# Equity Impact Statement: Office of Equity Report

**Title:** Office of Equity Annual Report SY 2020-21  
**Date:** December 15, 2021

**Was the Racial Equity Planning Tool used?**  X 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 co-facilitating and -authoring [this exemplar](#) regarding school reopening during SY 2020-21.

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

## BPS Racial Equity Planning Tool Sections

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<th>BPS Racial Equity Planning Tool Sections</th>
<th>Summary/Rationale</th>
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<tr>
<td><strong>1. Proposal/Presentation &amp; Impact</strong></td>
<td>The Office of Equity is reporting on SY 2020-21 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 aspects of the functioning of the district. The Office of Equity staff reflects the diversity of Boston Public Schools (BPS) students and families, and has language capacity in Spanish, Haitian Creole, and Korean.</td>
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<td><strong>2. Alignment with the Strategic Plan</strong></td>
<td>The work of the Office of Equity particularly aligns with: 1.1 Ensure that BPS policies, plans, and budgets advance the Opportunity and Achievement Gaps Policy. 2.7 Make every school a safe space for every BPS student, offering the support and protection needed to learn, grow, and thrive. 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. 5.3 Support and hold school leaders accountable for creating inclusive, culturally and linguistically sustaining school communities. 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.</td>
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<td><strong>3. Analysis of Data</strong></td>
<td>The Office of Equity generates detailed data each year tracking our responsive work, training sessions, accommodations, and other project outcomes. Disaggregating other data by race is logistically difficult. However, race remains the most frequent basis of concerns received from both students and staff; and overwhelmingly, our work is on behalf of employees and students of Color, and/or members of other historically marginalized populations.</td>
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<td><strong>4. Stakeholder Engagement</strong></td>
<td>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+, English learners, immigrants, religious minorities, women or girls, and/or have disabilities.</td>
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The Racial Equity Planning Tool (REPT) co-led by the Office of Equity.
regarding school reopening relied on extensive stakeholder engagement conducted by our Community and Family Engagement teams. The voices of those most impacted were at the center of the equity analysis, and were instrumental in decision-making and implementation strategies.

5. **Racial Equity Strategies**
*How does this proposal/effort mitigate disparities and increase racial and other equity? What are possible unintended consequences? What complementary strategies will further advance equity?*

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 considers all forms of equity, particularly prioritizing the needs of English 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.

For example, the school reopening REPT led to the decision to open in-person learning to specific historically marginalized and high needs populations, a strategy rooted in advancing equity.

6. **Budget & Implementation**
*What are the budget impacts? How will implementation ensure all objectives, particularly equity-related objectives, are met? What are the group identities of the implementation team, and will they bring an equity lens?*

This presentation is a report on our SY 20-21 work, and as such, does not have budget impacts. 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 led to a request for a one-time allocation of funds to add temporary staffing (one full-time employee and one additional co-op student) to meet the increase in district needs.

Our permanent team, and our interns and fellows, are primarily Black, Latinx, and/or Asian, and consistently apply a racial equity lens.

7. **Accountability & Communication**
*How will impacts be assessed, documented and communicated to stakeholders? Who will be responsible?*

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.