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Office of Capital Planning

To: Boston School Committee
From: Del Stanislaus, Chief of Capital Planning
CC: Mary Skipper, Superintendent
Date: November 4, 2026
Subject: Recommendations for School Closures, Relocations, & Grade Reconfigurations

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At the School Committee meeting on November 4, 2026, the Boston Public Schools (BPS) Capital Planning team, in close collaboration with key Central Office departments, will present an update on the implementation of the Long-Term Facilities Plan (LTFP).

The update will include the Superintendent's new recommendations for school closures, relocations, and announcements on grade reconfigurations through Cycle 4 of LTFP implementation. These recommendations will be shared directly with school communities on November 2, 2026, and will be brought forward for a School Committee vote in December.

Boston Public Schools' current physical footprint does not yet fully align with our collective vision for a high-quality, equitable, and sustainable educational experience. The plan and recommendations that will be presented on November 4th will represent a critical step toward continuing to transform our facilities portfolio to better support that vision ensuring that every student learns in a modern, safe, and inspiring environment that reflects the values and aspirations of our city.

Long-Term Facilities Plan Recommendations: Cycle 4, Fall 2026
The recommendations from the Superintendent are as follows, and would be effective as of June 30, 2028, unless otherwise noted*:

- Relocate Boston Green Academy to South Boston High School Building
- Relocate Boston International Newcomers Academy and Boston Adult Technical Academy to the Cleveland building in SY27-28.*
- Reconfigure Hurley PreK-8 as a PreK-6, eliminating grades 7 and 8
- Reconfigure Kilmer PreK-8 as a PreK-6, eliminating grades 7 and 8
- Reconfigure Boston Arts Academy as a 7-12, adding grades 7 and 8
- Reconfigure Fenway High School as a 7-12, adding grades 7 and 8
- Close East Boston EEC (grades K0-1)
- Close Greater Egleston High School (grades 9-12)
- Close Charlestown High School (grades 7-12)

Supporting Students and Staff through Transitions
All students whose schools are closing will be given priority in the assignment process for the 2028-2029 school year. Moreover, we have written Student and Families Transition Guides, as well as Staff Transition Guides, that detail the coherent, central office-wide support that will be provided to our impacted schools.

The district aims to prevent occurrences where students are impacted by multiple closures throughout their educational career, but recognizes that in a district where students have

choice there may be circumstances where students are impacted more than once by an unplanned transition. There are 29 students currently enrolled in the schools included in the Cycle 4 recommendations for closures and reconfigurations who were previously impacted by a school closure or merger. In total, 13 of these students are in grades that will be directly affected again by the proposed changes, while 16 students are expected to naturally transition or graduate before any changes take effect. Of the 13 students who will be directly affected again by the proposed changes, four were affected during Cycle 3, three were affected during Cycle 2, five were affected during Cycle 1, and one student was impacted prior to Cycle 1. The district is committed to working closely with each of the 13 students and families who will be directly affected again through a personalized, 1:1 transition process.

For students with disabilities, the Office of Specialized Services (OSS) will work closely with families throughout the IEP process to ensure each student is matched with a strong school option and continues to receive all required services. All special education timelines will be upheld, IEP meetings will continue as scheduled, and teams will collaborate to support every transition. In addition, the district has identified potential locations and program designs to replace capacity and identify new school options for impacted students, ensuring continuity of high-quality services. For multilingual learners affected by these proposals, the Office of Multilingual and Multicultural Education (OMME) will provide individualized support to help families identify schools that best meet their language and learning needs.

Community Engagement
Our decision-making process is grounded in criteria that were co-developed with the BPS community, forming the foundation of the Long-Term Facilities Plan (LTFP) data framework, which continues to guide this work. This foundation is also documented in the School Design Study Equity Impact Statement (EIS), the School Design Study Racial Equity Planning Tool (REPT), the LTFP Cycle 1 EIS, the LTFP Cycle 2 REPT, the LTFP Cycle 2 EIS, the LTFP Cycle 3 REPT, and the LTFP Cycle 3 EIS for this process, all of which show how the district has built upon and evolved this work based on community engagement and feedback over time.

We are making decisions based on criteria that were shaped directly by our community. The measures for a High-Quality Student Experience were informed by feedback from more than 9,000 survey responses and 75 extended, small-group conversations in 21 public listening sessions and community focus groups with over 500 participants. That initial community engagement served as the foundation that led to the Long-Term Facilities Plan data framework, which continues to inform our decision-making process. To inform this cycle's recommendations, the district used the decision-making data framework, input from School Leaders, and input from long-term facilities planning working group meetings that were held with various internal BPS departments, including the Internal Advisory Working Group consisting of representatives across various internal BPS departments, including the BPS Leadership Team, Office of Specialized Services, Academics Leadership Team, and the Office of College, Career, and Life Readiness.

In addition, the process and timeline for this cycle's recommendations were shaped by community feedback from those who were impacted by previous cycles. For example, families asked that closure and reconfiguration decisions be announced and voted on before school choice season to reduce confusion and ensure transparency. In response, this year's announcement is being made before the Showcase of Schools, and the School Committee vote will occur before Choice Forms become available. This ensures families cannot rank schools slated for closure and can fully understand their school options.

Between the announcement of recommendations on November 4, 2026 and the vote by School Committee scheduled on December 2, 2026, the district will continue to engage with the communities, hear their concerns, and work with them on transition planning:

- The district has opened a public feedback survey to gather input and feedback regarding the recommendations.
- Each school community where a closure is recommended will have a virtual meeting and an in-person meeting before the vote where we will answer questions from the community and hear input regarding the district's recommendations and the transition plan for their community.
- Comments may be submitted via email to capitalplanning@bostonpublicschools.org or to the School Committee via public comment.
- Staff will receive a link to a Google Form where they may submit questions to the Central Office.

The School Committee will receive a memo on the stakeholder analysis and outcomes from the community engagement before the scheduled vote in December. We have made it a priority to work with school communities and provide support throughout the process. From the moment a school is announced, our engagement strategy starts to be implemented. Each project is assigned a Capital Planning Senior Project Manager who leads information sessions and serves as a bridge between the school, families, students and the district. Schools also receive support from school-based Transition Coordinators who provide support for students, families, staff, teachers, and school leadership. The community is engaged and regularly updated throughout the process.

Budget Implications

We are estimating that this set of proposals will lead to one-time cost savings of about $12-$15 million. The exact cost implications will be determined as transition plans are finalized. For example, if a highly specialized program is impacted by a school closure, that program may be relocated to another school to ensure continuity of programming for students, which would mitigate any cost savings. We are committed to ensuring that all students are supported through this process and that cost savings are intentionally and responsibly reinvested in our students' education.

Grade Reconfigurations

Grade reconfigurations are designed to provide fewer transitions and more seamless pathways for our families and students. Students who are enrolled in schools that do not meet the district's primary grade configurations tend to have fewer classrooms per grade and more half-filled classes due to students transferring out at different points to attend other schools, or perhaps not choosing the school because of the additional transition points. Grade reconfigurations provide more sections per grade, particularly for middle schoolers, resulting in more desirable programming, teacher collaboration time, and the structure to support a full continuum of services. These reconfigurations also help to align our district to the 2019 Boston School Committee Policy regarding a shift to primarily a K-6/7-12 and K-8/9-12 district. Because grade reconfigurations align to the policy, they do not require a School Committee vote.

The grade reconfigurations announced by the Superintendent are as follows and will be effective on June 30, 2028 unless otherwise noted:

- Reconfigure Hurley PreK-8 as a PreK-6, eliminating grades 7 and 8
- Reconfigure Kilmer PreK-8 as a PreK-6, eliminating grades 7 and 8
- Reconfigure Boston Arts Academy as a 7-12, adding grades 7 and 8
- Reconfigure Fenway High School as a 7-12, adding grades 7 and 8

Pursuing Our Vision for Students
The work of the Long-Term Facilities Plan is guided by a vision to create a well-rounded BPS ecosystem that provides high-quality learning environments for every student close to home and strong teaching environments for every educator.

To achieve this vision, we must take a comprehensive approach to tackle the challenges facing our district. This includes actions such as school closures, mergers, and reconfigurations, as well as constructing new buildings, renovating existing ones, and improving academic programming.

While some of these proposals will be difficult in the short-term for families, educators, and students, we are confident that they are a critical next step in achieving our collective vision.

We look forward to sharing more detail about the recommendations and having the opportunity to answer your questions on November 4, 2026.