

SAN JUAN ISLAND SCHOOL DISTRICT

EQUITY AND IMPACT

Educational equity is a foundational part of our educational system for every student in our school district. We began this Academic and Student Well-being Recovery Plan by using our equity tool to inform our decisions and planning by anticipating a range of perspectives and needs. Our recovery plans and decisions are made to support equity and inclusion and we support those values.

San Juan Island School District Equity and Impact Decision Making Tool

The purpose of this tool is to engage everyone involved in San Juan Island Schools to learn, think and address how race and equity impacts choices in instruction, programming, staffing, funding, and policy. All members of the San Juan Island 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 San Juan Island School District School District.

BEFORE A DECISION

Ask... **WHO ARE YOU?** (as an individual and as a decision-making team)

1. Who is involved in making the decision? Who is at the table? What is the team's racial composition?
2. What diversity beyond race is represented at the table?
3. Based on the group membership, what inherent biases do we bring to the table?

Ask... **WHO IS AFFECTED?**

1. What is the racial composition of the affected groups?
2. IF known, what disparity are we trying to address? What is the data source?
3. What diversity beyond race are impacted in the group?
4. In which ways are the impacted group involved in the decision making?

Ask... **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 our decisions fail to advance equity?
 4. What resources are necessary to make this an equitable decision?
 5. What are the potential challenges, structural barriers, or unexpected blind spots?
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