

Focus on Quality and Equity – Slow Down the BPS Process!

We are parents who believe that any new Boston Public Schools assignment process must provide children in every neighborhood with equitable access to a quality school, regardless of race, national origin, color, gender, immigrant status, ethnicity, language, socioeconomic status, sexual orientation, special needs or disability.

We are parents who believe the five BPS proposals now on the table will only exacerbate existing inequities. The current system already denies families living in lower income neighborhoods and in communities predominantly of people of color equal access to high quality schools, and the new plans make this problem worse

Because any new student assignment policy will affect our children for generations to come;

Because none of the five assignment proposals meets the above criteria of equitable access to a quality education and will exacerbate existing inequities in the system;

Because the BPS has failed to include important information in their proposals, including specific walk zone percentages, specifics about new programs and approaches for English Language Learners and students with special needs, and timelines for grandfathering;

Because community input has been limited by both a two-week period of public comment and a lack of translated materials for non-English speakers at the community forums;

Because integration, diversity, and inclusion are important for all students and we believe the proposed models will limit these;

Because the current proposals fail to address the need for increased capacity in the student seats and schools in neighborhoods without schools, and

Because the first priority of the BPS should be to dedicate time and resources to improving school quality and access to high quality schools,

I request that the timeline for a new student assignment policy be waived. I request that the BPS disregard all five of the current proposals and take the time necessary to generate a plan that puts quality education and equal access to quality education first.

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