

What we are proposing?

	Session 1	Session 2	Session 3	Session 4	Session 5
Title	Overview of MSBA Process	How the School Design process works.	Understanding the parameters of influence	How the city, school, MSBA work together to bring a project to a conclusion	How a community takes ownership of the space
Description	Understanding the MSBA timeline, Milestones and vocabulary to fully engage in the process	Testimonials of other school and community teams who have participated in this process.	Provide spaces to learn the parameters that impact decision-making across the key stakeholders in the process.	Understanding cost-benefit analysis and design impacts and how the final product may change over time.	How to create a cohesive community around the final build centering on educational and community needs.
Target Audience	Parents (SPC/SSC) Staff Student Community Partners	Parents (SPC/SSC) Staff Student Community Partners	Parents (SPC/SSC) Staff Community Partners	Parents (SPC/SSC) Staff Community Partners	Parents (SPC/SSC) Staff Community Partners
When	Spring 2025	Fall 2025	Winter 2025	Spring 2026	Fall 2026

SESSION 1:

Overview of the MSBA Process

Daphne Germain, Senior Project Manager
Boston Public Schools
Capital Planning Division
Updated: 11.19.25

Learning Objectives

What we want you to learn and understand



Become confident in the language of this process to be an active informed participant in the design process for a new educational facility



Understand the Massachusetts School Building Authority (MSBA) process for designing and building of a new facility

Vision

Collectively, we want students to learn in schools that provide rigorous and culturally affirming learning experiences, provide access to wellness and enrichment, contain a supportive network of caring adults, and have the physical spaces to support all aspects of a student's education – the four components of the BPS High-Quality Student Experience (HQSE).



Community Priorities Defined the High-Quality Student Experience

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

physical spaces that support learning

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

**Informed by
community priorities from
listening sessions (500+
participants) and survey
(9,000 responses)**

Long Term Facilities Plan: Aligning our work to our vision

Well-Rounded BPS Ecosystem

Increase number of schools that support the High-Quality Student Experience
for every student in the district.

Capital & Infrastructure Projects

- New Builds
- Renovations
- Mergers
- Closures
- Consolidations
- Grade Reconfigurations

Create and Improve Academic Programs

- Support and expand inclusive education & equitable literacy
- Expand bilingual & advanced academic programming
- Early college & career and pathways
- Create life readiness transition programs for older multilingual learners & 19-22 year olds

Structural Changes

- Strategic expansion of high quality schools
- Minimize transitions and provide clearer pathways
- Restructure alternative ed and pathways for students

Shaw-Taylor

Grade Configuration: PreK-6

High-Quality Seat Capacity: Estimated 750

Neighborhood: S. Dorchester/Mattapan

Start: Fall 2023 MBSA invitation

Anticipated Completion: Estimated about Sy 2030/2031

Current Status: Feasibility Study (updated 11.20.25)

- ❖ Merge the Shaw and Taylor will be a two-campus school to open School-Year 2024-2025
- ❖ Building a new state-of-the-art elementary school that will serve the unified Shaw-Taylor community. No site has been selected yet; the process to identify options will begin in summer 2024.

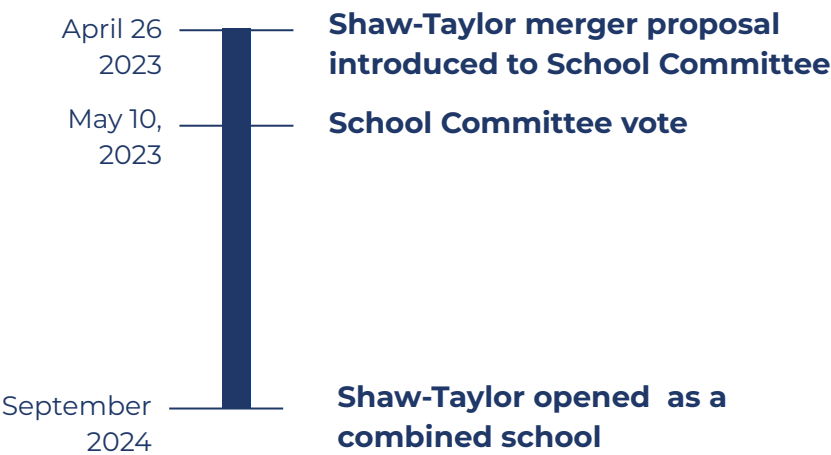


MSBA TIMELINE

MSBA Eligibility Period

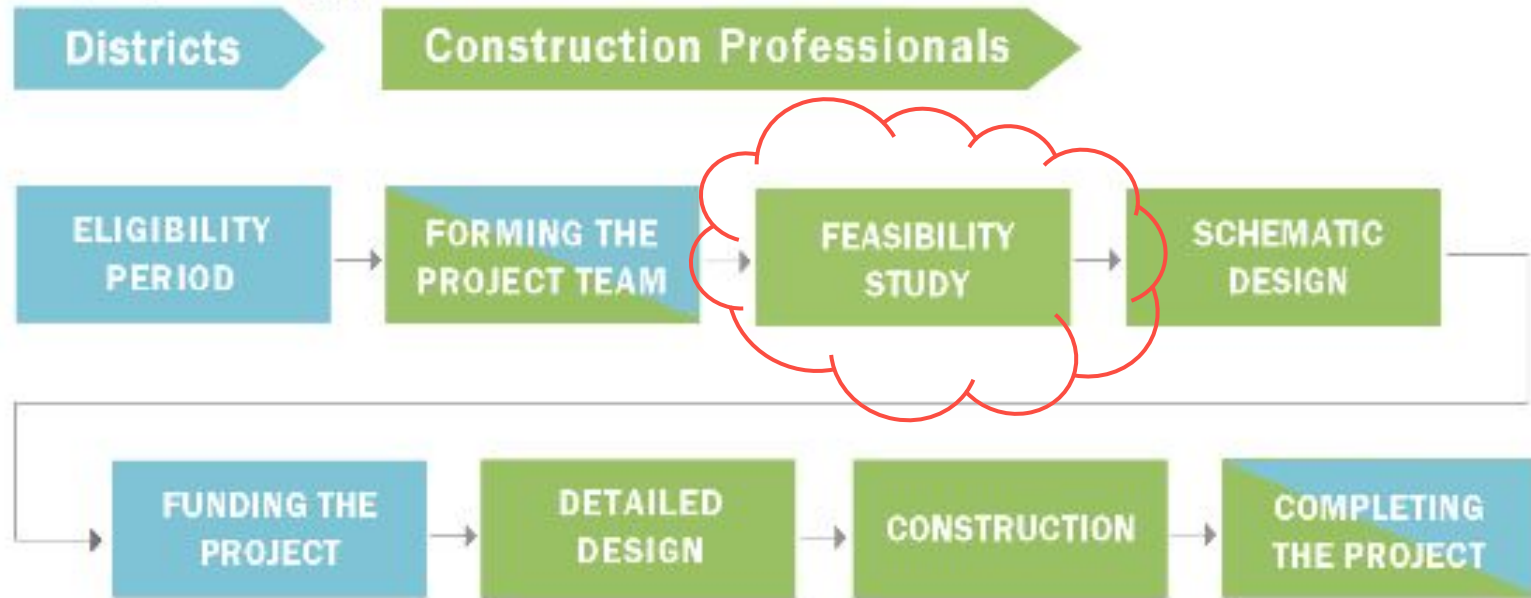


Shaw-Taylor Merger Timeline



MSBA Building Process

Steps primarily for:



MSBA ELIGIBILITY PERIOD

The **270-day Eligibility Period** formalizes the beginning of the MSBA's grant approval process and provides a clear schedule for the completion of preliminary requirements, assisting with the determination of financial and community readiness, and identifying needs for planning and budgeting.

The Eligibility Period began on July 1, 2024:

- Initial Compliance Certification
- School Building Committee
- Enrollment Questionnaires

Successful completion of all activities in the Eligibility Period will allow the District to be eligible for an MSBA invitation into **Feasibility Study**.

We are seeking appropriation of funds to bring on an **Owner's Project Manager** and architect to conduct the Feasibility Study through **schematic design**.



FORMING THE PROJECT TEAM

"The district procures the team of professionals utilizing MSBA specific procurement processes and standard Request for Services ("RFS") templates and Contracts to work with the District as the proposed project advances through the MSBA's grant process."- MSBA website



 **BOSTON PUBLIC SCHOOLS**

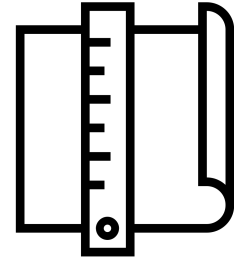
Project Owner: responsible for the successful completion of the project, by defining the goals, securing the funding, and engaging all stakeholders in the process



SKANSKA

Owner's Project Manager:

oversees the entire project lifecycle, from planning and design to construction and closeout, acting as the owner's representative to ensure the project is completed on time, within budget, and according to their specifications.



Design Team: a professional hired by a project owner to create the design and specifications necessary to implement the final project and to trouble-shoot design concerns along the way

FEASIBILITY STUDY

“The District and its team collaborate with the MSBA to document their **educational program**, generate an initial space summary, document existing conditions, **establish design parameters**, develop and evaluate alternatives, and recommend the most cost effective and educationally appropriate preferred solution to the MSBA Board of Directors for their consideration.

During this phase, the Owner's Project Manager will submit, on behalf of the District and its Designer, **a Preliminary Design Program and a Preferred Schematic Report**. Approval by the MSBA Board of Directors is required for all projects to proceed into schematic design.”- **MSBA website**



CITY of BOSTON

Tuesday, April 30, 2025

Educational Planning Facilities

Ensure that school projects are responsive to the educational needs of a the district.



1. Educational Program Requirement

- *Program Models:* What is the teaching philosophy and methods used in the school
- *Curricular goals:* What are students learning
- *Grade configuration:* How many classrooms per grade
- *Class size:* Ratio of teachers to students
- *Scheduling:* How students rotate through their courses

2. Teacher supports

3. Extracurricular and Supplementary supports

3. Parent and Community supports

4. Safety/Security

Media/Technology Center



Collaborative spaces that can provide access to a variety of multimedia resources, creative learning spaces for students to engage with technology.

Media centers can be designed to be flexible and reconfigurable so that students can collaborate on a range of activities across the school curriculum.

Athletics/Recreational Spaces



Internal and external spaces that will implement the district's physical education program, inclusive of sports, dance programs.

These spaces can be multi-purposed for community space use as well.

Specialised Program Requirements

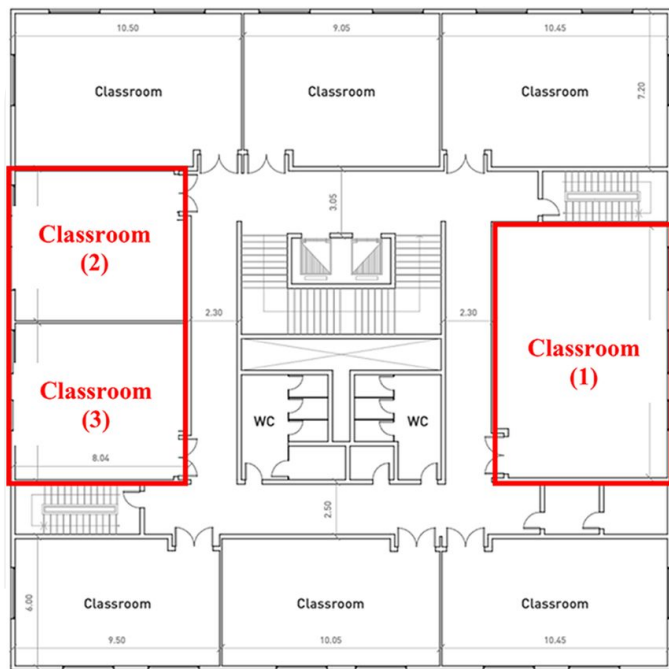


Specialized Programs: Spaces that are created for occupational therapy, life skills development, student mobility and accessibility purposes.

Multilingual Learner Spaces: Language learning labs, multilingual signage, community learning spaces, welcome centers.

Creative Maker Spaces(STEAM): Art studios, Robotics, Engineering or 3D printing spaces, etc

Space Adjacencies



In building design, adjacencies are the spatial relationships between spaces and rooms within a building.

Adjacencies are important for:

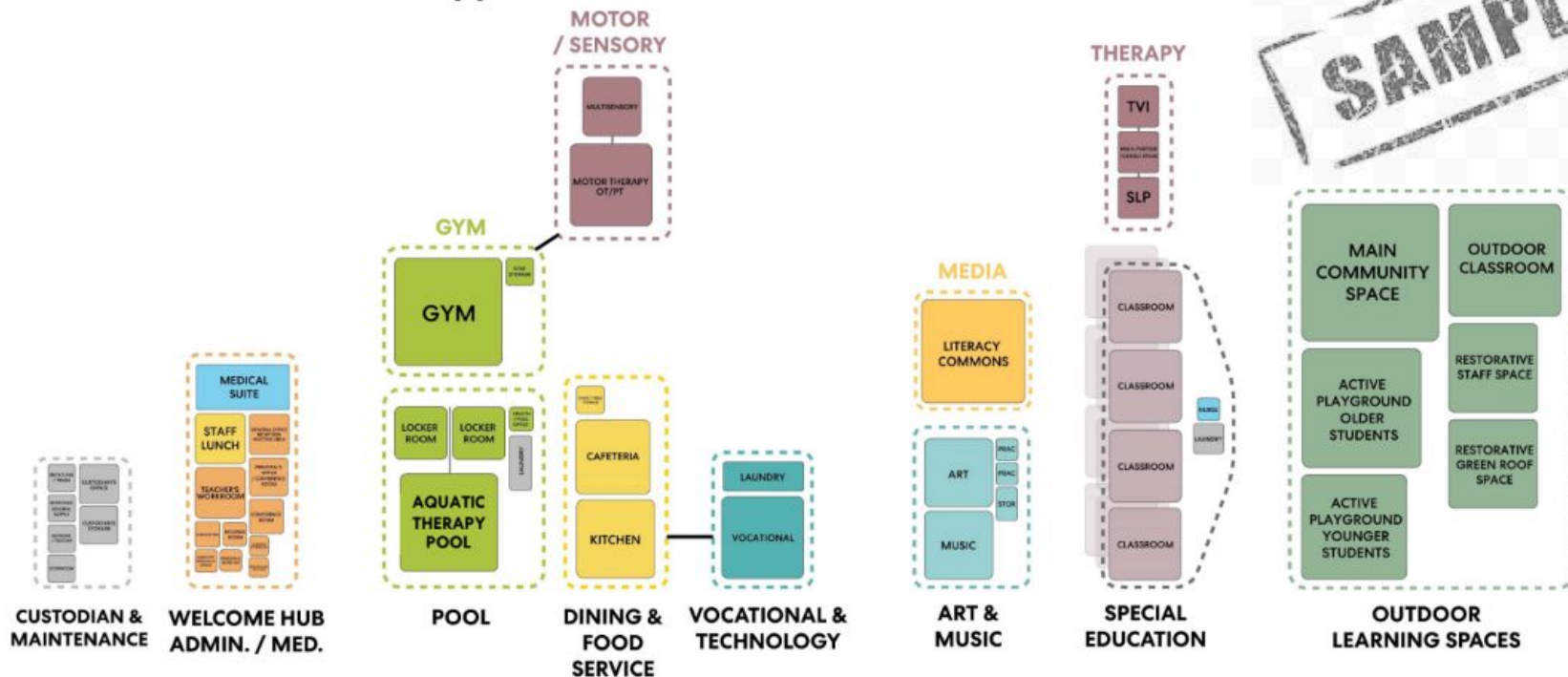
- **Functionality:** grouping of similar grades or groups
- **Efficiency:** Proximity to bathrooms, cafeteria and other common spaces.
- **Ease of movement:** flow of daily movement or for emergency or evacuations.

This usually results in the final floor plan layout of a building.

PROGRAM COMPONENTS: CRITICAL ADJACENCIES

Carter School Lower, Middle, Upper School **60 students / 86,227 GSF**

SAMPLE

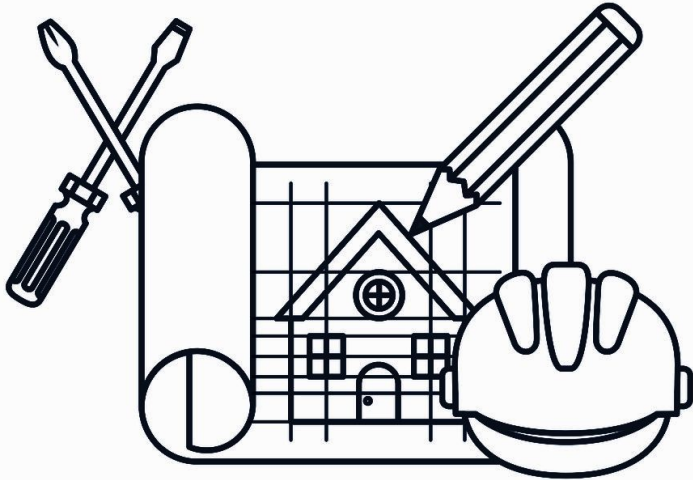


Requires ground level access

Would benefit strongly from public outdoor access

Would benefit from access to secure outdoor space

SCHEMATIC DESIGN



The District and its team will develop a final design for their specified educational program and robust schematic design with sufficient detail to establish:

- **Scope:** what is being built and furnished for the new building, including demolition work if necessary
- **Budget:** what is the proposed cost associated with everything that is in the scope of the work, including marketing, furnishings,
- **Schedule:** an explicit timeline and work detail that outlines required preparation, engagement work, groundbreaking, construction to closure of the project.

Once this is completed, the final portfolio goes before MSBA for approval.

Community Feedback

Please raise hand 

Write in the chat box

Ways of Being

- Be Present
- Be Respectful
- Be Open
- Be Mindful
- Be Engaged
- Be Considerate