



# BPS CAPITAL PLANNING UPDATE ON LONG-TERM FACILITIES PLAN

*September 13, 2023*

# 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 cafeteriums, **44%** of school buildings do not have full science labs, and **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.

**Boston Arts Academy**



**Eliot K-8**



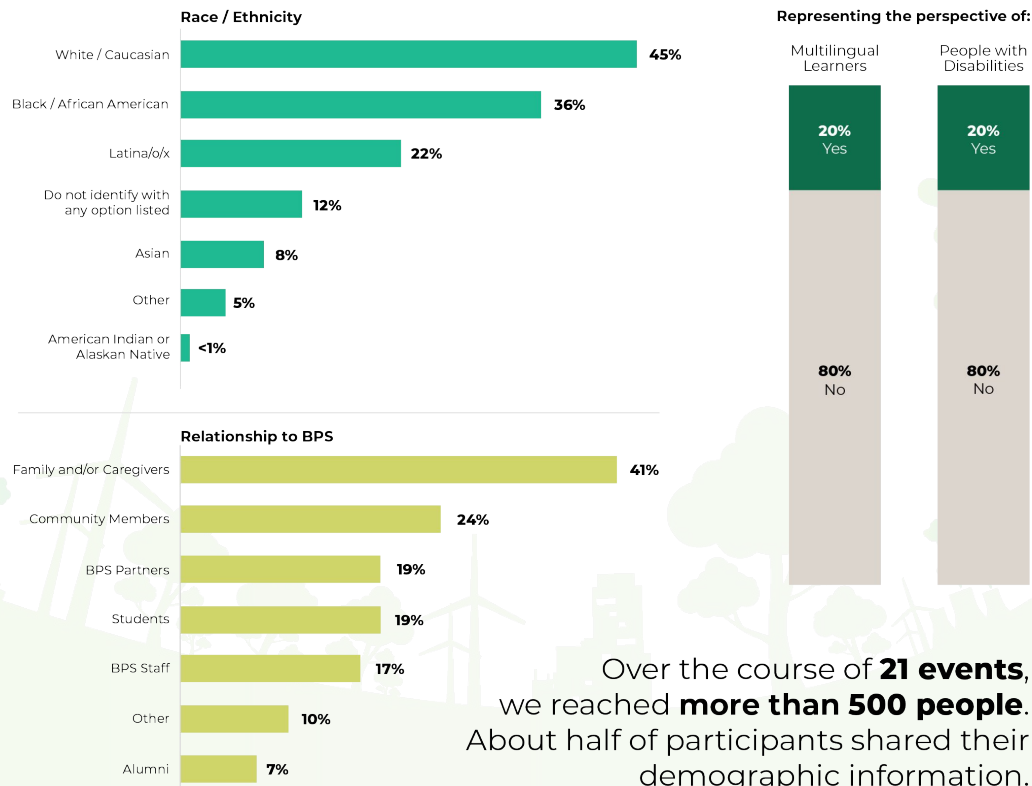
**Dearborn STEM Academy**

# 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?

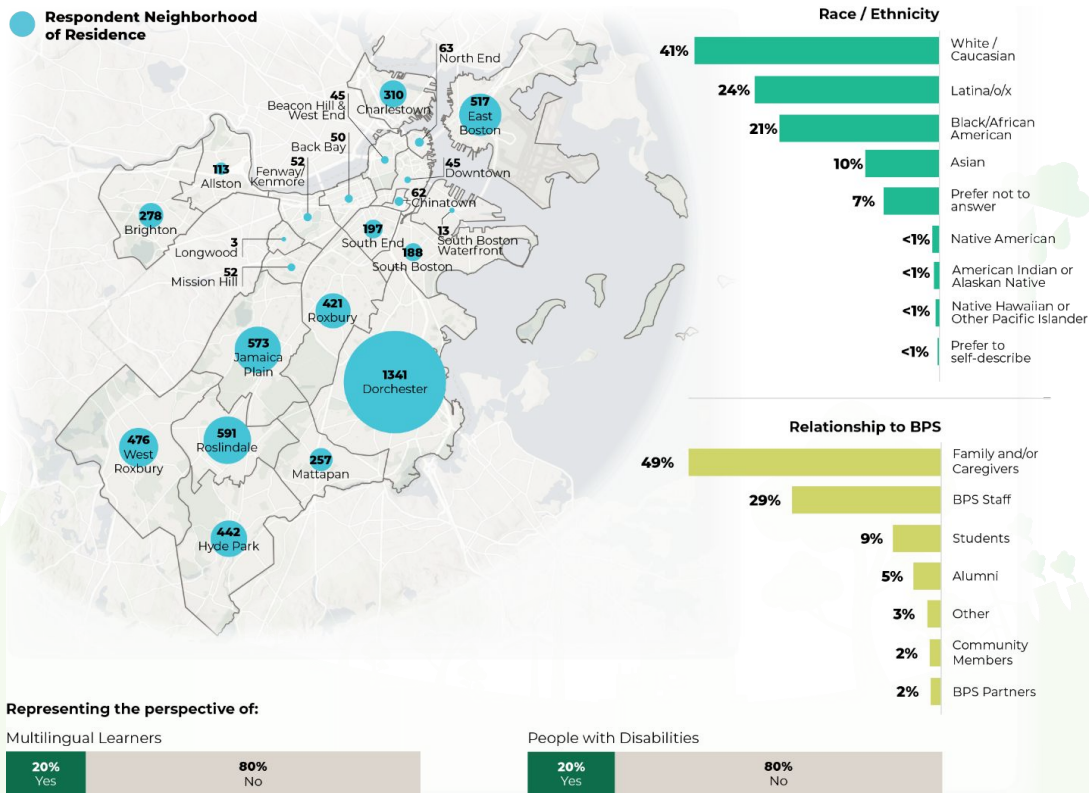


Over the course of **21 events**, we reached **more than 500 people**. About half of participants shared their demographic information.

# 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.





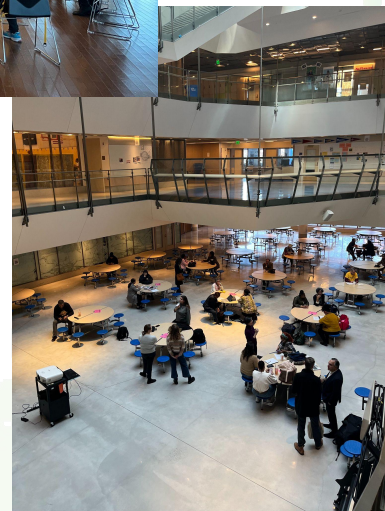
**Sociedad Latina  
(Jan. 26)**



**Brighton High School  
(Feb. 8)**



**Boston Student  
Advisory Council  
(above, Jan. 24) and  
Dearborn STEM  
Academy  
(right, Feb. 11)**





**Burke High School (Feb. 13)**

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



**East Boston High School (Feb. 21)**



**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.

rigorous & culturally affirming learning experiences

wellness & enrichment

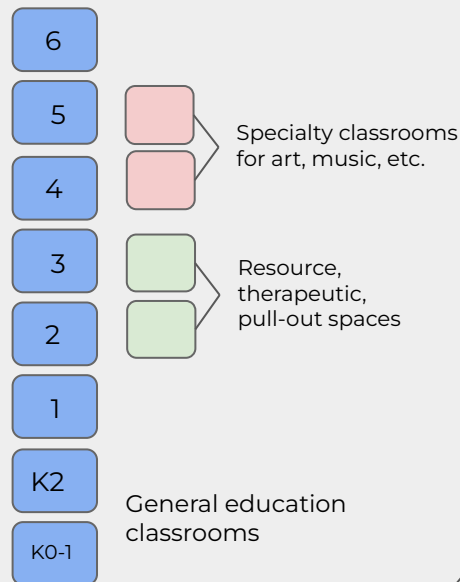
supportive network of caring adults

physical spaces that support learning

*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.*

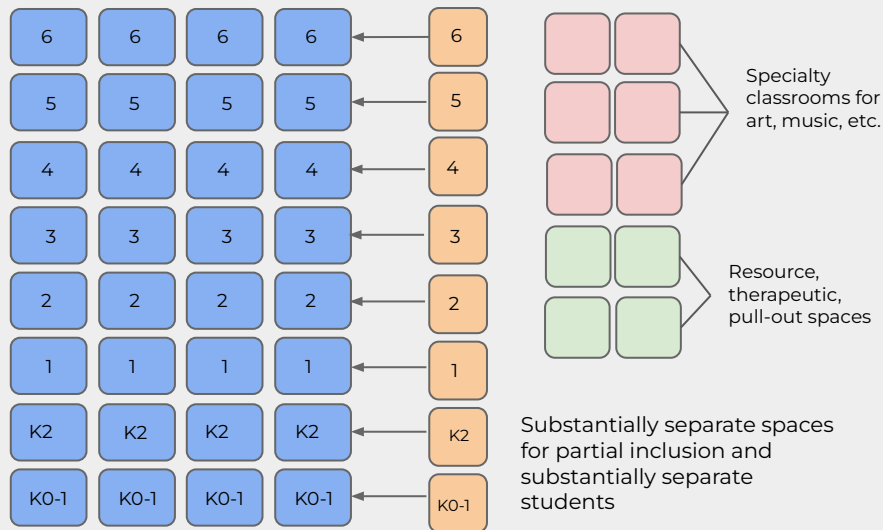
# Physical spaces are directly connected to supporting the high-quality student experience.

## Single-strand school



## Model 4-strand school (preferred)

Inclusive classrooms



**Opportunities for partial inclusion across classes**

# 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**



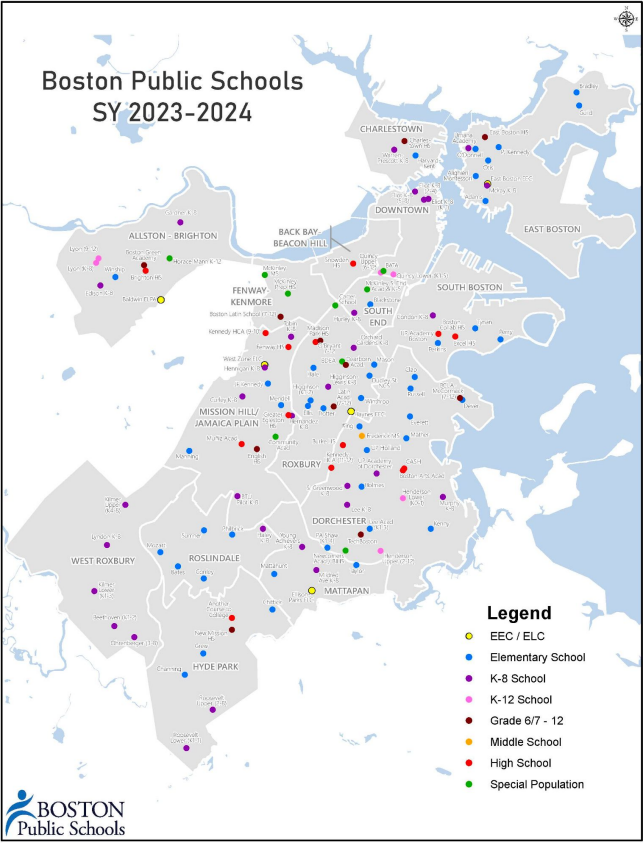
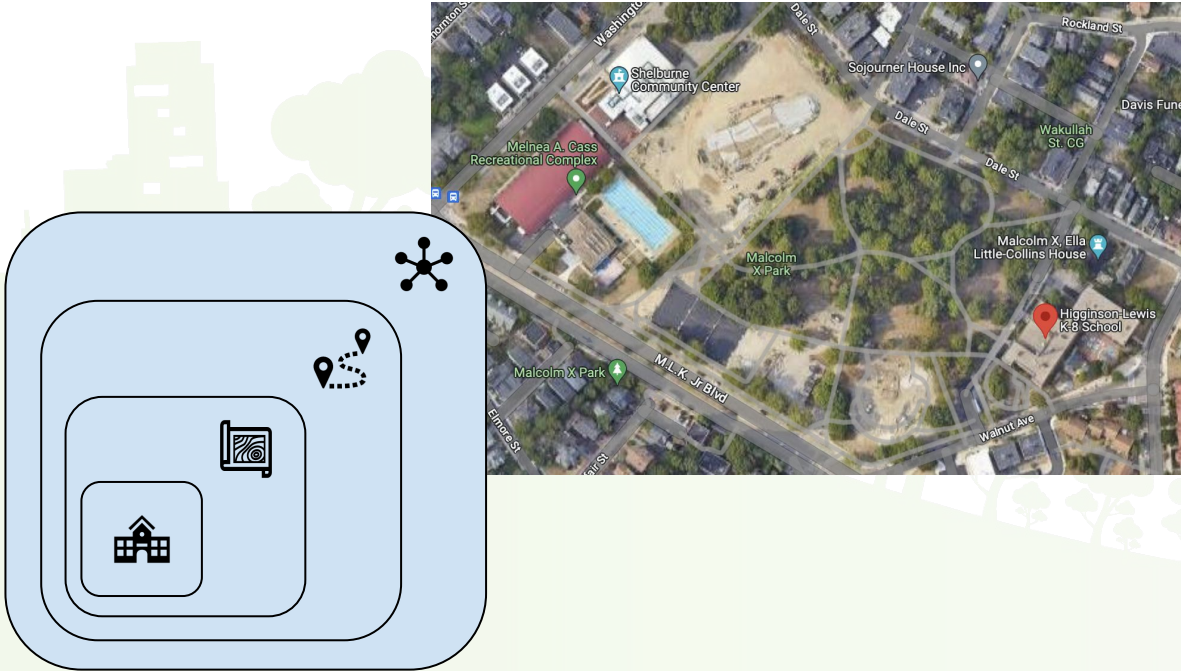
**Region and  
District**

**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?

