Boston Public Schools
Long-Term Facilities Planning

November 2023
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**: School Walkthroughs
- **Spring 2023**: Design Standards
- **Summer 2023**: Educational Specifications
- **Fall 2023**: Rubric Tool Development
- **Winter 2023**: Long-term Facilities Plan

We are here
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.
What does it look like to support the High-Quality Student Experience?

Building Models 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 different building models:

- 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)

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

"small" represents the size of many of our current buildings, however is not a Building Model.
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**

**CITY of BOSTON**

**Mayor Michelle Wu**
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

### physical spaces that support learning
- Facilities condition (FCA)
- Modernization score (FCA)
- ADA compliance
Typical School Layouts

EXISTING SCHOOLS:
fewer classes per grade, limited specialty areas and support spaces
Building model

Building models are made up of learning cohorts (a group of students) that share new opportunities for learning, development, and collaboration.

A. More classrooms per grade, including general classrooms and substantially separate spaces
B. More specialty classrooms for art, music, science, and Career & Technical Education
C. More resources for therapeutic and pull-out spaces
D. Community hub programming
What could building models look like?

- **more classrooms per grade, including general inclusion and substantially separate**
- **more resource, therapeutic, pull-out spaces**

Model 4-strand school:

- **Inclusive classrooms**
  - 6 6 6 6
  - 5 5 5 5
  - 4 4 4 4
  - 3 3 3 3
  - 2 2 2 2
  - 1 1 1 1
- **Specialty classrooms for art, music, etc.**
- **Resource, therapeutic, pull-out spaces**
- **Substantially separate spaces for partial inclusion and substantially separate students**

Opportunities for partial inclusion across classes.
Building Models 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
Of the 119 BPS school buildings that we analyzed:

- 71 school buildings/sites have the potential to fit at least one building model.
- 48 school buildings/sites do not easily fit a building model; more analysis is required.
How can our schools fit building models?

The rubric evaluates whether each school building/site could fit a building model through:

- renovation of existing building
- addition & renovation of existing building
- new building on site
- two-campus school
What is the rubric working towards?

The decision-making rubric is a tool to guide decisions on where we **invest** resources in **facilities** to support making the **BPS High-Quality Student Experience** a district-wide reality.

All **students and families** are able to access buildings that support the **High-Quality Student Experience close to home**.
How does the rubric work?

1. Assess Existing Conditions
   - **Who** does not have access to the High-Quality Student Experience?
   - Which **buildings** do not support the High-Quality Student Experience?
   - **Where** are there too few seats close to students and families?

2. Propose Investments
   - Select potential building model to implement at school buildings/sites

3. Understand Impacts
   - **Who** was provided with access? Were impacts equitable?
   - Which **buildings** now support the High-Quality Student Experience?
   - **Where** was access provided? Were impacts equitable?
Capacity to fit at least one building model

1

Assess Existing Conditions

Who does not have access to the High-Quality Student Experience?

Which buildings do not support the High-Quality Student Experience?

Where are there too few seats close to students and families?

Largest Model Program
- No Model Program
- Large PreK-6
- Small PreK-6
- Large 7-12
- Medium 7-12
- Small 7-12
- Special Education Day School
Who does not have access to the High-Quality Student Experience?

Where are there too few seats close to students and families?

Which buildings do not support the High-Quality Student Experience?

Assess Existing Conditions

Number of schools that physically support each Building Experience category:

- Rigorous and Culturally Affirming Learning Experiences
- Wellness & Enrichment
- Supportive Network of Caring Adults
- Facilities

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How does the rubric work?

Propose Investments

Select potential building model to implement at school buildings/sites

The rubric only allows you to propose investments on sites that can fit a building model, selecting among the different possible building models.

<table>
<thead>
<tr>
<th>Site</th>
<th>Expansion</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Boston Early ...</td>
<td>No Change</td>
</tr>
<tr>
<td>East Boston High ...</td>
<td>No Change</td>
</tr>
<tr>
<td>A 2b, Ideal 7-12</td>
<td>A 2b, Ideal 7-12</td>
</tr>
<tr>
<td>Eliot K-8 Inn</td>
<td>No Change</td>
</tr>
<tr>
<td>Eliot K-8 Innovation ...</td>
<td>No Change</td>
</tr>
<tr>
<td>Guild Elementary ...</td>
<td>No Change</td>
</tr>
<tr>
<td>Harvard-Kent Elem...</td>
<td>No Change</td>
</tr>
</tbody>
</table>
How does the rubric work?

Understand impacts

Who was provided with access? Were impacts equitable?

Which buildings now support the High-Quality Student Experience?

Where was access provided? Were impacts equitable?

Disaggregated student data

race, ethnicity, language, disability
**STEP 3: UNDERSTAND IMPACTS**

Run the above scenario through the rubric and record the results:

| # seats in buildings supporting the BPS High-Quality Student Experience (building supports a model program) |
| # students able to access seats in buildings supporting the High-Quality Student Experience |
| # students identified in OAG policy now able to access seats in buildings supporting the High-Quality Student Experience |
| # school buildings supporting the High-Quality Student Experience located in High Opportunity Neighborhoods |

<table>
<thead>
<tr>
<th>STEP 1</th>
<th>Current State</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEP 3</td>
<td>Future State</td>
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</tbody>
</table>

How well did your chosen investments achieve your desired results? Support your reflections with data/evidence.
### PASO 3: COMPRENDER LOS IMPACTOS

Ejecute el escenario anterior a través de la rúbrica y registre los resultados:

<table>
<thead>
<tr>
<th>PASO 3 Estado Futuro</th>
<th>PASO 1 Estado Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td># asientos en edificios que apoyan la Experiencia Estudiantil de Alta Calidad de BPS (el edificio apoya un programa modelo)</td>
<td></td>
</tr>
<tr>
<td># estudiantes capaces de acceder a asientos en edificios que apoyan la Experiencia Estudiantil de Alta Calidad</td>
<td></td>
</tr>
<tr>
<td># estudiantes identificados en la política OAG ahora pueden acceder a asientos en los edificios que apoyan la Experiencia Estudiantil de Alta Calidad</td>
<td></td>
</tr>
<tr>
<td># edificios escolares que apoyen la Experiencia del Alumno de Alta Calidad situados en Barrios de Grandes Oportunidades</td>
<td></td>
</tr>
</tbody>
</table>

¿En qué medida las inversiones elegidas han logrado los resultados deseados? Apoye sus reflexiones con datos/pruebas.
# Timeline

## Mergers and Closures*

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop shortlist of proposals</td>
<td>Present shortlist to School Committee (SC) &amp; SC votes on proposals</td>
<td>Planning transition &amp; supports</td>
<td>Implementation of transition plan &amp; supports</td>
<td>Start of school year after implementation</td>
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</tbody>
</table>

*mergers and closures go to SC vote

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## Timeline
### New Builds and Renovations

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3+</th>
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</thead>
<tbody>
<tr>
<td>Develop shortlist of proposals and submit to Office of Budget and Management</td>
<td>Design (min. 1 year)</td>
<td>Construction (min. 2 years)</td>
</tr>
<tr>
<td>Share new proposals with SC; City Council votes on Capital Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal planning &amp; procurement</td>
<td></td>
<td></td>
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<tr>
<td>Community engagement</td>
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</tr>
</tbody>
</table>

**Develop shortlist of proposals and submit to Office of Budget and Management**

**Share new proposals with SC; City Council votes on Capital Plan**

**Internal planning & procurement**

**Community engagement**
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)
Components of the School Design Study

**Ed Specs & Design Standards** make up our building models, which will serve as the foundation for future construction/renovation projects, shortening the timeline to get projects into design and construction.

**Building Models** outline the ideal set of spaces that PreK-6 and 7-12 buildings should provide to support the High-Quality Student Experience.

**Decision-making rubric** incorporates data on the current conditions of our buildings and the future potential to adopt a building model. It allows us to test investment scenarios and evaluate impacts, using disaggregated student data based on race, ethnicity, language, and disability.

**Case studies** are test fits on a selection of BPS sites to assess how the building models could be implemented through renovations, expansions, or new builds.