Long-Term Facilities Plan Cycle 4 Recommendations

Boston School Committee

November 4, 2026

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Agenda

1. Our Vision
2. Enrollment Update and 2030 District Vision
3. LTFP Cycle 4 Recommendations
4. Student-Focused Transitions
5. Next Steps







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BPS Long-Term Facilities Plan (LTFP)

Collectively, we want students to learn in school buildings with spaces that support a high-quality student experience: rigorous & culturally affirming learning experiences, wellness & enrichment, and a supportive network of caring adults.

Current State	• **Our buildings are too old.** 53% of BPS schools were built 80+ years ago. • **Our schools often lack ideal learning spaces.** 64% lack proper art spaces, 58% lack proper science labs, and 45% lack proper auditoriums or cafetoriums. • **Enrollment has declined ~21% in the last decade,** in line with nationwide trends.
LTFP Implementation Update	• **Our multi-pronged approach to realize our vision** includes mergers, closures, and grade reconfigurations along with targeted new builds, renovations and relocations. • **The district had 114 total schools** in SY23-24 when the LTFP implementation began. • **3 mergers and 10 closures**, **impacting roughly 4,000 students,** have been approved since then. • **The total number of schools will fall to 100** by the conclusion of SY26-27.

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The 18-month cycle of the Long-Term Facilities Plan

We are here

	SY22-23	SY23-24	SY24-25	SY25-26	SY26-27
Cycle 0 *Shaw-Taylor, Sumner-Philbrick mergers*	**Merger Vote**	**Transition**	**Shaw-Taylor Opens**	**Sarah Roberts Opens**	
Cycle 1 *West Zone, Frederick closures*		**Closure Vote**	**Transition**	**C1 Schools Close**	
Cycle 2 *Dever, Excel, Lyon High, Community Academy closures; Clap-Winthrop merger*			**Closure / Merger Vote**	**Transition**	**C2 Schools Close** **Frederick Elementary Opens**
Cycle 3 *Lee Academy, Another Course to College, CASH, Henderson Upper closures*				**Closure Vote**	**Transition**
Cycle 4					**Recommendations**

Key

18-month cycle

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Our Vision in Action

Increasing access to a high-quality student experience, with a focus on equity.

Area	Programmatic Investments
Inclusive Education	• Schools received dedicated funding for each student with disabilities primarily served in an inclusive setting, supporting inclusive learning environments where students can learn alongside peers. • Schools have the flexibility to develop a budget for a staffing plan that reflects unique needs of students in collaboration with the Office of Specialized Services (OSS).

Dual Language Bilingual Education	• Added paraprofessionals in all dual language classes in grades 1 and 2 to strategically support language acquisition through foundational literacy.
	• Added 6 new classrooms across 4 schools:
	  • Continued rollout of dual language programs in Spanish at Blackstone and Sarah Roberts, and Vietnamese at Mather.
	  • Launched first-of-its-kind Cabo Verdean Kriolu dual language program at the new Frederick Elementary.

Advanced Coursework	• Offer 38 of 42 College Board Advanced Placement (AP) courses across 367 sections (up from 355). • Expanded pathway programs through a new partnership between Roxbury Community College and Boston International, Madison Park, and the Muñiz Academy.
Instructional Resources	• Equipped educators with high-quality instructional materials (HQIM) that support challenging, engaging, and culturally affirming learning experiences. • Dedicated funding to purchase student workbooks for approved curricula, ensuring students have the materials they need to actively engage in their learning.

Our Vision in Action

Increasing access to a high-quality student experience, with a focus on equity.

Project	Facilities Investments
Accelerated Repair Projects (2023-2026)	• Boiler replacements at Haley, Holland Tech, and Russell. • Windows and doors at Adams, BDEA, English, Everett, Gardner, Hernandez, Kilmer Lower, Lyndon, Lyon Upper, Mendell, Murphy. • Roof replacements at BATA, Henderson, Hurley, Mildred Ave, O'Donnell, Orchard Gardens. • Heat pump conversions at Margarita Muñiz and Orchard Gardens.
Bathroom Renovations	• 2022-2024: 16 schools (BLA, Chittick, Clap, Community Academy, Curley, Ellis, Everett, Guild, Haley, Hennigan, Holmes, McKay, Mendell, Sarah Greenwood, UP Academy, Young Achievers). • 2025: 3 schools (Guild, Kilmer, and Trotter).
HVAC Projects	• Otis Elementary - air source heat pumps completed fall 2026. • JFK Elementary - geothermal powered heat pumps; estimated completion winter 2026. • Bates Elementary and Kenny Elementary - HVAC project; estimated completion winter 2026.
Bradley Elementary	• Windows, doors, exterior stairs, accessibility upgrades, roof repairs, and bathroom renovations. • Phase 1 complete in Summer 2025; Phase 2 nearing completion.
Brighton High	• $10M investment from the City for renovations around the auditorium, roof, bathrooms and heating, vent and air conditioning system. • Boiler replacement; estimated completion winter 2026.
Cleveland Building (currently CASH)	• Building is undergoing minor cosmetic upgrades in anticipation of new schools relocating to the building in SY28-29.
Frederick Elementary	• Created a new age-appropriate pre-K wing, built a new playground, and completed cosmetic building upgrades.
South Boston Education Complex	• The district plans to make capital investments to modernize and improve the South Boston Education Complex, creating high-quality learning spaces that support teaching and learning. In addition, we are working with DESE to expand Career and Technical Education (CTE) programming.
White Stadium	• BPS and City working groups are planning year-round programming for White Stadium's rebuilt track and natural grass field, brand-new indoor spaces, a community room, and the Grove, an outdoor space for gathering and food.

Massachusetts School Building Authority (MSBA) Core Program: Project Milestones

Shaw-Taylor Elementary	• **Phase**: Feasibility Study • **Construction Start**: Estimated 2028 • **Current Work:** Engaging community around building scenarios and design options, including sites, types, and enrollment models.
Ruth Batson Academy	• **Phase**: Designer Selection • **Construction Start**: Estimated 2029 • **Current Work:** Selected an Owner's Project Manager (OPM). Will engage the community on the next phase in Spring 2027.
Madison Park	• **Phase**: Forming the Project Team (new! This process was completed 8 months sooner than typical for MSBA projects) • **Construction Start**: Estimated 2029-2030 • **Current Work:** Forming our project team
Melvin H. King South End Academy	• **Phase**: Application • **Current Work:** We anticipate information in December 2026 from the MSBA to determine if we will be invited into the next phase.

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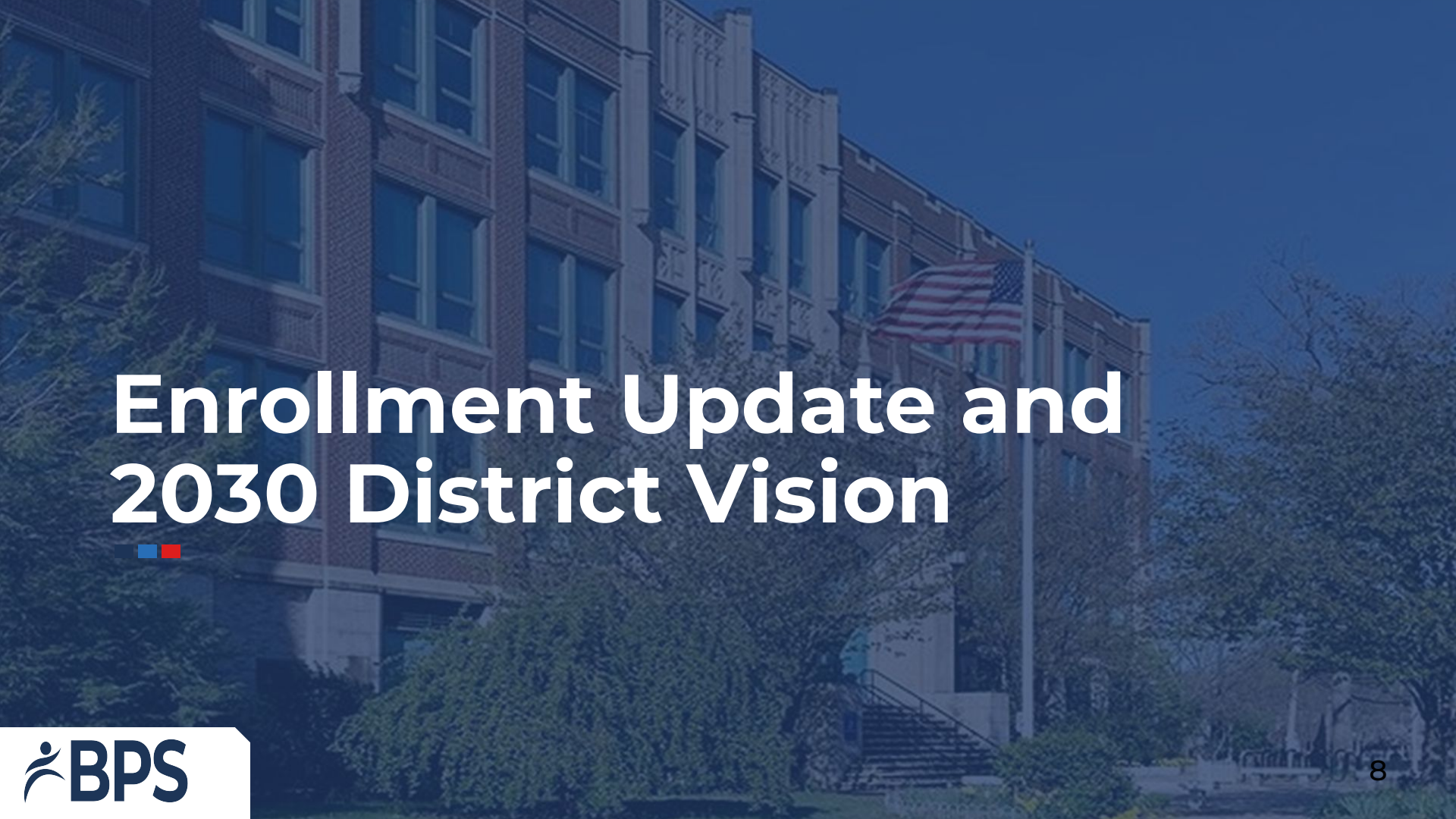
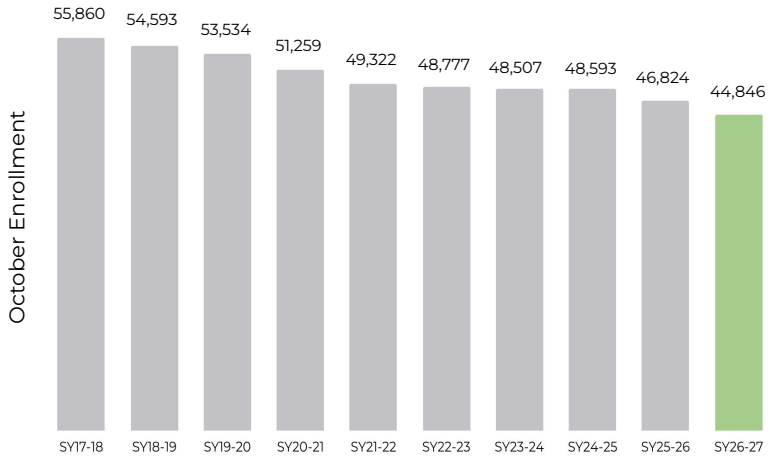
Find more information on the MSBA's Core Program phases here.



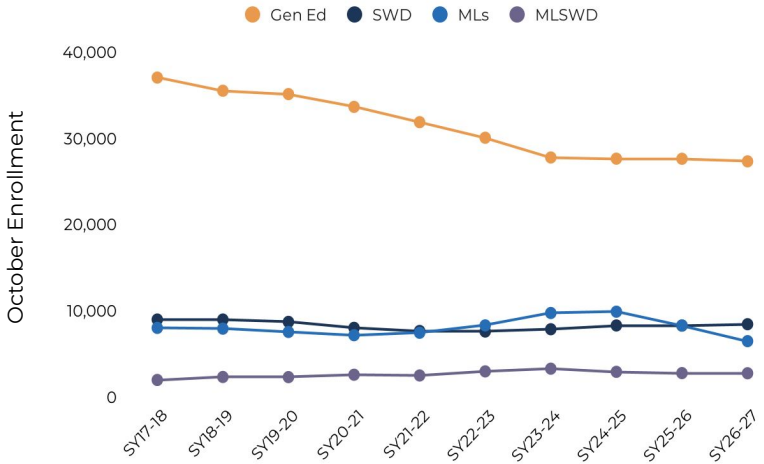
Enrollment Update and 2030 District Vision

Enrollment has continued to decline in SY26-27

Our total enrollment has steadily declined over time.



Gen ed enrollment has declined significantly over time, while enrollment of students with disabilities (SWD) and multilingual learners (MLs) has remained relatively stable.



Note: MLs are inclusive of students with an ELD level of 1, 2 or 3.

Future District Footprint

Advancing toward our 2030 goal

Year	Total Schools	Elementary	Secondary
2023-24	114	83	31
2024-25	112	81	31
2025-26	109	78	31
2026-27	104	76	28
2027-28	100	75	25
2028-29*	97	74	23
2029-30	Approx. 95**	69-71	23-25

**Cycle 4: If the recommendations are approved*

***This target may need to be revisited in the future in light of continued declining enrollment*



LTFP Cycle 4 Recommendations

Data Framework & Criteria

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Relocations

As the Long-Term Facilities Plan is implemented, vacated buildings are evaluated for additional purposes. Some may be used as swing space or other educational use, such as the permanent location for another school.

School	Proposed Building	Detail	Action Needed
Boston Green Academy (BGA)	Former Excel & South Boston High School	Moving to its former home in South Boston in SY28-29 will allow BGA to expand its enrichment and Career Technical Education offerings.	No School Committee (SC) action needed
Boston International Newcomers Academy (BINcA)	Cleveland Building	This shift would be effective SY27-28. The Cleveland Building will serve as a site to support both schools' school communities, many of whom are multilingual learners.	SC Vote requested this winter
Boston Adult Tech Academy (BATA)	Cleveland Building		

Reconfigure Hurley PreK-8 and Kilmer PreK-8 to PreK-6 schools, eliminating grade 7 for SY27-28 and grade 8 at the end of SY27-28

School	Rationale	Detail

Hurley	Under-enrolled 7th and 8th grade	• Over 60% of 6th graders leave the school after 6th grade, resulting in one section per grade.
		  ○ From SY22-23 to SY25-26:
		  ■ 57.6% went to a different BPS school.
		  ■ 38.1% remained at the school.
		  ■ 4.3% left BPS.

Kilmer	Space Utilization	• This shift will free up space to provide more streamlined, high quality programming.

	Enrollment Flow	• Over 55% of 6th graders leave the school after 6th grade.
		  ○ From SY22-23 to SY25-26:
		  ■ 29.8% went to a different BPS school.
		  ■ 44.7% remained at the school.
		  ■ 25.5% left BPS.

Reconfigure (Exploratory) Boston Arts Academy and Fenway High School as 7-12 schools, adding grades 7 and 8 at the end of SY27-28

- As rising 7th grade students consider their options, this shift would provide students and families with more high quality seat options in central neighborhoods.
- For Boston Arts Academy, this shift would expand access to specialized arts programming to 7th and 8th grade students.
- This shift is in alignment with the 2019 grade configuration policy.

Closure & Merger Criteria

Primary Metrics Considered:

- Building Experience Score (2 or below on 4-point scale)
  - Assesses the types and quality of spaces a building offers.
- Building cannot provide a full continuum of services
  - Measures a building's ability to support inclusive education by evaluating 1) Whether there are at least two classrooms for each grade level, 2) The quality of small group instruction and break-out room spaces, 3) The adherence to universal design principles, and 4) The quality of substantially separate spaces.
- Utilization rate (84-115% is considered to be a healthy range)
  - Under-enrolled classrooms can lead to fewer resources for students and limit learning opportunities.

Secondary Metrics Considered:

- % of students administratively assigned to a school
- # of students for whom the school is first, second or third choice
- # of sections per grade in secondary schools
- Concentration of specialized programs for students with high needs
- % of the student body living near the school

Additional data was considered to further refine recommendations (e.g., student mobility rates).

Recommendation: Close East Boston Early Education Center at the end of SY27-28. Students will have guaranteed placement at McKay K-8.

Rationale: East Boston Early Education Center (East Boston EEC) enrollment has rapidly declined in recent years. This shift would create a single pathway within the adjoining buildings that East Boston EEC and the McKay occupy.

Criteria	Key Evidence & Impact
Utilization Rate	• Enrollment has declined 42% in three years, from 196 students in SY23-24 to 114 students in SY26-27. • The building is 63% utilized in SY26-27. • Overall elementary grades enrollment in East Boston has also declined by 25.5% (969 students) from 2015 to 2025. **Impact: Limited resources are stretched across too many elementary schools in East Boston.**

Choice Data	• Over the past three years, East Boston EEC was less chosen by families than other East Boston elementary schools.
	  ○ 12.5% of K2 families ranked East Boston EEC as a top 3 choice.
	  ○ The average for all other East Boston neighborhood elementary schools was 22.1%.
	
	Impact: Families are choosing other elementary schools in East Boston at a higher rate.

Recommendation: Close Greater Egleston HS at the end of SY27-28.

Rationale: Demand for alternative education seats is declining and other alternative education schools are better positioned to meet a range of student needs.

Criteria	Key Evidence & Impact
Capacity	• Traditional high schools are retaining and better able to serve students due to targeted investments in social workers, guidance counselors, academic progress monitoring and expanded credit attainment options. As a result, we have unused capacity across the alternative education landscape. • Greater Egleston is the lowest enrolled standalone alternative education school (76 students). Smaller schools cannot offer the same course and programmatic portfolio as larger schools. **Impact: There are too many alternative education seats across the district, and larger, more-resourced schools are better equipped to meet the vast array of student needs.**
Building Experience Score	• The Greater Egleston building has a Building Experience Score of 1 out of 4. • The building cannot support a full continuum of services. • The building is leased. **Impact: The building does not support an optimal learning environment.**

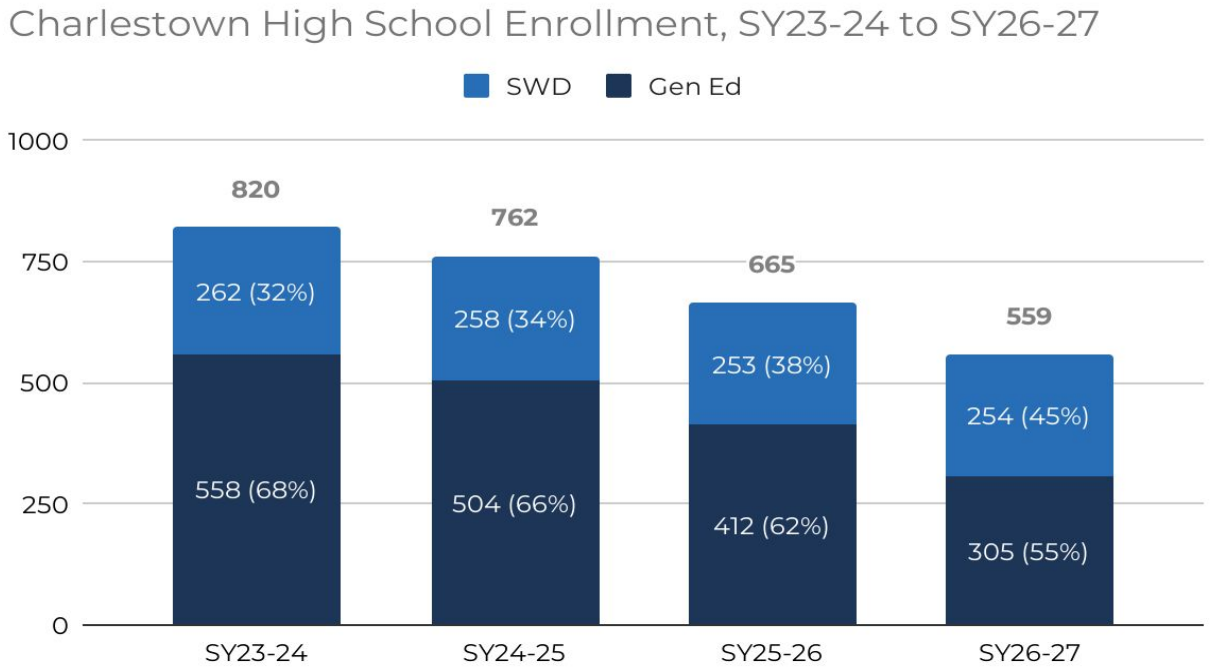
Recommendation: Close Charlestown High School at the end of SY27-28

Rationale: Enrollment has declined sharply over three years and is expected to fall further, limiting the school's ability to deliver a high-quality student experience. **There is a mismatch between the quality building and demand for the school.**

Criteria	Key Evidence & Impact
Enrollment Decline	• **Enrollment decline of 32% in three years**, from 820 students (SY23-24) to 559 students (SY26-27). • Smaller classes will be rising up, leading to further anticipated enrollment decline. Current enrollment: 205 students in grade 12 vs. 65 students in 9th and **48 in 7th grade.** **Impact: Increasingly, the school does not have the enrollment, and therefore the resources, to provide a full array of programming and opportunities to students.**
Concentration of Specialized Programs	• Grade 9 General Education enrollment declined from 252 in SY15-16 to 41 students in SY26-27. • **Students with disabilities represent 45% of overall enrollment.** **Impact: General education declines limit the ability to offer inclusive opportunities.**
Building Utilization Rate	• **CHS uses 53% of its building's 1,046-student capacity.** • **CHS is selected as a top choice less often than other comprehensive secondary schools.*** ○ Over the past three years, **42% of CHS 7th graders ranked CHS as a top three choice**, compared with an average of 60% of 7th graders selecting their school as a top three choice at other comprehensive secondary schools. • **Only 21% of CHS students live in Charlestown.** • CHS is one of only 30% of secondary buildings that has a building experience score of 3 or 4 and can offer a continuum of services. **Impact: A quality secondary building is half full, with more in-demand secondary schools in need of a facility that supports a high-quality student experience.**

**Other comprehensive secondary schools include East Boston High School, English High School, Holland Tech, Dearborn STEM Academy, Brighton High School, Ruth Batson Academy, and TechBoston Academy.*

CHS enrollment has declined nearly 32% since SY23-24, driven by a decline in general education students



Future of Impacted Buildings

School	Building Experience Score (0-4)	Potential Future Use
Charlestown High School	4	• Site will be a new anchor secondary school as early as 2028–2029 school year.
East Boston EEC	3	• East Boston EEC is connected to the McKay K-8. As part of the closure, the EEC section will continue to be used for the pre-K of the McKay.
Greater Egleston High School	1	• Building is leased.
Boston Green Academy	3	• Building will be held for possible future swing space.
BINcA	1	• Site is being evaluated as one of 3 options for new site for Shaw-Taylor school. The other sites are the Shaw building and the Taylor building.
BATA	1	• The site will be scoped to become a future temporary site of EMK while the school, City, and District continue the search for a future unified permanent site for the school.

*How a Building Experience Score is determined included in appendix

Recommendations: Closures *(effective June 30, 2028)*

	East Boston EEC	Greater Egleston HS	Charlestown HS
Gradespan	K0-1	9-12	7-12
SY26-27 Enrollment	**114 total** • K0: 28 • K1: 33 • K2: 28 • Grade 1: 25	**76 total** • Grade 9: 3 • Grade 10: 18 • Grade 11: 24 • Grade 12: 31	**559 total** • Grade 7: 48 • Grade 8: 54 • Grade 9: 65 • Grade 10: 81 • Grade 11: 106 • Grade 12: 205
Student Demographics	• Asian: 2.6% (3) • Black: 2.6% (3) • Latinx: 64.9% (74) • Multi-Race/Other: 4.4% (5) • White: 25.4% (29) • SWD: 21.1% (24) • MLs: 56.1% (64)	• Asian: 3.9% (3) • Black: 32.9% (25) • Latinx: 57.9% (44) • Multi-Race/Other: 2.6% (2) • White: 2.6% (2) • SWD: 32.9% (25) • MLs: 15.8% (12)	• Asian: 8.1% (45) • Black: 32.4% (181) • Latinx: 47.6% (266) • Multi-Race/Other: 2.0% (11) • White: 10.0% (56) • SWD: 45.4% (254) • MLs: 32.9% (184)

All students impacted by closures will receive priority in the registration process.



Student-Focused Transitions

Student Transitions: Reconfigurations

	Student Enrollment	Assignment Process
Hurley **Kilmer**	• No 7th grade in SY27-28. • Current eligible 7th and 8th grade students will graduate as planned.	• Current 5th grade students will get priority registration for SY28-29. • Current 6th grade students will get priority registration for SY27-28. • No new assignments in 7th and 8th grade, with the exception of siblings, for next school year SY27-28.
BAA **Fenway**	Pending a prepared site for middle school programming: • 7th grade seats will be open in SY28-29. • 8th grade seats will be open in SY29-30.	*N/A*

Student Transitions: Closures

	Student Enrollment	Assignment Process
East Boston EEC	• No new students will be assigned (exception for siblings). • No K0 in SY27-28. • Current eligible 1st graders will graduate as planned.	• Guaranteed placement at McKay K-8 school for all current East Boston EEC students. • Students receive priority through the BPS assignment process should they choose to not attend the McKay K-8.
Greater Egleston (GE)	• No new students will be assigned. • No grade 9 in SY27-28. • Current eligible students will graduate as planned.	• The Re-Engagement Center will work closely with students to determine the most appropriate placement. • A plan for students in specialized programs is outlined on the next slide.
Charlestown (CHS)	• No new students will be assigned (exception for siblings). • No grade 7 in SY27-28. • Current eligible 11th and 12th grade students will graduate as planned.	• Students receive priority for SY28-29. • A plan for students in specialized programs is outlined on the next slide.

Closures / Reconfigurations: Student Transitions for Specialized Programs

We will support students through the IEP process and support individual planning

Program (School)	Added or Existing Capacity for SY28-29 for Options Closer to Home	Where Students Live
Applied Behavior Analysis (CHS, Kilmer)	• **Add a program to East Boston HS (effective SY27-28)** • **Launch new transition program to support 18-22 year olds** (opening SY27-28) • Existing programs at Fenway, Ruth Batson, Holland Tech, New Mission	East Boston; Dorchester
Emotional Impairment - Externalizing (GE)	• Existing programs at Bridge to Success, Dearborn, Ruth Batson, Brighton, and TechBoston Academy	N is too small to report out
Mild Intellectual Impairment (CHS)	• Existing programs at Brighton, East Boston, BINcA	Dorchester; Roxbury
Moderate Intellectual Impairment (CHS)	• Existing programs at Brighton, East Boston, BINcA; the NExT Program	Dorchester; Roxbury
Multiple Disabilities (CHS)	• Existing programs at English, Josiah Quincy Upper School (JQUS)	South End; South Boston
Specific Learning Disability (CHS)	• Existing programs at East Boston, Fenway, New Mission, JQUS, Snowden, TechBoston	Charlestown; Dorchester
Spanish Dual Language (Hurley)	• Existing program at Margarita Muñiz Academy for students who wish to continue DL programming	South End; Mission Hill / JP; Dorchester; Roxbury

Note: "SP" stands for 'Special Education Beyond 12th Grade' and includes students aged 18-22.

Providing targeted supports to impacted communities through increased capacity, funding, and resources



- Dedicated Capital Planning Senior Project Manager
- Individualized communication and placement process for students with IEPs to ensure continuity of services
- School Leader Mentor(s)
- School-Based Transition Coordinator
- Programmatic expansion to support student needs (e.g., NeXT program)



- Stipends for transition coordinator and/or design teams (e.g., Academic, School Culture)
- Joint community events (mergers) and legacy planning (closures)
- Building upgrades to support new schools (e.g., new playground, new building in some cases)



- School Leader Playbook
- Talking points and FAQs for families & staff
- High School Fairs (secondary)
- HR Resume Support and Interview Workshops
- “Pop up” Welcome Services Sessions

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Supports for Students and Families

Students with disabilities

- The Office of Specialized Services (OSS) will work with each student and family through the IEP process to identify appropriate options for their next school based on student goals, strengths, and needs.
- IEP timelines will be maintained and teams will work collaboratively to support student transitions.

Multilingual learners

- Individualized support from the Office of Multilingual and Multicultural Education (OMME) for students and families to identify schools that best fit students' needs and goals.

Welcome Services

- Host Satellite offices (Pop-up Center) closer to where families live to support impacted families.
- Family Liaisons will inform families of Showcase of Schools and School Preview times.
- All transitioning families will receive School Choice forms to support families with the transfer process.
- **Great Starts** platform allows families to register virtually if they do not need support from staff.
- Information about dates and times to meet with the Welcome Center will be shared with impacted school communities in the fall.

School Assignment

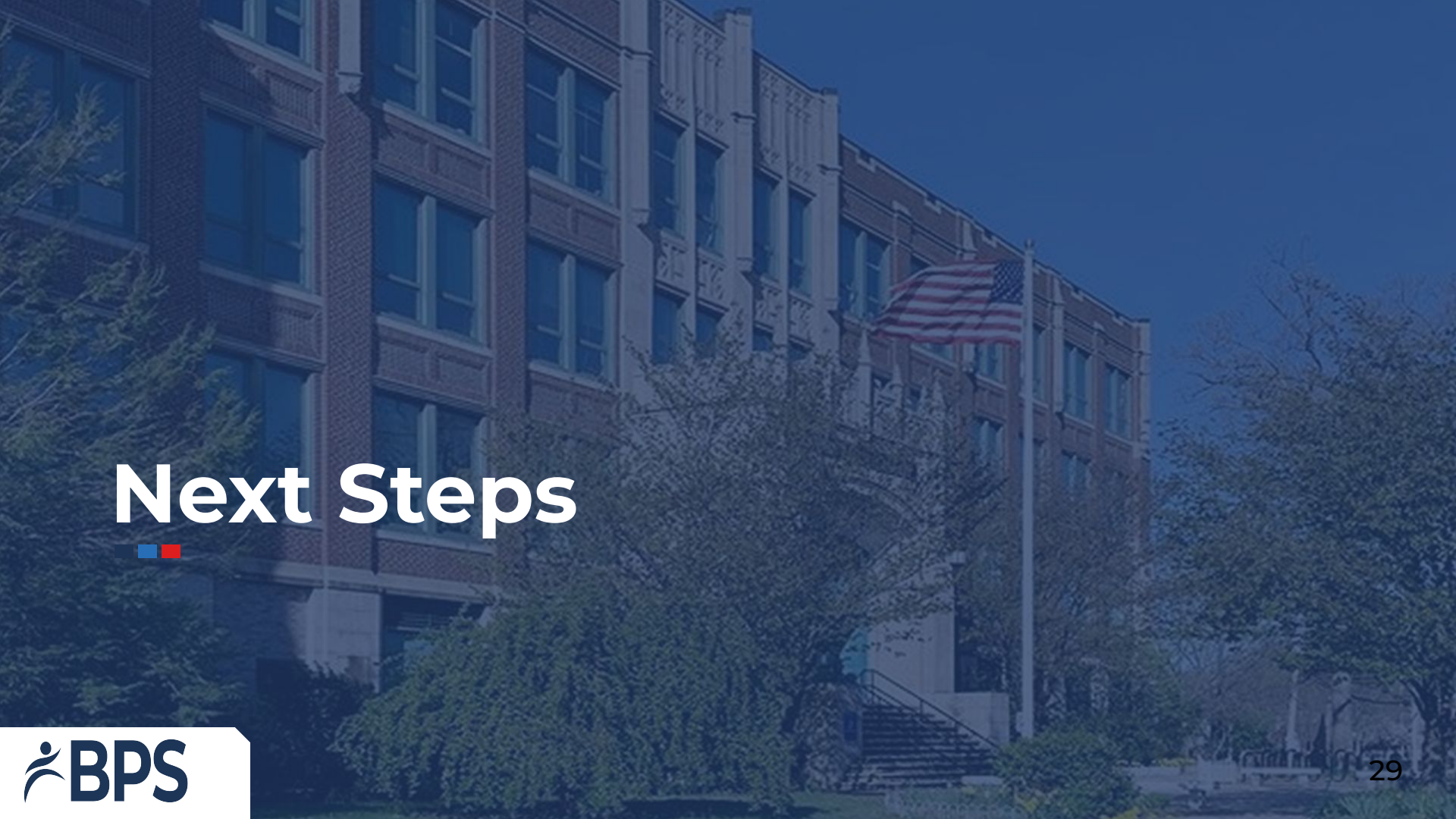
- Students will receive priority in the assignment process for new school assignments for the 2028-2029 school year, unless otherwise noted.
- Welcome Services will support families in the application process to access Special Admissions schools.
- We have developed a student transition guide that explains the coherent support for students and families undergoing changes.

Supporting Our Staff

We are committed to **retaining staff in the BPS Community** through comprehensive supports with transitions.

- Resume and interview support
- Licensure and Massachusetts Tests for Educator Licensure (MTEL) prep support
- On-site Office Hours with Human Resources Staff

We have developed a **staff transition guide** that explains the coherent support for staff undergoing changes.



Next Steps

Next Steps

We encourage the BPS community to engage with the available opportunities for input before the vote on December 2, 2026.

1. Public survey: https://surveys.panoramaed.com/bps/communityfeedback2026. Responses will be synthesized and shared with School Committee members and the public ahead of the vote.
2. Community meetings for impacted school communities.
    a. Student engagements prior to the vote run from 11/5 – 11/23.
    b. Staff engagements prior to the vote run from 11/2 – 12/2.
    c. Closures: One virtual and one in person community meeting between 11/5 – 11/23.
    d. Kilmer & Hurley: Virtual community meetings on 12/8 – 12/10.
3. Public comment at School Committee meetings on 11/4, 11/18, and 12/2.
4. Share feedback over email: capitalplanning@bostonpublicschools.org.
5. Staff can provide feedback and questions directly in the forms sent via email by the central office.

If the recommendations are approved, additional engagement opportunities will be available.

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Appendix

How is the Building Experience Score (BES) determined?

Building Experience Score measures whether the building has spaces that accommodate:

Rigorous and culturally affirming learning experiences

- High-quality public spaces (gym, cafeteria)
- Learning spaces that support a continuum of services, including quality spaces for substantially separate classrooms
- High-quality specialty classrooms (science, art, CTE)
- Small group instruction spaces

Wellness and enrichment

- Age-appropriate outdoor spaces for learning, play, and sports
- High-quality spaces for health and social-emotional services
- Other student-centered spaces (such as student lounge, multiple accessible student restrooms, etc.)

A supportive network of caring adults

- Staff spaces - lounges, conference rooms, etc.
- Family / community spaces - auditoriums, community gardens, resource centers, etc

Facilities

- Facilities Condition Score
- Modernization Score
- ADA Accessibility

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Note: A BES of 2 or lower means the building meets basic adequacy in 2 or fewer of the above categories. The BES does not evaluate the school community or the quality of teaching and learning happening inside the building.

What does it mean for a building to provide a “full continuum of services”?

A full continuum of services is one of the metrics within the Building Experience Score (see ‘Rigorous and culturally affirming learning experiences’ section on previous slide), and is a key measure as we work to **shift the physical footprint of the District to support inclusive education in every school.**

The metric assesses a school building’s ability to fully serve all BPS students well by evaluating:

- Whether there are **at least two classrooms for each grade level**
- The quality of **small group instruction and break-out room spaces**,
- The adherence to **universal design principles**, and
- The quality of **substantially separate spaces**

Closures: Budget Implications

School	Estimated Savings*	Total FTE Positions**	Exact cost implications will be determined as transition plans are finalized
Charlestown	$10-11M	110-130	
East Boston EEC	$1-2M	20-25	
Greater Egleston	$1-2M	15-20	
Total	**$12-15M**	**145-175**	

*Estimated savings range accounts for programs that may need to move to other schools.

** Total FTE is all staff at the school, some FTE reductions may be offset by increases at other schools.

Reinvesting in our Students

- We are estimating that this set of recommendations will lead to 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**.
    - See slide 5 as an example of how cost savings are reinvested into our students' education.

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Recommended Closures: Staff Information

BTU Members:

- 132 teachers; 61 paraprofessionals
- Provisional: 23%
  - District average: 24%
- Permanent: 46%
  - District average: 50%

BASAS, Custodial Staff, Cafeteria Staff, Managerial, Guild, Principals, and Lunch Monitors Members: 43

- 51% permanent
  - District average: 37%
- 44% Temporary
  - District average: 59%

Race/ Ethnicity	BTU District Average	Impacted Teachers & Paras	District Average Other Unions	Impacted Other Unions
Black	2,214 (29.1% of total)	39 (20.2% of total)	673 (40.1% of total)	16 (37.2% of total)
Latinx/a/o	1,289 (16.9% of total)	34 (17.6% of total)	527 (31.4% of total)	12 (27.9% of total)
Asian	441 (5.8% of total)	12 (6.2% of total)	60 (3.6% of total)	1 (2.3% of total)
White	3,587 (47.1% of total)	105 (54.4% of total)	398 (23.7% of total)	12 (27.9% of total)
Other	80 (1.1% of total)	3 (1.6% of total)	20 (1.2% of total)	2 (4.7% of total)

Update on Staff Impacted by LTFP Cycle 3

	Remained at School	Transferred In-district	Left BPS
Permanent Teacher (*89 total*)	71 *(80% of total)*	12 *(13% of total)*	6 *(7% of total)*
Provisional Teacher (*53 total*)	27 *(51% of total)*	15 *(28% of total)*	11 *(21% of total)*
Other BTU Staff (Nurses, Social Workers, etc.) (*42 total*)	24 *(57% of total)*	14 *(33% of total)*	4 *(10% of total)*
Para (*39 total*)	26 *(67% of total)*	8 *(21% of total)*	5 *(13% of total)*
School Leadership (*14 total*)	13 *(93% of total)*	1 *(7% of total)*	0 *(0% of total)*
Total Staff	**161**	**50**	**26**

Schools included:

- Another Course to College
- Henderson Upper (9-12)
- Community Academy of Science & Health
- Lee Academy

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Update on LTFP Cycle 3

On **December 17, 2025**, the Boston School Committee voted to **close** or **merge** the following schools at the end of the 2026-2027 school year.

School (*enrollment at time of announcement*)	**Data and Support**
Another Course to College (*242*)	• 63 rising grade 10 and 11 students transferred to a new BPS school (52% of all rising grade 10 and 11 students). ○ 47 of these students submitted choice forms and the remaining 16 were supported through a combination of direct admission, alt ed referral, or OSS placement. • Of the 47 students who submitted choice forms, 96% were assigned to a top 3 choice. • 43 rising grade 10 and 11 students opted to stay at ACC (35% of all rising grade 10 and 11 students).
Community Academy of Science & Health (*374*)	• 45 rising grade 10 and 11 students transferred to a new BPS school (31% of all rising grade 10 and 11 students). ○ 29 of these students submitted choice forms and the remaining 16 were supported through a combination of direct admission, alt ed referral, or OSS placement. • Of the 29 students who submitted choice forms, 97% were assigned to a top 3 choice. • 77 rising grade 10 and 11 students opted to stay at CASH (54% of all rising grade 10 and 11 students).
Henderson 9-12 (*285*)	• 135 rising grade 9-11 students transferred to a new BPS school (88% of all rising grade 9-11 students). ○ 115 of these students submitted choice forms and the remaining 20 were supported through a combination of direct admission, alt ed referral, or OSS placement. • Of the 115 students who submitted choice forms, 90% were assigned to a top 3 choice. • 9 rising grade 9-11 students opted to stay at Henderson (6% of all rising grade 9-11 students).
Lee Academy (*202*)	• 35 rising grade K1-2 students transferred to a new BPS school (26% of all rising grade K1-2 students). ○ 30 of these students submitted choice forms and the remaining 5 were supported through a combination of direct admission, alt ed referral, or OSS placement. • Of the 30 students who submitted choice forms, 100% were assigned to a top 3 choice. • 91 rising grade K1-2 students opted to stay at Lee Academy (66% of all rising K1-2 students).

**All students who remain at their closing school will receive priority in this year's assignment process.*

Grade Configuration Criteria

Primary Considerations:

- Whether a school is aligned or misaligned to the 2019 grade configuration policy*
- Under-enrolled 7th & 8th grades, particularly those that serve one section per grade
- 7th & 8th grade seat availability in the area to support a seamless pathway for students, including for students in specialized programs, without creating a tipping point at welcoming schools
- Whether school is a candidate for pre-K expansion based on feasibility & needs

*In 2019, the Boston School Committee adopted a grade configuration policy by which BPS is primarily a K-6/7-12 and K-8/9-12 system to offer students an education experience with fewer transitions.

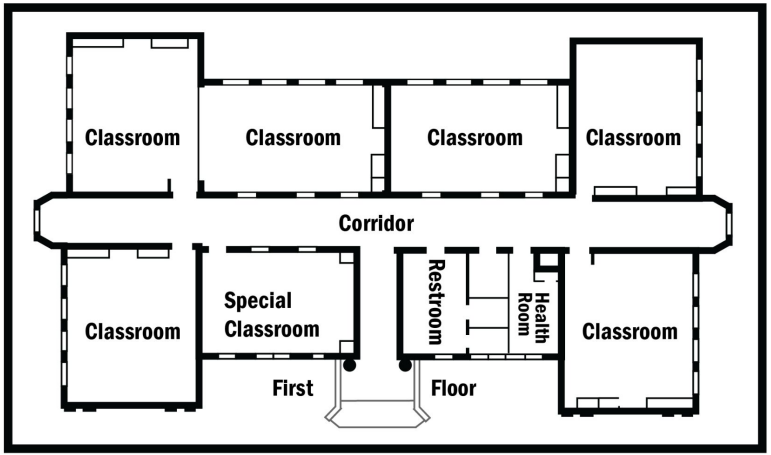
Over 40% of BPS buildings cannot offer a High-Quality Student Experience

Many BPS schools are too small to allow for the flexible spaces and extracurriculars needed for today's students.

See this floor plan of a typical small BPS school:

Art Classroom? Science Labs? Music Room?

Space to enroll enough students for robust theater, sports, and clubs?



Health Services and Social-Emotional Support Spaces?

Teacher Planning and Work Space?

Gymnasium? Auditorium? Community Space?

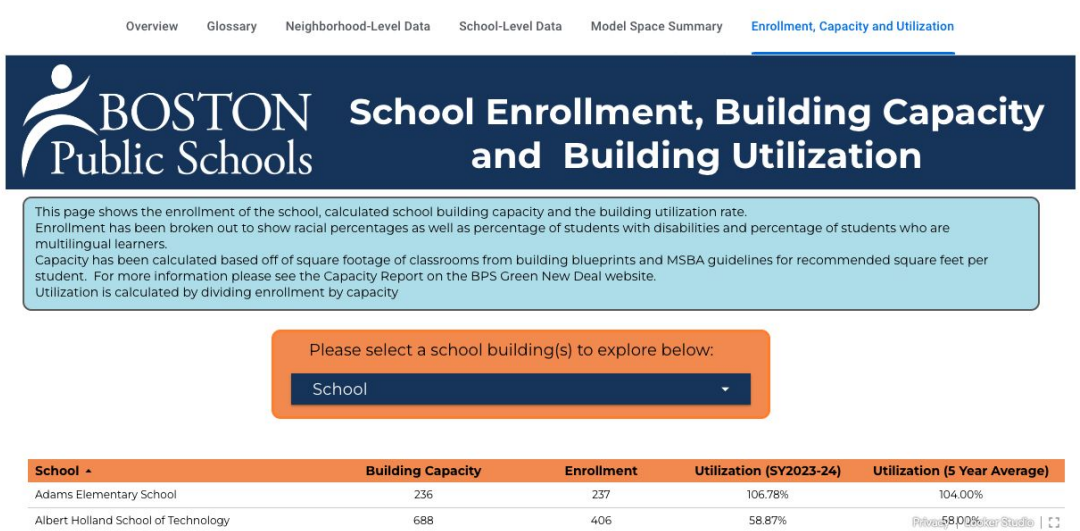
Small Group spaces?

Examples of what is required in a building to provide the High-Quality Student Experience

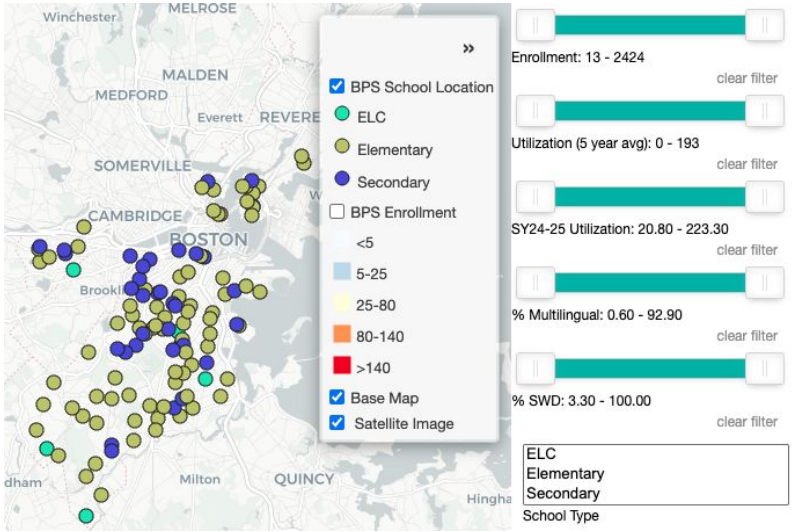
Find your school's data:

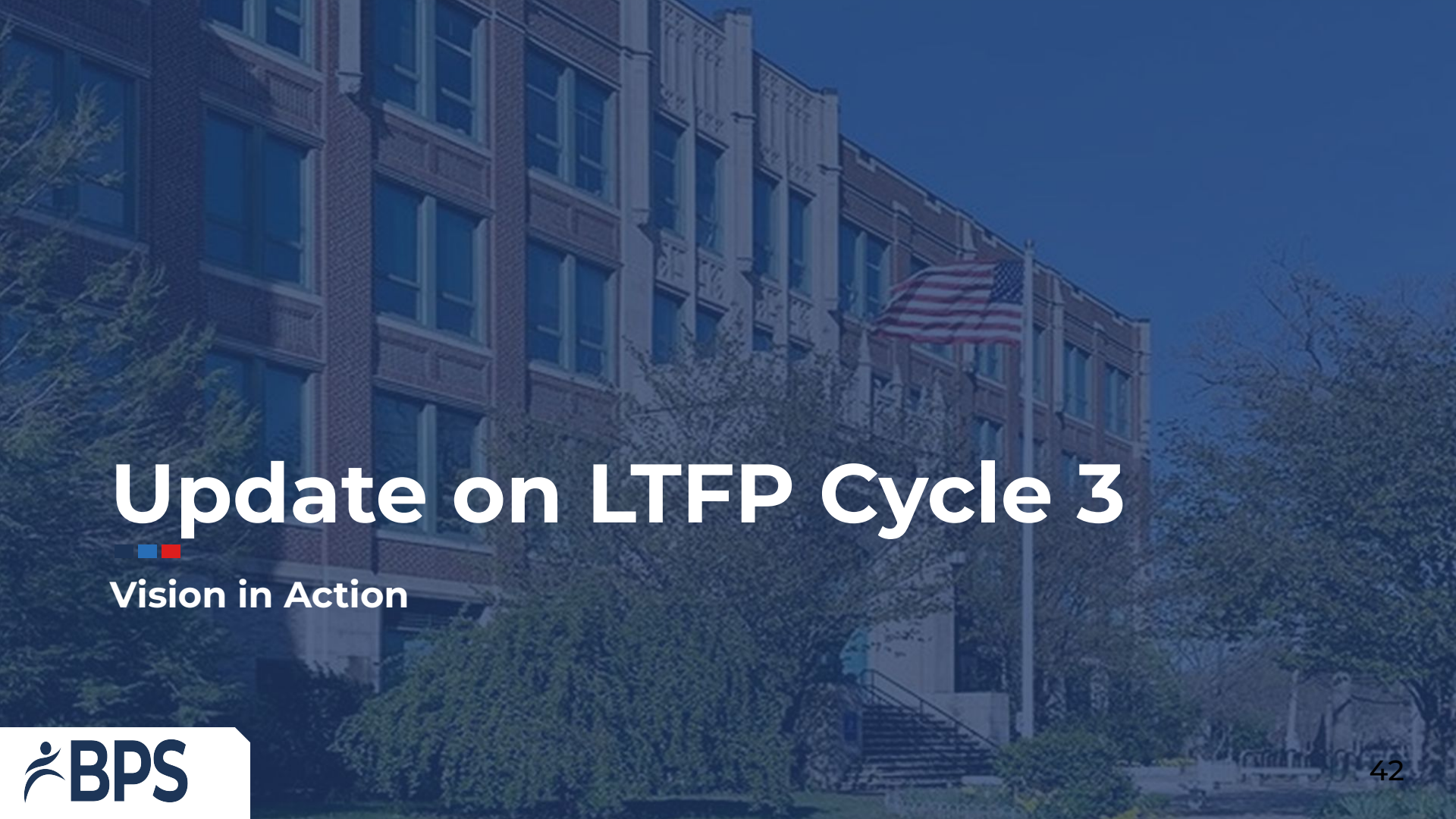
www.boston.gov/departments/schools/decision-making-data-dashboard

BUILDING EXPERIENCE DASHBOARD



INTERACTIVE MAP: BPS SCHOOLS





Update on LTFP Cycle 3

Vision in Action

BPS

Secondary students are transferring to schools with more access to Early College and Career & Technical Education (CTE) pathways.

		Advanced Courses*	Early College	CTE *(Ch. 74)*	CTE *(Non-Ch. 74)*
Cycle 3 Closing Secondary Schools	ACC	✔			
	CASH	✔			
	Henderson Upper	✔			
Welcoming Secondary Schools	BGA	✔		✔	
	EMK	✔	✔	✔	
	English	✔		✔	
	Madison Park	✔	✔	✔	
	New Mission	✔	✔		✔
	Ruth Batson Academy	✔	✔		
	TechBoston	✔	✔		✔

*Advanced Courses refer to Advanced Placement, International Baccalaureate, and Dual Enrollment courses.