



Equity Impact Statement: Mission Hill School Closure

Title: Recommendation to Close the Mission Hill K-8 Pilot School

Date: 04/27/22

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

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

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. Proposal/Presentation & Impact <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 recommendation to close the Mission Hill K-8 Pilot School aims to ensure that all current students will have the opportunity to learn in a physically and emotionally safe environment where they can flourish academically and socially.</p> <p>The recently completed external investigation by the Hinckley Allen law firm documents harm to children and families over the past decade. The report makes clear that all attempts at intervention have not garnered an acceptable level of progress. Even with serious interventions during SY 2021-22, including the removal of school leaders and other educators, infusion of significant Central Office support, and extensive staff training, the school has failed to make the necessary improvements. Unfortunately, this has led to the conclusion that children will continue to be harmed if the school remains open.</p>
<p>2. Alignment with the Strategic Plan <i>How does the proposal/effort align with the district's strategic plan?</i></p>	<p>This proposal aligns with the following commitments in the Strategic Plan:</p> <p>2.7 Make every school a safe space for every BPS student, offering the support and protection needed to learn, grow, and thrive.</p> <p>2.5 Implement rigorous and consistent elementary learning expectations and curriculum that prepare all students for high school, including strong science and math 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>This recommendation is rooted in the following data:</p> <ul style="list-style-type: none"> ● Five external reports substantiating a culture and climate where students repeatedly experienced unaddressed sexual misconduct, bias-based conduct, and bullying over a ten year period. ● Conduct referrals disaggregated by race, gender, and nature of misconduct. ● Academic data demonstrating wide gaps in achievement and growth between White, Black, and Latinx¹ students, students with disabilities, and English learners (the School has been in Transformation status for the three years and remains ranked in the lowest 5% of schools in the Commonwealth). ● High non-compliance rates in fulfilling special education timelines, such as completion and implementation of Individualized Education Plans, completing annual reviews and three-year reevaluations.
<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>Due to the sensitive nature of the investigation, widespread engagement was not appropriate. We acknowledge that six months of waiting has been frustrating for the school community; however, it was imperative that we complete a top to bottom review of the very serious and widespread allegations.</p>
<p>5. Racial Equity Strategies <i>How does this proposal/effort</i></p>	<p>Mission Hill was designated as one of 32 BPS Transformation schools three years ago. Not only is the school among the lowest 5% in the Commonwealth according to</p>

¹ Less than 3% of the Mission Hill student population identifies as Asian.

<p><i>mitigate disparities and increase racial and other equity? What are possible unintended consequences? What complementary strategies will further advance equity?</i></p>	<p>MCAS, striking academic disparities between White and Black/Latinx students, students with disabilities (SWDs) and English learners (ELs) have persisted. Recent conduct referral data also indicate disproportionality: of 418 behavior referrals to date this school year, 51% were for SWDs, 70% were male, 27% Latinx, and 38% Black. By contrast, 26% of total students are SWD's, 57% are male, 28% are Latinx, and 40% are Black.</p> <p>By closing the school, the district will:</p> <ul style="list-style-type: none"> ● Immediately remove students from a culture that has negatively impacted many students' growth. ● Increase the likelihood that students will be safe from verbal and physical student-on-student incidents or bullying. ● Increase the likelihood that students with disabilities will have their educational needs met. ● Increase the likelihood that all students will have access to standards-aligned, grade-level instruction.
<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>Consultation with Planning and Analysis (PandA), Welcome Services, and Enrollment is ongoing. A PandA analysis shows there are sufficient seats to place all students in nearby Tier 1 or 2 schools. The Office of Special Education will work to ensure that students with disabilities are placed in inclusion classrooms, and the Office of English Learners will place ELs in schools with appropriate support. Welcome Services will provide three assignment specialists to hold individual in-person or virtual meetings with families.</p> <p>Implementation will be led as follows:</p> <ul style="list-style-type: none"> ● A transition team will support students, staff, and families, including social workers and members of the Office of Human Capital and Office of Recruitment, Cultivation, and Diversity. ● Receiving schools will place students strategically and monitor students' adjustment. <p>Budget impacts may include:</p> <ul style="list-style-type: none"> ● Receiving schools may need additional funding to meet general education and inclusion students' needs, including possible additional resource room staff. ● Some students may need wraparound services, including counseling. ● Some staff may not find positions in the district, and will then be placed as Suitable Professional Capacity.
<p>7. Accountability & Communication <i>How will impacts be assessed, documented and communicated to stakeholders? Who will be responsible?</i></p>	<p>The Hinckley Allen firm is conducting two additional phases of their investigation. The second phase will focus on employee misconduct, including failure to report student-on-student incidents. The third phase will focus on safeguards the district can put in place to ensure every BPS school is safe for all students.</p> <p>This week, a letter will be issued to all BPS employees to reiterate their obligation to report all incidents that may violate the district's anti-bullying or Equity policies (circulars), or may constitute child abuse or neglect.</p> <p>Mission Hill staff and families will receive a series of communications - virtually and in writing - to support transitions.</p> <p>The transition team will report back to the School Committee and the public on progress in placing students, and on other changes resulting from Phases 2 and 3 of the Hinckley Allen investigation.</p>