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.
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?

Green New Deal for BPS Launched

School Design Study
Listening Sessions, Focus Groups, and Survey

Facilities Condition Assessment

School Design Study Development – School Walkthroughs, Architecture & Design Standards, Education Specifications, Rubric Tool Development

Long-term Facilities Plan (LTFP)

Green New Deal for BPS Projects Underway

Inclusive Education Planning & Implementation

Implementation LTFP
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.

**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

**facilities**
- Maintenance of school facilities

Community priorities from listening sessions (500+ participants) and survey (9,000 responses)
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.

<table>
<thead>
<tr>
<th>rigorous &amp; culturally affirming learning experiences</th>
<th>wellness &amp; enrichment</th>
<th>supportive network of caring adults</th>
<th>facilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Learning spaces - classrooms, science rooms, art rooms, breakout rooms, and small group rooms, etc.</td>
<td>● Outdoor learning, athletic, and play spaces</td>
<td>● Teacher and staff spaces</td>
<td>● Facilities condition (FCA)</td>
</tr>
<tr>
<td>● Public spaces - gyms, cafeterias, libraries/media centers, and auditoriums</td>
<td>● Spaces for mental health, and social emotional support</td>
<td>● Family and community spaces</td>
<td>● Modernization score (FCA)</td>
</tr>
<tr>
<td>● Average number of classrooms per grade</td>
<td>● Student-centered spaces</td>
<td></td>
<td>● ADA accessibility</td>
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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

<table>
<thead>
<tr>
<th>Inclusive classrooms</th>
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</thead>
<tbody>
<tr>
<td>K2/1-K2</td>
</tr>
<tr>
<td>K0/1-K0</td>
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<tr>
<td>Substantially separate spaces for partial inclusion and substantially separate students</td>
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<table>
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<th>Specialty classrooms for Resource, therapeutic, pull-out spaces</th>
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<tbody>
<tr>
<td>5-6</td>
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</tbody>
</table>

#### Model 4-strand school

<table>
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<tr>
<td>6-6-6-6</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Opportunities for partial inclusion across classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
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<th>Substantially separate spaces for partial inclusion and substantially separate students</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-5-4-4</td>
</tr>
</tbody>
</table>

| 3-3-3-3 |

| 2-2-2-2 |

| 1-1-1-1 |

| K2/K2/K2/K2 |

| K0-1/K0-1/K0-1/K0-1 |

| Mayor Michelle Wu |

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**CITY of BOSTON**

**BOSTON Public 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 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

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

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?
What do you notice about the size of the elementary schools in Roxbury and Dorchester?
What do you notice about the size of the secondary schools in Roxbury and Dorchester?
What do you notice about the distribution of schools in Jamaica Plain / Mission Hill that serve a high proportion of 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.
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?
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.