

Community Workshops: BPS Long-Term Facilities Plan

March 2, 2024

Welcome!

Grab some refreshments and
find a table with your
neighborhood label on it.

We will begin at 10:10.



Agenda

- Welcome, Community Icebreaker, and Background
- Facilities Plan Implementation Exercise
- BPS & City Departments Introductions
- Neighborhood Data Activity
- Questions & Answers
- Feedback and Close-out

Community Norms Invitation

1. Assume everyone is acting out of a desire to work toward our shared goal of improving education for students.
2. Take an inquiry stance.
3. Ground statements in evidence.
4. Equal and equitable voice. Ensure everyone at the table has space to be heard.
5. Be present.
6. Respect the mountain. This is long-term, systems change work.

Logistics & Community Opener

Logistics

- Bathroom
- Interpretation
- Childcare
- Wifi information

Community Opener: Share your...

- Name and pronouns
- Why you came to this workshop?
- One example of how the physical environment of a place supported your learning in the past and how it helped your learning?

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.

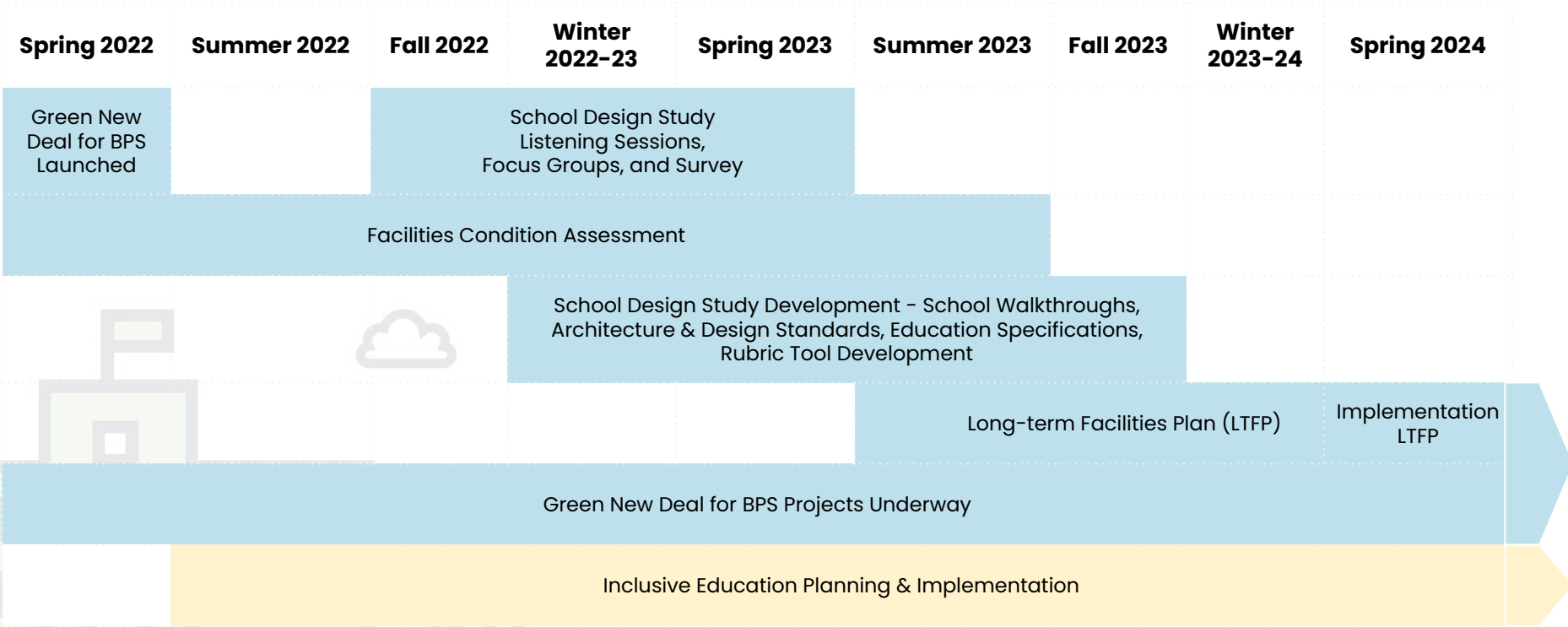
Why are we pursuing this work?

Too many of our buildings...

- Were built for a different era.
- Are too small to fit all of the spaces needed for a high-quality student experience.
- Even when large enough, are spaces where, in reality, too few students attend and learn—resulting in fewer resources for students and lower-quality student experience.
- Are not outfitted with some key basics (e.g., auditoriums, gyms)—much less modernized spaces worthy of our students and educators.

We are pursuing this work to ensure that more students across BPS have access to the high-quality student experience close to home.

Where have we been?



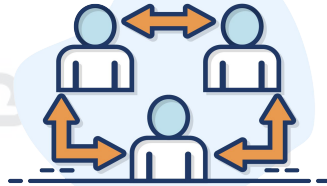
BPS High Quality Student Experience

Building the Foundation for the Future of Boston Public Schools

**rigorous & culturally
affirming learning
experiences**



**supportive network of
caring adults**



wellness & enrichment

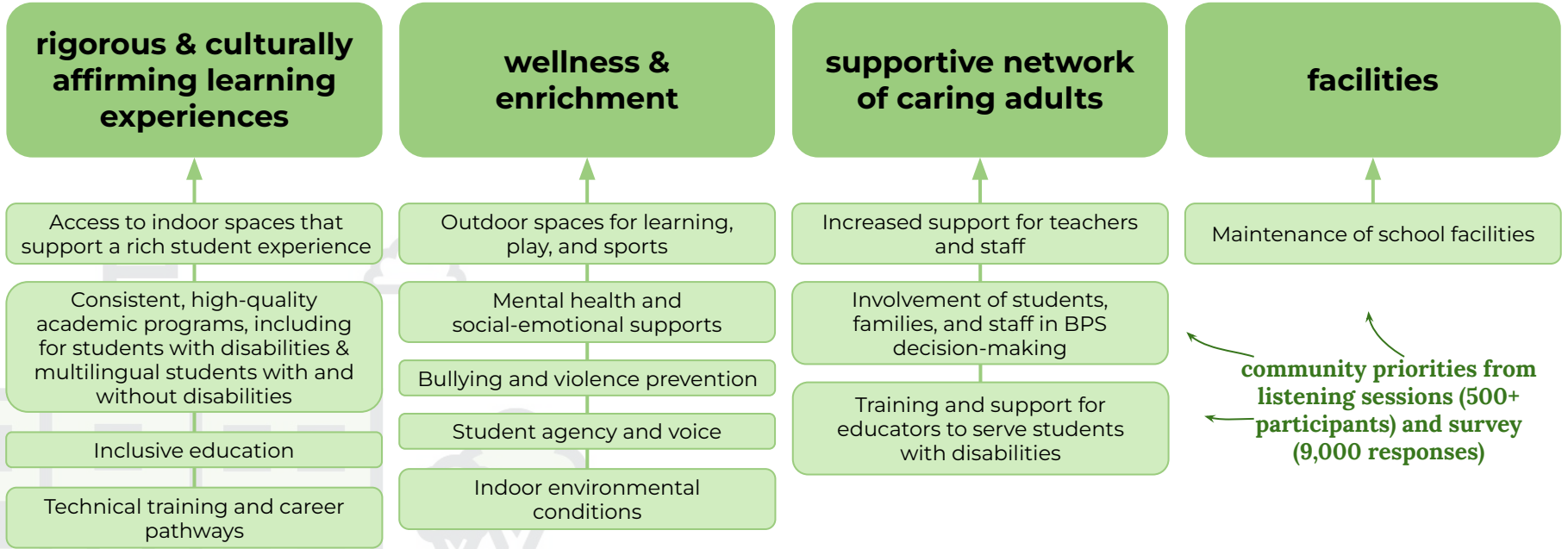


physical spaces that support learning



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

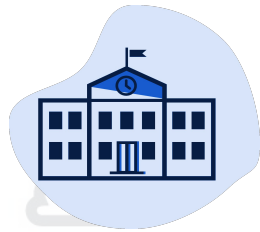
- Facilities condition (FCA)
- Modernization score (FCA)
- ADA accessibility

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

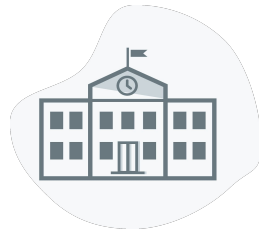
Model Space Summaries define the ideal set of spaces needed for preK-6 and 7-12 school buildings to support the High-Quality Student Experience.



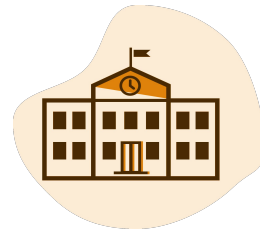
Small PK-6
(~356 students)



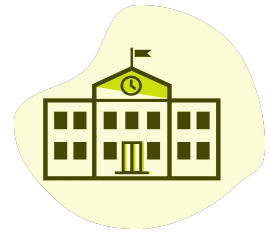
Large PK-6
(~712 students)



Small 7-12*
(~650 students)



Medium 7-12
(~1150 students)



Large 7-12
(~1620 students)

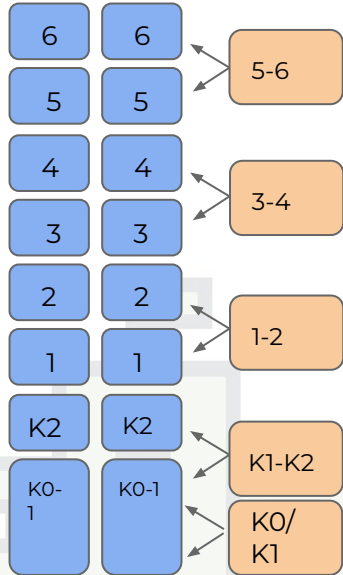
*"small" represents the size of many of our current buildings, but is not a Model Space Summary

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.**

Future State

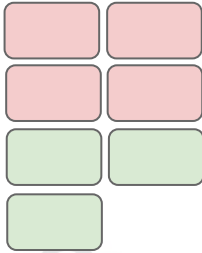
Model 2-strand school

Inclusive classrooms



Opportunities for partial inclusion across classes

Specialty classrooms for Resource, therapeutic, pull-out spaces

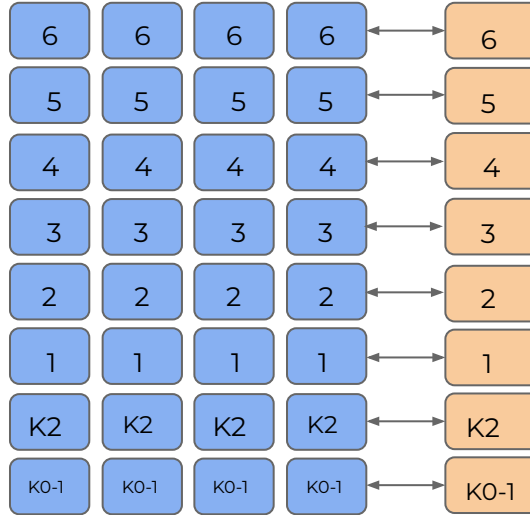


Resource, therapeutic, pull-out spaces

Substantially separate spaces for partial inclusion and substantially separate students

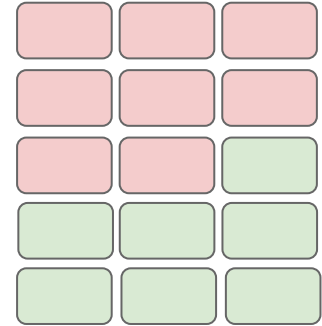
Model 4-strand school

Inclusive classrooms



Opportunities for partial inclusion across classes

Specialty classrooms for Resource, therapeutic, pull-out spaces



Substantially separate spaces for partial inclusion and substantially separate students

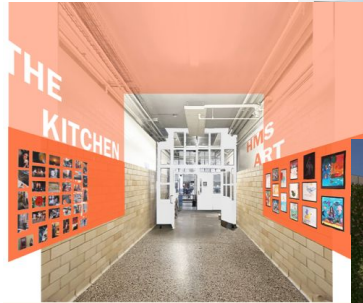
Model Space Summaries offer students...

- 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 work that will take decades



Implementation Exercise



Implementation Exercise

Purpose: We are simulating 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.

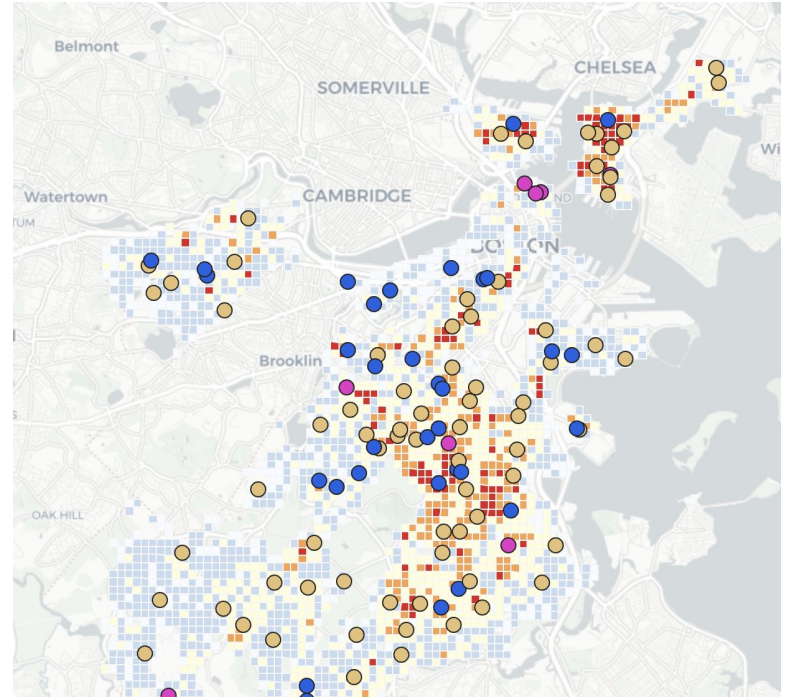
Neighborhood and School-Specific Data Exploration

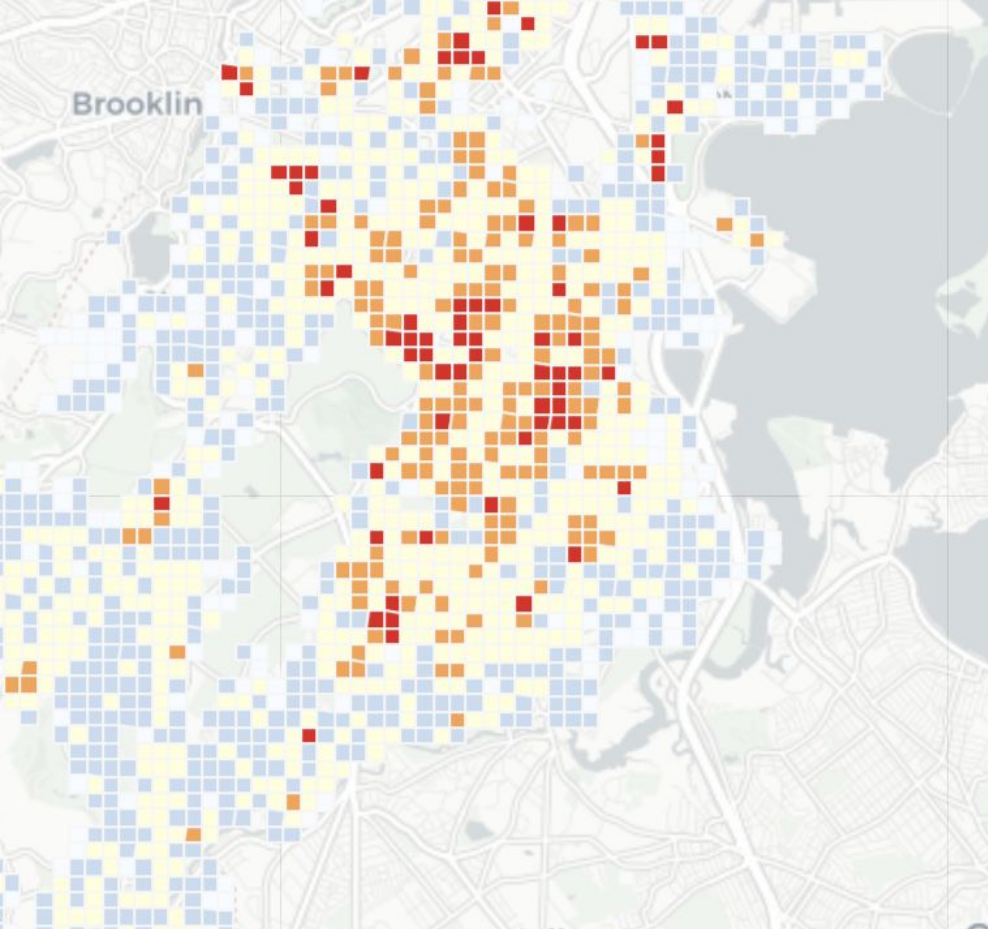
Data-Deep Dive

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

Interactive Map:

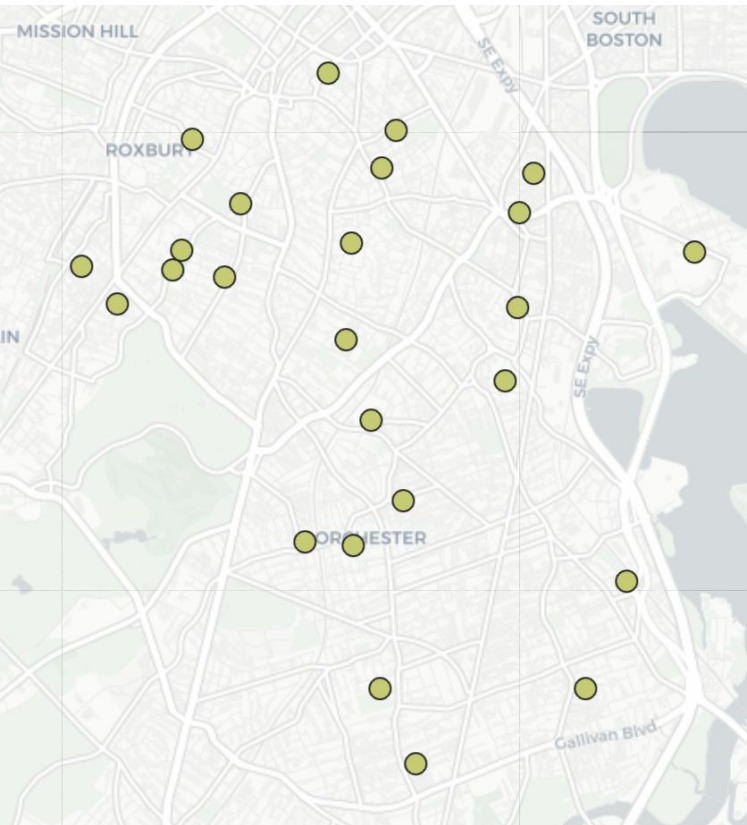
- Each dot represents a school.
 - Brown dots are elementary schools
 - Blue dots are high schools.
 - Pink dots are early learning centers.
- Each square represents where BPS students live.
 - Red indicates a lot of students live there
 - Blue/yellow means fewer students live there



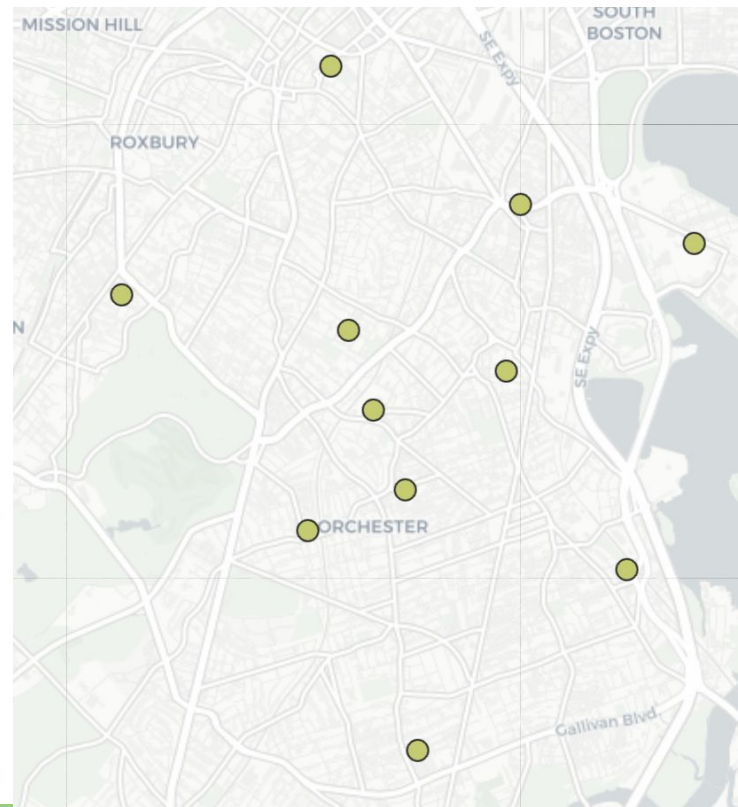


**What do you notice
about Roxbury and
North Dorchester
compared to the rest of
the city?**

All elementaries

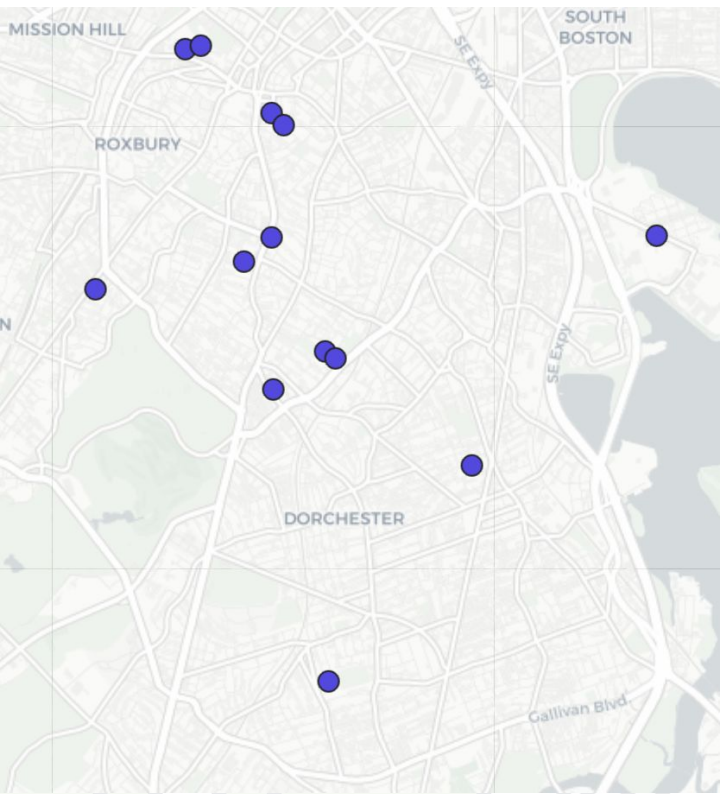


Elementaries with enrollment >350

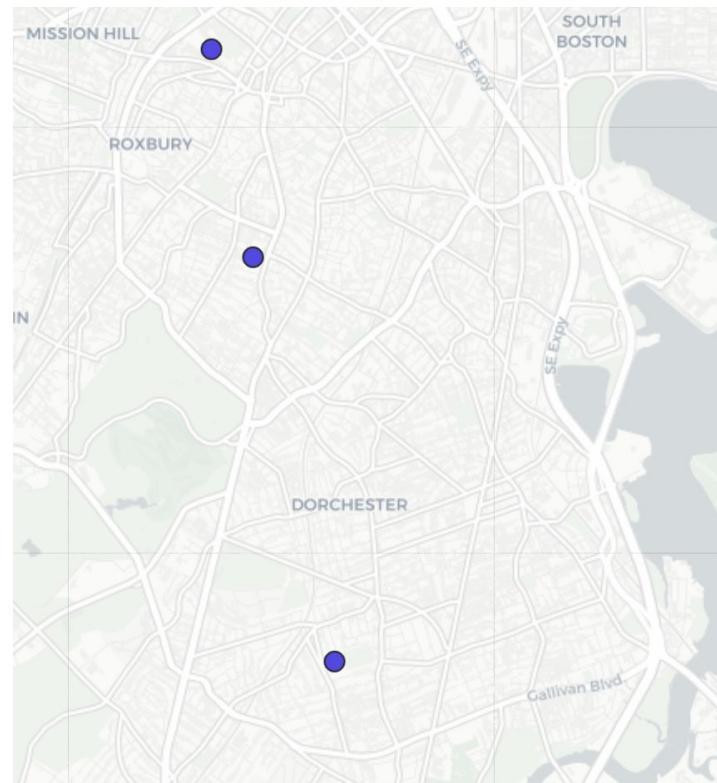


What do you notice about the size of the elementary schools in Roxbury and Dorchester?

All secondary schools

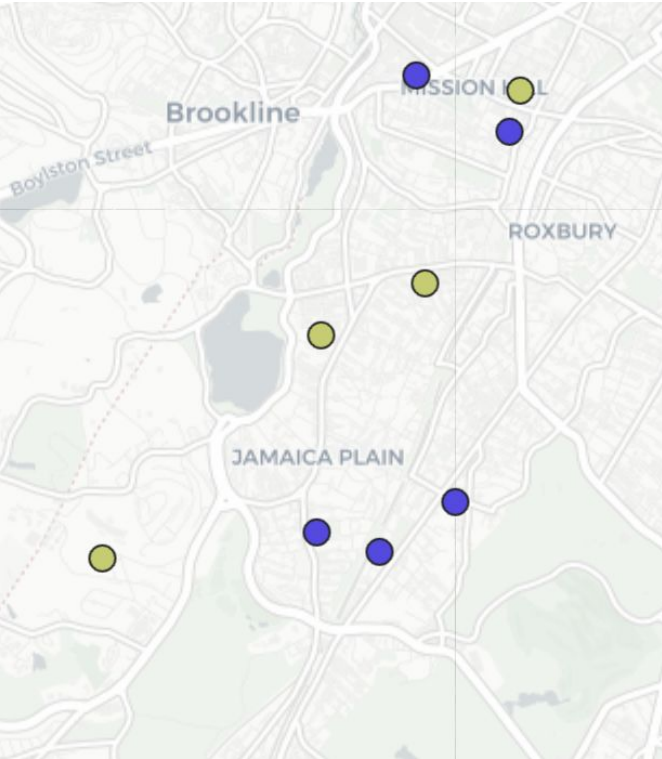


Secondary schools with enrollment >650



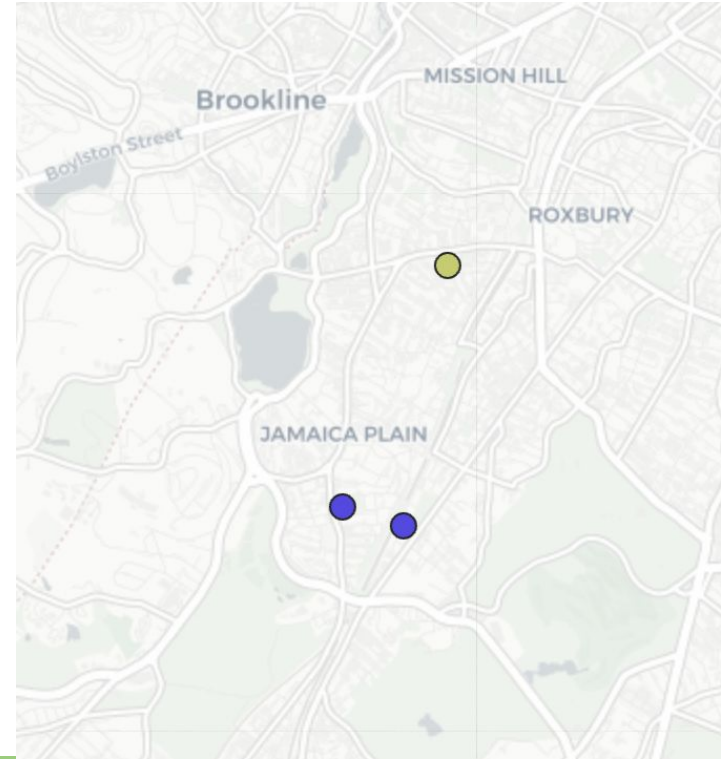
What do you notice about the size of the secondary schools in Roxbury and Dorchester?

All schools



What do you notice about the distribution of schools in Jamaica Plain / Mission Hill that serve a high proportion of multilingual learners?

Schools with >33% multilingual learners



Now it's your turn.

1. Explore the data.
2. In small groups, discuss the questions in your packet.



Share-Out



How are we going to use what we are learning from and with you?

- Gather and analyze the factors, ideas, assets, and opportunities we heard from you. Identify common themes.
- Consider these factors in the development of school or neighborhood-specific proposals.
- Share back at a future School Committee meeting what we heard and how we applied it in the development of proposals. If we didn't apply it, explain why, as much as possible.

Q&A



Next Steps

- Continued Engagement
 - 2 more community workshops (March)
 - Community survey (Feb/March)
 - Synthesize findings from engagement (Spring)
- Capital Planning: Planning, Analysis, & Development of Proposals
 - Advisory Working Group meets to review draft proposals (Spring)
 - Capital Planning presentation to School Committee (Spring)
 - School Committee vote (Spring)
 - Planning for school transitions and supports (Ongoing)

Thank You & Pulse-Check



There are index cards on your tables. Please write “pluses” and “deltas” and leave them on the table.

+ What went well for you today

Δ - What didn't go well for you and how we can improve

We are especially curious:

- How did it feel to use hypothetical and real data?
- Is there anything else you want to tell us today?

Appendix



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