Equity Impact Statement for
School Committee Proposals and Presentations

Title: Reopening and Remote Learning Update   **Date:** 12/15/2020

Was the BPS RACIAL EQUITY PLANNING TOOL used? (Yes or No):   High In Person Priority (HIPP) Task Force used part of the tool

BPS Racial Equity Planning Tool Sections	Summary/Rationale
1. **Proposal/Presentation & Impact** *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?*	This presentation will provide an update on: the district's efforts to safely reopen schools for as many students as possible who are prioritized for in-person learning; our ongoing collaboration with the Boston Teachers Union (BTU), school leaders, district staff and families towards reopening; remote learning participation data; and the broader context of these efforts in relation to the strategic vision.
2. **Alignment with the Strategic Plan** *How does the proposal/presentation align with the district's strategic plan?*	Our work to reopen schools and improve the efficacy of remote learning aligns with these strategic plan commitments: - Amplify All Voices - Eliminate Opportunity and Achievement Gaps - Accelerate Learning
3. **Analysis of Data** *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?*	Reopening options were considered using data disaggregated by race and socioeconomic status. Our decision to prioritize students with disabilities took into account that this group is disproportionately Black and/or Latinx. Data related to remote learning, including attendance and online activity, is available in a set of dashboards for schools and district leadership, updated on a weekly basis.
4. **Stakeholder Engagement** *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?*	Central office staff, including representatives of the Office of Special education, Office of Data and Accountability, and the Division of Equity, Strategy & Opportunity Gaps supported the HIPP Task Force in weekly meetings beginning 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 staff member. In addition, the Reopening Task Force was an August-September district and BTU collaboration with 9 subgroups to inform reopening, which since then, has evolved to implement creative scheduling to ensure sufficient staffing for in-person instruction.
5. **Racial Equity Strategies** *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?*	Current in-person learning prioritizes a subset of HIPP students we believe are most negatively impacted by remote learning. This leaves over 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 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.
6	**Budget & Implementation** *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?*	To open for the current subset of HIPP students, the district chose to implement additional health and safety measures, including purchasing thousands of air purifiers, providing weekly Covid testing, offering medical grade PPE, scheduling supplemental air quality and ventilation testing, providing student transportation, and ensuring food service on site where possible. This all created substantial budgetary impacts. The Task Force will continue to monitor the equity impacts of remote instruction, current in-person learning, and any potential expansion of in-person learning.
7.	**Accountability & Communication** *How will impacts be assessed, documented and communicated to stakeholders? Who will be responsible for this?*	The HIPP Task Force is accountable for these efforts along with the broader district leadership. The 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 will be shared publicly, with data disaggregated by major student group.