



# Walla Walla Public Schools

Developing Washington's Most Sought-After Graduates

## Policy & Program Equity Analysis Protocol

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### Background

Our Walla Walla Public Schools community defines equity as:

*fair, just and inclusive educational access and experience for all students.*

This definition commits us to identifying and addressing barriers and unhealthy cultures so that student belonging, participation and achievement is maximized. Focusing our equity lens on access allows us to ensure our students' educational experiences are fully realized, with careful and deliberate consideration to individual dignity, needs and circumstances.

### Walla Walla Public Schools equity commitments

- Standing up to injustice with school environments that are inclusive, respectful and tolerant, and confronting behaviors or actions by students, staff or guests that may be in conflict with these beliefs
- Ensuring a faculty and School Board that is both trained and implements anti-racist, culturally competent instructional environments and experiences
- Teaching respect and acceptance through socially just learning curricula for students
- Intentionally broadening our equity outreach by creating a culture where all stakeholders have a seat, a voice and a responsibility for change
- Prioritizing the diversity of our workforce through recruitment, retention and "growing our own" strategies
- Intentionally addressing equity when making program, curriculum and resourcing decisions
- Guaranteeing dignified and equitable family engagement that ensures resources, communication and outreach is provided in languages, materials and manners that maximize the school-to-home relationship
- Removing all barriers that overtly or covertly inhibit student belonging, participation and prosperity in their academic, athletic/activity and beyond-high-school plans



## **About the Protocol**

The WWPS Equity Analysis Protocol was developed to ensure explicit and intentional review when considering policies, programs or initiatives. According to Nelson and Brooks (2016), equity protocols provide a mechanism by which to:

- eliminate inequities
- identify clear goals, objectives and measurable outcomes
- engage community in decision-making processes
- identify who will benefit or be burdened by a given decision by examining and mitigating potential unintended consequences
- develop mechanisms for successful implementation and evaluation of impact

## **Critical Reflection and Analysis**

To prepare for critical reflection and analysis, consider the following key framing questions:

- What is the intent behind the policy/program being reviewed? Who is left out? (USC, 2017)
- What are taken-for-granted assumptions about who and how this policy or program will impact equity? (USC, 2017)
- What social constructions does this policy embrace?
- Who benefits from the way things are and who does not?
- What actions will redress the inequities we see in our policies, practices or programs?

## **Equity Review Instructions:**

Lead facilitator/reviewer and additional review members(if applicable) complete the description page, rate the extent to which the information being reviewed reflects the specific domain and provide rationale for your rating. If completed in partnership with a member of the district's Equity department, complete the recommendation/consideration section together. Otherwise, submit completed protocol to the WWPS Equity Department who will review and provide feedback for consideration.

# DESCRIPTION

Policy/Program Being Reviewed

Department/School

Lead Facilitator/Reviewer

Date

Additional Review Members

Briefly describe the policy, practice or program being reviewed:

## LEGAL & COMPLIANCE LENS

**Rate the extent to which the policy/program:**

**To A Great  
Extent**

**Somewhat**

**Very  
Little**

**Not At  
All**

Satisfies/meets relevant legal mandates (e.g. SPED/IDEA, 504, Title III/IX, Discrimination, Federal/State other, etc.)

**Rationale/ Explanation:**

**Recommendation or Consideration:**

## RESEARCH BASED

**Rate the extent to which the policy/program:**

**To A Great Extent**

**Somewhat**

**Very Little**

**Not At All**

Is informed by disaggregated data that intentionally addresses historically underrepresented and underserved populations

Reflects principles and practices derived from scholarly research that will likely bring about effective outcomes for populations historically underrepresented and underserved

**Rationale/ Explanation:**

**Recommendation or Consideration:**

## EQUITY-MINDEDNESS

Rate the extent to which the policy/program:	To A Great Extent	Somewhat	Very Little	Not At All
Positions participation and success of groups from racial, ethnic, and indigenous communities historically underserved or marginalized in school settings				
Ensures equity in language: -biased or stereotypical assumptions are not made about groups -groups from historically underserved populations are intentionally included				
Addresses disparities in treatment between and among groups (i.e. disproportionality in participation and outcomes)				

### Rationale/ Explanation:

### Recommendation or Consideration:

## INCLUSIVE PROCESS

**Rate the extent to which the policy/program:**

**To A Great Extent**

**Somewhat**

**Very Little**

**Not At All**

Intentionally includes voice and choice from internal and external stakeholders to inform and develop the policy and/or program (e.g. how did the process ensure multiple modes of input “at the table”, especially from those whose voices have been historically marginalized?)

**Rationale/ Explanation:**

**Recommendation or Consideration:**

## COMMUNICATIVE

**Rate the extent to which the policy/program:**

**To A Great Extent**

**Somewhat**

**Very Little**

**Not At All**

Informs stakeholders about the rationale, purpose and scope of its application

Articulates policy/program outcomes and expectations

**Rationale/ Explanation:**

**Recommendation or Consideration:**

# ACCOUNTABLE

Rate the extent to which the policy/program:	To A Great Extent	Somewhat	Very Little	Not At All
Specifies responsibilities and provides clear lines of accountability				
Includes clear, disaggregated measures of policy/program success with an intentional focus on equity-informed outcomes				
Maintains built-in safeguards and response protocols when outcomes fail to deliver desired results				

## Rationale/ Explanation:

## Recommendation or Consideration:

## References

Great Lakes Equity Center. (2014). *Policy Equity Analysis Tool*.

[https://greatlakesequity.org/sites/default/files/20150105558\\_equity\\_tool.pdf](https://greatlakesequity.org/sites/default/files/20150105558_equity_tool.pdf)

Nelson, J., & Brooks, L. (2016, December). Racial Equity Toolkit: An Opportunity to Operationalize Equity. Government Alliance on Race and Equity.

<https://www.racialequityalliance.org/resources/racial-equity-toolkit-opportunity-operationalize-equity/>

University of Southern California. (2017). Rossier Report: Protocol for Assessing Equity Mindedness. Center for Urban Education. [https://cue.usc.edu/files/2017/02/CUE-Protocol-Workbook-Final\\_Web.pdf](https://cue.usc.edu/files/2017/02/CUE-Protocol-Workbook-Final_Web.pdf)