



Equity Impact Statement: Spring 2024 Proposals - BPS Long-Term Facilities Plan

Title: West Zone Early Learning Center/Hennigan K-8 and Lilla Frederick
Pilot Middle School Proposals

Date: May 22, 2024

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

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

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. Proposals & Impact <i>What are the proposals' 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, Latina/o/x, Asian, indigenous, immigrant, multilingual, and have Special Education experience)?</i></p>	<p>The Long-Term Facilities Plan is rooted in the BPS community's collective vision of a high-quality experience for every student we serve. The LTFP is a roadmap to guide our long-term efforts to shift the District's physical footprint to ensure equitable access to that high-quality experience for every BPS student. The Plan includes data and tools developed collaboratively by the BPS Departments of Capital Planning, Facilities, Opportunity Gaps, Planning and Analysis, and Family and Community Advancement; City of Boston Public Facilities Department; and Mayor's Office. Three external consulting firms have assisted with more technical components of our plan. The planning group identifies as 50% Black, 30% White, and 20% Latina/o/x, and includes individuals with experience with multilingual learners and students with Individualized Education Plans.</p> <p>Tonight's presentation will include two proposals that require a School Committee vote.</p> <ol style="list-style-type: none"> 1) Closure of the West Zone Early Learning Center (ELC) and its consolidation into the Hennigan School, effective SY 2025-26. The Hennigan will be reconfigured into a PreK-6 school in alignment with the district's 2019 grade reconfiguration policy to become a primarily K-6/7-12 and K-8/9-12 system. The West Zone ELC and Hennigan currently share a building and overlap in grades K2 and 1. This consolidation and reconfiguration will result in serving a larger number of preschoolers by allowing us to add more PreK seats to meet a growing demand in the community and across the district, particularly those who need an inclusive environment and provide fewer transitions between schools. Together, these changes meet the growing PreK demand in the Hyde Square and Mission Hill neighborhood, and strengthen the academic experience for 7th and 8th graders. 2) Closure of the Lilla Frederick Pilot Middle School, effective SY 2025-26. This proposal is in alignment with the district's 2019 grade reconfiguration policy to become a primarily K-6/7-12 and K-8/9-12 system, eliminating the district's last stand-alone middle school. This proposal aims to achieve district-wide consistency in school grade configurations, and provide students greater access to a high quality learning environment by eliminating transitions and increasing access to resources. As the district has implemented the grade reconfiguration policy over the past five years, the Frederick's enrollment has dropped by more than 25%.
<p>2. Alignment with the Strategic Plan <i>How do the proposals align with the district's strategic plan?</i></p>	<p>Strategic Plan Commitment #4: Expand Opportunity – Fair and equitable funding and welcoming environments</p> <p>The driving purpose behind the Long-Term Facilities Plan is to realize a high-quality student experience district-wide, grounded in the vision that all Boston students and families are able to access a High-Quality Student Experience close to home.</p> <p>Closing the West Zone ELC and consolidating it into the reconfigured Hennigan expands access to additional resources within the school building for West Zone students. It also provides an</p>

	<p>opportunity for a more equitable pathway choice for students from K0 through 6th grade.</p> <p>The closure of the Frederick opens up opportunities for Frederick students to get earlier exposure to college and career programming, as well as pathway programs at 7-12 schools. It will provide increased enrichment opportunities in welcoming school communities with greater resources and programming.</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>The closure of the Frederick aligns with the district’s 2019 grade reconfiguration policy to become a primarily K-6/7-12 and K-8/9-12 system, eliminating the district’s stand-alone middle schools. As the district has implemented the grade reconfiguration policy over the past five years, the Frederick’s enrollment has dropped by more than 25%.</p> <p>Data analyzed to inform decision-making regarding the West Zone included building capacity (analyzed during walkthroughs there and at the Hennigan), percentage of students living near the school, and neighborhood demand for PreK seats. By closing and consolidating the West Zone ELC into the Hennigan and reconfiguring the Hennigan to be a PreK-6, the district can expand K0/K1 seats to meet increasing demand, especially for students with disabilities. The exact number of new seats will depend on programmatic decisions, which will be made in coordination with the school community.</p> <p>Data that we analyze to help inform our proposals, disaggregated by race, disability, and language status as appropriate, includes:</p> <ul style="list-style-type: none"> ● Building Experience Score and Utilization Rate ● Building’s ability to support a full continuum of services ● Building’s ability to transform into a model space through future investments (reconfigurations, renovations, or new builds) ● Percentage of students who are administratively assigned to a building ● Percentage of students learning in substantially separate settings and Sheltered Immersion programs, and where specialized programs are concentrated ● Where students live in relation to the school they attend ● Number of grade-level strands in a school ● A school’s proximity to another school or an empty BPS building, as a consideration for mergers
<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 Frederick community was notified of the school closure in February 2023. An update was provided in January 2024, and another notice was sent out this week. A virtual community meeting was held with the West Zone community on May 13, and a follow-up in-person meeting is scheduled for May 30.</p> <p>Continued engagement will include a school-based survey regarding transition support and assistance for staff who will need new placements. Additionally, each project will be assigned a Senior Project Manager who will work closely with the school leadership team to develop a comprehensive community engagement plan.</p>
<p>5. Racial Equity Strategies <i>How does this proposal/effort mitigate disparities and increase racial and other equity?</i></p>	<p>The Long-Term Facilities Plan is grounded in ensuring equitable access to a High-Quality Student Experience for every BPS student. The tools created as part of the Plan and the data-informed process guiding capital planning efforts prioritize Black and Brown students, students with disabilities, and multilingual learners with and without disabilities. For example, model space summaries offer an ideal set of standard physical spaces, based on enrollment, that buildings should provide, including spaces for multiple grade strands to support inclusive education; designated spaces for art, science, Career and Technical Education, and/or other specialty classes;</p>

<p><i>What are possible unintended consequences? What complementary strategies will further advance equity?</i></p>	<p>ample spaces for small-group instruction, resource, occupational therapy/physical therapy, and other pull-out services; and spaces for community hub programming.</p> <p>We utilize the REPT in all major capital projects through continuous community engagement efforts led by designated Senior Project Managers from the BPS Capital Planning team, in partnership with PFD and other city partners.</p> <p>Every West Zone student will have a guaranteed placement at the Hennigan School. Frederick students will receive support with the transfer and registration process through the school choice system, and will receive priority in the assignment process for the 2025-26 school year. Welcome Services will also host satellite offices (pop-up centers) to assist families.</p> <p>Specific school options are being identified for Frederick students in specialized programs to be placed:</p> <ul style="list-style-type: none"> • <u>Multiple Disabilities Program</u>: Josiah Quincy Upper School • <u>Moderate Intellectual Impairment, Specific Learning Disability, and Multilingual Students with Limited or Interrupted Formal Education (SLIFE)</u>: We are finalizing these programming options in coordination with school leaders. They will be shared with the school community before the June 17 vote. • <u>Eligible Spanish-Speaking SLIFE Students</u>: Margarita Muñiz Academy
<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>The budget impacts for these two proposals include a significant cost savings with the closure of the Frederick, as well as the reduction of operational inefficiencies with the consolidation of the West Zone into the Hennigan (e.g., both schools offer K2 and Grade 1 in the same building). We will identify and invest in small-scale facility improvements at the reconfigured Hennigan, building on the recently renovated bathrooms and ongoing work to upgrade and re-open the BCYF pool for students in grades 1-6. Funds will also be allocated to support transitions, such as for transition coordinators, community engagement materials and supplies, and any additional programming identified.</p> <p>The Capital Planning team will lead implementation efforts, working in close partnership with the Mayor’s office. The Capital Planning team (60% Black, 10% Latina/o/x, and 30% White) and a designated group from the Mayor’s Office (50% Black, 25% Latina/o/x, and 25% White), in partnership with others across the district and City, are deeply committed to bringing an equity lens to this long-term effort.</p>
<p>7. Accountability & Communication <i>How will impacts be assessed, documented and communicated to stakeholders? Who will be responsible?</i></p>	<p>Each community will be assigned a Senior Project Manager from the Capital Planning team who will work closely with the community to identify priorities and concerns, and liaise with other district and City departments to coordinate supports. The Senior Project Manager also works closely with the school leaders to develop a consistent community engagement process and timeline to ensure continuous communication to stakeholders. School Culture Survey data and school performance data will be analyzed to assess impacts.</p> <p>Our broader community-wide engagement efforts are another way in which we are committed to engaging with impacted communities. Since January 2024, we have been engaging the broader community to apply the data from the LTFP, identify themes to inform the development of these, and to understand priorities related to transition support. A summary of this process as well as the resulting data framework can be found at this link.</p>