



# Oak Park Elementary School District 97

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**TO:** Board of Education

**FROM:** Dr. Carol Kelley, Superintendent of Schools

**RE:** Implementation of BOE Policy 7:12, Section B, Racial Equity Analysis

**DATE:** March 17, 2020

In an effort to update the Board of Education on the district's implementation of BOE Policy 7:12, (**Implementation, B. Racial Equity Analysis**), please find a copy of the special report which will be discussed during a future BOE meeting (click [here](#)).

BOE Policy 7:12 requires the district to review existing policies, programs, professional development, and procedures to ensure the promotion of racial equity and elimination of inequity and its contributors. Additionally, the district is required to use a racial equity analysis lens to review any new policies, practices, procedures and programs to ensure we do not have oppressive systems or barriers. Finally, the policy states that "the district will develop a racial equity review tool that is informed by effective equity tools from other school districts and the equity field, and that the district will recommend to the Board for adoption."

Prior to the approval of our equity policy, our team had been learning about and applying an Equity Leadership Framework. This framework (click [here](#)) indicates that the use of an equity analysis lens, in isolation, will not enable the district to make decisions, set policy, etc. that can be used to identify and remove systemic and oppressive barriers that result in inequities in student outcomes. Rather, the Equity Leadership Framework requires that an equity lens must be coupled with an understanding of the complexity of a design approach which can help shape how the district makes decisions.

In terms of an equity lens, two of the tools we have been introduced to include the following:

- [Educational Equity Guidance Tool \(Source: Madison Metropolitan School District\)](#)
- [CUE's Racial Equity Assessment Tool \(Source: YWCA\)](#)

The tools outline a clear process and set of questions that can be used to guide the development, implementation, or evaluation of proposals, practices, and programs. In addition, the tools can help decision makers center racial equity in their design thinking so they recommend options that best advance the district's definition of equity.

Because we had been using the above tools, we did not engage the community in the development/selection of the tools (*as outlined in BOE policy 7:12*). However, we have engaged stakeholders in the implementation of the tools to review/create priorities, practices, procedures or programs designed to eliminate oppressive systemic barriers which result in disparate student outcomes. At a future BOE meeting, Dr. Eboney Lofton will demonstrate the use of CUE's Racial Equity Assessment Impact tool as we continue to refine the practice of increasing students' access to advanced mathematics through our GTD program.