

Office of the Superintendent Equity, Strategy, and Opportunity Gaps

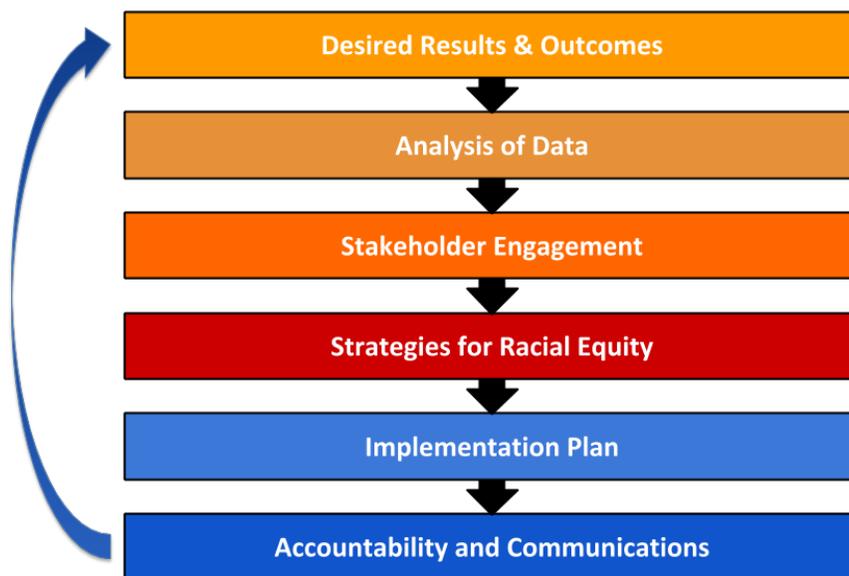
BPS RACIAL EQUITY PLANNING TOOL¹

There is no higher priority for the Boston Public Schools than providing equitable access, and opportunity for every student. Research indicates that racial disparities exist in virtually every key indicator of child, family, and community well-being. Individual, institutional and structural impacts of race, racism, and other biases are pervasive, and significantly affect key life indicators of success.

Advancing racial equity is **OUR** work. Every member of the BPS community is expected to share an awareness of inequities, and a personal commitment to eliminating them through deliberate action.

The BPS Racial Equity Planning Tool lays out a clear six-step process to operationalize this commitment to ensure each decision we make is aimed at closing opportunity gaps and advancing racial equity. The toolkit presents resources to guide the development, implementation and evaluation of significant policies, initiatives, programs, professional development, instructional practices and budget decisions. Advancing equity requires ending individual, institutional, and structural racism and bias, and deliberately, thoroughly, and consistently applying a rigorous equity lens to our work. To foster a barrier-free environment where all students, regardless of their race or ethnicity, have the opportunity to achieve, we must disrupt status quo methods of decision-making, differentiate resource allocations, include community voice, and provide the support and authentic opportunities students need to thrive.

BPS RACIAL EQUITY PLANNING TOOL COMPONENTS



¹ Adapted from the Seattle Public Schools Racial Equity Analysis Tool, and the Government Alliance on Race and Equity *Racial Equity Toolkit* (see www.racialequityalliance.org).

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Glossary

Race: A powerful social construction that historically has been used to differentiate groups and maintain a hierarchy of human beings. While race is not biological, it is real and affects everyone, whether we are aware of it or not, providing people different access to opportunities and resources (Haney-López, 2000; Omi & Winant, 1994; Solorzano & Yosso, 2002; Banks, 1995; Perez-Huber, 2010).

Culture: The ways that we each live our lives, including values, language, customs, behaviors, expectations, ideals governing child-rearing, the nature of friendship, patterns of handling emotions, social interaction rates, notions of leadership, etc. Culture is how the brain makes sense of the world (Hammond, 2015).

People of Color: Individuals whose heritage includes African, Asian, Indigenous, Latinx, and/or Pacific Island ancestry, and have been impacted by the history and current reality of racism, colonialism, and genocide.

Racism: The belief and dominance of one race over all others, manifested in practices, beliefs, social relations, phenomena, institutions, structures, and systems. The reproduction and maintenance of a racial hierarchy and social structure that yield superiority, power, resources and privilege for some, and discrimination, exploitation and oppression for others. In the US, this racial hierarchy has White people (“Caucasians” or “people of European heritage”) at the top (Lorde, 1992; Marble, 1992; Solorzano & Yosso, 2002; Perez-Huber, 2010; Bonilla-Silva, 2001; Dubois, 1999; Roediger, 1999; Cole 2019).

Individual Racism: The interpersonal manifestations of racism, whether overt or covert, that include expressions of hate or discrimination, or support the reproduction of a racial hierarchy (Government Alliance of Racial Equity, 2016; Aspen Institute, 2016; Marble, 1992; Solorzano & Yosso, 2002).

Institutional Racism: Policies, practices and procedures within and across institutions that, intentionally or not, yield better outcomes for White people than for People of Color (Government Alliance on Racial Equity, 2016; Aspen Institute, 2016).

Structural/Systemic Racism: The historical and current system in which public policies, institutional practices, cultural representations, and other norms work to reinforce a racial hierarchy that distributes privileges associated with “whiteness,” leading to adverse outcomes and conditions for Communities of Color (Government Alliance of Racial Equity, 2016; Aspen Institute, 2016; Tuck & Yang, 2012).

Internalized Racism: Acceptance of negative attitudes, beliefs, ideologies, and stereotypes perpetuated by the White dominant society as being true about one’s racial/ethnic group. (Molina & James, 2016).

Settler Nativism: A belief born out of the erasure of Indigenous Peoples and the history of White settler colonialism in the United States, that holds Whites as the *native* and relegates People of Color, particularly immigrants of Color as *foreigners*. Settler Nativism has three critical components: (1) an intense opposition to the “foreigner,” which (2) creates the defense and protection of a nationalistic - White - identity, where (3) the foreigner becomes a perceived threat to that nationalistic identity. Settler Nativism and its intersection with racism impacts the lives of a large segment of the BPS population. (Tuck & Yang, 2012; Galindo & Vigil, 2006; Higham, 1955; Pérez Huber, 2010).

Racist: One who supports racism through action or inaction. One who expresses an idea stemming from racism or acts in accordance with racism. Being racist is not always a fixed state (Kendi, 2019).

Anti-Racist: One who supports policies, practices, and action aimed to dismantle racism and racial hierarchies. One who expresses an idea that counters racism, and acts in accordance with that idea (Kendi, 2019).

Bias: Lending disproportionate weight in favor of or against one thing, person, or group compared with another. Biases are not always negative, but are cognitive shortcuts that can distort the nature or impact of our actions, and can lead to rash decisions or discriminatory practices. Keeping biases in check requires a delicate balance of self-awareness and deliberate action. See [7 Forms of Bias](#).

Equality: When everyone receives identical treatment and services.

Equity: Providing people what they need to achieve a desired outcome. In light of equity, the desired outcomes can be debated, but what is indisputable is that people bring different assets and require different supports to achieve it. This calls for targeted universalism. (Rose, 2020)

Racial Equity: When race can no longer be used to predict outcomes. This is what a genuinely non-racist society would look like (Government Alliance for Racial Equity, 2016; Aspen Institute, 2016).

Educational Equity: Providing access to opportunities, resources and support for each and every child by intentionally recognizing and eliminating historical and current barriers, as well as the predictability of personal and academic success based on race, background and/or circumstance.

Inequity: When historically marginalized/oppressed communities do not have access to opportunities and a person's race/circumstance can predict their outcomes (Government Alliance for Racial Equity, 2016; Aspen Institute, 2016).

Targeted Universalism: A strategy that addresses everyone's needs by focusing resources on those with the highest needs first. In education, targeted universalism addresses all students' learning and flourishing by focusing resources on highest needs students and historically marginalized students, and addressing these needs first (Powell, 2009).

Accountable: Those who are charged with meeting the needs and concerns of those most impacted by the issues you are working on, are held responsible for the depth of their efforts and the measurable results.

Stakeholders: Those students, families and community groups impacted by proposed policy, program or budget decision. A commitment to racial equity requires BPS to center the voices and priorities of those whose lives are most impacted by the decision, namely Black/Latinx students and families.

Expected Outcomes: The measurable results a plan seeks to achieve as identified by using the equity tool.

Purpose & Utilization

Why do we have to use this planning tool?

In addition to expecting every member of the BPS community to hold equity as a core value, the [2016 Opportunity and Achievement Gaps Policy](#) calls on every staff member in each district department, office and school to take deliberate action to identify and dismantle cultural, structural, racial and social barriers that create opportunity gaps for students. Goal 5 of the policy speaks directly to this:

*GOAL 5: DISMANTLING STRUCTURAL BARRIERS AND PROVIDING GREATER ACCESS TO OPPORTUNITIES
To create a District that prioritizes its capacity to give each child equitable access to opportunity and achievement, while vigilantly identifying and dismantling cultural, structural, racial and social barriers that could hinder their access to high quality learning environments.*

Additionally, Goal 6 of the policy elevates the district's commitment to ensuring that students, families and communities are an integral part of BPS decision-making processes.

*GOAL 6: STUDENTS, FAMILY, AND COMMUNITY AS AUTHENTIC PARTNERS
To create a District that views students and families as incalculable assets and optimizes opportunities for each school across the District to productively engage its students, families, and the array of community partners within and around them.*

The BPS Racial Equity Planning Tool operationalizes these goals, establishing a protocol for decision-making centered on equity, and offering resources at each stage. The protocol ensures that we include the voices and focus on the experiences and needs of those historically marginalized in Boston, including Black, Latinx, and Asian students, families, and staff members, English learners, students with disabilities, and all of their intersections. The BPS Racial Equity Planning Tool directs us to make every effort possible to advance racial equity consistent with the OAG policy goals by facilitating intentional and continuous community engagement, deliberately mitigating bias, and forging strategies most likely to produce equitable outcomes. Conducting racial equity analyses moves BPS closer to becoming an [Anti-Racist, Multicultural Institution](#).

When and how should this planning tool be used?

Apply the BPS Racial Equity Planning Tool at the start of your school or department's decision-making process. It is strongly recommended that your team map out the major decisions you will undertake this year to plan for the use of the planning tool. This tool deliberately slows down processes to ensure equity is not overlooked or considered as an afterthought; it should not, however, be the reason a decision is delayed.

Examples of decisions that require the use of the planning tool to ensure equity is "baked in" at every stage:

- Proposals that will go before School Committee for a vote.
- Allocation of financial or other resources.
- Circular, policy, practice or protocol development or significant modifications.
- Major initiatives, such a new professional development program or a school closure.
- Any school-based curricular or extracurricular program or operational change that will impact more than one classroom.

Fidelity to the six steps of the tool will provide the best outcomes. The sub-questions can be reshaped to suit your decision process; some will require deep analysis, while others will not. The conversations will

be most effective if a broad range of perspectives are represented in the room, including individuals with a variety of racial/ethnic identities, and stakeholders who will be most impacted by the decision. Using the planning tool early, thoroughly, and frequently will ensure the key people, relevant data, and conducive conditions are present for a thoughtful, inclusive decision-making process. This will produce decisions that move the needle on closing opportunity gaps and other racial disparities for historically marginalized populations in BPS, including students, families, and employees.

The tool is less effective if it is not introduced at the start of a decision-making process, thus it should be applied as early as possible. Consider how often and when the tool should be reapplied in whole or part as the proposal evolves, and as an evaluative analysis once the proposal is finalized and implemented. The tool is cyclical, as depicted on page 1, to facilitate evaluation and monitoring.

How can we use the tool to review decisions, policies or processes after implementation?

The BPS Racial Equity Planning Tool can be used to review decisions, policies and processes that are currently in place, whether they were implemented recently or established many years ago. Such a review may identify lessons learned that can be applied to future decisions and/or modifications that can be made to the policy, program or process to more effectively advance equity. When applying the tool in this context, rephrase the questions as needed without skipping any section of the tool. For example, if you are evaluating a current program or policy and have no plans to reopen stakeholder engagement, state that in your analysis and explain what conditions have led to this not being a priority. Your analysis should then include the fact that it is shaped by the limited perspective of those who are at the table, and excludes the perspective of those who are not (such as students or parents).

Research & Data Resources

Boston Public Schools is committed to utilizing data to inform our strategies and understand our impact. Data must be used to provide a clear understanding of the issue we are addressing, identify inequities, and assess if we are achieving our desired impact and program/policy goals. To make data-driven decisions that advance educational equity, opportunity, and achievement for all students, we must take into account different levels of performance and impact data. To help with the data analysis section of the tool, below are some data resources.

BPS Resources

- [Student Information System \(ASPEN\)](#): Real-time data on students and staff in BPS
- [BPS Data Warehouse](#): Online portal for data analytics
- [Opportunity Index](#): Measures and quantifies schools that serve the highest concentrations of students in need
- [BPS Data & Reports](#): Publicly available data
- [ODA Data Request Form](#): For use by BPS staff
- [Office of Opportunity Gaps Suggested Reading](#)
- [Community Asset Map](#)
- [PartnerBPS](#): BPS partnership portal

City Resources

- [Analyze Boston](#): The City of Boston's open datasets
- [Boston Public Health Commission Data & Research](#): Provides information on the health status of Boston residents, including social determinants of health

- [Health of Boston Report](#): Biannual report on the health status of Boston residents
- [Boston Maps](#): Tool to create data maps to view and analyze data geographically
- [Boston Planning and Development Agency](#): Research publications and targeted information about Boston and its residents

State Resources

- [MA Department of Elementary and Secondary Education](#): State, district and school level data
- [MA Department of Higher Education](#): Data Center
- [MassData](#): Open dataset for the Commonwealth of Massachusetts
- [Mauricio Gaston Institute for Latino Community Development and Public Policy](#): Latinx community-focused research publications from UMass Boston
- [Annenberg Institute](#): Educational research publications from Brown University

Federal/National Resources

- [US Census Bureau American Fact Finder](#)
- [US Census Quick Facts](#)
- [Center for Disease Control](#)
- [Data.gov](#): Federal government's open data source
- [Google Scholar](#): Scholarly literature search engine
- [Addressing Racial Disproportionality in Special Education](#): Inquiry and planning tool recommended by the Office of Special Education
- [Annotated Checklist for Addressing Racial Disproportionality in Special Education](#): Inquiry and planning tool recommended by the Office of Special Education

Community Engagement Resources

GOAL 6: STUDENTS, FAMILY, AND COMMUNITY AS AUTHENTIC PARTNERS

To create a District that views students and families as incalculable assets and optimizes opportunities for each school across the District to productively engage its students, families, and the array of community partners within and around them.

Why is community engagement important?

While data and scholarly literature are important in understanding issues and determining strategies to address them, they are not enough. Centering the voices and experiences of the communities who have been historically precluded from decision-making processes that affect their lives, and involving them throughout all phases of the decision-making process is essential to racial equity.

What is equitable and inclusive engagement?

Equitable and inclusive community engagement is a key component to successful planning and decision-making. Without equitable and inclusive engagement, there is risk of making decisions that could have negative unintended consequences on residents and communities, particularly vulnerable populations and under-resourced communities. Decisions made about policies, public benefits, and the distribution of resources will serve best if made in partnership with the people they affect.

Source: Boston Public Health Commission 2016- 2019 [Community Engagement Plan](#).

This section is intended to provide tools and best practices for stakeholder/community engagement, particularly to ensure that we listen to communities of Color.

Community Engagement Spectrum

The International Association for Public Participation (IAP2) developed an internationally recognized and adopted spectrum of engagement that helps identify the levels at which the public can be engaged, and the corresponding commitments to stakeholders. An adapted version of this spectrum can be found in the Boston Public Health Commission Community Engagement Plan. Government-led community engagement has historically lived between *Inform* and *Consult*. This planning tool asks you to *Involve*, *Collaborate* and *Empower* and prioritize the voices of Black and Latinx students and families, especially those who are receiving English Learner and/or Special Education services as much as possible.

		INCREASING IMPACT ON THE DECISION				
		INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
PUBLIC PARTICIPATION GOAL		To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	To obtain public feedback on analysis, alternatives and/or decisions.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision making in the hands of the public.
	PROMISE TO THE PUBLIC	We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.

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Source: [International Association for Public Participation](https://www.iap2.org/)

Best Practices in Stakeholder Engagement

- **Examine your lens and bias.** Our experiences and that of our families and communities shape the lens through which we see, understand and engage with the world. They also give way to biases regardless of our best intentions. Understanding our lens and biases is the first competency in the [CLSP Continuum](#) because it is a necessary prerequisite in order to disrupt these biases in our practice. Biases will impact how we think about, plan and implement our engagement strategies; recognizing this is critical to ensuring an inclusive and successful engagement effort.
- **Start now.** The best way to ensure that your community engagement will be successful is to develop strong relationships with stakeholders before you need their involvement, and this takes time. Stakeholders are more likely to engage when there is trust and established two-way, responsive communication. Avoid reaching out only about emergent issues or to make asks. This means that every educator, school and district staff member must embrace building positive relationships with students and families as part of their job; they are our constituents.

- **Conduct a Stakeholder Analysis.** Identifying who your key stakeholders are is critical to a meaningful and equitable engagement for the step #3 analysis. The [Interaction Institute for Social Change](#) proposes looking at those whose stakes can be defined as:
 - *They are responsible for making the final decision*
 - *They are responsible for implementing the final decision*
 - *They are supporters of the initiative*
 - *They are possible or likely blockers of the initiative*
 - *They have relevant resources or expertise*
 - ***They will be affected by the outcome of the initiative***

Vital to this stakeholder analysis is consideration of the various stakeholders' needs and access, and the power dynamics among them. This will inform your engagement strategy (i.e. is one stakeholder meeting sufficient, or should we have multiple smaller language-specific meetings, at the school or in the local church or mosque, etc.).

- **Meet people where they are.** Historically marginalized, disenfranchised and muted communities have legitimate barriers to engaging with institutions that have not consistently listened to them or served them well. In Boston, it is important to recognize the history of segregation, violent resistance to desegregation, and racism that played out in our public schools, and the resulting distrust and damage this has done to generations of families. The onus is on BPS educators and other staff to ensure we go beyond an invitation to a meeting at the school or central office. Identify how you access your stakeholders, directly or with the help of other people, organizations/institutions, and the district offices, and integrate this into your strategies.
- **Clarify the why.** Stakeholders have varying levels of information and understanding of the decision to be made, and therefore may be apprehensive about engaging in the decision-making process. Lack of experience in the education field and with schools, language, transportation, childcare, and other demands on time are common barriers to low engagement. Beyond this, many BPS stakeholder communities, such as Latinx and Caribbean families, carry a deep respect for and deference to educators embedded in their culture. Help stakeholders understand how their perspectives, aspirations and needs are important in shaping the decision, and with families in particular, make the connection to the quality of their child's educational experience.
- **Employ multiple strategies with partners.** Consider what the best vehicle for stakeholder engagement would be. While efficiency, budget and expediency tend to drive engagement processes, these often preclude equity. Partner with trusted advocates and community members; this may an organization, faith-based institution, or teachers. Be protective of the most vulnerable among your stakeholders, and employ methods that will elevate their voices. Written invitations/letters, flyers, emails and robocalls may not be enough. Personal invitations, phone-banking, social media outreach, texting, door-knocking and canvassing areas where you stakeholders spend time may be necessary. Making connections between the decision, decision-making process, and classroom learning is an effective way to engage students.
- **Incorporate these factors in your engagement planning:**
 - Apply the 80/20 rule: 80% of the time the community members should be talking; 20% of the time, the BPS staff members should be presenting or facilitating. Make sure participants leave your engagement feeling seen and heard.
 - Whether large or small, consider space (break out rooms, facilities), transportation

- access, day of the week, time of day, and interpretation.
- Kinesthetic activities, discussions, think-pair-share, and small group share outs.
 - Elicit comments and questions verbally and in writing to accommodate those who do not want public attention.
 - Incorporate visual documentation, such as slides and note-taking on large newsprint.
 - When possible and appropriate, employ online/technology tools such as [Kahoot](#) and [Poll Everywhere](#) for real-time audience participation.
 - Document feedback, and be transparent with stakeholders about if and how their engagement will feed into a larger process.
 - Document participation; number and demographics of participants relative to the stakeholder group is an important data point to reflect the quality of the engagement and to inform future processes. Be sensitive to the concerns and sensitivities of vulnerable communities, such as those who may be undocumented.
 - In some instances, it may be necessary to support your partners to host and/or lead the conversation to increase participation and obtain honest input.

BPS Engagement Resources

The BPS [Office of Engagement](#) is comprised of several departments that have established vehicles for stakeholder engagement, including

- [School Site Councils \(SSC\) and School Parent Councils \(SPC\)](#): Every school should have an SPC, and must have an SSC. The SSC comprises parents/guardians representative of the racial and ethnic diversity in the school, educators (BTU members), and school administrators, and should be well-prepared to make major decisions for the school.
- [Boston Student Advisory Council \(BSAC\)](#): BSAC aims to include at least one student representative from every high school. They can offer a student perspective, and also host town halls on varying topics over the course of the school year.
- [Student Government](#): Every high school should have an active student government body.
- [School Partners](#): A list of partners for each Boston Public School can be found at partnersbps.org. Partners can play a key role in supporting engagement efforts around key decisions at a school and in the central office. We encourage you to reach out to them to seek their input and to their help in activating their networks of students and the communities they serve.
- [Community Engagement Team](#): Members of this central office team can help you connect with community partners: nonprofits, advocacy groups, faith-based organizations, and civic groups.

The [Office of English Learners \(EL\) Parent Engagement Team](#) is dedicated to reaching out to the families of EL students and the agencies that service them. The team reflects the cultural communities of the largest EL populations in Boston and speak the languages of these cultures, including Arabic, Cape Verdean Creole, Haitian Creole, Portuguese, Somali, Spanish, and Vietnamese.

The [Office of Special Education](#) supports family and community engagement efforts by providing guidance and content to ensure the families of students with disabilities are engaged and informed. Office contact: Lisa Connor <lconnor2@bostonpublicschools.org> or 617-635-8599.

- [SPEDPAC](#): A citywide parent advocacy organization that shares information and resources to help all families of special education students understand their rights and options.

Other Engagement Resources

- [Boston Public Health Commission’s Community Engagement Plan](#)
- [Racial Equity Tools: Civic or Community Engagement](#)
- Boston [Community Asset Map](#)
- [Mayor’s Youth Council](#): Managed by the Department of Youth Employment and Engagement, this youth advisory body is representative of all Boston neighborhoods

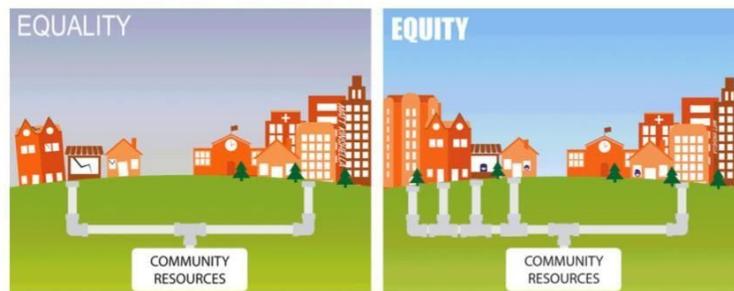
Strategies for Racial Equity

Equality vs. Equity

Often conflated, equity and equality can in fact stand in opposition to each other. To eliminate opportunity gaps persistent for Black and Latinx communities in Boston Public Schools, we must make a hard pivot away from a core value of equality - everyone receives the same - to equity: those with the highest needs are prioritized.

EQUITY vs EQUALITY

To close these gaps, we must **target strategies to focus on gains for those most marginalized**



and move beyond “services” and to **changes in policies, institutions and structures**

Why target our strategies?

Given our finite resources, we must make decisions about where to target our resources, time and energies, opting for strategies that produce the best results for the most vulnerable. While this may at times feel as though some are being left out of services or benefits, what we know is that when the most vulnerable are served, everyone benefits. This is argued in the article, [The Curb-Cut Effect](#), offering sidewalk curb-cuts as an example of a change which the disability community championed that has benefited society broadly, including those pushing strollers or making deliveries. For this reason, we should seek targeted universal strategies, as defined below. ([Link to video and information on Targeted Universalism](#))

Targeted Universalism: Same high standards; targeted approaches



A targeted universal strategy is one that is inclusive of the needs of both the dominant and the marginal groups, but pays particular attention to the situation of the marginal group. Targeted universalism rejects a blanket universal, which is likely to be indifferent to the reality that different groups are situated differently relative to the institutions and resources of society. It also rejects the claim of formal equality that would treat all people the same as a way of denying difference.

- John Powell, Post-Racialism or Targeted Universalism?, *Denver University Law Review* (2009)

BPS has several examples of excellent targeted programming and initiatives, however, these will not be sufficient to achieve racial equity. Structural and systemic change is necessary for this. While developing the strategies to advance racial equity, consider the complementary policy and system changes that can make the need for your initiative or program obsolete.

Support and Submissions

Schools and Central Office departments looking for support or technical assistance in conducting a BPS Racial Equity Planning Tool analysis should reach out to the Office of Opportunity Gaps and/or the Office of Equity. Once a BPS Racial Equity Planning Tool has been completed, please email a copy of the [Racial Equity Planning Tool Summary](#) to the contact below.

For support, email the Office of the Superintendent - Equity, Strategy, and Opportunity Gaps at: REPTsuptoffice@bostonpublicschools.org

Racial Equity Planning Tool Cover Sheet

Title: _____
Name of the policy, practice initiative, program, or budget decision under consideration

Dept./School: _____

Main Contact: _____

Name	Email	Phone
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Participants

List of core participants' names, affiliations/membership to a stakeholder group (staff, students, families, community advocates, partners, etc.), and their racial/ethnic identities. Add rows as needed.

Name	Affiliation/Stakeholder Group	Race/Ethnicity

Are the participants reflective of the population that this decision impacts/involves? If not, please explain barriers to representation and the efforts to overcome them.

BPS Racial Equity Planning Tool

Your planning process using the [BPS Racial Equity Planning Tool](#) should produce a write-up that responds to the following six sets of questions. Please also include the [Cover Page](#) (page 12) describing the core team leading the drafting of this proposal, and submit the [Summary](#) (page 14) as directed.

Step 1: Desired Outcomes

What is the proposal under consideration and the desired outcomes?

- Describe the proposal. What are its intended outcomes, internally and externally? Frame this through the experience of those most impacted: how does this proposal impact the students/communities with the greatest needs, particularly Black and Latinx students and families?
- How will the proposal address racism and close opportunity gaps?

Step 2: Analysis of Data

What does the data tell us about the current situation for Black, Latinx, EL, and Special Education students?

- What existing data is available to help shape this proposal, and is that data disaggregated by race?
- What does quantitative and qualitative data tell us about existing racial inequities and their root causes?
- How will the proposal impact Black, Latinx, EL and Special Ed and economically disadvantaged students?
- What additional data would be helpful in analyzing the proposal and how can we obtain it?

Step 3: Stakeholder Engagement

How have Black, Latinx, EL, Special Education and economically disadvantaged students, families, staff, and other key internal and external stakeholders been engaged in considering and shaping the proposal?

- Who are the stakeholders most impacted by the proposal and how have we involved them and those from historically marginalized communities in developing the proposal?
- What has our engagement told us about the potential positive and/or negative impacts of the proposal for different groups and how this proposal might produce or perpetuate racial inequity?

Step 4: Strategies for Racial Equity

Given what we learned from steps #2 and #3, what are our strategies for advancing racial equity?

- Do our strategies address conditions that perpetuate inequities instead of “fixing” students/other people?
- Who may benefit from or be burdened by the proposal? What are potential unintended consequences?
- How could the proposal be modified to enhance positive impacts or mitigate negative impacts?
- Are there complementary strategies that we or our partner(s), can implement?
- How will we collaborate with stakeholders for long-term positive change?
- Are the impacts aligned with our desired outcomes defined in Step #1?

Step 5: Implementation Plan

What is our plan for implementation?

- Is the plan realistic and adequately resourced?
- Does it include leadership and personnel who are Black, Latinx and bring a racial equity lens?
- Does it ensure ongoing data collection, public reporting, and community engagement?
- If any of these answers is no, what resources or actions are needed, who will perform them and when?

Step 6: Accountability & Communications

How will we ensure accountability, including evaluating and communicating results?

- How will impact be documented and evaluated, including whether we achieve the anticipated outcomes, advance racial equity and close opportunity gaps?
- How are we disaggregating and presenting data to highlight how this strategy is impacting Black, Latinx, EL, Special Education, and other historically marginalized communities?
- How will we continue to partner and deepen relationships with students, families, and communities of

color to make sure our work to advance racial equity is effective and sustainable for the long-haul?

Racial Equity Planning Tool Summary

The purpose of this tool is to ensure students from historically marginalized populations are at the center of our decision-making, such as Black, Latinx, Indigenous, English learners and Special Education students. Use this form to summarize your process. Submit this completed form to REPTsuptoffice@bostonpublicschools.org

Title: _____ **Date** _____
Name of the policy, practice initiative, program, or budget decision under consideration

Racial Equity Tool Sections	Summary
<p>Proposal Leadership <i>Who led this process, what are their affiliations and racial/ethnic identities? Is there Black and Latinx representation?</i></p>	
<p>Strategic Plan Alignment <i>How does the proposal align with the district's strategic plan?</i></p>	
<p>1. Proposal & Impact <i>What is the proposal, its desired outcomes and impact on traditionally marginalized communities, such as Black, Latinx, EL, and Special Ed students and their families (most impacted)?</i></p>	
<p>2. Analysis of Data <i>What data did you use? Was it disaggregated by race and other key factors? What did it show?</i></p>	
<p>3. Stakeholder Engagement <i>Who was engaged (quantity, demographics, and roles), how and what did it yield? What did the students/families most impacted say?</i></p>	
<p>4. Racial Equity Strategies <i>How does this proposal mitigate disparities and increase equity, particularly racial equity? What are the unintended consequences? What complementary strategies will further advance equity?</i></p>	
<p>5. Budget & Implementation <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>6. Accountability & Communication <i>How will impacts be documented and communicated to stakeholders?</i></p>	
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