



## Equity Impact Statement for Office of Equity Annual Report

**Title:** Office of Equity Annual Report

**Date:** December 7, 2022

Was the [Racial Equity Planning Tool](#) used?  Yes  No

If yes, insert date(s) of REPT meetings and link to completed REPT here: The Office of Equity routinely uses the REPT in our work, including facilitating [this REPT](#) regarding student vaccination during FY 2021-22

Did a member of the Division of Equity, Strategy and Opportunity Gaps review this statement?  Yes  No

BPS Racial Equity Planning Tool Sections	Summary/Rationale
<p><b>1. Proposal/Presentation &amp; Impact</b> <i>What are the effort's desired outcomes, including in eliminating disparities? Who led this work, and do they reflect BPS students' and families' group identities (key groups include individuals who are Black, Latinx, Asian, indigenous, immigrant, multilingual, and have Special Education experience)?</i></p>	<p>The Office of Equity is reporting on SY 2021-22 accomplishments, including the quantity and nature of our responsive work regarding reports of possible bias-based conduct and sexual misconduct, and our proactive work to achieve equity in all facets of the Boston Public Schools' (BPS) instruction and operations. The Office of Equity staff reflects the diversity of BPS students and families, and has language capacity in Spanish, Haitian Creole, Somali, Arabic, and Korean.</p>
<p><b>2. Alignment with the Strategic Plan</b> <i>How does the presentation align with the district's strategic plan?</i></p>	<p>The work of the Office of Equity particularly aligns with:</p> <ul style="list-style-type: none"> <li>1.1 Ensure that BPS policies, plans, and budgets advance the Opportunity and Achievement Gaps Policy.</li> <li>2.7 Make every school a safe space for every BPS student, offering the support and protection needed to learn, grow, and thrive.</li> <li>5.1 Hire, support, and retain a workforce at every level that reflects our students' diverse cultures and languages; and address the structural barriers that impact staff and educators of color.</li> <li>5.3 Support and hold school leaders accountable for creating inclusive, culturally and linguistically sustaining school communities.</li> <li>5.4 Make BPS a place where staff want to be employed because they are focused on serving our students, and feel valued and supported in their work.</li> </ul>
<p><b>3. Analysis of Data</b> <i>What data did you use to analyze the issue/subject? Was it disaggregated by race? What did it show regarding disparities of historically marginalized populations?</i></p>	<p>The Office of Equity generates detailed data each year tracking our responsive work, training sessions, accommodations, and other project outcomes. Disaggregating our data by race is logistically difficult. However, race remains the most frequent basis of concerns received from students; and overwhelmingly, our work is on behalf of employees and students of Color, and/or members of other historically marginalized populations.</p>
<p><b>4. Stakeholder Engagement</b> <i>Who was engaged (quantity, demographics, and roles), how and what did it yield? What did the students/families most impacted by the proposal/presentation say?</i></p>	<p>The work of the Office of Equity impacts all students, families, and employees, but particularly those who are members of historically marginalized groups, such as people who are of Color, LGBTQ+, multilingual learners, immigrants, religious minorities, women or girls, and/or have disabilities.</p>

	<p>The Office routinely seeks input from our stakeholders through training evaluations, 24/7 Respect exit tickets, and meetings with families, students, community groups, union representatives and others. We embrace opportunities to continually become more effective in informing students, families, and staff about their rights and responsibilities under Equity circulars, and responding promptly and comprehensively to every concern we receive.</p>
<p><b>5. Racial Equity Strategies</b>  <i>How does this presentation mitigate disparities and increase equity, particularly racial equity? What are the unintended consequences? What complementary strategies will further advance equity?</i></p>	<p>The Office of Equity aims to ensure that BPS is an educational and working environment unimpeded by bias or discrimination, where individuals of all backgrounds and experiences are welcomed, included, encouraged, and can succeed and flourish. Our proactive work centers first on racial equity, but addresses all forms of equity, particularly prioritizing the needs of multilingual learners, and Special Education and LGBTQ+ students. The Office of Equity, in partnership with the other Offices that comprise the Division of Equity, Strategy, and Opportunity Gaps, is engaged in supporting every district and school leader to have the knowledge, skills, and tools they need to hold all policy, program, budget, and other key decisions to an equity lens, and first and foremost a racial equity lens.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>● Our LGBTQ+ student support training sessions are centered in the needs of LGBTQ+ students of color.</li> <li>● The 24/7 Respect video is available in spoken Spanish, features a racially diverse cast, and two of the four scenarios are about racial bias.</li> <li>● All three modules of the Racial Equity and Leadership training focus first and foremost on the imperative for deliberate, impactful, systemic anti-racist practices.</li> </ul>
<p><b>6 Budget &amp; Implementation</b>  <i>What are the budget impacts? How will implementation ensure equity objectives are met? Are there leadership and personnel who are Black, Latinx and bring a racial equity lens?</i></p>	<p>This presentation is a report on our SY 21-22 work, and as such, does not have budgetary implications. However, it is important to note that an uptick in concerns as students and staff returned to in-person learning and work in fall 2021, followed by an increase in school-based reporting in spring 2022, have led to the addition of one FTE during SY 21-22, and a request for another additional FTE for SY 22-23.</p> <p>Our permanent team, and our interns, are primarily Black, Latinx, and/or Asian, and consistently apply a racial equity lens.</p>
<p><b>7. Accountability &amp; Communication</b>  <i>How will impacts be assessed, documented and communicated to stakeholders? Who will be responsible for this?</i></p>	<p>The Office of Equity’s annual report to the School Committee, which assesses and documents the outcomes of our work, is a key component of our accountability and communications to all internal and external stakeholders.</p>