

BPS Long-Term Facilities Plan

March 9, 2024



Agenda

- Overview of the Long Term Facilities Plan
 - Implementation Exercise
 - City Planning Across Departments
 - Data Deep Dive
- Q&A
- Feedback & Close-out

Goals for today

- **Develop a shared understanding** of the Long Term Facilities Plan and how we will work towards a facilities footprint for BPS that meets the needs of our students, staff, families, and community.
- **Explore and analyze the data** that will help to guide capital planning decisions.
- **Hear your insights** about historical context, neighborhood opportunities and assets, and strategies to ensure equitable family and student access. These insights will support decision-making, alongside quantitative data.

Engagement so far...

75

extended
small-group
conversations at...

21

Public listening
sessions and
community focus
groups, which
reached...

500+

students, families,
staff, alumni, and
BPS partners.

9,000+

survey responses,
including from...

6,600+

people who identified as
belonging to one or more groups
included in the Opportunity and
Achievement Gaps Policy



Engagement Methods

- In-person listening sessions
- Virtual listening sessions
- Focus groups
- Virtual school tours
- School community survey
- Webinars
- Discussion at Community Equity Roundtable
- Discussion at Special Education Parent Advisory Council
- Discussion at Citywide Parent Council
- Discussion with Boston Teachers Union
- Discussion with DELAC
- Discussion with ELACs
- Workshop at School Leaders' Professional Learning Community
- Small group conversations with school leaders, school site councils, and school governing boards
- Tabling at community events
- Monthly newsletter
- Community workshops
- Boston Student Advisory Council workshop

What have we heard? Some examples:

- From **Boston Student Advisory Council (BSAC)**: Overcrowding is an issue. How we are going to utilize data to prioritize capital projects?
- From **Workshop 1**: High schools can be the heartbeat of the community and should be athletics hubs. Schools don't exist separate from their communities.
- From **Workshop 2**: Special attention should be paid to students with disabilities and multilingual students. When we're renovating schools, there needs to be swing space so they're not displaced across the City.

What's the problem we're trying to solve?

The physical footprint of Boston Public Schools does not support our vision for high-quality education and student experience.

As the oldest public school system in the U.S., Boston Public Schools has a rich history of excellence and innovation. It was also built upon principles of institutional racism. Our buildings are a symptom and physical manifestation of these principles and years of deferred decision-making by District and City leadership.

We have a unique opportunity to do right by our students – to invest in school buildings that support our collective vision of a high-quality student experience.

What does our physical footprint look like?

Deep disparities in the physical footprint drive disparities in the student experience.



50% of school buildings do not have auditoriums or cafeteriums, **44%** of school buildings do not have full science labs, and **17%** of school buildings do not have art spaces



60% of school buildings were built before 1950



53% of students with disabilities requiring substantially separate settings, and **61%** of students in Sheltered English Immersion (SEI) or SLIFE programs, are concentrated in 5 high schools

The Green New Deal for BPS is about investing in our facilities to support a high-quality student experience.

Boston Arts Academy



Eliot K-8



Dearborn STEM Academy

Our collective priorities shaped the BPS High Quality Student Experience

rigorous & culturally affirming learning experiences

supportive network of caring adults

wellness & enrichment

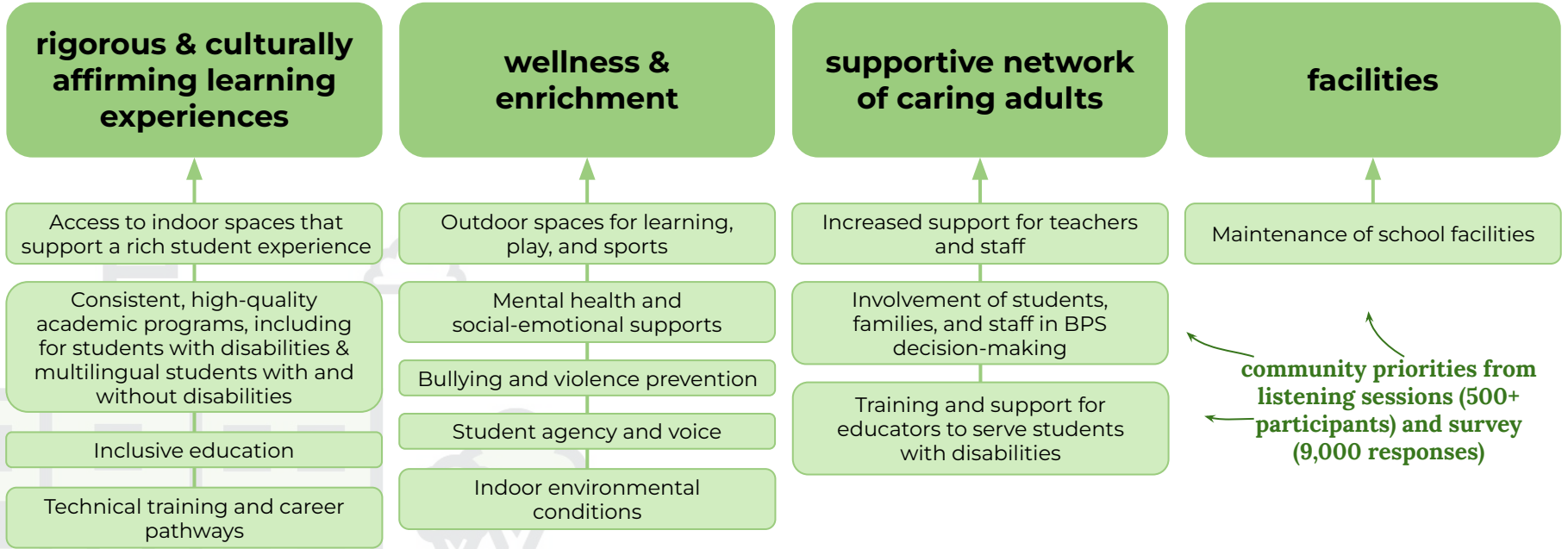


physical spaces that support learning



The High-Quality Student Experience

Community priorities defined the **High-Quality Student Experience**.



Measuring the High-Quality Student Experience

The metrics that make up the **Building Experience Score** include data from school walkthroughs, site plans, and the Facilities Conditions Assessment.

rigorous & culturally affirming learning experiences

- Learning spaces - classrooms, science rooms, art rooms, breakout rooms, and small group rooms, etc.
- Public spaces - gyms, cafeterias, libraries/media centers, and auditoriums
- Average number of classrooms per grade

wellness & enrichment

- Outdoor learning, athletic, and play spaces
- Spaces for mental health, and social emotional support
- Student-centered spaces

supportive network of caring adults

- Teacher and staff spaces
- Family and community spaces

facilities

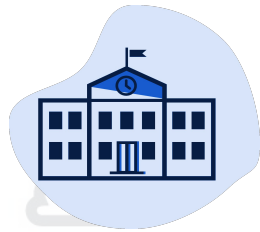
- Facilities condition (FCA)
- Modernization score (FCA)
- ADA accessibility

Future State: What does it look like to support the High-Quality Student Experience?

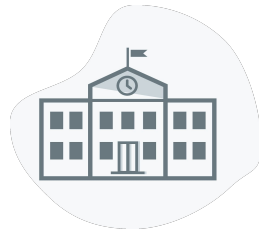
Model Space Summaries define the ideal set of spaces needed for preK-6 and 7-12 school buildings to support the High-Quality Student Experience.



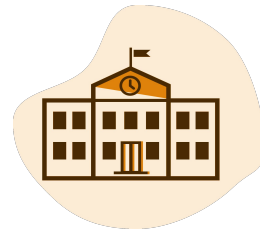
Small PK-6
(~356 students)



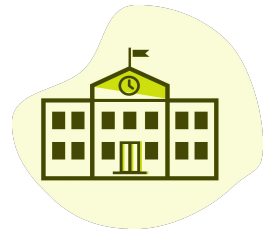
Large PK-6
(~712 students)



Small 7-12*
(~650 students)



Medium 7-12
(~1150 students)



Large 7-12
(~1620 students)

*"small" represents the size of many of our current buildings, but is not a Model Space Summary

Not every school building should or will fit a model, but **Model Space Summaries will serve as a guide for future new or renovated PreK-6 or 7-12 schools.**

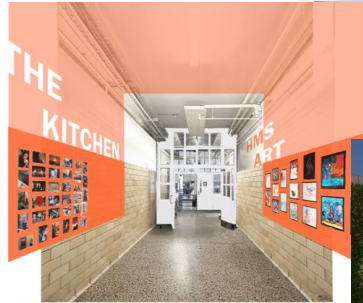
Model Space Summaries offer students...

- Libraries, gyms, cafeterias & auditoriums
- Specialty classrooms for music, visual & performing arts
- Science labs, makerspaces & Career and Technical Education spaces
- Flexible spaces & mobile furniture
- Healthy, resilient & energy-efficient facilities
- Outdoor spaces for learning & play
- Spaces that support inclusive education
- Community-building & experiential learning



Investment Strategies

- Strategies
 - New buildings
 - Major renovations
 - Merging schools
 - Closing schools
- 10 major capital projects are already underway
- This is long-term, systems-level work that will take decades



Prioritizing where we invest

Defining the BPS High-Quality Student Experience

What is the potential, and where are the gaps?

What is the current ability of our buildings, plots of land, communities, regions and District to support the High-Quality Student Experience?

What is the potential to support this High-Quality Student Experience in the future?



Prioritizing Investment

How are we prioritizing where, when and how we invest to maximize impact and close opportunity and achievement gaps?

Historical context

Neighborhood assets

Equitable student & family access

Neighborhood opportunities

Capital Projects and Plans

- Squares & Streets
- Southwest Boston Transit Action Plan
- Blue Hill Avenue redesign
- Cummins Highway redesign
- Safety Surge
- Mattahunt Woods Urban Wilds
- Chittick Elementary School Yard
- Fossil-fuel free executive order

Implementation Exercise



Implementation Exercise

Purpose: We are using an over-simplified version of a planning process for the purpose of building understanding and jointly questioning it.

1. In your packet, turn to “Hypothetical Schools - Implementation Exercise.”
2. Review the hypothetical school profiles.
3. Working in groups of 2-3, for each hypothetical school, select whether you think the school could be a candidate for an investment, closure, merger, or if more info is needed.
4. Once you complete the exercise, move to the discussion questions.

We'll walk through an example now.

Example

School name	Specialized Program	Overall building experience score	Does the school currently or have the potential to fit a model space summary?	Utilization rate	Current Enrollment	Distance in miles from closest school serving the same grades
School A	None	4	Yes (with addition)	80%	188	1.5

Could this school be a candidate for the following?

1. Candidate for no or minimal investment
2. Candidate for major capital investment (e.g., new building, large gut renovation)
3. Candidate for closure
4. Candidate for merging two campuses
5. Needs further evaluation. List what you would want to know to be able to answer.

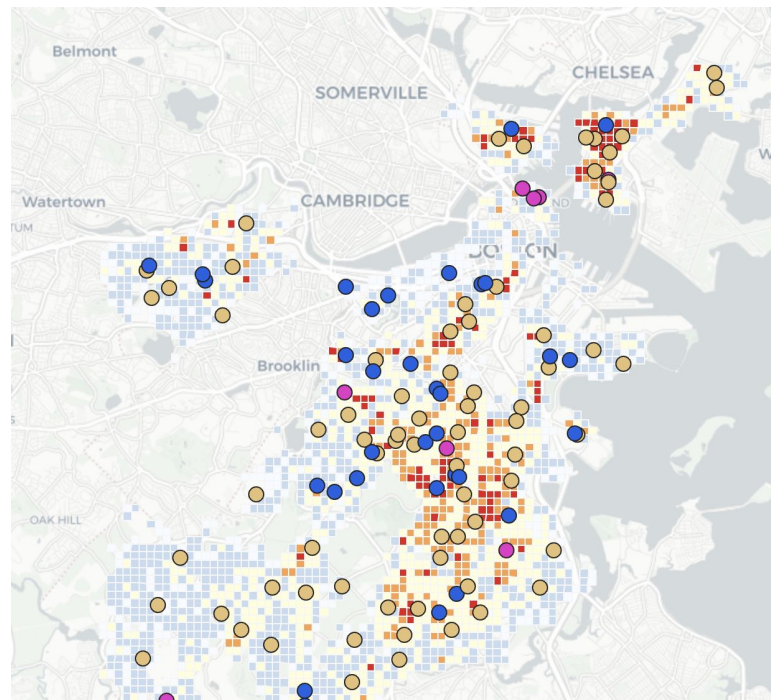
Neighborhood and School-Specific Data Exploration

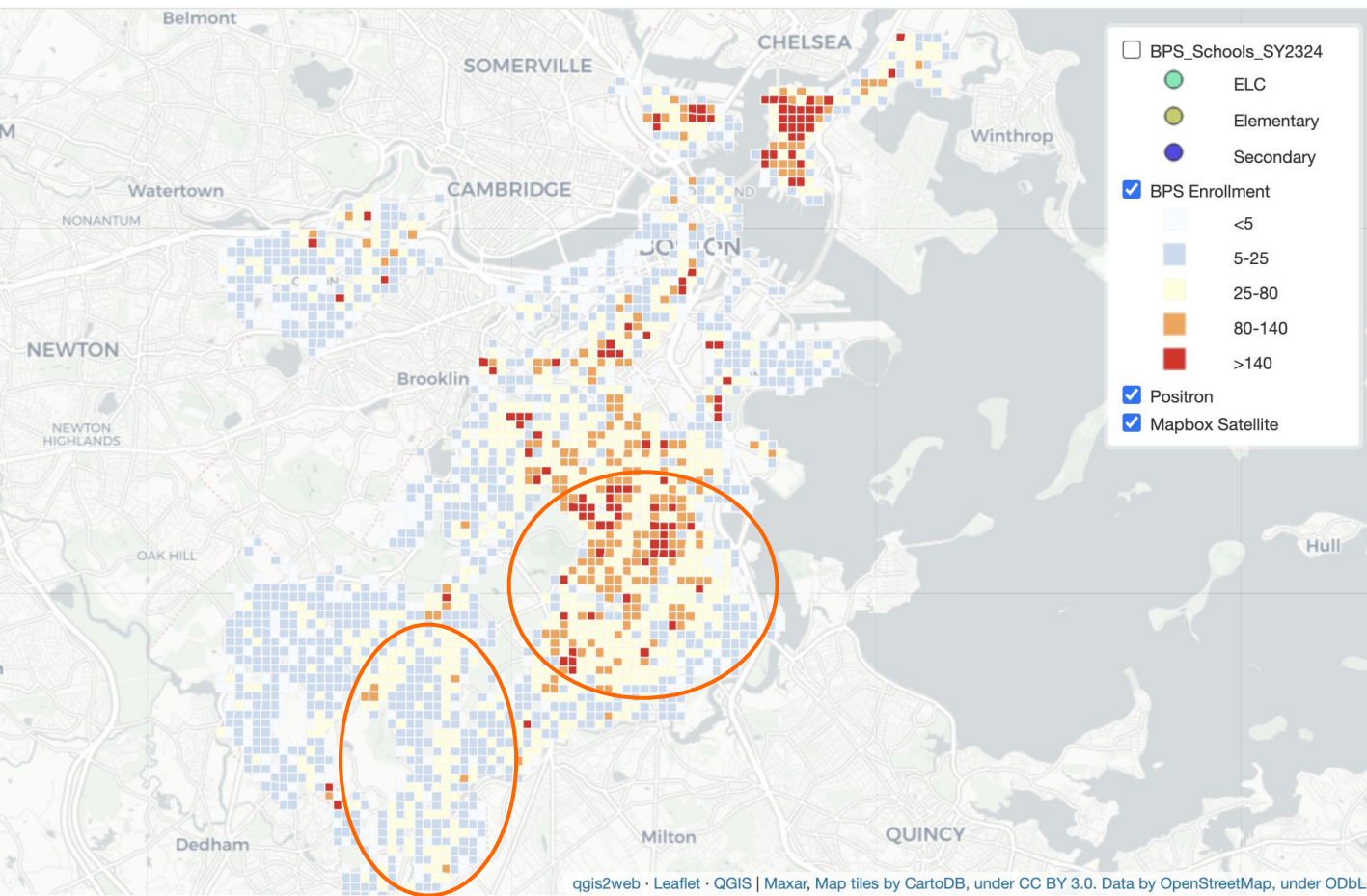
Data-Deep Dive

Explore the neighborhood and school data. What are the assets, opportunities, and challenges you don't see evidence of us examining in this process?

Interactive Map:

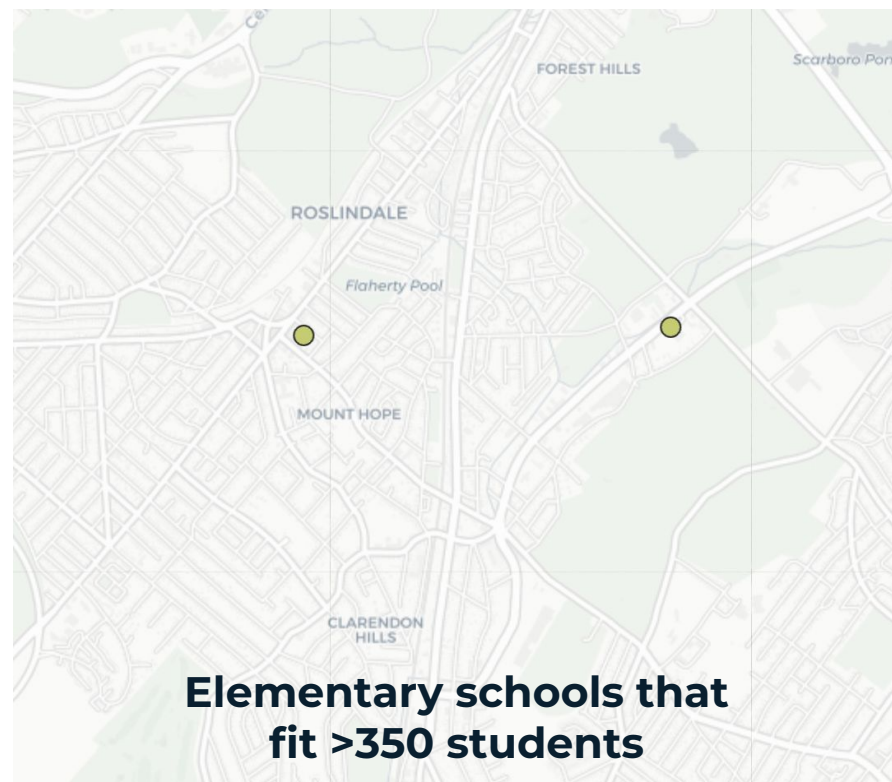
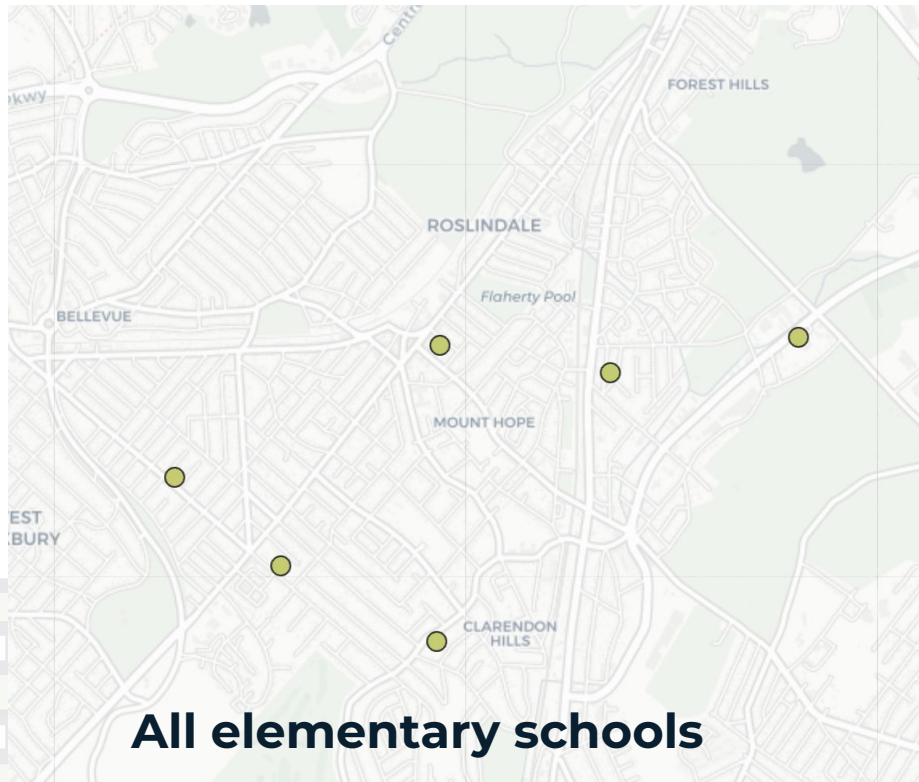
- Each dot represents a school.
 - Brown dots are elementary schools
 - Blue dots are high schools.
 - Pink dots are early learning centers.
- Each square represents where BPS students live.
 - Red indicates a lot of students live there
 - Blue/yellow means fewer students live there



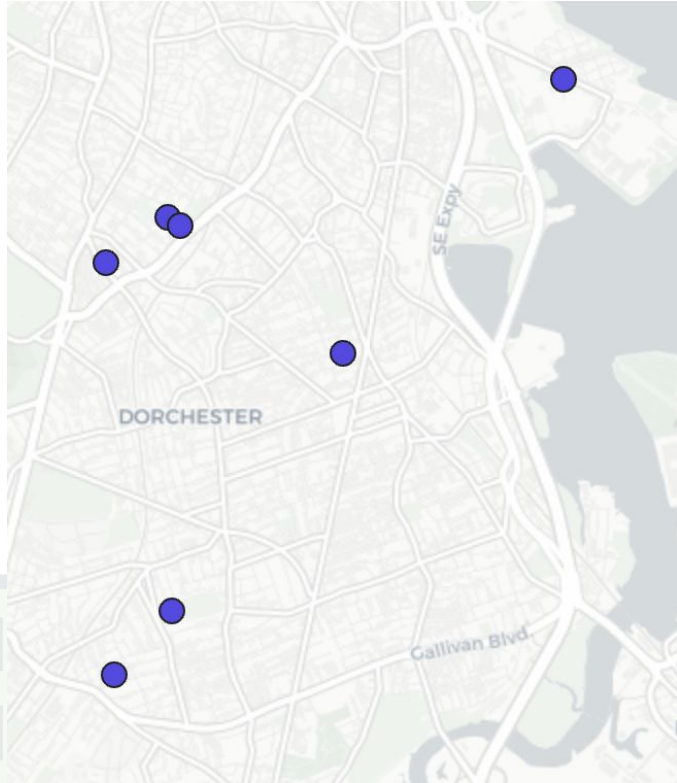


What do you notice about the number of BPS students in South Dorchester compared to Hyde Park?

What do you notice about the size of the elementary schools in Roslindale?

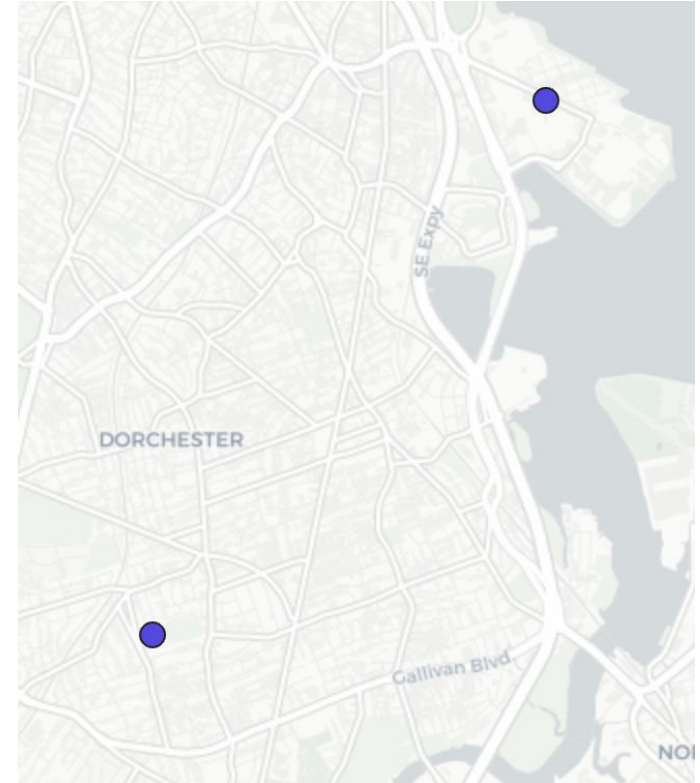


All secondary schools

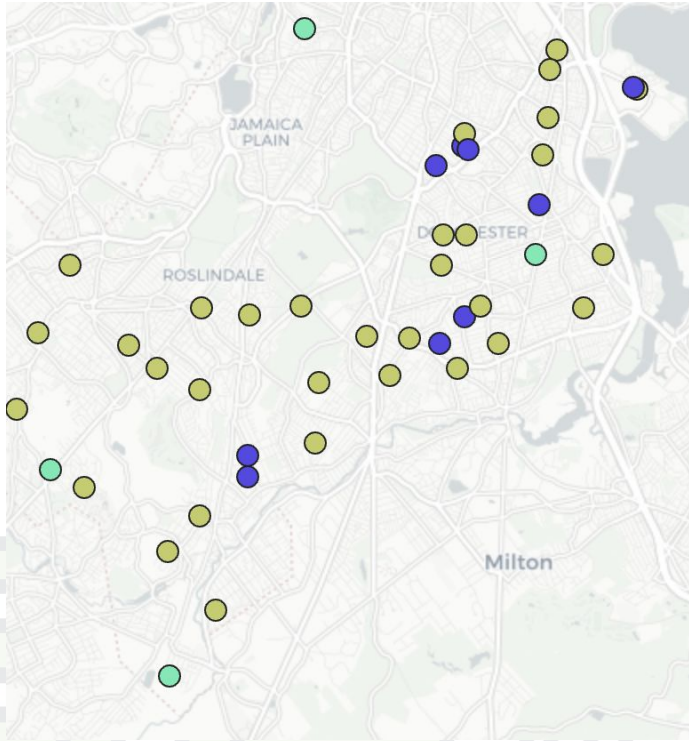


What do you notice about utilization rates in Dorchester secondary schools?

Secondary schools with utilization rate >80%

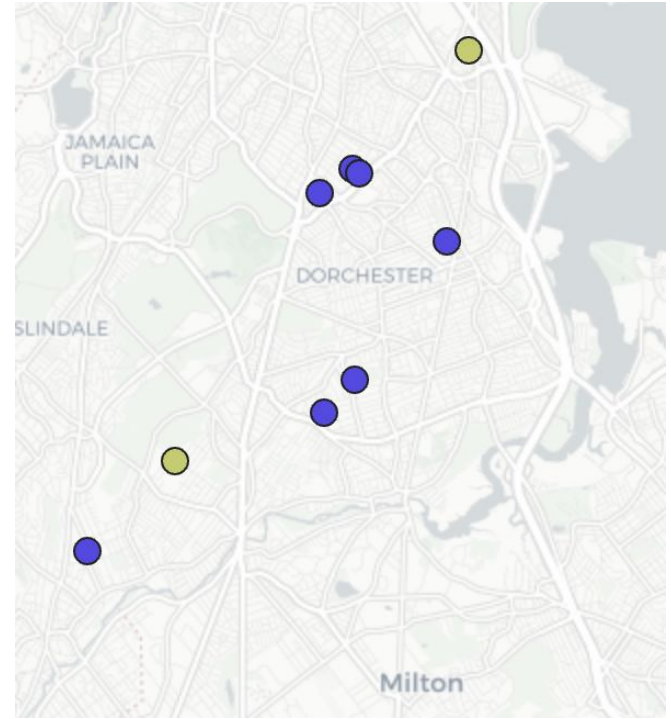


All schools

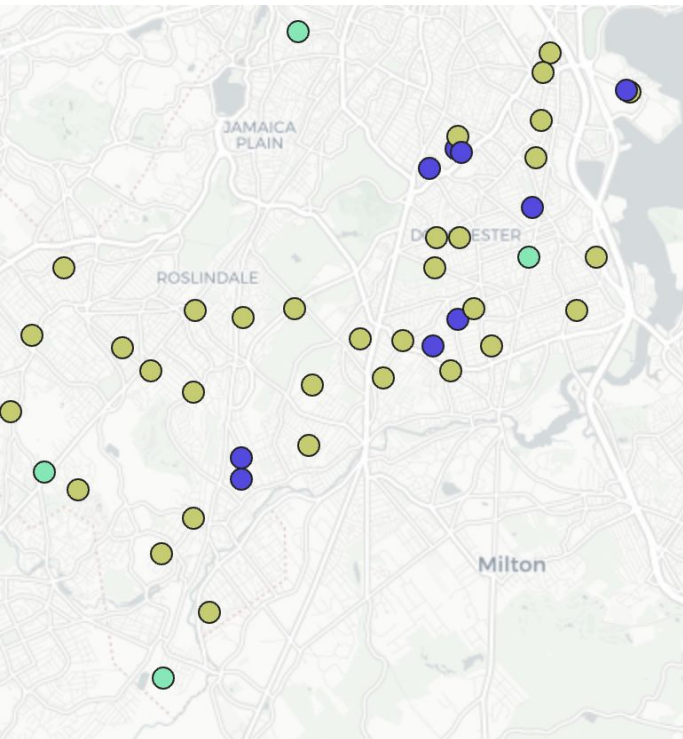


What do you notice about utilization rates in all the neighborhoods we're talking about today?

Schools with utilization rate <85%

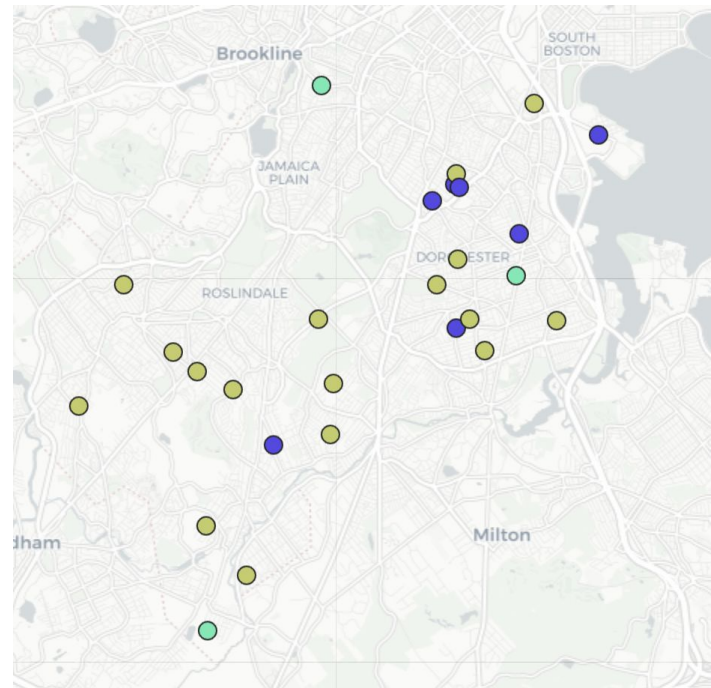


All schools



What do you notice about the distribution of schools that serve a high proportion of students with disabilities in the neighborhoods we're talking about today?

Schools with >25% students with disabilities



Now it's your turn.

- Explore the data in your neighborhoods and identify themes.
- What do you notice? What do you wish we knew about your neighborhood that isn't included in the data? What questions do you have?
- Write your responses to #2 down on sticky notes and place them on the chart paper around the room.



Q&A and Discussion



Next Steps

- Continued Engagement
 - 1 more community workshop focused on high schools (March 13)
 - Community survey (Feb/March)
 - Synthesize findings from engagement (March/April)
- Capital Planning: Planning, Analysis, & Development of Proposals
 - Advisory Working Group meets to review draft proposals (Spring)
 - Capital Planning presentation to School Committee (Spring)
 - Capital Planning team meets with BSAC (Spring)
 - School Committee vote (Spring)
 - Planning for school transitions and supports (Ongoing)

Thank You! Please take a moment to take the school transition planning survey.



Appendix

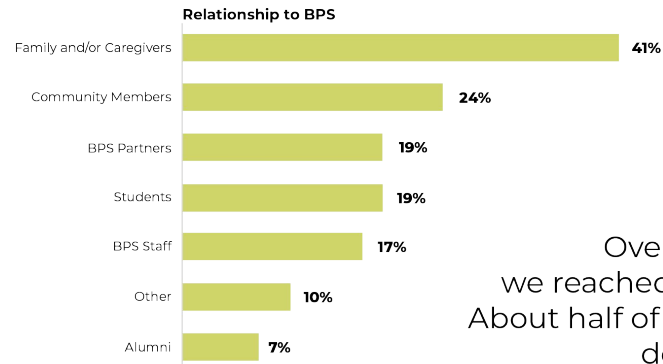
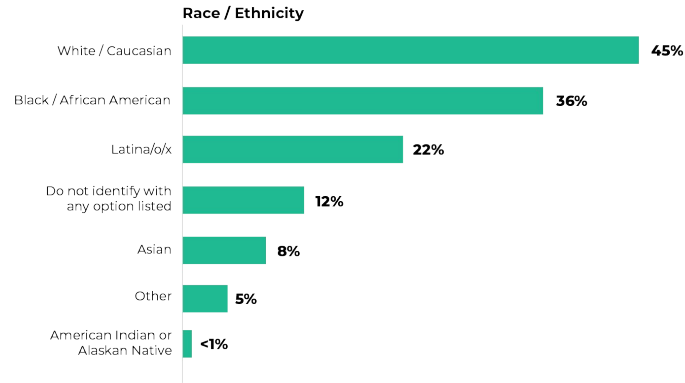


Listening sessions & community focus groups

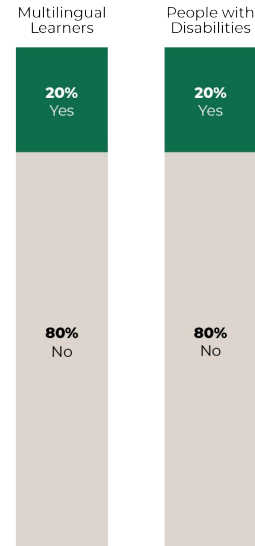
We held listening sessions in January, February and March, and had in-depth conversations with more than 500 students, families, educators, alumni, and community partners.

We asked about your experiences in BPS:

- What's challenging or frustrating?
- What's going well?
- What are your hopes for the future?



Representing the perspective of:

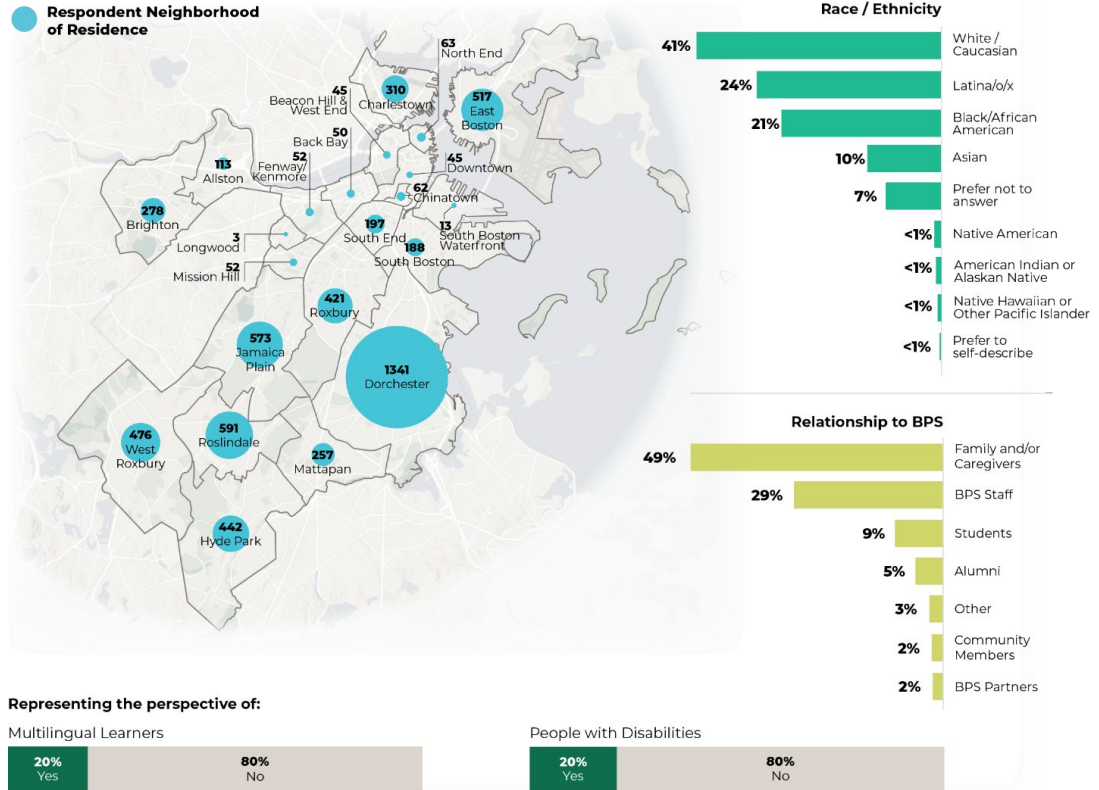


Over the course of **21 events**, we reached **more than 500 people**. About half of participants shared their demographic information.

School Design Study Survey

We conducted a survey in April and May that reached more than 9,000 people.

We reported back on the common experiences we heard, and asked you to prioritize the issues you want to see addressed through BPS Capital Planning.



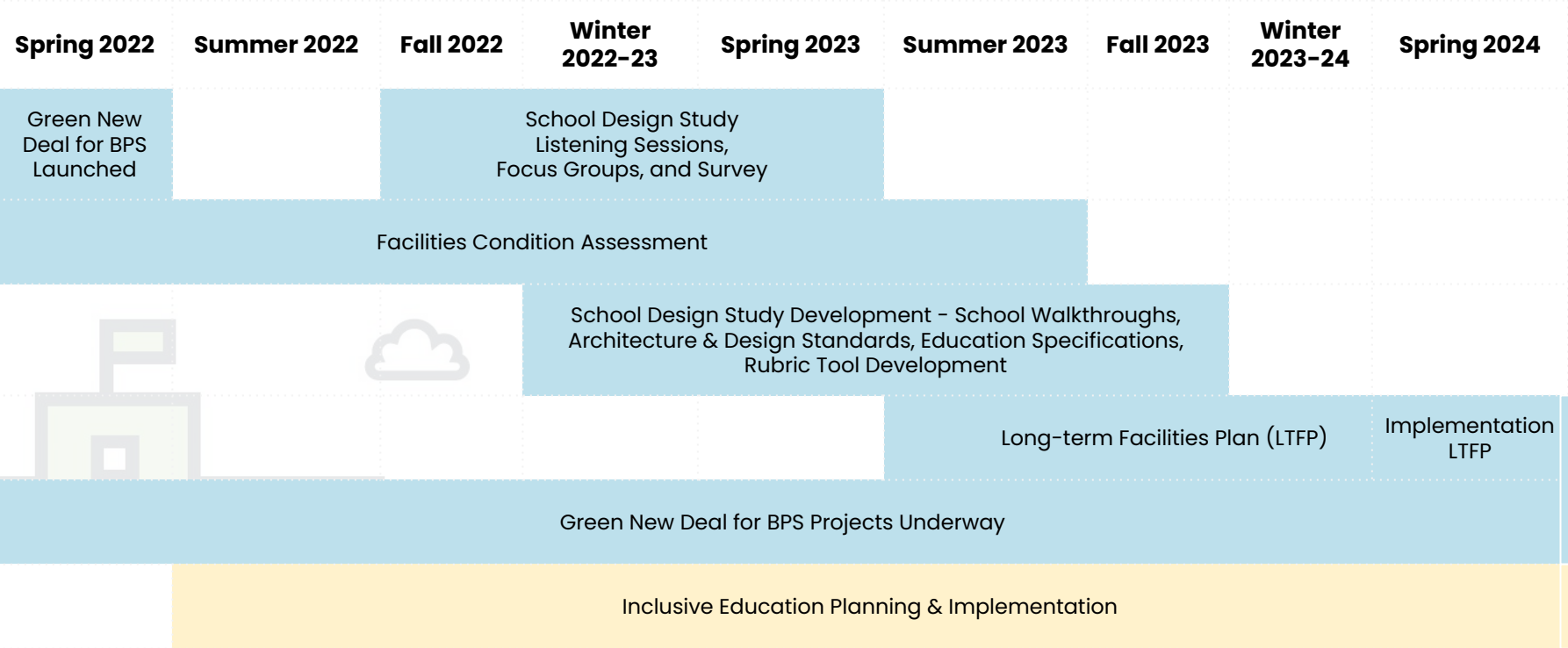
How does BPS maintain and support its schools?

Infrastructure planning & support:

- **Facilities Condition Assessment** - An objective, detailed analysis of BPS building conditions, which will be used to determine infrastructure needs and make decisions about repairs, replacements, and renovations. The FCA is used in conjunction with Asset Essentials to address maintenance and repair and support smaller renovation projects.
- **Current infrastructure projects** - Infrastructure repair and improvement projects that are recently completed, currently in design, or currently in construction are listed

Project Type	School	Status	Targeted Completion
Drinking Water Access Initiative - Package 3	Adams	Complete	2023
Playground surface replacement	Adams	Design	2024
Playground surface replacement	Alighieri	Design	2024
Drinking Water Access Initiative - Package 10	Another Course College	Not Started	2025
Drinking Water Access Initiative - Package 9	Baldwin Early Learning Pilot Academy	Design	2024/2025
Paving	Baldwin Early Learning Pilot Academy	Complete	2023
Masonry Project: Repointing and Lintel Repair	Baldwin Early Learning Pilot Academy	Complete	2023
Fence replacement	Baldwin Early Learning Pilot Academy	Complete	2023
Fire alarm and PA system upgrades	Barron Building	Construction	2024
Drinking Water Access Initiative - Package 9	Bates Elementary	Design	2024/2025
HVAC repairs	Bates Elementary	Design	2025

Where have we been?



Carter School

Status: Under construction, estimated completion in winter 2025

- New facility will include:
 - therapeutic pool
 - sensory garden
 - rooftop classroom
 - better space designed for students with disabilities and complex learning needs
- Enrollment capacity will increase from 25 to 60 and allow for new early childhood programs.



Philbrick-Sumner (Irving building)

Status: Under construction, estimated opening in fall 2025

- Renovated Irving building will be fossil fuel-free, with completely re-done classrooms, pull-out spaces, and other interior spaces and a new accessible entrance
- Philbrick and Sumner schools will relocate and become a combined school starting in School Year 2025-26



Josiah Quincy Upper School

Status: Under construction, estimated opening in fall 2024

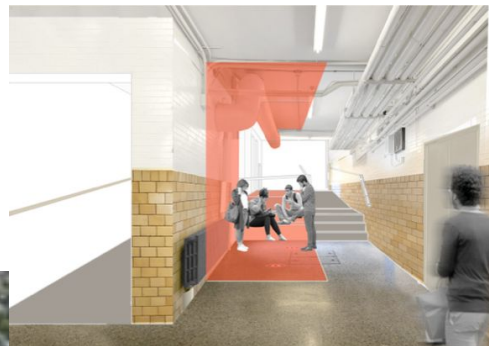
- New 6-story facility can accommodate 650 students and will include:
 - rooftop outdoor classroom and activity complex
 - media center
 - athletic and fitness areas
 - black box theater and auditorium
 - fresh air make-up system and enhanced filtration to mitigate air pollution from vehicle traffic on nearby highways



Horace Mann School for the Deaf & Hard of Hearing (Edwards building)

Status: Under construction, estimated opening in fall 2024

- Renovations are based on intentional design rooted in Deaf space principles to best support the HMS community.
- Exploring long-term site options across Boston through a siting study.



PJ Kennedy School

Status: Construction to begin this quarter

- Renovations will include:
 - Accessibility upgrades
 - A new entranceway
 - New and renovated interior space (e.g. pull-out spaces and staff planning rooms)
 - Updated playground, gardens, and greenspace
 - Air conditioning and new windows



White Stadium

Status: Construction to begin in spring 2024

- Revitalize White Stadium as a hub for BPS athletics and as a resource for local community groups.
- Includes improvement and modernization of existing spaces, including expanding the track to an 8-lane track and adding new program spaces.



Madison Park Technical Vocational High School

Status: Procuring an owner's project manager and a designer in spring 2024

- Completed a programming and feasibility study to reimagine an educational complex on Malcolm X Blvd as a world-class technical-vocational high school to serve students in grades 7-12 and adult learners
- The City is procuring an owner's project manager, with design expected to begin in the spring of 2024 and construction to begin in 2025



Mel H. King South End Academies

Status: Programming study currently under way

- Launched programming study to understand current facility conditions and develop an educational vision for renovated facilities
- Program vision prioritizes engaging, optimistic, relationship-based, trauma-informed, culturally responsive education focused on the individual needs of each student up to age 22



O'Bryant School of Math and Science / West Roxbury Education Complex

Status: Programming study ongoing

- Programming study launched at the O'Bryant with students, educators, staff, and other stakeholders to develop a program vision for an expanded science, technology, engineering and math high school, regardless of location
- Completed a feasibility study to understand the potential for a total gut renovation at the West Roxbury Education Complex



Shaw-Taylor

Status: Invited into MSBA Eligibility Period

- In December 2023, BPS was invited into the MSBA's Core Program Eligibility Period to build a new state-of-the-art elementary school that will serve the unified Shaw-Taylor community in Southern Dorchester/Mattapan. No site has been selected yet.
- The Shaw and Taylor will be a combined two-campus school starting in School Year 2024-25

