

Equity Impact Statement: Fall 2025 Capital Planning Proposals

Title: Long-Term Facilities Planning: Fall 2025 Proposals

Date: November 19, 2025

Was the [Racial Equity Planning Tool \(REPT\)](#) used? ☒ Yes ☐ No

If yes, insert date(s) of REPT meetings and link to completed REPT: REPT, available here, was completed on <see below>.

- 2025 Dates: 6/18, 7/9, 7/16, 7/30, 9/17, 10/1, 10/8, 10/15, 10/29
- Now that the proposals for closures and a merger have been made public, the planning team can conduct deeper engagement with impacted communities. As such, these REPTs are not completed and will not be completed until late December, when there is a vote on the proposals. Please refer to the REPT and prior EIS below for the School Design Study, which was core to this work.
 - [Racial Equity Planning Tool - School Design Study](#)
 - [Equity Impact Statement: Components of the BPS Long-Term Facilities Plan](#)
 - [Arabic/العربية](#) | [Caboverdean/Caboverdeano](#) | [Chinese/中文](#) | [French/Français](#) | [Haitian/Kreyòl Ayisyen](#) | [Portuguese/Português](#) | [Somali/Soomaali](#) | [Spanish/español](#) | [Vietnamese/Tiếng Việt](#)
 - [Equity Impact Statement: Update on the BPS Long-Term Facilities Plan](#)
 - [Equity Impact Statement: Spring 2024 Proposals - BPS Long-Term Facilities Plan](#)
 - [Spanish/español](#)
 - [Equity Impact Statement: Spring 2024 Proposals - BPS Long-Term Facilities Plan](#)
 - [Arabic/العربية](#) | [Caboverdean/Caboverdeano](#) | [Chinese/中文](#) | [French/Français](#) | [Haitian/Kreyòl Ayisyen](#) | [Portuguese/Português](#) | [Somali/Soomaali](#) | [Spanish/español](#) | [Vietnamese/Tiếng Việt](#)
 - [Equity Impact Statement: Winter 2025 Proposals - BPS Long-Term Facilities Plan](#)
 - [Arabic/العربية](#) | [Caboverdean/Caboverdeano](#) | [Chinese/中文](#) | [French/Français](#) | [Haitian/Kreyòl Ayisyen](#) | [Portuguese/Português](#) | [Somali/Soomaali](#) | [Spanish/español](#) | [Vietnamese/Tiếng Việt](#)

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
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>	The current BPS footprint does not support the vision of the BPS High-Quality Student Experience (HQSE) as collectively defined through nearly a year of broad community input that helped inform the development of the BPS Long Term Facilities Plan (LTFP). The LTFP guides our capital planning efforts and centers on ensuring that BPS school buildings support the four core elements of the BPS HQSE: (1) rigorous and culturally affirming learning experiences, (2) wellness and enrichment, (3) supportive network of caring adults, and (4) physical spaces that support learning. As the oldest public school system in the U.S., BPS has a rich history of excellence and innovation, but its history is also deeply rooted in institutional racism. Our school buildings are a symptom and physical manifestation of years of racial disparities and deferred decision-making. We are committed to building an ecosystem of schools throughout our district that eliminates disparities and ensures that every student is in a school building that fully supports a high-quality experience. We are also committed to supporting students, families and staff through transitions as we work toward that goal. Multiple strategies including building renovations, new builds, school closures, mergers, and grade reconfigurations, are utilized to help us achieve that vision. In the spring of 2024 and winter of 2025, we put forth two sets of proposals for closures, mergers and grade reconfigurations. As a next step toward realizing our vision of equitable access to high-quality experiences for all of our students, the following proposals are being put

	forward to take effect starting the fall of the 2027-28 school year: ● Close Another Course to College ● Close Community Academy of Science and Health ● Close Lee Academy Pilot School ● Shift the Henderson K-12 Inclusion School into a PreK-8 School: ○ Reconfigure the Henderson Upper: Eliminate grades 9-12 and Transition Program (currently housing grades 2-12) ○ Merge Henderson Lower and Upper into one PreK-8 school community ○ Shift grade 1 into the Upper building to expand Pre-K capacity in the Lower building. One grade reconfiguration is also part of this set of transitions. This plan aligns with the School Committee's grade reconfiguration policy established in 2019. ● Maurice J. Tobin School will reconfigure from a PreK-8 school to a PreK-6 school. ● William E Russell will reconfigure from a PreK-5 to a PreK-6 school. The planning and development of this proposal package was facilitated by the Capital Planning team and the Superintendent's Office and a district-wide Proposals Advisory Work Group comprised of a diverse team of representatives from the following departments: Schools Division and Regional School Superintendents, Office of Specialized Services (OSS), Office of Multilingual and Multicultural Education (OMME), Early Childhood, Facilities, Transportation, Planning and Analysis, Human Resources, the Office of Family and Community Advancement. The Proposals Advisory Work Group represents 12 offices across Central Office so the team can understand schools from a diversity of lenses, vet all proposals, and strengthen proposals and initial implementation plans with a deep focus on equity. The Proposals Advisory Work Group included individuals who self-identified as Black, Latinx, Asian, Indigenous, multilingual, and with Special Education experience (details in the REPT). Additionally, OSS and OMME subcommittees held weekly planning meetings to identify a plan for appropriate transition supports for students with specialized needs and/or students receiving language supports.
2. Alignment with the Strategic Plan <i>How does the proposal/effort align with the district's strategic plan?</i>	Strategic Plan Commitment #4: Expand Opportunity – Fair and equitable funding and welcoming environments These proposals are a step toward realizing the vision that all Boston students and families are able to access a High-Quality Student Experience close to home. By building an ecosystem of schools across our district that fully support the four core elements of the BPS HQSE, we maximize the opportunity for every student to have access to a HQSE close to home. Mergers and closures are an important part of moving toward that goal. They provide the opportunity to combine and maximize resources as we increase the number of schools across the city that support the HQSE and help students transition into high-quality seats at those schools.

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>	As outlined in the Long Term Facilities Plan, when developing proposals we first look at 3 primary criteria to identify school buildings that do not support the HQSE: ● Building Experience Score (4-point scale): a collection of metrics (data from school walk-throughs, site plans, and the FCA) that assesses a building’s current ability to support the High-Quality Student Experience. ● School’s ability to support a continuum of services: this metric helps assess whether a building can support our Inclusive Education plan. ● Utilization rate: School enrollment compared to the school building’s capacity, with a healthy utilization rate being between 85% and 115%. We began by reviewing all schools that meet all three of these criteria to prioritize schools with the greatest need, per the community-informed data: Building Experience Score of 2 or less, a school’s inability to support a continuum of services, and a utilization rate below 85% or above 115%. When we look at the list of schools after filtering, we see that a disproportionate number of our Latinx students are currently learning in a facility that does not support the High-Quality Student Experience and doesn’t support a full continuum of services in a school that is underutilized. We also find that 80% of schools with substantially separate programs have a Facilities Condition score of 40 (out of 100) or below, meaning that the majority of our students assigned to learn in substantially separate settings are learning in poor facilities. This data drives us to action. After filtering schools using these metrics, we then look at additional data to help us with our decision making. Additional metrics used for this proposal package include: ● Percent of students administratively assigned to the school ● The number of students for whom the school choice ranking is first, second or third ● The number of sections per grade in secondary schools ● The concentration of specialized programs for students with high needs ● The percent of the student body living near the school ● Racial breakdown of the student population ● Percent of the student body that are students with disabilities ● Percent of the student body that are multilingual learners We also analyze enrollment data and disaggregate it by race and specialized populations to ensure that we plan accordingly for transition supports and programmatic needs for students impacted.
4. Stakeholder Engagement 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?	The community collectively said we wanted a High-Quality Student Experience for all students. This has driven our efforts and following years of stakeholder engagement with students, families, staff, and the general public, proposals were developed based on the Long-Term Facilities Plan Data. Community engagement also helped inform the development of other tools as part of the LTFP, including our Decision-making Rubric, Model Space Summaries, and Educational and Programming Standards. You can see the data and read about the engagement process to develop the data here. The engagement process included 21 public listening sessions, through which we reached more than 500 people. An additional 9,108 people provided input through a community-wide survey. Feedback was spread over eight distinct themes: facilities, student experience, programs, district-level policies and practices, family & community connections, educator & staff experiences, experience of people with disabilities, and multilingual & multicultural experiences. To develop this proposal package, a working group was created consisting of various individuals from various departments across the district including: ● Capital Planning ● Superintendent’s Office

	• Planning and Analysis • Office of Multilingual and Multicultural Education • Office of Specialized Services • Office of Early Childhood • Schools Division • Office of Human Resources • Finance • Facilities • Transportation • Office of Family and Community Advancement This group has consistently reviewed schools identified for potential closures, mergers, or other projects to identify the impacts any recommendation package may have on the students, staff, and community at a given school. They have worked collaboratively over the course of the planning period to identify resources and strategies to ease the transitions. Stakeholder engagement is continuous. The proposal development process in Cycle 3 was informed by community feedback on prior years' processes, obtained through virtual and in-person community meetings and a public survey. This year, community engagement will continue with the communities named in this cycle's recommendation package. There will be virtual and in-person community events scheduled with each impacted school community, and once again there will be a community feedback survey related to this proposal package. The district will review and synthesize the community's feedback, and will use that analysis to identify steps in the transition plan that will best support each school community. This Equity Impact Statement will be updated with information from those meetings and the survey prior to the vote.
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>	The Long-Term Facilities Plan is grounded in ensuring equitable access to a High-Quality Student Experience for every BPS student. The tools created as part of the Plan and the data-informed process guiding capital planning efforts prioritize Black and Brown students, students with disabilities, and multilingual learners with and without disabilities. Two examples are: (1) The decision-making rubric utilizes a wide range of data to guide school building investment decisions. We use the rubric to assess a school's feasibility to fit a model space, and support the BPS High-Quality Student Experience through one of several capital investment strategies. Model space and the High-Quality Student Experience aim to ensure schools can support a full continuum of services, and an inclusive and comprehensive learning experience in the least restrictive environment for all students. (2) Model space summaries offer an ideal set of standard physical spaces, based on enrollment, that buildings should provide. That includes spaces for multiple grade strands to support inclusive education; designated spaces for art, science, Career and Technical Education, and/or other specialty classes; ample spaces for small-group instruction, resource, occupational therapy/physical therapy, and other pull-out services; and spaces for community hub programming. Possible unintended consequences include having students or staff who may have previously experienced an unplanned transition go through that process again, or impacting students who more generally struggle with transitions. We have identified 49 students currently enrolled in the schools included in this year's Cycle 3 recommendation package who were previously impacted by a school closure, merger, or grade reconfiguration. 39 of these students are in grades that will be directly affected again by the proposed changes, while 10 are expected to naturally transition or graduate before any changes take effect. The district is committed to working closely with each of the 39 students and families through a personalized, 1:1 transition process. We make every effort to put the necessary supports in place that will help us minimize

	the impact and assist students and staff experiencing a transition due to a school merger or closure throughout the transition process. To realize our vision of a High-Quality Student Experience for every BPS student, we must take a collective, comprehensive, and strategic approach. Our collective work entails not only capital and infrastructure projects, but also creating and improving programs and other structural changes. Investment decisions are fundamentally about creating inclusive, welcoming, and inspiring learning experiences, advancing opportunity, and dismantling inequities. We are engaging in impact analysis to start to understand and measure where students enroll and other outcomes following the transitions, to understand the effects and begin to mitigate them going forward.
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>	In early 2023, the District launched a new Capital Planning team under the leadership of a new Chief-level position. The team works in close partnership with the Mayor's Office. The Capital Planning team (50% Black, 21% Latina/o/x, 14% Asian/S. Asian, and 21% White) and a designated group from the Mayor's Office (50% Black, 25% Latina/o/x, and 25% White), in partnership with others across the district and City, are deeply committed to bringing an equity lens to this long-term effort. Each closure, merger and grade reconfiguration will have costs associated with them such as moving costs, archiving costs, cleaning costs, etc. Furthermore, each school going through a closure or a merger will have a stipended transition support coordinator assigned to assist with the process they are undergoing. Finally, the district estimates that closures will yield a one-time \$15-\$20 million budget savings which will be reinvested in the schools to further improve the student experience. As we continue to implement the LTFP and move toward our vision of ensuring a High-Quality Student Experience for every BPS student close to home, we will continue to use the Racial Equity Planning Tool (REPT) as a fundamental step in our process to ensure an equity-centered approach to all aspects of our work.
7. Accountability & Communication <i>How will impacts be assessed, documented and communicated to stakeholders? Who will be responsible?</i>	The Long-Term Facilities Plan was published in December 2023, and includes a continuous review cycle. We used the 2024 and Winter 2025 proposals as a learning experience as we applied the framework for the first time. We will continue to engage the community to understand pressing concerns and priorities, and to keep all stakeholders informed through a variety of multilingual outreach methods including surveys, virtual and in-person community meetings, workshops, direct outreach, and written communication. We continue to work in partnership with other BPS departments and our City partners on assessing impacts and applying lessons learned, and conduct debriefs annually as part of our continuous improvement cycle. We have applied what we learned from past experiences to the current proposal process. As part of this process, we are continuing with community outreach. We will use this outreach to continually update and improve our processes. The Capital Planning team will take primary responsibility for assessing, documenting, and communicating outcomes.