Grounded in the community-driven strategic plan, BPS will invest these one-time federal relief (ESSER) funds to return well, recover strong and reimagine what’s possible for our students.
AGENDA

I. WELCOME AND INTRODUCTION (10 minutes)

II. OUR CHARGE (10 minutes)

III. DISCUSSION (35 minutes for 1 hour meeting; 65 minutes for 1.5 hours)

IV. NEXT STEPS (School Equity Roundtable Agenda and Feedback Form)
I. INTRODUCTION

A. School Leader’s Welcome
B. Role of School Equity Roundtables
C. Introductions, norms, processes and agreements
D. The BPS Strategic Plan is the foundation or our work
Welcome

Role of the School Equity Roundtable

➔ May - June 2021 all schools will conduct at least one Equity Roundtable on federal relief funding.
  ◆ **Purpose**: Identify equitable ways to return, recover and reimagine at the district and school level.
  ◆ **Desired Outcomes**:
    ● Begin or continue informing the school plan (with the latest understanding of how the new federal investment will support schools) upon funding we expect to receive Fall 2021.
    ● Inform the district federal relief fund application to DESE that will be submitted July 2021.

➔ September - October 2021 will be the next Equity Roundtable (we will then know the outcome of our grant application and take next steps).
Introductions

Introductions, process, norms and Agreements

- **Introductions** (*suggestion: use the chat or whip around, depending on number of participants)*
- **Process** (*suggestion: we will first make sure everyone has the information they need to fully participate, then open up discussion for a listening session)*
- **Norms** (*suggested norms follow--what else?*)
  1. Be Present
  2. Speak from your own experience, use “I” statements
  3. Start Assume good intentions: we are all well-intentioned, good people who want to see all children succeed
  4. 1, 2, 3, then me
  5. Lean into discomfort
  6. Be okay with not knowing everything and non-closure at meeting one
  7. Be active listeners - listen to get understanding
- **Districtwide Agreements**: *see the values, mission, vision and theory of action in the BPS Strategic Plan (next page)*
Our Shared Agreements in the BPS Strategic Plan*

VALUES
“JUICE”: JOY, UNITY, INCLUSION, COLLABORATION, AND EQUITY

MISSION
EVERY CHILD IN EVERY CLASSROOM IN EVERY SCHOOL RECEIVES WHAT THEY NEED.

VISION
A NATION-LEADING, STUDENT-CENTERED PUBLIC SCHOOL DISTRICT PROVIDING AN EQUITABLE, AND EXCELLENT, WELL-ROUNDED EDUCATION, THAT PREPARES EVERY STUDENT FOR SUCCESS IN COLLEGE, CAREER, AND LIFE.

theory of action

IF we give every student what they need, earn the trust and true partnership of families, community members, and stakeholders through authentic engagement and shared leadership, deliver excellent service to students and families, and provide educators and staff with professional development and clear expectations...

THEN we will become a high-performing, nation-leading district that closes gaps and improves life outcomes for each student.

*Derived from the Superintendent’s 100 Day Listening Tour May-Fall 2019
II. OUR CHARGE

A. $400 Million Federal Funding over 3 years
B. 4 District Guardrails to know
C. Request: Feedback on District Guardrails 3 and 4
D. Launching our School Equity Roundtable discussion.
BPS is applying for nearly $400 million from the Coronavirus Aid, Relief and Economic Security Act (CARES) and the Elementary and Secondary Schools Emergency Relief fund (ESSER) over the next three years.
We are planning for three years of funding

Plan for **Sustainability** starting Year One

Plan for Year One: 2021-2022

Explicitly **connect district and school plans**; leverage for impactful change

Ensure **school-community engagement**

Plan, reflect and adjust across three years

Year Two: 2022-2023

Year Three: 2023-2024
Guardrail 1

Boston Public School Guidelines

- The BPS Strategic Plan is our foundation
- % for return and recovery committed costs, such as remote learning and compensatory services
- % for innovation
- % for accountability and increasing equity and impact
- % to ensure BPS infrastructure supports current needs

Guardrail 2

Federal and State Guidelines

- 20% must be spent on Recovery (summer school, etc)
- Over $10,000 must be spent on mental health
- Capital investments must support return and academic recovery, BUT approval in advanced is required
- Funds cannot be used to pay for executive salaries or to pay unions / associations
- We CAN invest in Title I/II/III/IV categories of activities
Guardrail 3 (to be refined): Allotments

- **Strategic Centrally-Deployed District-wide investments: X%**
  Allotments will be driven by the goals in the BPS Strategic Plan in our Return, Recover and Reimagine Phase of implementation. Quarterly monitoring will ensure implementation, impact, and transparency.

- **School Plan related investments: X%**
  Direct school investments will be formula-based and determined by Quality School Plans, engagement of the school community including School Equity Roundtables, and a collaborative budget process to ensure equitable academic and other supports for students.

- **Regional and School Innovation investments: X%**
  Innovation will promote replication and scaling of best practices and those that support “reimagining” education and support for students in evidence-based ways.

- **Community Partnership investments: X%**
  Regional and school partnership grants will promote community-based, student and family-serving approaches to provide an ecosystem of care for young people and the adults nurturing their development.
Guardrail 4 (to be refined): Focus Areas

- **High Quality Pathways**: Childhood to career
- **Equitable Access**: Opportunity & Enrichment
- **Multilingual Learning**: Innovative ELL practices
- **Inclusion**: Least restrictive environments plus
- **School Environments**: Build BPS and beyond
- **Community**: Invest in children & families

**Strengthen Core**

- STUDENTS supported for success inside and outside the classroom and school
- CONTENT based in high-quality curriculum supporting excellence in Literacy, Math, Science, and other areas of teaching & learning
- EDUCATORS, leaders, staff who reflect the diversity of our students and have the capacity, knowledge and tools to support all students
IV. DISCUSSION
Questions for discussion

1. What **DATA** do we need to review to inform the school plan and investments, that we have not yet reviewed to make effective and equitable decisions?

2. **WHO** is not in the room whose perspective needs to inform our planning?

3. How can we **RECOVER** so that all our students have the opportunity to achieve at the highest level?

4. How can we **REIMAGINE** our approach to supporting students and families to serving ALL students better than ever before?
IV. NEXT STEPS
Next Steps

August- September 2021 all schools are conducting at least one more Equity Roundtable on federal relief funding and planning

- **Purpose:** to get feedback on “final” school plan, with a focus on leveraging new opportunities afforded by ESSER.

- **Desired Outcome:** to refine school requests for using funding to support equitable recovery and reimagining how we might better support students, families and the staff who serve them.

Stay up to date at [bostonpublicschools.org/FederalReliefFunds21](http://bostonpublicschools.org/FederalReliefFunds21)
District-wide Next Steps

- Join us in the conversation: https://www.bostonpublicschools.org/Page/8648

BUDGET

BPS is expecting $400M via the Elementary and Secondary School Emergency Relief (ESSER) Fund.

Grounded in the community-driven strategic plan, BPS will invest these one-time federal relief funds to return well, recover strong, and reimagine what's possible for our students.

Superintendent Cassellius has formed a Commission to represent the voices of key BPS audiences and advise on the best way to invest federal relief funds. The Commission will host 5 meetings that will be open to the public and at the end of each meeting there will be a public comment period. There will also be a 30 day review and comment period from July 1 to July 30 on the final recommendations of the commission to the Superintendent.