



CAPITAL PLANNING UPDATE: Long-Term Planning & Merger Proposals

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Why mergers or reconfigurations?

- Instruction and programming
- Physical space and grade pathways
- Enrollment and budgets
- Staffing



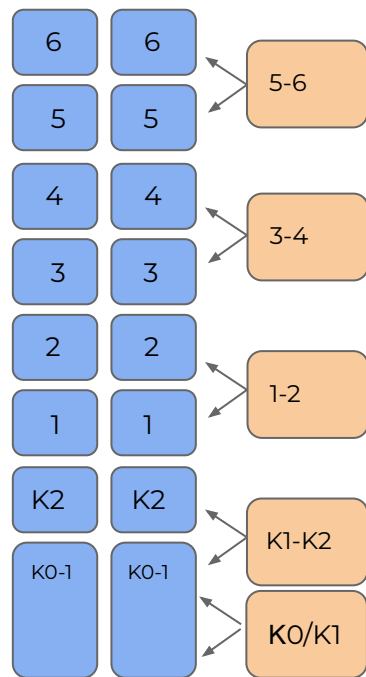
- BPS has made a commitment to implementing inclusion in every school, facilitated by the 2022 agreement with the BTU
- Inclusive instructional practice requires physical space, strong budgets, and sustainable staffing
- As we accelerate school construction and renovation through the Green New Deal for BPS, we will build schools that are large enough to comfortably fit at least two full strands and designed for inclusive practice

In the short- to medium-term, combining two or more schools will address operational challenges to enable BPS to meet our commitment to inclusion.

INSTRUCTION & PROGRAMMING

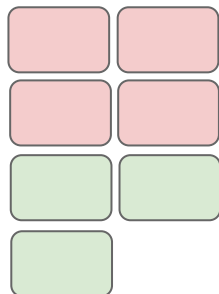
Model 2-strand school

Inclusive classrooms



Opportunities for partial inclusion across classes

Specialty classrooms for Resource, therapeutic, pull-out spaces

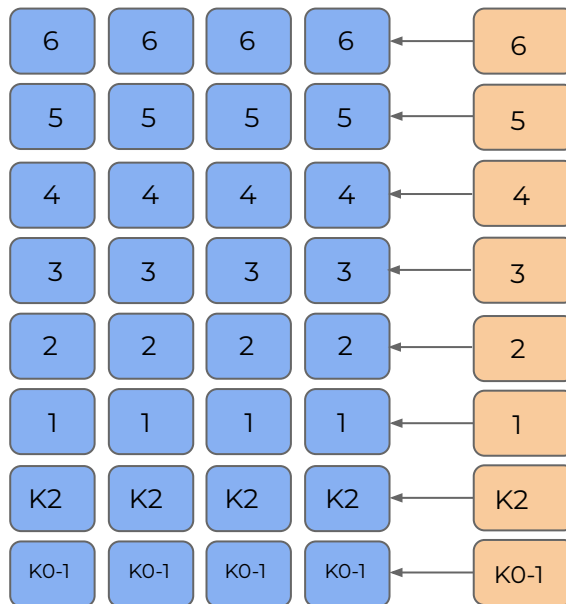


Resource, therapeutic, pull-out spaces

Substantially separate spaces for partial inclusion and substantially separate students

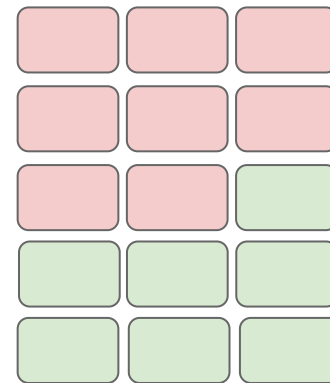
Model 4-strand school

Inclusive classrooms



Opportunities for partial inclusion across classes

Specialty classrooms for Resource, therapeutic, pull-out spaces

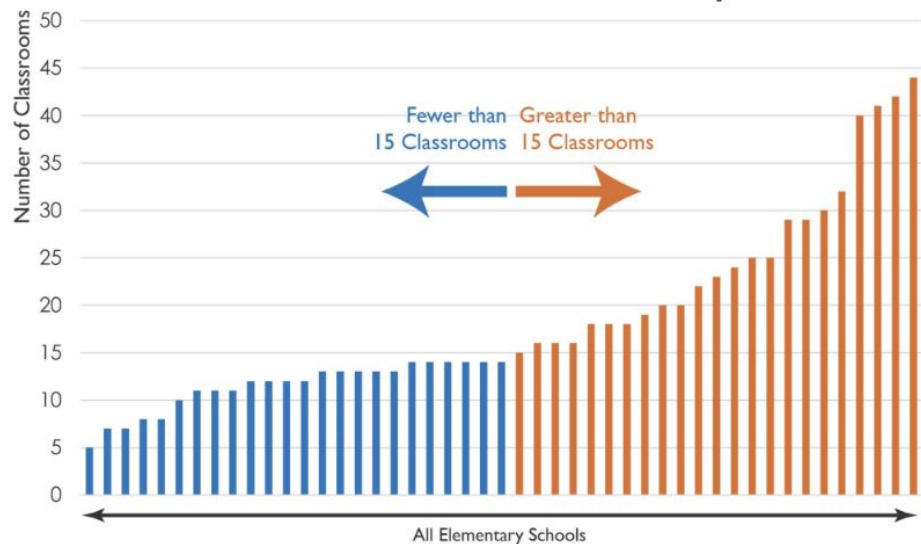


Substantially separate spaces for partial inclusion and substantially separate students



PHYSICAL SPACE & GRADE PATHWAYS

Distribution of the Number of Classrooms in Elementary School* Buildings



In 2019, Boston School Committee approved a policy to become a primarily preK-6/7-12 or preK-8/9-12 District, minimizing transitions for students and families

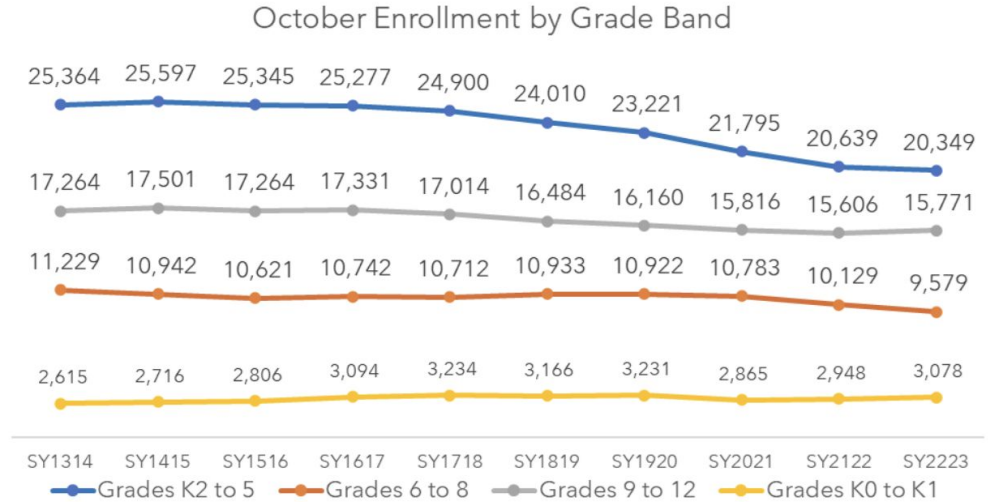
At the time, only half of our elementary schools were large enough to host more than 15 classrooms – considered the minimum size for a double-strand school

PHYSICAL SPACE & GRADE PATHWAYS

- Our commitment to inclusion and the expansion of early childhood education has shifted our standards for what spaces are required in every school
- Combining elementary schools – in one shared facility, wherever possible, or across two campuses – creates a continuous preK-6 pathway, leads to more efficient use of classroom space, and frees up physical space for services and supports outside of the traditional core classroom
- Schools that have at least two full strands are better able to support teacher collaboration, staffing levels that facilitate inclusive educational models, and an expansion of academic, enrichment, and support programs for students

ENROLLMENT & BUDGETS

- Total enrollment in BPS has declined by 8,000 students since SY13-14
- BPS has not reduced seat capacity to match declining enrollment



The School Design Study is developing updated capacity analysis of each building that reflects the full range of inclusive, flexible programming BPS seeks to offer in every school.

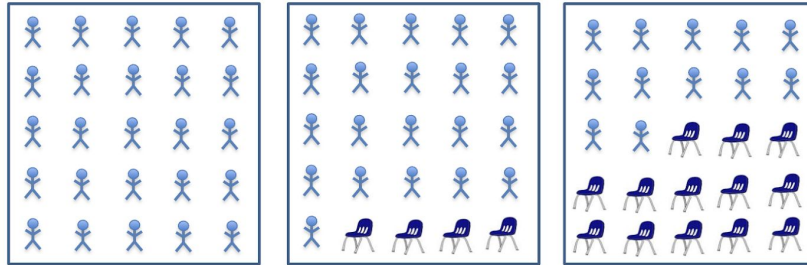
ENROLLMENT & BUDGETS

Sample 3rd Grade General Education Class

100% Full

87% Full

50% Full



WSF	\$149,663	\$131,703	\$77,825
Staffing	\$121,889	\$121,889	\$121,889
Balance	\$ 27,773.70	\$ 9,814.20	\$ (44,064.30)

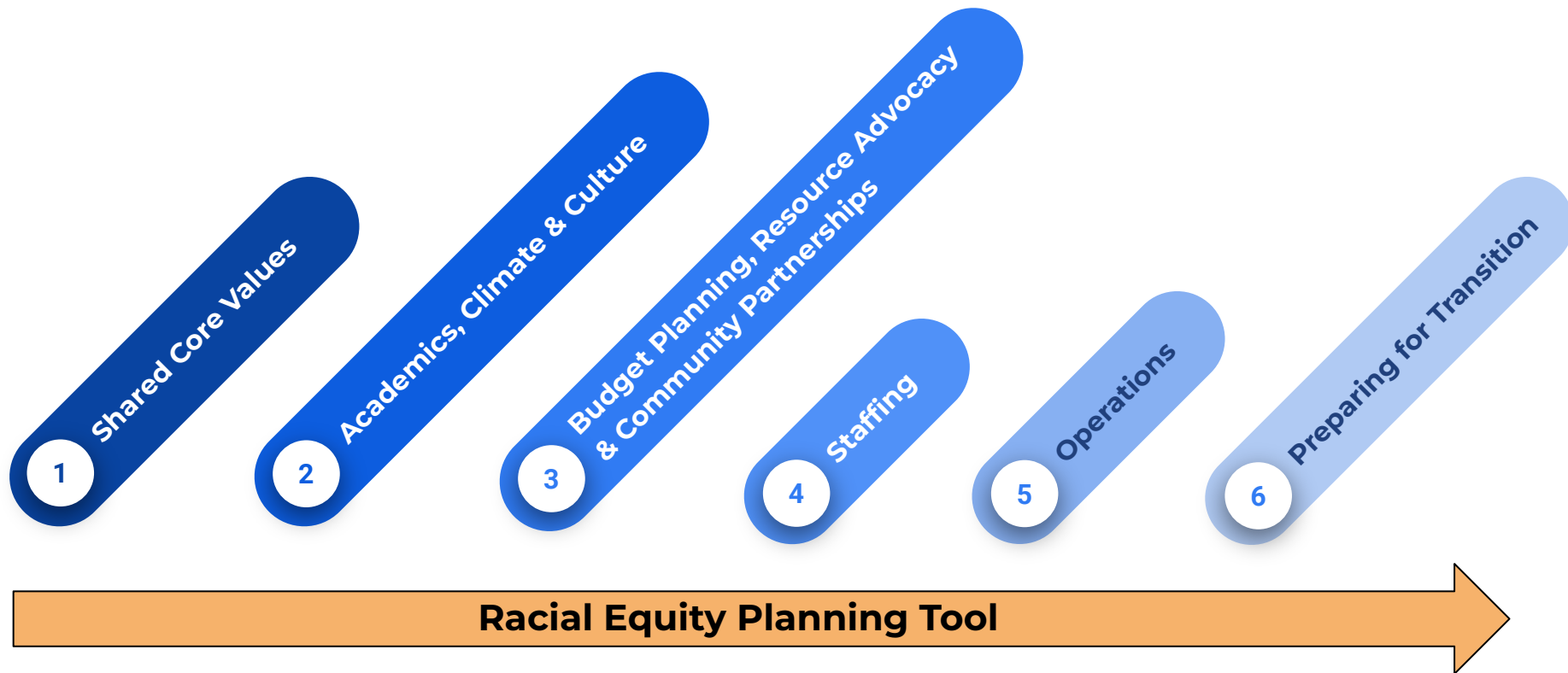
- Enrollment trends affect school budgets
- Under-enrolled classrooms disproportionately affect schools with a higher proportions of Black and Latinx students
- Fuller classrooms mean that schools have resources available to invest in specialists, enrichment programming, additional support staff, and other resources outside of the traditional “core classroom”

Combining or reconfiguring schools in ways that lead to fuller classrooms help stabilize school budgets and enable schools to invest in resources that make a difference for students.



- Consistent with national trends, BPS began the 2022-23 school year with a large number of school-based vacancies
- Staffing shortages lead to classrooms being led by long-term substitute teachers or teachers without the full appropriate licensure
- School-based vacancies often increase the workload of other educators at that school, increasing burnout and affecting retention
- Consolidating classrooms by combining schools:
 - makes it more likely a classroom will be led by a permanent, fully-licensed educator
 - supports the long-term retention of educators as a well-staffed school helps maintain sustainable workloads
 - allows schools to direct their resources to both supporting core classrooms and expanding enrichment

JOURNEY TO A JOINED SCHOOL COMMUNITY



joining the
**P.A. SHAW
& CHARLES H. TAYLOR**



Proposal: Join the Shaw and Taylor into a single, two-campus school community serving grades K0-6 in SY24-25

Shaw building serving lower grades
& Taylor building serving upper grades

P.A. SHAW & CHARLES H. TAYLOR SCHOOLS

P.A. Shaw Elementary (4670) SY2324 Configuration Map (12 Classrooms)

GEN/INC:11		SUBSEP:1	
Grade	5	GEN 23 ¹	
	4	GEN 23	
	3	GEN 23	GEN 23
	2	GEN 22	
	1	GEN 22	GEN 22
	K2	GEN 22	GEN 22
	K1	GEN 20	GEN 20
	K0		ECH 9
TOT		GEN 11 Classes 242 GEN cap	ECH 1 Class 9 ECH cap

KEY

GEN = general education classroom

ECH = substantially-separate early childhood classroom

KEY

INCL = inclusion classroom

GEN = general education classroom

BIM = multilingual SLIFE classroom

BLH = Haitian Creole SEI classroom

II = substantially-separate classroom for students with intellectual impairments

Taylor Elementary (4151) SY2324 Configuration Map (27 Classrooms)

GEN/INC:15		ELL:10		SUBSEP:2	
Grade	6	INCL GEN: 15 INCL: 05	GEN 25	BIM BIM: 10 BIH: 05	BLH 20
	5	INCL GEN: 15 INCL: 05	GEN 23	BLH 20	II 12
	4	INCL GEN: 15 INCL: 05	GEN 23	BIM BIM: 10 BIH: 05	BLH 20
	3	INCL GEN: 15 INCL: 05	GEN 23	BLH 20	
	2	INCL GEN: 15 INCL: 05	GEN 22	BLH 20	II 12
	1	INCL GEN: 15 INCL: 05	GEN 22	BLH 20	
	K2	INCL GEN: 15 INCL: 05	GEN 22	BLH 22	
	K1	INCL GEN: 9 INCL: 6		BLH-GE BLH: 12 GEN: 08	
TOT		INCL 8 Classes 115 GEN cap 81 INCL cap	GEN 7 Classes 190 GEN cap	BLH 7 Classes 142 BLH cap	BIM 3 Classes 35 BIM cap 10 BIH cap
		BLH-GE 1 Class 13 BLH cap 86 GEN cap		II 2 Classes 24 II cap	

P.A. SHAW & CHARLES H. TAYLOR SCHOOL

	P.A Shaw			Taylor		
	Capacity	Enrollment*	Open Seats	Capacity	Enrollment*	Open Seats
SY2021	235	163	72	499	331	168
SY2122	235	157	78	499	323	176
SY2223***	215**	187	28	539	375	164

*December Enrollment

**True SY2223 capacity at the Shaw is 260, but we are capping grades 1 and 4 so they can expand to grade 5 next year.

*** Taylor added grade 6 in SY2223 . P.A Shaw added grade 4 in SY2223 and will expand to grade 5 in SY2324

Table 1. Racial and ethnic identities of merged school community.

	TAYLOR		P.A. SHAW		COMBINED TAYLOR- SHAW		K - 5		BPS	
	N	%	N	%	N	%	N	%	N	%
Asian							1742	7%	4101	8%
Black	274	75%	112	60%	386	73%	6617	28%	14328	29%
Latinx	70	19%	62	33%	132	25%	9978	43%	21436	44%
White							4054	17%	7051	14%
Other			10	5%	10	2%	1036	4%	1861	4%

P.A. SHAW & CHARLES H. TAYLOR SCHOOLS

Shaw Taylor Configuration Map for SY2425

Classroom Count = 37; Total Capacity = 761

6	INCL 20	Gen ED 28	GEN ED 28	BLH 20	BIM 15	II 8	
5	INCL 20	Gen ED 25	GEN ED 25	BLH 20			
4	INCL 20	Gen ED 25	GEN ED 25	BLH 20	BIM 15		
3	INCL 20	Gen ED 25	GEN ED 25	BLH 20		II 12	
2	INCL 20	Gen ED 22	GEN ED 22	BLH 20			
1	INCL 20	Gen ED 22	GEN ED 22	BLH 20			
K2	INCL 20	Gen ED 22	GEN ED 22	BLH 20			
K1	INCL 20	Gen ED 22	GEN ED 22	BLH 20			ECH 9
K0							

KEY

INCL = inclusion classroom

GEN = general education classroom

BIM = multilingual SLIFE classroom

BLH = Haitian Creole SEI classroom

II = substantially-separate classroom for students with intellectual impairments

PA Shaw-Taylor Configuration Map for SY2425

Classroom Count =39

6	INCL 20	Gen Ed 25	Gen Ed 25	BLH 20	BIM 15	II 12	
5	INCL 20	Gen Ed 23	Gen Ed 23	BLH 20			
4	INCL 20	Gen Ed 23	Gen Ed 23	BLH 20	BIM 15		
3	INCL 20	Gen Ed 23	Gen Ed 23	BLH 20		II 12	
2	INCL 20	Gen Ed 22	Gen Ed 22	BLH 20			
1	INCL 20	Gen Ed 22	Gen Ed 22	BLH 20			
K2	INCL 20	Gen Ed 22	Gen Ed 22	BLH 20			
K1	INCL 20	INCL 20	Gen Ed 20	BLH 20			ECH 9
K0			INCL 20	INCL 20			

KEY

INCL = inclusion classroom

GEN = general education classroom

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II = substantially-separate classroom for students with intellectual impairments

PA Shaw-Taylor Configuration Map for SY2425

Classroom Count = 36

6	INCL 20	Gen Ed 25	Gen Ed 25	BLH 20	BIM 15	II 12
5	INCL 20	Gen Ed 23	Gen Ed 23	BLH 20		
4	INCL 20	Gen Ed 23	Gen Ed 23	BLH 20	BIM 15	
3	INCL 20	Gen Ed 23	Gen Ed 23	BLH 20		II 12
2	INCL 20	Gen Ed 22	Gen Ed 22	BLH 20		
1	INCL 20	Gen Ed 22	Gen Ed 22	BLH 20		
K2	INCL 20	Gen Ed 22	Gen Ed 22	BLH 20		
K1	INCL 20	INCL 20	Gen Ed 20	BLH 20		
K0						

KEY

INCL = inclusion classroom

GEN = general education classroom

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BLH = Haitian Creole SEI classroom

II = substantially-separate classroom for students with intellectual impairments

Table 3. Projected program assignments of a merged school community.

	TAYLOR		P.A. SHAW		COMBINED TAYLOR- SHAW		K - 5		BPS	
	N	%	N	%	N	%	N	%	N	%
General Ed	221	61%	178	95%	399	74%	16609	71%	35394	73%
SEI	66	18%			66	12%	2273	10%	4562	9%
SLIFE	33	9%			33	6%			378	1%
Dual Language									2049	4%
Inclusion	28	8%			28	5%	1633	7%	2705	6%
Sub Separate	15	4%			15	3%	1462	6%	3689	8%

joining the
**JOHN D. PHILBRICK
& CHARLES SUMNER**



Proposal: Join the Philbrick and Sumner into a single school community serving grades K0-6 in SY25-26 in the newly renovated Irving building

JOHN D. PHILBRICK & CHARLES SUMNER SCHOOLS

Philbrick Elementary (4561)
SY2324 Configuration Map
(8 Classrooms)

GEN/INC:8

Grade 6	GEN 25
Grade 5	GEN 23
Grade 4	GEN 23
Grade 3	GEN 23
Grade 2	GEN 22
Grade 1	GEN 22
K2	GEN 22
K1	INCL GEN: 9 INCL: 6
K0	
TOT	GEN 7 Classes 160 GEN cap INCL 1 Class 30 INCL cap 6 INCL cap

KEY

GEN = general education classroom

INCL = inclusion classroom

KEY

INCL = inclusion classroom

GEN = general education
classroom

BLS = Spanish-language
Sheltered English Immersion
(SEI) classroom

LD = substantially separate
classroom for students with
learning disabilities

Sumner Elementary (4560)
SY2324 Configuration Map
(34 Classrooms)

GEN/INC:23

ELL:6 SUBSEP:5

Grade 6	INCL GEN: 15 INCL: 05	GEN 25	GEN 25		LD 12
Grade 5	INCL GEN: 15 INCL: 05	GEN 23	GEN 23		LD 12
Grade 4	INCL GEN: 15 INCL: 05	GEN 23	GEN 23	BLS 20	LD 12
Grade 3	INCL GEN: 15 INCL: 05	GEN 23	GEN 23	BLS 20	LD 8
Grade 2	INCL GEN: 15 INCL: 05	GEN 22	GEN 22	BLS 22	LD 8
Grade 1	INCL GEN: 15 INCL: 05	GEN 22	GEN 22	BLS 22	
K2	INCL GEN: 15 INCL: 05	GEN 22	GEN 22	BLS 22	
K1	GEN 20	GEN 20		BLS 20	
TOT	GEN 16 Classes 360 GEN cap	INCL 7 Classes 160 GEN cap 65 INCL cap	BLS 6 Classes 126 BLS cap	LD 5 Classes 52 LD cap	

JOHN D. PHILBRICK & CHARLES SUMNER SCHOOLS

	Philbrick			Sumner		
	Capacity	Enrollment*	Open Seats	Capacity	Enrollment*	Open Seats
SY2021	156	112	44	614	496	118
SY2122	156	101	55	614	482	132
SY2223**	184	113	71	698	543	155

*Based on December Enrollment

**Both the Philbrick and the Sumner added Grade 6 in SY2223

Table 1. Racial and ethnic identities of merged school community.

	PHILBRICK		SUMNER		COMBINED PHILBRICK- SUMNER		K - 5		BPS	
	N	%	N	%	N	%	N	%	N	%
Asian							1742	7%	4101	8%
Black	47	41%	83	15%	130	20%	6617	28%	14328	29%
Latinx	38	33%	306	56%	344	54%	9978	43%	21436	44%
White	16	14%	122	22%	138	22%	4054	17%	7051	14%
Other			25	5%	25	4%	1036	4%	1861	4%

JOHN D. PHILBRICK & CHARLES SUMNER SCHOOLS

Philbrick Sumner Configuration Map for SY2425

Classroom Count = 35; Total Capacity = 710

6	INCL 20	Gen Ed 28	Gen Ed 28		LD 12	
5	INCL 20	Gen Ed 25	Gen Ed 25		LD 12	
4	INCL 20	Gen Ed 25	Gen Ed 25	BLS 20	LD 8	
3	INCL 20	Gen Ed 25	Gen Ed 25	BLS 20	LD 8	
2	INCL 20	Gen Ed 22	Gen Ed 22	BLS 20	LD 8	
1	INCL 20	Gen Ed 22	Gen Ed 22	BLS 20		
K2	INCL 20	Gen Ed 22	Gen Ed 22	BLS 20		
K1	INCL 20	Gen Ed 22	Gen Ed 22	BLS 20		
K0						

KEY

INCL = inclusion classroom

Gen Ed = general education classroom

BLS = Spanish SEI classroom

LD = substantially-separate classroom for students with learning disabilities

Table 4. Special education assignments in a merged school community.

	PHILBRICK		SUMNER		COMBINED PHILBRICK- SUMNER		K - 5		BPS	
	N	%	N	%	N	%	N	%	N	%
No IEP	103	90%	461	85%	564	87%	19410	83%	39237	80%
Resource			26	5%	26	4%	933	4%	3171	7%
Inclusion			23	4%	23	4%	1605	7%	2659	5%
Sub Separate			35	6%	35	5%	1479	6%	3710	8%