

# Race and Equity Tool Kit

June 2020

**Vision:** *We will eliminate racial achievement and opportunity gaps in our school systems that perpetuates systemic racism through racist policies.*



## Purpose of Equity Tool

*It is the moral and ethical responsibility and a top priority for the Tukwila School District to provide Equity Access and Opportunity for every student, and to eliminate racial inequity in our educational and administrative system. Research indicates that racial disparities exist in virtually every key indicator of child, family, and community well-being.*

*Individual, institutional and structural impacts of race and racism are pervasive and significantly affect key life indicators of success. The Racial Equity Analysis Tool lays out a clear process and a set of questions to guide the development, implementation and evaluation of all policies, initiatives, professional development, programs, instructional practices, Human Resource standards and responsibilities and budget issues to address the impacts on racial equity. To do this requires ending **individual racism, institutional racism and structural racism.***

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The concept of racial equity goes beyond formal racial equality — where all students are treated the same — to fostering a barrier-free environment where all students, regardless of their race, have the opportunity to achieve. **This means differentiating resource allocations, within budgetary limitations, to serve students with the support and opportunities they need to succeed academically.**

Why and when should I use it?

- Use this tool to create an equity lens for educational leaders: The Racial Equity Analysis Toolkit provides a set of guiding questions to determine if existing and proposed policies, budgetary decisions, programs, Human Resources standards and responsibilities professional development and instructional practices are likely to close the opportunity gap for specific racial groups in Tukwila School District.
- Apply the tool to decrease the opportunity gap, and increase positive outcomes for students of color.

Department/School/Building \_\_\_\_\_

Facilitator: \_\_\_\_\_

Date \_\_\_\_\_

Committee/Community members: \_\_\_\_\_

Decision/Policy: \_\_\_\_\_

Are you:

Making a new decision? \_\_\_\_\_

Reviewing an existing decision? \_\_\_\_\_

Expected Outcomes: \_\_\_\_\_

Have you had any Equity Training from PSESD or TSD? \_\_\_\_\_

How many times have you used the Racial Equity Analysis Tool? \_\_\_\_\_

Please mark the type of decision below:

Applicable Policy

Procedure

Program

Budget Issue

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*o Professional Development*  
*o Hiring and Staffing*  
*Evaluation tool for staff*  
*Curriculum*

## Glossary:

*Race: Race is a powerful social idea that gives people different access to opportunities and resources. Race is not biological but is real. Race affects everyone, whether we are aware of it or not.*

*Individual racism: Pre-judgment, bias, stereotypes about an individual or group based on race. The impacts of racism on individuals include members of certain racial groups internalizing privilege and people of color internalizing oppression.*

*Institutional racism: When organizational programs or policies work to the benefit of certain racial groups and to the detriment of people of color.*

*Structural racism: The interplay of policies, practices, and programs of multiple institutions which leads to adverse outcomes and conditions for people of color.*

*Structural racism is more difficult to locate in a particular institution because it involves the reinforcing effects of multiple institutions and cultural norms, past and present, continually reproducing old and producing new forms of racism. Structural racism is the most profound and pervasive form of racism – all other forms of racism emerge from structural racism.*

*Anti-Racism is defined as the work of actively opposing racism by advocating for changes in political, economic, and social life.*

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*Anti-Blackness: The first form of anti-Blackness is overt racism. Beneath this anti-Black racism is the covert structural and systemic racism which categorically predetermines the socioeconomic status of Blacks in this country. The structure is held in place by anti-Black policies, institutions, and ideologies.*

*The second form of anti-Blackness is the unethical disregard for anti-Black institutions policies and cultural norms. This disregard is the product of class, race, and/or gender privilege certain individuals experience due to anti-Black institutions and policies. This form of anti-Blackness is protected by the first form of overt racism.*

*Accountable: Responsive to the needs and concerns of those most impacted by the issues you are working on, particularly to communities of color and those historically underrepresented in the civic process.*

*Educational and Racial Equity: Providing equitable access to opportunities, resources, curriculum, and support for each and every child by intentionally recognizing and eliminating historical barriers, as well as the predictability of personal and academic success based on race, background and/or circumstance.*

*Racial Inequity: When communities of color do not have access to equitable opportunities and a person's race can predict their social, economic and political opportunities and outcomes.*

*Stakeholders: Those student, families and community groups impacted by proposed policy, program or budget issue who have potential concerns or issue expertise.*

*Examples might include: specific racial/ ethnic groups, other institutions like Neighborhood House, schools, community-based organizations, staff and families.*

*Culture: The ways that we each live our lives; including values, language, customs, behaviors, expectations, ideals governing child rearing, the nature of friendship, patterns of handling emotions, social interaction rate, notions of leadership, etc.*

*Expected Outcomes: A measurable result that is planned for, using the racial equity tool.*

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*STEP 1: Set Outcomes, Identify and Engage Stakeholders Leadership sets key racially equitable outcomes and engages stakeholders (TSD staff and community members.)*

- 1. What does your department/division/school/ district define as racially equitable outcomes related to this issue?*
- 2. How will leadership communicate key outcomes to stakeholders for racial equity to guide analysis?*

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3. *How will leadership identify and engage stakeholders: racial/ethnic groups potentially impacted by this decision, especially communities of color, including students who are English language learners and students who have special needs?*

*Look Fors:*

- 1.

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*STEP 2: Engage Stakeholders in Analyzing Data Stakeholders (TSD staff and community members) gather and review quantitative and qualitative disaggregated data and specific information to determine impacts or consequences.*

- 1. How will you collect specific information about the school, program and community conditions to help you determine if this decision will create racial inequities that would increase the opportunity gap?*
- 2. Are there negative impacts for specific student demographic groups, including English language learners and students with special needs? Racial Equity Analysis Tool*

*Look Fors:*

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*STEP 3: Ensuring educational and racial equity /Determine Benefit or Burden*  
*Stakeholders (TSD staff and community members) collaborate to analyze how this*  
*policy/ decision/proposal/initiative/budget issue will increase or decrease educational*  
*and racial equity.*

- 1. What are the potential benefits or unintended consequences?*
- 2. What would it look like if this policy/decision/initiative/proposal ensured educational and racial equity for every student?*

*Look Fors:*



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*STEP 4: Evaluate Success Indicators and/or Mitigation Plans Stakeholders (TSD staff and community members) identify ongoing measures of success or mitigation plans for negative impacts*

- 1. How will you evaluate and be accountable for making sure that the proposed solution ensures educational equity for all students, families and staff?*
- 2. What are specific steps you will take to address impacts (including unintended consequences), and how will you continue to partner with stakeholders to ensure educational equity for every student?*

*Look Fors:*