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2024 School Proposals

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1. EXECUTIVE SUMMARY

In the Boston Public Schools, we want students to learn in schools that provide rigorous and culturally affirming learning experiences, provide access to wellness and enrichment, contain a supportive network of caring adults, and have the physical spaces to support all aspects of a student's education – the four components of the BPS High-Quality Student Experience (HQSE). To achieve our goal, we must increase the number of schools and seats that support the HQSE for every student in the district.

The capital and infrastructure projects we take on as part of the Long-Term Facilities Plan (LTFP) – including new builds, renovations, reconfigurations, closures, consolidations, mergers, and expansions or relocations – are designed to increase the number of high-quality seats for all students. **The long-term work to shift the physical footprint of the District is deeply intertwined with our core academic strategies and the structural changes we are making in support of the HQSE.** The LTFP is based on annual updates and recommendations to our building portfolio, with at least an academic year for transition planning before implementation. This year, as we continue to accelerate investments in our facilities, we are proposing a limited number of school closures and making plans for grade reconfigurations, which would go into effect for School Year 2025-26. These new proposals are detailed in this memo.

Building on our May 8, 2024 presentation to the Boston School Committee, this memo also outlines specific strategies, initiatives, and investments to increase access to high-quality education at the elementary and secondary levels. We lay out the specific milestones we expect to reach in other academic and operational areas over the next 18 months – the high-impact investments that BPS is making to increase the number of high-quality seats. **These steps lay the foundation for our next proposals so that as we propose additional reconfigurations, mergers, and closures, we will have stronger systems in place to transition students to seats that provide the rigorous and fulfilling educational experience we've collectively defined.** This cross-functional work reflects our spirit and commitment that when students are impacted by a closure, consolidation, reconfiguration, or other change, they must be able to access the high-quality experience that we continue to build towards.

We are confident that the high-impact investments described below will improve the quality of education our students receive and better position the district to be sustainable, growing, and the first choice for families. Upcoming changes and milestones include:



Equitable Literacy: finalizing a plan for full implementation of high-quality instructional materials; strengthening professional development related to equitable literacy; and seeing significant progress through classroom-based observational practices

Inclusive Education: implementing structural changes for students with disabilities at grades K0, K1, K2, 7, and 9 in SY24-25 and preparing for implementation for grades 1, 2, 5, 6, 8, and 10 in SY25-26

Expanding Bilingual Education and Newcomer Programming: Formalizing Newcomer programs at 3 secondary schools in SY24-25 and planning for the implementation of 9 new bilingual education programs in both elementary and secondary schools and 2 additional Newcomer programs in SY25-26

Strengthening Secondary School Pathways to College and Career: continuing to grow the early college program, which has recently added or will be adding 10 new programs across 9 schools, and increasing AP offerings and Career and Technical Education programming

Expanding Community Hub Schools: creating 6 new sites with coordinators to support Community Hub Schools in SY24-25, one of which is the first-of-its-kind university-assisted partnership

Rethinking Assignment and Special Education Policies: examining policies and practices to lead to an equitable distribution of diverse learners across our schools

Create New Transitional Programming for 18-22-Year-Olds: launching a new program for 18-22 year-old multilingual learners in SY24-25 and a new post-secondary transition program for 18-22 year-old students with disabilities in SY25-26

Grade Reconfigurations: shifting the Hennigan, Gardner, and Hernández to a PreK-6 grade configuration in SY25-26 to align with the District's predominately PreK-6 and 7-12 grade configuration

Strategic Expansions: commencing a search for new sites to allow for the expansion of Boston Green Academy and Boston International Newcomers Academy

New Builds and Renovations: continuing to advance 11 major capital projects, renovations across every neighborhood, and new decarbonization projects at two schools

Closures, Mergers, and Consolidations: proposing the closure of the West Zone Early Learning Center and consolidation with the Hennigan School, and formalizing the closure of the Frederick Pilot Middle School, effective SY25-26

Utilizing Existing School Buildings to Deliver HQSE: scoping new investments at, for example, Lucy Stone, the Endicott, Lincoln, the old South Boston High, old Cleveland, Frederick buildings

These and other strategies are further described in the full memo.

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2. CREATE AND IMPROVE ACADEMIC & ENRICHMENT PROGRAMS

2A. Inclusive Education and Equitable Literacy

BPS is making two high-impact investments: 1) implement a coherent and systematic approach to literacy across all content areas and grades that is grounded in high expectations, culturally affirming values and practices, and research/evidence; and 2) create inclusive opportunities to the maximum extent possible, to increase students' access to grade level content and high-quality instructional materials with the appropriate resources and supports to ensure that ALL students can be successful, especially students we have not historically served well. This work is at the center of our efforts to eliminate gaps in opportunities and outcomes.

Equitable Literacy. The district has invested in a multi-year focus on equitable literacy. Drawing from compelling and established research in evidence-based reading to ensure strong foundational literacy and content area literacy using culturally responsive texts, the BPS Academics team has partnered with educators, families, and students to focus on developing a sequential action plan including the following components:

- Rapidly procured High Quality Instructional Materials (HQIM) in all content areas starting with literacy across PreK-12. Over the last few years, more than 90% of schools have adopted HQIM, with 100% of schools expected to implement HQIM by the end of SY24-25.
- Established clear research-based instructional expectations and Implemented 2,240 observations to monitor implementation at schools across grades PreK-12, and analyzed and shared data at the system, region, school, and classroom level. Leveraged data to inform the development of strategic professional development for educators.
- Hired 16 district EQL coaches to directly assist and support BPS educators.
- Expanded resources for educators by providing guidance on text-based writing interactive rubric and began the process of a *Focus* curriculum review for PreK-2.

You can learn more about the district’s implementation of Equitable Literacy by reading a mid-year academic memo proffered to the Boston School Committee [here](#). Additionally, we will provide a fuller update on Equitable Literacy at the June 5 School Committee meeting.

By the end of SY24-25, we expect to:

- Finalize a plan for full implementation of HQIM across every school in four academic content areas (literacy, math, science, and social studies), to be fully implemented no later than fall 2025.
- Cross-functional teams will have designed a 12-hour course for BPS educators. In these content-specific courses, participants will routinely internalize lesson plans to better understand competencies around universal design for learning (UDL), specially designed instruction (SDI), and academic language.
- See significant progress through observational practices, including:
 - Evidence of student assignments and tasks aligned to grade-level standards and expectations will move from 80% in SY23-24 to 92% in SY24-25.
 - Evidence of reading, talking, and writing from grade-level complex text(s) will increase to at least 65% in all grade bands across all content areas.
 - Evidence of student-driven active engagement with challenging tasks will increase from 28% in SY23-24 to 55% in SY24-25.

We anticipate that the above changes will lead to progress in the following accountability metrics:

	ELA - Grades 3-8 (MCAS)		ELA - Grade 10 (MCAS)		ML English Language progress (ACCESS data)	
	BPS Actual (22-23)	DESE Target (23-24)	BPS Actual (22-23)	DESE Target (23-24)	BPS Actual (22-23)	DESE Target (23-24)
All students	485.9	488.7	470.8	472.8		
Black students	479.3	482.1				
Latinx students	479.6	483.2				
Students with disabilities	470.8	472.8				
Multilingual Learners					All: 34% K-8: 42.6% 9-12: 13%	All: N/A K-8: 44.2% 9-12: 14.3%

Inclusive Education. The district has taken critical steps to create a strong foundation for a systems approach to implementing inclusive education that is both strategic and impactful. This approach will improve opportunities for ALL students but will most benefit our students with disabilities and multilingual learners. Guided by [recommendations](#) from the Council of Great City Schools and a historic collaboration with the Boston Teachers' Union that centered collaborative problem-solving toward strong implementation of inclusion ([contract, pg. 28](#)), BPS has made a number of noteworthy strides that position us to accelerate progress and will promote generational change:

- Implemented a system-wide approach to universal screening in literacy and math to track how students are doing and to provide additional interventions
- Instituted Multi-Tiered Systems of Support (MTSS) coordinators at every school to ensure student data is tracked, interventions are implemented, and progress is monitored, and instruction is adjusted as necessary
- Ensured a Language Acquisition Team Facilitator monitors the language acquisition development of MLs to ensure they are receiving the required services and access to grade-level learning; those levels of service will be determined by the end of this school year to ensure adequate planning time for teachers and to ensure strategic assignment of students to classrooms for SY24-25.
- Inclusion Planning Teams worked across all 119 schools to develop plans to meet the needs of students at grades K0, K1, K2, 7, and 9. Resources were allocated to schools to support the shift toward more inclusive practice as it relates to the education of students with disabilities and their peers.
- All educators participated in eight hours of PD related to inclusive education during SY23-24: Leveraging the Strengths and Diversity of Students with Disabilities, Linguistic Diversity (embedded in content, SEL, and equity), MTSS, and Tier 1 Instruction for ALL.

By the end of SY24-25, we expect to:

- Expand the work of the Inclusion Planning Teams to plan for grade-level implementation in grades 1, 2, 5, 6, 8, and 10 in SY25-26.
- Communicate a concrete and specific plan for the next phase of grade-level SEI (ensuring students who need it have access to native language support/instruction as well as to ESL instruction in an inclusive setting).
- Complete an evaluation of special education substantially separate programs with the goal of supporting system-level planning for ensuring 1) fewer specialized programs concentrated in a subset of high-needs schools and 2) regional sub-separate programs. We will also communicate a clear plan to implement a regional approach to substantially separate programming. This approach will ensure that students don't have to travel far to receive their requisite services. In short, there should be a continuum of services at both the school and regional levels.
- Conduct training for Coordinators of Special Education (COSE) to improve the quality of IEPs through DESE's IEP initiative, ensure they are written for the services students need, and prepare to implement the new Massachusetts IEP in Fall 2025

2B. Expanding Community Hub Schools

Our Community Hub Schools are guided by six key practices - powerful student and family engagement; collaborative leadership and shared power and voice; expanded and enriched learning and opportunities; rigorous, community-connected classroom instruction; culture of belonging, safety, and care; and integrated systems of support.

There are currently 14 Community Hub Schools supported by Community Hub School Coordinators - Mario Umana Academy, Hurley K-8 School, Mather Elementary, Frederick Pilot Middle School, Sarah Greenwood K-8 School, Haynes Early Education Center, King Elementary, Trotter School, Gardner Pilot Academy, Hernandez K-8, Horace Mann School for the Deaf Hard of Hearing, Mattahunt Elementary School, Margarita Muñiz Academy, and Burke High School.

In SY24-25, we are:

- **<New>** Adding 6 additional Community Hub Schools Coordinators, allowing for the expansion of hub school sites. We will utilize the Community Hub School strategy to support our newly merged school communities. The following schools will welcome Community Hub School Coordinators in SY24-25:
 - Shaw-Taylor
 - Philbrick-Sumner
 - Ruth Batson Academy (formerly BCLA-McCormack)
 - Hennigan School
- Continuing implementation of the district's first at-scale University Assisted Community Hub School at Ruth Batson Academy, partnering with UMass Boston to expand early college and pathway offerings and building partnerships across the campuses.

2C. Expanding Bilingual Education, SLIFE, and Newcomer Programming

Expanding Bilingual Education and Access to Native Language. Consistent with the OMME Strategic Plan, we are working to expand opportunities for bilingual education programs, including new and expanded Transitional Bilingual Education (TBE) and Dual Language (DLE) programs.

In SY24-25, BPS is expanding the Margarita Muñiz's existing Dual Language program to 7th and 8th grade as the school adds those grade levels overall. This expansion will begin with a 7th grade in SY24-25 and then grow to include 8th grade in SY25-26. This expansion will allow the Muñiz to grow by 190 seats.

To be implemented in SY25-26 and beyond:

- **<New>** We are proposing new bilingual education programs (transitional bilingual education or dual language programs) at 8 elementary schools based on historical data, including student population, bilingual educators in the building, and surrounding

geography of dual language programming. We have submitted initial proposals to DESE, and are working with school communities this spring and fall 2024 to determine what type of program best suits the needs of each school. Programs will include Spanish, Cabo Verdean Kriolu, and Chinese, and will be located in some of the following neighborhoods: Chinatown, Roxbury, Dorchester, Roslindale, South End. After continued engagement and planning with these school communities, these new programs are expected to open in the Fall 2025 and are expected to increase the number of seats in native language programs by approximately 250 seats during the first year of implementation and are expected to increase each year thereafter.

- **<New>** We are proposing a new bilingual education program (transitional bilingual education or dual language) at the Ruth Batson Academy in Dorchester (formerly BCLA-McCormack), and will be engaging with the school community this spring and fall 2024 to determine which program best suits the needs of each school.

Expanding SLIFE and Newcomers Programming. Since last summer, BPS has welcomed approximately 3,000 newcomer students, many of whom are served in Students with Limited or Interrupted Formal Education (SLIFE) and Newcomer programs across the district. The district currently has 12 SLIFE programs (in both elementary and secondary settings and across language offerings) and is adding a new SLIFE program located at the Margarita Muñiz Academy beginning in SY24-25. The Office of Multilingual and Multicultural Education (OMME) has developed clear entrance and exit criteria for newcomer and SLIFE programs and training educators on differentiating instruction. OMME, in partnership with OHC, has increased its strategic efforts to hire bilingual and multilingual staff through various recruitment events and building robust teacher development pipeline programs.

We also plan to transition existing programs that serve students new to the country into formalized Newcomer programs at East Boston High School, Charlestown High School, and Brighton High School. These schools already support students as they learn English, access grade-level content across subject areas, and receive social and emotional support and access to additional resources as they adapt to their new country. The district is proposing to add additional Newcomer programs at two schools in SY25-26.

2D. Strengthening Secondary School Pathways to College and Career

To deliver the HQSE, all BPS secondary schools need clear and well-supported pathways to college and fulfilling careers. Data suggests seniors enrolled in career or college pathway programs are more likely to graduate from high school and go on to enroll in higher education. We are expanding college and career pathway programs across our secondary schools, including Innovation Pathways, Career Technical Education (CTE), early college programs, and advanced coursework such as AP courses.

Early College: Our goal is to ensure every BPS secondary school has a clearly defined set of programs that allow students access to both the workplace and acceleration toward college credits and our continued investments in early college—as well as other secondary school

pathway programs—is a major support toward that goal. Typically, students learn about the various pathway options in grades 7-9 (depending on the school's grade configuration). In grades 10-12, students take courses to prepare for college and support their ability to access and be successful in college courses. Students also take college classes taught both on the secondary school campus and the campus of the partner higher education institution. Students who participate in this pathway typically earn between 12 and 30 college credits, effectively preparing them to realize their post-graduation plans.

BPS currently has early college pathways at 8 designated secondary schools and 2 secondary schools in the pilot and designation phases. They are partnered with 6 higher education partners (see Appendix A). In School Year 2024-25 and beyond, we will:

- **<New>** Add a newly designated early college program at East Boston High School, partnered with Fisher College, in SY24-25
- **<New>** Launch 3 new pilot programs through DESE's Early College incubator at the Margarita Muñiz Academy, Boston International Newcomers Academy, and the English High School
- Continue to focus on **increasing the participation of multilingual learners in early college programs:**
 - Brighton High School recently received an Early College Designation and is piloting a program pathway with Bunker Hill Community College specifically for ML students.
 - Charlestown High School is currently piloting a specific course for ML students to prepare them for the initial business pathway course that serves as one of the entry points for the early college program partnership with Bunker Hill Community College. This course is currently in its first year and is adapted specifically to multilingual students' linguistic and cultural needs. In SY24-25, the school plans to adapt this course for its other two early college pathway programs.
 - BPS received DESE's Early College Incubator Grant and is currently piloting an early college consortium at RCC for English learners in partnership with the Muñiz, BINcA, and the English High School.

Advanced Coursework: Nearly all (26 out of 32) high schools offer either AP or IB courses. The six schools that do not are either specialized schools or alternative education high schools. The District has recently significantly expanded AP course offerings, including by piloting AP Seminar at 5 secondary schools and AP African American Studies at 10 secondary schools as part of a College Board pilot, both in SY23-24. We will add AP African American Studies at four new schools in SY24-25 and at least one more in SY25-26.

In SY24-25 and beyond, BPS is:

- **<New>** Increasing AP offerings, including AP African American Studies at 4 additional schools (for a total of 14), AP PreCalculus at 3 additional schools, and AP Research at an additional 2 schools in SY24-25.

- **<New>** Creating new professional development for AP teachers focused on AP curriculum and instruction for MLs to ensure learners with varying levels of English proficiency are encouraged and able to access AP courses.
- **<New>** Redesigning course sequences and expanding access to AP courses, which includes embedding Pre-AP frameworks in core courses and expanding courses such as AP Seminar, AP Pre-Calculus, and AP Computer Science Principles. These courses are designed to support students in learning the skills necessary to be successful in AP and college classes.

Career and Technical Education: There are more than 40 CTE programs introducing career pathways across 11 secondary schools (five secondary schools offer 30 Ch. 74 programs, including 20 programs at Madison Park, and six secondary schools offer 11 Non-Ch. 74 programs). Three alternative education schools are piloting Integrated Career Training pathways in high-demand industries including Community Health Worker, Culinary Arts, and Carpentry, and are working to increase opportunities for project-based learning.

- **<New>** The district has received a grant from Bloomberg Philanthropies to expand CTE programming at Edward M. Kennedy Academy for Health Careers (EMK). The grant will double the size of the school from 375 to 800 students and will support the school by adding additional CTE pathways, increasing the number of offerings from two to five.
- Continuing evaluation of the CTE program portfolio at Madison Park Technical Vocational High School, including consideration of new CTE programs as part of the redesign and renovation project.

Innovation Pathways: Four secondary schools offer Innovation Pathways. Innovation Pathways integrate in-depth learning in a particular industry with college level courses. These pathways cover six industry areas: Biotechnology, Business and Finance, Computer Science, Engineering and Advanced Manufacturing, Graphic Arts Design, and Health Science.

3. STRUCTURAL CHANGES

3A. Rethinking Assignment and Special Education Policies

A diversity of robust learning opportunities for all students was elevated as a collective priority for our community. Implementing the Long-Term Facilities Plan is a core strategy to better serve our schools' full diversity of learners. As schools are closed, consolidated, or merged, students will need to be transitioned to school communities that can both meet their needs and provide a high-quality educational experience.

Today, 76 of our school buildings cannot physically provide the full continuum of services. Despite school communities' best efforts, this often results in insufficient programming in place to serve a diversity of learners, which especially affects our multilingual learners and students with disabilities. Since only certain schools can offer a full continuum of services, multilingual learners and students with disabilities have a limited number of schools they can choose. At the

secondary level, programs that serve students with disabilities are often housed in our open-enrollment schools because, traditionally, they have had more physical space and have been under-enrolled. This results in certain schools in the district serving a disproportionate number of our students with disabilities and multilingual learners. The percentage of multilingual learners and students with disabilities in our open enrollment schools is 55%; by contrast, our exam schools serve only 3%, selective schools serve 9%, and lottery schools serve 13%.

The policies and practices that contribute to an equitable distribution of diverse learners across our schools require further examination and collaboration to ensure that all students have access to high-quality seats and experiences.

3B. Create Programs for Multilingual Learners & Students with Disabilities Aged 19-22

Annually, approximately 850 19-22-year-olds are served in BPS, primarily in our open-enrollment schools. Our 19-22-year-olds are transitioning to life in the community and often need support and services tailored to their unique needs. Collectively, as a community, we have voiced the need for all students to receive a high-quality educational experience. In this case, creating specialized programs, be it for our students with disabilities or multilingual learners over 18, allows for the school community - staff, resources, and design - to be directly aligned with the population of students being served. It also creates the opportunity for our secondary schools serving our students 18 and younger to focus their resources and attention on creating a high-quality experience for their population of diverse learners.

<New> New Post-Secondary Transition Program

Program Name: Post-Secondary Transition Program

Location: We are currently evaluating the Endicott building (2 McLellan Street) in Dorchester for feasibility and are aiming to finalize the location and begin any necessary facilities preparation by the end of 2024.

Target Population: In Year 1, up to 60 students with disabilities between the ages of 18-22, with the potential to grow to 100-120 students over time

Date of Operation: Anticipated September 2025

Each year, BPS serves an average of 350 students with disabilities between the ages of 18-22. To centralize services and increase access to the High-Quality Student Experience for these students, we are launching a new Post-Secondary Transition Program to ensure students have an extension to innovative community resources and services beyond PreK-12 education that will enhance their adult life. This program will help students develop skills that will enable them to live as independently as possible, pursue further education, access vocational training, and develop essential career skills that will help them gain and maintain employment.

Admissions into this program will be through the IEP Team process, which includes recommendations from teachers, families, outside agencies, and administrators. Students must

have completed four years of high school and have completed the MCAS-Alt portfolios to be eligible for the program. Targeted transition goals and the student's post-secondary vision will inform innovative, individualized goals and self-determination skills that promote independence and success. This program will promote inclusive vocational opportunities that embrace a range of community-based experiences at its core through partnerships with community colleges, agencies, and businesses. The program will support our students' ability to successfully navigate the transition to adulthood to reach their full potential by providing access to a comprehensive array of services and supports.

Additional information about the Transition Program can be found in Appendix B of this document.

<New> BATA East

Program Name: Boston Adult Technical Academy – East Boston

Location: 1150 Saratoga Street, East Boston

Target Population: In Year 1, up to 50 students at ELD Levels 1 and 2 between the ages of 19-22. The team aims to grow the school to serve 150 students using a day/evening schedule.

Date of Operation: Anticipated January 2025

Beginning in SY24-25, the district is opening a new program in the Orient Heights area of East Boston to welcome and support 19-22-year-old multilingual learners new to Boston. The program will serve as a satellite campus to Boston Adult Technical Academy (BATA), an alternative high school for mature, motivated students between the ages of 19-22, whose main campus is located in Bay Village. BATA provides a safe, nurturing, student-centered, and culturally sustaining educational experience that positions students to be agents for community change. At BATA, young adults intensively acquire the skills needed to complete their high school degrees and graduate prepared for postsecondary success.

BATA East will provide full multilingual programming to students as well as opportunities to acquire a diploma and gain college and post-secondary application assistance. As of October 2023, there were 89 students over the age of 19 living in East Boston or Charlestown, with the large majority (85) living in East Boston. The majority have an ELD level of 1 or 2. Currently, 23 of these students attend BATA, 12 attend Charlestown High, and 43 attend East Boston High School; these students and others in the area will have an opportunity to transfer to BATA East to access school closer to home.

We have entered into a 5-year lease agreement for 1150 Saratoga Street, the site of a former charter school. We are currently preparing the building to serve as a new program for over-age newcomer students, beginning within SY24-25 (tentatively January 2025).

Additional information about BATA East can be found in the Appendix C of this document.

3C. Grade Reconfigurations

We provided a 5-year update on the BPS grade reconfiguration strategy to align to a predominately PreK-6 and 7-12 footprint in the May 8, 2024, presentation to the School Committee. The following grade reconfigurations are ongoing:

- **Boston Green Academy** - Eliminate grade 6 to serve grades 7-12 by SY24-25
- **Edison School** - Eliminate grades 7 and 8 to serve PreK-6 by SY24-25
- **Mather Elementary School** - Add grade 6 to serve PreK-6 by SY24-25
- **TechBoston Academy** - Eliminate grade 6 to serve grades 7-12 by SY24-25
- **UP Academy Holland** - Add grade 6 to serve PreK-6 by SY24-25
- **Haley Pilot School** - Eliminate grades 7 and 8 to serve PreK-6 by SY25-26
- **Margarita Muñiz Academy** - Add grades 7 and 8 to serve grades 7-12 by SY25-26

We will also be implementing three additional grade reconfigurations. These changes were first shared with each school community earlier in May 2024, and the first round of community meetings took place the week of May 13. The Capital Planning team is scheduling additional meetings over the coming weeks and months, and will continue engaging with school communities over a full academic year of transition planning.

<New> Gardner - Eliminate the 7th and 8th grades by SY25-26. There are currently 68 students in the 7th and 8th grades at the Gardner. The District is adding four total 7th and 8th grade classrooms at Brighton High School for SY24-25 in conjunction with the recent Edison grade reconfiguration to a PreK-6. Brighton High School's 7th and 8th grades are currently under-enrolled, but we expect them to increase in SY24-25 as a result of the Edison grade reconfigurations. Since the Gardner reconfiguration was announced earlier this school year, 7th-grade teachers have begun to transition to Brighton High School. Brighton High School may be a transition option for Gardner students impacted by the grade reconfiguration.

<New> Hernández - Eliminate the 7th and 8th grades by SY25-26. The Margarita Muñiz Academy is already an option for Hernández students to continue their Spanish dual language education who are transitioning from 8th to 9th grade. This reconfiguration at the Hernández will allow those students to transition earlier. Student assignments are still being finalized for SY24-25, but we know few 7th graders will ultimately attend the Hernández this coming school year.

<New> Hennigan - Eliminate the 7th and 8th grades by SY25-26. All students impacted by the reconfiguration will have priority in the assignment process. The Hennigan offers a Learning Disability (LD) program. Seventh and 8th graders served by the LD program will have options at schools to ensure they continue to receive requisite services per their IEP. The Hennigan also offers a Multilingual SLIFE program. Spanish-speaking 7th and 8th graders will have the option of attending the Margarita Muñiz Academy, which will also have a Spanish SLIFE program and is a dual language (Spanish) school to support students continuing access to a bilingual education program.

The Capital Planning team has assigned a Senior Project Manager to support each project through the transition. The team is working with school leaders to:

- Schedule school-based office hours for school staff in partnership with the Office of Human Capital (OHC) in May and June 2024 and
- Develop plans for communication and engagement throughout the transition year (SY24-25), tailored to the needs of students, families, and staff at respective schools.

The total savings associated with the grade reconfigurations at the Gardner and Hernández is estimated to be \$1,554,363 annually. The Hennigan grade reconfiguration savings are discussed in section 4B.

3D. Strategic Expansions

Expanding the number of seats at existing high-quality schools is a core mechanism for increasing access to the high-quality student experience. Much of this work is already underway, including through capital projects (e.g., the Josiah Quincy Upper School), grade reconfigurations (e.g., the Margarita Muñiz Academy), and relocations (e.g., the EMK Academy for Health Careers).

For several schools, future growth is constrained by the physical limitations of their current building. (Our schools' utilization rates – a measure of how fully enrolled a school is – are available [in this public dashboard](#).) This summer, after several years of conversation with these school leaders, we will begin work to identify buildings for two additional secondary schools that are highly chosen by students and families but constrained by their current facilities. These schools serve a diverse student population, including our fastest-growing population of multilingual learners, and/or are aligned with highly in-demand, fulfilling careers in green and emerging industries.

<New> Boston International High School / Newcomers Academy (BINcA): To continue to serve our growing population of newcomer and multilingual students, we are planning to add grades 7 and 8 to BINcA, which currently serves grades 9-12. However, BINcA's current building in Dorchester – initially designed as a middle school – will not allow for expansion. Although the 5-year utilization rate is 75%, the May 2024 utilization rate jumped to 94% as the school welcomed many newcomers, indicating a greater need for space to be nimble and responsive to changing population dynamics. The building also has a Building Experience Score of 1 on the 0-4 scale: it cannot support a full continuum of services, has limited outdoor space, is not ADA accessible, and lacks adequate spaces for small group instruction, resource, or large gatherings. Even with a new building on-site, the site would only be able to accommodate a small PreK-6 Model Space Summary. The Capital Planning team will evaluate potential site options for an expanded BINcA, including current BPS-owned vacant or under-utilized buildings.

<New> Boston Green Academy (BGA): BGA currently serves about 460 students in grades 6-12 in a 19th-century building in Brighton and will be transitioning to serve grades 7-12 beginning in School Year 2024-25. The student body represents the full diversity of learners

within BPS, with 32% students with disabilities, 12% English language learners, and 91% high needs. BGA is Boston's only school focused on sustainability and preparing the next generation of diverse leaders for college and green careers, with a Ch. 74 Environmental Science CTE program. In the last three years, BGA ran a waitlist of a reported average of 246 students, demonstrating a high level of interest from students and families. Given the size of its facility, however, it cannot currently expand. Even with a new building on-site, the site would only be able to accommodate a small PreK-6 Model Space Summary. The Capital Planning team will evaluate potential site options for an expanded BGA.

4. INVESTING IN OUR FACILITIES

4A. New Builds and Renovations

We currently have 11 major capital projects underway – more than BPS has completed in the last 40 years combined. These projects were summarized in the [May 8, 2024 presentation](#) to the School Committee.

The City of Boston Recommended FY25-29 Capital Plan includes a significant increase in funding to continue to implement the Long-Term Facilities Plan. Over the next 5 years, the City anticipates receiving \$2.375 billion in bond revenue. Although this is a substantial amount of revenue, it is quickly absorbed by a number of BPS projects across the Capital Plan. The BPS portion of the Capital Plan can loosely be understood across three categories:

Baseline Projects: These are projects that are generally already in construction and for which we have already earmarked a portion of our prospective bond revenue.

Project	Total Budget	Notes
Josiah Quincy Upper School	\$223,591,467	Anticipated opening SY24-25
Horace Mann School Relocation (Edwards building)	\$46,600,000	Anticipated opening SY24-25
Carter School	\$111,380,185	Anticipated opening SY25-26
P. J. Kennedy School Renovation	\$21,465,000	Anticipated completion SY25-26
Philbrick-Sumner Merger at Irving Building	\$90,770,000	Anticipated opening SY25-26

Major New Projects: These are projects that are currently in programming or design. Line items in the Capital Plan are generally placeholders, as the full project budget will be determined throughout the design process.

Project	Recommended in FY25-29 Capital Plan	Notes
Madison Park Technical Vocational High School	\$100,000,000	Total project budget will be determined throughout the design process and remainder will be included in FY26-30 Capital Plan
Shaw School and Taylor School Study and Design	\$50,000,000	Placeholder for City contribution as part of MSBA project
White Stadium Renovation	\$50,000,000	Placeholder for City contribution as part of public-private partnership
BCLA / McCormack School Phase 2 Renovation (Ruth Batson Academy)	\$12,000,000	Placeholder for design costs; potentially part of MSBA project (Statement of Interest submitted in 2024)
Melvin H. King South End Academy Design	\$20,257,000	Placeholder; total project budget to be determined upon completion of programming study and beginning of design process
Blackstone School Renovation	\$20,000,000	Placeholder; design anticipated to begin within the 5-year time period represented in FY25-29 Capital Plan

Infrastructure Improvements and State of Good Repair: These include all other projects, including but not limited to bathroom improvements; HVAC repairs; window, door, and roof replacements through the MSBA’s Accelerated Repair Program (ARP); and playground improvements. A full list of infrastructure improvement projects that are recently completed or currently underway (in construction or design) can be found [at this link](#), as part of the Long-Term Facilities Plan.

In addition, BPS is working with the City’s Renew Boston Trust program to explore deep decarbonization projects at 2 schools. Neither project is fully funded at this point; both depend on further feasibility analysis before seeking funding approval to move into design and construction.

Decarbonization would include replacement of domestic hot water systems (electric resistance / heat pump) and installation of electric heat pump heating and cooling through either ground source heat pumps (geothermal) or air source heat pumps (VRF). Renew Boston Trust has already upgraded the lights, water fixtures, and building envelope at these schools.

- **<New> John F. Kennedy Elementary:** We anticipate conducting geothermal test drilling during the Summer of 2024. Pending the results of the test wells and budget approval, this project would be scheduled as a multi-phase project taking place across 2-3 summers.
- **<New> Otis Elementary:** Pending the results of further feasibility analysis and budget approval, we anticipate that on-site work could begin by summer 2025.

4B. Closures, Consolidations and Mergers

Ongoing:

- Shaw and Taylor merger (effective SY24-25)
- UP Boston closure and consolidation with UP Dorchester (effective SY24-25)
- Philbrick and Sumner merger (effective SY25-26)

FOR SCHOOL COMMITTEE VOTE <New> Close Frederick Pilot Middle School and begin collaborative planning and relaunching process with the Frederick community. This closure was announced on January 10, 2024 as part of the BPS phase-out of middle schools, but has not been formally approved. The Frederick is the last free-standing middle school to close following the district's implementation of a [2019 policy](#) to shift to a districtwide PreK-6/7-12 and PreK-8/9-12 grade configuration, thereby eliminating traditional middle schools.

We have implemented an assignment plan that would suspend sixth-grade enrollment at the Frederick for the SY24-25. The current 8th graders will graduate at the end of SY23-24, and current 7th graders will graduate at the end of SY24-25. This leaves 98 current 6th graders as of May 1 to be transitioned to other schools for SY25-26. Through the IEP process, the IEP team will identify the level of need and services that promote access to grade-level standards in the least restrictive learning environment. For students who are referred to specific special education programs as a result of the IEP team process, the district is exploring the below transfer options. Where possible, the whole program, including staff, will relocate to the new school option. The expansion of the Margarita Muñiz to serve grades 7-8 (already announced and beginning implementation in Fall 2024) provides an opportunity for the relocation of the Frederick's Spanish SLIFE program.

Specialized Programs

- Multiple Disabilities Program: Josiah Quincy Upper School
- Spanish SLIFE: Margarita Muñiz Academy
- Moderate Intellectual Impairment, Specific Learning Disability, and Multilingual SLIFE: We are finalizing these programming options in coordination with school leaders. They will be finalized and shared with the school community before the June 17 vote.

Students with disabilities and multilingual learners and their families have been provided with individual communication to address student and family concerns. Staff have been working with the Office of Human Capital (OHC) and Recruitment, Cultivation, and Diversity (RCD) to determine options for transitioning roles.

We are deeply committed to continuing to use the building as a school to serve Boston's children: it is a large building with a capacity of 652 students, and the facilities are in relatively good condition. The Building Experience Score is 4, the highest possible score, and the building can provide a full continuum of services. Moving forward, we will be working with school communities and the broader Grove Hall community to identify the next use of the Frederick building as part of a collaborative planning and relaunching process, with the goal of serving a new elementary school community by SY25-26.

We began conversations about the future of the Frederick building with Frederick Governing Board leadership in Spring 2024 and will accelerate and broaden community conversations this spring and summer. We are grateful to the Frederick community for being active and thoughtful participants in this planning process, and we commit to meeting the following principles that the Governing Board has elevated:

1. Maintain the name of Lilla G. Frederick, a long-time advocate for education and empowerment in Grove Hall, for the school
2. Continue to use the building for community purposes during any potential transition period instead of leaving the building vacant
3. Maintain access for future generations of students in Grove Hall and the surrounding community
4. Maintain the future occupants of the building as a Community Hub School, with partnerships with neighborhood organizations

We are also committed to working with community stakeholders in Grove Hall, including the Project RIGHT and Grove Hall Alliance, to determine the school community or communities that will move into the building. The students, families, and educators represented by these coalitions have already begun meaningfully engaging in school facilities planning to identify options for merger, closure, or renovation to bring short-term and long-term benefit to the Grove Hall, Roxbury, and the wider community.

The district is conducting a preliminary analysis of nearby school communities that could fit in the Frederick building. We're engaging with the community about potential configurations that will increase access to the High-Quality Student Experience, including a full continuum of services and a range of academic and enrichment programs, and expand bilingual education programming.

Other options may emerge through continued community engagement. Our goal is to make a recommendation to the School Committee in Fall 2024.

Cost savings associated with this closure are estimated at \$6M annually.

FOR SCHOOL COMMITTEE VOTE <New> Close West Zone ELC and consolidate with the Hennigan School. The West Zone ELC and Hennigan schools operate in the same building.

Not only does this result in operational inefficiencies (e.g., both schools offer K2 and Grade 1 in the same building), but there is no guaranteed pathway for West Zone students to transfer to the Hennigan. By closing the West Zone and consolidating into the Hennigan, students will have a seamless pathway from PreK through 6th grade. **Every West Zone student will have a guaranteed placement at the Hennigan School.**

By closing and consolidating the West Zone ELC into the Hennigan and reconfiguring the Hennigan to be a PreK-6 (which is not a part of this vote), the district can expand K0/K1 seats to meet the district's 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.

This proposal would also provide more space flexibility in the PreK-6 Hennigan School to offer expanded programming. There are 39 core classrooms in the building. Removing the 7th and 8th grades from the Hennigan and consolidating a small number of classrooms in the West Zone provides more flexible space for resource rooms, arts, science, bilingual programming and more. In essence, closing a small number of classrooms and reconfiguring the school helps us create a better student experience.

We commit to the following:

- School schedule and extended day: The West Zone ELC currently runs from 7:30am - 4:30pm and the Hennigan currently runs from 9:30am - 4:10pm. The district is committed to a 7:30am - 2:20pm bell schedule with extended day opportunities until 4:30pm for K0-K2 students.
- Partnerships & Programming: The district will collaborate with school communities and partners to develop the Hennigan School into a Community Hub School.
- Facilities: Identify and invest in small-scale facility improvements, building on the recently renovated bathrooms and ongoing work to upgrade and re-open the BCYF pool for students in grades 1-6.
- Support for Staff: Our goal is that affected staff feel valued, informed, and supported throughout transitions. The Office of Human Capital will provide clear communications and points of contact; weekly virtual office hours for resume, cover letter, and interview support during hiring season; recruitment job fairs and more for all staff affected by transitions.

This academic, enrichment, and operational work will be done in collaboration with the school leaders and school communities during the transition year (SY24-25). We will work with our labor partners to ensure staff impacted in this process are well-supported.

The consolidation of two schools combined with the removal of the 7th and 8th grade at the Hennigan will free up district resource to expand early childhood program at the Hennigan. Overall the budget is not likely to decline as resources that are saved in the upper grades are reinvested to expanded instructional capacity in the lower grades.

4C. Better Utilizing Existing School Buildings to Deliver HQSE

Consistent with the recommendations of the Long Term Facilities Plan, the recommended FY25-29 Capital Plan includes funds to make improvements to vacant or underutilized buildings to support future mergers, relocations, reconfigurations, or expansions. Through the School Design Study, we developed a collective community vision of the High-Quality Student Experience, and identified the physical spaces needed to support that vision. Many of the buildings within the BPS building portfolio are too small to ever bring that vision to reality – even if they had major capital investment. In this context, it's all the more important that we fully utilize the buildings in our portfolio that have a high potential to support the HQSE but are vacant or under-utilized.

<New> Beginning this summer, we will be looking closely at potential investments – including programmatic investments, as detailed in Section 2 of this memo, and facilities investments – to better utilize the buildings in our portfolio that are currently under-utilized, but offer great potential to support a high-quality experience. The buildings listed here can currently fit a model space summary and have a low utilization rate (70% and lower as of October 2023)--or they are (or will soon be) vacant. Using the data from the Facilities Condition Assessment and Long-Term Facilities Plan, we will work to scope out potential renovation projects or infrastructure upgrades at some of these sites. Some of these buildings will likely require significant investment to bring building systems up-to-date, while others may only need more cosmetic upgrades. In some of these schools, enrollment is already projected to grow due to grade expansions or welcoming additional students - the district is meeting such opportunities with academics and facilities investments to further expand the HQSE at these schools.

Potential Buildings and their Current Usage for Further Evaluation

- Brighton High School building
- Burke High School building
- Cleveland building (currently used for CASH, STRIVE and administrative offices)
- Endicott building (not currently in use)
- English High School building
- Excel High School building
- Frederick Middle School building
- Higginson-Lewis 3-8 School building
- Lincoln building (currently used as swing space for Quincy Upper)
- Lucy Stone building (currently leased to Boston charter school)
- Trotter Elementary School building

The data can be accessed <https://www.boston.gov/gnd-bps>.

Building Use

As we continue to implement the Long-Term Facilities Plan, buildings may come offline. As the future of the buildings are considered, BPS uses will be prioritized. An empty building may have

the physical spaces, sometimes with additional capital investment, to house a different school community. In these cases, another school community or communities may move into the building, either long-term, or as swing space to facilitate another renovation project. If there are no viable educational uses, the City of Boston's Planning Department will support a community process to identify possible future uses that meet community needs.

5. WHAT'S NEXT: DATA FRAMEWORK

Since January 2024, we have been engaging our community to apply the data from the LTFP, identify themes to inform the development of specific proposals this spring, 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](#). Over the next several years, we will be using the data framework to surface school buildings that may be considered for closures, mergers and reconfigurations.

6. APPENDICES

Appendix A: College and Career Pathway Programs at BPS Secondary Schools

School	Innovation Pathways	CTE (Ch. 74, Non-Ch. 74 & Integrated Career Training)	Early College	AP Courses
Another Course to College				<New> AP Pre-Calculus <New in SY23-24> AP African American Studies AP Language And Composition AP Literature and Composition AP US History AP American Government AP Spanish Language AP Statistics AP Calculus AB AP Environmental Science AP Art AP Computer Science
Boston Adult Technical Academy (AltEd)		Community Health Worker		
Boston Arts Academy		(All Ch. 74) <New> Radio and TV Broadcasting (received designation in Oct. 2023) Design & Visual Communications Fashion Technology		AP Statistics AP Biology
Boston Collaborative High School (AltEd)		Culinary Arts		
Boston Day and Evening Academy (AltEd)				
Boston Green Academy		(Ch. 74) Environmental Science & Technology		<New in SY23-24> AP African American Studies AP Language And Composition AP Literature and Composition AP Comparative Government AP Psychology AP Precalculus AP Environmental Science
Boston International		(Non-Ch. 74) Medical Assisting	<New in SY23-24> Incubator Pilot	<New in SY24-25> AP African American Studies

School	Innovation Pathways	CTE (Ch. 74, Non-Ch. 74 & Integrated Career Training)	Early College	AP Courses
Newcomers Academy (BINcA)				AP Calculus AB AP Computer Science AP Human Geography
Boston Latin Academy				<New in SY24-25> AP Research <New in SY23-24> AP African American Studies AP Language And Composition AP Seminar AP US History AP American Government AP Economics AP World History AP Comparative Government AP Human Geography AP Latin AP French Language AP Spanish Language AP Statistics AP Statistics AP Statistics AP Calculus AB AP Calculus BC AP Precalculus AP Biology AP Chemistry AP Physics AP Environmental Science AP Computer Science A AP Computer Science Principles
Boston Latin School				<New in SY23-24> AP African American Studies AP Language And Composition AP Literature and Composition AP US History AP Modern European History AP American Government AP Economics AP World History AP Comparative Government AP Psychology AP Latin AP French Language AP Spanish Language AP Spanish Literature AP German Language AP Italian Language And Culture AP Chinese Language And Culture

School	Innovation Pathways	CTE (Ch. 74, Non-Ch. 74 & Integrated Career Training)	Early College	AP Courses
				AP Statistics AP Calculus AB AP Calculus BC AP Biology AP Chemistry AP Environmental Science AP Physics C Mechanics AP Physics C Electricity/Magnetism AP Art AP Music AP Computer Science A AP Computer Science Principles
Brighton High School	Health Sciences		<New in SY23-24> General Studies (focused on MLs) - BHCC	<New in SY25-26> AP African American Studies AP Language And Composition AP Psychology AP Human Geography AP Spanish Language AP Calculus AB AP Biology AP Art AP Computer Science A
Burke High School	Biotechnology	(Non-Ch. 74) Design & Visual Communications		<New in SY23-24> AP African American Studies AP Language And Composition AP Literature and Composition AP US History AP Calculus AB
Charlestown High School			Business / Health / Technology (focused on MLs) - Bunker Hill Community College	<New in SY23-24> AP African American Studies AP Language And Composition AP Seminar AP Psychology AP Statistics AP Calculus AB AP Biology
Community Academy (AltEd)				
Community Academy of Health and Science (CASH)				<New in SY23-24> AP Pre-Calculus <New in SY24-25> AP African American Studies AP Language And Composition AP Literature and Composition

School	Innovation Pathways	CTE (Ch. 74, Non-Ch. 74 & Integrated Career Training)	Early College	AP Courses
				AP American Government AP Calculus AB AP Biology AP Chemistry
Dearborn STEM Academy	Computer Science, Advanced Manufacturing/Engineering, Health Science		<i>Computer Science / Engineering Wentworth and FCTech</i> <New in SY24-25> STEMTech Academy, a new 9-14 model of early college	<New SY23-24> AP African American Studies AP Language And Composition AP Environmental Science AP Computer Science Principles
East Boston High School		(All Non-Ch. 74) Hospitality Management Biotechnology Design and Visual Communications Criminal Justice Early Education Radio and TV Broadcasting	<New for SY24-25> Designation with Fisher College aligned with existing pathways	AP Language And Composition AP US History AP Calculus AB AP Biology AP Computer Science A
Edward M. Kennedy Health Careers Academy (EMK)		(Ch. 74) Health Assisting, Emergency Services <New for School Expansion> Surgery, Medical Imaging, and Biotechnology		AP Language And Composition AP Literature and Composition AP US History AP Biology
English High School		(All Ch. 74) Business Technology Programming & Web Development Exploratory Design & Visual Communications Health Assisting Protective Services	<New in SY23-24> Incubator Pilot	AP Language And Composition AP American Government AP Calculus AB A AP Calculus AB B AP Biology A AP Computer Science Principles
Excel High School	Computer Science Business & Finance Graphic Design			AP Language And Composition AP Literature and Composition AP Calculus AB AP Biology AP Computer Science Principles
Fenway High School			Entrepreneurship - Wentworth Health Science - UMB	AP Calculus AB AP Statistics

School	Innovation Pathways	CTE (Ch. 74, Non-Ch. 74 & Integrated Career Training)	Early College	AP Courses
			<New SY23-24> Year 13 - UMB	
Greater Egleston High School (AltEd)		Carpentry		
Henderson Inclusion School (Upper)				<New in SY23-24> AP African American Studies AP Language And Composition AP Calculus AB AP Biology AP Computer Science Principles
Horace Mann School				
Madison Park Technical Vocational High School		(All Ch. 74) Automotive Technology Automotive Collision Repair & Refinishing Carpentry Cosmetology Culinary Arts Dental Assisting Electricity Exploratory Facilities Management Design and Visual Communications Graphic Communications (Printing) Health Assisting (Nursing) Heating, Ventilation, and Air Conditioning (HVAC) Hospitality Management Information Support Services and Networking (Computer Technology) Marketing Medical Assisting Metal Fabrication Plumbing Programming & Web Development Radio & Television Broadcasting	Liberal Arts - BHCC	AP Language And Composition AP Calculus AB AP Biology AP Environmental Science
Mary Lyon High School				<New in SY24-25> AP African American Studies

School	Innovation Pathways	CTE (Ch. 74, Non-Ch. 74 & Integrated Career Training)	Early College	AP Courses
				AP Literature and Composition AP Statistics AP Computer Science A
Margarita Muñiz Academy			<New in SY23-24> Incubator Pilot <New for SY25-26> Pilot program with UMB for Early College	AP Spanish Language
Melvin H. King South End Academies				
New Mission High School		(Non-Ch. 74) Biotechnology	Computer Science / Engineering, Wentworth Health Science, UMB	<New in SY24-25> AP African American Studies AP Language And Composition AP Literature and Composition AP Seminar AP US History AP Psychology AP Spanish Language AP Statistics AP Calculus AB AP Precalculus AP Biology
O'Bryant School of Mathematics and Science		(Non-Ch. 74) Engineering <New> Health Science		<New in SY23-24> AP African American Studies AP Language And Composition AP Literature and Composition AP Research AP Seminar AP US History AP American Government AP Economics AP World History AP Psychology AP French Language AP Spanish Language AP Chinese Accelerated AP Statistics AP Calculus AB AP Calculus BC AP Precalculus AP Biology AP Chemistry AP Environmental Science AP Physics 1

School	Innovation Pathways	CTE (Ch. 74, Non-Ch. 74 & Integrated Career Training)	Early College	AP Courses
				AP Physics C Mechanics PLTW AP Computer Science A PLTW AP Computer Science Principles
Quincy Upper School (IB)				
Ruth Batson Academy (formerly BCLA-McCormack)			<New in SY23-24> Early Education - UMB	<New in SY23-24> AP Pre-Calculus AP Language And Composition AP Literature and Composition AP Spanish Language AP Statistics AP Calculus AB AP Calculus BC AP Language And Composition
Snowden International High School (IB)				AP Literature and Composition AP US History AP Chemistry
TechBoston Academy		(Non-Ch. 74) Design & Visual Communications	<New for SY25-26> Pilot program with UMB to go wall-to-wall Early College	<New in SY23-24> AP African American Studies <New in SY24-25> AP Research AP Language And Composition AP Seminar AP American Government AP Spanish Language AP Precalculus AP Biology AP Art AP Computer Science Principles

Appendix B: Additional Information on Post-Secondary Transition Program

The new Post-Secondary Transition Program will include:

- **Individual Person Centered Planning/Transition Planning:** Goals and objectives outlined in students IEP related to transition planning will be strength based and developed centered on the goals of the student with support and input from their family, teachers and other relevant stakeholders. My Career & Academic Plan (MyCAP) intentionally incorporated into the transition planning process to support identification and pursuit of future goals.
- **Life skills:** The program will focus on teaching meaningful skills that are essential for independent living, such as communication, personal hygiene, cooking, cleaning, managing finances, functional academics, using public transportation, travel training, and accessing community resources.
- **Vocational Training and Job Skills Development:** Students will receive training in job skills and workplace behavior/supports. Students will participate in internships or job shadowing experiences to gain real-world work experience.
- **Develop and Enhanced Partnerships:** The community transition program will expand upon existing partnerships within the City of Boston to create additional opportunities for students to secure employment with our community partners.
- **Social Emotional Support:** The transition program will address the social and emotional well-being of the students, providing opportunities for building social skills, self-advocacy, and peer support networks.
- **Community Engagement and Recreation:** Students will be encouraged to participate in community activities, clubs, and recreational programs within their community to foster social connections and a sense of belonging.
- **Family Engagement:** Families play a crucial role in the transition process. The program will provide support and resources for families to help them navigate adult services and advocate for their child's needs.
- **Transition Services Coordination:** A transition coordinator or team will oversee the implementation of the transition plan, coordinate services and community agencies, monitor progress towards goals, and make adjustments as needed.
- **Connections with Adult Service Agencies:** Collaborating with adult service agencies including Massachusetts Rehabilitation Commission (MRC), Department of Developmental Services (DDS), Boston Disability Commission and others depending on students' individual needs
- **Post Graduation Planning:** The program will assist students in developing a post graduation plan that outlines their goals for employment, education, and independent living after completing the program.

The district is currently meeting with community partners to begin a joint design process and assess appropriate spaces. We will use the Racial Equity Planning Tool to guide decisions about building reuse following school closures. This work will be completed ahead of a School Committee vote in the fall 2024.

Appendix C: Additional Information on BATA East

Program Name: Boston Adult Technical Academy – East Boston

Location: 1150 Saratoga Street, East Boston

Target Population: In Year 1, up to 50 students at ELD Levels 1 and 2 between the ages of 18-22. The team aims to grow the school to serve 150 students, using a day/evening schedule.

Date of Operation: Anticipated January 2025

Program runs on a September Schedule

- Year long Academic Program
- 8 Potential Credits earned in a year
- Five Classrooms (1st Year) with potential for expansion
- 7 FTEs to support program for year 1
 - 1 Program Director
 - 1 Social Worker
 - 4 Teachers

Staffing Planning:

FTE	Positon	Cost
1 FTE	Program Director	\$121,253.00 (Managerial D)
1 FTE	School Secretary	\$57,423.00
1 FTE	Social Worker	\$112,772.00
1 FTE	Teacher/ Math	\$111,009.00
1 FTE	Teacher/Science	\$111,009.00
1 FTE	Teacher/ ESL	\$111,009.00
1 FTE	Teacher/ ESL	\$111,009.00
7 FTE's		\$735,484.00

Appendix D: Additional Information on Closure Proposals

Close Frederick Pilot Middle School

Current Enrollment	Total: 337				
	Grade 6		Grade 7		Grade 8
	91		118		128
	Asian	Black	Hispanic	Other	White
	4%	33%	58%	1%	3%
	Students with disabilities: 30%				
	Multilingual learners: 50%				
Administratively Assigned	5%				
Concentration of specialized programs for students with high needs	23% of students <ul style="list-style-type: none"> • 15% substantially separate • 9% SLIFE 				
Students living near the school	72% of students live within 1 mile of the school				
Special Ed and ML Programs	SEI Spanish, SEI Multilingual Moderate intellectual impairment; Specific learning disability				
Building Capacity	652				
Facilities Condition Score	35 out of 100				

Close West Zone ELC and Consolidate with Hennigan School

Current Enrollment	West Zone: 113				
	<ul style="list-style-type: none"> • K0/K1: 50; K2: 33; Grade 1: 30 • Students with disabilities: 29.2% • Multilingual learners: 33.7% 				
	Asian	Black	Hispanic	Other	White
	9%	25%	51%	4%	11%

	<p>Hennigan: 503</p> <ul style="list-style-type: none"> • K2: 27; Grade 1: 39; Grade 2: 50; Grade 3: 39; Grade 4: 57; Grade 5: 78; Grade 6: 66; Grade 7: 71; Grade 8: 76 • Students with disabilities: 29.2% • Multilingual learners: 33.7% <table border="1"> <thead> <tr> <th>Asian</th> <th>Black</th> <th>Hispanic</th> <th>Other</th> <th>White</th> </tr> </thead> <tbody> <tr> <td>4%</td> <td>25%</td> <td>66%</td> <td>2%</td> <td>3%</td> </tr> </tbody> </table>	Asian	Black	Hispanic	Other	White	4%	25%	66%	2%	3%
Asian	Black	Hispanic	Other	White							
4%	25%	66%	2%	3%							
Administratively Assigned	0%										
Concentration of specialized programs for students with high needs	<p>15% of students (Hennigan only)</p> <ul style="list-style-type: none"> • 9% substantially separate • 5% SLIFE 										
Students living near the school	<p>West Zone: 62% of students live within 1 mile of the school</p> <p>Hennigan: 52% of students live within 1 mile of the school</p>										
Special Ed and ML Programs	<p>West Zone: No Programs</p> <p>Hennigan: Mild intellectual impairment, Specific learning disability; SEI Multilingual</p>										
Building Capacity	711 - Note: The Hennigan and the West Zone were evaluated as one school community since they share a building.										
Facilities Condition Score	10 out of 100										