

Policy to be reviewed: _____

Paste policy below or provide team members with a hard copy.

Part I: Discussion

Use the following guiding questions to collaboratively reflect on the policy under review:

1. Which student or family groups are most affected by the policy and/or resulting practices?
2. Are biased or stereotypical assumptions made about students within the policy?
3. How does the policy and/or resulting practices affect student groups that have historically been marginalized or disadvantaged?
4. How might or how does the policy and/or resulting practice unintentionally reinforce and/or contribute to existing disparities?
5. Could the policy cause disproportionate impact to specific groups based on other factors related to educational disadvantage, such as attendance patterns, residential vs. non-residential, participation in advanced college-prep curricula, etc.?
6. Who will benefit from the policy?
7. Who will be excluded?
8. Who is not eligible?

Part II: Annotate current policy

Read through the policy and annotate using the following guidelines:

- a) Circle words or phrases that denote or promote equity
- b) Underline words or phrases that may promote inequity (for example, by impacting certain groups of students more than others)
- c) Next to underlined text, write sample language that could embed equity into the policy

Part III: Revised Policy Language

Prior Policy	Revised Policy

Part IV: Theory of Action

As a group, complete the following if/then:

If we change _____ policy,
Then we will improve equity in our school community by _____
And we will know it's working because _____.