

## Equity Impact Statement Template for School Committee Proposals and Presentations

Title: FY22 Capital Budget Update

Date: 05/12/2021

Was the [Racial Equity Planning Tool](#) used?  Yes  No (Tools for each closure and build are in progress now that public announcements have been made)

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

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><b>1. Proposal/Presentation &amp; Impact</b> <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 FY22 Capital Budget presentation includes updates across many projects; this Equity Impact Statement focuses on the three elements that require a vote from the School Committee:</p> <ol style="list-style-type: none"> <li>1) The Timilty and Irving Middle School closures at the end of SY21-22,</li> <li>2) The closure of the Jackson Mann School at the end of SY21-22, and</li> <li>3) Five new building projects: the Horace Mann School for the Deaf and Hard of Hearing, East Boston Elementary, Dorchester Elementary, and Roxbury Elementary, Allston/Brighton Elementary (would be where the current Jackson Mann school is located)</li> </ol> <p>The middle school closures aim to achieve district-wide consistency in grade configurations by eliminating middle schools, while supporting students' transition to high quality learning environments at different schools.</p> <p>The Jackson Mann closure is spurred by the compromised state of the facility. An engineering review conducted by the Boston Public Facilities Department in 2019 determined the building should be taken offline as soon as possible as the majority of systems used to operate the school (heating, electrical, ventilation, air conditioning systems, etc.) have passed the end of their useful life. In addition, there is a significant decline in the number of elementary seats needed in Allston-Brighton:</p> <ul style="list-style-type: none"> <li>● Nearly 50% of the school's enrollment is from other neighborhoods.</li> <li>● There are generally enough open seats in other Allston-Brighton schools to accommodate local Jackson-Mann students.</li> </ul> <p>The district aims to build two new elementary school buildings for existing schools in Dorchester and Roxbury, a building for the Horace Mann School, a new build at the current Jackson Mann building site, and to expand one elementary school in East Boston, in each case increasing the supply of seats to meet the demand of students nearby. This will also achieve greater K-6/7-12 alignment in these neighborhoods.</p> <p>Timilty and Irving students will be supported to choose a new school with open seats that is most appropriate for their individual learning needs. This work is primarily being led by the school leaders, school superintendents, and central office staff, and will broaden to include teachers, students, and community members in the coming months. Students in either school who will transition to grades 7 or 8 in September 2022 will receive an assignment priority during the assignment lottery, which will give</p>

	<p>the students the first opportunity to receive assignments to seats in other schools not filled by returning students or siblings during each grade-specific assignment round.</p> <p>Jackson Mann students will receive an assignment priority to select new schools for Fall 2022 (SY22-23), the first academic year after closure. This will give students the first opportunity to receive assignments to seats not filled by returning students and siblings during each grade-specific assignment round.</p>
<p><b>2. Alignment with the Strategic Plan</b> <i>How does the proposal/effort align with the district's strategic plan?</i></p>	<p>Commitment 4, Priority 4 of the Strategic Plan is to "Implement BuildBPS to ensure equitable pathways and connectors between schools." Closing two of the district's four remaining middle schools and the Jackson Mann School is directly aligned to the Strategic Plan by minimizing student transitions and creating more effective pathways between elementary and secondary schools, and the four builds are also vital to following through on this commitment.</p>
<p><b>3. Analysis of Data</b> <i>What data was analyzed? Was it disaggregated by race and other key groups? What did it show regarding disparities?</i></p>	<p>Both quantitative and qualitative data were used to assess possible configuration options and potential impacts for each school closure. Data analyses included school performance, student performance, student demographics (race/ethnicity, program type, home neighborhood, transportation), and the BPS Opportunity Index.</p> <p>Both the Irving and Timitly Middle Schools have higher proportions of students that fall into the following categories than the grade 6 to grade 8 population in the district as a whole: Black or Latinx, economically disadvantaged, English learners, students experiencing homelessness, and students with disabilities.</p> <p>The Jackson Mann K-8 school has a higher proportion of students that fall into the following categories than the K to 8 population in the district as a whole: Black or Latinx, economically disadvantaged, English learners, and students with disabilities.</p>
<p><b>4. Stakeholder Engagement</b> <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 plan for district-wide middle school closures was first announced in the Fall of 2018 and then again in May 2019 to the school communities. Prior to and since that announcement, the Irving and Timitly school leaders have been engaged in transition planning. We have begun to engage both school communities in next steps, including scheduling meetings with students, families, staff, and partners. We also plan to engage schools that have connected feeder patterns to the Irving and Timitly, as well as schools being prioritized to expand 7-12/K-6 due to the closures.</p> <p>The Horace Mann community will be engaged in providing input to the Massachusetts School Building Authority to design a state-of-the-art facility ideal for an American Sign Language dual language school.</p> <p>The engagement process regarding the new builds in Dorchester and Roxbury will involve school design and a selection process to determine which school will occupy the new buildings. This could include schools hoping to expand their current standalone schools, or schools pursuing merger. As a part of the school selection process, the district will publish options for prioritizing schools based on building condition, current educational assets (e.g. gymnasium, library), and school's outcomes for our highest needs students.</p>

	<p>A series of engagement meetings and surveys have occurred with the Jackson Mann community beginning in Spring 2020. The district will continue to engage families in the coming months to plan and implement how to best support their students throughout the transition. The BuildBPS team will launch an engagement series in May 2021 to gather more input across the city about the changes for the 2022-2023 school year, as well as longer range planning.</p>
<p><b>5. Racial Equity Strategies</b>  <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>Additional transition support will be allocated to each school community experiencing closure. The design of the expanded schools will be based on application of the Racial Equity Planning Tool, and strategies to ensure equity, particularly racial equity.</p> <p>While we intend to engage with families and receiving schools to identify tailored supports for students experiencing closure, we anticipate supporting students with:</p> <ul style="list-style-type: none"> <li>● Additional student support staff at the Irving, Timilty, and Jackson-Mann to help students choose new schools and ensure they have an academic plan that extends beyond this next transition.</li> <li>● Additional funding for schools receiving students after the closure to help them provide transition services (e.g. tutoring, counseling) to students.</li> </ul> <p>We must also acknowledge that adding a transition for Jackson Mann students and those students who will be assigned to the two middle schools for the next year is disruptive. While this disruption will ultimately lead to more coherence and fewer transitions for students in the future, it comes at a cost to those students enrolled in the schools now. We must make an effort to mitigate the effects of the transition and to track the students long term.</p>
<p><b>6 Budget &amp; Implementation</b>  <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>Specific budget allocations will be defined during the budget process and announced in Fall 2021 for transition support needs for students experiencing school closure.</p> <p>Capital funds are reserved specifically for a design and architectural firm to conduct a design study for the new K-6 builds in Dorchester and Roxbury. All feasibility and design studies will be shared with the relevant school communities. Community engagement sessions will continue throughout implementation to gather input and feedback at every stage.</p>
<p><b>7. Accountability &amp; Communication</b>  <i>How will impacts be assessed, documented and communicated to stakeholders? Who will be responsible?</i></p>	<p>School superintendents, principals, and heads of school will work closely with the Central Office BuildBPS team and project design teams to ensure benchmarks are met.</p> <p>Students who attend the Timilty, Irving, and Jackson Mann will be tracked to ensure they are transitioning effectively to their new schools, academically and holistically. We will work in coordination with the Office of Data and Accountability to provide reports of post-school closure impacts.</p>

