



Equity Impact Statement Template for School Committee Proposals and Presentations

(Please rename this document as appropriate, and delete the word "Template" above. Generally, this document should be approximately two pages, and be a summary of the completed Racial Equity Planning Tool.)

Title: Continued suspension of Maximum Age Policy

Date: 6/25/2021

Was the [Racial Equity Planning Tool](#) used? Yes No

If yes, insert date(s) of REPT meetings and link to completed REPT here: _____

Did a member of the Division of Equity, Strategy and Opportunity Gaps review this statement? Yes No

BPS Racial Equity Planning Tool Sections	Summary/Rationale
<p>1. Proposal/Presentation & Impact <i>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)?</i></p>	<p>The January 16 and 30, 2019 School Committee presentations on the maximum age of BPS student enrollment highlighted the challenges of the existing policy and providing students with the rights and privileges as required by Massachusetts law. Specifically, the presentations focused on a proposal to extend a waiver to students, allowing them to complete the school year in which they turn 22 years old in an alternative or traditional high school program in order to meet graduation requirements by the conclusion of the school year. Tonight's presentation focuses on a proposal to make the first complete revision to the Maximum Age Enrollment Policy (AMT-5) since it was established in 1999. The revised policy:</p> <ul style="list-style-type: none"> ● Clarifies the process and streamlines the placement of overage students and designates the Re-Engagement Center as the primary department responsible for recommending placement, referral, and transfer of overage students ● Sets August 31st as the latest date for students turning 21 years old to become ineligible for enrollment for the upcoming school year ● Provides guidelines for the counseling of overage students to support progress toward graduation through transitions to adult school programming at the beginning of a semester ● Expands the range of program

	<p>options in Boston Central Adult High School (BCAHS) to meet the needs of overage students in an adult education setting.</p> <p>The policy revision to AMT-5 will clarify the process for the enrollment and counseling of overage students (19 to 21 years old), clarify the maximum age a student can begin a school year in September, provide guidance on how students transition to adult school programming if unable to graduate by their 22nd birthday, and clarifies that based on Education law how students exit upon their 22nd birthday if outlined by a transition plan in their IEP.</p>
<p>2. Alignment with the Strategic Plan <i>How does the proposal/effort align with the district's strategic plan?</i></p>	<p>Commitment 1: Eliminate the Opportunity Achievement Gap. Commitment 3: Amplify All Voices</p>
<p>3. Analysis of Data <i>What data was analyzed? Was it disaggregated by race and other key groups? What did it show regarding disparities?</i></p>	<p>260 students will benefit for the one-year suspension of AMT-5:</p> <ul style="list-style-type: none"> • English Learners: 53.5% • Socioeconomically Disadvantaged: 85.4% • Black: 47.7% • Latinx: 38.8%
<p>4. Stakeholder Engagement <i>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?</i></p>	<p>The BATA community originally requested to suspend AMT-5 This initiative rose out of discussions at BATA's Equity Roundtables, driven by the interests of students, parents, and teachers. BATA community stakeholders recognized suspension of AMT-5 will allow a subset of their students more time to meet graduation requirements and help mitigate the unforeseen challenges of the past three months.</p> <p>BATA's Equity Round table contained 9 team members, 20% were students and the rest were staff. Of these members, 40% are Black, 10% Latinx, and 10% Asian. In addition, 40% of these members have experience as immigrants to the United States and understand how hard it is to learn a new language and culture. While there were no families at</p>

	<p>the initial meeting, multiple families were engaged in smaller follow-up meetings, all of whom were Black, Latinx, and/or Asian. Engagement opportunities took place on April 27th, May 11th, May 28th and June 9th. All stakeholders who participated in the Equity Roundtable discussions were supportive of the suspension of AMT-5 for SY 2020-21.</p> <p>Drawing from the representative stakeholders at BATA, the Office of Secondary Schools determined this policy suspension will benefit students across the district.</p>
<p>5. Racial Equity Strategies <i>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?</i></p>	<p>Educational Equity Implication:</p> <ul style="list-style-type: none"> • If on-track to graduate, a student turning 22 during their final year of enrollment in a traditional or alternative high school will be permitted to complete the school year and graduate from their BPS school, rather than automatically exiting from the school on their 22nd birthday. <p>Racial Equity Implications:</p> <ul style="list-style-type: none"> • The population most impacted by this policy will be some of the most traditionally marginalized students in the district. They will be overwhelmingly students of color, and particularly, immigrants of color who are or were previously English learners.
<p>6 Budget & Implementation <i>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?</i></p>	<p>There is minimal to no financial impact to Schools.</p>
<p>7. Accountability & Communication <i>How will impacts be assessed, documented and communicated to stakeholders? Who will be responsible?</i></p>	<p>The Re-engagement center will be responsible for communicating with all Stakeholders regarding all outcomes.</p>