Title: Impact of COVID-19 on Educators' Comfort with Racial Issues in Two Urban School Districts
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"I favorably evaluate the paper, with minor revisions. The changes are as follows:

·	Alter the topic to reflect the impact of COVID on district and teacher behavior

·	Reflect the specifics of the digital divide and student achievement and access to technology.

·	Link the relationship between the achievement gap and educator

·	Explain how the epidemic explains teacher willingness to discuss multiculturalism

·	Further discuss the secondary impact that educator retention has had on students."

"This abstract is based on an ongoing three-year project exploring disproportionality in rates of suspension by student race in two urban school districts, and attempted measurements of the impact of efforts ("workshops") designed to foster more inclusive school climates via strengthened new teacher induction and mentoring programs. Such efforts are sorely needed in New York State and elsewhere, and I commend the funders, participants, and researchers for their work. This abstract is for the most part well-written and provides support from the literature on the challenges faced by teachers during the COVID-19 pandemic. The two central points of the abstract are to show how responses to two survey questions over two time points (the former pre-pandemic and the latter during the pandemic) demonstrate that: (1) educators "comfort levels" in discussing racial/ethnic issues did not change over time; and (2) a larger percentage of educators post-pandemic disagreed on a Likert scale with the statement that multicultural or racism-related issues were currently receiving too much attention. The researchers explicitly state that "whether these differences are due to COVID and related social disruptions and/or efforts such as the workshops in raising awareness or to other factors remains to be explored..." There is no direct line of causality drawn between the school districts' efforts, educators' experiences with pandemic-highlighted disparities in students' access as it varied by student race (whether self- or school-ascribed) to digital media through which to complete school work and connect with educators during the pandemic, and educators' disagreement that multicultural or racism-related issues are currently receiving too much attention. Some weaknesses to consider for improvement: lack of geographical specificity ("urban" means a broad range of things in New York State), explanation needed around survey questions (racism-related issues receiving too much attention by whom?), and most egregiously discussion of confounds such as the impact of Black Lives Matter movement and murders of George Floyd and so many others at the hands of police across the nation over the past year.