect different groups differently (ex 5th graders versus 8th graders or kids who ride the bus versus kids who families drop them off)

Section c: What are the potential 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?

6) How might this decision affect students? How might this decision affect students of color differently than white students?

7) How might this decision affect staff? How might this decision affect staff of color differently than white staff?

8) How might this decision affect families? How might this decision affect families of color differently than white families? Families with transportation or childcare or those without.

9) How will this meet **all** students' needs (academic and social / emotional) and access to a rigorous education?

After implementation of the Decision (Reflection)

What 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?

Adapted for Rainier Prep using Shoreline Public Schools Race & Equity Impact Decision-Making Tool

Draft April 27, 2021