Equity Impact Statement:
BPS Library Services Strategic Plan SY 2022-26

Title: _____ BPS Library Services Strategic Plan SY 22-26 _____   **Date:** August 5, 2021 _____

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

Was the Racial Equity Planning Tool used?   Yes X ❑ No
If yes, insert date(s) of REPT meetings and link to completed REPT here: _In Progress_
Did a member of the Division of Equity, Strategy and Opportunity Gaps review this statement? X ❑ Yes ❑ No

BPS Racial Equity Planning Tool Sections	Summary/Rationale
1. **Proposal/Presentation & Impact** *What are the proposal's/effort's desired outcomes, including in eliminating disparities? Who led this work/planning, 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)?*	**Goal:** The BPS Library Services Strategic Plan for SY 2022-26 (LSSP22) aims to provide all students with equitable access to effective school library programs with certified library teachers; adequate funding for culturally and linguistically sustaining practice (CLSP) collections in all formats; and safe, welcoming spaces for scholarship and authentic engagement. During the first year of the plan a *Library Data Collection Toolkit,* will be developed and implemented in subsequent years in order to increase, build and maintain resources for the students with the highest needs. **Internal/External Outcomes:** - Accelerate all students' (in particular our Black, Latinx, Asian, English learner, and Special Education students) learning and understanding of content by: - Amplifying student voices through access to culturally and linguistically sustaining library collections to promote student curiosity, discourse and engagement. - Providing inquiry-based and information literacy learning experiences that build on a progression of competencies based on the American Association of School Libraries (AASL) Standards (2018) Student Learning Frameworks. In inquiry learning, students generate their own authentic questions about an issue or subject of interest and, with collaborative guidance from the librarian and their teacher, use resources that meet their learning needs to answer their questions and then present their learning. - Eliminate opportunity gaps, and improve student performance overall. - Implement school librarian/teacher professional learning that includes Guided Inquiry Design to support striving to address student opportunity gaps. - Continue to analyze the acquisition of culturally and linguistically sustaining texts, and develop a library collection diversity audit protocol using the new library science models. **Consulting Group:** - There were 15 members of the LSSP Consulting Group that included 11 women and 4 men; 11 who identify as White and 4 who identify as of Color. - The BPS Library Team used the Racial Equity Planning Tool (REPT) to generate initial consensus about the plan's focus on student access to libraries. This team includes 1 person who identifies as Asian, 11 Black, 4 Latinx and 33 White.
2. **Alignment with the Strategic Plan** *How does the proposal/effort align with the district's*	The LSSP22 integrates these tenets with the Boston Public Schools 2020-25 Strategic Plan, which strives for "equitable access to high-quality education for every student in every classroom" (p. 6).

	strategic plan?	The Strategic Plan's six Key Commitments and the relevant anchor goals served as guideposts for the LSSP22's goals, measures and outcomes. For example, the 2022-26 BPS Library Services Strategic Plan's Anchor Goal 1.1B, "Create and implement a per capita budget amount for CLSP school library books, e-resources and materials to be managed by the school library staff person" aligns with the BPS Plan's Anchor Goal 1, that "Ensures that BPS policies, plans and budgets advance the Opportunity and Achievement Gaps Policy so that our schools are equitable funded…" Thus, a per capita amount for new library program staffing, capital improvements in years hence, and collection development per capita costs for new and replacement library books is anticipated. Another example, Goal 4:2A, "Equitable access to a customized school library budget, based on student population needs," is designed to "improve funding formulas and create mechanisms to ensure equitable distribution of resources" (BPS Anchor Goal 4.2).
3.	**Analysis of Data** *What data was analyzed? Was it disaggregated by race and other key groups? What did it show regarding disparities?*	The BPS Director of Library Services compared graduation rates with library book circulation rates. The data shows that schools with the highest graduation rates offer students effective school library programs. Currently, we are in the process of gathering more thorough data about current library resources, and the correlation between these resources and each BPS school's student demographics and Opportunity Index.
4.	**Stakeholder Engagement** *Who was engaged (quantity, key groups, and roles) and how, and what did that yield? What did students/families most impacted by this proposal/effort say?*	During the past year, the full library team connected in a variety of ways with stakeholder representatives— students, teachers, school communities and families—to create the LSSP22 Consulting Group. In December, the team brainstormed strategies to expand access to safe and accessible school library spaces, and create a vision for what school libraries must provide for our students with the highest needs. The LSSP22 Consulting Group used these elements along with the BPS Strategic Plan anchor goals to survey the constituencies listed above to learn their vision and expectations of school library programs. Survey data informed the LSSP22's anchor goals and key commitments.
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 LSSP22 strategies include advancing equitable student access to school libraries; creating and facilitating a Collection Development Diversity Audit; professional development sessions through a Simmons University collaboration to offer a pathway for school library certification; and launching a BPS Library Services Advisory Committee that includes the students, teachers and families. A review of the alignment of the AASL Standards and student information literacy competencies with the core curriculum is also planned, which will use the Racial Equity Planning Tool as a guide. Each element of the LSSP22 aims to close opportunity gaps and advance racial equity. A possible unintended consequence could lead to less resources for students who already have library access as new programs are added at schools currently without libraries.
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?*	The plan's vision is for all students to access an effective school library program. The plan proposes a student per capita amount for new library books, a new and needed strategy for current libraries. In addition, though not included in the plan, about 45 new or renewed libraries are included in the proposed ESSER Reimagine budget. These new libraries will leverage equitable access to school librarians, CLSP collections, and effective school library programming The *BPS Library Services Advisory Committee* will oversee the implementation of the plan. This group will include students, teachers, school leaders, family representatives and community partners, and will reflect BPS student demographics.

| 7. | Accountability & Communication *How will impacts be assessed, documented and communicated to stakeholders? Who will be responsible?* | As mentioned above, the BPS Library Team will develop the *Library Data Collection Toolkit.* The collected data will include how many:
● books students borrowed,
● times students used the library to check out books,
● students engaged with library resources for inquiry learning projects,
● digital library resources students accessed, and
● books added to the collection.

Library program feedback will be collected from students, teachers, school leaders, families and school community partners. These data points will drive the plan's implementation. The Director of Library Services will use the plan and the collected data to establish annual professional practice goals. The Deputy Superintendent of Academics will review the goals to ensure equitable and effective student access to BPS libraries, library-based pedagogy, and library resources. |