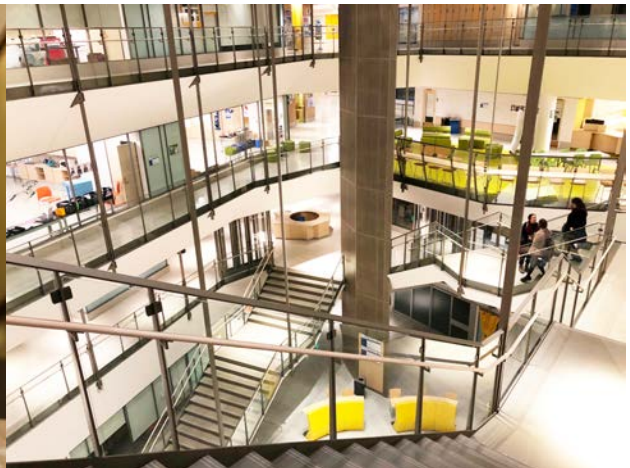


Embargoed until Wednesday January 3, 2024 at 3:00PM



## Long-Term Facilities Plan



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## Message from the Mayor, Superintendent, and School Committee Chair

Dear Boston Public Schools community,

The most important responsibility we have as a city and a district is supporting our young people, ensuring they are connected to every opportunity that Boston has to offer. All Boston Public Schools (BPS) students and educators should learn and work in school buildings that inspire creativity and innovation, with spaces that foster a love of learning and community.

Our goal is to ensure that **every** BPS student learns and grows in school buildings designed to support rigorous and culturally affirming learning experiences; health, wellness, and enrichment opportunities; and the well-being of teachers, staff, families, and other caring adults that make up our school communities. For every student and every family to have access to what the BPS community defines as the [High-Quality Student Experience](#) close to home, we need school buildings that are safe, healthy, accessible, climate-resilient, and inspiring, with the physical spaces to support this holistic experience.

We are well on our way. Since the spring of 2022, we have broken ground or started design for eight major new projects across the city. We are committed to improving physical spaces for students across the district, and to significantly accelerate our progress toward that goal.

We are building a sustainable foundation to continue forward momentum for decades – to serve generations of students far beyond our tenures as Mayor, Superintendent, and School Committee Chair. Previous efforts have sometimes fallen short, in part because we have often avoided telling hard truths. Together, we aim to reverse that trend.

To make good on our commitment, we will propose school mergers (the joining of two or more school communities), closures, reconfigurations, renovations, as well as new builds. Shifting our physical footprint will be uncomfortable and will cause disruption. Mergers and closures are difficult, and new construction and renovation projects take longer than any of us would like. Demographic changes, financial realities, and other operational constraints must factor into our plans, but we will work through these challenges and refuse to settle for anything less than delivering high-quality student experiences throughout the entire district.

This long-term facilities plan does not include a list of specific new projects, because specific decisions must come through community engagement. But this plan does provide a roadmap for the first time in the district's history as a framework for decision-making, including new data and new tools to ensure our capital planning proposals are centered on the needs of our students and provide clear information to the community.

Among the tools is a Decision-making Rubric that uses a variety of demographic, neighborhood, and other data, including Building Experience Scores and Model Space Summaries, to help guide decisions on where we invest our resources in school building facilities to have the greatest impact on our students and communities. Building Experience Scores indicate how well a building currently supports the BPS High-Quality Student Experience and Model Space Summaries offer an ideal set of standard physical spaces, based on size of enrollment, that buildings should provide to support the High-Quality Student Experience. These tools were informed by the datasets below (further explanation of each can be found in the appendix):

- **Engagement report**, a summary and analysis of the priorities we heard from community members through listening sessions, focus groups, and a survey
- **Educational specifications**, programming and design guidelines for new school construction and renovation projects
- **Building and architectural standards**, technical design requirements for construction and renovation projects, which support the acceleration of future projects
- **Capacity report**, an analysis of how many students each of our BPS buildings can serve, based on our educational specifications
- **Educational Adequacy Quotient report**, a summary of BPS buildings' current ability to support the BPS High-Quality Student Experience
- **Facilities Condition Assessment**, an objective, detailed analysis of BPS building conditions, which will be used to determine infrastructure needs and make decisions about repairs, replacements, and renovations

These tools will help the City and the district act with urgency until the physical footprint of BPS fully reflects the values and needs of our students, families, and communities.

We are proud to be on this important journey in service of our students, families, and staff.



Mayor Michelle Wu  
City of Boston



Superintendent Mary Skipper  
Boston Public Schools



Chair Jeri Robinson  
Boston School Committee

## Executive Summary

To keep its commitment to preparing young people for success tomorrow, Boston must act today.

In September 1923, residents of Boston's Brighton neighborhood were informed that alterations to the Winship Elementary School were delayed and the building was not ready for occupancy. According to the weekly newspaper, *The Item*, in addition to woodworking and printing, the campus was to include a machine shop and "a suite of rooms for the study of domestic science" that would include facilities for the study of cooking, housekeeping, interior decorating and dressmaking. At the time, the school was more than 20 years old. Today, the Winship is one of 119 BPS buildings still in use by the district. Serving more than 300 students in grades K0 through 6, the Winship strives to provide a comprehensive STEAM curriculum in a facility constructed at the end of the Victorian era.

The Winship building and others like it are part of an aging and deteriorating inventory of BPS buildings. More than 30 of the district's school buildings were built more than 100 years ago; upwards of half were constructed before World War II.

As the oldest public school district in the country, BPS has a rich history of excellence and innovation. It was also founded on principles of institutional racism. Our physical footprint is a symptom and manifestation of those principles. Decades of limited investment and deferred decision-making in our schools have led to aging and inadequate buildings. The result has been inconsistent and inequitable student experiences, inefficient use of resources, and buildings that don't fully support a high-quality student experience for every student. BPS must address decades of deferred maintenance and a haphazard pattern of repairs and renovations. Failing infrastructure, demographic shifts, enrollment trends, advances in technology, shifts in instructional practice, and other factors make it clear that Boston needs to act now to address an issue more than a century in the making.

That urgency is at the center of the Boston Public Schools' long-term facilities plan, the roadmap that will guide the district as it shifts its physical footprint to meet the BPS community's collective vision of a high-quality student experience and the needs of BPS students for generations to come.

Although the long-term facilities plan is a deliverable required as a part of the [Systemic Improvement Plan](#) for the district, it is much more than the fulfillment of an obligation or a checked box. It is the framework that will support the district's vision for facilities work going forward, including new buildings, major renovations, school reconfigurations, expansions, mergers and closures. This plan is the next step in advancing the district's and the City of



Boston's commitment to sustained capital planning and investment rooted in equity and transparency—and what's best for students.

Launched in 2022, the Green New Deal for BPS is the City of Boston's commitment to re-envision the district's school buildings as full-service learning and community hubs. The new \$223 million Josiah Quincy Upper School is on track to open in the fall of 2024; the \$111 million Carter School reconstruction is scheduled to be completed in the fall of 2025; the \$42 million renovation to the Edwards building for the Horace Mann School is anticipated to be completed in the fall of 2024 (which is a temporary space until a permanent location is identified); and various building renovations and facilities upgrade projects are currently moving forward in different stages of planning and execution. This long-term facilities plan builds on the foundation of the Green New Deal for BPS.

The plan centers around a collective definition of the BPS High-Quality Student Experience and aligns with BPS' recently adopted [Inclusive Education Plan](#). Four core components make up the BPS High-Quality Student Experience:

- rigorous and culturally affirming learning experiences;
- wellness and enrichment;
- supportive network of caring adults; and
- physical spaces that support learning.

This plan focuses on the fourth component – physical spaces that support learning – and how it supports each of the other components in realizing the High-Quality Student Experience for every BPS student.

Several tools and resources were developed to help guide decision-making on future investments in BPS school facilities, and accelerate projects once an investment decision has been made. Information gathered through a series of community listening sessions, planning meetings, visioning sessions, a district-wide survey, and tours of our buildings was instrumental in creating these new resources and our collective definition of the BPS High-Quality Student Experience.

Educational Specifications, Building and Architectural Standards, and four Model Space Summaries that align with the district's move toward preK-6 and 7-12 (or, in some cases, preK-8 and 9-12) grade configurations provide a baseline for future capital investments. The Model Space Summaries provide a set of standard physical spaces for schools of different sizes, and serve as a roadmap to ensure that all spaces required to provide an inclusive and holistic high-quality student experience are incorporated into the design of future new and renovated buildings.

Model Space Summaries include:

- high-quality, flexible learning spaces, with multiple classrooms at each grade level;
- designated spaces for art, science, Career Technical Education, or other specialty classes;
- more spaces for small-group instruction, resource, occupational therapy/physical therapy, and other pull-out services;
- spaces for community hub programming; and
- outdoor spaces for learning, sports and play.

A data-informed decision-making rubric incorporates information from multiple data sources, including a comprehensive Facilities Condition Assessment completed in 2023, and allows us to test different investment scenarios and understand their impacts.

Although the BPS portfolio will continue to include specialized schools to ensure that we are meeting the needs of all students in the district, the Model Space Summaries provide a foundation for visualizing the future state of BPS. The Boston Public Schools of the future will have fewer total schools and more larger sized schools in its portfolio to align with the BPS community's collective vision of a high-quality student experience and the physical spaces that support that vision.

This work can be difficult. Each decision will be fully analyzed so that the impact on students and families, school communities, and the surrounding neighborhood is fully understood, and so that proposals can be designed to close opportunity and achievement gaps. This plan is intended to be a dynamic blueprint that can adapt to the City of Boston's changing landscape and help current and future decision-makers prioritize projects in the coming years and decades.



## Who is the BPS Community?

Boston is hailed as the birthplace of public education in America. Since the doors of the city's first schools opened nearly 400 years ago, generations of students have entered seeking a world-class education and the opportunity for a better future. BPS has a rich history of excellence and innovation. Yet, it was also founded on principles of institutional racism. For many of our students, particularly students of color, we are still striving to meet the promise of equitable access to a boundary-expanding education.

Our physical footprint is a symptom and manifestation of those principles. Today, many BPS students are learning in aging buildings originally constructed for the youth of another century. Upwards of half of all BPS schools are located in buildings that were built before World War II and more than 30 are 100 years old or older.

June 2024 marks the 50th anniversary of the federal court order to desegregate Boston Public Schools. The leaders and advocates who fought for change 50 years ago laid the foundation for the necessary and long-overdue work we are embarking on now. A clear through-line connects their efforts with the long-term facilities plan as we work to address the systemic inequities that have limited access to opportunity for many of our students. Fifty years later, too many of our students *still* do not have access to a high-quality school with state-of-the-art facilities, close to their home – and this is particularly true for students with disabilities and multilingual learners with and without disabilities. We have an obligation and responsibility to do better – to ensure that **every** student we serve learns and thrives in schools that support a holistic and high-quality student experience.

BPS students are dynamic, diverse and brilliant. They are resilient, resourceful and hardworking. Every day they contribute their talents and curiosity to the district's vibrant school communities.

Like students across the globe, they have been impacted by the COVID-19 pandemic. Many are recent immigrants to the United States, starting over in a new city and navigating the complexities that come with a drastic life change. Some have been affected by violence and poverty. Others are experiencing housing insecurity, homelessness and the difficulties created by the ever-increasing cost of living. Even under the most challenging circumstances, BPS students remain optimistic and excited about the future.

We are committed to celebrating their gifts and recognizing each student's abilities, languages, cultures and life experiences as assets. BPS educators and staff are dedicated to giving them the opportunity to flourish while honoring their individual needs and talents.

### *Who attends the Boston Public Schools today?*

Out of a total population of more than 675,000, Boston is home to just over 71,000 residents between the ages of 5 and 17 years old, as well as nearly 31,000 children under 5<sup>1</sup>. Today, BPS serves more than 48,500 students (from early education programs through 12th grade). More than 23,000 of the district's students are in pre-kindergarten to grade 5 and approximately 25,000 are in grades 6 through 12. Students identify as: Latinx 44.7 percent, Black 29.3 percent, White 14.2 percent, Asian 8.1 percent, Multiracial/other 3.8 percent. Sixty-seven percent of BPS's students are identified as economically disadvantaged.<sup>2</sup> Students with disabilities (or students with an individualized education plan or IEP) continue to make up about 21.5 percent of the BPS student population. Today's BPS students represent 141 countries and speak more than 66 different languages. More than 16,000, or 33.5 percent, are identified as English Learners, referred to as Multilingual Learners throughout this document.

That's why BPS is undertaking the urgent and complex work of implementing the [Inclusive Education Plan](#), a roadmap for how BPS will deliver on the promise of providing an excellent, inclusive, and equitable education for all students – especially Black and Brown students, students with disabilities, and Multilingual Learners with and without disabilities – in the least restrictive environment. This long-term facilities plan is directly connected to BPS' work around inclusive education. Shifting the physical footprint of the district is an essential component of supporting the educational needs of the full diversity of learners within BPS.

### *The BPS Data Story*

In 1994, Boston Public Schools had 116 schools. More than half of BPS schools at the time had been built 50 or more years earlier. As of October 2023, BPS has 119 schools, the majority of which are in buildings that have not seen significant capital investment or upgrades. As our student population has shifted and pedagogical practices have evolved, investment in our school buildings has not kept pace with the needs of our students and communities, leading to inequitable access, experiences, and outcomes, which in turn has led to further decline in enrollment.

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<sup>1</sup> "Boston at a Glance - 2023." Boston Planning and Development Agency.

<https://www.bostonplans.org/getattachment/feee1e2f-5412-477b-884d-2bada7d43c5d>

<sup>2</sup> \*Economically disadvantaged is defined as participating in one or more of the following state-administered programs: SNAP, TAFDC, DCF foster care and MassHealth

**Table 1** - Enrollment changes from the 2006-2007 to the 2023-2024 school years

<b>DESE Category</b>	<b>2006-2007</b>	<b>2023-2024</b>	<b>% change</b>
<b>Overall Student Enrollment</b>	<b>56,059</b>	<b>48,512</b>	<b>-13.5%</b>
Black / African American	41.7%	29.3%	-12.4%
Asian	8.8%	8.1%	-0.7%
Latinx / Hispanic	34.2%	44.7%	+10.5%
Native American	2.7%	0.2%	-2.5%
White	14.0%	14.2%	+0.2%
Native Hawaiian/Pacific Islander <sup>^</sup>	^	0.1%	+0.1%
Multiracial/Other <sup>^</sup>	0.9% <sup>^</sup>	3.8%	+2.9%
Multilingual Learner	22.7%	33.5%	10.8%
Low Income	73.8%	67.0%	-6.8%
Students with Disabilities	20.7%	22.8%	2.1%

<sup>^</sup>2006-2007 data included in Multiracial/Other; not disaggregated in 2006-2007

## The High-Quality Student Experience

*What does the Long-Term Facilities Plan mean for Boston's students?*

BPS is charting a new course for the future of the district and its facilities. At the forefront of this effort is the intersectionality of facilities with academics and family and community engagement, and a recognition that Boston needs to build the physical infrastructure to support a high-quality student experience in every BPS school across the city. The district is focused on creating culturally affirming learning environments that will prepare current and future generations of students for enriching lives and fulfilling careers.

Budding scientists must have access to modern science labs and outdoor study spaces to fully understand how physics, chemistry, and environmental sciences impact their world. Evolving artists need the opportunity to explore their creativity in well-lit studio spaces, media centers, and black box theaters. Developing engineers and architects require facilities that support state-of-the-art technology. All school communities should have welcoming, comfortable, and flexible spaces where students, families, and staff can meet, collaborate, and celebrate. Beautiful and inviting buildings alone do not make excellent schools, but they do provide an essential foundation for the High-Quality Student Experience that all BPS students need and deserve.

*Defining the BPS High-Quality Student Experience*

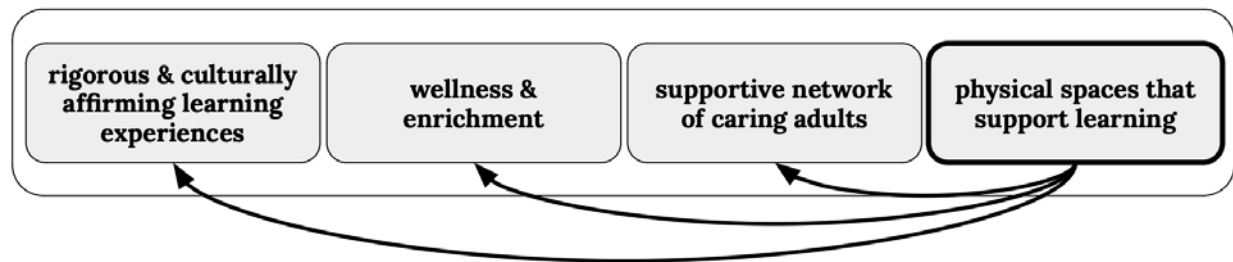
Through more than 20 listening sessions and over 9,000 survey responses in early 2023, and as a throughline of previous community engagement processes, we heard overwhelmingly from students, families, educators, and the wider community the need for every student in BPS to have access and opportunity to be fully engaged in a fulfilling education. Based on the expressed values of our collective community, we articulated four components of a high-quality student experience, which are further defined in the following pages:

- (1) rigorous and culturally affirming learning experiences
- (2) wellness and enrichment
- (3) supportive network of caring adults
- (4) physical spaces that support learning

Each component complements and intersects with the others. The long-term facilities plan is our commitment to the fourth component, **strategically investing in physical spaces** to support each of the other components in realizing the BPS High-Quality Student Experience for every student served by BPS.

*The Four Components of the BPS High-Quality Student Experience*

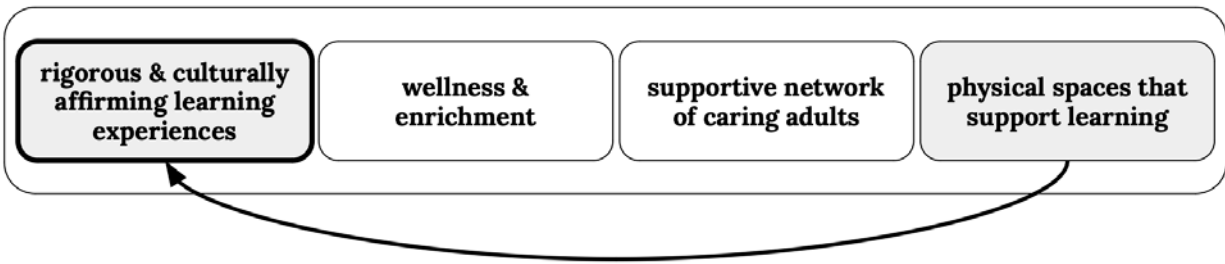
**Figure 1** - The four components of the BPS High-Quality Student Experience



The **BPS High-Quality Student Experience**, as defined by our collective community – parents and caretakers, students, educators, community members, and partners – is our vision for education in BPS. Educators and staff across the district work diligently every day to provide a high-quality student experience in every school for every student – even without the physical spaces they need. However, physical spaces that inspire creativity, innovation, and collaboration have the power to elevate the teaching and learning experience and often are a necessity for a rewarding education.

**Physical spaces that support learning** is our commitment to creating accessible, inspiring, and healthy facilities in service of realizing each component of the BPS High-Quality Student Experience. Physical spaces must be welcoming, well-maintained, and comfortable with comprehensive heating, air conditioning, and ventilation systems, as well as accessible to people of all abilities. While physical spaces that support learning is one of the four components of the BPS High-Quality Student Experience, it also impacts our ability to implement the other three. To ensure all students have access to the full High-Quality Student Experience, we must understand how the physical spaces affect each component's scope and impact on students.

**Figure 2** – The connection between **physical spaces that support learning** and **rigorous & culturally affirming learning experiences**



**Rigorous and culturally affirming learning experiences** is our commitment to ensuring all students, including students with disabilities, multilingual learners, and multilingual learners with disabilities, have access to high-quality instruction that is reflective of the diversity of BPS students' lived experiences and interests. This includes high-quality, grade-level appropriate curriculum and academic programs used appropriately and with fidelity. In practice in BPS, this looks like district-wide inclusive education, access to grade-level content, native language supports, universal pre-kindergarten, core subjects taught district-wide, and district-wide access to visual and performing arts, music, STEM, dual language programs, and world languages courses. It means high school students have access to a variety of world language options in addition to advanced placement courses, early college, dual enrollment, enriching electives, career and technical education, and other pathways.

The long-term facilities plan guides the strategic investment in facilities and physical spaces. As described below, inclusive education and high-quality academic offerings are examples of how investing in physical spaces support rigorous and culturally affirming learning experiences.

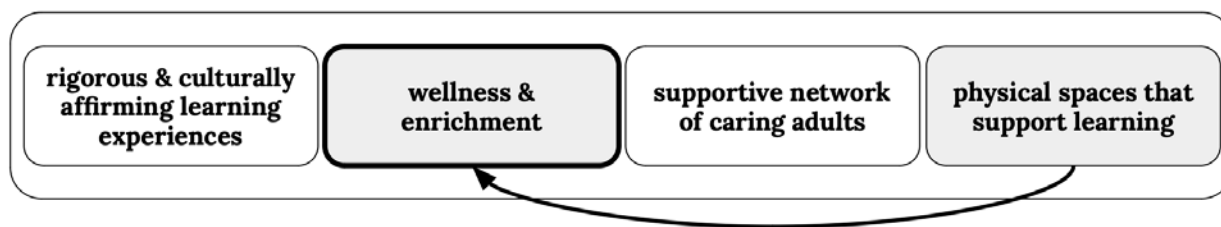
*District-wide inclusive education* – BPS has made the commitment to move to district-wide fully inclusive education. This means all students – our students with disabilities, our multilingual learners, and our multilingual learners with disabilities – are given the appropriate supports, and have the access and opportunity to experience tier 1, high-quality learning and instruction in the least restrictive environment. The [Inclusive Education Plan](#) serves as a roadmap for the implementation of high-quality inclusive education district-wide.

Becoming a fully inclusive district requires the physical spaces conducive to inclusive learning. Fully inclusive education requires multiple classes at each grade band (ex. four first grade classes/classrooms in a school). This allows for flexibility in placing students identified with disabilities and our multilingual learners with and without disabilities in the least

restrictive environments with needed supports across multiple classrooms. Fully inclusive education also requires additional spaces to provide students with appropriate pull out services such as speech and language supports. Many of our schools currently do not have the physical space to have multiple classes at each grade band or adequate space to provide services comfortably. One option to provide more space is to expand or build larger buildings. This will take time. In the interim, another option is to merge smaller schools into a joined community and house the lower grades in one building and the upper grades in another, allowing additional classrooms to hold multiple classes at each grade band. While there are other options as well, what this example demonstrates is how learning experiences are supported by physical spaces.

*Rigorous academics* - During our listening sessions, high school students elevated the need for access to a variety of learning experiences - such as advanced-level courses, enriching electives, and career and technical education (CTE). To offer a diversity of courses, schools must have a large enough student population as resources follow students and allow for adequate staffing. Additionally, some courses, for example CTE and STEM, provide more robust learning experiences when they occur in specialized physical spaces. Our collective community also overwhelmingly expressed the need for music, science, visual and performing arts, and physical education in elementary schools district-wide. This requires schools to have the physical space and resources to provide such offerings, including auditoriums, gymnasiums, science labs, libraries, media centers, makerspaces, and outdoor green spaces.

**Figure 3** - The connection between **physical spaces that support learning** and **wellness & enrichment**

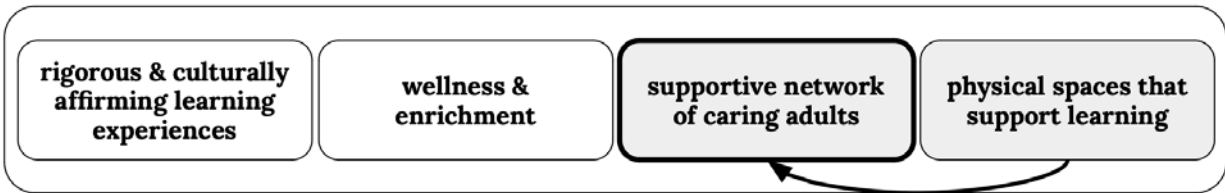


**Wellness and enrichment** is our commitment to elevate every child’s health and wellness and engage students in enrichment opportunities outside of the classroom. Wellness includes supporting our students’ minds through mental health and social-emotional supports, and supporting their bodies with physical health services, access to high-quality athletics and opportunities for movement, and fresh, nutritious meals. Enrichment includes providing opportunities for every student in BPS to engage in boundary-expanding experiences, discover their passions, build the muscle to explore new avenues, and have access to a menu of activities.



Like rigorous and culturally affirming learning experiences, wellness and enrichment is supported by investing in physical spaces. We heard the desire for athletics, especially from our high school students. To offer a diversity of sustainable, high-quality athletic programs a school needs a large enough student population to field teams across multiple sports offered during the same season at the freshmen, Junior Varsity, and Varsity levels. Most athletic programs also require certain spaces such as courts, fields, and physical training spaces. Mental and physical health services also require additional, often specialized facilities, such as spaces for counseling, nurse's offices, and health clinics, as well as well-equipped kitchens and cafeterias to prepare and serve nutritious meals.

**Figure 4** - The connection between **physical spaces that support learning** and **supportive network of caring adults**



A **supportive network of caring adults** is our commitment to supporting adults so they in turn are equipped to support students. Educators and staff require professional development that supports meeting the diverse needs of the students they serve and to remain invigorated and adaptive in their practice. Building a supportive network means ensuring educators and staff have the necessary resources to be successful, such as adequate staffing supports, curriculum, and materials. This component also includes schools having the necessary staff to support students and families – through counselors, family liaisons, social workers, nurses, and others. Core to this component of the High-Quality Student Experience is centering authentic family engagement to welcome families in as core partners in shaping the school environment.

Sustaining a supportive network of caring adults, like the other components, requires physical space. Educators and staff need appropriate professional spaces, including space for planning, collaboration, reflection, and rejuvenation. Schools meeting the High-Quality Student Experience also require spaces for families to actively engage, including for meetings with educators, support and services, and for larger community gatherings.

*How Model Space Summaries Support the High-Quality Student Experience*

Among the resources created to ensure that the physical design and layout of BPS schools supports all components of the [BPS High-Quality Student Experience](#) are Model Space Summaries, which were developed as part of the Educational Specifications. The Model Space Summaries provide a set of standard physical spaces, based on size of enrollment, to

ensure that future new and renovated buildings provide the BPS High-Quality Student Experience.

We developed four different Model Space Summaries that define the ideal set of spaces needed for preK-6 and 7-12 school buildings:

- Small preK-6 (~356 students)
- Large preK-6 (~712 students)
- Medium 7-12 (~1,150 students)
- Large 7-12 (~1,620 students)

Not every school building should or will fit a Model Space Summary, but Model Space Summaries will serve as a guide for future new or renovated preK-6 or 7-12 schools. While the School Design Study focused on preK-6 and 7-12 schools, the district will continue to have K-8 and 9-12 schools in its portfolio. Many of our secondary schools were designed to accommodate a smaller student population of ~650 or less. The number of students in the Model Space Summaries were determined using square feet per student, based on the Massachusetts School Building Authority guidelines.

The Model Space Summaries are centered around Learning Cohorts. The Learning Cohort is a unique group of spaces that is home to a group of educators and students and offers different space types equipped with a variety of flexible furniture and equipment to support different learning activities. These spaces are the building blocks of the school facility. A Learning Cohort breaks down the scale of a full school and creates a cluster of classrooms to allow for high-quality learning opportunities and to build a sense of community for students and educators within the space.

Model Space Summaries offer:

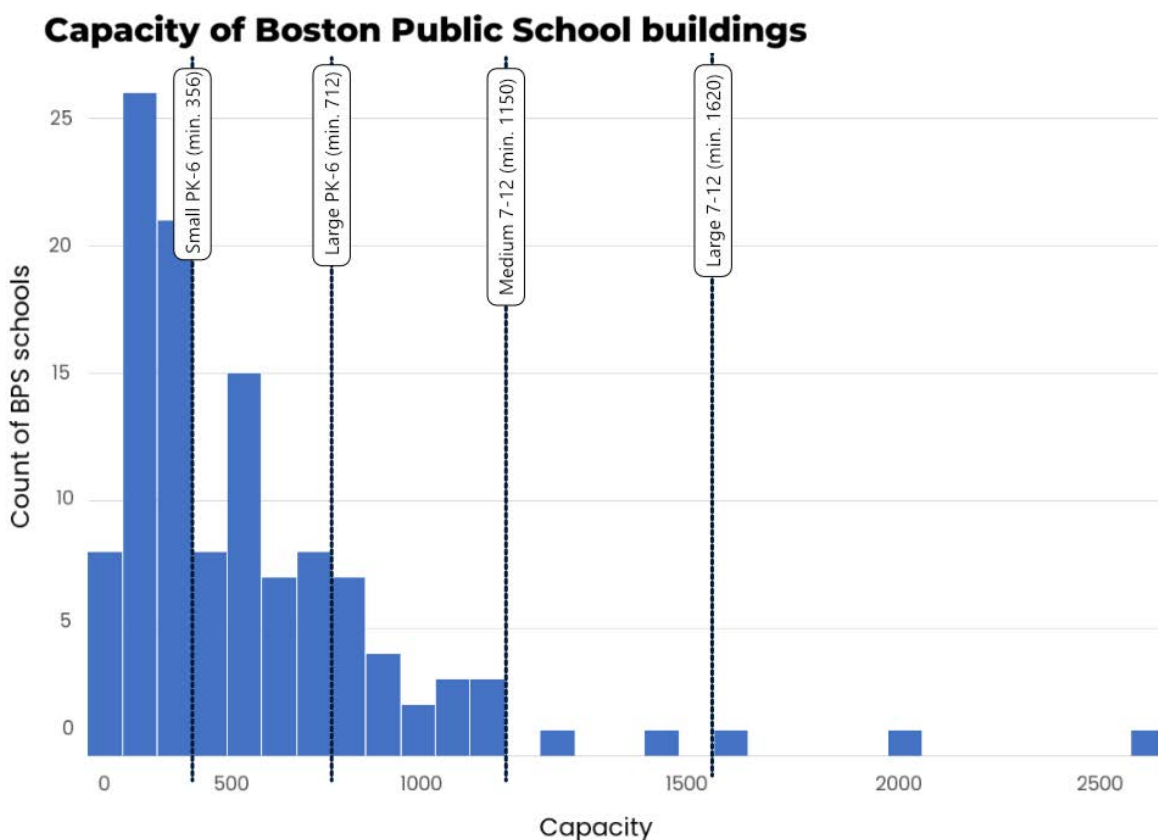
- high-quality, flexible learning spaces, with multiple classrooms at each grade level;
- designated spaces for art, science, Career Technical Education, or other specialty classes;
- more spaces for small-group instruction, resource, Occupational Therapy/Physical Therapy, and other pull-out services;
- spaces for family and community programming (including community hub programming where possible); and
- outdoor spaces for learning, sports and play

The Model Space Summaries also provide a framework for the decision-making rubric. By evaluating each of our school buildings against these Model Space Summaries, we can

better understand the potential to renovate, expand, or rebuild our existing facilities. Currently, only about half of our BPS facilities meet the minimum capacity of our smallest Model Space Summary.

The capacity of a building is determined by the number of students a physical school building can support if each student is provided with a sufficient amount of space. The Capacity Analysis Report (see Appendix C) provides greater detail including how a sufficient amount of space is calculated.

**Figure 5** - Graph showing the distribution of enrollment capacity in Boston Public School buildings and how capacities align with the proposed Model Space Summaries

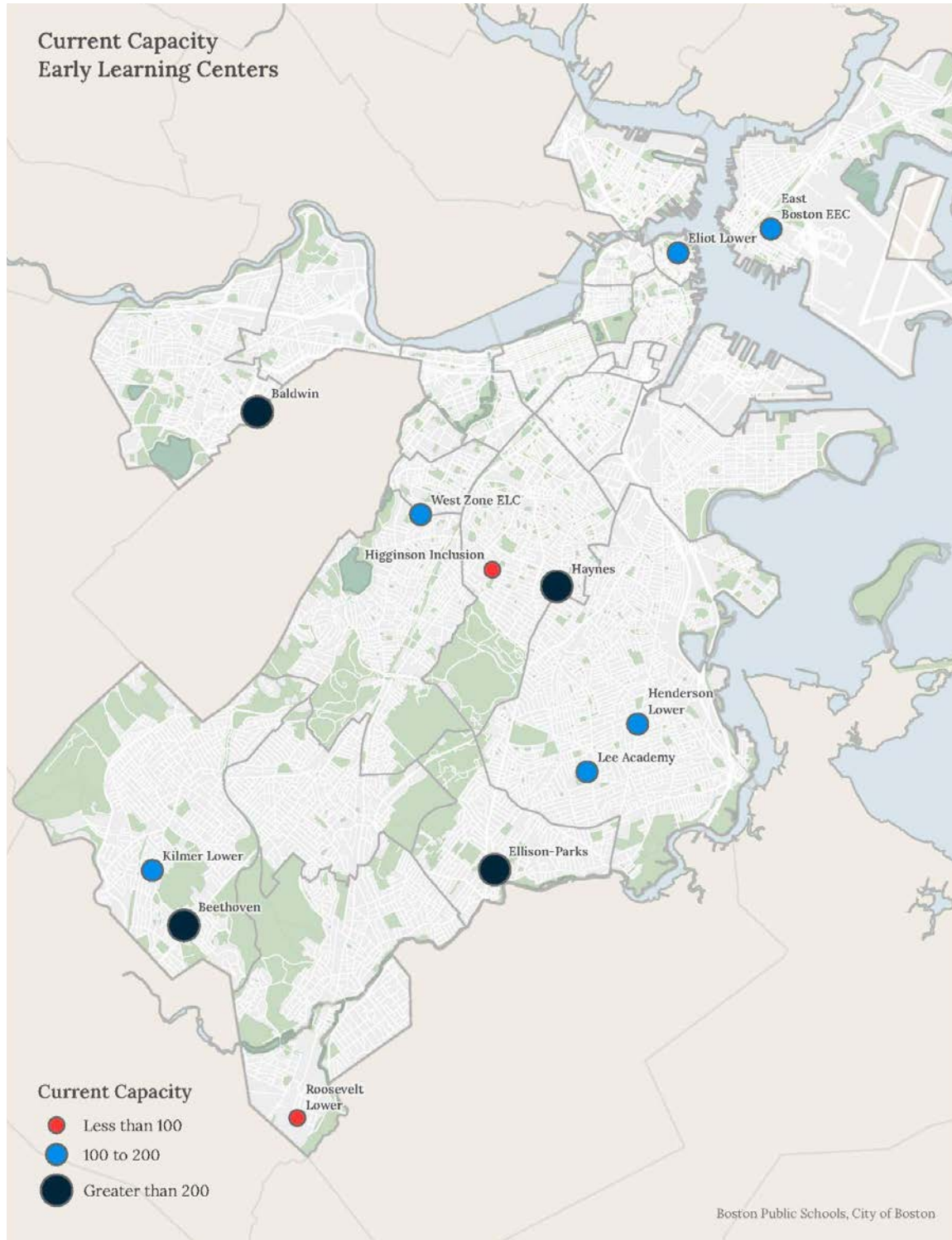


*Distribution of current Boston Public School building capacities. The vertical dashed lines mark the minimum capacity thresholds for preK-6 and 7-12 grade bands according to the Model Space Summary.*

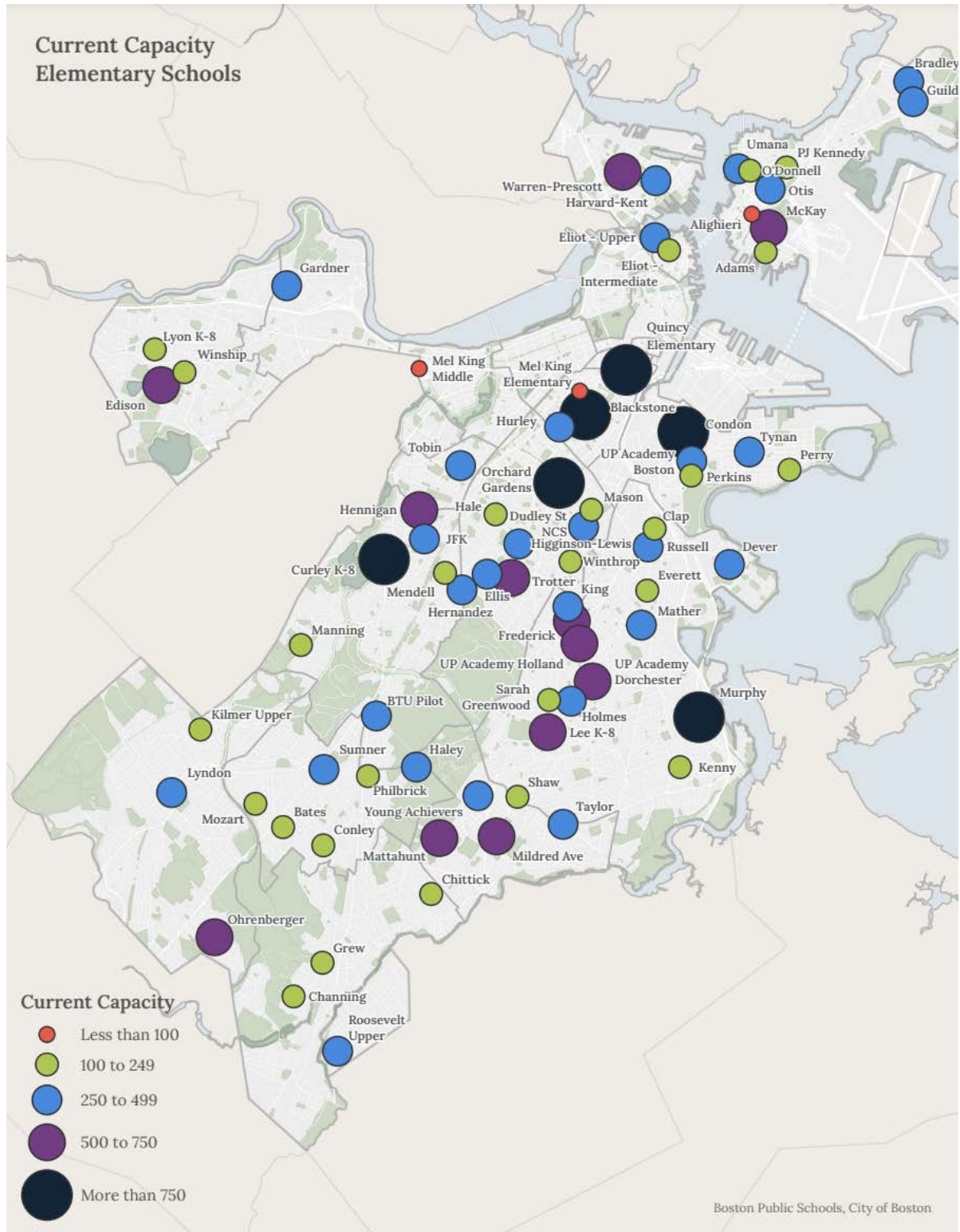
The maps below provide a snapshot of the current capacity of most school buildings in the BPS portfolio. Portfolio refers to the number and types of schools in BPS as well as the representation of characteristics that are similar across our schools and those that are unique. This includes details such as grade configurations and programming offered across our schools such as special education and multilingual learner programs. Portfolio also refers

to the diversity of types of secondary schools, such as exam, vocational, and other specialty schools. As we shift the physical footprint of BPS, we will ensure that our diversity of students are met with a portfolio of schools that meets their collective needs.

**Figure 6** - Map showing Early Learning Centers by current capacity

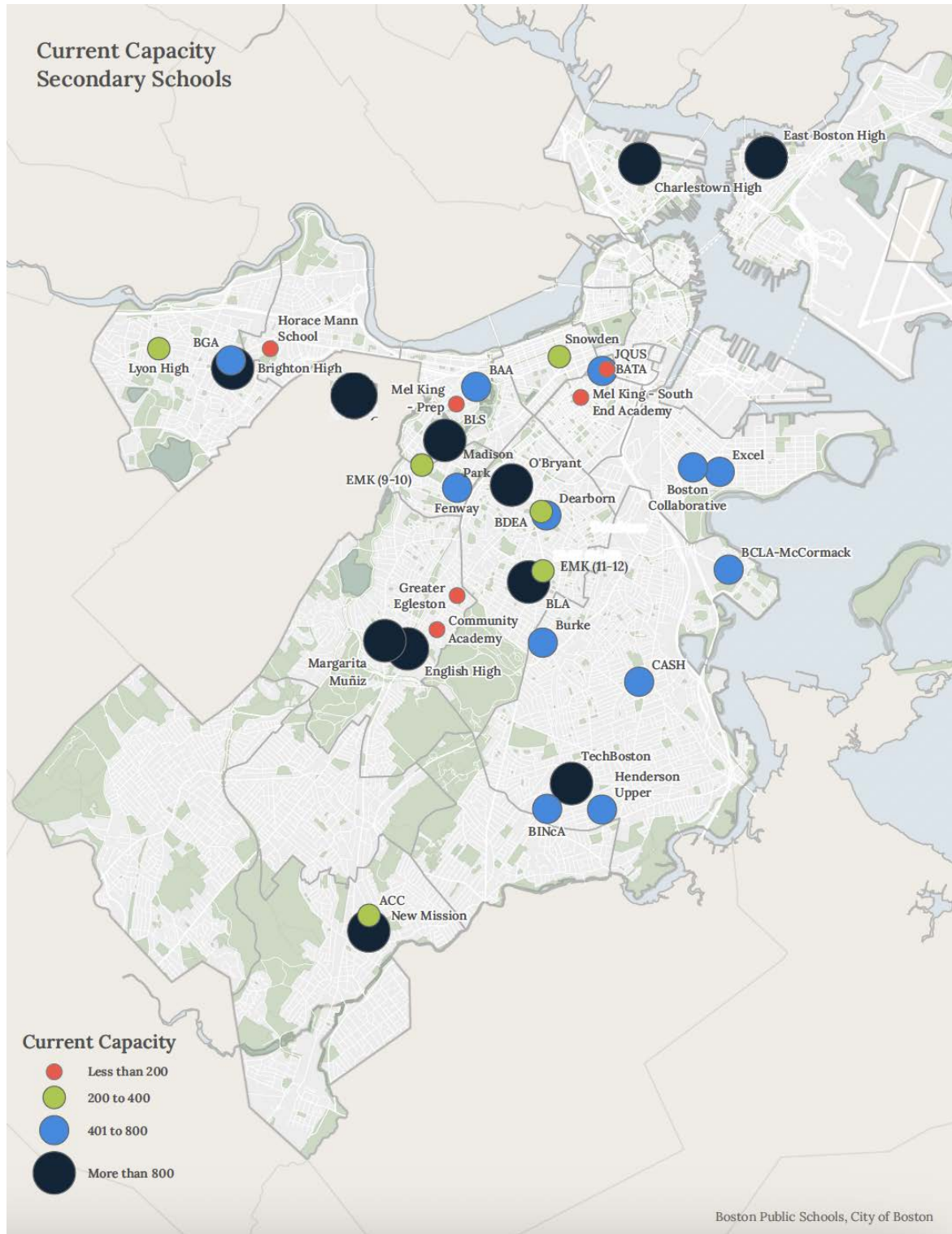


**Figure 7** - Map showing BPS elementary schools by current capacity





**Figure 8** – Map showing BPS secondary schools and current capacity.



*Note: The Carter School is not included because students are learning in a swing space while a new school is being built to serve this school community. As a result, the Carter was not included in the PK-6/7-12 School Design Study.*

## Planning Framework

### ***Problem of Practice***

As the oldest public school district in the country, BPS has a rich history of excellence and innovation. It was also founded on principles of institutional racism. Our physical footprint is a symptom and manifestation of those principles. Decades of limited investment and deferred decision-making in our schools has led to aging and inadequate buildings. The result has been inconsistent and inequitable student experiences, inefficient use of resources, and buildings that don't fully support a high-quality student experience for every student.

The barriers of our district's physical footprint are complex; there is not one single diagnosis with a single solution. In some places, we have schools that are too small to host a range of programming and provide a continuum of services. In many areas of Boston, if students cannot access a high-quality experience close to home, they may be assigned to schools across the city – particularly if they need specific programs or services.

This has ripple effects throughout the system. Certain schools serve a greater number of students with higher needs in order to compensate for district-wide inequities. For example, out of 33 high schools, only five serve a majority of students with disabilities whose IEPs require substantially separate settings (53%) and students in Sheltered English Immersion (SEI) or Students with Limited or Interrupted Formal Education (SLIFE) programs (61%).

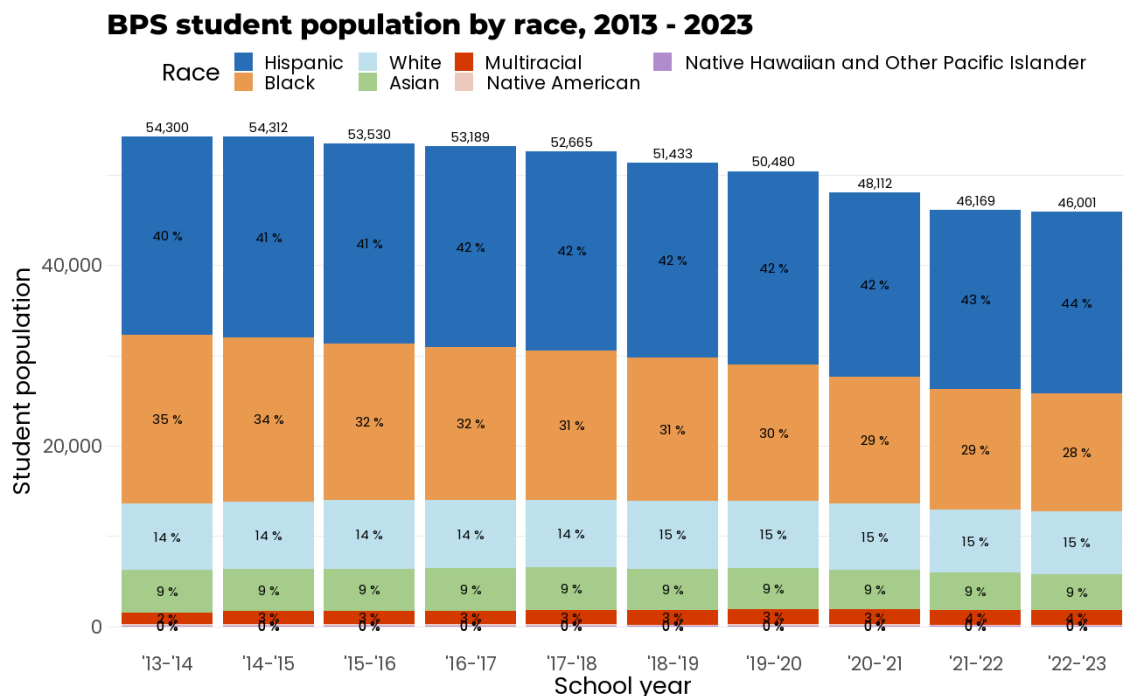
### ***Shifting the Physical Footprint of the District***

Since 2007, BPS has seen a 13.2% decline in overall student enrollment, including a 12.4% decline in the percentage of Black/African American students. At the same time, the percentage of Latinx/Hispanic students at BPS has increased from 34.2% in 2007 to 44.7% in 2023, a 10.5% increase.

The figure below shows the changing racial composition of the BPS student population over a 10-year period from SY 2013-2014 to SY 2022-2023.



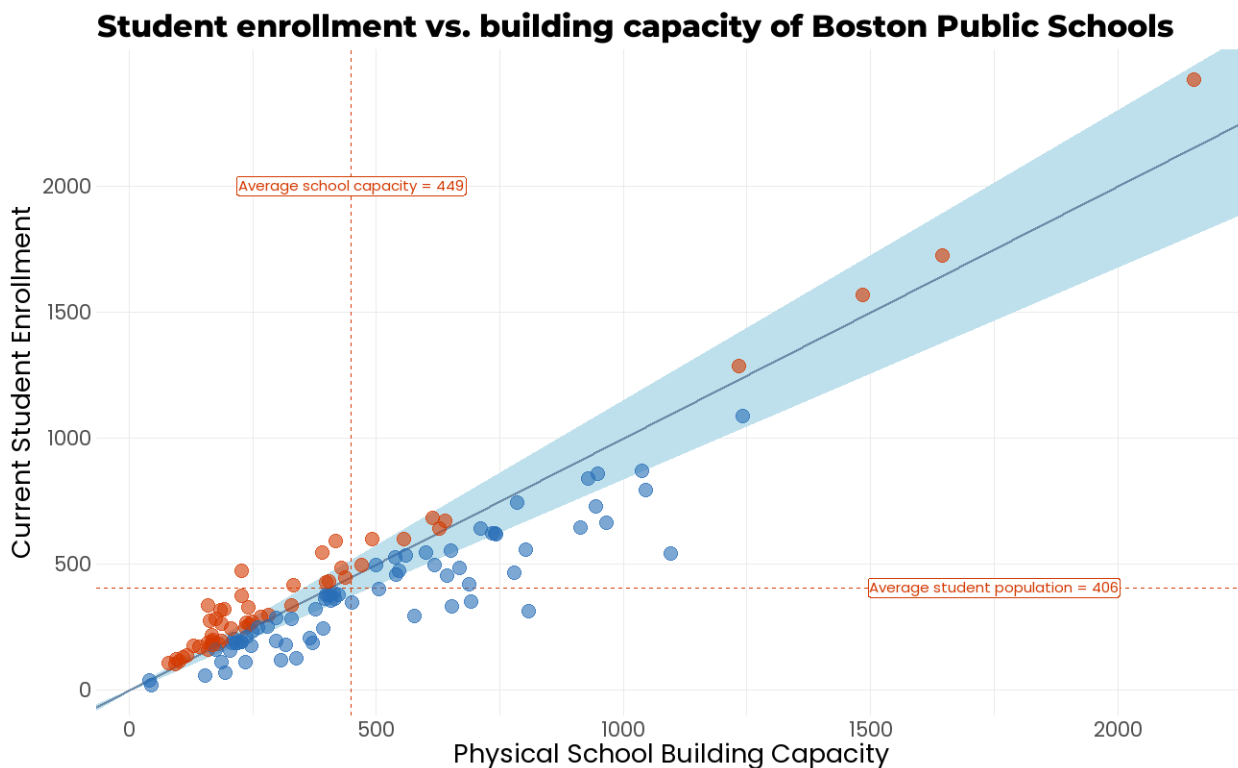
**Figure 9** – Graph showing BPS student enrollment data over a 10-year period, disaggregated by race



Despite a decline in enrollment, the number of BPS schools has remained relatively unchanged, resulting in under-enrolled schools and district resources stretched too thin across too many school communities. The implications of maintaining excess capacity are both financial and programmatic. A school building’s “utilization rate” is one way to measure the building’s excess capacity. The utilization rate is calculated by dividing the number of students enrolled in a school by the capacity of the physical school building.

School capacity is ideal when it is close to full capacity without a high over enrollment, ideally between 90 -104% utilization for both primary and secondary schools. A school that is over or under-enrolled by more than 15% is not ideal as it can lead to limited access to resources for students, overspending for the district, and an overall decrease in the quality of the student experience. Therefore it is not ideal when the utilization of the school building is below 84% or above 115%.

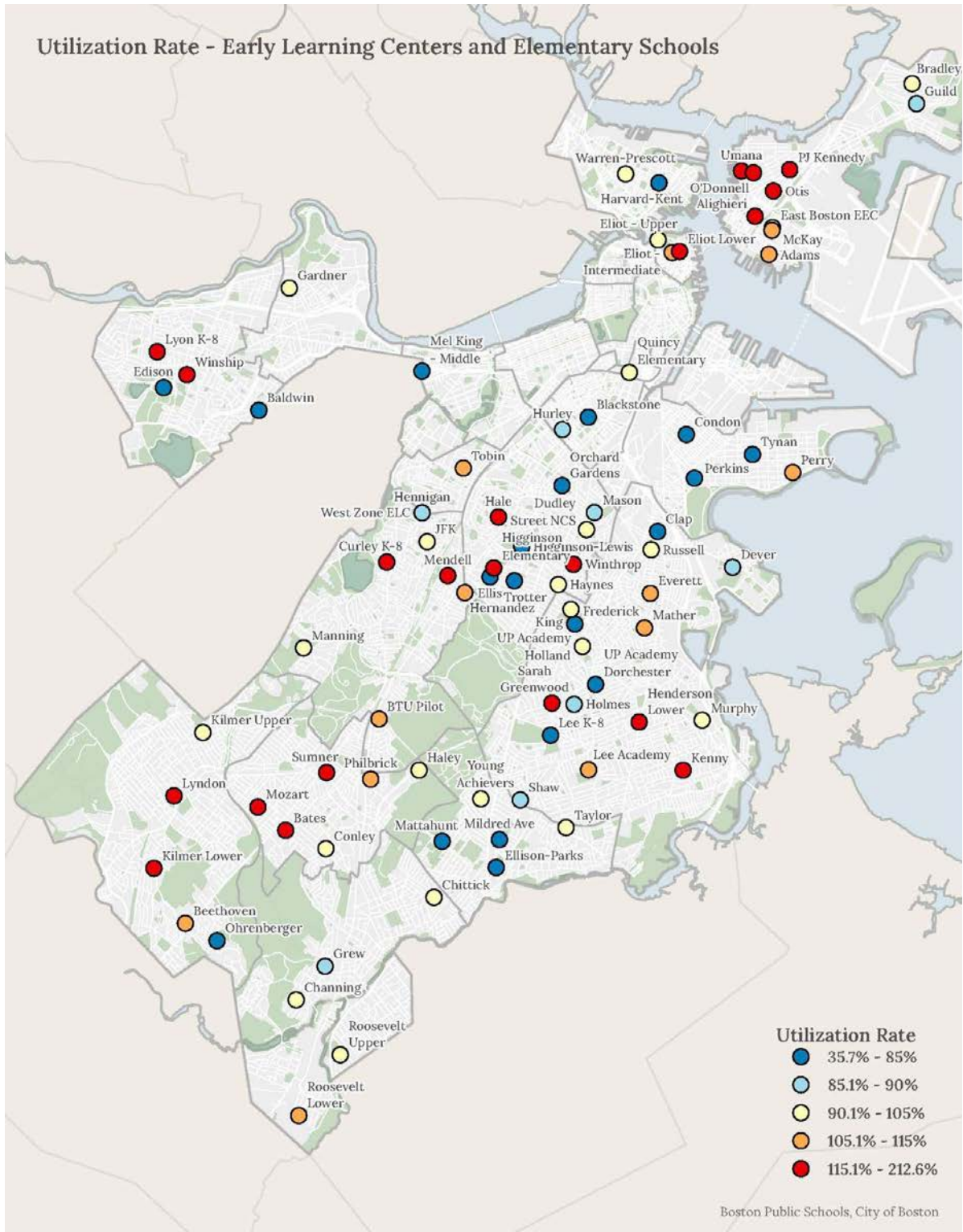
**Figure 10** - Graph showing the utilization rate of every BPS building



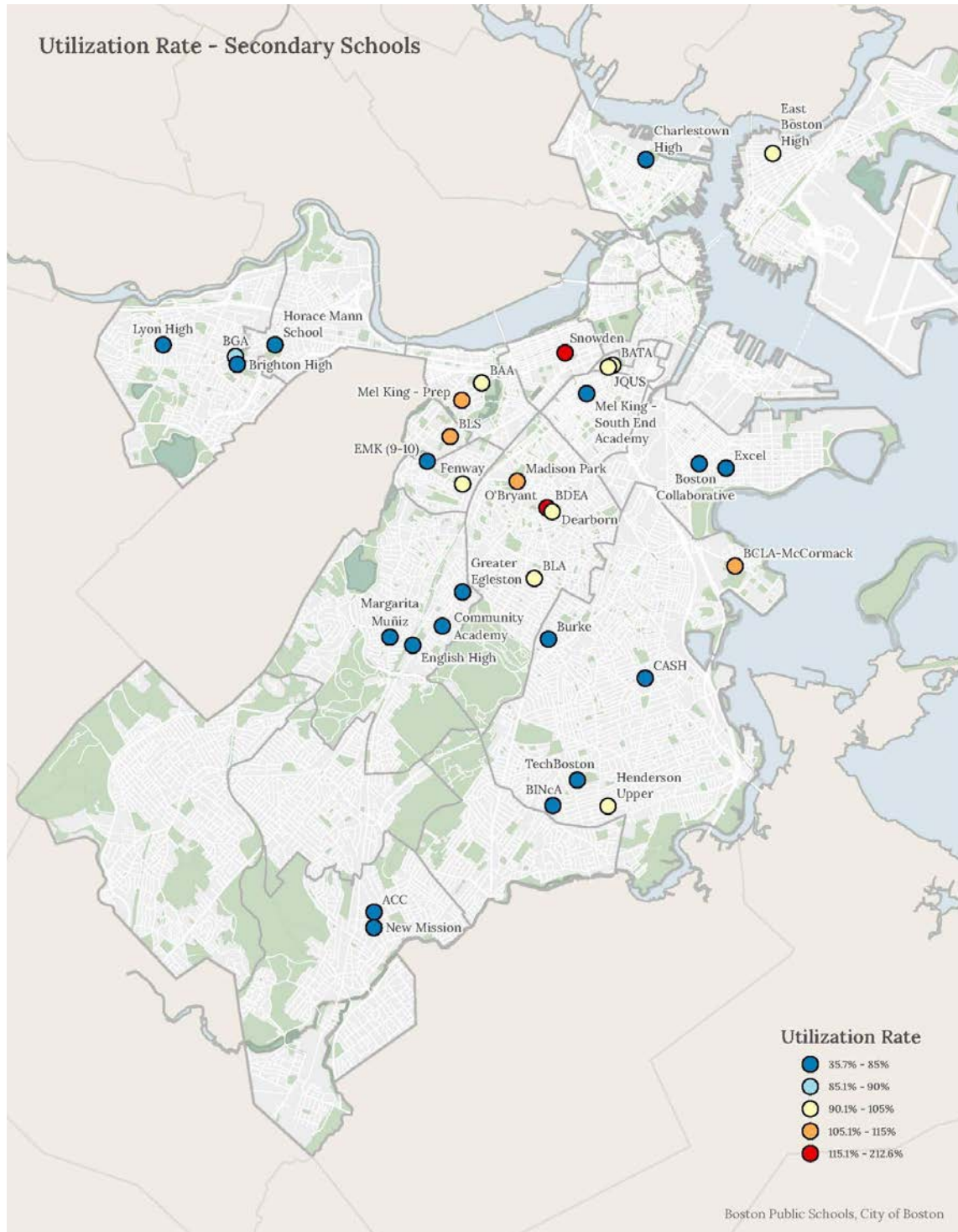
The graph above shows the utilization rate of every BPS building. Each dot represents a school, with blue dots indicating a school building that is operating under 100% capacity (low utilization rate), and orange dots indicating those operating over 100% capacity (high utilization rate). The gray line represents 100% utilization, where the number of students enrolled exactly matches the school’s capacity. The blue area surrounding this line denotes a utilization range of 84-115%. The dashed lines represent the district-wide averages: 406 students for population and 449 seats for school capacity.

Utilization rates vary widely across buildings and across neighborhoods. The maps on the following pages show utilization rates for different types of BPS school buildings, based on School Year 2022-23 enrollment data.

**Figure 11** - Map showing the utilization rate of BPS early learning centers and elementary schools



**Figure 12** - Map showing the utilization rate of BPS secondary schools

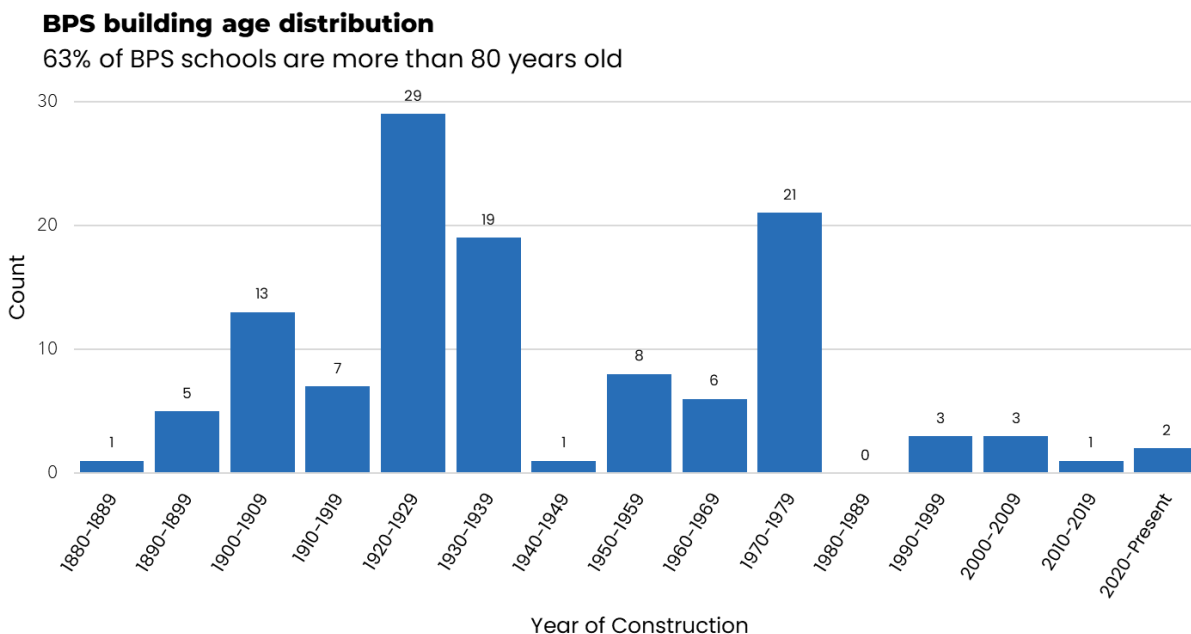


*Note: The Carter School is not included because students are learning in a swing space while a new school is being built to serve this school community. As a result, the Carter was not included in the PK-6/7-12 School Design Study.*

The physical footprint of Boston Public Schools does not support our collective community’s vision for a high-quality student experience. Many of our schools were not built to support the type of holistic and experiential learning that helps students build the skills they need to succeed in a constantly evolving world and rapidly emerging industries. Upwards of half of BPS schools were built before World War II. More than 30 of our schools (about 25%) are 100 years old or older, and only about one-third have comprehensive heating, cooling, and ventilation systems.

Many of our buildings – and the city’s historical patterns of investment and disinvestment into them – are relics of the values of the past, and are not reflective of our community’s values today. Many of our buildings were designed and built with no expectation that all students should have access to high-quality technology and science, visual and performing arts, hands-on and problem-based learning, sports opportunities, or spaces for outdoor learning and exploration. Forty-four percent of our school buildings do not have full science labs, 50% do not have auditoriums, and 17% do not have art spaces.

**Figure 13** - Graph showing the age of BPS school buildings by decade in which they were built



*Decade-wide breakdown of Boston Public School construction from 1880 to present day.*

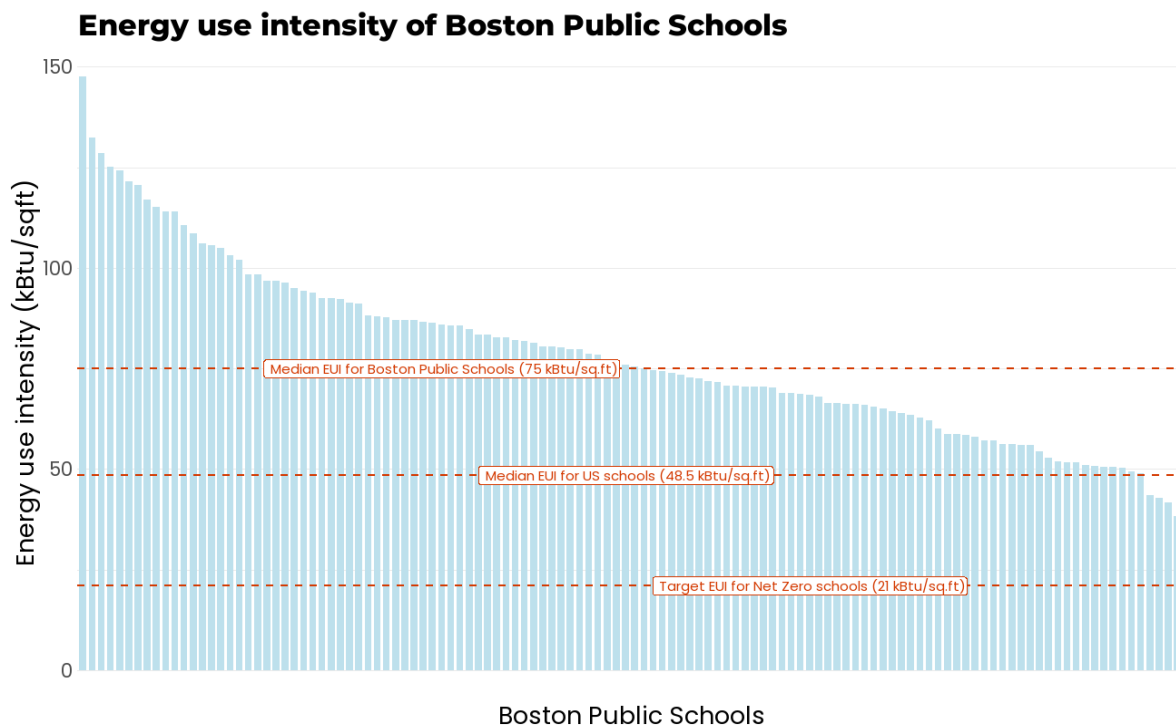
It is a priority of the City of Boston to ensure that our community is climate-resilient. Today, BPS has 119 schools and 131 school buildings, as well as additional buildings used as administrative or operational spaces. BPS also leases three bus yards, owns approximately 750 school buses, and maintains various other infrastructure assets. According to 2022 data collected through the City of Boston Building and Emissions Reduction and Disclosure



Ordinance (BERDO), BPS-owned buildings make up 64.2% of all municipal building emissions in the City of Boston. BERDO aims to reduce air pollution and greenhouse gas emissions generated by large buildings in Boston. BERDO gives the City of Boston authority to set emissions standards for large existing buildings, including residential buildings with 15 or more units and non-residential buildings that are 20,000 square feet or larger. The emissions standards set by BERDO decrease over time, with all buildings expected to reach net-zero emissions by 2050. Moreover, on behalf of the City of Boston, Mayor Michelle Wu issued an [executive order](#) to eliminate the use of fossil fuels in new construction and major renovations of City buildings, which includes Boston Public Schools. These tools will help the district reduce its reliance on fossil fuels as it shifts the Boston Public Schools physical footprint.

Currently, Boston Public Schools use more energy on average than other US school districts. The graph below illustrates the 2022 Energy Use Intensity (EUI) distribution across Boston Public Schools, with each bar representing an individual school. EUI, measured in kilo British thermal units per square foot (kBtu/sq ft), quantifies a building’s energy consumption relative to its size. The graph also includes the median EUI for BPS, the median EUI for K-12 schools nationwide, and the target EUI for a net-zero school in Boston’s climate zone.

**Figure 14** - Graph illustrating the 2022 Energy Use Intensity (EUI) across BPS schools, and how the BPS median EUI distribution compares to the Median EUI for US schools and Target EUI for Net Zero schools<sup>3</sup>



<sup>3</sup> Data sources: [Analyze Boston’s Building Energy Reporting and Disclosure Ordinance \(BERDO\)](#); [U.S. Environmental Protection Agency’s ENERGY STAR® Portfolio Manager®](#); [ZE K12 AEDG \(ASHRAE 2018, Figure 3-2, p. 35\)](#)

**What could Boston Public Schools look like?**

To meet the High-Quality Student Experience at every grade level, BPS must move to a school building portfolio with fewer and, on average, larger school buildings than we have now. Though our portfolio will continue to include specialized schools to ensure that we are meeting the needs of all students in the district, the elementary and secondary Model Space Summaries provide a foundation for visualizing that future state.

The elementary and secondary examples below illustrate how student enrollment translates to the number of buildings needed to provide a high-quality student experience across the city. These examples are not an exact science, as the ultimate number of buildings will vary depending on a variety of factors, including projected population growth, shifting demographics, and the knowledge that not every school building in BPS will house a Model Space Summary.

In October 2023, there were approximately 26,500 students enrolled in grades preK-6. Currently, the BPS portfolio includes 86 elementary school buildings (including early learning centers), with an average of 308 students in each building. Through the lens of the Model Space Summaries, 26,500 students could be served in 75 schools fitting the Small preK-6 Model Space Summary (with a minimum of 356 students), or 37 schools fitting the Large preK-6 Model Space Summary (with a minimum of 712 students). The range of 37-75 elementary school buildings indicates the potential future state of elementary schools in BPS, with a mixture of smaller and larger schools, if all elementary schools fit a preK-6 Model Space Summary. The range may be closer to 40-80 to account for early learning centers and other specialty elementary schools that are smaller than the small preK-6 Model Space Summary.

In October 2023, there were approximately 22,000 students enrolled in grades 7-12. Boston's three exam schools, its technical-vocational high school, and East Boston High School (EBHS) are significantly larger than other secondary schools, serving about 1,000 - 2,400 students each. In total, the BPS portfolio currently includes 33 secondary school buildings (including alternative education programs serving students over the age of 18). If the three exam schools, the technical-vocational high school, and EBHS are considered separately, the remaining BPS secondary school portfolio has an average of 499 students each – less than half the size of the mid-size secondary Model Space Summary. Our total enrollment of secondary students could be served in 19 schools fitting the Medium 7-12 Model Space Summary (with a minimum of 1,150 students), or 14 schools fitting the Large 7-12 Model Space Summary (with a minimum of 1,620 students). If every secondary school fit a Model Space Summary, the potential future state of secondary schools in BPS would be in the range of 14-19 secondary school buildings.



However, the majority of BPS high schools, even high schools that were built in the last 10 years, cannot fit a mid-size Model Space Summary. A more realistic range for secondary schools would be 19-24, which would include a mixture of mid-sized, smaller, and larger schools as well as specialized schools, exam schools, schools with diverse programming options, and a comprehensive technical-vocational school.

The table below illustrates what a possible future range of school buildings by grade span could look like in BPS; one that includes a mix of small, medium, and large school buildings to meet the needs of our district, our students, and our communities.

**Table 2** - Table illustrating current number of BPS school buildings by grade span and possible future range of buildings by grade span as new capital projects that align with BPS High-Quality Student Experience and proposed Model Space Summaries are completed

<b>Possible Future Range of BPS School Buildings</b>		
<b>Grade Span</b>	<b>Current Number</b>	<b>Possible Future Range</b>
PreK-6	87 school buildings	40 - 80 school buildings
7-12	31 school buildings	19 - 24 school buildings

These ranges do not represent specific targets or goals for our future building portfolio; BPS will continue to maintain a variety of specialized programs that exist outside of the Model Space Summaries to serve Boston’s full diversity of learners. But the ranges do indicate how much work there is ahead to transition to a physical footprint that can support the BPS High-Quality Student Experience in every school. This decades-long work requires us to make thoughtful capital investments that maximize our resources, and will result in a building portfolio with fewer and, on average, larger school buildings. As Boston’s population grows, as the number of children living in our city changes, and as our accelerated school facility investments result in higher demand, our long-term planning will respond accordingly. The Model Space Summaries will serve as a foundation as we build new schools and renovate existing ones. In the short- to medium-term, while we accelerate capital investments, we will also need to consolidate or combine schools, often across two or more campuses. Multiple-campus schools allow us to offer the diversity of programs, services, and resources typical of a Model Space Summary, but within the constraints of our existing physical footprint.

Through the Green New Deal for BPS, we have jump-started the long-term commitment to building a physical footprint of future-facing schools so that every BPS student can access a school that meets our collective vision of a high-quality student experience close to home.

The initial construction or renovation projects include:

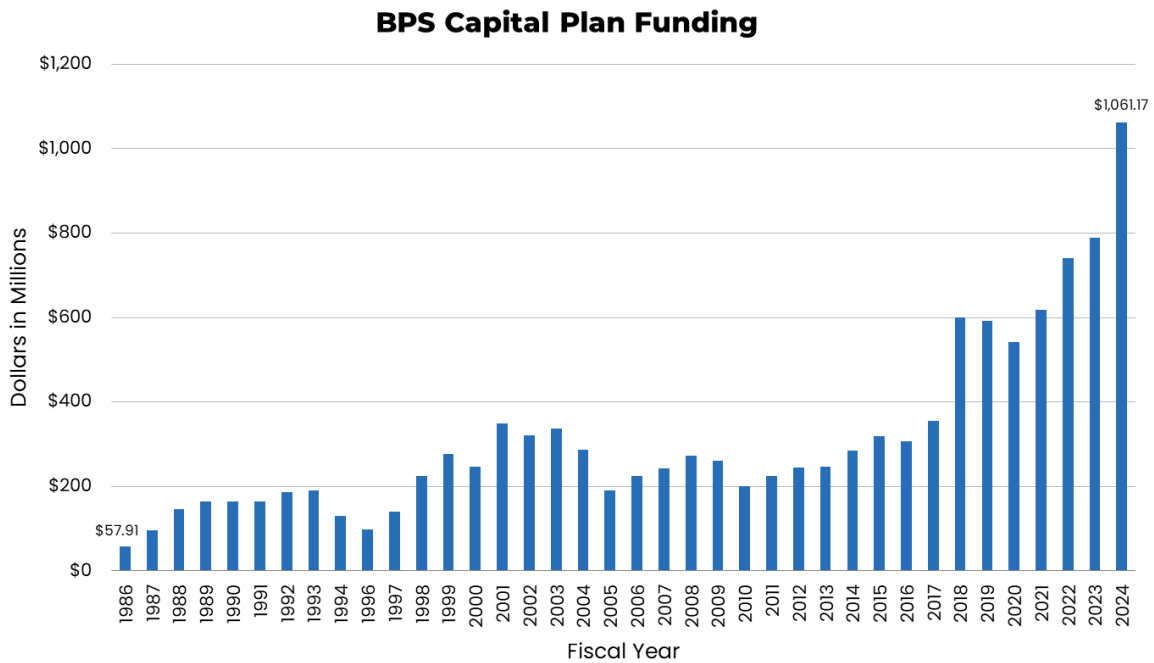
- 6 secondary school buildings, including our technical-vocational high school (BCLA-McCormack, Boston Arts Academy - opened 2022, the Cleveland building, Josiah Quincy Upper School, Madison Park Technical Vocational High School, West Roxbury Education Complex)
- 3 special education public day schools serving students in grades preK-12 (Carter School, Horace Mann School for the Deaf and Hard of Hearing, Mel King Academies)
- 8 elementary school buildings (Blackstone, new preK-6 school on Jackson-Mann campus, King Elementary, Otis School annex, Philbrick-Sumner merger into the renovated Irving building, PJ Kennedy, a new preK-6 school in Roxbury, Shaw-Taylor merger and new facility)
- 1 athletics facility (White Stadium)

These projects bring us closer to our long-term vision and set the stage for continued progress. As we accelerate our school facility investments, aligned with our efforts to expand inclusive education and ensure equity of opportunity, this long-term facilities plan sets the foundation for the work we must do to ensure a high-quality student experience for every BPS student.

**Capital Planning and the Green New Deal for BPS**

With our city partners, we have already begun to scale up our capital investment to shift the physical footprint of the district to tackle these challenges and support a high-quality student experience for every student we serve. But to move with urgency and transparency, we also need a planning framework that provides clarity of decision-making so that the entire community can lend their expertise and support to making the changes our students, staff, and families deserve.

**Figure 15** - Graph illustrating funding allocated for BPS Capital Projects in the City of Boston budget over the last 38 years



The Green New Deal (GND) for BPS began with a set of initial projects – both honoring past commitments from prior administrations, and also beginning new projects. But the GND for BPS is more than a set of discrete projects – it is a fundamental change in the way the city plans for, builds, and manages our school buildings.

Transforming our district’s physical footprint will require several different capital planning strategies:

- **Constructing new buildings and renovating and expanding existing buildings:** The identification of major capital projects involves the consideration of building conditions, size, enrollment trends, educational adequacy, various construction options, neighborhood context, and cost constraints. This holistic assessment ensures

that capital investments align with the educational mission and long-term sustainability of BPS as well as City-level and neighborhood-level planning and change.

- **Reconfiguring grades or programming:** In 2019, the BPS School Committee approved a [policy](#) to adopt a grade configuration strategy to become primarily a K-6/7-12 and K-8/9-12 system, offering BPS students educational experiences that require fewer transitions, while still offering the choice of a variety of options. In the years since the policy passed, the district has worked with dozens of schools to shift their grade configurations in alignment with this policy.
- **Merging schools:** Combining and reconfiguring schools is an essential strategy to address some of the district's long-standing challenges and take advantage of our greatest opportunities. Wherever possible, the preference is to merge school communities into a single building to support the joined community. However, with the current footprint of facilities in BPS, at times, a two-campus community existing across two buildings will provide the space and flexibility to better support the High-Quality Student Experience.
- **Closing or relocating schools and taking buildings offline:** Facility conditions, building utilization, school enrollment and budget trends, building energy efficiency, school and property size, long-term demographic projections, and the building's ability to support the High-Quality Student Experience are among the factors that will be considered in deciding whether to close or relocate a school.

These strategies are disruptive and can be daunting – but it's clear that the status quo is not working for Boston's students. With the initial set of GND for BPS projects, we are building the systems and infrastructure to accelerate capital planning and investment, and the work will continue until every BPS student learns in spaces that support a high-quality student experience.

### *Laying the Foundation*

Beginning in late 2022, the City of Boston and BPS launched a PreK-6 & 7-12 School Design Study to accelerate this work. The School Design Study provides three foundational tools to support capital planning and investment.

- **Educational specifications:** educational models for new or renovated school buildings designed to support the BPS High-Quality Student Experience as defined through a community engagement process
- **Building and architectural standards:** technical requirements for building systems, furniture, materials, and other elements of facilities
- **Decision-making rubric:** a transparent, data-driven tool to help guide investments in school facilities

Together, the educational specifications and building and architectural standards make up four distinct Model Space Summaries. Each of these models serves as a baseline from which to design future new or renovated school buildings, allowing projects to move into the construction phase more quickly.

Transitioning our district to meet the current and future needs of our BPS student body will take decades. Construction and gut renovation projects typically take at least three years. Closures, mergers, or grade reconfigurations require extensive and thoughtful community-based planning to be successful, particularly when closing or merging heavily programmed schools. This work is also concurrent with the systemic changes to expand inclusive education to every school. Planning for both changes simultaneously will take meticulous coordination.

Not every BPS school will or should fit a Model Space Summary. Specialized day programs for students with very specialized needs, exam schools, a comprehensive technical-vocational high school, alternative education programs, and a mixed-delivery universal preK system that includes classrooms in BPS and community-based settings will continue to be part of BPS. All of these programs are distinct from the models described here.

This long-term facilities plan is not a precise timeline for shifting our entire district, but it does provide the roadmap, tools, and the processes to move one step closer to that vision each year with urgency and transparency.

**Decision-making Rubric**

Building an ecosystem of schools that support the BPS High-Quality Student Experience requires us to be systematic, equitable, and transparent in our decision-making. That means ensuring that facilities and capital planning decisions are informed by voices representative of Boston’s diversity and by data. The decision-making rubric is a tool that incorporates a wide range of data to understand our needs, test different investment scenarios and examine their impacts, together with our communities. We will prioritize investments in buildings that have the potential to close opportunity gaps, including considering student impact by focusing on student populations included in the [BPS Opportunity and Achievement Gaps \(OAG\) Policy](#), disaggregated by race, ethnicity, socioeconomic status, English learner status, and disability.

The decision-making rubric is a tool to help guide decisions on where we invest our resources in facilities to support making the BPS High-Quality Student Experience a district-wide reality. The rubric allows us to engage community members in modeling the impacts of different scenarios.

*Assessing Existing Conditions*

The rubric tool uses a variety of data sources to assess the current conditions of BPS’ physical footprint.

**Table 3** - A list of data sources utilized in the Decision-making Rubric

<b>Data Source</b>	<b>Description</b>	<b>How was it used?</b>	<b>Where can I learn more?</b>
School walk-throughs and Educational Adequacy Quotient (EAQ) assessments	These school walk-throughs took place from November 2022 - March 2023 with school-based staff and an external consultant	The EAQ assessments were used to understand a building’s current ability to support various aspects of a high-quality student experience.	<a href="#">EAQ Report</a> and Building Experience Score <a href="#">dataset</a> (background information can be found on the Green New Deal for BPS <a href="#">website</a> )
Educational specifications and building & architectural standards	These guidelines were developed over the course of 2022-2023, based on extensive conversations with school leaders, educators, administrators, students, technical experts, and City and community partners	These were used to develop two preK-6 and two 7-12 Model Space Summaries, all of which have the physical spaces to support the BPS High-Quality Student Experience. The Model Space Summaries form the basis of the decision-making rubric.	Appendix C of this document

Data Source	Description	How was it used?	Where can I learn more?
Facilities Condition Assessment	Industry-standard assessment of building conditions performed by an external consultant from 2022-2023	Data from the FCA was used as one component of measuring a building’s capacity to support a high-quality student experience.	<a href="https://www.bostonpublicschools.org/fca">https://www.bostonpublicschools.org/fca</a>
Site plans and blueprints	Architectural diagrams that show the major features and sizes of each BPS facility and site	Using industry standards for gross square feet per student, as well as specific space requirements built into the educational specifications, the site plans were used to develop total potential student capacity of each school building.	Site plans are not publicly available to protect school safety  The Capacity Report (Appendix C of this document) includes more detail on the methodology for calculating each building’s capacity
Student demographic information	Anonymized student addresses, race and ethnicity, language and disability status	This data was used in the rubric to measure the impact of any particular investment on students, including disaggregated student groups to assess the impact an investment might have on closing opportunity gaps. Addresses were used to measure student proximity to school buildings based on the Boston street network.	This information is not publicly available to protect student privacy
CDC Social Vulnerability Index  Climate Ready Boston Social Vulnerability Index	Each data index includes information from the American Community Survey (ACS), including low- or no-income populations, populations with a disability, populations who are learning English, and other communities	The data was used to identify school sites/facilities located within 200 feet of a census tract categorized as “high vulnerability” or “very high vulnerability” in either index, meaning that investments in this particular facility/site may have a particularly strong impact on the school’s surrounding community.	<a href="#">CDC Social Vulnerability Index</a>  <a href="#">Climate Ready Boston Social Vulnerability</a>



Data from the above sources were used to create a Building Experience Score for each BPS facility/site. The Building Experience Score assesses the current ability of the building and its physical spaces to support all different aspects that make up the BPS High-Quality Student Experience. It does not evaluate the school community or the quality of teaching and learning happening inside the building.

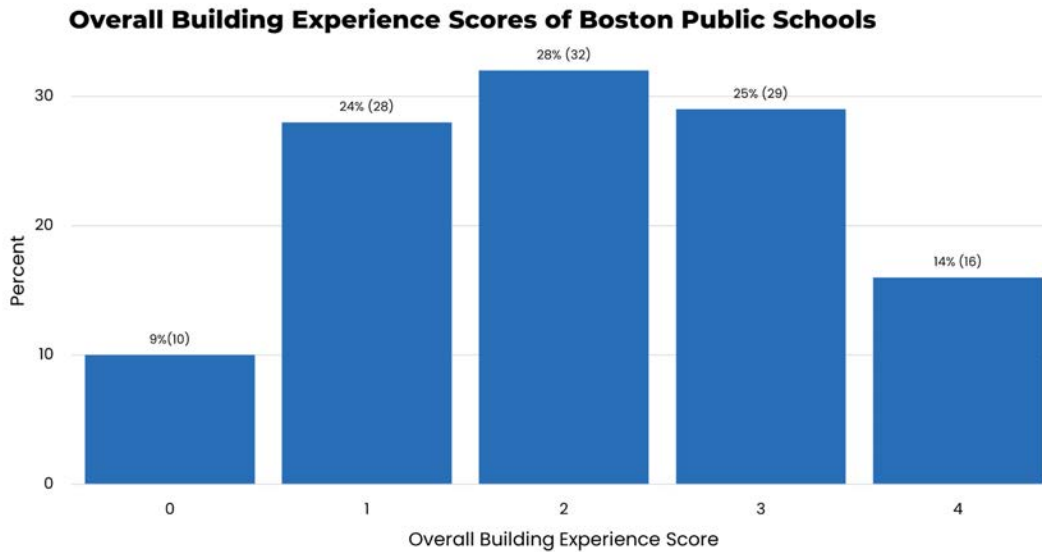
There are four categories of the BPS High-Quality Student Experience assessed in the Building Experience Score:

1. The **Rigorous and Culturally Affirming Learning Experiences** category includes 3 subcategories. To meet expectations in this category, the building must support the Continuum of Services subcategory, and at least 1 of the other 2 subcategories.
  - a. **Public Spaces:** Assesses whether the building has a high-quality gym, library/media center, cafeterias, and auditorium. The building must have all 4 spaces.
  - b. **Learning Spaces:** Assesses whether the building has high-quality classrooms, substantially separate spaces, art classrooms, science classrooms, Career and Technical Education spaces (for secondary schools only), and outdoor learning spaces. Elementary buildings must have at least 3 of these spaces (excluding CTE), and secondary buildings must have at least 4 of these spaces.
  - c. **Continuum of Services:** Assesses whether the building has an average of at least 2 classrooms for each grade level currently served, and at least 2 of the following 3 types of spaces: high-quality small group instruction spaces and break-out areas, high-quality substantially separate spaces, and spaces that reflect universal design principles.
2. The **Wellness and Enrichment** category includes 3 subcategories. To meet expectations in this category, the building must support at least 2 of the 3 subcategories.
  - a. **Outdoor Spaces for Learning, Play & Sports:** Assesses whether the building can support outdoor learning, age-appropriate play, and outdoor and indoor sports. The exact thresholds vary by grade level currently served in the building.
  - b. **Health Services & Social-Emotional Support:** Assesses whether the building has high-quality health and counseling offices and the building's Student-Centered Sustainable Design score. The building must meet expectations in both metrics.
  - c. **Student-Centered Spaces:** Assesses whether the building has a student lounge and whether the building has multiple accessible student restrooms. The building must meet expectations in both metrics.

3. The **Supportive Network of Caring Adults** category includes 2 subcategories. To meet expectations in this category, the building must support at least 1 of the 2 subcategories.
  - a. **Teacher & Staff Spaces:** Assesses whether the building has high-quality 1. staff break rooms, lounges, and lactation rooms; 2. staff work rooms and planning rooms; and 3. administrative spaces. The building must meet expectations in at least 2 of the 3 metrics.
  - b. **Family & Community Spaces:** Assess whether the building has a high-quality reception and welcome area, a navigable building entrance, a secure vestibule at the building entrance, low-stress wayfinding, spaces for community gatherings, and family/community access. The building must meet expectations in at least 4 of the 6 metrics.
4. The **Facilities** category includes 3 subcategories. The building must support at least 2 of the 3 subcategories to meet expectations in this category.
  - a. **Facilities Condition Score:** Assesses whether the building's Facilities Condition Score is at least a 35 out of 100 in the Facilities Condition Assessment.
  - b. **Modernization Score:** Assesses whether the building's Modernization Score is at least a 50 out of 100 in the Facilities Condition Assessment.
  - c. **ADA Accessibility:** Assesses whether the building's entrance aligns with the Americans with Disabilities Act. The dataset used here is different from the ADA data in the Facilities Condition Assessment.

The figure below shows the distribution of Building Experience Scores across 115 BPS buildings. A small number of BPS buildings were not assessed through this study. This includes buildings that were recently renovated, buildings with planned major renovations; and buildings that are not currently occupied. The scores range from 0 to 4, with higher scores indicating better building conditions. Each bar in the figure represents the percentage of schools with a particular score, with the number of schools indicated in parentheses. The data reveal that 78% of BPS buildings are missing at least 2 out of 4 categories of the BPS High-Quality Student Experience.

**Figure 16** - Graph illustrating the overall Building Experience Scores of BPS school buildings



In concert with other programmatic, operational, and community factors, the Building Experience Score may be used to determine the appropriate scope and scale of capital investment.

*Assessing Future Impact*

The rubric tool assesses whether each BPS building/site could fit a Model Space Summary through future capital investment. The table below lists seven different building types; four of these are designated as BPS Model Space Summaries. Model Space Summaries include space for Community Hub programming.

**Table 4** - A list of existing and proposed building types in BPS, whether they align with a proposed Model Space Summary, and the minimum number of students based on a defined gross square footage/student

Building Type	Minimum Students	Gross Square Feet Per Student	Model Space Summary
1a. Small preK-6 (No K0-K1)	316		
1b. Small preK-6	356	186 GSF/student	✓
1c. Large preK-6 (No K0-K1)	632		
1d. Large PK-6	712	151 GSF/student	✓
2a. Small 7-12	650		
2b. Medium 7-12	1150	204 GSF/student	✓
2c. Large 7-12	1620	183 GSF/student	✓

The Small preK-6 (No K0-K1) and the Large preK-6 (No K0-K1) are not designated as Model Space Summaries because they lack K0-K1 spaces. We did not develop a Small 7-12 Model Space Summary as future new builds and renovations are not likely to be this small, however, many of our current secondary schools were built to accommodate about 650 students and smaller secondary schools as well as small specialty schools will likely continue to be part of the BPS portfolio. We included these alternatives in the rubric tool because so many BPS school buildings are too small to fit a full complement of programs; this approximation enables more buildings to be considered in the tool for investment in order to measure potential impact.

The rubric tool identifies which Model Space Summary could fit on any particular building/site. The rubric tool allows us to look at the effect of investing in facilities through renovation, renovation with an addition, and constructing a new school building.

**Table 5** - A list of capital investment strategies and the methodology used to determine whether that strategy will align with a specific Model Space Summary

Investment Strategy	Methodology
Renovation  (based on current building)	<ul style="list-style-type: none"> <li>● Determine if a school building’s current configuration meets the minimum capacity for any of the Model Space Summaries</li> <li>● Determine if the building has sufficient public and support spaces and if the building’s Gross Square Footage (GSF) per student matches the capacity of a Model Space Summary. If not, then the initial Model Space Summary based on classroom capacity is not feasible.</li> </ul>
Renovation + Addition  (based on current building within 10% variance of gross square feet/student)	<ul style="list-style-type: none"> <li>● If a school cannot meet the minimum GSF/student for the Model Space Summary recommended based on classroom capacity, analysis to determine if a smaller Model is feasible in the building’s current configuration</li> <li>● Determine the number of large public spaces missing or undersized (gym, library, cafeteria, stage/auditorium)</li> </ul>
New Building On-Site  (based on site)	<ul style="list-style-type: none"> <li>● Analyze Model Space Summary(ies) possible on site, regardless of current building</li> <li>● Determine the square footage of program elements that must be located on the ground floor (about 40% of program)</li> <li>● Calculate the remaining percentage of open space on the site. The goal is to leave at least 50% of the site open for play, green space, and/or parking.</li> <li>● If open space exceeds 50% of the site, test the next largest Model Space Summary.</li> </ul>

Of the 115 buildings/sites assessed by our external partners, 68 would be able to fit a Model Space Summary through capital investment. Forty-seven do not easily fit a Model and would require further analysis.

The rubric tool allows users to test different investment strategies by focusing investment on the buildings/sites that can fit a Model Space Summary. For each building/site, users can select from among the feasible investment strategies and assess the future state of the district after the proposed changes.

#### *Student and Family Impact*

The rubric tool measures student proximity to each BPS school building in order to understand how many students have access to a particular building – before and after a proposed investment.

Comparing different scenarios allows us to consider the impact of major capital investments on student access to buildings that support the BPS High-Quality Student Experience. These scenarios take into account the number of students in close proximity as well as student demographic information – such as racial, ethnic, English learner status, disability, and socioeconomic levels. We are also able to see the number of quality seats potentially filled in comparison to the capacity of the school. In some cases, there are enough children in close proximity to potentially fill every seat, whereas in others the capacity of the school may be greater than the number of students in close proximity.

We used the following methodology to calculate the number of students who could be impacted by a particular investment:

1. Route Students. Each student is routed to each school via the Boston street network, calculating the travel distance for each student to get to each school.
2. Evaluate Schools Near Each Student. Students living within 1 mile of a preK-6 school or 2 miles of a 7-12 school (based on the Boston street network) are considered to live within close proximity to those schools. Most students live near multiple schools.
3. Determine Access to Buildings that support the High-Quality Student Experience. The rubric tool calculates the number of students within the designated distance of a school building that supports the High-Quality Student Experience. When a school building's capacity is lower than the number of students within its catchment area (1 mile for students in preK-6, 2 miles for students in 7-12), the rubric tool only considers the number of students who can fit in the building. When there are fewer students living near a school than seats available, only the number of nearby students are assigned. This allows us to understand where there is a deficit and where there is a surplus of seats.

After simulating an investment scenario, the rubric tool assesses future impact:

4. Simulate Student Proximity. When a scenario of improvements is selected, the rubric tool randomly assigns students to schools within the designated catchment area using an agent-based model, with schools filled to 92% capacity for preK-6 Model Space Summaries and 97% capacity for 7-12 Model Space Summaries. The capacity percentages are below 100% to leave room for changes or transfers throughout the school year. The tool accounts for overlap, where students live within the catchment area of multiple schools. This model does not reflect actual BPS assignment policies, but it allows us to estimate the demographics of students assigned to each school by testing many different assignment options to determine what is most likely.
5. Disaggregate by Student Demographics. The rubric tool estimates how many students now have access to a seat in a school building that supports the High-Quality Student Experience. Impacts are disaggregated by race, ethnicity, English learner status, socioeconomic status, and disability status.

#### *Neighborhood Impact*

The rubric tool also considers potential neighborhood impact by assessing whether a school is located within or near a census tract that could benefit most from investment. School planning is part of neighborhood planning, and investments in school facilities can catalyze neighborhood change, impacting residents, resources, and local economies beyond the immediate school community. By incorporating neighborhood-level data, we can better understand the ways school investment could provide support for students and their support systems of family and neighbors outside of the classroom.

Neighborhood opportunity is assessed by using two data indices:

- Center for Disease Control and Prevention and Agency for Toxic Substances and Disease Registry Social Vulnerability Index (CDC/ATSDR SVI)
- Climate Ready Boston Social Vulnerability Index (CRB SV Dataset)

Both indices were primarily designed for emergency preparedness, and they can be used to identify populations and communities that are experiencing the social factors that intersect with and contribute to vulnerability to climate shocks, economic disruption, and other risks.

Both indices use American Community Survey (ACS) data to measure populations with low or no income, populations of color, populations with a disability, and populations who speak English less than “very well,” among others. These populations make up the families and neighbors of student groups centered in the BPS Opportunity and Achievement Gaps Policy.

**Table 6** – A list of factors, data, and methodology that the CDC and Climate Ready Boston use to calculate their respective Social Vulnerability Index

Details	2020 CDC/ATSDR SVI	2016 CRB SV Dataset
<b>Factors Used to Determine Social Vulnerability</b>	<p><u>Socioeconomic status</u>: Below 150% poverty; Unemployed; Housing cost burden; No high school diploma; No health insurance.</p> <p><u>Household characteristics</u>: Aged 65 &amp; older; Aged 17 &amp; younger; Civilian with a disability; Single-parent households; English language proficiency.</p> <p><u>Racial &amp; Ethnic Status – People of Color</u>: Hispanic or Latino (of any race); Black or African American, not Hispanic or Latino; Asian, not Hispanic or Latino; American Indian or Alaska Native, not Hispanic or Latino; Native Hawaiian or Pacific Islander, not Hispanic or Latino; Two or more races, not Hispanic or Latino; Other races, not Hispanic or Latino.</p> <p><u>Housing Type &amp; Transportation</u>: Multi-unit structures; Mobile homes; Crowding; No vehicle; Group quarters.</p>	<ol style="list-style-type: none"> <li>1. Older adults (those over the age of 65)</li> <li>2. Population under 5 years of age</li> <li>3. Race/ethnicity: Black, Native American, Asian, Island, Other, Multi, Non-white Hispanics</li> <li>4. The population who speaks English less than "very well"</li> <li>5. Low-to-no income populations: those below the poverty level and up to 149% of the poverty level</li> <li>6. People with disabilities: hearing difficulty, vision difficulty, cognitive difficulty, ambulatory difficulty, self-care difficulty, and independent living difficulty</li> <li>7. Medical illness (estimate accounted for age, sex, and race based on Census current and 5-year overall estimates)</li> </ol>
<b>Data Source(s) Vintage</b>	2016-2020 ACS 5-year estimates	2008-2012 ACS 5-year estimates 2010 ACS 5-year estimates Model of medical illness based on US population
<b>Summary of Index Methodology</b>	The CDC/ATSDR SVI calculates the percentile of each indicator relative to other census tracts in Massachusetts based on the percentage of inhabitants who meet that indicator (as opposed to count of inhabitants). See complete documentation <a href="#">here</a> .	The CRB SV Dataset calculates the number of people per land acre (population density) in each census tract meeting each population indicator, counting census tracts that fall within the top quartile (25%) as "high." See complete documentation <a href="#">here</a> (p. 44 footnote).
<b>Rubric Tool Methodology</b>	<p>We refactored census tracts into quintiles based on the total range of values within Boston to better reflect vulnerability relative to other census tracts.</p> <ul style="list-style-type: none"> <li>• <u>Very high vulnerability</u>: SVI score falls within the top quintile (20%)</li> <li>• <u>High vulnerability</u>: SVI score falls within the second quintile (21-40%)</li> </ul>	<p>We assigned Boston census tracts into tiers based on the number of indicators falling within the top quartile (25%):</p> <ul style="list-style-type: none"> <li>• <u>Very high vulnerability</u>: 6-7 of 7 indicators are within the top 25% of values</li> <li>• <u>High vulnerability</u>: 4-5 of 7 indicators are within the top 25% of values</li> </ul>

In the rubric tool, if a building/site is located in or within 200 feet of a census tract categorized as "high vulnerability" or "very high vulnerability" in either index, the site is considered to have high neighborhood opportunity. This means that investments in these buildings/sites could have a greater impact on neighborhoods that may be disproportionately susceptible to unexpected events.

#### *Rubric Continuous Review Cycle*

We consider 2024 to be a learning year in the use of this tool, and will build in time for reflection, data collection, and refinement of implementation of the long-term facilities plan. As part of this continuous review cycle, we will also be working to ensure that the most current and relevant data is being used in the rubric tool.

The decision-making rubric tool includes data from various data files, per the above, which will be updated regularly to ensure that the rubric remains current. Data collected from school walkthroughs completed in the winter of 2023 provided baseline Building Experience Scores and a school's ability to fit a Model Space Summary for each school. As building improvements are completed, schools will be reassessed using the same walkthrough process and assessment tool, and appropriate adjustments to the rubric data for that school will be made. It is also recommended that a full district-wide assessment of all school buildings be made in the same cadence as the Facilities Condition Assessment, which will be kept up-to-date using live data from the district's Asset Essentials work order management system, and will be generally completed every three years. In addition, de-identified student demographic data that informs the student assignment/student impact feature of the rubric will be updated annually in the early fall. The remaining sources of data will be routinely monitored and updated as updated data becomes available.

#### ***Decision-making Process***

According to an analysis conducted during the School Design Study process, 68 of 115 school buildings/sites can fit a Model Space Summary, while 47 buildings would require more analysis in order to fit a Model Space Summary.

We are proposing to prioritize large capital investments (new buildings and major gut renovations) on buildings/sites that can support a Model Space Summary in the future. This will focus our largest investments in places that have the potential to have the greatest impact on students.

The decision-making rubric tool allows us to consider possible future impacts among school buildings that can fit a Model Space Summary. It also allows for the prioritization of investments in buildings that have the potential to close opportunity gaps by considering student impact on student populations included in the [BPS Opportunity and Achievement](#)



[Gaps Policy \(OAG\)](#), disaggregated by race, ethnicity, English learner status, socioeconomic status, and disability status. We will take into account potential neighborhood impact by considering communities identified in the CDC Social Vulnerability Index and Climate Ready Boston Social Vulnerability Index, and by aligning our capital investments with the BPS Community Hub School strategy.

We heard from community members several other ideas for prioritizing investments, including considering the history of investment and disinvestment by neighborhood, community assets (including access to public transportation and physical spaces like libraries, parks, and community centers), projected population growth by neighborhood, and school demand. We have begun the data collection necessary to take such factors into account. We will continue to refine our process for prioritizing investments and share publicly how we are using data to inform equitable decision-making, including data on enrollment trends and financial planning.

Schools in buildings that cannot support the BPS High-Quality Student Experience will be considered for mergers (either consolidating on one site or creating multiple-campus schools), or closures (taking a building offline), when these strategies will allow more students to access buildings that support the High-Quality Student Experience. These strategies may sometimes involve school buildings that currently support a high-quality experience. For example, a proposal for a multiple-campus school might include one building that already has the spaces to support a high-quality experience, and another building that does not. Across both campuses, students in a combined, multiple-strand school community will experience the full complement of learning spaces, wellness and enrichment spaces, spaces for a supportive network of caring adults, and overall facility conditions that support the BPS High-Quality Student Experience.

#### *Investment Strategies*

Mergers (including multiple-campus schools), closures, small-scale investments, large-scale capital investments, such as renovations, renovations with additions, and new buildings, are investment strategies to move us towards all students in BPS attending schools in buildings that have the physical spaces to support the BPS High-Quality Student Experience.

Students having access to a high-quality student experience is affected by many different factors. This document and the questions below focus on understanding how the physical spaces in a building help guide investment decisions. These questions will help to guide decisions around investment strategies in our physical facilities and in our school communities. Physical spaces will be one of many ways to determine the appropriate investment strategy for a school community.

*Can the physical building and/or site be able to support a Model Space Summary?*

Buildings that can support a Model Space Summary may be candidates for large scale capital investments – gut renovations, renovations with additions, and new builds. Buildings that cannot support a Model Space Summary require further analysis and are less likely to receive large scale capital investments. Regardless of whether a building can or cannot support a Model Space Summary, it will continue to receive regular maintenance and facilities updates.

*Does a chosen investment strategy (such as joining school communities through a merger, or closing a school and transitioning students to other school communities) increase the number of students, on an individual school or district level, with access to physical spaces that support a high-quality student experience?*

The Building Experience Score represents the collection of physical spaces in a building able to support a high-quality student experience. A physical building's ability to support a high-quality student experience is one factor that will be taken into consideration when determining an appropriate investment strategy because our vision for the future of BPS includes every student having access to a building that contains the physical spaces to support the BPS High-Quality Student Experience. Merging school communities and closing schools are in service of moving towards a physical footprint that provides all students with access to a high-quality student experience.

*Community Engagement*

Moving to a physical footprint that supports all students having access to the High-Quality Student Experience offers a unique opportunity to think about the system as a whole, and the impact that we can make by centering all students in this critical work. It offers an opportunity to be collaborative and aspirational in what we envision as our end goal, and how we collectively want to get there. As a community, we defined the High-Quality Student Experience and translated this into building metrics to ensure all decisions are grounded in community voice. Difficult decisions will generate important and creative conversations. As decisions are made, we commit to clearly communicating why the decision was made and how the decision will increase student access to the High-Quality Student Experience. A long-term facilities plan requires us to take an ecosystem approach. Each decision we make will be in service of the district as a whole – for today's students, and for future generations.

The table on the next page outlines our timeline and process from January 2024 through August 2025 as we continue to build on the opportunity to align our physical footprint with our commitment to providing a high-quality student experience to every BPS student.

**Table 7** – A timeline from January 2024 through August 2025 outlining process for new proposals, including community engagement and key milestones.

Time Period	Cycle 1 (For Implementation SY25-26)	Cycle 2 (For Implementation SY26-27)
January - Early March 2024	<b>Conduct engagement strategies.</b> Host <b>webinar and community workshops</b> to jointly review data from rubric at the neighborhood and district level. Gather input on school and community assets, opportunities and desired school programming. <b>Distribute survey</b> to gather additional community input to inform proposals	
	Conduct a <b>cross-departmental internal analysis</b> to inform capital planning investment proposals	
	District establishes <b>process for time-bound advisory working group</b> to provide additional input	
Late March - April 2024	Synthesize findings from engagement and <b>share proposals with time-bound advisory working group</b> for additional input	
	<b>Share capital planning proposals with School Committee</b> , with a vote at a later meeting	
	<b>Mayor submits the City of Boston budget<sup>4</sup></b> to the City Council for review	
May - August 2024	<b>City of Boston budget voted on</b> by the City Council, including votes on the five-year Capital Plan	Conduct a <b>cross-departmental internal analysis</b> to inform capital planning investment proposals for the next cycle
	District staff conducts an <b>after-action review</b>	
	Begin <b>transition planning</b> for capital planning proposals approved by the School Committee	
September - November 2024	Continue <b>implementation of transition plans</b> for schools in transition	<b>Implement lessons learned</b> from after-action review
December 2024 - January 2025		<b>Present analyses to internal stakeholders</b> for feedback and refinement
		<b>Conduct engagement strategies</b> (workshops, survey, etc.) to jointly review data from rubric at the neighborhood and district level. Gather input on school and community assets, opportunities and desired school programming
February - March 2025		Synthesize findings from engagement and <b>share proposals with time-bound advisory working group</b> for additional input
		<b>Share capital planning proposals with School Committee</b> , with a vote at a later meeting
April - June 2025		<b>Mayor submits the City of Boston budget</b> to the City Council for review
		<b>City of Boston budget voted on</b> by the City Council, including votes on the five-year Capital Plan
July - August 2025	Begin <b>transition planning</b> for capital planning proposals approved by the School Committee	
	District staff conducts an <b>after-action review</b> Continue <b>implementation of transition plans</b> for schools in transition	

<sup>4</sup> Capital projects including new builds, major renovations, and expansions are included in the City’s five year Capital Plan.

## ***Financing Strategy***

Major facility construction and improvement projects for BPS are funded through capital investment in the City of Boston's Capital Plan, a 5-year plan and budget that outlines how and when major capital improvements will be made across the city. The City funds capital projects through bond sales, grants (state, federal, or private), and other City funds. The FY24-28 Capital Plan includes more than \$4 billion and 433 projects over the next 5 years. BPS capital investments represent 25.3% of this year's Capital Plan. This is the highest relative share of the Capital Plan in recent years: overall, BPS has averaged 17.9% of the plan going back to FY1986.

These investments focus on guaranteeing a school building that is safe, healthy, resilient, and inspiring, for every BPS student.

### *Capital versus Operating Funds*

In general, capital funds are used to design and construct new schools, renovate existing schools, replace aging systems or major building assets, perform site work or outdoor improvements as part of school modernization projects, and acquire new property. Operating funds, by contrast, are used to maintain our schools on a day-to-day basis, pay for staff, and pay for utilities and supplies. They may also be used to fund smaller-scale infrastructure repair and improvement projects.

To learn more about the FY24 City of Boston's Capital Budget, [visit this link](#).

Not every school can be fully modernized at once or even over a five-year Capital Budget period. The BPS Facilities department uses a data-driven strategy utilizing Facilities Condition Assessment data to prioritize investments in BPS facilities to ensure that all students have access to a well-maintained, safe, and welcoming environment.

### *Budget Approval Process*

In the City of Boston, the approval of a budget requires both the executive and legislative participation and acceptance of the budget. The Mayor directs the preparation of the budget, covering all City departments and operations. The legislative body of the City is the Boston City Council, which consists of 13 members. Four councilors are elected at-large and nine are elected from geographic districts.

Annually, Boston Public Schools capital projects are included in the City of Boston's five year capital plan. The Mayor submits the City of Boston's Capital Plan to the Boston City Council. Approval of the loan orders that appropriate funds and authorize the City to issue bonds in

support of the Capital Plan requires two two-thirds votes by the Boston City Council. These votes must take place two weeks apart.

City Council approval is required for the City to accept and expend all funds received from third parties. The Mayor submits orders to accept and expend funds from third parties. Operating funds require a majority vote of the City Council for approval.

As outlined in Ch. 613 Acts of 1987,<sup>5</sup> the Superintendent of Schools proposes the BPS operating budget to the School Committee. Once the School Committee approves the BPS operating budget, it is submitted to the Mayor. The Mayor then submits a recommended budget, which includes the BPS operating budget, to the City Council. The BPS operating budget requires a majority vote of the Boston City Council for approval.

#### *Sources of funding*

To fund the capital investment in BPS, multiple types of fund sources and financing strategies are used.

**General Obligation (G.O.) Bonds** General obligation bonds currently support 76% of all project funding in the City of Boston's Capital Plan.

**State and Federal Funds** State and Federal financing currently support 16% of all project funding. Programs like the School Building Assistance program, Chapter 90, and the Transportation Improvement Program provide key resources for Boston's Capital Plan. Funds for capital financing are currently estimated at \$310.2 million from State programs and \$361.4 million from Federal programs.

**The Massachusetts School Building Authority (MSBA)** is a state government authority that serves as an important revenue source for school renovation and construction in Massachusetts. The MSBA has a dedicated revenue stream of one penny of the state's 6.25% sales tax. The MSBA operates two major programs – the Core Program and the Accelerated Repair Program (ARP). The Core program is primarily for projects considered as extensive repairs, renovations, additions/renovations, and new school construction. The ARP is primarily for the repair and/or replacement of roofs, windows/doors, and/or boilers, focusing on the preservation of existing assets by performing energy-efficient and cost-saving upgrades. In 2023, the MSBA began working to convert the boiler replacement program to an electric heat

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<sup>5</sup> Acts and Resolves Passed by the General Court of Massachusetts in the Year 1987, Section 613: "An Act reorganizing the Boston school department." Approved by the Governor December 29, 1987.

<https://archives.lib.state.ma.us/server/api/core/bitstreams/d1970906-26c0-4ccb-bbf5-d0006764e72f/content>

pump conversion program. For more information on MSBA requirements, visit the [MSBA website](#).

In the last decade, the MSBA has supported four BPS projects through its Core Program – the Dearborn STEM Academy, Boston Arts Academy, Josiah Quincy Upper School, and the Carter School – with an average reimbursement rate of 69.0% of eligible project costs (covering about 30%, on average, of total projects costs). Since 2015, the ARP has supported 35 BPS projects, with more than \$50M in MSBA grants awarded for projects with total project costs over \$90M.

**Community Preservation Fund** Community Preservation funds are generated in part by a 1% property tax-based surcharge on residential and property tax bills. These funds are used to finance initiatives consistent with the [Community Preservation Act](#), which Boston voters approved in 2015. Such initiatives can include affordable housing, historic preservation, open space, and public recreation projects, and have been used to fund schoolyard renovations.

**Renew Boston Trust (RBT)** is a City program that conducts energy audits and invests in conservation upgrades for municipal buildings, including schools. By partnering with an energy service company, RBT can, in part, fund facility investments with future energy savings.

Phase 3 is the most ambitious phase of RBT yet. Schools will receive a majority of the current Phase 3 budget of \$112.5 million. This phase is broken up into four parts given the size and complexity of the scope of work. As of December 2022, the City has contracted for the full scope of work in the first two parts. Phase 3a includes lighting, water conservation, building envelope, and pipe insulation upgrades in nine schools. This first part of Phase 3 will cost \$19.8 million. It will deliver \$720,177 in energy and water savings per year. Phase 3b covers four schools and will include substantial mechanical equipment replacements, building management system upgrades, and some additional lighting work. The second part of Phase 3 will cost \$32.7 million and will deliver \$218,641 in energy and water savings per year.

Future parts of Phase 3 will include the installation of additional building controls, the installation of solar arrays at up to five schools, and new, fossil fuel-free heating and cooling equipment for up to five schools.

## Current and Planned Projects

### ***New Builds and Major Renovations***

In May 2022, the City of Boston made new investments to launch a set of major capital projects that touch more than 20 school communities and continue district-wide initiatives to support the High-Quality Student Experience. Capital projects follow an established process that includes the following project phases:

- ***Planning*** - The initial phase of a capital project. The potential scope of the project is determined and an estimate for the cost of the design and construction is established and used to set the capital budget. With input from different departments (Boston Public Schools, Mayor's Office, Office of Budget Management, and others), short draft scopes are created to guide decision-making on whether a program study is needed to flesh out the project.
- ***Programming*** - This is the research and decision-making process that ultimately identifies the scope of work to be designed. During the programming phase, a designer is procured to perform a Program Study. A study runs 6-12 months or more and is preferred for large, complex, projects that involve community engagement. Studies establish project goals, scope, schedules, and cost. Factors such as site analysis, aesthetic considerations, quality of building, circulation, outdoor space, codes, budget demands, limitations in the schedule, and others are considered.
- ***Design*** - Upon appropriation of funding and after the program study is complete, the lead department begins the procurement process of selecting and hiring a designer, which may take several months to complete. Once the designer is selected and a contract is executed, the design process begins. Depending on the size and complexity of the project, design can take from 1 year to 18 months. Depending on the project, the process will generally include public meetings to get community input and feedback on the design.
- ***Construction*** - Upon completion of the design, the project is publicly bid for construction. Once the bid has been accepted and the contract requirements are met, the contractor's work and construction begins. Depending on the complexity, construction projects can take anywhere from 2-5 years to complete.
- ***Complete*** - All elements of a project have been completed and the site is ready for full use and occupancy.

Following is a list of new builds and major renovations currently underway.

### **Construction:**

**Carter School:** In 2022, the District broke ground on a new Carter School facility that will include a therapeutic pool, sensory garden, rooftop classroom, and better space designed specifically for students with disabilities and complex learning needs. The upgraded facility will expand the school's enrollment capacity from 25 to 60 and allow for new early childhood programs. Construction is estimated to be complete in the fall of 2025.

**Horace Mann School for the Deaf and Hard of Hearing:** Major renovations are underway at the Edwards building in Charlestown, which will serve as the new home for the Horace Mann School for the Deaf and Hard of Hearing (HMS) community while the long-term site is being identified. The renovations to the Edwards building are based on intentional design rooted in Deaf space principles to best support the HMS community. The district and City partners are also continuing to explore long-term site options across Boston through a siting study. Construction on the Edwards building is estimated to be complete in the fall of 2024.

**Josiah Quincy Upper School:** The new Josiah Quincy Upper School will feature a 6-story facility that can accommodate 650 students and will include a rooftop outdoor classroom and activity complex, a media center, athletic and fitness areas, a black box theater, auditorium, cafeteria, and other learning and administrative spaces. The design includes a fresh air make-up system and enhanced filtration to mitigate air pollution from vehicle traffic on nearby highways. Construction is estimated to be complete in the fall of 2024.

**Philbrick-Summer School:** The renovated Irving building will support the joining of the Philbrick and Summer schools to become a combined preK-6 school. Construction is estimated to be complete in the fall of 2025.

### **Programming and Design:**

**Madison Park Technical-Vocational High School:** This redesign and renovation project on the Malcolm X Boulevard campus will equip Boston students in grades 7-12 and adult learners for exciting careers in technical and vocational fields, including emerging green-sector jobs. As of December 2023, the City is procuring an owner's project manager, with design expected to begin in the spring of 2024. An owner's project manager is required by Massachusetts state law.

**Mel King Academy:** The Mel H. King South End Academies (formerly the McKinley Schools) stretches across three buildings, all of which are some of the highest-needs school buildings in Boston. The Mel King Academy is a therapeutic day school for students with social, emotional, and behavioral challenges, and offers engaging, relationship-based,



trauma-informed, and culturally responsive education for students up to age 22. In 2022, we launched a programming study to develop an updated educational vision for renovated facilities, working with Saam Architecture and Design Civic. Design is expected to begin in 2024.

**P. J. Kennedy School:** Renovations to the P. J. Kennedy School will bring the building up to ADA compliance; add a new entranceway; new and renovated interior spaces, including pull-out spaces and staff planning rooms; a renovated playground; and security and landscape improvements. Construction is estimated to begin in the spring of 2024.

**White Stadium:** Revitalize White Stadium as a centerpiece of BPS athletics and as a resource for local community groups. The project includes improvement and modernization of existing spaces, including expanding the track to an 8-lane track and adding new program spaces. Construction is estimated to begin in the spring of 2024.

### **Planning:**

**Blackstone Elementary School:** We are committed to renovating facilities at the Blackstone School, including improving building systems and interior and exterior spaces, and supporting the sustainability of the 6th grade, which was added in 2022.

**BCLA-McCormack:** We are committed to moving forward with plans to build a high-quality space on the Columbia Point campus that meets the programming needs of the full Boston Community Leadership Academy-McCormack community. Phase 1 of these renovations included a \$3 million investment to construct two new science labs and a life skills room, which were completed in fall 2022. The scope of Phase 2 of the project will be developed alongside the BCLA-McCormack community.

**Cleveland Building:** The Cleveland Building is currently occupied by the Community Academy of Science and Health (CASH). In partnership with CASH, BPS will evaluate potential uses of the unused space in the building. The City of Boston has also dedicated capital funds for infrastructure improvements, including the installation of solar panels.

**King Elementary School:** The Dr. Martin Luther King, Jr. Elementary School serves more than 400 students in grades preK-6, but at nearly 90 years old, its building is in urgent need of repair. The district-wide Facilities Condition Assessment completed in 2023 will determine the best path forward to upgrade the building.

**New PreK-6 School in Allston:** The Jackson Mann K-8 school closed in June 2022, and BPS has previously committed to constructing a new school on this site. In FY23, funds were dedicated for a study to develop a building program for the design and construction of a new preK-6 school on this site alongside the Jackson Mann BCYF Community Center and potentially the

Horace Mann School. BPS will engage several Allston-Brighton school communities to determine which schools will ultimately merge into a renovated elementary school on the former Jackson Mann campus.

**New PreK-6 School in Roxbury:** We are committed to building a new preK-6 school in Roxbury, though no site has been selected yet. BPS will engage several Roxbury school communities to develop a program and design vision and determine which schools will ultimately merge into a new Roxbury elementary school.

**New facility for Shaw-Taylor School in Southern Dorchester/Mattapan:** In the spring of 2023, the Boston School Committee approved the merger of the Shaw and Taylor school communities to become a two-campus, preK-6 school beginning in the fall of 2024. Joining the communities will consolidate resources to support expanded academic and enrichment opportunities, early childhood, and inclusion. In December 2023, BPS was invited into the MSBA's Eligibility Period, the first step toward participating in the MSBA's Core Program to build a new state-of-the-art elementary school that will serve the unified Shaw-Taylor community in Southern Dorchester/Mattapan. No site has been selected yet.

**Otis School Annex:** The Paris Street parking lot, which BPS acquired in 2019, provides an opportunity to grow enrollment capacity of the Otis, support the sustainability of the 6th grade, which was added in 2020, and serve the entire East Boston community.

**West Roxbury Education Complex:** We conducted a feasibility study to understand the renovation potential of the now-vacant West Roxbury Education Complex as a comprehensive 7-12 high school, serving a student population across the City.

### ***Infrastructure Planning: Repairs and Improvement Projects***

The BPS Facilities team leads the work to maintain and improve school facilities through repairs and improvement projects, including building system repairs, asset replacements, and other building health and safety related projects. Infrastructure repair and improvement projects that are recently completed, currently in design, or currently in construction are listed [at this link](#).

BPS Operations recently conducted a comprehensive, district-wide Facilities Condition Assessment (FCA) through an engineering vendor. The FCA data, shared in a [public dashboard](#), includes assessments of all of the major building systems and components. The FCA documents the current inventory of assets, the condition of those assets, the remaining useful life of the assets, and the estimated cost to replace each asset.

This data will guide our planning around repairs and improvement projects to proactively address facilities issues before they become urgent. In general, these projects can be grouped into the following categories:

- Building Infrastructure: Plumbing, HVAC, Electrical, Renewable Energy, and Building Management System
- Accessibility (ADA Compliance): Interior doors, Ramps, Elevators, and Restrooms
- Life and Safety Systems: Public Announcement Systems, Fire Alarms, Smoke Detectors, Fire Extinguishers, and Hazardous Materials
- Building Envelope: Roofs, Doors, Windows, Masonry, and Insulation
- Exterior Grounds: Playgrounds, Lawns, Gardens, Outdoor Classrooms, and Parking Lots

Infrastructure projects are funded with both operating and capital funds. The BPS team uses data from the FCA to determine the condition of the assets, which indicates priority level. The team then uses a formula created in conjunction with the Racial Equity Planning Tool to create a project prioritization list to ensure there is equity in distribution of projects. In addition to repairing and replacing infrastructure and systems in BPS facilities, the BPS Facilities team will continue to implement a robust preventative maintenance plan to extend the life of BPS facilities and follow best practices.

#### *How will projects get identified and prioritized?*

Several factors are considered in the project identification and prioritization process. The first factor to consider is the severity of the issue and how urgent of a need it is. Emergency projects are prioritized because BPS is committed to ensuring safe and well-maintained facilities for all our students and staff.

FCA data will guide longer-term, annual planning. Each year, for each project type, the BPS Facilities team will review the Remaining Useful Life (RUL) as well as the Asset Conditions for each relevant building asset. The FCA is a snapshot in time, and is a starting point for maintenance and repairs. The FCA dashboard is connected to the BPS Asset Essentials work order management system. This connection ensures that the current state of systems is taken into account as repairs are made. The BPS Facilities team also partners closely with BPS Capital Planning and the City of Boston Public Facilities Department to ensure infrastructure projects are aligned with larger capital projects so that efforts are not duplicative.

Buildings with assets that are past their useful life may be prioritized. From this short-list of potential projects, the BPS Facilities Team will then review projects, subject to funding availability, according to the following factors:

- Does the building have other planned renovation work whose scope could be expanded to include this building asset?
- Are there relevant operational constraints, for example, essential summer programming that would make it difficult to complete the work over summer vacation or availability of swing space, if necessary?
- Are there plans to take the building offline in the near future?

The above decision-making process was used in identifying Phase 1 of a multi year infrastructure plan. The Phase 1 projects, listed below, are subject to change based on pending projects, cost, and labor and supply chain constraints. Funding is also reserved for other, unforeseen work; emergency and safety work for current building operations is always prioritized outside of the plan below utilizing our maintenance budget.

**Table 8** - List of Phase 1 infrastructure projects, subject to change as noted in the table below

<b>Phase 1 Projects</b>	
<i>Projects subject to change based on pending projects, cost, and labor and supply chain constraints</i>	
<b>Project Type</b>	<b>Projects</b>
Building Envelope	<ul style="list-style-type: none"> <li>• <i>Boston Latin Academy</i>- Exterior walls, insulated finishing, brickwork</li> <li>• <i>Murphy K-8 School</i> - Retaining wall, doors and roofing</li> <li>• <i>Boston Collaborative / UP Academy Boston</i> - Exterior walls, brick and block</li> <li>• <i>Mason Elementary School</i> - Retaining wall, concrete, roofing, ramps and stairs.</li> <li>• <i>Clap Elementary School</i> - Roofing, Exterior walls and brick</li> </ul>
Building Infrastructure	<ul style="list-style-type: none"> <li>• <i>Lucy Stone (Leased to Roxbury Prep)</i> - Full study needed for in depth work including electrical, plumbing, and HVAC systems</li> <li>• <i>Murphy K-8 School</i> - HVAC</li> <li>• <i>Dickerman School (Leased to Roxbury Prep)</i> - Electricity, HVAC, and plumbing systems</li> </ul>
Life and Safety Systems	<ul style="list-style-type: none"> <li>• <i>Barron Building</i> - Fire alarm panel replacement</li> <li>• <i>Curley K-8 School</i> - Fire alarm panel &amp; PA replacement</li> <li>• <i>Hamilton Building (Leased to Bais Yaakov)</i> - Fire alarm panel &amp; PA replacement</li> <li>• <i>Hurley K-8 School</i> - Fire alarm panel &amp; PA replacement</li> <li>• <i>Tobin K-8 School</i>- Fire alarm panel &amp; PA replacement</li> </ul>

Budgets are subject to change. When this occurs, we will defer projects to future years to ensure we are working within our annual facilities budget.

Developing budgetary requests based on FCA data will support planning. Conditions and useful life information in the FCA will allow for the prioritization of addressing repairs. For example, looking at the asset data from the Facilities Condition Assessment for the “Window”

category of Assets, we would focus on the assets with conditions listed as “Failed” or “Poor.” The BPS Facilities team will use this data in combination with the Opportunity Index to prioritize projects in buildings that have the greatest potential to close opportunity gaps.

**Table 9** - List of windows that are in poor or failing condition, according to the Facilities Condition Assessment

School Name	Category	Asset	Condition
Adams Elementary School	Window	Window, Wood Historical, 28-40 SF	Failed
Adams Elementary School	Window	Window, Aluminum Double-Glazed, 16-25 SF	Poor
Adams Elementary School	Window	Window, Aluminum Double-Glazed, up to 15 SF	Poor
Barron Building	Window	Window, Steel, up to 15 SF	Poor
Boston Latin Academy	Window	Window, Aluminum Double-Glazed, 28-40 SF	Failed
Bradley Elementary School	Window	Window, Steel, 28-40 SF	Poor
Burke High School	Window	Window, Steel, 16-25 SF	Poor
Central Kitchen FNS	Window	Window, Aluminum Double-Glazed, 16-25 SF	Poor
Clap Elementary School	Window	Window, Aluminum Double-Glazed, 16-25 SF	Poor
Clap Elementary School	Window	Window, Aluminum Double-Glazed, 28-40 SF	Poor
Condon K-8 School	Window	Window, Steel, any type	Poor
Everett Elementary School	Window	Window, Aluminum Double-Glazed, 16-25 SF	Poor
Everett Elementary School	Window	Window, Aluminum Double-Glazed, 28-40 SF	Poor
Frederick Pilot Middle School	Window	Window, Steel, any type	Poor
Higginson-Lewis 3-8 School	Window	Window, Aluminum Double-Glazed, 28-40 SF	Poor
Holmes Elementary School	Window	Window, Wood Historical, 28-40 SF	Poor
Horace Mann School for the Deaf Hard of Hearing	Window	Window, Aluminum Double-Glazed, 16-25 SF	Poor
Lee K-8 School	Window	Window, Insulated Lite	Failed
Madison Park Technical Vocational HS / O'Bryant	Window	Window, Steel, 28-40 SF	Poor
Mather Elementary School	Window	Window, Steel, any type	Poor
Mattahunt Elementary School	Window	Window, Aluminum Double-Glazed, 16-25 SF	Poor
Mattahunt Elementary School	Window	Window, Wood, any type	Poor
Mel King Elementary School / Mel King So. End Academy	Window	Window, Aluminum Double-Glazed, 16-25 SF	Poor
Murphy K-8 School	Window	Window, Aluminum Double-Glazed, 16-25 SF	Poor
O'Donnell Elementary School	Window	Window, Aluminum Double-Glazed, 16-25 SF	Poor
O'Donnell Elementary School	Window	Window, Aluminum Double-Glazed, up to 15 SF	Poor
Quincy Elementary School	Window	Window, Aluminum Double-Glazed, 28-40 SF	Poor
Umana Academy (Mario)	Window	Window, Aluminum Double-Glazed, 28-40 SF	Poor
West Roxbury Education Complex	Window	Window, Aluminum Double-Glazed, 28-40 SF	Poor
White Stadium	Window	Window, Steel, 16-25 SF	Poor

**Mergers and Grade Reconfigurations**

Both mergers and grade reconfigurations will help the district, over time, better support the High-Quality Student Experience. While disruptive for school communities, especially during the transition years, joining two school communities together (merger) can have significant benefits:

- Increased student access to more learning spaces (e.g., science labs or art rooms) that they might not have had access to in their previous school
- Multiple classrooms at each grade level, allowing for a full continuum of services to support inclusive education
- More efficient operations, which frees up funding and resources to be invested in additional academic programming and enrichment

Likewise, shifting a school’s grade configuration, while disruptive, has the potential to provide schools with more flexible spaces for learning. More aligned systems across the district result in fewer transitions for students and families. Furthermore, preK-6/7-12 and K-8/9-12 configurations result in fewer empty classrooms, particularly in the 7th and 8th grade levels, and, consequently, more resources can go to academic programming and enrichment. To advance this strategy, in 2019, the BPS School Committee [voted](#) to align the district’s grade configurations to grades K-6/7-12 and K-8/9-12.

Below is a list of current mergers and grade reconfigurations underway.

**Table 10** – A list of current school merger projects

Merger Projects		
Current Schools	Future State	Timeline
P. A. Shaw Elementary School (K0-5)  Taylor Elementary School (K0-5)	The combined Shaw-Taylor Elementary School will serve a preK-6 school community. Lower grades will be in the Shaw building, and upper grades will be served in the Taylor building. Long-term, the full school community will be brought together in a new facility.	This merger was approved by the Boston School Committee in spring 2023, and will go into effect at the beginning of School Year 2024-25. In December 2023, the Shaw-Taylor project was invited into the Massachusetts School Building Authority’s Eligibility Period for the Core Program.
Philbrick Elementary School (K0-6)  Sumner Elementary School (K1-6)	The combined Philbrick-Sumner Elementary School will serve a preK-6 school community. The school community will come together in the newly-renovated Irving building. Renovations are currently underway.	This merger was approved by the Boston School Committee in spring 2023. The merger will go into effect at the beginning of School Year 2025-26, after the completion of the renovation project at the Irving building.



<b>Merger Projects</b>		
<b>Current Schools</b>	<b>Future State</b>	<b>Timeline</b>
UP Academy Dorchester (K-5)  UP Academy Boston (6-8)	UP Academy Boston and UP Academy Dorchester will merge into a K-8 school on the UP Academy Dorchester campus.	Pending approval, this merger will go into effect at the beginning of School Year 2024-25.

**Table 11** - A list of school grade reconfigurations underway

<b>Grade Reconfigurations for SY24-25</b>		
<b>School</b>	<b>Current Configuration</b>	<b>SY24-25 Configuration</b>
Boston Green Academy	Grades 6-12	Grades 7-12
Edison School	Grades K1-8	Grades K1-6
Haley Pilot School	Grades K0-8	Grades K0-6, 8 (K0-6 in SY25-26)
Mather Elementary School	Grades K1-5	Grades K1-6
Margarita Muñiz Academy	Grades 9-12	Grades 7, 9-12 (add 8th in SY25-26)
TechBoston Academy	Grades 6-12	Grades 7-12
UP Academy Holland	Grades K0-5	Grades K0-6

## What's Next?

The following chart outlines a timeline for new 2024 capital planning proposals to continue our work toward ensuring that every BPS student has access to the BPS High-Quality Student Experience close to home. Proposals may include new investments, mergers, and closures. The Racial Equity Planning Tool will be used for each proposal. We view 2024 as a learning year. We will set aside time for reflection and refinement on the process and outcomes to make revisions to the timeline and community involvement for future years.

### **Timeline for 2024 Capital Planning Proposals**

**Table 12** - *Timeline for 2024 capital planning proposals*

<b>Timeframe</b>	<b>Meeting</b>	<b>Audience</b>	<b>Topics &amp; Goals</b>
January - early February 2024	Individualized outreach, office hours, all leader meeting	School Leaders	All School Leaders are aware of what's happening and what's coming. School leaders have opportunities to collaborate in the process. Invite School Leaders to nominate at least one member of their School Site Council to send to each community workshop covering their neighborhood.
	Briefings and 1:1s	Key stakeholders - e.g., BTU, Citywide Parent Council, SpEdPAC, DELAC	Build stakeholders' understanding of: <ul style="list-style-type: none"> <li>the long-term facilities plan</li> <li>how the rubric tool works</li> <li>how and where they can explore the data</li> <li>the district-wide ecosystem (enrollment trends, programming needs, budget, etc.)</li> </ul>
	City-wide webinar (recorded)	City-wide / open to the public	
February - early March 2024	Community survey	Open to the public	Survey school communities and surrounding communities to gather insights about assets and opportunities in impacted communities to inform planning, particularly around transition planning.
	Community workshops (approximately 3-4 across the city)	Open to the public, with representation from School Site Councils	Community members learn about the process, rubric, and timeline. At each workshop, share challenges we aim to address through the long-term facilities plan. These challenges will vary slightly by each workshop so that they are reflective of the particular dynamics of the neighborhoods and communities represented. This is an opportunity to introduce a deeper level of understanding about our challenges and opportunities through the lens of school and neighborhood data. We will apply the rubric tool and discuss possible ways to address challenges and expand opportunities through investment scenarios. Participants have the opportunity to provide insights

Timeframe	Meeting	Audience	Topics & Goals
			about community assets and opportunities to inform planning and decision-making.
March - April 2024	Convene a time-limited advisory working group that meets prior to proposals coming before the School Committee	Cross-functional team, including those with local expertise related to the specific challenges we are trying to address.	We will synthesize the challenges, assets, and opportunities discussed through previous engagement and develop a list of potential investment proposals for review, pressure testing, and refinement.
	Meetings with each impacted school community	School leaders, Central Office support staff, and school communities	Maintain clear and transparent communication with impacted school communities about the proposal, the supporting data, and an initial outline of a transition plan.
	Superintendent shares proposals with School Committee	Superintendent, School Committee and open to the public	The Superintendent puts proposals for mergers, closures, and new investments in front of the School Committee for a vote at a later meeting within this time frame.
May 2024	Transition planning begins for SY25-26 mergers or closures	School communities, Central Office support staff, and any involved partners	School communities know what is happening, when, and where to go for support.  School-based transition teams are formed, including school community members, Central Office staff, and partners, to begin transition planning ahead of summer break.
	After Action Review	BPS Central Office	District staff conducts an after action review and refines the capital planning process
June 2024	City Council votes on next year's Capital Budget	City Council	After the Mayor's Office introduces a Capital Plan proposal in April, the City Council reviews and deliberates, with a vote expected by end of June. The Capital Plan includes new investments affecting BPS, including new builds and renovations.
September 2024 - September 2025	Transition planning and implementation	School communities, Central Office support staff, and any involved partners	School communities are involved and engaged throughout the year in transition planning and implementation, including identifying programmatic shifts, staffing supports, resource needs, and school assignment support for a successful transition focused on student outcomes. Merger(s) or closure(s) go into effect following the end of School Year 2024-25.

### **School Transition Planning**

Mergers, closures, and major construction projects are disruptive. With adequate planning, resources, and support, the disruption of shifting a school community serves as a catalyst for positive change. The joining of school communities presents an opportunity to increase enrollment. Schools that are fully enrolled have the resources needed to provide a diversity of learning opportunities, which means more students have access to programming such as science, arts, and music. Many of our schools are small and don't have the physical spaces needed to support a diversity of programming or the space for multiple classrooms at each grade level. Increasing space also means increased flexibility for providing programming and for supporting inclusive education. Mergers, closures, and new builds are in service of a future physical footprint that will support an equitable high-quality student experience district-wide; they are also investments in students in our classrooms right now having access to the resources and rich learning experiences that we elevated as priorities as a collective community.

Through this lens, during the spring of 2024 we will articulate a comprehensive district-level transition plan that details the timelines and supports for schools undergoing transitions. This plan will guide and be an adaptive tool for individual schools undergoing transition.

### **Our strategic commitments**

**Grounding decision-making in the High-Quality Student Experience:** Students learning in physical school buildings and in school communities that support equitable access to the High-Quality Student Experience is the core reason we are engaging in this important work. Therefore capital projects, whether new builds, mergers, or closures will be grounded in increasing student access to rigorous and culturally affirming learning experiences, including increasing the diversity and quality of academic programming and enrichment opportunities, as well as student access to physical and mental wellness services and supports. Our facilities work is an investment in ensuring schools have the physical spaces needed to support high-quality learning district-wide.

**Aligning BPS central supports around transitioning schools:** Experiences and priorities shared during the School Design Study listening sessions served as the foundation for the BPS High-Quality Student Experience. As we invest in facilities to create school buildings that have the physical spaces to support the High-Quality Student Experience, we must also build systems to ensure that transitioning schools are supported. The district is committed to supporting schools in transition to create and maintain the requisite conditions for students to be in a school community able to enact all aspects of the High-Quality Student Experience.

Our goal is to ensure as seamless a transition as possible for school communities impacted by investment decisions. We will align support across BPS departments, working collaboratively to develop processes and structures that specifically meet the needs of transitioning school communities. We will do this by supporting our students and families, school staff, and community partners. In close partnership with school leadership, this includes:

- A support team to serve as a backbone to guide the collective work across departments to support school communities undergoing transitions.
- Support for merging school communities to understand options for expanding academic programming informed by budget and physical space. This includes helping school communities envision what is possible and building an understanding of what a program entails, such as the curriculum and materials needed.
- Consistent communication with school communities and opportunities to share feedback and insight through methods such as routine community meetings and surveys.
- Timely information about school options and enhanced access to Welcome Services for students and families in transitioning schools.
- Support for transitioning school communities, guided by the Racial Equity Planning Tool (REPT), to understand the demographics of the joined school community, determine which students are being underserved, identify and align strategies to better serve them, and support schools to make strategic decisions grounded in serving more equitably.
- Strategic and individualized support to staff at schools undergoing transition, to ensure they are aware of their options. Strategic supports could include resume review, support with identifying potential opportunities in other schools, and support in obtaining additional licensure. School leaders and other leadership positions will also be supported throughout this transition by central office staff.
- Support for transitioning school communities to develop a budget that sustainably aligns their use of resources to their schools' and the district's strategic mission.
- Timely communication and coordination with school partners and providers to maintain close relationships with transitioning schools to support planning, implementation, and, when appropriate, the means to transition with the school community.

**Engaging students:** Our students are thoughtful advocates for how they want to experience their education. School transitions will have a large impact on our students, and while we can't prevent all disruptions, we can work to ensure that student voices and needs are

centered in the process. We will engage our students throughout the formation of the transition plan. We will continue to engage students as school communities transition in supporting the process of reflecting, refining, and recording.

**Learning from our communities who have experienced transition:** As a BPS community, we have knowledgeable, dedicated leaders, staff, students, and families that have experienced transitions and can offer valuable insights as to the best ways to support a community and individuals going through a transition. Core to the development of the transition plan will be harnessing the collective knowledge of our community to codify our support processes.

**Learning from our collective community:** Our collective community brings a wealth of knowledge and experience. It is vital that our transition planning is supportive and meets the needs of our broader communities as they transition. As we build a district-level transition plan, we will create the structures and conditions to learn with our students and families, school leaders and staff, and community partners. This learning will influence the development of the processes and supports needed to best serve our transitioning communities and achieve outcomes that result in actualizing a high-quality student experience for all of our students.

**Learning from the experiences of peer districts:** School districts across the nation are experiencing high levels of transition through school closures, mergers, and reconfigurations as they work to meet the current needs and enrollment of their communities. We have already begun conversations with district partners that have experienced or are in the process of undergoing similar large-scale shifts. We will continue to learn from others and engage in thoughtful exploration with our district partners experiencing complementary work.

**Engaging in continuous improvement to get the process “right”:** Core to the transition process is our commitment to reflect, refine, and record. This will enable us to continually improve in better supporting school communities experiencing reconfigurations and transitions in the future.

- **Reflect:** Identify what worked well, what didn't, and what we've learned
- **Refine:** Shift how we engage in planning, design, and implementation based on our reflections
- **Record:** Capture and codify the process for bringing school communities together, providing a foundation for learning to continually improve how we support future transitions



## In Conclusion

Our vision for the future of Boston Public Schools is one where every student is learning in school buildings that foster innovation and creativity, and are equipped with the resources to inspire our students to dream and achieve big. This long-term facilities plan, equipped with new data and tools, serves as a framework for evidence-based decision-making – centering the High-Quality Student Experience so the priorities of our collective community serve as the foundation for our investment decisions.

We are on an important journey in service of our students and our communities. Like any journey, it will include challenges as well as opportunities for celebration. What we are striving for is worth every effort. Investing in school buildings that have the physical spaces to support rigorous and culturally affirming learning experiences and foster a diversity of programming will shift the way our students learn and achieve for generations to come. School buildings that center the health and wellness of our students and support enrichment opportunities are vital to our students' continued success. Ensuring that buildings that have the physical spaces so the many caring adults that support our students are fully supported to do so – teachers, staff, families, and other caring adults that make up our school communities – will ensure our schools are the hubs of our communities and that our students have the support they need to develop fully.

The power of learning in beautiful, healthy school buildings cannot be understated. We are committed to building a strong foundation so every student in BPS for generations to come will be in a school building that supports their holistic development and allows them to unlock their full potential.

## **Appendices**

Appendix A: [Current Inventory of BPS schools](#)

Appendix B: [Engagement Report from the Green New Deal for BPS](#)

Appendix C: [Educational Specifications, Building and Architectural Standards, Capacity Report, Educational Adequacy Quotient Report](#)

Appendix D: [Regulatory Requirements](#)

Appendix E: [Facilities Condition Assessment \(FCA\)](#)

Appendix F: [Glossary of Terms and Abbreviations](#)

**Appendix A: Current Inventory of BPS Schools**

The following table lists the BPS schools in operation during SY23-24. Schools with multiple buildings are listed more than once.

School Name	Address	City, State, Zip Code	SY23-24 Grade Span	Building Construction Date
Adams Elementary School	165 Webster St.	East Boston, MA 02128	K0-6	1910
Alighieri Dante Montessori School	37 Gove St.	East Boston, MA 02128	K0-6	1924
Another Course to College	612 Metropolitan Ave.	Hyde Park, MA 02136	9-12	1957
Baldwin Early Learning Pilot Academy	121 Corey Rd.	Brighton, MA 02135	K0-1	1926
Bates Elementary School	426 Beech St.	Roslindale, MA 02131	K0-6	1929
Beethoven Elementary School	5125 Washington St.	West Roxbury, MA 02132	K1-2	1925
Blackstone Elementary School	380 Shawmut Ave.	South End, MA 02118	K0-6	1975
Boston Adult Tech Academy	20 Church St.	Boston, MA 02116	11-12	1899
Boston Arts Academy	174 Ipswich St.	Boston, MA 02215	9-12	2022
Boston Collaborative High School	215 Dorchester St.	South Boston, MA 02127	9-12	1936
Boston Community Leadership Academy	655 Metropolitan Ave.	Hyde Park, MA 02136	11-12	1929
Boston Community Leadership Academy-McCormack Lower	315 Mt Vernon St.	Dorchester, MA 02125	7-10	1967
Boston Day-Evening Academy	20 Kearsarge Ave.	Roxbury, MA 02119	9-12	1929
Boston Green Academy	20 Warren St.	Brighton, MA 02135	6-12	1895
Boston International Newcomers Academy	100 Maxwell St.	Dorchester, MA 02124	9-12	1922
Boston Latin Academy	205 Townsend St.	Boston, MA 02121	7-12	1926
Boston Latin School	78 Ave. Louis Pasteur	Boston, MA 02115	7-12	1922
Boston Teachers Union K-8 Pilot School	25 Walk Hill St.	Jamaica Plain, MA 02130	K1-8	1899
Bradley Elementary School	110 Beachview Rd.	East Boston, MA 02128	K0-6	1958
Brighton High School	25 Warren St.	Brighton, MA 02135	7-12	1930
Burke High School	60 Washington St.	Dorchester, MA 02121	7-12	1934
Carter School	396 Northampton St.	Boston, MA 02118	5-12	Anticipated: 2025
Channing Elementary School	35 Sunnyside St.	Hyde Park, MA 02136	K0-6	1928
Charlestown High School	240 Medford St.	Charlestown, MA 02129	7-12	1978
Chittick Elementary School	154 Ruskindale Rd.	Mattapan, MA 02136	K0-6	1931
Clap Elementary School	35 Harvest St.	Dorchester, MA 02125	K0-6	1896
Community Academy	25 Glen Rd.	Jamaica Plain, MA 02130	9-12	1892

School Name	Address	City, State, Zip Code	SY23-24 Grade Span	Building Construction Date
Community Academy of Science and Health	11 Charles St.	Dorchester, MA 02122	9-12	1928
Condon K-8 School	200 D St.	South Boston, MA 02127	K0-8	1975
Conley Elementary School	450 Poplar St.	Roslindale, MA 02131	K0-6	1931
Curley K-8 School	40 Pershing Rd.	Jamaica Plain, MA 02130	K0-8	1931
Dearborn 6-12 STEM Academy	36 Winthrop St.	Roxbury, MA 02119	6-12	2018
Dever Elementary School	325 Mt Vernon St.	Dorchester, MA 02125	K1-6	1957
Dudley Street Neighborhood School	6 Shirley St.	Roxbury, MA 02119	K1-5	1924
East Boston Early Education Center	135 Gove St.	East Boston, MA 02128	K0-1	1998
East Boston High School	86 White St.	East Boston, MA 02128	7-12	1924
Edison K-8 School	60 Glenmont Rd.	Brighton, MA 02135	K1-8	1932
Eliot K-8 Innovation School - Intermediate	173 Salem St.	North End, MA 02113	2-4	N/A <sup>6</sup>
Eliot K-8 Innovation School - Lower	16 Charter St.	North End, MA 02113	K1-1	1932
Eliot K-8 Innovation School - Upper	585 Commercial St.	North End, MA 02113	5-8	2019
Ellis Elementary School	302 Walnut Ave.	Roxbury, MA 02119	K0-6	1932
Ellison-Parks Early Education School	108 Babson St.	Mattapan, MA 02126	K0-3	1998
English High School	144 McBride St.	Jamaica Plain, MA 02130	7-12	1979
Everett Elementary School	71 Pleasant St.	Dorchester, MA 02125	K0-6	1909
Excel High School	95 G St.	South Boston, MA 02127	9-12	1901
Fenway High School	67 Alleghany St.	Fenway, MA 02215	9-12	1925
Frederick Pilot Middle School	270 Columbia Rd.	Dorchester, MA 02121	6-8	2002
Gardner Pilot Academy	30 Athol St.	Allston, MA 02134	K0-8	1906
Greater Egleston High School	80 School St.	Roxbury, MA 02119	9-12	1920
Greenwood Sarah K-8 School	186 Glenway St.	Dorchester, MA 02121	K1-8	1925
Grew Elementary School	40 Gordon Ave.	Hyde Park, MA 02136	K1-6	1958
Guild Elementary School	195 Leyden St.	East Boston, MA 02128	K0-6	1921
Hale Elementary School	51 Cedar St.	Roxbury, MA 02119	K1-6	1909
Haley Pilot School	570 American Legion Hwy.	Roslindale, MA 02131	K0-8	1971
Harvard-Kent Elementary School	50 Bunker Hill St.	Charlestown, MA 02129	K0-6	1971

<sup>6</sup> Though the exterior of the building dates back to the early 1800s, the district purchased this building with major renovations in 2018.

School Name	Address	City, State, Zip Code	SY23-24 Grade Span	Building Construction Date
Haynes Early Education Center	263 Blue Hill Ave.	Roxbury, MA 02119	K0-1	1998
Henderson K-12 Inclusion School Lower	1669 Dorchester Ave.	Dorchester, MA 02122	K0-1	1972
Henderson K-12 Inclusion School Upper	18 Croftland Ave.	Dorchester, MA 02124	2-12	1932
Hennigan K-8 School	200 Heath St.	Jamaica Plain, MA 02130	K2-8	1972
Hernandez K-8 School	61 School St	Roxbury, MA 02119	K1-8	1923
Higginson Inclusion K0-2 School	160 Harrishof St.	Roxbury, MA 02119	K0-2	1922
Higginson-Lewis 3-8 School	131 Walnut Ave.	Roxbury, MA 02119	3-8	1912
Holmes Elementary School	40 School St.	Dorchester, MA 02124	K0-6	1905
Horace Mann School for the Deaf Hard of Hearing	40 Armington St.	Allston, MA 02134	K0-12	1975
Hurley K-8 School	70 Worcester St.	South End, MA 02118	K0-8	1961
Kennedy Academy for Health Careers (11-12)	384 Warren St.	Roxbury, MA 02119	11-12	N/A <sup>7</sup>
Kennedy Academy for Health Careers (9-10)	10 Fenwood Rd.	Boston, MA 02115	9-10	1904
Kennedy John F Elementary School	7 Bolster St.	Jamaica Plain, MA 02130	K1-6	1963
Kennedy Patrick J Elementary School	343 Saratoga St.	East Boston, MA 02128	K0-6	1933
Kenny Elementary School	19 Oakton Ave.	Dorchester, MA 02122	K0-6	1926
Kilmer K-8 School (4-8)	140 Russett Rd.	West Roxbury, MA 02132	4-8	1928
Kilmer K-8 School (K-3)	35 Baker St.	West Roxbury, MA 02132	K0-3	1935
King Elementary School	77 Lawrence Ave.	Dorchester, MA 02121	K0-6	1937
Lee Academy	25 Dunbar Ave.	Dorchester, MA 02124	K0-3	1916
Lee K-8 School	155 Talbot Ave.	Dorchester, MA 02124	K0-8	1971
Lyndon K-8 School	20 Mt Vernon St.	West Roxbury, MA 02132	K1-8	1919
Lyon High School	95 Beechcroft St.	Brighton, MA 02135	9-12	1925
Lyon K-8 School	50 Beechcroft St.	Brighton, MA 02135	K2-8	1926
Madison Park Technical Vocational High School	75 Malcolm X Blvd.	Roxbury, MA 02120	9-12	1972
Manning Elementary School	130 Louders Lane	Jamaica Plain, MA 02130	K0-6	1941
Margarita Muniz Academy	20 Child St.	Jamaica Plain, MA 02130	9-12	1972
Mario Umana Academy	312 Border St.	East Boston, MA 02128	K0-8	1975
Mason Elementary School	150 Norfolk Ave.	Roxbury, MA 02119	K0-5	1905

<sup>7</sup> This building is a temporary swing space.

School Name	Address	City, State, Zip Code	SY23-24 Grade Span	Building Construction Date
Mather Elementary School	24 Parish St.	Dorchester, MA 02122	K1-5	1905
Mattahunt Elementary School	123 Alabama St.	Mattapan, MA 02126	K0-6	1977
McKay K-8 School	122 Cottage St.	East Boston, MA 02128	K1-8	1926
Mel H King - Elementary	90 Warren Ave.	Back Bay, MA 02116	K0-6	1959
Mel H King - Middle	50 St Mary St.	Fenway, MA 02215	5-8	1923
Mel H King - Prep	97 Peterborough St.	Fenway, MA 02215	7-12	1929
Mel H King South End Academy	90 Warren Ave.	Back Bay, MA 02116	5-12	1959
Mendell Elementary School	164 School St.	Roxbury, MA 02119	K0-6	1904
Mildred Avenue K-8 School	5 Mildred Ave.	Mattapan, MA 02126	K1-8	2002
Mozart Elementary School	236 Beech St.	Roslindale, MA 02131	K0-6	1932
Murphy K-8 School	1 Worrell St.	Dorchester, MA 02122	K0-8	1973
New Mission High School	655 Metropolitan Ave.	Hyde Park, MA 02136	7-12	1929
O'Bryant School of Math & Science	55 Malcolm X Blvd.	Roxbury, MA 02120	7-12	1977
O'Donnell Elementary School	33 Trenton St.	East Boston, MA 02128	K1-6	1932
Ohrenberger School (3-8)	175 W Boundary Rd.	West Roxbury, MA 02132	3-8	1972
Orchard Gardens K-8 School	906 Albany St.	Roxbury, MA 02119	K0-8	2002
Otis Elementary School	218 Marion St.	East Boston, MA 02128	K0-6	1905
Perkins Elementary School	50 Rev Burke St.	South Boston, MA 02127	K2-6	1926
Perry Elementary School	745 E Seventh St.	South Boston, MA 02127	K1-6	1904
Philbrick Elementary School	40 Philbrick St.	Roslindale, MA 02131	K0-6	1913
Quincy Elementary School	885 Washington St.	South End, MA 02111	K0-5	1976
Quincy Upper School	900 Washington St.	Boston, MA 02116	6-12	Anticipated: 2024
Roosevelt K-8 School (2-8)	95 Needham Rd.	Hyde Park, MA 02136	2-8	1967
Roosevelt K-8 School (K1-1)	30 Millstone Rd.	Hyde Park, MA 02136	K1-1	1951
Russell Elementary School	750 Columbia Rd.	Dorchester, MA 02125	K0-5	1903
Shaw Elementary School	429 Norfolk St.	Dorchester, MA 02124	K0-5	1919
Snowden International High School	150 Newbury St.	Back Bay, MA 02116	9-12	1885
Sumner Elementary School	15 Basile St.	Roslindale, MA 02131	K1-6	1931
Taylor Elementary School	1060 Morton St.	Mattapan, MA 02126	K0-6	1931
TechBoston Academy	9 Peacevale Rd.	Dorchester, MA 02124	6-12	1925
Tobin K-8 School	40 Smith St.	Roxbury, MA 02120	K0-8	1959
Trotter Elementary School	135 Humboldt Ave.	Dorchester, MA 02121	K0-6	1969
Tynan Elementary School	650 E Fourth St.	South Boston, MA 02127	K0-6	1972
UP Academy Boston	215 Dorchester St.	South Boston, MA 02127	6-8	1936
UP Academy Dorchester	35 Westville St.	Dorchester, MA 02124	K1-8	1971

<b>School Name</b>	<b>Address</b>	<b>City, State, Zip Code</b>	<b>SY23-24 Grade Span</b>	<b>Building Construction Date</b>
UP Academy Holland	85 Olney St.	Dorchester, MA 02121	K1-5	1972
Warren-Prescott K-8 School	50 School St.	Charlestown, MA 02129	K0-8	1963
West Zone Early Learning Center	200 Heath St.	Jamaica Plain, MA 02130	K0-1	1972
Winship Elementary School	54 Dighton St.	Brighton, MA 02135	K0-6	1901
Winthrop Elementary School	35 Brookford St.	Dorchester, MA 02125	K0-6	1911
Young Achievers K-8 School	20 Outlook Rd.	Mattapan, MA 02126	K0-8	1930



**Appendix B: Green New Deal for BPS Community Engagement**

- The district and partners began the long-term facilities planning process by hearing from students, families, teachers and staff, and community members at more than 20 community listening sessions and focus groups and through more than 9,000 survey responses. This phase of engagement is described in the [Phase 1 Engagement: Listening report](#). The community priorities we heard serve as the foundation of the High-Quality Student Experience which will drive future decision-making.
- Following Phase 1 Engagement, the district and partners hosted the following events in the fall of 2023:
  - Virtual Webinars: Green New Deal for BPS Webinar (October 17, 2023 and October 24, 2024) - [Video Recording](#), [Presentation](#)
  - In-Person Workshops: Rubric for Decision-Making (November 8, 2023 and November 9, 2023) - [Presentation](#)
- School Committee presentations and communications:
  - BPS Capital Planning: Long-term Planning & Merger Proposals (April 26, 2023) - [Presentation](#), [Video Recording](#)
  - BPS Capital Planning Update (September 13, 2023) - [Presentation](#), [Video Recording](#)
  - BPS Capital Planning Update: Education and Design Specifications and Update on Rubric (November 15, 2023) - [Presentation](#), [Video Recording](#)
  - Long-Term Facilities Plan: Rubric and Building Models<sup>8</sup> (December 5, 2023) - [Memo to School Committee](#)

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<sup>8</sup> The term Building Models was previously used to refer to Model Space Summaries.

### **Appendix C: Educational Specifications, Building and Architectural Standards, Capacity Report, and Educational Adequacy Quotient (EAQ) Report**

The materials in this section were developed through a partnership between the Mayor's Office, the City of Boston Public Facilities Department, Boston Public Schools, the DLR Group, Jonathan Levi Architects, and St. Fleur Communications as part of the PreK-6 & 7-12 School Design Study.

**Educational and Programming Standards (Ed Specs):** Design guidelines and concepts for new school facility construction and major renovations in Boston Public Schools. The Ed Specs will guide the district's efforts to create inclusive and accessible learning environments that support BPS' vision of a High-Quality Student Experience. Architects, engineers, BPS and the community will use the Ed Specs to guide their work as new projects emerge within BPS.

The full report is linked [here](#).

**Building and Architectural Standards:** A comprehensive collection of school design principles. They include performance requirements for assemblies and systems, technical requirements for building materials, and criteria for selection of materials and equipment. Their prime purpose is to assist the City of Boston and BPS to achieve design consistency, equity, and quality across school buildings to serve the best interest of students, teachers, and communities. The goal of the Standards is to utilize the latest appropriate technology, products, and materials to provide safe, purposeful, and sustainable learning environments for BPS students.

The full report will be linked [here](#).

**Furniture Catalog:** A set of guidelines for BPS furniture. In order to meet the goal of greater access to educational inclusivity across the district and ensure a quality learning environment both facility-to-facility and classroom-to-classroom for current and future generations, furniture in the school buildings needs to cater to users' roles, ages, physical sizes, physical abilities, and other needs.

The full report will be linked [here](#).

**Capacity Analysis Report:** Capacity analysis provides an understanding of how many students a school building can support if each student is provided with sufficient net square feet, as determined using industry and state standards, in each type of physical space within the building. This report provides a summary of Boston Public Schools' capacity from a snapshot in time.

The full report is linked [here](#).

**Educational Adequacy Quotient (EAQ) report:** Educational Adequacy assessments are a tool to evaluate the current ability of buildings to support the BPS High-Quality Student Experience. A school building's Educational Adequacy Quotient (EAQ) is defined as its suitability to support the curriculum, teaching and learning activities, health and wellness, and other aspects of the High-Quality Student Experience.

The full report will be linked [here](#).

## **Appendix D: Regulatory Requirements**

### **National Regulations**

- [Asbestos in School Buildings \(EPA\)](#)
- EPA ENERGY STAR® Certification for K-12 Schools: ENERGY STAR® certified schools save energy, save money, and help protect the environment by generating fewer greenhouse gas emissions than typical schools. To be certified as ENERGY STAR®, a school must meet indoor environmental quality and energy performance standards verified by a licensed professional. See:
  - [https://www.energystar.gov/buildings/building\\_recognition/building\\_certification](https://www.energystar.gov/buildings/building_recognition/building_certification)
  - <https://www.energystar.gov/buildings/tools-and-resources/energy-star-score-k-12-schools>.
- [Environmental Protection Agency \(EPA\) Healthy School Environments](#): This website presents information on key topics about establishing and enhancing healthy school environments. The site includes guides for schools to mitigate or remediate various environmental exposures, such as mold, PCBs, and mercury.
- FEMA Local and State Mitigation Plan Review Guides: These resources support federal and state leaders in the consistent review of state and local risk mitigation plans. See:
  - <https://www.fema.gov/emergency-managers/risk-management/hazard-mitigation-planning/create-hazard-plan>
- [FEMA Public Assistance: FEMA's Cost Estimating Format \(CEF\)](#) is a uniform methodology to determine eligible permanent work costs for large construction projects, including those related to schools. The CEF provides a more reliable estimate for improved decision-making.
- [DOE Building Energy Codes Program Technical Assistance](#): The Building Energy Codes Program (BECP) offers a comprehensive collection of information, resources, and technical assistance designed to answer questions and address issues related to energy codes. This includes frequently asked questions, publications, compliance software and tools, and training modules based on best practices. BECP's team of building energy codes experts is also available to answer specific questions submitted through the web-based help desk.

### **State Regulations**

- [Americans with Disabilities Act \(ADA\)](#): The Americans with Disabilities Act is a civil rights law mandating equal opportunity for individuals with disabilities.

- Department of Elementary and Secondary Education (DESE): DESE outlines several guidelines and requirements that inform school facilities design and operations, including:
  - [DESE Program and Safety Standards for Approved Public or Private Day and Residential Special Education School Programs - 603 CMR 18.00](#)
  - [DESE guidelines and regulations related to administration and finance of school buildings](#)
- [Massachusetts School Building Authority \(MSBA\)](#): The MSBA works with local communities to create affordable, sustainable, and energy-efficient schools across Massachusetts. Through a comprehensive application system and using a dedicated revenue stream tied to the state's sales tax, the MSBA collaborates with municipalities to equitably invest in finding the right-sized, most fiscally responsible and educationally appropriate solutions to create safe, sound, and sustainable learning environments. Click on *Policies, Forms, and Guidelines* on the left-side menu for more information about MSBA regulations.
- [Massachusetts Architectural Access Board](#): The Massachusetts Architectural Access Board develops and enforces regulations designed to make public buildings accessible to, functional for, and safe for use by persons with disabilities.

### **City of Boston Regulations**

- [Building Emissions Reduction and Disclosure Ordinance \(BERDO\)](#): Boston's Building Emissions Reduction and Disclosure Ordinance sets requirements for large buildings to reduce their greenhouse gas emissions. The City's goal is to reduce greenhouse gas emissions gradually to net zero by 2050.
- [Fossil-Fuel-Free Executive Order](#): On behalf of the City of Boston, Mayor Michelle Wu issued an executive order asserting her commitment to accelerating climate action by requiring that all new municipal buildings and major renovations operate without fossil fuels, reducing emissions from Boston's building sector while creating high-quality jobs, improving public health and quality of life, and advancing racial and economic justice.
- National Fire Protection Association Codes and Regulations

### **Appendix E: Facilities Condition Assessment**

The Boston Public Schools Operations Department contracted Bureau Veritas to perform a comprehensive facilities assessment of each building in the BPS portfolio. This is an objective, detailed analysis of BPS building conditions. BPS will use this data to determine infrastructure needs and make decisions about repairs, replacements, and renovations.

The four components of the the Facilities Condition Assessment are:

- **Facilities Condition Score**, to determine how old or worn a building is based on system ages, or Remaining Useful Life for each building
- **Modernization Score**, evaluating how much a building meets or could meet 21st century school standards
- **Space Sufficiency Score**, to assess how much a building can meet space needs, including square footage compared to enrollment
- **Energy Efficiency Score**, evaluating how well a building meets industry energy ratings

The FCA Data Dashboard and summaries and full reports for each building can be found at:

<https://www.bostonpublicschools.org/fca>

**Appendix F: Glossary of Terms**

**Building & Architectural Standards:** A comprehensive collection of school design principles. They include performance requirements for assemblies and systems, technical requirements for building materials, and criteria for selection of materials and equipment. Their primary purpose is to assist the City of Boston and BPS to achieve design consistency, equity, and quality across school buildings to serve the best interest of students, teachers, and communities. The goal of the Standards is to utilize the latest appropriate technology, products, and materials to provide safe, purposeful, and sustainable learning environments for BPS students.

**Building Experience Score:** The Building Experience Score assesses the current ability of the building and its physical spaces to support all different aspects that make up the BPS High-Quality Student Experience. It does not evaluate the school community or the quality of teaching and learning happening inside the building.

**Continuum of Services:** Ensuring that students with disabilities have the same options and access to programs and resources as other students, and the specialized delivery models to appropriately meet their individual needs in the least restrictive environment, as close to home as possible.

**Decision-making Rubric:** The decision-making rubric is a tool that uses a variety of data to help guide decisions on where we invest our resources in school building facilities to have the greatest impact on our communities. The rubric allows us to engage community members in modeling the impacts of different investment scenarios. Using building assessment data, school and community demographic data, and neighborhood opportunity data, the rubric analyzes each school's feasibility to fit a Model Space Summary designed to support the BPS High-Quality Student Experience. It specifically allows us to measure student population changes based on different investment strategies for student populations included in the BPS Opportunity and Achievement Gaps Policy (OAG), the CDC Social Vulnerability Index and in the Climate Ready Boston Social Vulnerability Index, disaggregated by race, ethnicity, language status, socio-economic status, disability, and neighborhood.

**Educational Adequacy Quotient (EAQ):** Educational Adequacy assessments are a tool to evaluate the current ability of buildings to deliver on the BPS High-Quality Student Experience. A school building's Educational Adequacy Quotient (EAQ) is defined as its suitability to support the curriculum, teaching and learning activities, health and wellness, and other aspects of the High-Quality Student Experience.



**Facilities Condition Assessment (FCA):** an objective, industry-standard analysis of the condition of BPS school buildings, conducted from Spring 2022 to Fall 2023. The assessment included gathering information on the condition of different building systems and the estimated remaining useful life for each piece of building infrastructure, assigning a Facilities Condition Score and a Modernization Score to each building. The FCA data will be used to help make decisions about infrastructure repairs, replacements, and renovations.

**Facilities Condition Score:** How old or worn a building is based on system ages. The higher the score, the newer the conditions. The rubric assesses whether the building's Facilities Condition Score is at least a 35 out of 100 in the Facilities Condition Assessment. This is one of four scores used to determine the overall Building Experience Score.

**Furniture Catalog:** A set of guidelines for BPS furniture. In order to meet the goal of greater access to educational inclusivity across the district and ensure a quality learning environment both facility-to-facility and classroom-to-classroom for current and future generations, furniture in the school buildings needs to cater to users' roles, ages, physical sizes, physical abilities, and other needs.

**Green New Deal for BPS (GND for BPS):** Launched by Mayor Wu in May 2022, the GND for BPS is a shared commitment to accelerating school facility investments so that every BPS student can learn in an environment that is safe, healthy, energy-efficient, and inspiring.

**High-Quality Student Experience:** The type of holistic learning experience that we want every BPS student to have as a member of the BPS community. Feedback gathered from various community engagement processes informed our collective definition of the BPS High-Quality Student Experience, and includes the following four core components:

- Rigorous and culturally affirming learning experiences
- Wellness and enrichment
- Supportive network of caring adults
- Facilities

**Learning Cohort:** The Learning Cohort is a unique group of spaces that is home to a group of educators and students and offers different space types equipped with a variety of flexible furniture and equipment to support different learning activities. These spaces are the building blocks of the school facility. A Learning Cohort breaks down the scale of a full school and creates a cluster of classrooms to allow for high-quality learning opportunities and to build a sense of community for students and educators within the space.

**Massachusetts School Building Authority (MSBA):** The Massachusetts School Building Authority ("MSBA") is a quasi-independent government authority created to reform the process of funding capital improvement projects. The MSBA strives to work with local communities to create affordable, sustainable, and energy efficient schools across Massachusetts.

**Model Space Summary:** The ideal set of standard physical spaces, based on size of enrollment, that buildings should provide to support the High-Quality Student Experience. Model Space Summaries offer high-quality spaces for:

- multiple grade level strands to support inclusive education;
- designated spaces for art, science, Career and Technical Education, or other specialty classes;
- more spaces for small-group instruction, resource, occupational therapy/physical therapy, and other pull-out services; and
- spaces for community hub programming.

**Multi-strand School:** A school that can accommodate more than one classroom per grade level (i.e., a double-strand school is a school with 2 classrooms per grade level, etc.).

**Neighborhood Opportunity:** We used two data indices - the [Centers for Disease Control and Prevention Social Vulnerability Index](#) and the [Climate Ready Boston Social Vulnerability Index](#) - to assess whether a BPS building/site is located within 200 ft of a census tract described as "highly vulnerable" or "very highly vulnerable." Sites in these identified areas are considered to have high neighborhood opportunity - therefore investments in these buildings/sites have the potential to have a greater impact on their surrounding neighborhoods and communities as they have a higher concentration of community members who may be disproportionately underserved.

**Swing Space:** A temporary working or learning environment used while renovations are being carried out. A swing space can be in a different building or site.