



Equity Impact Statement Template for School Committee Proposals and Presentations

Title: Philbrick-Sumner Merger School Naming

Date: February 26, 2025

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, Latina/o/x, Asian, indigenous, immigrant, multilingual, and have Special Education experience)?</i></p>	<p>The Philbrick and Sumner school communities will be merging into the renovated Washington Irving Elementary School building beginning September 2025. The desired outcome of this proposal is to select a name for the merged Philbrick-Sumner school communities that is representative of the schools coming together, and reflective of the joined community's commitment to equity and inclusion.</p> <p>Tonight's presentation is the culmination of an inclusive process in which students, families, staff, and community partners had an opportunity to put forth names for consideration, and cast their votes to narrow down name selections to seven, and then further to three.</p> <p>This process was led by the Capital Planning Senior Project Manager, who identifies as Afro Latina, in collaboration with the School Superintendent. Together, they worked closely with the two school leaders, the Merger Community Engagement Team, and the two School Site Councils to inform the process. Members of these teams included representatives who identify as Black, Latinx, multilingual, and with Special Education experience.</p> <p>The two school communities include large populations of Latinx and Haitian Creole families. The Community Engagement Team included some Hispanic and Haitian Creole representation.</p>
<p>2. Alignment with the Strategic Plan <i>How does the proposal/effort align with the district's strategic plan?</i></p>	<p>The proposal is in alignment with the City of Boston Green New Deal for Boston Public Schools. Jointly deciding on a name is an important milestone in the process of joining two school communities and is an opportunity for community building and joint decision-making.</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>Central office staff used the District Policy on Renaming to guide the process.</p> <ul style="list-style-type: none"> ● 76 survey responses were collected to gather the proposed names: <ul style="list-style-type: none"> ○ Relationship to school: 42% families/caregivers; 17% educators; 43% students; 10% Other ○ Race/ethnicity: 75% white, 9% Latinx, 18% Black, 4% Asian, 1% American Indian or Alaskan Native, 5% Other ○ School community: 64.5% Sumner; 34.2% Philbrick; 1% Roslindale Community. ● 22 names were presented to the School Site Council at a public meeting ● 7 names were voted on by the Philbrick and Sumner School Site Councils to move forward for a community vote ● 303 school community members responded to the survey to

	<p>whittle the list down from 7 to 3 names</p> <ul style="list-style-type: none"> ○ Relationship to school: 65% families/caregivers; 19% educators; 16% students ○ Race/ethnicity: 59% white, 17% Latinx, 11% Black, 5% Asian, 1% American Indian or Alaskan Native, 7% Other ○ School community: 75% Sumner, 22% Philbrick, 3% Both <ul style="list-style-type: none"> ■ The overall percentage of participation per school is roughly 40% from the Philbrick and 35% From the Sumner <ul style="list-style-type: none"> ● The merged School Site Council voted on the final name in a Public Naming Hearing on February 11, 2025.
<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>There have been several events and efforts to gather information and input with the school communities in this process:</p> <ul style="list-style-type: none"> ● January 2024: The Merger Community Engagement Team met to discuss a process for name suggestions after reviewing the District Naming Policy and shared the following feedback: <ul style="list-style-type: none"> ○ Identify joint core values to help inform decision making. ○ Host joint hearings for a School Site Council decision process. ○ Include broader community, but ensure parents, students and staff from both school communities narrow down the name suggestions. ○ Create an in-person and virtual way for submissions and voting. Like dropboxes, ballot boxes and Google surveys. ○ Ensure the process is well-advertised. ○ Utilize currently scheduled school events to help advertise and collect suggestions. ● March 2024: Using the Community Engagement Team’s (CET) feedback district staff shared a drafted School Renaming process for name submissions with CET. ● May 2024: Hosted a community meeting to launch the Naming process and invite suggestions. ● June-October 2024: Advertised and accepted name suggestions at all three school buildings and across Roslindale. A total of 76 responses were collected. <ul style="list-style-type: none"> ○ We posted fliers in multiple languages at the Roslindale Library, the BCYF Roslindale and the Flaherty Swimming Pool. ○ We shared an online survey in multiple languages with the school community to collect name suggestions. ○ We placed ballot boxes and posted large posters of the flier inviting name suggestions at all three schools; the Philbrick, the Sumner and the Sumner Upper at Irving, in English, Spanish and Haitian Creole. ○ We hosted a community building event in September 2024 where name suggestions were also encouraged. ○ We also sent a letter to the City Council and the School Committee announcing the process. ● December 2024: Hosted a Joint School Site Council Meeting to accept name suggestions and for the SSCs to narrow the list down from the 22 names presented to 7 possible name options. ● December 2024-January 2025: Shared a survey for the school

	<p>communities to narrow down the list from 7 to 3 name options (Anna Mae Cole School, Roslindale Elementary School, and the Sarah Roberts Elementary School). 303 responses were collected.</p> <ul style="list-style-type: none"> February 2025: Hosted a Public Hearing for the SSC to vote on a final name suggestion. The SSC voted on the final name: Sarah Roberts Elementary School.
<p>5. Racial Equity Strategies <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>The chosen name, Sarah Roberts Elementary School, symbolizes the fight for educational justice in Boston and connects both school communities together. In 1847, Benjamin Roberts applied to the Boston Primary School Committee for his daughter, five year-old Sarah Roberts, to attend a school that educated white children closer to their home. The Committee denied his request on the basis that Sarah could attend the local school for Black children instead. Charles Sumner, future abolitionist and Massachusetts Senator, represented the Roberts family in the lawsuit. Activists kept fighting. John Philbrick became the Superintendent of BPS six years after the case and transitioned from single-room schoolhouses to schools with multiple grades and spaces to accommodate that shift. In 1855 segregated public schools in Massachusetts were abolished. John Philbrick was an educator who presided over Boston Schools at the dawn of desegregation. The new name honors this history through Sarah Roberts’ story, while tying the two school communities together.</p> <p>Names matter. Who we honor is a symbol of who we are as a community. Honoring Sarah Roberts helps to mitigate disparities and increase racial equity by contributing to the small but growing number of BPS schools named after groundbreaking African-American women. This proposal centers the school’s identity around equity and aligns with complementary strategies currently underway, such as BPS’ Inclusive Education Plan and its word toward providing a High Quality Student Experience for every BPS student through efforts guided by the Long-Term Facilities Plan.</p> <p>We do not anticipate any unintended consequences, other than feedback from stakeholders who may have preferred one of the other names presented.</p>
<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 school name will impact multiple areas:</p> <ol style="list-style-type: none"> Facilities: There will be a cost associated with creating new signage to reflect the new name, which is taken into account in the construction project. Operations: The Aspen Student Information System and all central office departments will need to be updated to incorporate the change for the SY25-26 school year and beyond. New paraphernalia will be provided to the school’s students, families, and staff to support this rebranding. Press release and an opening ceremony will be organized to announce and celebrate the new school. <p>The Capital Planning team will work with the school communities to implement this plan. The team is diverse, and reflects the demographics of BPS students.</p>

<p>7. Accountability & Communication <i>How will impacts be assessed, documented and communicated to stakeholders? Who will be responsible?</i></p>	<p>The Capital Planning team will continue to work with school communities to ensure the steps in question 6 are taken. Communication will be sent to the school communities by the Senior Project Manager on Capital Planning about the new proposed school name as well as both communities, the broader BPS community, and the broader Roslindale neighborhood.</p> <p>We have not historically assessed the impact of a school renaming. This was not done for the renaming of the Ruth Batson Academy, although we have focused on building community. It is unclear that we would continually assess, document and communicate impacts for a school renaming in this case, particularly with the many moving parts of this school merger and construction project for the renovated building that the merged community will move into this fall.</p>
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