Panelist & Attendee View (Zoom Webinar Only)

Setup - Before Webinar
To ensure the best possible experience, please update to the latest version of Zoom at this link.

During Webinar
Look for the interpretation (globe) icon at the bottom of your screen and select the language you want to hear.
Building the Foundation for the Future of BPS

Inclusive Education
- rigorous & culturally affirming learning experiences
- supportive network of caring adults
- wellness & enrichment

Long-Term Facilities Plan
- physical spaces that support learning

CITY of BOSTON
BOSTON Public Schools
Mayor Michelle Wu
“This school looks exactly like it did when I came here and lived in this neighborhood. And that is a problem.”
– BPS Family Member

“BPS schools that are very small get less attention – it limits sports activity, and you can't represent your school.”
– BPS Student

“We’re in an 1895 building and we do offer arts and music programs but we don't have the spaces for it so it’s cobbled together to make it work. This is an opportunity to build those spaces.”
– BPS Teacher
Timeline

Spring 2022: Green New Deal for BPS Launched

Summer 2022: School Design Study Listening Sessions, Focus Groups, and Survey

Fall 2022: Facilities Conditions Assessment

Winter 2022–23: School Walkthroughs

Spring 2023: Design Standards

Summer 2023: Educational Specifications

Fall 2023: Rubric Tool Development

Winter 2023–24: Long-term Facilities Plan (LTFP) Implementation

Spring 2024: Green New Deal for BPS Projects Underway

We are here: LTFP complete, moving into implementation
10 major BPS capital projects are underway — as many as were built in the last 40 years combined
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
The City of Boston is investing more in capital projects to support our students and educators.
Why are we pursuing this work?
The physical footprint of Boston Public Schools does not support our vision for a high-quality education and student experience.

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.
How old are our buildings?

Our buildings were largely built for a different era.

Nearly 2/3 of BPS schools were built more than 80 years ago.
Current State of BPS Buildings

- 50% of school buildings do not have auditoriums or cafeterias.
- 44% of school buildings do not have full science labs.
- 17% of school buildings do not have art spaces.
- 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.

<table>
<thead>
<tr>
<th>Approx. # of Students</th>
<th>Grade Span</th>
<th>Current Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>26,500</td>
<td>PreK-6</td>
<td>86 schools</td>
</tr>
<tr>
<td>22,000</td>
<td>7-12</td>
<td>33 schools</td>
</tr>
</tbody>
</table>
Despite a 10.7% decline in enrollment in the last 10 years, the number of BPS school buildings has only slightly decreased, stretching resources too thin and limiting programming opportunities for students.
Too many of our buildings are too small to fit all of the spaces needed for a high-quality student experience.

More than half (51%) of our school buildings have a total student capacity that is smaller than our smallest model.
Current capacity of our school buildings

Maps can be found at boston.gov/gnd-bps → Facilities Plan → Capacity Report
How are our buildings currently utilized?

School buildings that are under-utilized – with far fewer students than the building’s capacity – may offer fewer resources for students, with a lower-quality student experience.
Utilization Rate of our School Buildings

Maps can be found at boston.gov/decision-making-rubric-dashboard
Current State: Measuring the High-Quality Student Experience

The Building Experience Score assesses how well our buildings can currently support the High-Quality Student Experience.

- **Listening Sessions** (500+ voices)
- **Survey** (9,000+ responses)
- **Community Priorities**
- **High-Quality Student Experience**
- **Building Experience Score**
The High-Quality Student Experience

Community priorities defined the High-Quality Student Experience.

- **rigorous & culturally affirming learning experiences**
  - Access to indoor spaces that support a rich student experience
  - Consistent, high-quality academic programs, including for students with disabilities & multilingual students with and without disabilities
  - Inclusive education
  - Technical training and career pathways

- **wellness & enrichment**
  - Outdoor spaces for learning, play, and sports
  - Mental health and social-emotional supports
  - Bullying and violence prevention
  - Student agency and voice
  - Indoor environmental conditions

- **supportive network of caring adults**
  - Increased support for teachers and staff
  - Involvement of students, families, and staff in BPS decision-making
  - Training and support for educators to serve students with disabilities

- **physical spaces that support learning**
  - Maintenance of school facilities

Community priorities from listening sessions (500+ participants) and survey (9,000 responses)
4 out of 10 of our buildings have the capacity to support a high-quality student experience.
Q&A (10 mins)
3-4 Questions
We have the opportunity to change BPS to better support the High-Quality Student Experience.
“I would like to see state of the art classrooms for our students, also more after school programs: tutoring, student governments, music, and even sports...”
– BPS Family Member

“Schools should be the center of the community, like literally, they should have the space for the community to come together.”
– BPS Family Member

“It would be ideal for there to be a space for teachers and professional spaces. Collaborate on lesson plans, throw out ideas, and have an opportunity to share while you do your work.”
– BPS Teacher
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.

We developed four Model Space Summaries:

- Small PreK-6 (~356 students)
- Large PreK-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 Spaces 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
What could BPS be decades into the future if ALL of our schools fit a model?

<table>
<thead>
<tr>
<th>Grade Span</th>
<th>Approx. # of Students</th>
<th>Current # of Schools</th>
<th>Possible Future Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreK-6</td>
<td>26,500</td>
<td>86 schools</td>
<td>40 - 80 schools</td>
</tr>
<tr>
<td>7-12</td>
<td>22,000</td>
<td>33 schools</td>
<td>19 - 24 schools</td>
</tr>
</tbody>
</table>

We are **not** closing half of our schools. The possible future range is the number of school buildings that could accommodate our current enrollment if most of our school buildings fit a model.

- The lower end of the range, if most buildings fit a large model
- The higher end of the range, if most buildings fit a small model

Not all schools will or should fit a model. We are committed to a diverse portfolio of schools that meets the diverse needs of our students.
How can our schools become “Model Spaces”?

The rubric tool evaluates whether each school building/site could fit a model through the strategies below:

- Renovation of existing building
- Addition & renovation of existing building
- New building on site
- Two-campus school

Closures and mergers will be considered when they allow more students to have access to the High-Quality Student Experience.
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.

<table>
<thead>
<tr>
<th>Project Type</th>
<th>School</th>
<th>Status</th>
<th>Targeted Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drinking Water Access Initiative - Package 3</td>
<td>Adams</td>
<td>Complete</td>
<td>2023</td>
</tr>
<tr>
<td>Playground surface replacement</td>
<td>Adams</td>
<td>Design</td>
<td>2024</td>
</tr>
<tr>
<td>Playground surface replacement</td>
<td>Allighieri</td>
<td>Design</td>
<td>2024</td>
</tr>
<tr>
<td>Drinking Water Access Initiative - Package 10</td>
<td>Another Course College</td>
<td>Not Started</td>
<td>2025</td>
</tr>
<tr>
<td>Drinking Water Access Initiative - Package 9</td>
<td>Baldwin Early Learning Pilot Academy</td>
<td>Design</td>
<td>2024/2025</td>
</tr>
<tr>
<td>Paving</td>
<td>Baldwin Early Learning Pilot Academy</td>
<td>Complete</td>
<td>2023</td>
</tr>
<tr>
<td>Masonry Project: Repointing and Lintel Repair</td>
<td>Baldwin Early Learning Pilot Academy</td>
<td>Complete</td>
<td>2023</td>
</tr>
<tr>
<td>Fence replacement</td>
<td>Baldwin Early Learning Pilot Academy</td>
<td>Complete</td>
<td>2023</td>
</tr>
<tr>
<td>Fire alarm and PA system upgrades</td>
<td>Barron Building</td>
<td>Construction</td>
<td>2024</td>
</tr>
<tr>
<td>Drinking Water Access Initiative - Package 9</td>
<td>Bates Elementary</td>
<td>Design</td>
<td>2024/2025</td>
</tr>
<tr>
<td>HVAC repairs</td>
<td>Bates Elementary</td>
<td>Design</td>
<td>2025</td>
</tr>
</tbody>
</table>
What’s next?
What can students, families, and schools expect in the years to come?

- An annual cycle of proposals for major renovations, mergers, and closures that fit into a broader district vision to support a high-quality student experience
- A full academic year to support transition planning in most cases
- Support through school transitions
- Engagement and transparency in the process
Workshops in February

**Workshop 1:** East Boston, Charlestown, Fenway-Kenmore, Longwood, Back Bay, Chinatown, Beacon Hill, West End, North End, South End, Allston, Brighton, South Boston  
**Date:** Saturday, February 3, 2024  
**Time:** 10AM-12PM  
**Location:** The Copley Library, 700 Boylston St, Boston, MA 02116

**Workshop 2:** All High Schools  
**Date:** Monday, February 12, 2024  
**Time:** 6PM-8PM  
**Location:** Bruce C. Bolling Municipal Building, 2300 Washington St, Roxbury, MA 02119

[Register]
Workshops in March

**Workshop 3:** North Dorchester, Roxbury, Jamaica Plain, Mission Hill  
**Date:** Saturday, March 2, 2024  
**Time:** 10AM-12PM  
**Location:** Shelburne Community Center, 2730 Washington St, Roxbury, MA 02119

**Workshop 4:** South Dorchester, Mattapan, Roslindale, Hyde Park, West Roxbury  
**Date:** Saturday, March 9, 2024  
**Time:** 10AM-12PM  
**Location:** Hyde Park Community Center, 1179 River St, Hyde Park, MA 02136

Register

**Late spring:** Present proposals to School Committee for mergers, and closures
Questions or Feedback?
Thank you!
Appendix
## Phase 1 Projects
Projects subject to change based on pending projects, cost, and labor and supply chain constraints

<table>
<thead>
<tr>
<th>Project Type</th>
<th>Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Building Envelope</strong></td>
<td>• <em>Boston Latin Academy</em>- Exterior walls, insulated finishing, brickwork</td>
</tr>
<tr>
<td></td>
<td>• <em>Murphy K-8 School</em> - Retaining wall, doors and roofing</td>
</tr>
<tr>
<td></td>
<td>• <em>Boston Collaborative / UP Academy Boston</em> - Exterior walls, brick and block</td>
</tr>
<tr>
<td></td>
<td>• <em>Mason Elementary School</em> - Retaining wall, concrete, roofing, ramps and stairs.</td>
</tr>
<tr>
<td></td>
<td>• <em>Clap Elementary School</em> - Roofing, Exterior walls and brick</td>
</tr>
<tr>
<td><strong>Building Infrastructure</strong></td>
<td>• <em>Lucy Stone (Leased to Roxbury Prep)</em> - Full study needed for in depth work including electrical, plumbing, and HVAC systems</td>
</tr>
<tr>
<td></td>
<td>• <em>Murphy K-8 School</em> - HVAC</td>
</tr>
<tr>
<td></td>
<td>• <em>Dickerman School (Leased to Roxbury Prep)</em> - Electricity, HVAC, and plumbing systems</td>
</tr>
<tr>
<td><strong>Life and Safety Systems</strong></td>
<td>• <em>Barron Building</em> - Fire alarm panel replacement</td>
</tr>
<tr>
<td></td>
<td>• <em>Curley K-8 School</em> - Fire alarm panel &amp; PA replacement</td>
</tr>
<tr>
<td></td>
<td>• <em>Hamilton Building (Leased to Bais Yaakov)</em> - Fire alarm panel &amp; PA replacement</td>
</tr>
<tr>
<td></td>
<td>• <em>Hurley K-8 School</em> - Fire alarm panel &amp; PA replacement</td>
</tr>
<tr>
<td></td>
<td>• <em>Tobin K-8 School</em> - Fire alarm panel &amp; PA replacement</td>
</tr>
<tr>
<td>Current Schools</td>
<td>Future State</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>P. A. Shaw Elementary School (K0-5)</td>
<td>The combined Shaw-Taylor Elementary School will serve a preK-6 school community. Lower grades will be in the Shaw building, and upper grades will be served in the Taylor building. Long-term, the full school community will be brought together in a new facility.</td>
</tr>
<tr>
<td>Taylor Elementary School (K0-5)</td>
<td></td>
</tr>
<tr>
<td>Philbrick Elementary School (K0-6)</td>
<td>The combined Philbrick-Sumner Elementary School will serve a preK-6 school community. The school community will come together in the newly-renovated Irving building. Renovations are currently underway.</td>
</tr>
<tr>
<td>Sumner Elementary School (K1-6)</td>
<td></td>
</tr>
<tr>
<td>UP Academy Dorchester (K-5)</td>
<td>UP Academy Boston and UP Academy Dorchester will merge into a K-8 school on the UP Academy Dorchester campus.</td>
</tr>
<tr>
<td>UP Academy Boston (6-8)</td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>Current Configuration</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Boston Green Academy</td>
<td>Grades 6-12</td>
</tr>
<tr>
<td>Edison School</td>
<td>Grades K1-8</td>
</tr>
<tr>
<td>Haley Pilot School</td>
<td>Grades K0-8</td>
</tr>
<tr>
<td>Mather Elementary School</td>
<td>Grades K1-5</td>
</tr>
<tr>
<td>Margarita Muñiz Academy</td>
<td>Grades 9-12</td>
</tr>
<tr>
<td>TechBoston Academy</td>
<td>Grades 6-12</td>
</tr>
<tr>
<td>UP Academy Holland</td>
<td>Grades K0-5</td>
</tr>
</tbody>
</table>
Long Term Facilities Plan

The tools within the Long Term Facilities Plan will accelerate the future construction and renovation of BPS facilities when shared with contracted architecture & design firms by shortening the planning and design timelines, allowing construction to begin faster. Key pieces of the Long Term Facilities Plan include:

**Educational Specifications**, programming and design guidelines for new school construction and renovation projects

**Building and Architectural Standards**, technical design requirements for construction and renovation projects, which support the acceleration of future projects

**Model Space Summaries**, an ideal set of standard physical spaces, based on size of enrollment, that buildings should provide to support the High-Quality Student Experience. There are 4 model space summaries to serve as the foundation for future school construction & renovation. Slides 5-9 provide more detail.

**Rubric**, a tool that intakes a variety of demographic, neighborhood, and other data, including Building Experience Scores and Model Space Summaries, and shares the impact different investment decisions would have on students and communities. This tool will help us work through the trade-offs of investment decisions. Applying this tool, alongside community, is our focus in early 2024.
Long-Term Facilities Planning

December 2023 Long-Term Facilities Plan

Data
- Facilities Condition Assessment
- Community Priorities
- Building Walkthroughs

Tools
- Educational Specifications
- Design Standards
- Building Models
- Rubric

Initial Decisions in 2024

Decisions could include:
- New builds
- Renovations
- Expansions
- Smaller-scale investments
- Grade reconfigurations
- Mergers (including multiple-campus schools)
- Closures

Note: Not all categories will have decisions every year.
Model Space Summaries

Model Space Summaries are made up of learning cohorts (a group of students) that share new opportunities for learning, development, and collaboration

- More classrooms per grade, including general classrooms and substantially separate space
- More specialty classrooms for art, music, science, and Career & Technical Education
- More resources for therapeutic and pull-out spaces
- Community hub programming
How will the School Design Study help accelerate projects?

Essential tools to accelerate the pace at which projects are completed and increase equity and transparency:

- Model Space Summaries
- Education Specifications
- Architectural and Design Standards
- Rubric to Guide Decision-Making

Special thanks to our partners in the Public Facilities Department and the DLR Group.
What’s the energy demand from BPS facilities?

BPS buildings use more energy on average than other US school districts.

The graph illustrates the 2022 Energy Use Intensity (EUI), with each bar representing an individual school.

EUI, measured in kilo British thermal units per square foot (kBtu/sq ft), quantifies a building’s energy consumption relative to its size.