

Equity Impact Statement for School Committee Proposals and Presentations

Title: Reopening Update

Date: January 13, 2021

Was the [BPS RACIAL EQUITY PLANNING TOOL](#) used? (Yes or No): Yes

BPS Racial Equity Planning Tool Sections	Summary/Rationale
<p>1. Proposal/Presentation & Impact <i>What is the proposal's/presentation's desired outcomes and impact? Who led this process and do they reflect the diversity of BPS students/families?</i></p>	<p>This presentation will provide an update on the district's progress to date on reopening work including: ongoing efforts to safely reopen schools for students and staff, continuous support for student engagement and family outreach, and an update on student learning time requirements.</p>
<p>2. Alignment with the Strategic Plan <i>How does the proposal/presentation align with the district's strategic plan?</i></p>	<p>Our work to reopen schools safely aligns with these strategic plan commitments:</p> <ul style="list-style-type: none"> - Amplify All Voices - Eliminate Opportunity and Achievement Gaps - Accelerate Learning
<p>3. Analysis of Data <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>Reopening options were considered using data disaggregated by race and socioeconomic status. Our decision takes into account prioritizing students with disabilities, English learners and students with limited or interrupted formal education (SLIFE), Black and Latinx students, students experiencing homelessness, and students mutually identified by student support teams (SSTs) and families as requiring in-person learning. Data related to remote learning, including attendance, online activity, and computer device access is available in a set of dashboards for schools, district leadership, and the public, which are updated on a weekly basis. For the specific updates included in this presentation, data for Chromebook distribution, internet voucher distribution, and No Credit grades are disaggregated by race.</p>
<p>4. Stakeholder Engagement <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>Central office staff, including representatives of the Office of Special education, Office of Data and Accountability, and the Division of Equity, Strategy & Opportunity Gaps support the HIPP Task Force in weekly meetings, beginning on November 2. The 28-member Task Force includes parents, students, BTU representatives, and school leaders, and is co-led by a member of the central office and a BTU member. In addition, the Reopening Task Force that was in operation during August and September 2020, entailed district and BTU collaboration across 9 subcommittees to inform reopening. Since then, the Task Force has evolved to support problem-solving related to the implementation of creative scheduling for in-person instruction.</p>
<p>5. Racial Equity Strategies <i>How does this proposal/presentation mitigate disparities and increase equity, particularly racial equity? What are the unintended consequences? What complementary strategies will further advance equity?</i></p>	<p>Current in-person learning prioritizes a subset of students with high in-person priority (HIPP) that we believe are most negatively impacted by remote learning. This leaves almost 50,000 students learning at home, so it is vitally important that we continue to improve the effectiveness of remote instruction. In the spring, expectations for remote learning were implemented starting May 4, which included guidelines for structuring learning. During this time, student daily attendance averaged 83% and student average daily online activity averaged 51%. Experiences varied widely, and while student surveys indicated students felt supported by schools, only 33% of students indicated they were excited to attend class</p>

	<p>remotely. Similarly, only 19% of teachers reported feeling confident that they could support their students in need of the most academic support. These and other data led BPS to implement various improvements, including procuring a learning management system specifically for younger grades that includes a way for families to interact, clearly communicating attendance protocols and how to differentiate between remote and in-person attendance, launching Panorama Student Success to help teachers develop and monitor student success plans, and providing professional development for teachers and other school staff on successful remote learning practices. The professional development efforts included launching teacher-led telescope network professional learning communities (PLCs) this fall focused on quality remote and hybrid practices.</p>
<p>6 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>To open for the current subset of students with high in-person priority (HIPP) students, the district chose to implement additional health and safety measures, including purchasing 9,500 air purifiers, providing weekly COVID-19 testing for staff and students in grades 9-12, offering medical grade PPE, conducting supplemental air quality and ventilation testing at every school in operation, providing student transportation, and ensuring food service on site where possible. These implementation measures all resulted in substantial budgetary impacts. The HIPP Task Force will continue to monitor the equity impacts of remote instruction, current in-person learning, and expansion of in-person learning. The co-facilitators of the HIPP Task Force are both leaders of color, as are many school leaders and district leaders collaborating on ongoing reopening planning. These leaders utilize the REPT process and bring a racial equity lens.</p>
<p>7. Accountability & Communication <i>How will impacts be assessed, documented and communicated to stakeholders? Who will be responsible for this?</i></p>	<p>The HIPP Task Force is shaping these efforts along with the broader district leadership. The HIPP Task Force will continue to meet weekly until every student prioritized for in-person learning is back in school. A data dashboard including student attendance and online activity data has been published on the BPS website for public reporting and accountability, with data disaggregated by major student group.</p>