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To: Boston School Committee

From: Delavern Stanislaus, Chief of Capital Planning

Cc: Mary Skipper, Superintendent; Samuel DePina, Deputy Superintendent of Operations; Linda Chen, Senior Deputy Superintendent of Academics; Ana Tavares, Deputy Superintendent of Family and Community Engagement

Re: School Year 2025 Proposals for Closures and Mergers - Update

Date: March 7, 2025

On January 22, 2025, the Capital Planning team [presented](#) recommendations to the Boston School Committee for 4 school closures and 1 merger and announced 4 grade reconfigurations to go into effect at the end of School Year 2025-26. Since then, we have been working closely with impacted school communities to answer questions, connect students and families with resources, and listen to feedback from impacted community members. Ahead of the Boston School Committee's upcoming scheduled vote, **this memo provides an update on this work**, including:

- Summary of stakeholder engagement with impacted school communities so far
- Supporting our students in transition, especially students with disabilities & multilingual learners

Context: Long-Term Facilities Plan Decision-Making Framework

The Long-Term Facilities Plan data framework is based on the priorities we heard from BPS community members through a multi-year engagement process. This data framework includes three primary decision-making metrics for considering school closures and mergers ([closure and merger criteria](#), slide 13). Each school that we have recommended for closure does not currently meet an acceptable Building Experience Score (which is based on our community-informed vision of what we want to be true for all students), cannot offer a full continuum of services, and is under-utilized. The combination of these three metrics, as well as others considered in the LTFP data framework noted below, means that our students at these schools do not have access to a full range of academic and enrichment opportunities, in some instances including elective and advanced courses, career pathways, sports, arts, and clubs. Closing these schools will create pathways for students to transition into schools that are more fully enrolled, with more resources, and offering a higher-quality student experience – often closer to home.

This year's slate of proposed closures and merger was developed intentionally in order to provide adequate support to each impacted student, not overload any welcoming school with programming, and to guarantee each impacted student has a high-quality seat available to transition into. We considered additional data to the primary LTFP metrics including: the percent of students administratively assigned to a school, the number of students for whom the school is a first/second/third choice, the number of sections per grade in secondary schools, the concentration of specialized programs for students with high needs, and the percentage of the student body that lives near the school. Detailed questions and answers we have

Boston Public Schools

Mary Skipper, Superintendent

Boston School Committee

Jeri Robinson, Chairperson

City of Boston

Michelle Wu, Mayor



gotten from communities about these proposals are outlined in the appendix. All LTFP [data](#) is public for all schools and is updated annually.

More details on the decision-making framework can be found in [this May 2024 memo](#) to the Boston School Committee. The LTFP data for the schools impacted by this year’s recommendations is below:

Criteria	Target Score	Community Academy	Dever Elementary	Excel High School	Lyon High School	Winthrop Elementary	Clap Elementary
Five-Year Utilization Rate: How fully enrolled is the school?	84% - 114%	34%	77%	65%	40%	113%*	67%
Building Experience Score: Does the building provide the physical space to support a high quality student experience?	3+ out of 4	0 out of 4	2 out of 4	1 out of 4	0 out of 4	2 out of 4	1 out of 4
Building Offers a Full Continuum of Services: Can the building support its students’ full set of needs, including opportunities for partial inclusion and specialized services?	Meets	Does not meet	Does not meet	Does not meet	Does not meet	Does not meet	Does not meet
<p>* While the Winthrop is within the desired utilization range, there were multiple other factors that were considered for merger scenarios. These included minimal impact to the student walkzone (-1%) and students whose home language is Cabo Verdean Kriolu (10% at the Winthrop, which is relatively high for a BPS school). The criteria for the merger into the Frederick were presented (slide 20) to the School Committee on January 22.</p>							

As mentioned, this year’s slate of proposed closures and merger was developed intentionally in order to provide adequate support to each impacted student, not overload any welcoming school with programming, and to guarantee each impacted student has a high-quality seat available to transition into. There are other schools in the district that currently meet the outlined criteria for closure and merger. These schools will continue to be evaluated in future proposal cycles with the same intentionality.

Engagement, Stakeholder Analysis, and Next Steps

Community input is embedded in the data we use to drive decision-making. One of three primary metrics used to make Long-Term Facilities Planning decisions is the “Building Experience Score” which assesses how well our buildings can currently support the High-Quality Student Experience, as collectively defined by the BPS community. In 2023, the District held listening sessions and focus group sessions with over 500 participants. From those conversations, themes were distilled about our community’s hopes for their students and challenges with and vision for the District. A survey reaching over 9,000 members of the BPS community gathered additional input on those themes to establish community priorities for a High-Quality Student Experience for every student. Impacted people were well-represented in the responses; for example, 41% of participants in listening sessions identified as families/caregivers. 49% of

respondents to the survey identified as families/caregivers. Learn more in the [Listening Report](#) and associated [Racial Equity Planning Tool](#).

Since making this year’s recommendations public, we welcomed feedback from community members at each of the impacted schools. Closures are always painful. Our goal with the community engagement sessions so far was to transparently explain our recommendations, listen, answer questions, and gather input on how transition planning to support students and staff can be improved. **There were multiple avenues for feedback: virtual and in-person community meetings, informal conversations with each school community, a public survey, a question/comment form for school staff, School Committee public comment, and a dedicated inbox (capitalplanning@bostonpublicschools.org).** Our team has also had many one-on-one and small group conversations on-site through “Coffee Chats,” office hours, school tours, and over email with teachers, staff, families, students, and other stakeholders at impacted schools, and welcomes every opportunity to hear directly from impacted community members.

Community engagement opportunities since early January	
Jan. 8 and 9	Staff Meetings at all Impacted Schools (9 meetings)
Jan. 9	Excel High School Virtual Community Meeting (39 attendees)
Jan. 13	Dever Elementary School Virtual Community Meeting (106 attendees)
Jan. 14	Community Academy High School Virtual Community Meeting (33 attendees)
Jan. 15	Clap Elementary School Virtual Community Meeting (36 attendees)
Jan. 16	Winthrop Elementary School Virtual Community Meeting (26 attendees)
Jan. 16 - Ongoing	Office of Human Resources - on-site Office Hours for staff at all impacted schools
Jan. 21	Mary Lyon Upper and Lower Virtual Community Meeting (47 attendees)
Feb. 4	BTU Pilot Virtual Community Meeting (33 attendees)
Feb. 5	Young Achievers Virtual Community Meeting (28 attendees)
Feb. 6	Dearborn STEM Virtual Community Meeting (2 attendees)
Feb. 11	Excel High School In-Person Community Meeting (2 attendees)
Feb. 12	Dever Elementary In-Person Community Meeting (~40 attendees)
Feb. 25	Mary Lyon In-Person Community Meeting (~50 attendees)
Feb. 27	Community Academy In-Person Community Meeting (~12 attendees)
Feb. 27	Tour of Frederick Building (Winthrop School Community) (~30 attendees)
March 1	Tour of the Frederick Building (Clap & Winthrop Communities) (~20 attendees)
March 4	Winthrop Elementary In-Person Community Meeting (~10 attendees)

March 6	Clap Elementary In-Person Community Meeting
Ongoing	Meetings with school leaders and coffee chats with school communities

Public Survey

On January 7, BPS sent the survey to the impacted school communities by email in all major BPS languages. The survey was also public and disseminated via routine communications from the district and Capital Planning, on the BPS website, and re-shared at community meetings and follow-up communications. The survey closed February 14.

- 133 responses (Families of current/former students: nearly 60%; Staff: 34%; Students: 2 students)
- 40% of respondents identified as being associated with a student with a disability (parent/family, staff, or student) and 29% of respondents identified as being associated with a student who is a multilingual learner (parent/family, staff, or student)
- Most responses represented three school communities:
 - Dever school community (30%)
 - Mary Lyon Upper and Lower school community (15%)
 - Roger Clap Elementary school community (13%)
- 43% of respondents identified as white, 17% identified as Black, and 20% as Hispanic/Latinx.
- A little over half of the Black and white respondents are families of former/current students compared to 89% of Hispanic/Latinx respondents who are families of former/current students.

What feedback did we hear and what are we doing about it?

- **Concerns about ensuring continuity of services and learning, particularly for students with disabilities and multilingual learners. Some families and staff worry that students currently learning in inclusion settings may not find the same support elsewhere.** To address this, ensuring a smooth transition has been our top priority. Beginning in April, the Office of Specialized Services will work closely with students, families, and educators in a one-to-one, case management approach through the IEP process to ensure every impacted student understands their options and can transition to a school that best meets their needs. We have responded to individual inquiries, shared [Transition Guides](#), and deployed a cross-departmental BPS team to create strong transition plans. Moreover, with the district-wide Inclusive Education Plan, all schools will offer a full continuum of services to meet IEP requirements.
- **Highlighting the strong sense of community at these schools and expressing attachment to the schools and communities.** The voices of school community members we heard reflect a deep sense of belonging and pride. Their words honor the hardworking, brilliant students, staff, and families who make these schools special. As we navigate the closure process, we are committed to honoring their specific school identities, legacies, and cultures in a meaningful way. Capital Planning Senior Project Managers, in coordination with other central office staff and school-based Transition Coordinators, will lead this work, including receiving feedback from schools on how they would like to be celebrated and close strong.
- **Need for additional communication about next steps.** Many asked for more details and information about what's next, including requests for multiple modes of communications and meeting formats/times to reach as many families as possible. The Capital Planning leadership team is working closely with school leaders and has assigned Senior Project Managers or other dedicated Capital Planning staff to each school and created detailed project plans for the transition year. Nearly all BPS Central Office departments are part of the process to ensure

coherent, robust support for students and staff in transition. We are committed to a minimum of monthly meaningful touchpoints (meetings or other communications) that are fully accessible. Each community touchpoint will have a clear purpose and provide one-to-one, tailored support to students, families, and staff in the coming planning year.

- **Concerns about the student populations at each of these schools being unable to be served elsewhere in the district.** Educators and families at each impacted school have raised concerns that their students may not receive the same quality of education and/or social-emotional support at a different BPS school. For example, at Community Academy, educators raised fears that students who have succeeded at CA might not transition to a new secondary school at all. At the Lyon, community members raised concerns that the inclusive education model would not be replicable for students elsewhere. It is true that there is unique, great work happening in these schools every day and yet we know that unique, great work happens in every single one of our schools. As a district we are committed to ensuring each school is set up to welcome any student that walks through their doors. We are committed to working with every impacted student and their family to identify a new school that will support their needs and aspirations.
- **Grieving the loss of school communities—even while there is a broad understanding that BPS needs to close schools to improve.** In certain cases, we heard strong emotions about the prospect of people losing their schools. School closures are immensely difficult. We believe that these proposals will move us toward a stronger BPS. Redesigning the physical footprint of the district to better match our student body will help us build a district that better serves current and future students. BPS enrollment has stabilized over the last few years, but like in most urban public school districts across the U.S., it is significantly lower than a decade ago. We heard a broad understanding that spreading our resources too thin compromises the quality of the education that our students receive. Additionally, we have heard the call to present all planned closures and mergers through 2030. While we continue to be willing to share the likely number of closures/mergers, we do not feel getting into specifics is positive overall for the district. Prolonged school closure and merger processes can lead to school destabilization and will not allow us to prepare welcoming schools to make sure every student has a high-quality seat to transition to.
- **Excitement about the opportunity presented by the Frederick building.** For Winthrop and Clap families, students, and educators impacted by the proposed merger of these two schools, the opportunity presented by the Lilla G. Frederick building was exciting. At the first two tours for school communities, hosted by the current leadership of the Lilla G. Frederick Pilot Middle School, students, families, and staff expressed enthusiasm about the new, updated spaces for learning. Students took off running in the large gymnasium, picked out books in the beautiful library, and enjoyed seeing the large classrooms dedicated to art, science, and other essential programming for students.
- **Positive response to the 2030 vision for a right-sized school district.** Alongside the targeted outreach to impacted school communities, we heard from members of the greater BPS community regarding their views on the 2030 projections, LTFP, and school closures/mergers. In her [Op-Ed in the Commonwealth Beacon](#), President & CEO of EdVestors, Marinell Rousmaniere, commended the 18 month transition timeline and reiterated the importance of ensuring that students receive all necessary support to avoid academic setbacks. *The Boston Globe* Editorial Board commended the plan as a “[painful but necessary step](#).”

You can find more questions from our community, and answers, in the [Frequently Asked Questions](#) and school-specific questions in the [appendix](#).

Maintaining Instructional Continuity for Students

School	Student Enrollment	Multilingual Learners	Students with Disabilities	Students in Sub-Separate Placements	Specialized Programs
Dever	444	56%	15%	0%	Inclusion
Lyon High	96	22%	32%	0%	Inclusion
Excel	311	24%	28%	15%	Emotional Impairment, Specific Learning Disabilities, SAR, Inclusion
Community Academy	62	10%	58%	21%	Emotional Impairment, Inclusion
Clap	142	31%	29%	0%	Inclusion
Winthrop	234	33%	12%	3%	Early Childhood ABA
Total	1,289 (~890*)				

*The number of students we anticipate supporting through the transfer process is around 890. Students in 5th and 6th grades in elementary schools and 11th and 12th grades in secondary schools who are eligible to progress or graduate will do so. We have also capped enrollment for students entering the following grades next year: Kindergarten and 9th grades for elementary and secondary, respectively.

Supporting Every Student on a Case-by-Case Basis: The 18-month transition timeline enables the Office of Specialized Services, in partnership with other central office teams, to support every student with a disability on an individualized basis through the transition to a school that best fits their needs and goals:

- April-Oct. 2025: IEP teams will meet with each individual student to ensure their IEP is up to date, identify a school that best fits their needs, and confirm that the selected school is able to meet their needs
- Central office ensures every receiving school is set up to welcome students and provide services

Specialized Programming: As BPS continues its multi-year focus on implementing our Inclusive Education Plan, all schools in our district are focused on including students with diverse needs more intentionally. As IEP meetings take place over the next year, and we learn more about students' needs, goals, and best-fit options, we will add or expand programs as needed to ensure students have great options that fit their specific needs.

Working closely with the Office of Specialized Services to map out transition plans for students impacted by this set of closures, we are confident we can support students with disabilities to transition to schools that meet their needs through existing specialized programs and capacity across the district. In most cases, the “seats” in specialized programs that are proposed to be taken offline can be absorbed by existing program capacity across the district, without creating new specialized programs. Through the IEP process, we will work with students to identify the best places for them at schools with existing programmatic capacity. We will monitor enrollment on an ongoing basis and make programmatic shifts in partnership with schools as needed. If we determine after the IEP processes have been completed (by October 2025)

that we don't have adequate specialized program capacity for the SY26-27 school year, we will work with school(s) to add programs to meet our students' needs ahead of budget season next year.

Supporting Multilingual Learners: We know that of the 37% of students impacted by these recommendations who are multilingual learners (MLs), the majority are eligible for inclusive settings unless they have other specialized needs such as an IEP that requires a smaller classroom setting. MLs will follow the same process as their English proficient peers for identifying a new school. All BPS schools offer English Learner services, and students can access them at any school of their choice. Families and students can select the school that suits them, as accessing English Learner services does not limit their options—all schools are inclusive.

The Office of Multilingual and Multicultural Education (OMME) provides support to help families identify schools that best meet students' needs and goals. All schools that are closing will have a designated Family Resource Specialist from OMME who will be available to answer any individual questions and support multilingual learner students through the transition process.

Plans to Support Welcoming Schools

We are prepared to support schools to welcome students based on the choices families make for next year. We want families to know about the [exciting opportunities](#) (slide 30) happening across so many of our schools. Our plans include:

- **Supporting school tours** – We held two successful tours at the Lilla G. Frederick school for the Winthrop and Clap school communities, held in partnership with school leaders and staff.
- **Facilitating transition activities** – Providing resources and working with Family Liaisons to support transition activities such as school tours and student ambassador opportunities.
- **Supporting School Choice season and monitoring student choices** – Through the assignment system, we will track student selections during choice season in SY25-26 and inform welcoming schools to help them prepare to welcome new students. The Capital Planning team will partner with schools and our Welcome Services team next fall to ensure families know about and have multiple opportunities to learn about schools.

Appendix

- I. **School-Specific Questions:** Below are specific questions we have received from school communities, many of which are captured in the public-facing [Frequently Asked Questions](#).

School	Frequently Asked Questions
Dever	<ul style="list-style-type: none"> <p>● Other schools have worse LTFP data – why not close them? We looked at multiple data points to make these challenging decisions. In addition to the primary LTFP data metrics, we also looked at data like the walkzone. Only 794 (2.8%) of all 26,472 BPS elementary students live within a mile of the Dever. Of those only 103 students are enrolled at the Dever. The rest go to other elementary schools in the district. 72% of Dever students are being bussed long distances, past other under-enrolled elementary schools, to get to the Dever every day. The Dever is among the top 5 BPS elementary schools for greatest average home-to-school distance, and that average is growing. It has increased from 1.66 miles (2020) to 1.74 miles (2024). We value walkzone data in this process because BPS families have repeatedly expressed a strong desire for more high-quality school options close to home if they choose.</p> <p>● The district’s enrollment has declined but Dever’s has not. Why are we being closed? From SY 2014-2015 to SY 2019-2020, enrollment steadily declined from 527 down to 409 (22%). During the pandemic, enrollment dropped even further to 363. Despite a recent increase, enrollment has only been able to recover to the pre-pandemic level which is significantly less than optimal enrollment.</p> <p>● Are we moving because RBA needs the space? Our recommendation to the School Committee applies only to the Dever. There is a longstanding commitment to renovate the Ruth Batson Academy. RBA has been invited into the beginning of a process with the Massachusetts School Building Authority (MSBA) to pursue a large-scale renovation, and as part of standard MSBA process, we will be required to explore a variety of different renovation scenarios for RBA, which may include the Dever building, through the Feasibility Study.</p> <p>The low building experience score remains true. The Dever building is not currently conducive to supporting an HQSE. That is why it will not be a permanent learning environment for RBA students either.</p> <p>● Why can’t we merge with another school? Why wasn’t Dever considered for a merger with another school at the Frederick building? 40% of our buildings cannot currently support our collective vision for a High Quality School Experience. This means a very limited number of buildings that can support mergers. Concretely, while many of our buildings are under-enrolled, none is under-enrolled enough to house the entire Dever community along with the existing community.</p> <p>With the Lilla G. Frederick building opening up we are able to move students from a building that cannot support the high-quality experience, to a building that can. But there were several additional decision-making criteria including:</p> <ul style="list-style-type: none"> ● That commitments to the Lilla G. Frederick Board & Grove Hall community must be honored; ● The merger scenarios must advance the Long-Term Facilities Plan work (including expanding more students’ access to better buildings, taking buildings offline, and/or thoughtfully repurposing buildings); ● Scenarios should represent a positive or no/minimal impact to students’ change in walk zone; and

	<ul style="list-style-type: none"> ● Impacted schools have a significant Cabo Verdean Kriolu-speaking population. <p>To begin identifying schools that meet those criteria, we considered all schools within a 2 mile radius of the building; the Dever is not located within that distance. Moreover, the combined enrollment of the Dever with another school likely would not fit in the building after accounting for committed new programming, including the addition of PreK. We welcome families/students from the Dever to consider the Lilla G. Frederick Elementary School in the enrollment process for SY26-27. As a reminder, Dever students will have enrollment priority for the SY26-27 and the Frederick will appear on students’ choice lists if they live close enough to the Frederick.</p> <ul style="list-style-type: none"> ● How do you plan to support students who are homeless/ experiencing housing insecurity? <p>We are deeply committed to supporting all of our students experiencing housing insecurity or homelessness. We will provide targeted support to this student population across all schools. About 20% of students who attend the Dever are experiencing homelessness or housing insecurity. We will support this student population during the transition process in the following ways:</p> <ul style="list-style-type: none"> ● Homeless Education Resource Network (HERN) social worker to contact families in home language for individual assessment of current needs. ● Introduction of families to designated homeless liaison in received school for ongoing assistance. ● Communication and review of available services and resources at the city, district, and receiving school level in the family’s home language. ● Priority access to preferred receiving school to remove attendance barriers and meet family needs.
Lyon Upper	<ul style="list-style-type: none"> ● Why don’t we get priority registration this year? <p>In discussions, primarily with 6th and 8th grade families at the Lyon, some expressed confusion as to why they are not offered priority this assignment year for grades 7 and 9, respectively. Since grade 7 and 9 are natural transition years, there are many open seats at schools across the district. “Priority” helps families who are compelled, due to merger or closure, to transition at a non-transition year. That being said, the assignment team in Welcome Services will continue to monitor the assignments of students to see where students are assigned on an individual level and will collaborate closely with other departments to make sure students are given appropriate placements. Additionally, the traditional “priority” which is offered to students when a school merges or closes does not extend to exam or other special admission schools, which many 6th grade families have currently ranked as one of their top choices.</p> <ul style="list-style-type: none"> ● What is happening to the building? <p>Capital funds to invest in the Lyon Upper building are part of the BPS capital budget request. We will work with the school community to determine how to leverage the buildings to support the PreK-6 Lyon Lower. We will work together during the transition year (next year) to determine next steps.</p>
Excel	<ul style="list-style-type: none"> ● What is going to happen to the building? <p>The City and BPS are committed to reinvesting in the building and re-opening it as an anchor BPS high school serving South Boston and the entire community. We are currently scoping and pricing potential renovation work and have requested capital funds to invest in the building as part of the BPS capital budget request.</p> <ul style="list-style-type: none"> ● What is the plan for the BPS SEI Vietnamese program? <p>The BPS SEI program at Excel has been operating as an inclusive setting for the last year, with Vietnamese students in these programs learning alongside their peers. The students in this program will continue to learn in an inclusive classroom setting at whichever school they choose.</p>

	<p>While there are no immediate plans to relocate the BPS Vietnamese SEI program, we continue to look at enrollment trends and student data when considering our efforts towards bilingual program expansion. The OMME Vietnamese Family Resource Specialist will support students that are currently 9th and 10th graders in that program and develop a transition plan to a high school that best supports their educational needs.</p>
<p>Community Academy</p>	<ul style="list-style-type: none"> ● How are you supporting the population of students served by Community Academy? While Community Academy is closing as a diploma-issuing school, the critical programmatic elements of the school will be maintained. Beginning in the fall of 2026, a new program will open to serve students who are in need of a temporary placement due to a code of conduct violation or a soft transition back into school from the Department of Youth Services. The current Community Academy school already serves these student populations. The goal of the new program would be that the students served would be received by and have the choice of not only the 13 alternative schools in the district, but also the opportunity to go back to their sending school should they choose. <p>The Alternative Education team has already begun meeting with the Community Academy guidance staff to identify what support each eligible Community Academy student needs to graduate this year or next year. This work will continue over the course of the next 18 months to identify the best schools for the remaining Community Academy students to transition into. This work will include conversations with students, families, and staff, as well as tours of potential secondary schools and conversations with welcoming schools leadership and staff.</p> <ul style="list-style-type: none"> ● Was student safety considered in the development of these proposals? The safety of our students has been at the heart of proposal development and will continue to be front and center as we enter the implementation phase. Every student at Community Academy will be supported 1:1 to find a school that not only fits their academic and extracurricular needs, but also their social-emotional and safety needs.
<p>Clap and Winthrop</p>	<ul style="list-style-type: none"> ● What will the new bell times be for the merged school? Currently, the Clap’s start time is 9:30 and the Winthrop’s start time is 8:30. We are working with colleagues at BPS Department of Transportation on an analysis around the cost and operational feasibility of the three different tiers (7:30, 8:30, and 9:30). Once that analysis is complete, we will work with both school communities to provide information about the future bell time for the new merged community. ● How many students will be enrolled and what are the implications for staff? Combined enrollment of the schools is about 375 students. The building can serve 650 students. We anticipate that students from the Dever will attend and be welcomed at the future Frederick Elementary School. We will update enrollment and associated staffing plans to meet the needs of all students during next year’s transition and planning year as we learn more about families’ choices, particularly from the Dever, and conduct further planning. ● The Winthrop has an innovation plan. Will it continue? Our goal is to engage the communities in the planning year and update the innovation plan to represent the merged school community's goals before the new school opens in fall 2026.
<p>Reconfiguring Schools</p>	<ul style="list-style-type: none"> ● Can enrollment be capped at grades 7 or 8 in SY25-26? Yes, though there may be exceptions for siblings. ● Re: the removal of the Dearborn 6th grade, can there be enrollment priority in the 7th grade to Dearborn for students in K-5 schools? Can the Dudley Street Neighborhood Charter school move to a new building and expand its 6th grade? We are currently evaluating options with our internal teams and will update the communities once

finalized.

- **Are grade reconfigurations a step towards school closure?**

As the Superintendent noted on January 22, grade reconfigurations are not a first step toward closure.

II. 2030 Projections

In response to constructive feedback from our community that the Long-Term Facilities Plan lacked a target for rightsizing, our Planning & Analysis team produced 2030 projections to facilitate planning. They were [presented](#) to the School Committee in January in the context of our 2030 vision and this year’s recommendations in pursuit of that vision. In BPS, the biggest determinant of future enrollment is the size of current enrollment. At their core, our long term projections show what could happen to enrollment given different assumptions about how the cohorts already in the system will change as they age up and about the size of incoming K2 cohorts.

We produced three different enrollment scenarios by making different assumptions about two variables: K2 cohort size and cohort change rates. The size of incoming K2 cohorts is one of the primary drivers of enrollment. We made different assumptions about the size of incoming cohorts based on the estimated number of resident births (which continue to decline) and the ratio between K2 enrollment and resident births five years prior.

Cohort change rates describe how the number of students in one grade in a given year compares to the number of students in the subsequent grade in the subsequent year. Cohorts tend to shrink in BPS as they age through the system, with a slight exception in grade 7 and a larger exception in grade 9. Our projections scenarios use different assumptions about average cohort change rates over the next ten years. International in-migration has been one of the primary drivers of cohort change rates over the past ten years in BPS and we expect that to continue to be the case over the next ten years.

BPS produced the ten year projections, but BPS has long partnered with the Research Division at the Planning Department (formerly the Boston Planning and Development Agency or BPDA) on long-term projections. The research division’s projections inform some of the assumptions about resident births, and BPS projections align with the Planning Department’s long-term projections of school-aged children.