Long-Term Facilities Plan

- Facilities are an important component of delivering a high-quality student experience
- By the end of 2023, BPS will develop a long-term facilities plan
- This will not be a full list of new builds, renovations, closures, or mergers. It will give us the tools to transparently shift the physical footprint of the District.
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.
What does our physical footprint look like?

Deep disparities in the physical footprint drive disparities in the student experience.

- 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.

- 60% of school buildings were built before 1950.

- 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.
The Green New Deal for BPS is about investing in our facilities to support a high-quality student experience.
Listening sessions & community focus groups

We held listening sessions in January, February and March, and had in-depth conversations with more than 500 students, families, educators, alumni, and community partners.

We asked about your experiences in BPS:
- What’s challenging or frustrating?
- What’s going well?
- What are your hopes for the future?

Over the course of 21 events, we reached more than 500 people. About half of participants shared their demographic information.
School Design Study Survey

We conducted a survey in April and May that reached more than 9,000 people.

We reported back on the common experiences we heard, and asked you to prioritize the issues you want to see addressed through BPS Capital Planning.
Brighton High School (Feb. 8)

Sociedad Latina (Jan. 26)

Boston Student Advisory Council (above, Jan. 24) and Dearborn STEM Academy (right, Feb. 11)
East Boston High School (Feb. 21)

St. Stephen's Youth Programs (Feb. 14)

Burke High School (Feb. 13)

VietAID (March 9)
What are the community priorities we heard?

- Consistent, high-quality academic programs, including for students with disabilities and multilingual learners with and without disabilities
- Mental health and social-emotional support
- Increased support for teachers and staff
- Maintenance of school facilities
- Access to indoor spaces to support a rich student experience, such as art rooms and science labs
- Outdoor spaces for learning, play, and sports
- Indoor environmental conditions
- Bullying and violence prevention
- School assignment process
- Involvement of students, families, and staff in BPS decision-making
- Technical training and career pathways
- Before- and after-school programming
- Safe, reliable transportation
- Inclusive education
- Training and support for educators to serve students with disabilities
Your priorities are directly shaping this work.

1. **Educational specifications**: educational models for new or renovated buildings
2. **Design standards**: technical requirements for building systems, furniture, materials, and other elements of facilities
3. **Decision-making rubric**: clear, transparent, data-driven tool to guide investments in school facilities

*Together, these tools will help us move transparently and with urgency to shift the physical footprint of the District.*
What is a decision-making rubric?

The Decision-Making Rubric will guide decisions on where we invest resources in facilities to support making the BPS high-quality student experience a district-wide reality.
How do we build the rubric?

STEP 1: Define the BPS high-quality student experience
We heard from our collective community the importance of providing a high-quality student experience in BPS close to home.

Our collective vision of a high-quality experience is the foundation and driving force for the decisions we will make to transform the physical spaces in Boston Public Schools.
Physical spaces are directly connected to supporting the high-quality student experience.

**Single-strand school**
- 6
- 5
- 4
- 3
- 2
- 1
- K2
- K0-1

**Model 4-strand school (preferred)**

**Inclusive classrooms**
- 6
- 5
- 4
- 3
- 2
- 1
- K2
- K0-1

**Opportunities for partial inclusion across classes**
- Specialty classrooms for art, music, etc.
- Resource, therapeutic, pull-out spaces
- Substantially separate spaces for partial inclusion and substantially separate students
Physical spaces are directly connected to supporting the high-quality student experience.
How do we build the rubric?

**STEP 1:** **Define** the BPS high-quality student experience

**STEP 2:** **Assess** our ability to support that experience – now and in the future
Assessing the potential and measuring the gaps

BPS High-Quality Student Experience

- Building
- Parcel
- Neighborhood
- Region and District

What is the potential, and what are the gaps?

What is the current ability of our buildings, parcels, communities, regions and District to support the High-Quality Student Experience?

What is the potential to support this High-Quality Student Experience in the future?
Assessing the potential across scales
How do we build the rubric?

**STEP 1:** Define the BPS high-quality student experience

**STEP 2:** Assess our ability to support that experience, now and in the future

**STEP 3:** Prioritize where, when, and how we invest
Prioritizing where we invest

Defining the BPS High-Quality Student Experience

What is the potential, and where are the gaps?

What is the current ability of our buildings, parcels, communities, regions and District to support the High-Quality Student Experience?

What is the potential to support this High-Quality Student Experience in the future?

Prioritizing Investment

How are we prioritizing where, when and how we invest to maximize impact and close opportunity and achievement gaps?

Historical context

Neighborhood assets

Equitable student & family access

Neighborhood opportunities
Defining the High-Quality Student Experience

Assess our ability to support that experience, now, and in the future

Prioritizing where, when, and how we invest

Decision-Making Rubric

**Does not** provide an “answer” or a single solution

**Does not** impact maintenance or smaller-scale capital investments

**Does not** impact past commitments

Does allow us to test scenarios, understand their impacts, and make collaborative decisions about facilities investments

The rubric will guide new proposals starting in 2024, including new builds, renovations, expansions, reconfigurations, mergers, closures, and new partnerships or resources.
What’s next?

Rubric Workshops
Workshops to apply the draft rubric, test scenarios, and gather feedback

School Committee Vote
School Committee consideration of the decision-making rubric

NOV. & DEC.

Long-term Facilities Plan
The long-term facilities plan is due to DESE

DEC. 31

Implementation of Plan
Incorporation of new projects and proposals into FY25 Capital Budget and SY24-25 planning

2024+

CITY of BOSTON