



Equity Impact Statement for School Committee Proposals and Presentations

Title: Fiscal Year 2022 Budget Proposal

Date: February 3rd, 2021

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

In Progress - We are at Step 3: "Stakeholder Engagement"

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>The BPS team will present the proposed Fiscal Year (FY) 2022 budget. During February and March, BPS will gather feedback from the School Committee, students, families, employees, and community members regarding this proposal. A final budget proposal will be submitted on March 24 for a subsequent School Committee vote. The proposal is available online).</p>
<p>2. Alignment with the Strategic Plan <i>How does the proposal/presentation align with the district's strategic plan?</i></p>	<p>The FY22 budget is aligned to all six commitments in the Strategic Plan, and informed by investments made during FY21. This budget proposes 36M in new investments aligned most closely with the following Strategic Plan Priorities:</p> <ul style="list-style-type: none"> ● 1.8: Health and social contributors to opportunity gaps ● 1.9: Support in low performing schools ● 1.10: Special needs student support/inclusion/disproportionality ● 2.5: Rigorous and consistent elementary learning experiences ● 2.7: Safe and supportive learning spaces ● 3.3: Partner with families in school improvement and student learning ● 4.1: Fund all schools to meet the unique needs of high-need students <p>We have continued to evaluate our planned spending in light of the impacts of COVID-19 on our students, families, staff, and operations.</p>
<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>Weighted student funding has achieved greater equity in resource distribution in BPS. Similar to the last three years, this year's budget proposal is accompanied by an individual student level analysis of the equity implications of current district resource allocation (the analysis is included in the February 3 overview presentation). Over the last three years, this analysis determined that students who are members of historically disadvantaged populations (including Black, Latinx, and Asian; low income and Special Education students; and English learners) on average receive higher levels of resources, primarily due to higher levels of need.</p> <p>The FY22 proposal shows that our proposed investments overall, especially the investment aimed at supporting schools with declining</p>



	<p>enrollment, increase the funding for our higher need students relative to our lower need students.</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>Our FY22 stakeholder engagement process started in October 2020, when we began to meet with school leaders to discuss and better understand the impact of projected enrollment changes. Based on initial evidence of the size of anticipated enrollment declines, and the associated challenges described by school leaders, we recognized that this year’s budget needed to offer greater support for schools outside of weighted student funding.</p> <p>The formal budget engagement continued in December, when schools received their budget materials and presented their budgets to school site councils. This feedback informed individual school budgets, and became a critical piece of feedback reviewed by the Finance team during our internal “Budget Collaborative” process. School leaders provided feedback on how to maintain the student experience despite declining enrollment, which informed the allocation of \$18.5M to support schools with declining enrollment.</p> <p>With this presentation of our Budget Proposal, we begin a 6-week public engagement effort, which includes five budget hearings before the School Committee’s formal vote on the budget on March 24th. The Superintendent and Finance team will review public and School Committee input, and incorporate that feedback. Updates will be presented to the School Committee no later than March 17th.</p> <p>Following the vote, our budget proposal will be reviewed and discussed by the City Council in a public process spanning from April through June. At that point, our total budget allocation and FY22 budget becomes official.</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>The BPS Weighted Student Funding (WSF) allocation methodology is our key strategy for ensuring the equitable distribution of resources determined by key factors related to levels of student need. WSF ensures that students with special needs and English learners receive additional allotments. An unintended consequence is that some students with high needs do not fit in either of these categories. Complementary strategies therefore include additional funds for services to homeless students, and application of the Opportunity Index to partnership funds.</p> <p>We know that COVID-19 has had a disproportionate impact on students of Color, English learners, students with disabilities, and students and families experiencing poverty.</p> <ol style="list-style-type: none"> 1. Academic Supports: We must address unfinished learning and provide individualized academic support for English Learners and students with disabilities 2. Health & Wellness Supports: Overall physical and mental health is a community-wide concern. We need a cohesive, city-wide, trauma-



	<p>informed approach to recovery. This includes addressing disparate impacts to our Black/Brown staff and students.</p> <p>3. Community Supports: Community Supports: We must build more authentic relationships with all stakeholders, elevating the voices of students, families, non-profit partners, and youth workers to construct solutions that are needed at the school level.</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>The BPS FY22 budget will increase \$36M compared to the FY21 budget. The total General Fund appropriation from the City of Boston is projected to be \$1.3 billion. These figures will rise when future collective bargaining contracts are finalized.</p> <p>The budget development process is managed by four leaders in Finance (three White, one Black), and the Budget team (one White, five of Color).</p> <p>Our team recognizes the critical importance of leadership and personnel who represent the community we serve. We implemented specific strategies for recruiting people of Color with support from Ceronne Daly and the Office of Recruitment, Cultivation, and Diversity. We have hired or promoted 14 people since March 2020, 11 of whom are persons of Color and 13 of whom are women.</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>In addition to the School Committee Budget hearings and City Council budget hearings, the finance team is responsible for providing updates to the community and School Committee through the following ways:</p> <ul style="list-style-type: none"> ● We will continue to update the School Committee in writing monthly, which will be posted to bostonpublicschools.org/budget. ● We will present to the Community Equity Roundtable and English Learner Taskforce. ● All documents will be updated, translated and publicly available at bostonpublicschools.org/budget.