BuildBPS Phase II

Proposed Facility Plan 2018 - 2027

Build BPS

BOSTON Public Schools

A Message from Interim Superintendent Perille

Dear Parents, Guardians, Students, Staff, and Community Members:

As the Boston Public Schools enters Phase II of the BuildBPS 10-year educational and facilities planning process, the district is pleased to release a proposed plan for public discussion and continued review. Significant work has been done over the last three years to develop a plan that allows the district to strategically, equitably, and responsibly transform its facilities landscape to benefit our students. This proposed plan encompasses stakeholders' feedback, aspirations, and goals, along with the data and ideas needed to bring them to fruition.

Thanks to the commitment of Mayor Martin J. Walsh and leadership from the Boston School Committee, BuildBPS represents an important leap and historic opportunity to provide 21st-century learning environments to BPS students. This proposed plan outlines a framework to expand equity, access to quality learning environments, and predictability of school pathways for more students and families. Our guiding principles include:

- **Expanding access to quality learning environments for more students**
- **Locating new or expanded buildings in neighborhoods with high student need and low current access**
- **Creating more equitable program placement and learning opportunities for our most vulnerable students, including students with special needs and English learners**
- **Reducing pre-K-12 transitions by creating clear pathways for more students**

By 2027, the Boston Public Schools hopes to have up to twelve new school buildings or major transformations of buildings completed or under construction. The district also plans to increase the number of students making one transition during their K-12 experience by reconfiguring up to twenty more pre-K-6 elementary schools and seven more 6/7-12 secondary schools, while preserving strong K-8/9-12 options for families.

The proposed plan will be the subject matter of our public conversations over the next few months and years. While the plan is technical, at times, and focused on facilities, it is designed to improve the overall educational experience for all children. This report is meant to establish a common understanding of what the district proposes to do, the underlying data and rationale for these actions, and the areas for public dialogue and feedback. This and future reports will serve as a continuous blueprint reflecting our collective agreements and a record of each phase of BuildBPS implementation.

On behalf of the BuildBPS planning team and colleagues across the district who have contributed to this effort, we are honored to work with you to improve our city's educational landscape.

In partnership,

Laura Perille
Interim Superintendent, Boston Public Schools

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BACKGROUND AND GOALS

1

Introduction

BuildBPS was designed to be the strategic frame for long-term facilities investment in support of the district's educational vision. Although learning can and does occur anywhere, the fact is that buildings matter. Students must be prepared to innovate, design, leverage technology, engage, and work collaboratively, in person and remotely. BPS building spaces must be designed to support the shifts to classroom learning that have and will continue to evolve. The environments in which teaching and learning take place contribute to the overall student learning experience and performance of schools.

The proposed BuildBPS plan reflects a significant shift from a reactive and isolated approach to addressing the district's building needs to a predictable, strategic and transparent capital planning process. This report outlines the proposed 10-year arc of BuildBPS Phase II for community comment. This proposal represents Boston's largest school building plan in 40 years and will result in:

- **Up to 12 new schools or major transformations** completed or under construction by 2027
- **New or expanded buildings** in neighborhoods with high student need and low current access
- **Increased investments district-wide** including ongoing maintenance and repairs for all school buildings and communities
- **Predictable and transparent building and capital planning processes** that will allow the district to continue opening new school buildings or conducting major renovations on existing buildings every 1-2 years after 2027.

The proposed plan was designed first using the district's educational vision and then with a focus on increasing equity and access to quality, and reducing school transitions for students. The new and improved facilities this plan details aim to ensure **high quality learning environments** for all students, which will contribute to closing opportunity gaps for our learners. The proposed plan calls for new and expanded buildings to prioritize space for specialized programs serving students with special needs and English learners. This will increase **equitable placement** of students in these programs and increase student access to a broad array of schools for our most vulnerable populations. BPS will leverage this opportunity to **reduce school transitions for K-12 students and families** by creating up to 20 additional schools serving grades K-6 and seven more school buildings serving grades 7-12, while preserving strong K-8 and 9-12 options.

BPS will implement a **new approach to identifying existing schools** for new buildings based on ensuring a diverse range of programs focused on student needs, beginning with programs for our most valuable learners. Individual schools or teams of schools that are willing to meet the program expectations may submit a

proposal for consideration to move into a new school facility. A team will review the proposed plans and recommend moving forward with the proposal that best meets the needs of all students. Family and community engagement will be included in every step of the process.

While the proposed BuildBPS Phase II plan is full of opportunity and will provide a strategic path forward to an improved educational experience in our schools, it will not be accomplished without making difficult decisions. Most notably, BuildBPS is addressing long-standing issues with maintaining school facilities (deferred maintenance), beginning with critical facility issues at the West Roxbury Education Complex (WREC). The building is in such a state of disrepair that we recommend it be closed at the end of June 2019. In order to maximize the investments the building requires, WREC will undergo a complete rebuild to reopen as a BPS secondary school (7-12 or 9-12).

The closure of the building, along with longstanding enrollment and academic challenges, and lagging academic performance at one of the schools, has led to the district recommendation to close both the Urban Science Academy and West Roxbury Academy at the end of June 2019. BPS is working with both school communities to conduct the transition in a way that prioritizes students served in substantially separate special education programs and maximizes supports for all students.

Of equal impact is the work that will take place to transition middle grades (6 to 8) from stand-alone schools to primarily schools serving grades K-6/7-12 or K-8/9-12 over time. By reconfiguring the grade composition, BPS will create stronger feeder patterns and reduce school transitions for students. This work is critical as BPS middle schools (6 remaining in district, down from 16 in 2009) have struggled with sustainability in the face of significant declining enrollment, which often results in limited programming and enrichment activities.

The transition toward a primary K-6/7-12 and K-8/9-12 district will begin with the McCormack building in June 2020. The building will be renovated and become the home of a school serving grades 7-12. The district will collaborate with McCormack staff - with input from families, students and partners - to identify a high school partner to develop a 7-12 school plan for the new building. Other middle schools will transition over a longer time frame dependent on school and community engagement, as well as available space for transitioning students.

This second phase of BuildBPS is a citywide process that attends to the interdependence of our schools. The needs of all students across the district, and particularly those most at risk, must be balanced with the aspirations of any individual school community or neighborhood. The proposed plan will result in an improved system of schools that cares for its most vulnerable students, and in so doing, lifts the entire system.

Given the complicated and interdependent citywide process, BPS will propose an initial and specific set of action steps for approval by the Boston School Committee in December 2018. The community process for the proposed BuildBPS plan began in October 2018 with several town hall style meetings across the city. Community engagement and dialogue will continue well into spring 2019 and beyond to discuss action proposals for future dates. Sessions will be varied in format and will include meetings designed and hosted by community partners. BPS will continually monitor implementation of each set of actions for intended and unintended impact and consequences, and factor course corrections into the next set of action proposals, along with community feedback.

Every school community will receive investment as part of BuildBPS though capital repairs and district-wide investments. However, not all school communities will be able to expand or renovate their building, or reconfigure their grades through BuildBPS Phase II. Towards the end of the implementation of Phase II work, the district will review data including student and family needs across the district to develop and share the next phase of facilities investments. District representatives will be engaged in ongoing dialogue with school leaders and communities through school year 2018-19 in order to clarify expectations and timelines as to what individual schools can expect as BuildBPS unfolds.

This report begins with a historical overview to provide context for this work. It is followed by the educational vision to which the facilities plan is aligned and will be realized in part by the proposed plan. The timeline for community engagement is outlined before introducing the proposed plan, which includes a neighborhood level outlook. For readers seeking more historical information related to BuildBPS or to dig deeper into data points, the appendices provides significant information.

A Look Back: BuildBPS History and Background

In September 2015, Mayor Martin J. Walsh announced BuildBPS, a 10-Year Educational and Facilities Master Plan for the Boston Public Schools. Following the announcement, five committees were launched (Community Engagement, Demographics, Facilities Assessment, Educational Vision, and Finance) to work with an internal management team on public engagement, data collection and analysis, and facilities assessments. Over an 18-month period, the internal management team collaborated with the five committees to produce the March 2017 BuildBPS report. The initial report was comprehensive, summarizing all of the findings from the first two years of BuildBPS. It was accompanied by the release of a web-based data dashboard to organize and communicate all information collected and analyzed.

Leveraging the release of the report as a logical starting point for deeper public engagement, the internal team conducted a series of interactive neighborhood workshops. The workshops were designed to generate creative ideas about facilities in four categories: *Capital Repairs, Renovations, Expansions, and New Builds*.[1] To maximize creativity, participants were invited to form ideas without consideration of the constraints that the district would need to consider and the system-level impact. Four hundred fifty (450) individuals attended the workshops and often worked in teams to generate ideas (Appendix F). Three high-level themes surfaced from the workshops and were aligned to stakeholder data collected during the first 18 months of the BuildBPS planning process:

1. Families want fewer school transitions and more predictable, high-quality pathways for their children.
2. In meeting this need, BPS must increase access to quality seats across the city, particularly in areas with the least access.
3. While BPS will not be able to provide new buildings for every school community or neighborhood, the district must invest in the overall physical condition and maintenance of its buildings, inclusive of technology and structures that support 21st century learning for all students.

These themes, along with deep data analysis of current and future enrollment patterns, academic needs, equity and building conditions, guided initial investments and the development of the proposed plan as we enter into the third year of the BuildBPS process.

[1] Since that time, the district has combined Expansions and New Builds into one area of focus and has included Systemwide Initiatives and Real Estate Management as two additional areas. A full description of the BuildBPS categories can be found in Section IV of this report.

BuildBPS Goals

The proposed plan will support three goals and will help achieve the district's educational vision, which defines the educational experience that our buildings must be equipped to provide. With few exceptions, BPS buildings are currently designed for programming, coursework, and experiences that prepare students for the manufacturing and service jobs of yesterday. However, the local job and economic landscapes have significantly changed in the last 10 years. BPS building spaces will be designed for the innovative teaching and learning that our educational vision will cultivate.

Goal 1

Increase access to quality schools and seats for more students

The July 2018 student assignment equity analysis conducted by the Boston Area Research Initiative (BARI) highlighted the need to increase equitable access to quality seats and schools across the district.[2] BPS proposes to achieve this goal, in part, by growing and expanding existing strong district schools into reconfigured, expanded, or new facilities in neighborhoods where there is high student need and low access to quality schools.

To identify which schools will move into new or renovated buildings, BPS proposes an application and selection process for current BPS schools to move into new school buildings. In this selection process, BPS would establish criteria that would include expansive programming for students with high needs (Special Education and English learners) to be served in the new building, based on student needs in the area. BPS would provide technical support and consultation to school communities to determine which might be interested in putting forth a proposal and then select the strongest plan that meets these needs.

[2] Quality is defined using the School Quality Framework Tiers that the School Quality Working Group developed under the direction and approval of the Boston School Committee.

Goal 2

Create equitable access to programming for vulnerable populations (English learners and students with special needs)

Expanding school options for English learners (EL) and students with disabilities (SWD) is a priority. Currently, most secondary programs serving these two populations are concentrated in a small number of schools, often schools in turnaround or in need of improvement. While many of these schools have skillful, dedicated, and hard working teachers and staff, the high concentration of programs in a limited number of schools further exacerbates the challenge.

Currently, at the high school level, 56% of students with disabilities are concentrated in five of the district's open enrollment schools, three of which also have the highest concentration of English learners. Such programs are spread more evenly at the elementary level. BPS proposes to expand the placement of special education and English learner programs across a larger number of schools, including schools that have selective admissions.

Goal 3

Reduce the number of school transitions for students by creating clear pathways

BPS currently has 16[3] different grade configurations, including K0–2, K–5, K–6, K–8, 7–12, 9–12, and 10 others. The proposed plan will minimize the number of transitions most BPS students experience during their academic career by reconfiguring schools to produce a predominantly K-6/7-12 and K-8/9-12 school district.[4] Throughout the BuildBPS process, families articulated a desire for fewer school transitions and more predictable pathways for their children. This is backed by significant research.[5]

Research indicates that multiple student transitions, even at "normal transition" grades (6 and 9), can have a negative impact on student success and outcomes that can persist as far out as the 10th grade. Each time a student moves from one school to another, there is a risk of relationships and learning being disrupted. The impact of grade configurations on student achievement and other findings from this research review helped inform BuildBPS planning and priorities. A bibliography of more than 20 research articles that examined the relationship between specific grade configurations and student outcomes is included as Appendix E to this report.

[3] Earlier BuildBPS reports identified 20 grade configurations in BPS. The difference between earlier reports and this report is the treatment of K0/K1 combined classrooms, which are primarily special education classrooms. In early versions, a school with a K0/K1 classroom was counted as a different configuration than a school with a K1-only classroom. We felt this distinction for most students overstates the complexity of the system, so we consider any early childhood special education classroom - whether K1 or K0/K1 - as the same entry point for the school.

[4] BPS staff reviewed over 80 articles about grade configurations, hosted a research presentation and discussion, "School Configuration in Boston Public Schools: Learning from Research, Ongoing Practice, and Initial Implementation" (October 28, 2017, Bolling Building), and made two presentations to the Boston School Committee (October 2016, January 2018) concerning how the impact of grade configurations on student achievement and other findings from this research review were informing the BuildBPS planning and priorities.

[5] Schwerdt, Guido West, Martin, *The Impact of Alternative Grade Configurations on Student Outcomes through Middle and High School*, Harvard University, Ifo Institute for Economic Research and CESifo, 2011

BuildBPS
Educational Vision

The three goals get to the heart of our educational vision, which is designed to address persistent opportunity gaps. These opportunity gaps include inequitable access to advanced coursework, enrichment, and relevant and culturally diverse programming. The gaps cut across racial, socioeconomic, linguistic, and gender lines. The result is that there is significant work we can do to better prepare students for careers in Boston's economy.

The BPS Educational Vision is outlined in its **Essentials for Instructional Equity**, four instructional tenets to transform teaching and learning for all students:

CREATE & MAINTAIN SAFE, HEALTHY, & SUSTAINING LEARNING ENVIRONMENTS

DESIGN LEARNING EXPERIENCES FOR ACCESS & AGENCY

FACILITATE COGNITIVELY-DEMANDING TASKS & INSTRUCTION

ASSESS FOR LEARNING

District investments in professional learning for staff and school leaders, curriculum and supporting partnerships are helping BPS classrooms evolve into learning spaces in which students are active agents in their education. Educators are facilitating authentic learning experiences that engage students by using technology and rigorous, standards-aligned content. The result of this work by our talented educators and the core of our educational vision is that BPS students will develop and be known for specific skills and characteristics, which will prepare them for success in college, career and life.

Skills

1. **Learning and Innovation Skills:** BPS students will demonstrate creativity, critical thinking, as well as communication and collaboration.
2. **Information, Media and Technology Skills:** Information, communications and technology literacy skills will be developed in every learner.
3. **Life and Career Skills:** Adaptability, initiative, social and cross-cultural skills, productivity, and leadership will be fostered in every BPS classroom.

Characteristics

1. **Equity Oriented:** BPS students will be able to identify injustice, inequities and opportunity gaps, and most importantly will understand and locate their role in addressing and dismantling the structures and institutions that perpetuate them.
2. **Community Contributors:** While our students will be able to climb the proverbial ladder, they will see value in reaching back to help others. They will understand the role they can play in improving their community.
3. **Full of Agency:** Our scholars will have the confidence and vision to see themselves as change agents with the ability to impact their community.

The learning environments created through BuildBPS will enable the high quality learning experiences and outcomes necessary to support all students in meeting the demands of the 21st century. Our students will have the skills, knowledge, and capacity necessary to access college and thrive in their careers.

Through BuildBPS, improvements to the physical layout of our schools, inclusive of upgrades to the quality of furniture and technology available in classrooms, will further bolster our educational vision.

Our schools will feature:

1. Classrooms large enough to accommodate multiple uses, like breakout spaces to support differentiation, personalization, special needs support, Universal Design for Learning (UDL), large and small group collaboration, community building, and virtual and interactive learning through technology;
2. Furniture and space that is culturally relevant, open, comfortable, stimulating, easily reconfigured through features like movable walls;
3. Student-centered environments that meet the needs of our most vulnerable learners, such as spaces appropriate for de-escalation and calming;
4. Learning spaces connected to nature (natural light, fresh air) via operable windows and outdoor learning capacity;
5. Climate controlled classrooms with adequate ventilation;
6. Adequate space to feature visual and performing arts (music, visual arts, dance, theater, etc.), physical activity, and student work;
7. Spaces equipped to support community access and programming; and
8. Classrooms that promote student agency by allowing students to control their environments via moving furniture, large wall surfaces for displaying and collaborating around student work, and additional accommodations that will allow them to amplify their learning.

BuildBPS
Community Engagement

Our initial efforts to engage Boston's communities around BuildBPS were fruitful. However, the process highlighted the need to do more to reach the voices of our district's traditionally underserved and marginalized communities.

The community-based BuildBPS pop-up sessions were well received and allowed the district to connect with stakeholders in unusual and nontraditional spaces. BPS will seek to leverage this campaign style approach thinking by exploring the use of door knocking, canvassing, and pop-ups in a range of neighborhoods. A broader variety of meetings will also be employed, including town halls, small group meetings, school-based meetings with School Parent Councils and School Site Councils, district level parent advisory council gatherings, and community and faith-based forums. Finally, we will conduct additional outreach through social media, and traditional and ethnic news or broadcast media outlets.

BPS will seek to make the proposed plan accessible to stakeholders through activities that allow participants to interact and grapple with key pieces of content. This builds on the success of interactive stations at the district Open House sessions about BuildBPS. These interactive stations helped build a foundational knowledge of BuildBPS in a way that felt relevant and practical. The goal will be to build common understanding across all audiences.

BPS recognizes the crucial value in collaborating with stakeholders to bolster engagement efforts and reach new audiences. The district's most effective engagement efforts have leveraged staff across the district and collaborated with community organizations to include the diversity of stakeholder voice and build common understanding. This will be a critical feature of the next phase of engagement. BPS will partner with community-based organizations serving Boston's traditionally marginalized communities. The Community Engagement Advisory Council (CEAC) and a broader network of external organizations will be critical to achieving broad reach. CEAC membership is not an endorsement of the district's proposed plan. Rather, it is a commitment to ensure that all members of our community have the opportunity to develop a shared understanding of the proposed plan and engage in dialogue to help shape decisions.

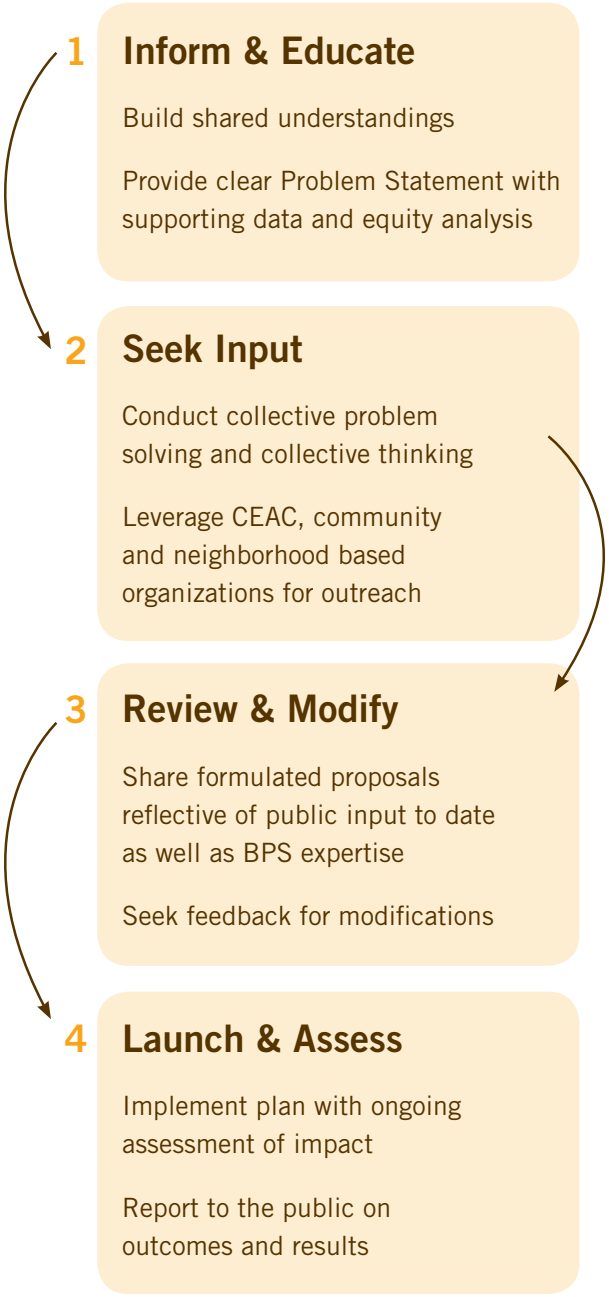
Engagement on Phase II of the BuildBPS plan began on October 17, 2018 with presentation to the School Committee followed by an initial series of scheduled community meetings. School communities impacted within the next two years will be central to the engagement efforts for the 2018-19 school year. Simultaneously, meetings will be held all across the city to ensure a shared understanding of the overall proposed plan as well as the neighborhood level impact, the timeline for actions, and areas for collective decisions and input.

Seeking to be strategic and operate with a long-term vision and approach to public engagement, the Office of Engagement developed a community engagement framework (Figure 1) that could serve as an agreement between the district and stakeholders. The framework has been shared at the initial convening of CEAC and with the Boston School Committee. The district is piloting the framework with BuildBPS, which is in the Review and Modify stage with the presentation of this proposed Phase II plan. The community engagement framework will be refined using lessons learned through application with BuildBPS. Over time, the framework will become our social contract representing the district's commitment to the community.

BPS will generate and test different engagement methods in partnership with the community, each time striving to improve our practice and methods. The meeting schedule and information is available at **www.bostonpublicschools.org/BuildBPS.**

More meetings and events will be scheduled as the Community Engagement Advisory Council, school communities, and other partnering organizations prepare to host additional conversations in collaboration with the BuildBPS planning team and BPS Office of Engagement.

Figure 1: Community Engagement Framework



PROPOSED 10-YEAR PLAN

2

The BuildBPS Proposed 10-Year Plan

When BuildBPS was launched, the goal was to articulate an educational vision and develop a comprehensive 10-year educational and facilities master plan.

With a 10-year, $1 billion commitment from Mayor Martin J. Walsh, school communities have shared hundreds of ideas and requests. These proposals often revealed competing priorities and strategies for leveraging the funds to improve the school buildings. One request remained constant: to develop a proposal to which the community could react and provide feedback.

Through the proposed BuildBPS plan, the district will balance near-term needs with a long-term systemic vision. With equity as a core goal, the entire city will benefit from a school system that puts our most vulnerable students at the center of the planning process and is committed to delivering improved learning environments for more students. The lasting impact of BuildBPS will go beyond the new school buildings that will open by 2027. The plan lays a foundation for strategically improving and maintaining schools far beyond the next 10 years.

For BuildBPS Phase II, the district has focused on the interaction between school buildings and school-aged populations. District staff worked to shed light on how buildings, programs, student demographics and distribution, enrollment patterns, and family choices interact across our system. For a district managing a fairly new student assignment plan, many school choice options, and competition for school-aged children, understanding how changes to school buildings might improve or disrupt student enrollment was critical.

This work informed the fact base (Appendix B). The fact base outlines the crucial challenges the community, district, and planning team face, not just with facilities but with enrollment options for students, equity and school effectiveness. The assessments have yielded more detail than the planning principles originally established.

At this time, there are eight key facts providing a basis for the plan:

1. There are not enough elementary seats to serve students close to home in the southern half of the city.
2. There are limited options for expanding special education, English learner and K1 programs.
3. English learner and special education programs are not evenly distributed across district high schools.
4. Enrollment in the six stand-alone middle schools (serving Grades 6-8) has declined by roughly 1,800 students over the past six years.
5. K-8 schools experience a high level of student turnover and many are under-enrolled in grades 7 and 8. This limits the district's ability to provide a consistent, rigorous, and resource-rich experience for those grades.
6. The current grade configurations lead to multiple school transitions for many of our students.
7. On a per pupil basis, small schools cost more and have less diversity of programming than larger schools.
8. Roughly 50% of current K-5 elementary schools are too small to house a K-6 school with more than 1 class per grade.

For more detailed data on the BuildBPS fact base, see Appendix B.

BPS proposes up to 12 new or transformed schools completed or under-construction by 2027, including:

- **Four projects in the pipeline:** Boston Arts Academy, Josiah Quincy Upper School, William E. Carter School, and Eliot School.
- **Three major renovations and reconfigurations of middle school buildings:** McCormack, Timility and Irving; others to follow on varied timelines.
- **Five new buildings or major expansions** to begin construction by 2027.

Additionally, the district hopes to expand the number of students experiencing only one transition from kindergarten to grade 12 pathways across all neighborhoods. This will be accomplished by creating twenty more K-6 schools and seven more 6/7-12 school buildings while preserving strong K-8/9-12 options where they exist.

Adapting to Unexpected Opportunities

While the BuildBPS goals and fact base outlined before will guide the work over the next 10 years or more, the proposed plan must be adaptable to unforeseen circumstances that require new thinking or create new opportunities. For example, the district will prioritize specific locations for potential new builds, based on the mismatch between local student need and school access. However, if a parcel of land becomes available outside of these locations, or a new community solution presents itself that aligns with overall BuildBPS principles and goals, then BPS will consider the opportunities this creates and propose modifications for consideration. The proposed plan will operate with certain parameters, but flexibility in the face of changing conditions also will be critical.

The BuildBPS Proposed Plan: A Neighborhood View

This section details the BuildBPS proposed plan by neighborhood, ordered by the neighborhood with the largest number of school-aged youth in residence (Dorchester) to the neighborhood with the least (South Boston). A list of recent investments and current projects in progress by neighborhood (alphabetical order) is available in the appendix; it is followed by an overview of the plan based on project category.

The plan is organized into these five major categories of work to provide a sense of the timeline associated with these projects and how many projects are likely to launch in the category. For a more detailed explanation of these categories, please review Appendix D: BuildBPS Projects by Category.

BuildBPS Project Categories

New Builds & Expansions

- Building from the ground up
- Leveraging expandable sites for additional space

Real Estate Management

- Site selection
- Property acquisition and divestment
- Swing space

Renovations and Reconfigurations

- Improving and adapting learning spaces
- Grade level reconfiguration
- School closures and mergers

District-Wide Investments & Initiatives

- Kitchen Projects
- Schoolyard Improvements
- Technology Infrastructure
- Security Improvements
- 21st Century School Furniture
- Climate control and energy efficiency

Capital Repairs to Maintain Existing Buildings

- MSBA Accelerated Repairs Program
  - Roofs, boilers and windows
- PFD and BPS-led capital repair projects
- Address longstanding deferred maintenance with ongoing investments

The organization of this section is as follows, for each neighborhood or area of the city:

By the Numbers - Key information about students and schools in the neighborhood.

New Builds or Expansion - Information about major projects or expansions proposed in this plan, including how school communities can become involved.

Elementary School Proposals - Insights and information about the future of Early Education Centers / Early Learning Centers (EEC/ELC), K-5, K-6, and K-8 schools in the neighborhood.

Middle School Reconfigurations - A description of the timing and impact of any middle school reconfigurations in the neighborhood.

High School Proposals - Insights and information about the future of high schools in the neighborhood.

Data about the students and buildings is outlined for each neighborhood. In the first section, the "Total school aged children" is the total number of all students living in the neighborhood. This includes students enrolled in BPS schools, private/parochial schools, Commonwealth charter schools, and METCO. The rest of the data refer only to BPS students living in the neighborhood. If a student lives in the neighborhood, but attends schools outside of the neighborhood, they are counted in these percentages. If a student lives outside of the neighborhood, but attends a BPS school inside the neighborhood, they are not counted in these percentages.

Here are some additional explanations of key metrics:

1 **Elementary Seat Access (BPS Students):** This metric is calculated for each student based on available seats in schools. This is calculated in two ways: 1) Access to schools within a mile of a student's home address, and 2) Access to schools based on the student assignment plan. Both of these metrics are not limited by the neighborhood boundaries on the pictured map; they are determined based on the address of the student.

2 **Student distance to school:** The report includes the percentage of students traveling less than one mile and more than two miles to school as a measure of access to schools close to home. This measure is based on actual student enrollments with the distance calculated based on a straight line on a map, not walking or driving distance.

3 **Percentage of students with English Language Development (ELD) Levels 1 to 3:** For students who are English Learners, the English Language Development (ELD) level is a measure of their proficiency in the four domains of English language. For more information about ELD levels, visit *http://www.doe.mass.edu/ell/wida.html*. Only ELD 1-3 students are included, because they are eligible for EL programs, including Sheltered English Instruction (SEI). Students with ELD levels 4 and 5 receive supplemental support in general education programs.

4 **Percentage of students with special needs:** This is the percentage of BPS students residing in the neighborhood who have an Individualized Education Plan (IEP) for special education services. This includes students receiving modifications or supplemental services in general education programs, students in inclusion programs, and students in our high needs programs.

5 **Number of grade configurations:** This represents the number of different gradespans in schools in the neighborhood. For example, if a neighborhood had only one school serving grades K-6 and one school serving grades K-8, our data would indicate two grade configurations in the neighborhood. For simplicity, schools starting in K0 and those starting in K1 are considered as having the same configuration (listed simply as either K or PreK). For example, if a neighborhood had one K0-5 school and one K1-5 school, the data would indicate one configuration in the neighborhood. This is because K0 programming primarily serves students with disabilities, making K1 or K2 the entry grade for most students. Combining K0 and K1 emphasizes an important distinction between a K1-5 and a K2-5 school in terms of when families can choose to enter a school.

6 **Racial Demographics of BPS Students (All Grades):** The percentages of students provide the racial or ethnic categories self-reported to the district by the student or student's family.

An Explanation of the Maps

Boston is often described as a city of neighborhoods, each with vibrant characteristics, distinct benefits, and unique needs. While many realize the importance of understanding neighborhoods, few agree on the actual boundaries of even our oldest neighborhoods. For the most part, this report reflects neighborhoods as defined by the Boston Planning and Development Agency. In some cases, neighborhoods are grouped together for the purposes of discussion and planning. This allows related schools to be grouped together for the purpose of presenting information in smaller segments.

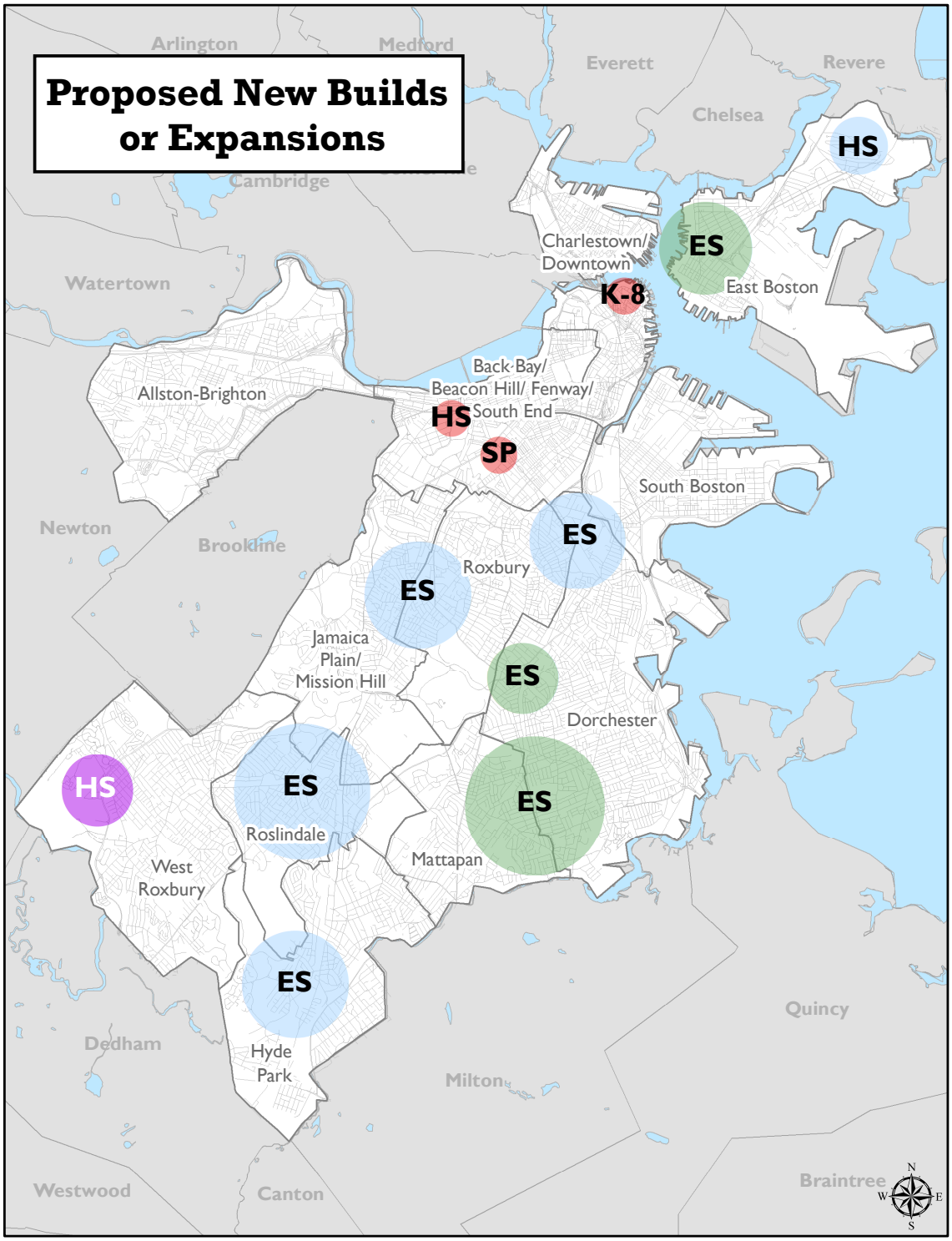
Each map in the neighborhood sections displays schools by grade configuration. The color of a dot represents the type of school on the map. A legend can be found on the bottom of each map.

The map on the next page shows nine possible locations for new builds or expansions across the city, but it is important to note that BPS may only be able to begin five such projects in the next ten years. Available cash flow in the capital plan, a limited ability to acquire parcels of land to develop as school buildings, the timeline required in major projects of this kind, and the need to balance many priorities across the district will all make it difficult to produce more than that number. As such, the nine locations on the map should be treated as a reference only and not as an indication of a definitive new build or expansion within a neighborhood.

Color: The color of the circle corresponds to the rationale for the new project. Green are highest priority projects - those intended to increase access to high quality schools. The blue projects minimize pre-K-12 transitions by creating clear pathways for students. Purple indicates projects in response to a facility emergency. Red projects are those already in the MSBA pipeline or already in construction. It is used for the Boston Arts Academy, Josiah Quincy Upper School, Carter School, and the Eliot K-8. Red indicates projects in progress with the MSBA (Boston Arts Academy, Carter School, and Eliot K-8)

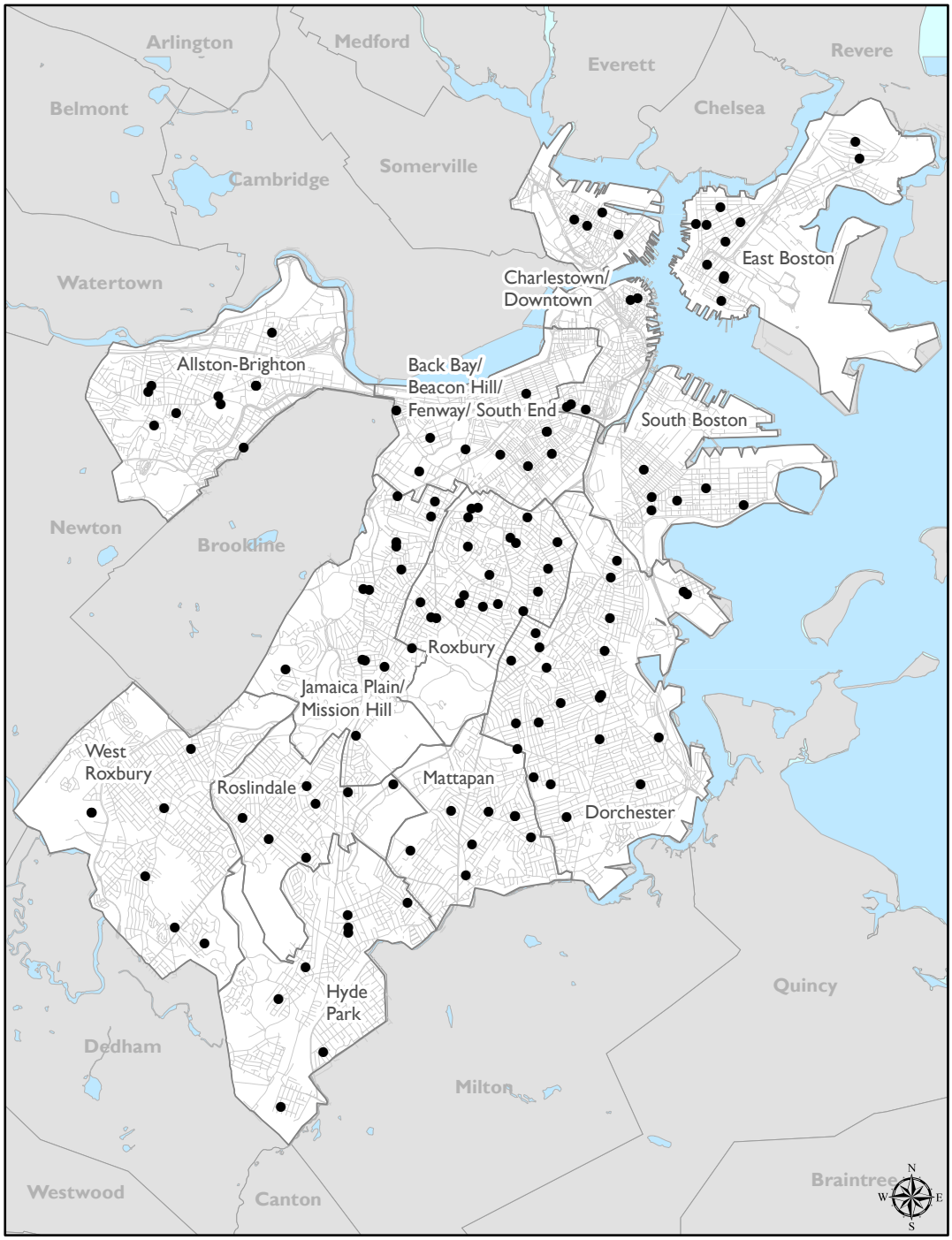
Size: The size of the circle represents the approximate geographic areas where a new build or expansion could occur. Larger circles indicate greater flexibility in identifying schools and sites to address neighborhood access.

Label: The labels of each circle indicate if the school building is proposed to be an elementary school (ES), high school (HS), specialized program (SP) or is the site of a middle school reconfiguration (MS). Elementary schools may be pre-K-6 or pre-K-8, depending on community feedback and the other schools in the area. High schools may be 6-12, 7-12, or 9-12 depending on community feedback and the other schools in the area. Middle schools may be reconfigured into elementary schools or high schools depending on community feedback, the other schools in the area, and the building and site size. Buildings for schools dedicated to serving special populations will be labeled (SP)



In neighborhoods proposed for a major expansion or new school building, there is a second map. The circles on the map present the following information:

(Below) Each dot represents one BPS school.

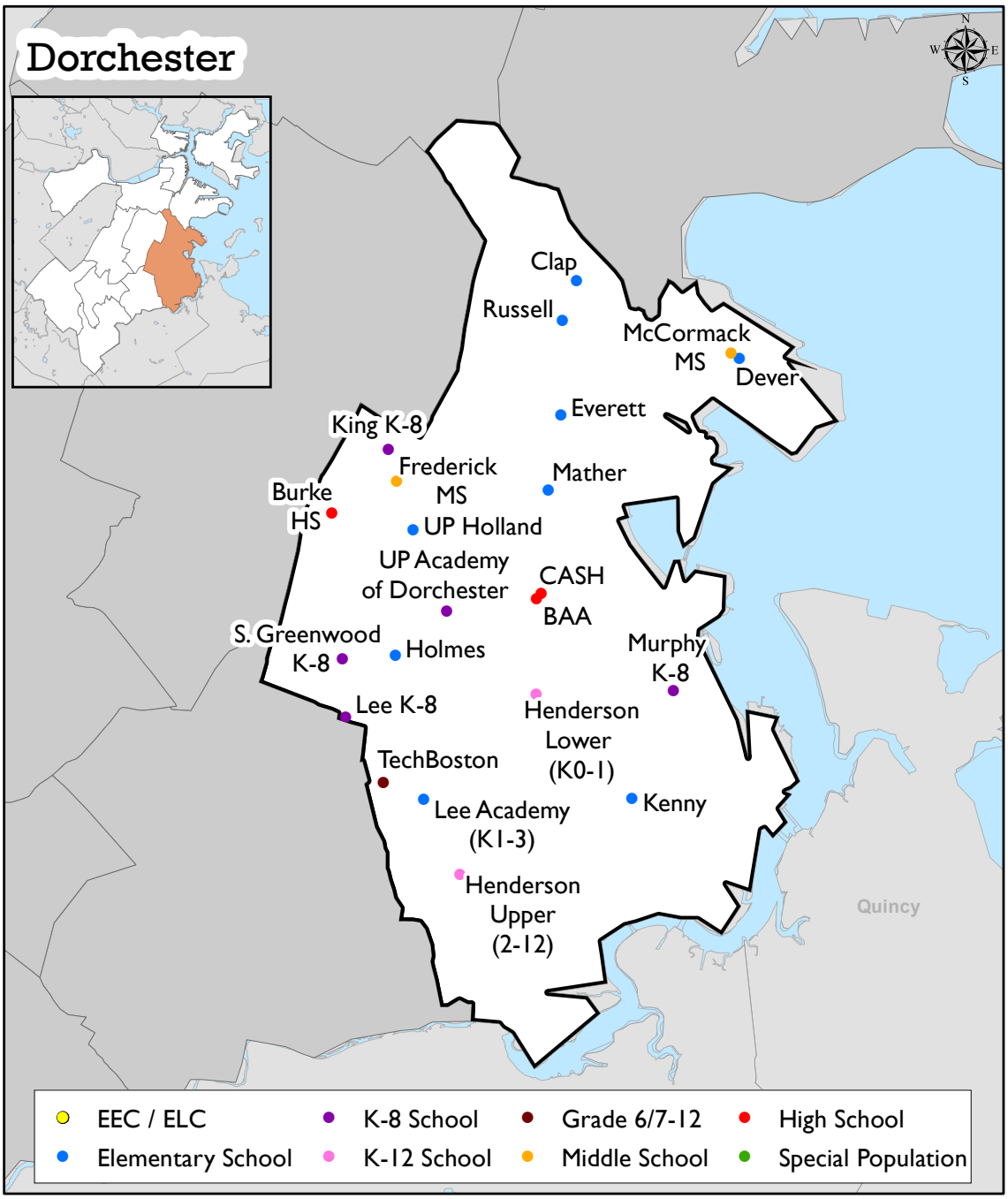


Neighborhoods

By number of school-aged children

15,728	Dorchester	4,909	Roslindale
13,645	Roxbury	4,343	West Roxbury
7,936	Mattapan	3,900	Jamaica Plain/Mission Hill
7,453	East Boston	3,539	Allston-Brighton
5,885	Hyde Park	3,476	Charlestown/Downtown
4,929	Back Bay/Beacon Hill/ Fenway/South End	2,732	South Boston

Dorchester


Dorchester
N
W
E
S
Clap
Russell
McCormack MS
Dever
Everett
King K-8
Frederick MS
Mather
Burke HS
UP Holland
UP Academy of Dorchester
CASH
BAA
S. Greenwood K-8
Holmes
Murphy K-8
Lee K-8
Henderson Lower (K0-1)
TechBoston
Lee Academy (K1-3)
Kenny
Henderson Upper (2-12)
Quincy
EEC / ELC
K-8 School
Grade 6/7-12
High School
Elementary School
K-12 School
Middle School
Special Population

Summary

Dorchester has the greatest number of school-aged youth and is home to 21 percent of all BPS students. It has 21 BPS school buildings and 21 schools: two high schools, two middle schools, one 6-12, one K-12, three K-8s, nine K-5 elementary schools, and one PreK-3 school. There is one two-campus school (the Henderson), and one building that currently houses two schools (the Cleveland Building, which is currently home to Community Academy of Science and Health and Boston Arts Academy).

Elementary aged students outnumber available seats throughout all of Dorchester, and the relative shortage of seats is most pronounced in the southern half. Between Upham's Corner and Lower Mills, there are on average 1.5 students for every 1 seat available within 1 mile.[6] Students living in that part of the city are among the least likely to attend school within a mile of their home and among the most likely to attend school more than 2 miles from their home.

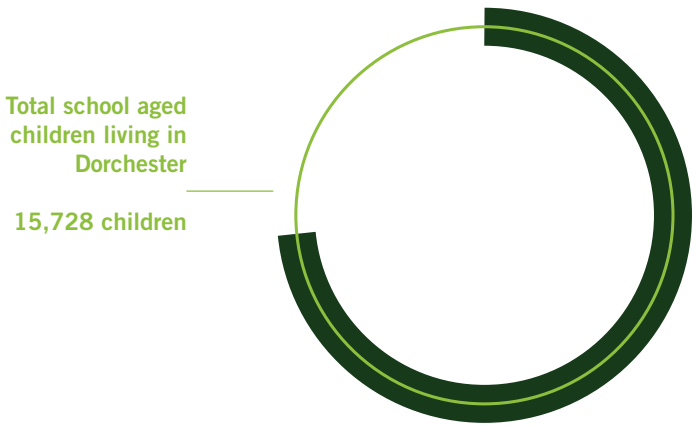
[6] The number listed in the subsequent table, 1.45, refers to the average number of students per seat within 1 mile for all of Dorchester. The 1.5 number cited is for students living between Upham's Corner and Lower Mills. The corresponding number for students living north of that area in Dorchester is 1.29.

By the Numbers

Building and School Information	Total
Number of buildings	21
Number of schools	21
Number of grade configurations	7

All student data below refers to students living in the neighborhood.

Total Students



Total school aged children living in Dorchester

15,728 children

Total students attending BPS Schools (K0–12)

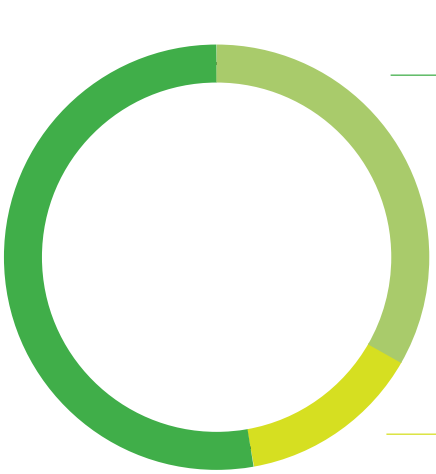
11,473 students (73%)

21%
total BPS population living in Dorchester

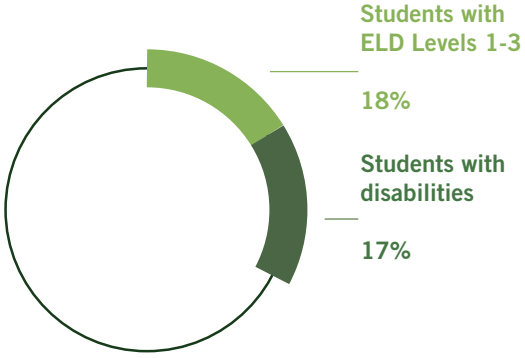
Elementary Seat Access (BPS students)

1.45
Average students per seat within 1 mile

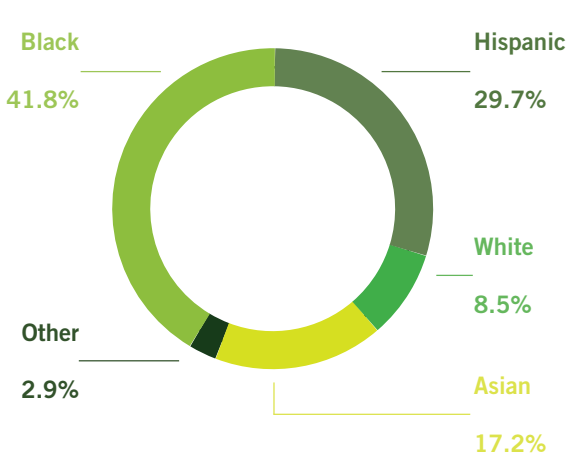
1.41
Average students per seat on school choice list



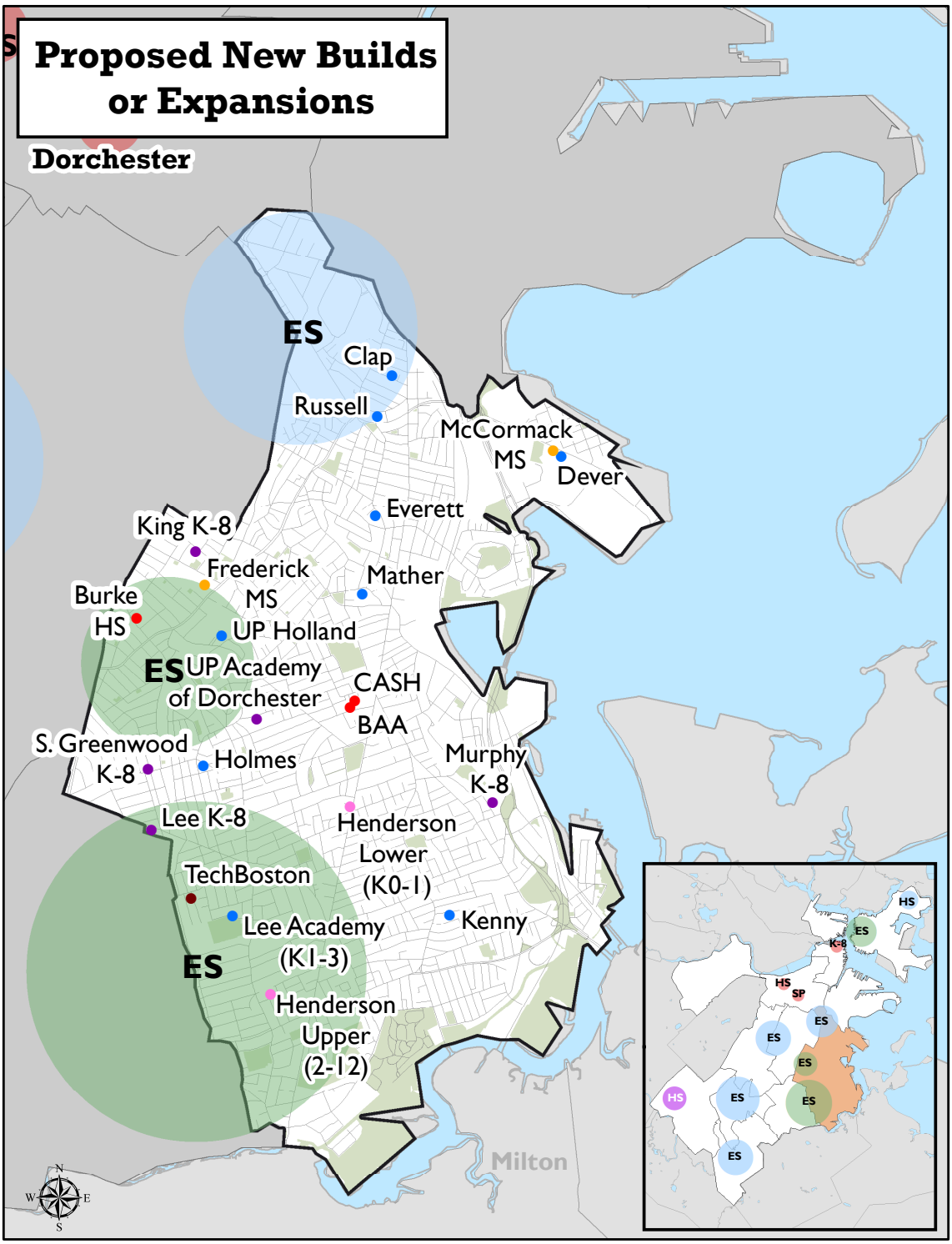
Special Populations (BPS Students All Grades)



Racial Demographics of BPS Students (All Grades)



New Builds or Expansion Proposals



Elementary School Proposals

Three of the nine identified potential areas for new elementary buildings would benefit students and families in Dorchester: one near New Market, one near Blue Hill Avenue and Franklin Park, and one near the Mattapan/Dorchester line. The latter two sites are high-priority and are intended to address the relative shortage of elementary seats in the southern half of Dorchester. In each case, the goal is to build elementary buildings serving 400-700 students[7] that can expand access for students with special needs and language needs while also increasing the total number of seats available in the area. Dorchester elementary schools that would be eligible to apply to move into one of the 3 proposed new buildings include: Mather, Holmes, Everett, S. Greenwood, Kenny, and Lee Academy. These schools were identified based on their proximity to the areas of need. For each of these projects, schools in adjacent neighborhoods would also be eligible; see the Roxbury and Mattapan summaries for more information. Other schools may participate in the process, but would need to relocate to this area.

As part of this transition, four elementary schools in Dorchester that currently have a guaranteed pathway to the McCormack are proposed to convert into K-6 schools in the Fall of 2020; those schools are the Clap, Dever, Everett and Russell. The schools are not all large enough to convert to K-6 on their own, so the K-6 conversion would require that the Clap building be combined with either the Russell or the Everett building to create a two-campus K-6. We will engage the school communities about the path forward to convert to K-6.

[7] The Massachusetts state average for elementary schools (K-5 or K-6) is 400 students. The Massachusetts state average for K-8 schools is 597 students. In Boston, 74% of our elementary schools are below state average, six of which are less than 200 students (1/2 of the state average). In addition, 53% of our K-8s are below state average, four of which are less than 300 students (1/2 of the state average).

Middle School Reconfiguration Proposals

Dorchester is home to two stand-alone middle schools serving grades 6-8, the Frederick and the McCormack. The district intends to reconfigure all stand-alone middle schools over the course of the next 10 years. The timing of the reconfigurations will depend on our ability to identify the appropriate schools to serve 6th, 7th, and 8th grade students in each area. The Frederick building was designed to be flexible so that it could later be configured as either an elementary school or a high school. Based on enrollment needs, the district proposes that the Frederick could transition into either a school serving grades K-6 or 7-12, and will work with the community and nearby schools to determine the future configuration. In order to re-configure to serve a new grade span, space would first need to be identified to accommodate the 6th- through 8th-graders that would otherwise attend the Frederick.

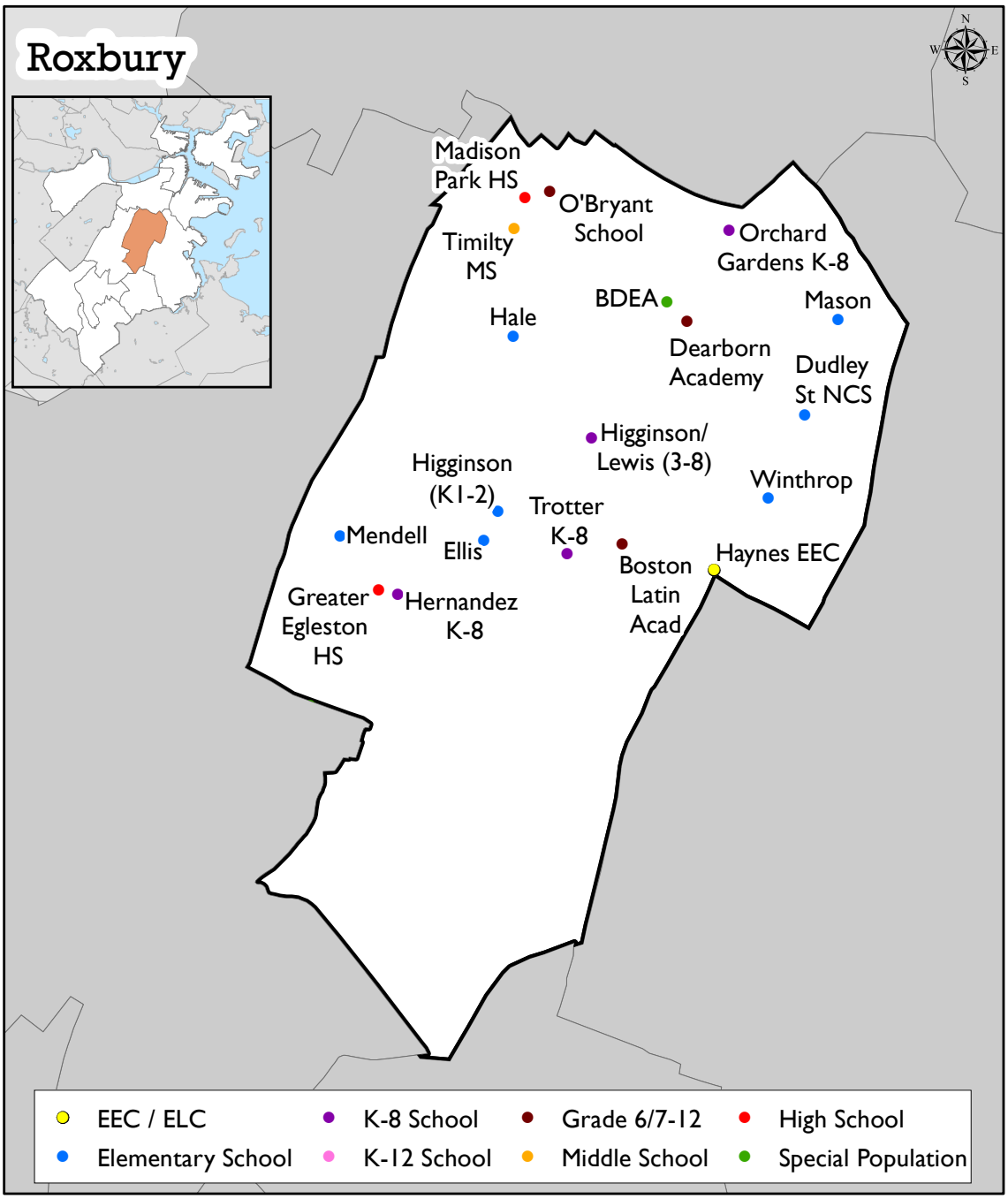
Additionally, the Frederick Middle School is currently home to a large number of specialized programs for students with special needs and English learners. Any plan to reconfigure the school will require that those programs be maintained in K-6 and/or 6/7-12 schools. Students who participate in those programs must be provided with clear pathways and fewer school transitions. Until BPS addresses the aforementioned student needs, the Frederick will continue to operate as a 6-8 school for the time being. The district will seek to reconfigure the school in the later stages of BuildBPS Phase II. If opportunities arise to meet student needs and convert the school more quickly, the district will pursue those based on community input.

The McCormack Middle School building is recommended to close at the end of the 2019-20 school year to undergo significant renovations and open approximately in fall of 2022 or 2023 as a grade 7-12 school. The district will work with McCormack staff to identify a high school partner to create a plan to become a 7-12 school for the new facility (For additional information on the McCormack conversion and its implications for other schools, see the South Boston pages in this section).

High School Proposals

Excel High School is a potential partner to develop a 7-12 school plan with McCormack staff. The district will work with the McCormack staff and prospective high school partners during the winter and spring of school year 2018-2019.

Roxbury


Roxbury
N
W
E
S
Madison Park HS
O'Bryant School
Timilty MS
Orchard Gardens K-8
BDEA
Mason
Hale
Dearborn Academy
Dudley St NCS
Higginson/ Lewis (3-8)
Higginson (K1-2)
Winthrop
Trotter K-8
Mendell
Ellis
Haynes EEC
Boston Latin Acad
Greater Egleston HS
Hernandez K-8
EEC / ELC
K-8 School
Grade 6/7-12
High School
Elementary School
K-12 School
Middle School
Special Population

Summary

Roxbury is the second most populous neighborhood in the city in terms of its student population. It is home to 17 percent of all BPS students. It has 19 BPS buildings housing 19 BPS schools: one vocational high school, two alternative high schools, one middle school, one 6-12, one 3-8, two of the three 7-12 exam schools, three K-8s, one Early Elementary Center, one K-2 school, and six K-5 elementary schools.

The number of elementary seats in Roxbury is well-aligned to the current number of elementary students currently attending BPS. On average there is roughly one student for every seat available within one mile. Competition for those seats rises somewhat under the home-based student assignment plan, given Roxbury's central location, but is less pronounced compared to other areas of the city.

By the Numbers

Building and School Information	Total
Number of buildings	19
Number of schools	19
Number of grade configurations	9

All student data below refers to students living in the neighborhood.

Total Students

Total school aged children living in Roxbury

13,645 children

Total students attending BPS Schools (K0–12)

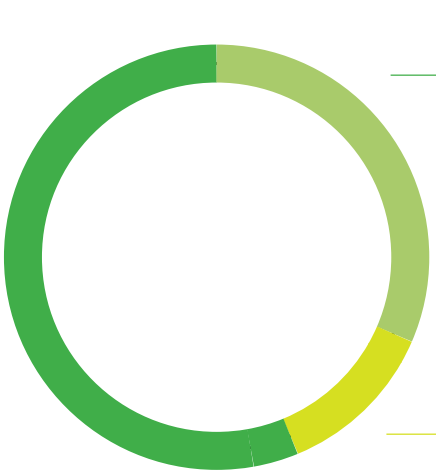
9,555 students (70%)

17%
total BPS population living in Roxbury

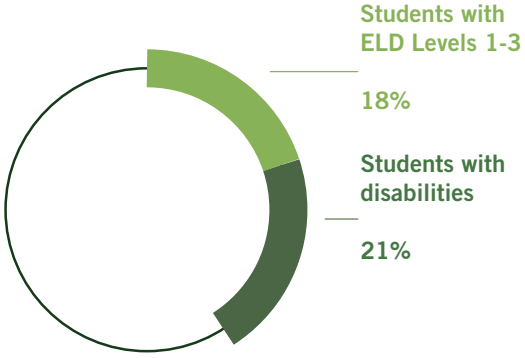
Elementary Seat Access (BPS students)

1.02
Average students per seat within 1 mile

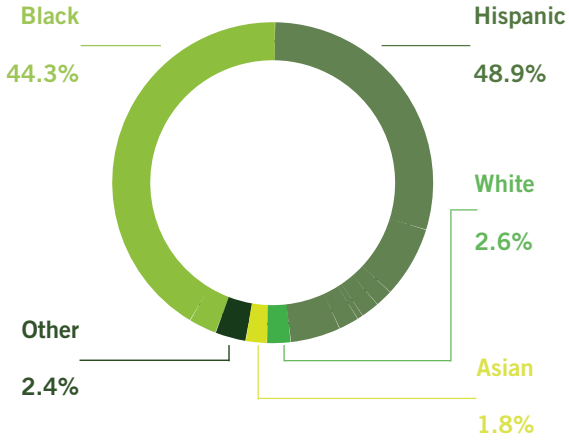
1.29
Average students per seat on school choice list



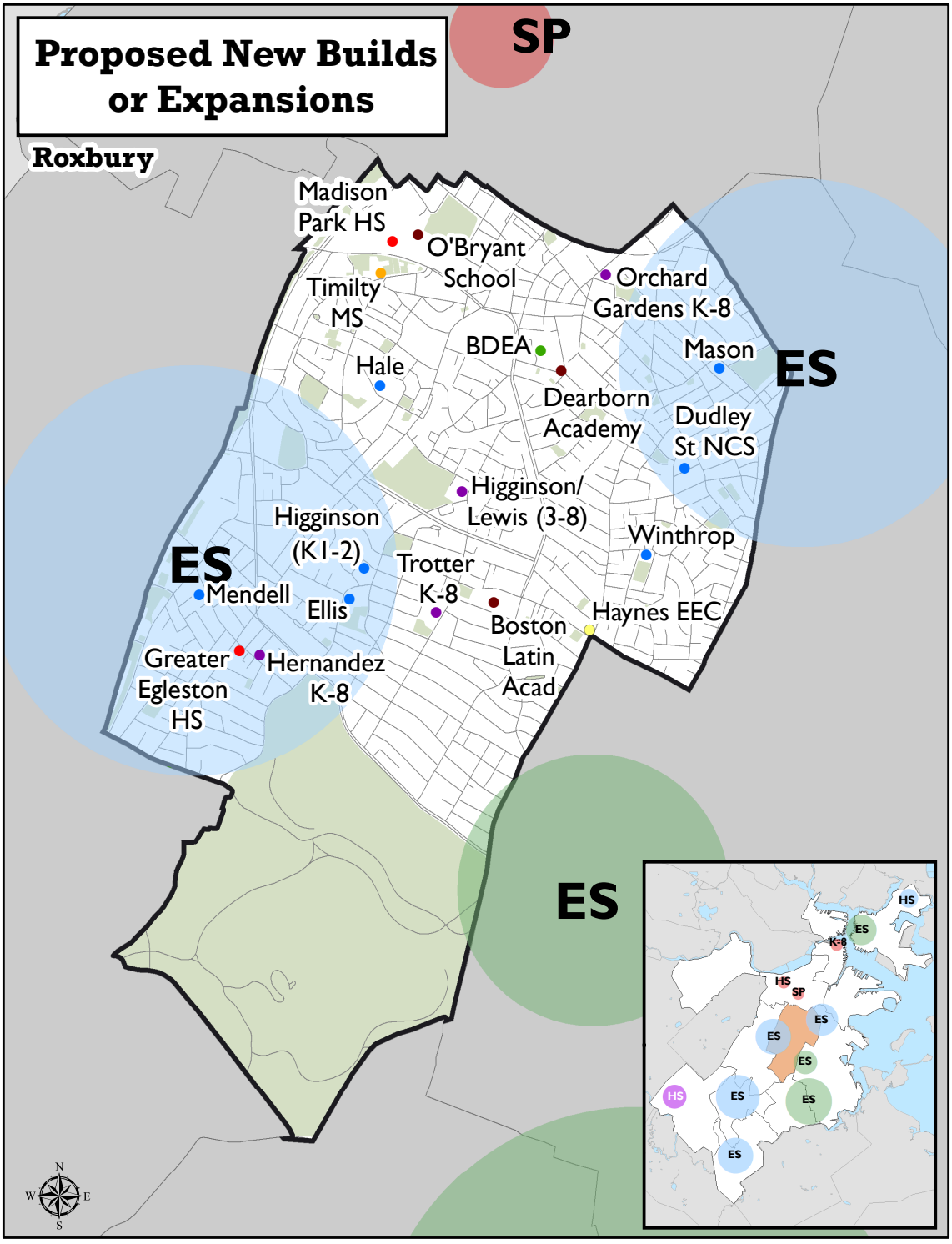
Special Populations (BPS Students All Grades)



Racial Demographics of BPS Students (All Grades)



New Builds or Expansion Proposals



Three of the nine identified potential areas for new buildings would benefit students and families in Roxbury: one near the border of Dorchester (near Upham's Corner), one closer to Franklin Park, and one near the Roxbury/Jamaica Plain line. Many of the current K-5 elementary schools in the neighborhood are too small to expand to K-6 in their current buildings, so new buildings would be leveraged to allow area schools to expand to a K-6 model. Current BPS schools or teams of schools would be encouraged to participate in an application process to move into any new buildings. Successful applicants must offer the programs identified by the district to students with special needs and for English learners. The Ellis, Hale, Mason, Mendell, and Winthrop all would be eligible to apply to move into one of the new buildings. These schools were identified based on their proximity to the areas of need. For each of these projects, schools in adjacent neighborhoods would also be eligible, see the Jamaica Plain and Dorchester summaries for more information. Other schools may participate in the process, but would need to relocate to this area.

Elementary School Proposals

Beyond the new building and conversion of the Timilty to a K-6 for existing Roxbury elementary schools, this plan does not include expansion of Roxbury elementary schools to K-6 or K-8 schools due to the limited number of classrooms in each building. Schools that do not move into the new building or renovated Timilty building may later have the opportunity to leverage recently vacated elementary buildings to create two-campus K-6 sites.

Roxbury is home to one of our Early Education Centers / Early Learning Centers (EEC/ELC), the Haynes. EEC/ELCs are configured as either K-1 or K-3. BPS is not seeking to change the grade spans of these schools. However, if there is interest from the school community and it can be aligned effectively with other school feeder patterns to meet community-wide student needs, BPS will consider such proposals.

Middle School Reconfiguration Proposals

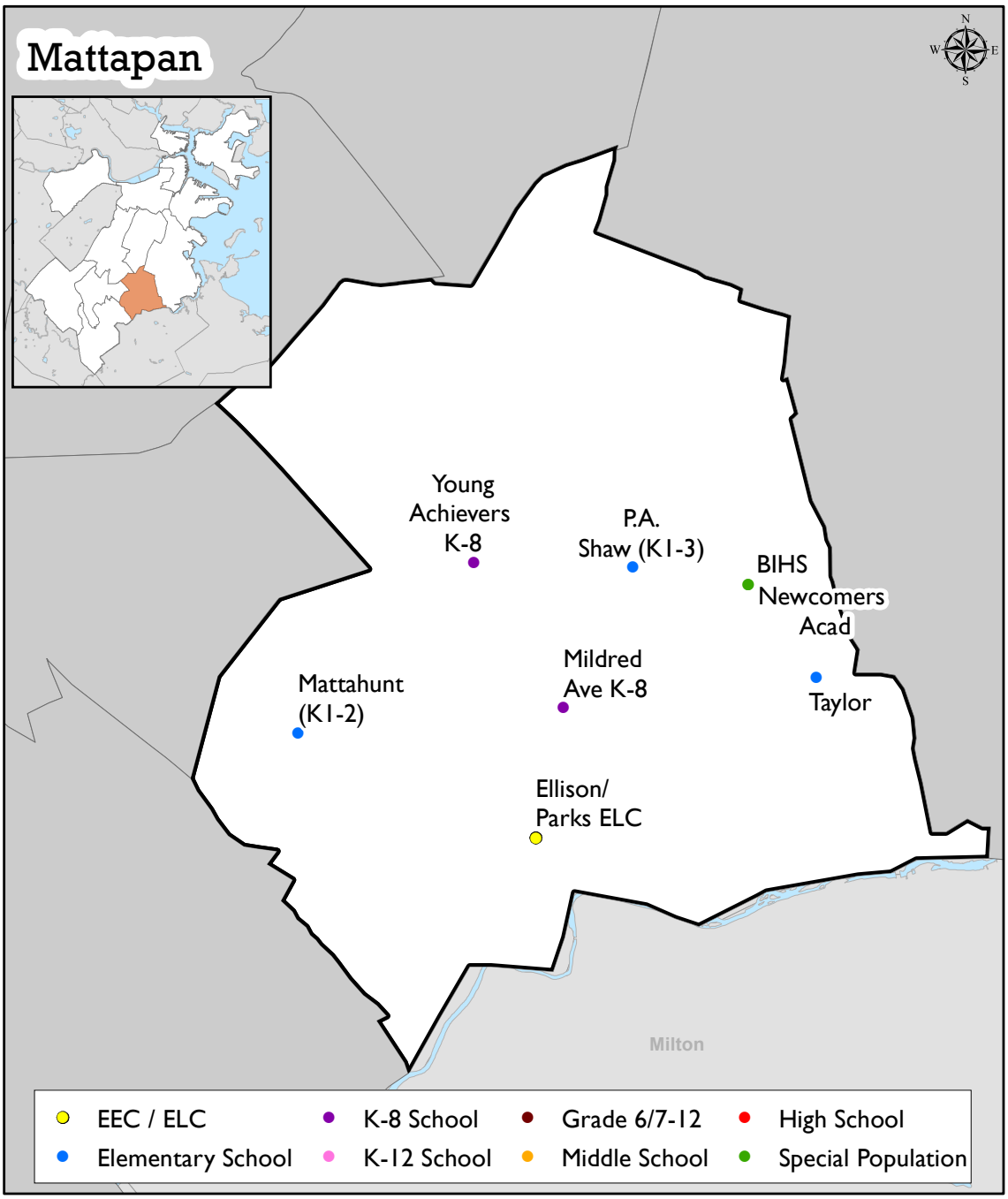
As part of the broader recommendation to reconfigure stand-alone middle schools, the Timilty Middle School would undergo renovations to be converted into a K-6 school. This will allow one of the area schools that is too small to add a 6th grade in its current building to move into the Timilty building and expand. The Timilty site is too small to be converted into a new high school. As with new builds in these areas, current BPS schools or teams of schools will be encouraged to apply to move into the renovated building after agreeing to offer the special education and English learner programs identified by the district. The Ellis, Hale, Mason, Mendell, and Winthrop would all be eligible to apply.

The timeline for the Timilty reconfiguration is not laid out specifically in this plan, as it depends on external factors that will be determined through the community engagement process. Additional 7th and 8th grade capacity in expanded 7-12 schools will need to be created before the Timilty can undergo any significant changes. Possibilities for 7-12 expansions beyond those already included in the plan will be explored through the community engagement process.

High School Proposals

There are currently no plans to create any new 7-12 schools in Roxbury. However the district community engagement process for new 7-12 high schools in other areas will explore how to best provide access to students across the city.

Mattapan


Mattapan
N
W
E
S
Young Achievers K-8
P.A. Shaw (K1-3)
BIHS Newcomers Acad
Mildred Ave K-8
Taylor
Mattahunt (K1-2)
Ellison/ Parks ELC
Milton
EEC / ELC
K-8 School
Grade 6/7-12
High School
Elementary School
K-12 School
Middle School
Special Population

Summary

Mattapan is home to nearly 8,000 school-aged children and about 10% of all BPS students. It has seven BPS buildings housing seven BPS schools and one program: one high school, one high school program for recent immigrants and students with limited or interrupted formal education, two K-8s, an Early Learning Center, and three elementary schools of varying grade configurations.

Given the density of the student population, Mattapan is one of the areas in which elementary-aged students outnumber available seats. On average, there are one point five students for every one seat available within one mile. Therefore, elementary students in Mattapan are among the least likely to attend school within a mile of their home and among the most likely to attend school more than two miles from their home.

The five Mattapan schools serving elementary grades have four different grade configurations: Mattahunt elementary is K1-2 and growing to K1-6; the P.A. Shaw Elementary and Ellison/Parks Early Elementary Center are both K0-3, the Taylor is K1-5, and the Mildred Avenue and Young Achievers are both K-8.

By the Numbers

Building and School Information	Total
Number of buildings	7
Number of schools	7
Number of grade configurations	6

All student data below refers to students living in the neighborhood.

Total Students

Total school aged children living in Mattapan

7,936 children

Total students attending BPS Schools (K0–12)

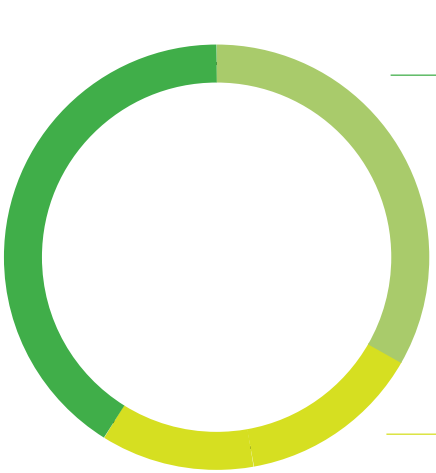
5,402 students
(68%)

10%
total BPS population living in Mattapan

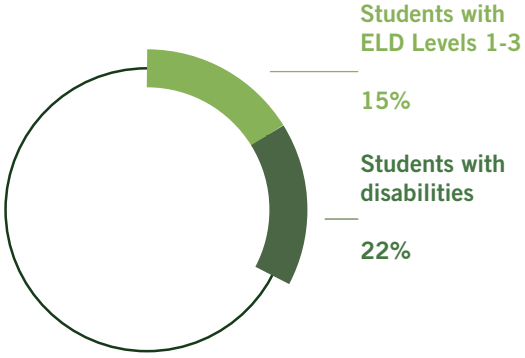
Elementary Seat Access (BPS students)

1.5
Average students per seat within 1 mile

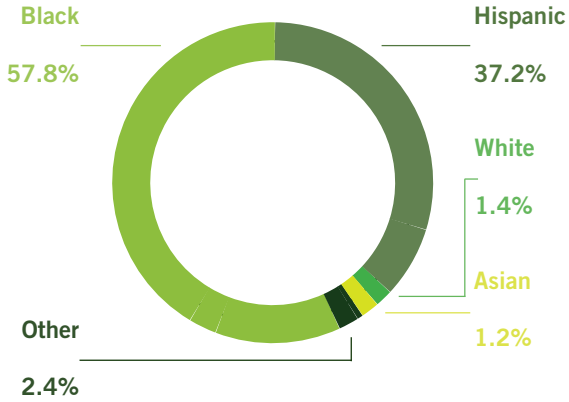
1.58
Average students per seat on school choice list



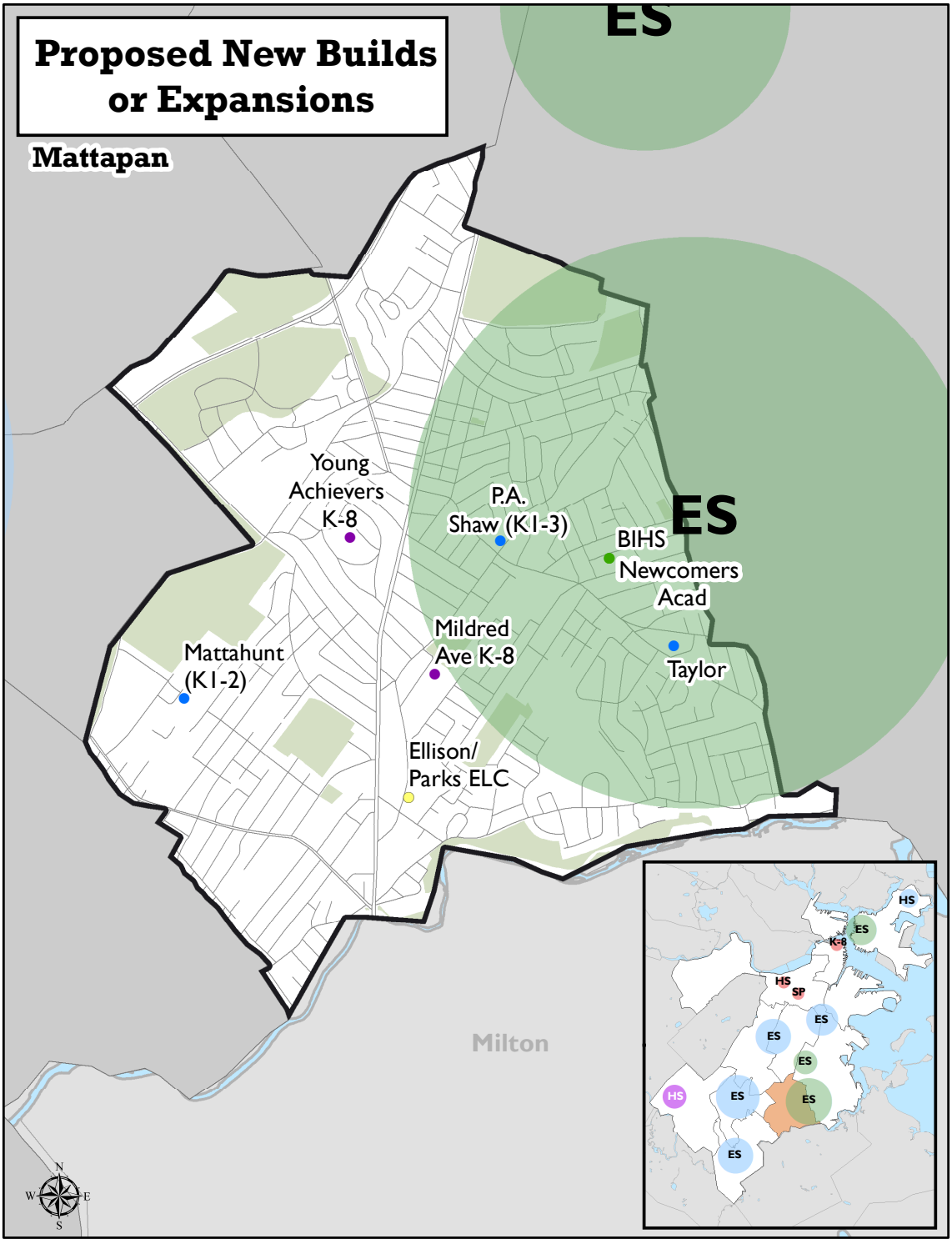
Special Populations (BPS Students All Grades)



Racial Demographics of BPS Students (All Grades)



New Builds or Expansion Proposals



Elementary School Proposals

Given the shortage of seats in the area, Mattapan is one of the highest priority neighborhoods for building a new elementary school. Since there is a similar shortage of seats in neighboring Dorchester, the proposed plan includes identification of a site near the Mattapan/Dorchester line for an elementary school to serve both neighborhoods. The elementary building will be large enough to expand access for students with special needs and language needs while also increasing the total number of seats available in the area. These would be required for any school moving into the building. The new building could also help add coherence to the grade configurations in the area by providing one of the existing elementary schools that end in grade 3 a larger building in which they could expand to grade 6. The Mattapan elementary schools that would be eligible to to move into the proposed new building include the P.A. Shaw and the Taylor. These schools were identified based on their proximity to the areas of need. For each of these projects, schools in adjacent neighborhoods would also be eligible; see the Dorchester summary for more information. Other schools may participate in the process, but would need to relocate to this area.

The Mattahunt Elementary School currently offers grades K0 to 2. We will continue to work with the Massachusetts Department of Elementary and Secondary Education to expand the Mattahunt while monitoring its accountability status. The proposed plan for the school is to increase by one grade every year until it becomes a K-6 in the 2022-2023 academic school year. The P.A. Shaw lacks the space in their current building to expand beyond a K0-3. In order for this school to expand, BPS would need to build a new building or complete a major expansion. Therefore, the P.A. Shaw school will be eligible to apply to be part of the new building or major expansion project in the area. There are additional schools in Dorchester, including the Lee Academy and Kenny School, which would also be eligible to apply for the new building near the border of Mattapan and Dorchester.

Mattapan is home to one of our Early Education Centers / Early Learning Centers (EEC/ELC), the Ellison/Parks. EEC/ELCs are configured as either K-1 or K-3. BPS is not seeking to change the grade spans of these schools. However, if there is interest from the school community and it can be aligned effectively with other school feeder patterns to meet community-wide student needs, BPS will consider such proposals.

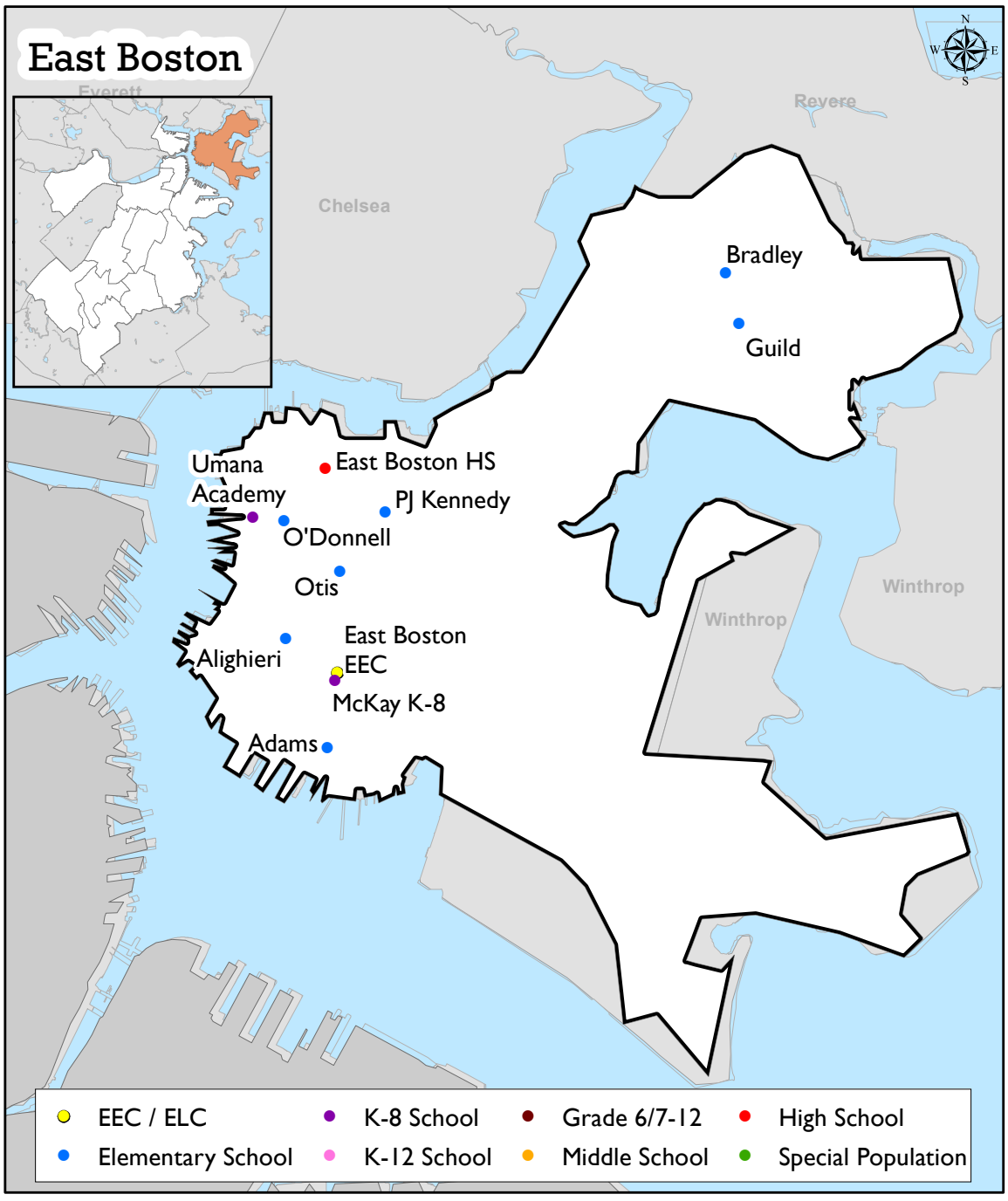
Middle School Reconfiguration Proposals

There are no middle schools in Mattapan.

High School Proposals

Mattapan is home to one high school, Boston International, and one program for recent immigrants and students with limited or interrupted formal education, Newcomers Academy. Often thought of as one school, BINcA is configured as a 9-12. The current location does not allow for a 7-12, given classroom space constraints. While there are no current proposals for a high school building in Mattapan, BINcA could participate in the application process for one of the new high school sites or middle school reconfigurations and could thus grow to a 7-12.

East Boston


East Boston
Everett
Revere
Chelsea
Winthrop
Winthrop
Bradley
Guild
Umana Academy
East Boston HS
PJ Kennedy
O'Donnell
Otis
East Boston EEC
Alighieri
McKay K-8
Adams
EEC / ELC
K-8 School
Grade 6/7-12
High School
Elementary School
K-12 School
Middle School
Special Population

Summary

East Boston is home to 12 percent of all BPS students. It has 11 BPS buildings and schools: one high school, two K-8s, one Early Elementary Center, one K-6 Montessori School, and six K-5 elementary schools.

The number of elementary seats in East Boston is relatively well-aligned to the number of elementary students that currently attend BPS. On average there are roughly one point one students for every one seat available within one mile, and there is one student for every seat available when factoring in school choice lists. East Boston has the highest percentage of local school-aged children that attend BPS of any neighborhood in the city (87%)[9], and those students are served closer to home than in most other parts of the city. Sixty-nine percent (69%) of elementary-aged children (K2-5), who live in East Boston attend BPS schools within East Boston; the next closest neighborhood is Allston-Brighton at 55%.

There are two primary enrollment challenges in East Boston. First, many students are served locally in East Boston in part because 21st century educational spaces, such as art rooms, music rooms, and science labs, are limited in the neighborhood's elementary buildings. If the buildings had more of these spaces then their capacity would shrink and fewer students would be served; instead, many of the schools are at capacity and lack appropriate auxiliary spaces. The second challenge is a lack of middle school seats. As a result, many students from East Boston attend middle school at the Edwards Middle School in Charlestown.

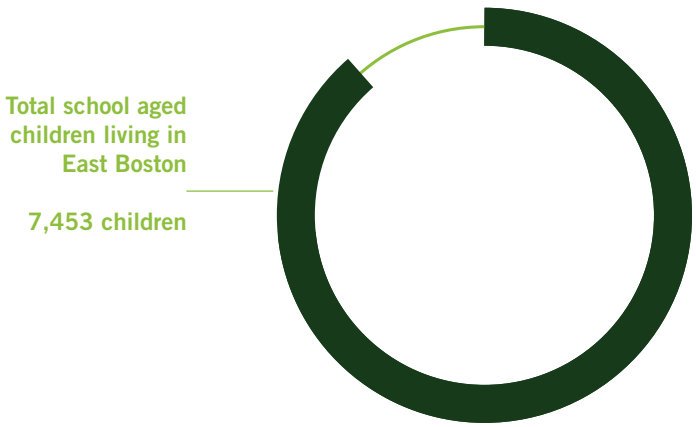
[9] Charlestown is the second closest with 82% of students residing there attending BPS.

By the Numbers

Building and School Information	Total
Number of buildings	11
Number of schools	11
Number of grade configurations	4

All student data below refers to students living in the neighborhood.

Total Students

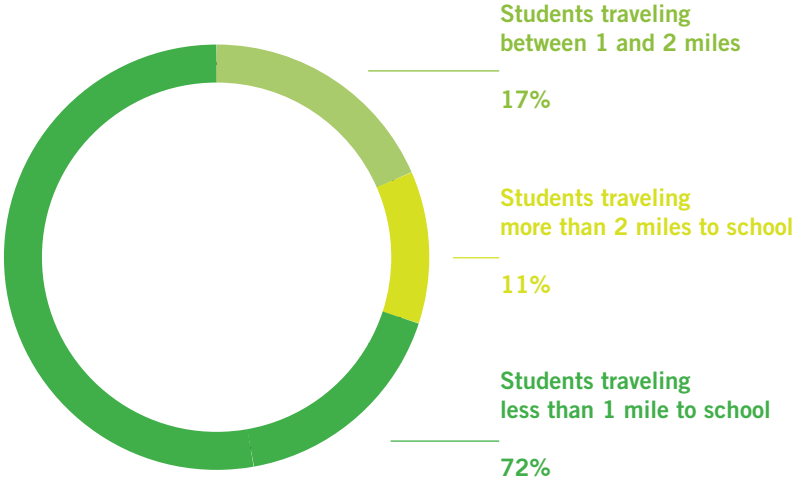


12%
total BPS population living in East Boston

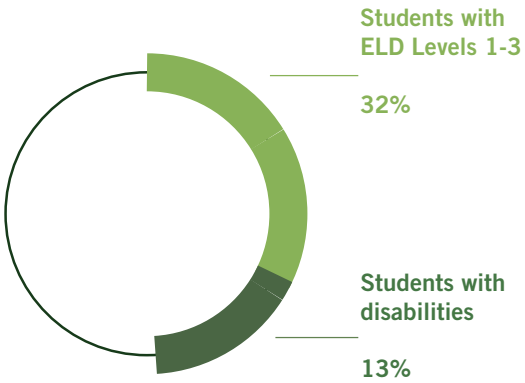
Elementary Seat Access (BPS students)

1.07
Average students per seat within 1 mile

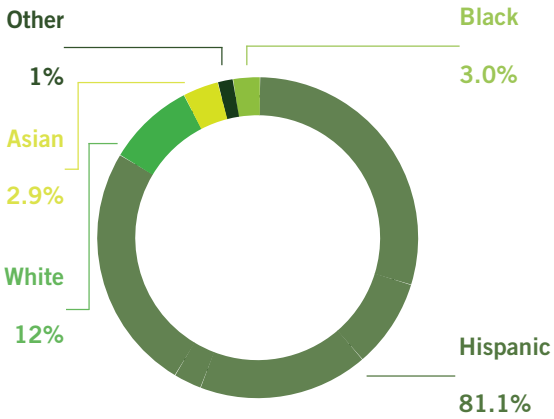
0.97
Average students per seat on school choice list



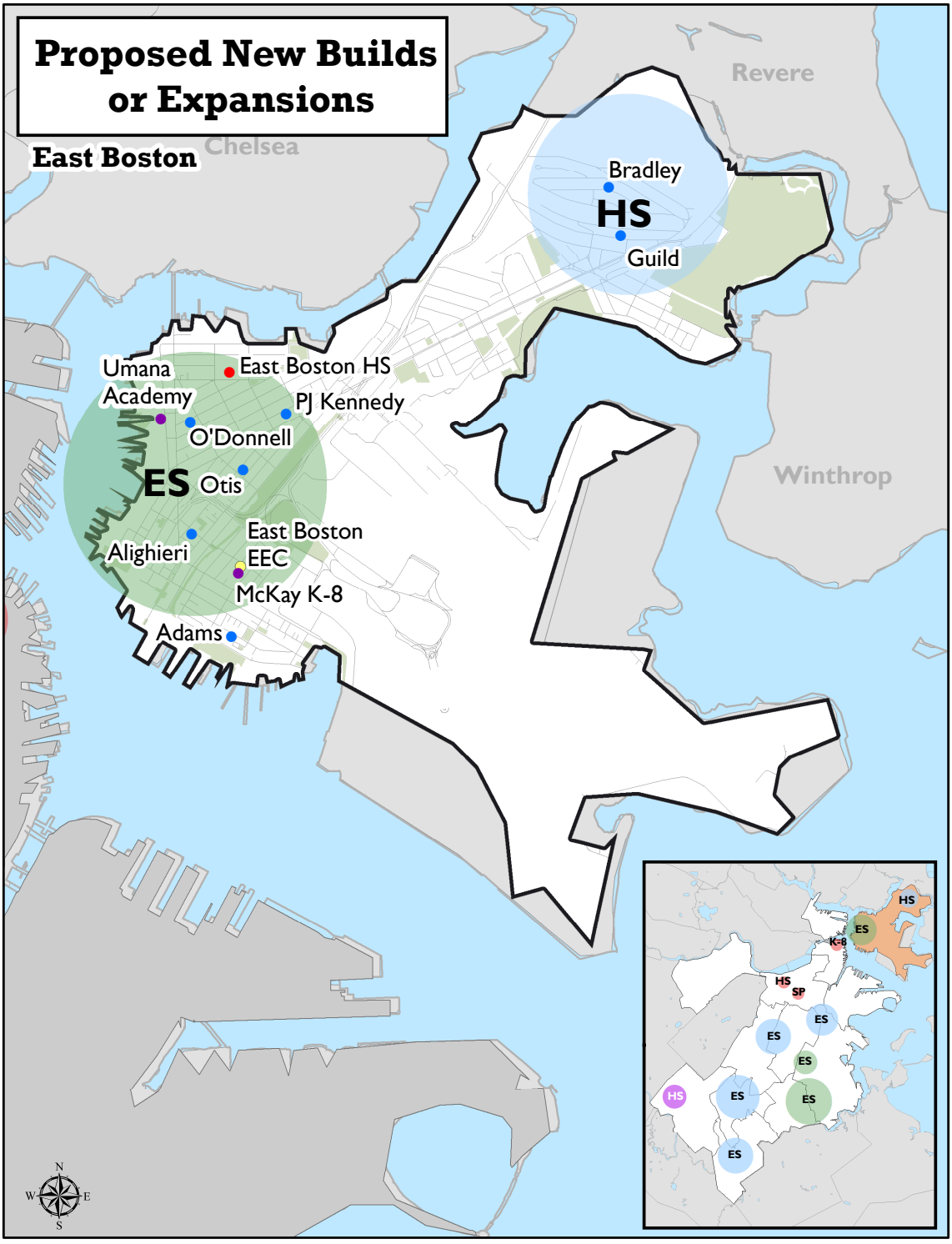
Special Populations (BPS Students All Grades)



Racial Demographics of BPS Students (All Grades)



New Builds or Expansion Proposals



Two of the nine identified potential areas for new buildings are in East Boston. The first is a planned acquisition of a property in East Boston to expand elementary seats in the neighborhood. If a parcel is acquired, BPS will work with an elementary school community to determine the future use of the space. The district may select which school participates in the process based on the parcel's proximity to an existing school building. It would also be an opportunity to engage the MSBA in a major project utilizing the two sites: one that would modernize and significantly alter the educational opportunities for East Boston families.

The second potential project is a new site for an expanded 7-12 high school. The current East Boston High School does not have enough space to expand to 7-12 and there is no expectation that enrollment will decline enough to accomodate 7th and 8th grades in the existing building. The district has begun working with the Boston Planning and Development Authority to identify potential sites in East Boston for a new high school building that could be considered in the coming years. At the end of the process, a new 7-12 high school building could create additional middle school seats in East Boston, allowing more of those students to be served locally.

Elementary School Proposals

Other than the new building project, there are no additional proposals for expanding K-5 elementary schools in East Boston to K-6 due to several challenges. First, there is a shortage of middle school seats in East Boston, and there are limited options for expanding those seats before a new 7-12 high school building is erected. Second, many of the buildings are too small to add a 6th grade. However, as the community is engaged about the best use for the parcel to be acquired, the district will explore ways to leverage the property to address the middle school seat shortage and/or allow additional schools to transition to a K-6 model.

Given the shortage of middle school seats, there are currently no plans to alter the grade structure of the two K-8 schools in East Boston.

East Boston is home to one Early Education Center / Early Learning Center (EEC/ELC), the East Boston EEC. EEC/ELCs are configured as either K-1 or K-3. BPS is not seeking to change the grade spans of these schools. However, if there is interest from the school community and it can be aligned effectively with other school feeder patterns to meet community-wide student needs, BPS will consider such proposals.

Middle School Reconfiguration Proposals

Many East Boston students in grades 6 to 8 attend the Edwards Middle School in Charlestown, in part due to a shortage of middle school seats in East Boston. There are no plans to reconfigure the Edwards until additional 6th, 7th, and 8th grade capacity is created for East Boston students elsewhere.

High School Proposals

As mentioned before, the goal is to identify a site in East Boston on which a new 7-12 high school building could be built. Additional capacity is not needed for grades 9-12 in East Boston. As a result this new building could become a new East Boston High School (7-12), freeing up the current high school building for an alternate use (e.g., PreK-6).

Hyde Park


Hyde Park
N
W
E
S
Chittick
ACC
BCLA
New Mission HS
Grew
Channing
Roosevelt Upper (2-8)
Roosevelt Lower (K1-1)
Milton
Dedham
EEC / ELC
Elementary School
K-8 School
K-12 School
Grade 6/7-12
Middle School
High School
Special Population

Summary

Hyde Park is home to six percent of all BPS students. It has seven BPS buildings and schools: two 9-12 high schools, one 7-12 high school, one K-8, and three K-5 elementary schools. There is one two-campus K-8 school (the Roosevelt K-8), and Boston Community Leadership Academy and New Mission High School are currently co-located in the Hyde Park Education Complex.

Hyde Park is one of the areas in which elementary aged students outnumber available seats. On average, there are 1.6 students for every 1 seat available within 1 mile. Therefore, elementary students in Hyde Park are among the least likely to attend school within a mile of their home and the most likely to attend school more than 2 miles from their home.

Another factor impacting Hyde Park is the prevalence of Commonwealth charter schools in this neighborhood. For this reason, Hyde Park has one of the lowest percentages of school aged children attending BPS. As BPS builds new schools or changes the configuration of schools, the district will need to monitor both the seats per student and the percentage of school aged children enrolling in BPS.

By the Numbers

Building and School Information	Total
Number of buildings	7
Number of schools	7
Number of grade configurations	4

All student data below refers to students living in the neighborhood.

Total Students

Total school aged children living in Hyde Park

5,885 children

Total students attending BPS Schools (K0–12)

3,591 students (61%)

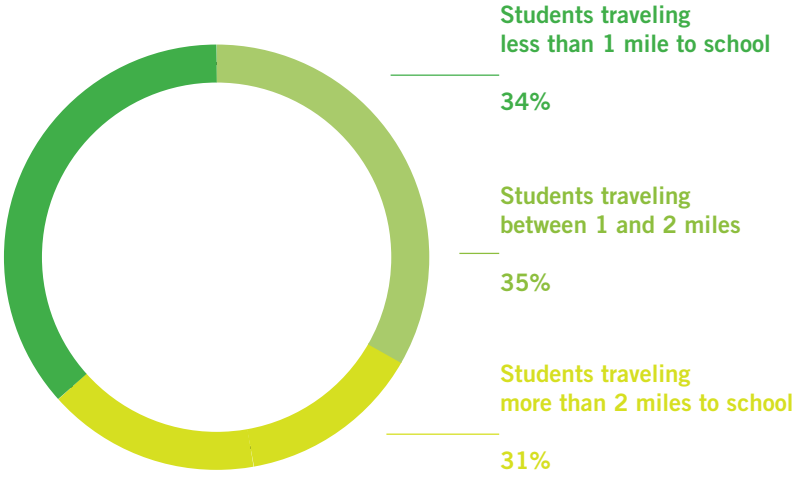
6%

total BPS population living in Hyde Park

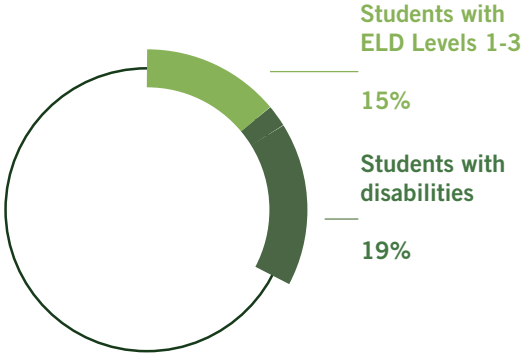
Elementary Seat Access (BPS students)

1.62
Average students per seat within 1 mile

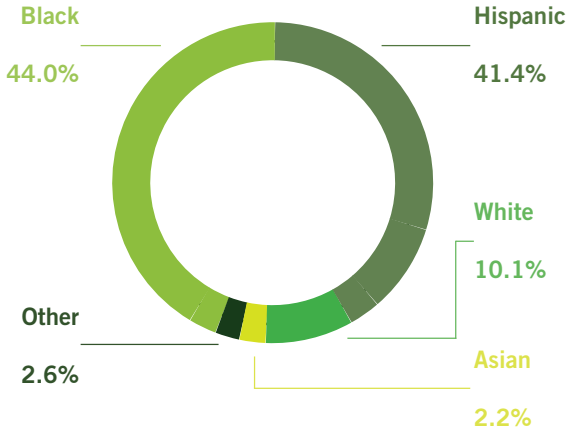
1.58
Average students per seat on school choice list



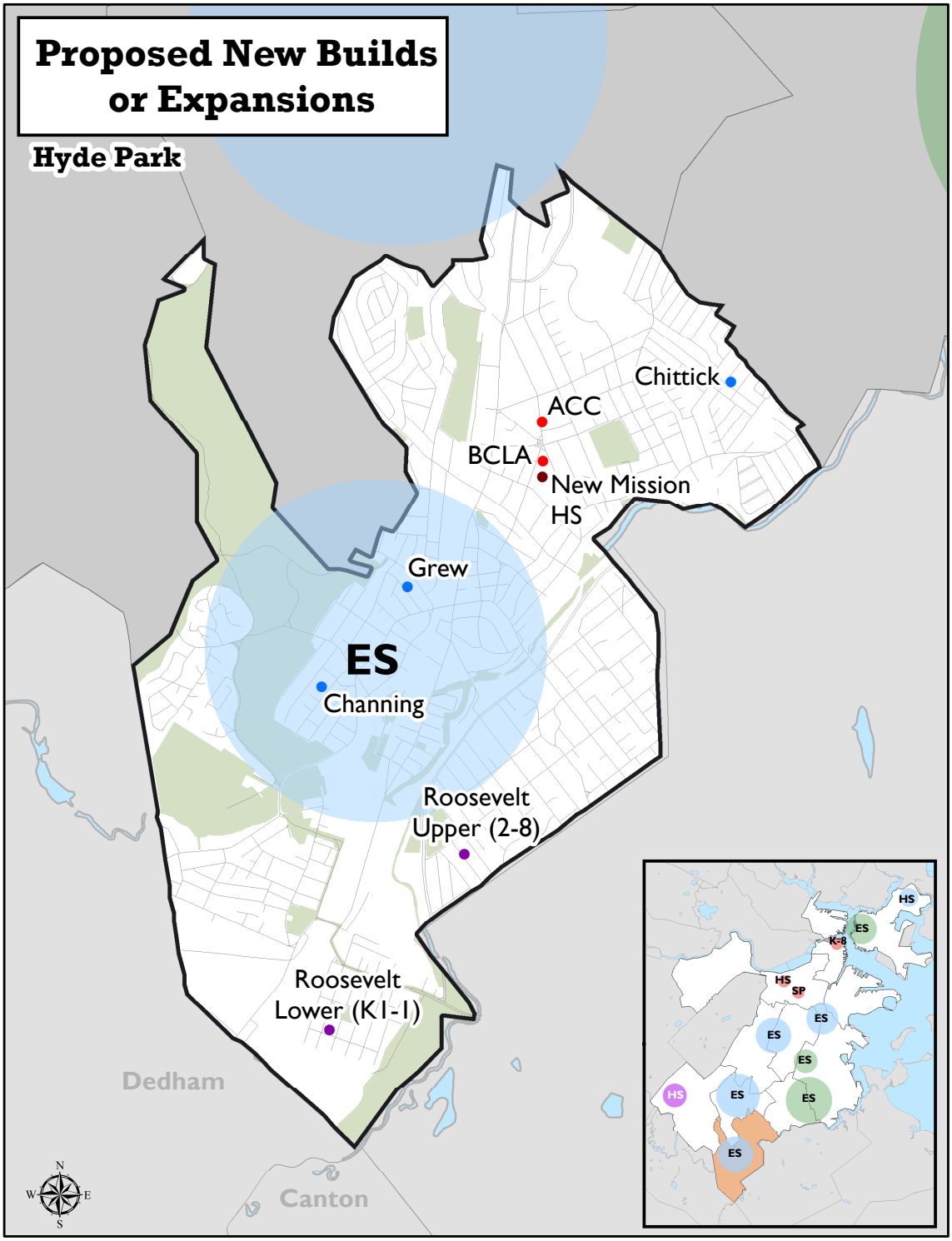
Special Populations (BPS Students All Grades)



Racial Demographics of BPS Students (All Grades)



New Builds or Expansion Proposals



Elementary School Proposals

Hyde Park has been identified as one of the potential sites for a new K-6 elementary building. Many of the current K-5 elementary schools in the neighborhood are too small to expand to K-6 in their current buildings. A new building would be required to transition each of the area schools to a K-6 model. Current schools or teams of schools within the area would be encouraged to participate in an application process to move into the building. All three Hyde Park K-5 elementary schools would be eligible to apply: the Channing, the Chittick, and the Grew.

For the schools not selected for the new construction, there will be several options. The district will consider proposals for two-campus K-6 schools or work with schools to change the feeder patterns to other 6-12 schools, including TechBoston.

As stated before, many of the elementary schools in Hyde Park have limited space in their current buildings. For this reason, this neighborhood has been prioritized for a new build or major expansion project serving grades K-6.

Middle School Reconfiguration Proposals

There are no middle schools in Hyde Park, but three elementary schools have guaranteed feeder patterns to the Irving Middle School in Roslindale. The Irving Middle School will be renovated to house a K-6 school. This will expand the number of elementary seats in the southern part of the city and thus will provide more access to quality seats for students living in Hyde Park. The timing for the change to the Irving is not laid out specifically in this plan, as it is dependent on external factors that will be determined through the community engagement process.

Additional 7th and 8th grade capacity in expanded 7-12 schools, especially in the southern half of the city, will need to be created before the Irving can undergo significant changes. This could include an expansion of English High School or Another Course to College, or building a new 7-12 building at the West Roxbury Education Complex. Specific plans for those 7-12 expansions are not yet included in the plan and will be explored through the community engagement process.

A pathway for all rising 6th grade students exiting schools that currently have a guaranteed pathway to the Irving (which includes the three Hyde Park K-5 elementary schools) will also need to be identified before the Irving can be closed for renovations. In some cases, this will involve elementary schools expanding to K-6. Since many schools in the area are too small to expand to K-6 using their current buildings, an area high school also temporarily could be expanded to 6-12. The addition of the 6th grade would be in effect until new buildings can be leveraged to transition the area elementary schools to K-6, at which point the 6-12 could convert to a 7-12. The district will explore these options with local schools.

High School Proposals

There are currently no plans to create any new 7-12 schools in Hyde Park. Expanding access to new 7-12 high schools for students living in Hyde Park will be explored through the community engagement process.

Back Bay / Beacon Hill / Fenway / South End

Includes Back Bay, Fenway, Kenmore, Longwood, South End, and Beacon Hill

Summary

This area of the city is home to six percent of the total BPS population. The vast majority of students live in the South End and account for five percent of the BPS student population. There are 10 BPS buildings housing 8 BPS schools in the area: three high schools, one K-8, one 7-12 exam school, two public day schools, one K-5 elementary school. Two of the McKinley school sites are currently located in the same building, and the 11th and 12th grade of the Kennedy Health Careers are located on the Northeastern University campus in this area while the 10th and 11th grade are located in a BPS building in Mission Hill/Jamaica Plain.

The number of elementary seats in these neighborhoods is well-aligned to the current number of elementary students who live in the area and currently attend BPS. On average there is roughly one student for every one seat available within one mile.

By the Numbers

Building and School Information	Total
Number of buildings	10
Number of schools	8
Number of grade configurations	7

All student data below refers to students living in the neighborhood.

Total Students

Total school aged children living in this area

4,929 children

Total students attending BPS Schools (K0–12)

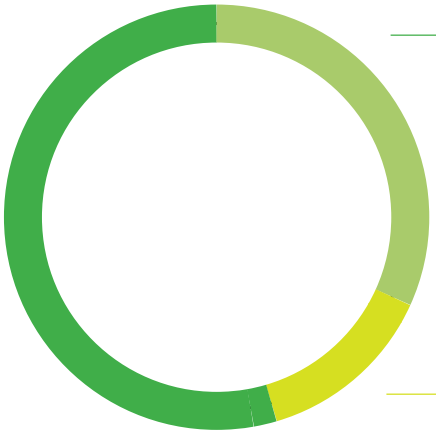
3,127 students
(63%)

6%
total BPS population living in this area

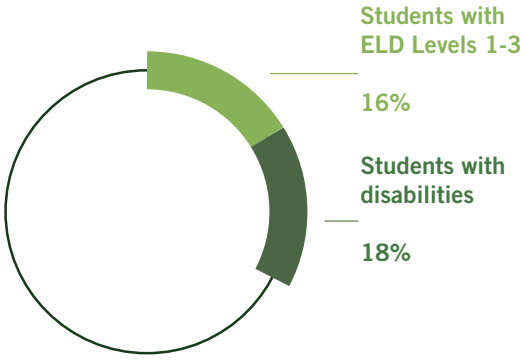
Elementary Seat Access (BPS students)

1.01
Average students per seat within 1 mile

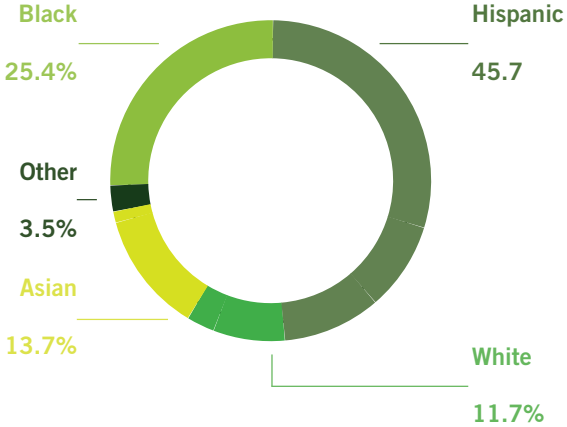
1.32
Average students per seat on school choice list



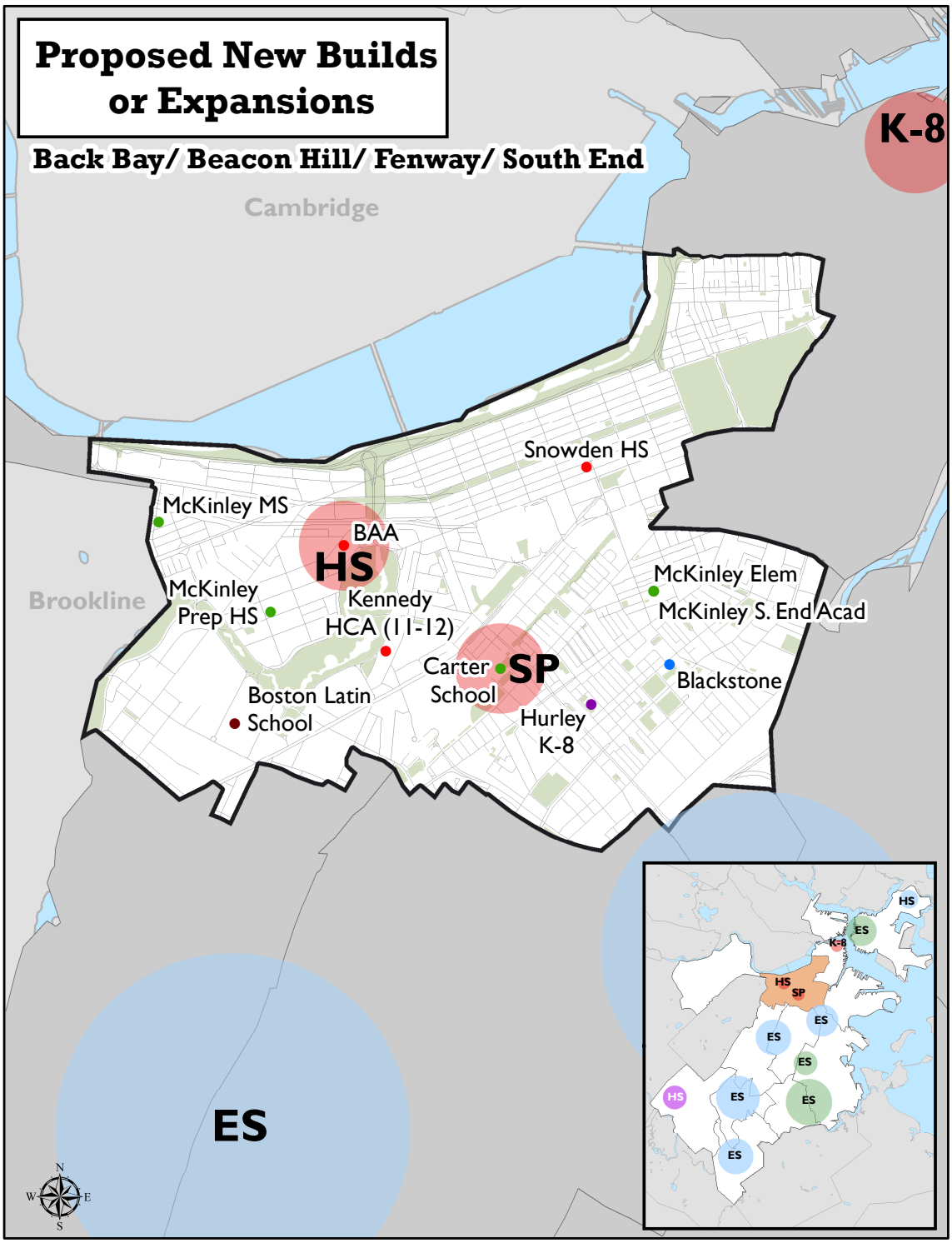
Special Populations (BPS Students All Grades)



Racial Demographics of BPS Students (All Grades)



New Builds or Expansion Proposals



The Carter School, in the South End, is a special citywide school serving students who present both severe, intensive disabilities and complex health needs. Due to these challenges, each classroom is composed of five students, one teacher, and two teaching assistants. Boston is excited to partner with the MSBA to build an expanded state-of-the-art facility for Carter students to help meet growing needs for such services citywide. In October 2018, the school completed the requirements for the MSBA's "eligibility period" process and is now progressing to the next phase, which includes forming a project team and beginning a feasibility study. To learn more about the MSBA process, you can visit its website or review its presentation on the process:

http://www.massschoolbuildings.org/sites/default/files/edit-contentfiles/Getting_Started/MSBA_Process_Overviews_Core_ARP.pdf

In addition to the new Carter School building, construction of a new building for Boston Arts Academy (BAA) will begin this year. BAA is Boston's only public high school for the visual and performing arts. During the anticipated three-year construction period, BAA students will attend classes at the Cleveland building in Dorchester. This is the current location of the Community Academy of Science and Health (CASH); the two schools will share the space.

Elementary School Proposals

The Blackstone Elementary is the only traditional K-5 elementary school in this part of the city. It does not have space to add a 6th grade in its current building. The school community will be engaged regarding potential changes to its configuration as part of the Timilty community engagement process. Blackstone students currently are guaranteed assignment to the Timilty for the 6th grade.

Middle School Reconfiguration Proposals

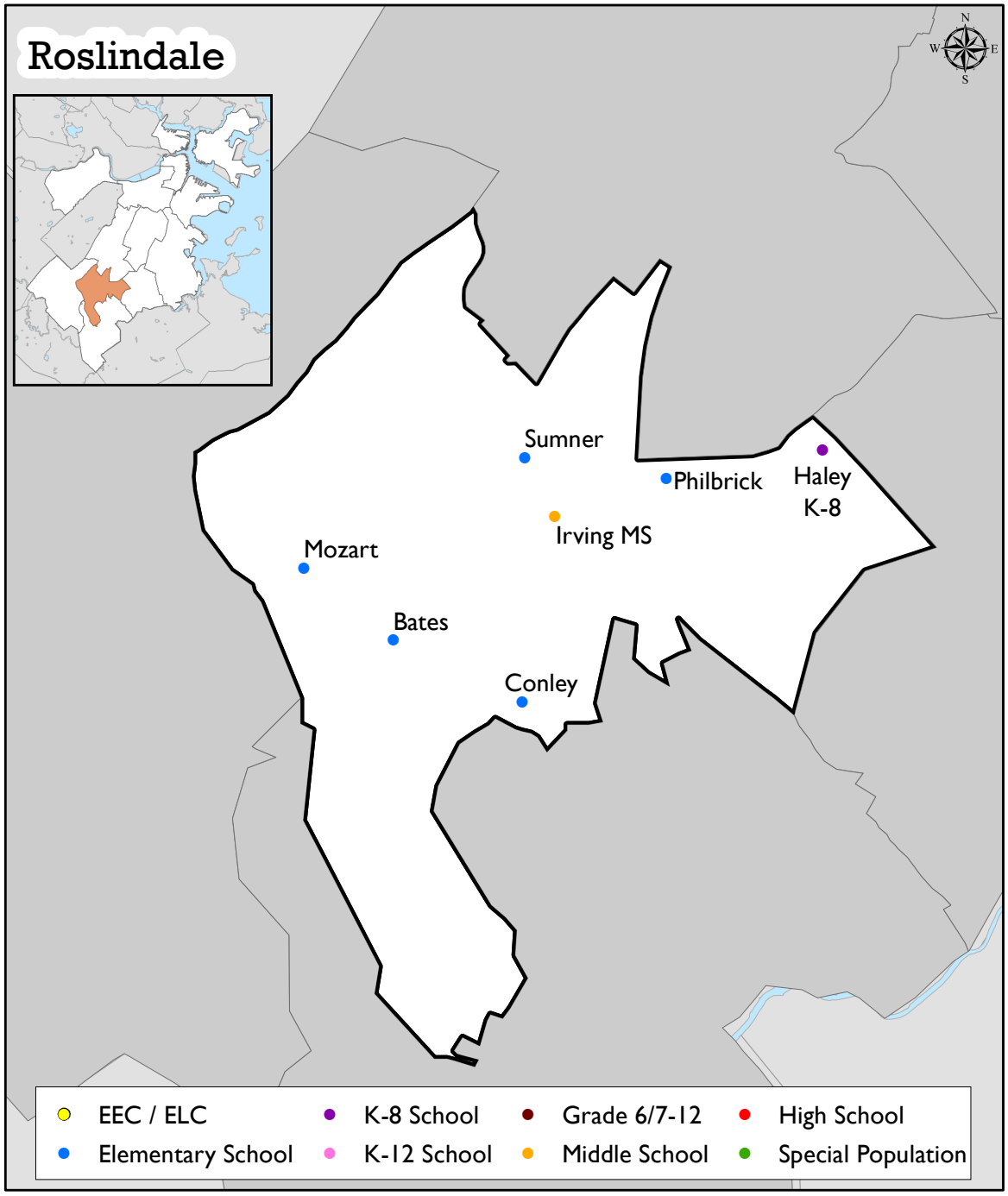
There are no middle schools in this part of the city.

High School Proposals

This area is home to the city's largest 7-12 high school, Boston Latin School. Two of the three other high schools in this area — Kennedy Health Careers and Snowden — do not have enough available space to change their configuration to 7-12 without moving to a new building. While there are no current proposals for a high school building in this area, both schools could submit a proposal for one of the new high school sites or reconfigured middle school buildings elsewhere in the city.

The final high school in the area, Boston Arts Academy, is beginning construction this year to build a new arts facility in Fenway, as mentioned before. The school will continue as a 9-12. There are currently no plans to reconfigure high schools in this section of the city.

Roslindale


Roslindale
N
W
E
S
Sumner
Philbrick
Haley
K-8
Irving MS
Mozart
Bates
Conley
EEC / ELC
K-8 School
Grade 6/7-12
High School
Elementary School
K-12 School
Middle School
Special Population

Summary

Roslindale is home to six percent of all BPS students. It has seven BPS buildings housing seven BPS schools: one middle school, one K-8, and five K-5 elementary schools. There is also an alternative high school program located at the Irving Middle School. The elementary schools in Roslindale are relatively small. Three of the five have only one general education classroom per grade, and a fourth has two classrooms per grade.

The number of elementary seats in Roslindale is well-aligned to the current number of elementary students who currently attend BPS. On average there is roughly one student for every one seat available within 1 mile. However, under the home-based student assignment system families from neighboring communities have access to schools in Roslindale, which increases competition for those schools. As a result, students living in Roslindale are among the least likely to attend school within a mile of their home and among the most likely to attend school more than 2 miles from their home.

By the Numbers

Building and School Information	Total
Number of buildings	7
Number of schools	7
Number of grade configurations	3

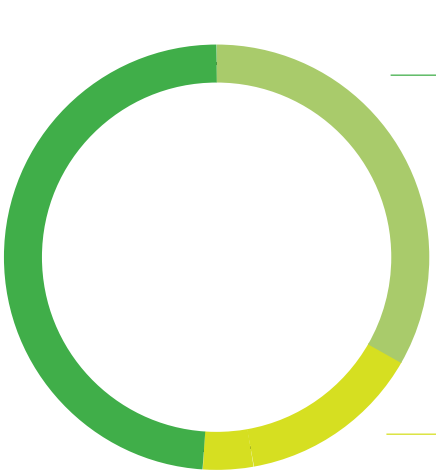
All student data below refers to students living in the neighborhood.

Total Students

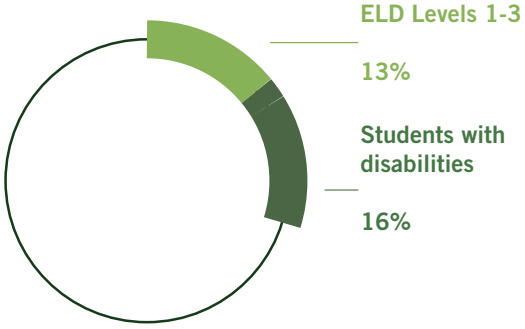
Elementary Seat Access (BPS students)

1.01
Average students per seat within 1 mile

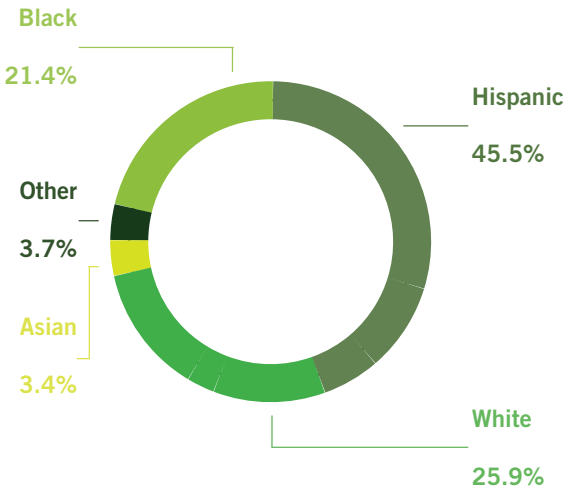
1.43
Average students per seat on school choice list



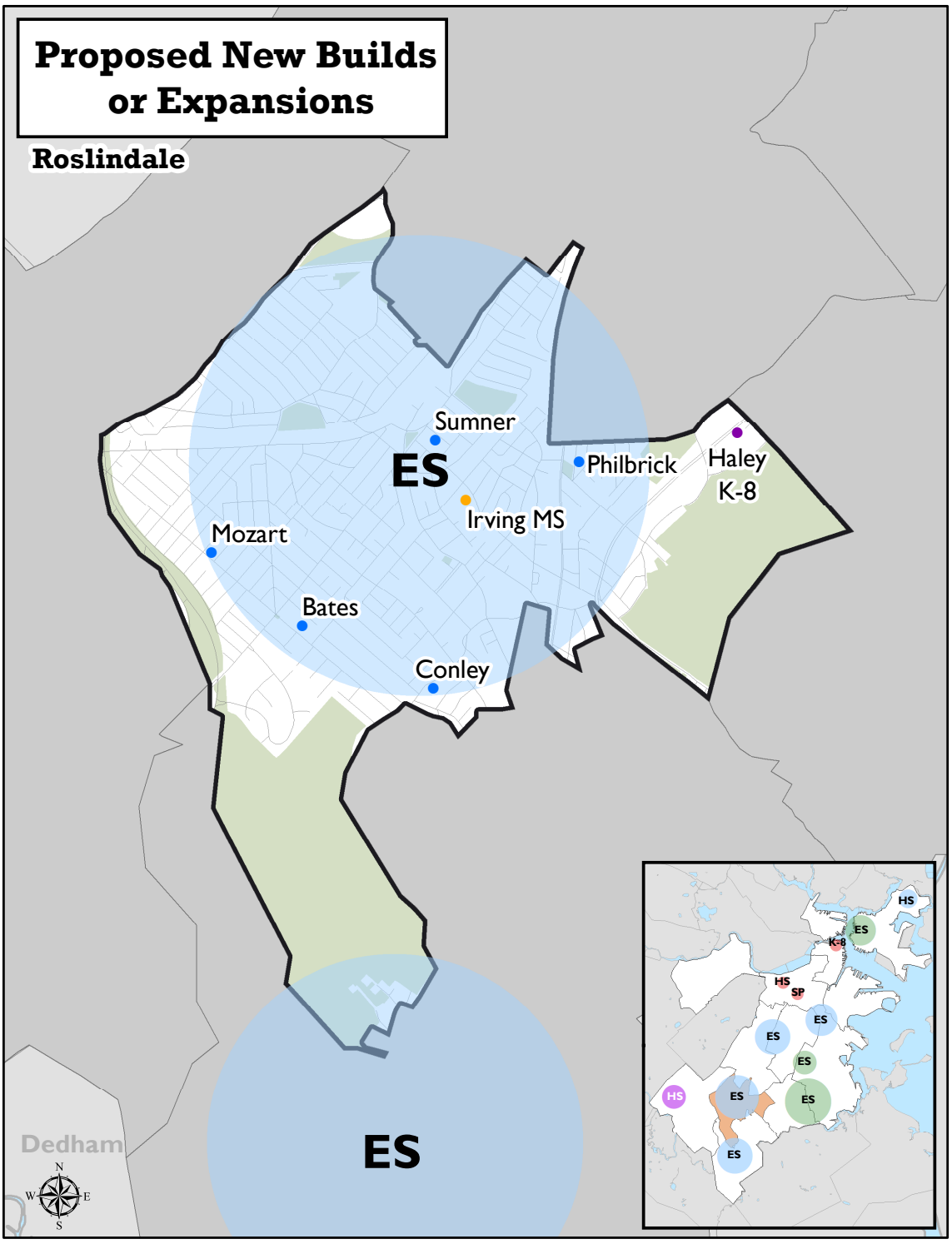
Special Populations (BPS Students All Grades)



Racial Demographics of BPS Students (All Grades)



New Builds or Expansion Proposals



Roslindale has been identified as one of the potential sites for a new K-6 elementary building. The current K-5 elementary schools in the neighborhood are too small to expand to K-6 in their existing building. They would require a new building to transition to a K-6 model. All five of the Roslindale K-5 elementary schools would be eligible to apply to move into a new building: the Bates, Conley, Mozart, Philbrick, and the Sumner. These schools were identified based on their proximity to the areas of need. For each of these projects, schools in adjacent neighborhoods would also be eligible; see the Jamaica Plain and Dorchester summaries for more information. Other schools may participate in the process, but would need to relocate to this area.

Elementary School Proposals

All of the Roslindale K-5 elementary schools will be expanded to K-6 schools in the years ahead, though this will not occur until the Irving is converted to a K-6 and/or a new building is built in the area. Two schools in the area (the Philbrick and Conley) will have space to add a 6th grade in their current buildings within the next few years (once a few larger-than-average classes leave the 5th grade), but the others are too small to expand in their current buildings. Transitioning all of the neighborhood's K-5 elementaries into K-6 schools would require that one or more schools move into the renovated Irving building, and that their vacated building be used by another school to create a two-campus K-6 school. BPS will engage in planning discussions with Roslindale elementary school communities regarding grade configuration options prior to any reconfiguration of the Irving.

Middle School Reconfiguration Proposals

The Irving Middle School is proposed to close and undergo renovations to be converted into a K-6 school building for one or more of the area elementary schools. This will increase access to quality seats for students living in Roslindale and surrounding communities, and would allow the district to divest of some of its oldest and smallest schools assuming the new K-6 building site is found in the area. The timing for the change is not laid out specifically in this plan, as it depends on external factors, explained below, that will be determined through the community engagement process.

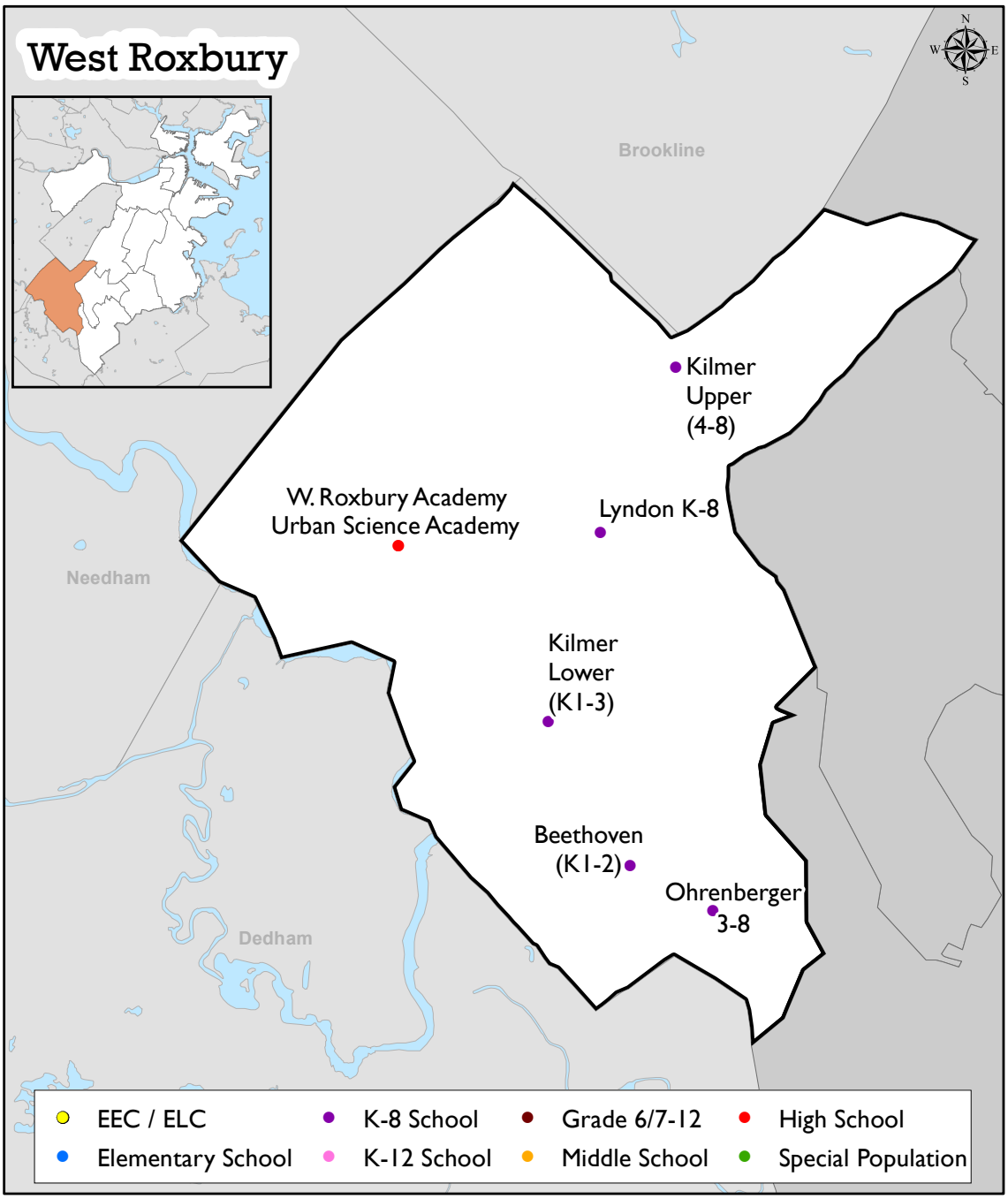
In order for the Irving to transition to a K-6, the district must add 7th and 8th grade capacity by expanding more high schools to 7-12 schools. High schools in the southern half of the city would be ideal, including English High School or Another Course to College, or relocating another high school into a new 7-12 building in the area. Specific plans for those 7-12 expansions are not yet included in the plan, but will be explored through the community engagement process.

A pathway for all rising 6th grade students exiting schools that currently have a guaranteed pathway to the Irving (which includes all of the Roslindale K-5 elementary schools) will also need to be identified before the Irving can be closed for renovations. In some cases, this will involve elementary schools expanding to K-6. Since many schools in the area are too small to expand to K-6 in their current buildings, an existing high school may temporarily expand to 6-12 while the area elementary schools expand to K-6. Upon the Irving reconfiguration to K-6 school, the high school could convert to a 7-12. The Bates, Conley, Mozart, Philbrick and Sumner would be eligible to apply to move into the renovated Irving building.

High School Proposals

There are currently no plans to create new 7-12 schools in Roslindale. Roslindale student access to 7-12 schools will be explored through the process noted before to expand high school grade configurations. Roslindale families will be engaged regarding proposals for area high schools including the English in Jamaica Plain, ACC, New Mission, and BCLA in Hyde Park, and the West Roxbury Education Complex.

West Roxbury



Summary

West Roxbury is home to five percent of all BPS students. It has 6 BPS buildings housing 5 BPS schools: two high schools and three K-8s, making it the only neighborhood in the city in which elementary students are served exclusively in K-8s.

There are enough elementary seats in West Roxbury to serve the number of elementary students who currently attend BPS. On average there are roughly 1.15 seats available within 1 mile for every elementary student in West Roxbury who currently attends BPS. However, under the home-based student assignment system families from neighboring communities have access to schools in West Roxbury, which increases competition for those schools. West Roxbury is also one of the least densely populated residential neighborhoods. As a result of both factors, students living in West Roxbury are among the least likely to attend school within a mile of their home and among the most likely to attend school more than two miles from their home.

By the Numbers

Building and School Information	Total
Number of buildings	6
Number of schools	5
Number of grade configurations	2

All student data below refers to students living in the neighborhood.

Total Students

Total school aged children living in West Roxbury

4,343 children

Total students attending BPS Schools (K0–12)

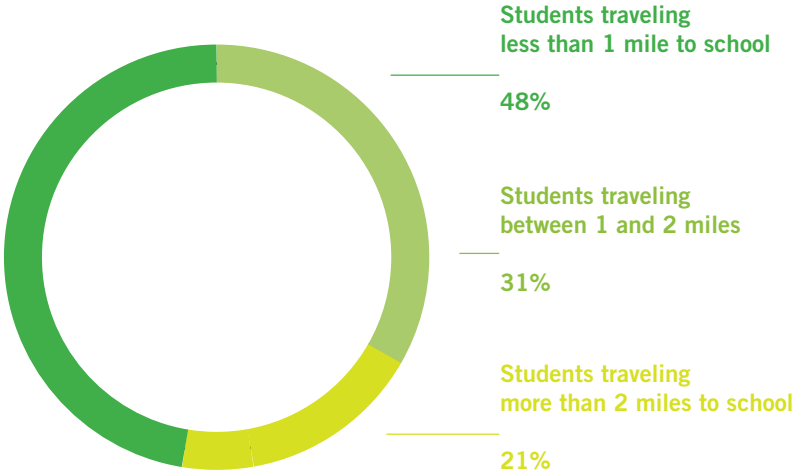
2,611 students (60%)

5%
total BPS population living in West Roxbury

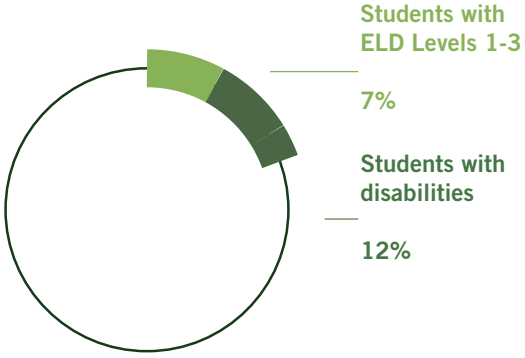
Elementary Seat Access (BPS students)

0.87
Average students per seat within 1 mile

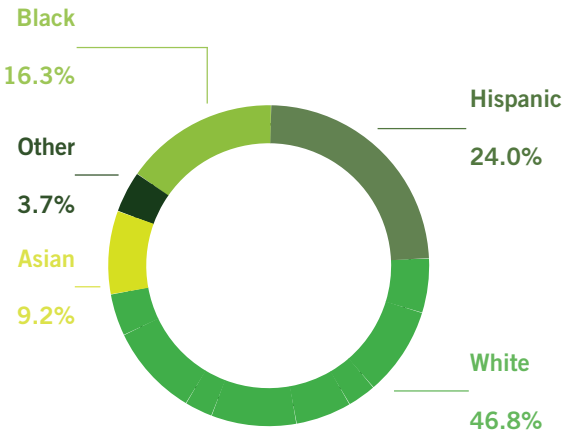
1.24
Average students per seat on school choice list



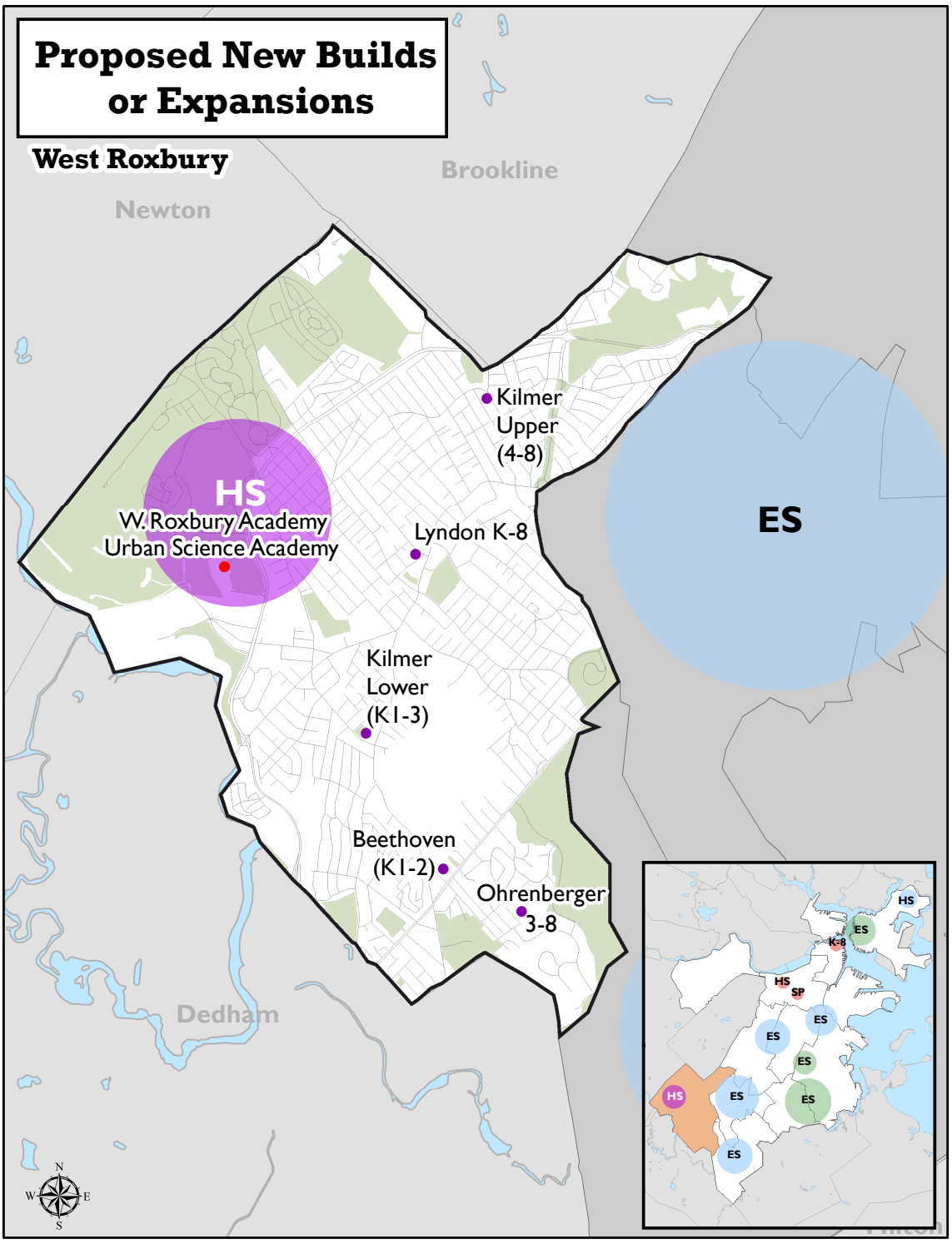
Special Populations (BPS Students All Grades)



Racial Demographics of BPS Students (All Grades)



New Builds or Expansion Proposals



West Roxbury has enough elementary seats to serve the students who live in the area and currently attend BPS. It also does not have a stand-alone middle school. As a result, no new buildings or major expansions are planned at this time, other than the rebuilding of a 7-12 high school at the West Roxbury Education Complex, to meet high school needs citywide.

Elementary School Proposals

As mentioned previously, West Roxbury is the only neighborhood in the city in which elementary students are served exclusively in K-8s. There are no proposals to change the configurations of these schools. A 7-12 high school at the West Roxbury Education Complex (WREC) would facilitate the transition of current Roslindale elementary schools to K-6 schools including a reconfiguration of the Irving school building. To ensure that 8th grade students in K-8 schools have access to the high school at grade 9, the high school will need to have more seats in grades 9-12 than in 7-8.

Past discussions of the WREC have surfaced community requests for a new K-8 school on that site. Our current plan would not identify a K-8 project at that site. While there are elementary seat access issues for families in West Roxbury, the district anticipates alleviating this through the K-6 reconfigurations in Roslindale, creating more elementary access in the area. With the unique opportunity a new facility presents for a campus-style citywide high school serving Boston's diverse student population, the proposed BuildBPS Phase II plan prioritizes a strong 7-12 or 9-12 high school on this property.

Middle School Reconfiguration Proposals

There are no middle schools in West Roxbury.

High School Proposals

The proposal to close the West Roxbury Education Complex (WREC) is one of the most significant changes included in this report. The closure is prompted by a facility emergency due to rapidly declining conditions at the school. The long-term viability of this school building past this current school year would require significant improvements to its infrastructure. This would still require building closure due to the scale of repairs. This allows the district to completely rebuild the facility into a 7-12 citywide high school. The focus of this section is on the future plans for the school site once the building is vacated in July 2019.

Our engagement with the community will focus on a significantly renovated or newly-built high school building at the WREC site. It is the only high school building in West Roxbury and closure will leave it as one of two neighborhoods without a high school. The other neighborhood is Roslindale, immediately adjacent to West Roxbury. Ensuring that our high schools are geographically distributed is a BuildBPS principle and leads us to prioritize a high school on that site. In addition, as all high schools are citywide, any 7-12 located at this site also would serve students from across the city.

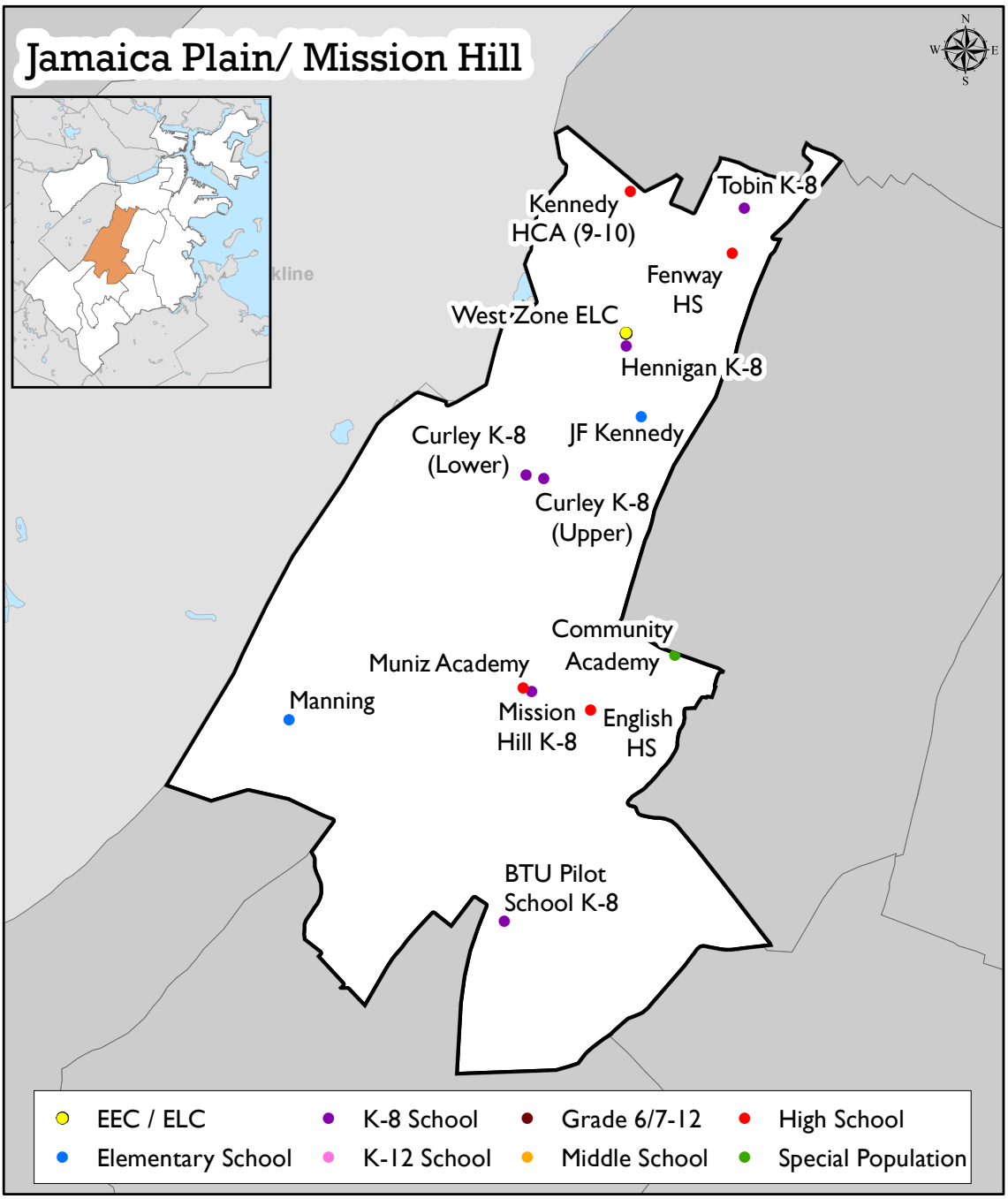
A second reason for the focus on a high school on that site is the recent investment by the City of Boston Parks Department to renovate and upgrade the athletic fields and grounds surrounding the school. In a city with scarce property surrounding our schools, WREC creates a unique opportunity to have a large high school campus in Boston, with the same look and feel (or spatial and extracurricular amenities) found at some of the larger high schools in Boston's suburbs. As we seek to provide a variety of choices for our students, it will be difficult to find another property in Boston to offer the same experience. This property is identified, available, and already has many amenities geared toward a high-quality high school experience that will be hard to replicate in other parts of the city.

A final reason is that the closure of the two schools at the complex puts even more urgency on the district to leverage the campus to create a large, high-quality school that can expand access to quality schools for students with special needs and English learners. These programs are concentrated in our open enrollment schools in part because those schools are physically large, and can accommodate specialized programs.

We will have conversations with the community regarding the future of this site. First and foremost, we will engage the community about what it would take to create a high quality school on that site. We want to discuss the types of programs and amenities people would like to see once the building is reopened. We will also discuss if this will be a 9-12 high school or a new 7-12 high school. There is a prevalence of K-8 schools in West Roxbury, but nearby Roslindale requires 7-12 high school options to reconfigure the Irving.

BPS will submit the project to the MSBA for reimbursement toward a new school construction project. This means that the project is likely to take 5-7 years to complete. As with other projects, we will have a process for schools or teams of schools to apply to be a part of this project.

Jamaica Plain/Mission Hill



Summary

Jamaica Plain and Mission Hill are home to five percent of all BPS students. The neighborhoods have 12 BPS buildings and 13 BPS schools: four traditional high schools, one alternative high school, five K-8s, one Early Learning Center, and two K-5 elementary schools. The West Zone ELC and the Hennigan K-8 currently occupy the same building, as do the Mission Hill K-8 and the Margarita Muniz Academy. The 9th and 10th grades of the Kennedy Health Careers Academy are located in a BPS building in this area while the 11th and 12th grades are located in a leased space in the Fenway-Kenmore neighborhood.

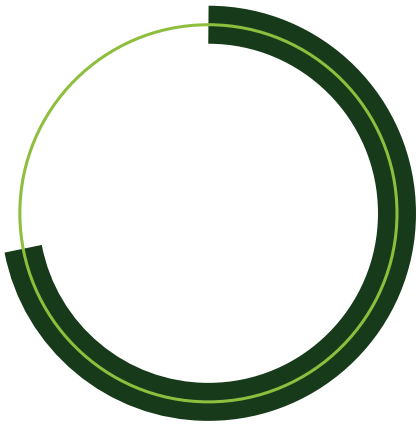
There are enough elementary seats in Jamaica Plain/Mission Hill to serve the students from the area presently enrolled in BPS. On average there are roughly 1.2 seats available within 1 mile for each student living in the neighborhood. Competition for those seats rises under the home-based assignment plan, which gives access to students living more than 1 mile away. There is less than one seat per student (.8) when factoring these students. In other words, there are approximately 1.2 students for every elementary seat when considering students living more than 1 mile away.

By the Numbers

Building and School Information	Total
Number of buildings	12
Number of schools	13
Number of grade configurations	5

All student data below refers to students living in the neighborhood.

Total Students



Total school aged children living in JP / Mission Hill

3,900 children

Total students attending BPS Schools (K0–12)

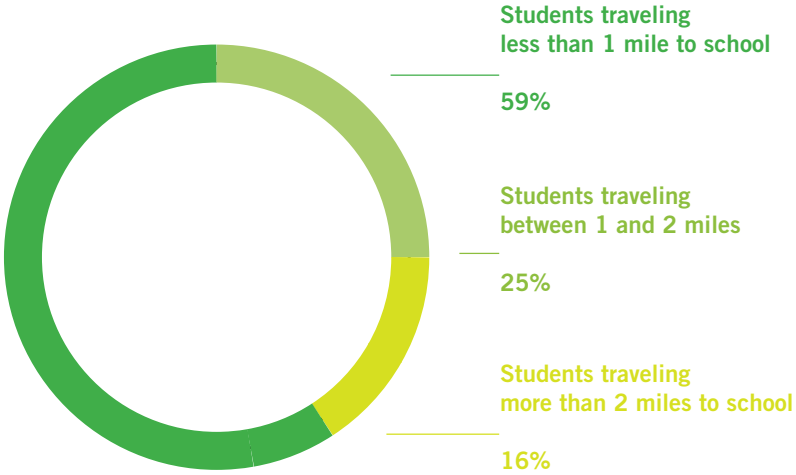
2,762 students (71%)

5%
total BPS population living in JP / Mission Hill

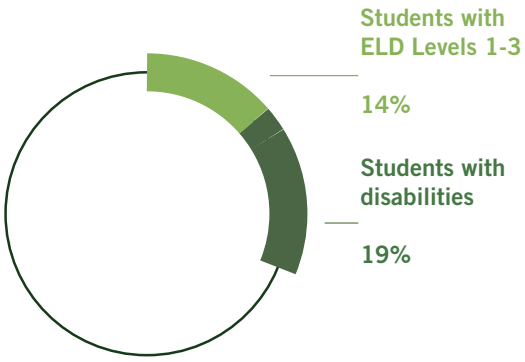
Elementary Seat Access (BPS students)

0.84
Average students per seat within 1 mile

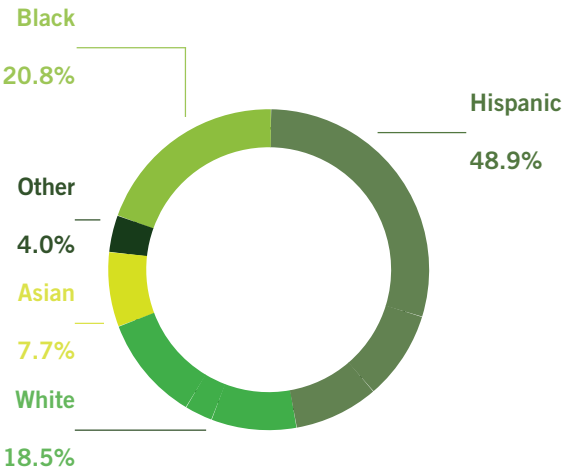
1.17
Average students per seat on school choice list



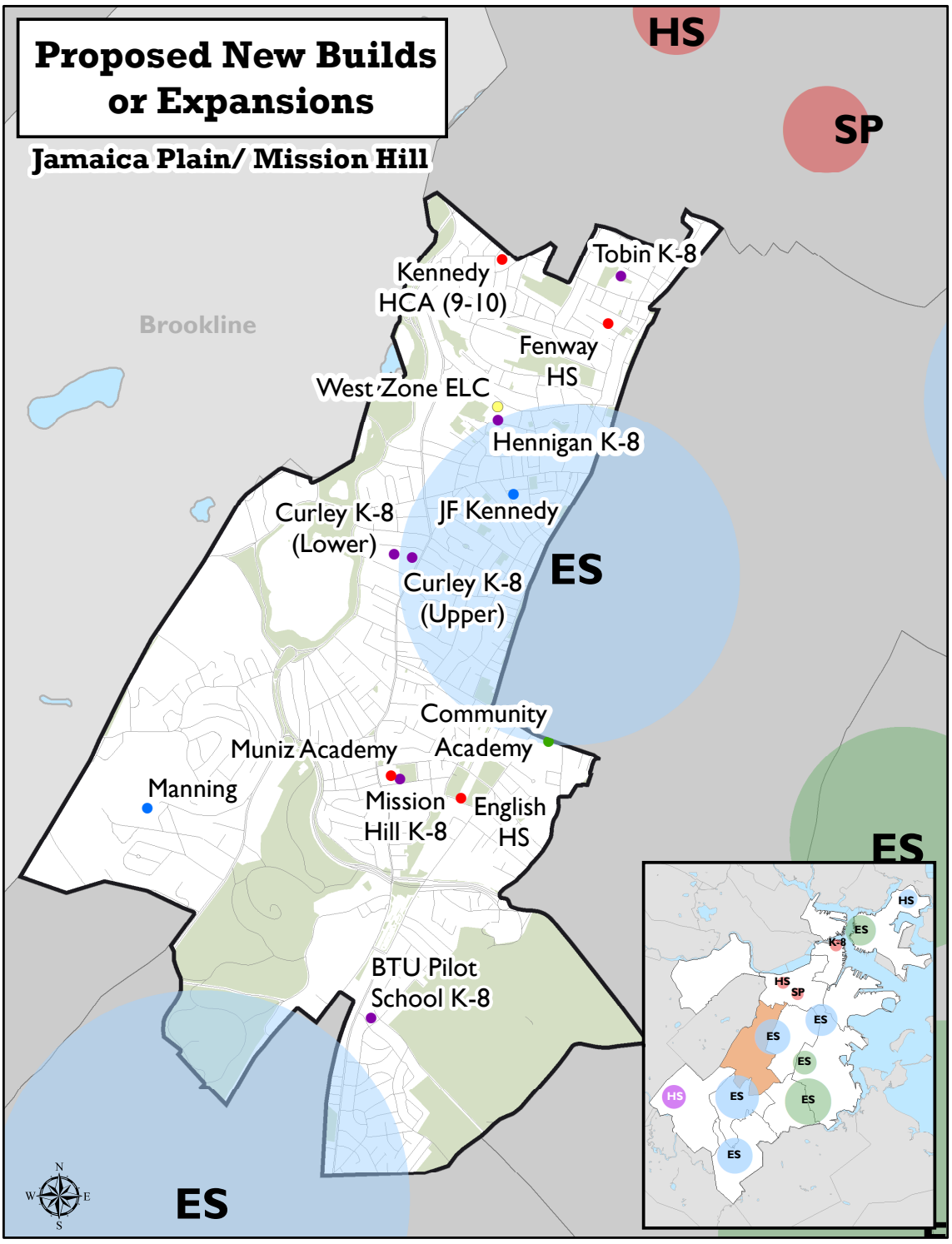
Special Populations (BPS Students All Grades)



Racial Demographics of BPS Students (All Grades)



New Builds or Expansion Proposals



Elementary School Proposals

One of the identified areas for a potential new K-6 elementary building is on the border of Jamaica Plain and Roxbury, near Jackson Square. Current BPS schools or teams of schools would be encouraged to participate in an application process to move into the building. Applicants would agree to district requirements for the type of programs the school must offer for students with special needs and English learners. The John F. Kennedy School, Mendell and Manning would be among the list of schools eligible to propose moving into a new building in the area to expand to K-6. These schools were identified based on their proximity to the areas of need. For each of these projects, schools in adjacent neighborhoods would also be eligible; see the Roxbury summary for more information. Other schools may participate in the process, but would need to relocate to this area.

This area has two K-5 elementary schools and one EEC/ELC. Each of these schools is limited by available space in their current buildings. For this reason, this neighborhood has been prioritized for new builds or major expansions at the Jamaica Plain/Roxbury line, specifically to create additional elementary school space.

For the existing K-8 schools, this proposed plan does not currently include any changes to their grade configurations. If school communities are interested in changing their grade configuration from a K-8 to a K-6, the district will engage them about feasibility and potential options for meeting that goal.

Jamaica Plain is home to one of our Early Education Centers / Early Learning Centers (EEC/ELC), the West Zone ELC. EEC/ELCs are configured as either K-1 or K-3. BPS is not seeking to change the grade spans of these schools. However, if there is interest from the school community and it can be aligned effectively with other school feeder patterns to meet community-wide student needs, BPS will consider such proposals.

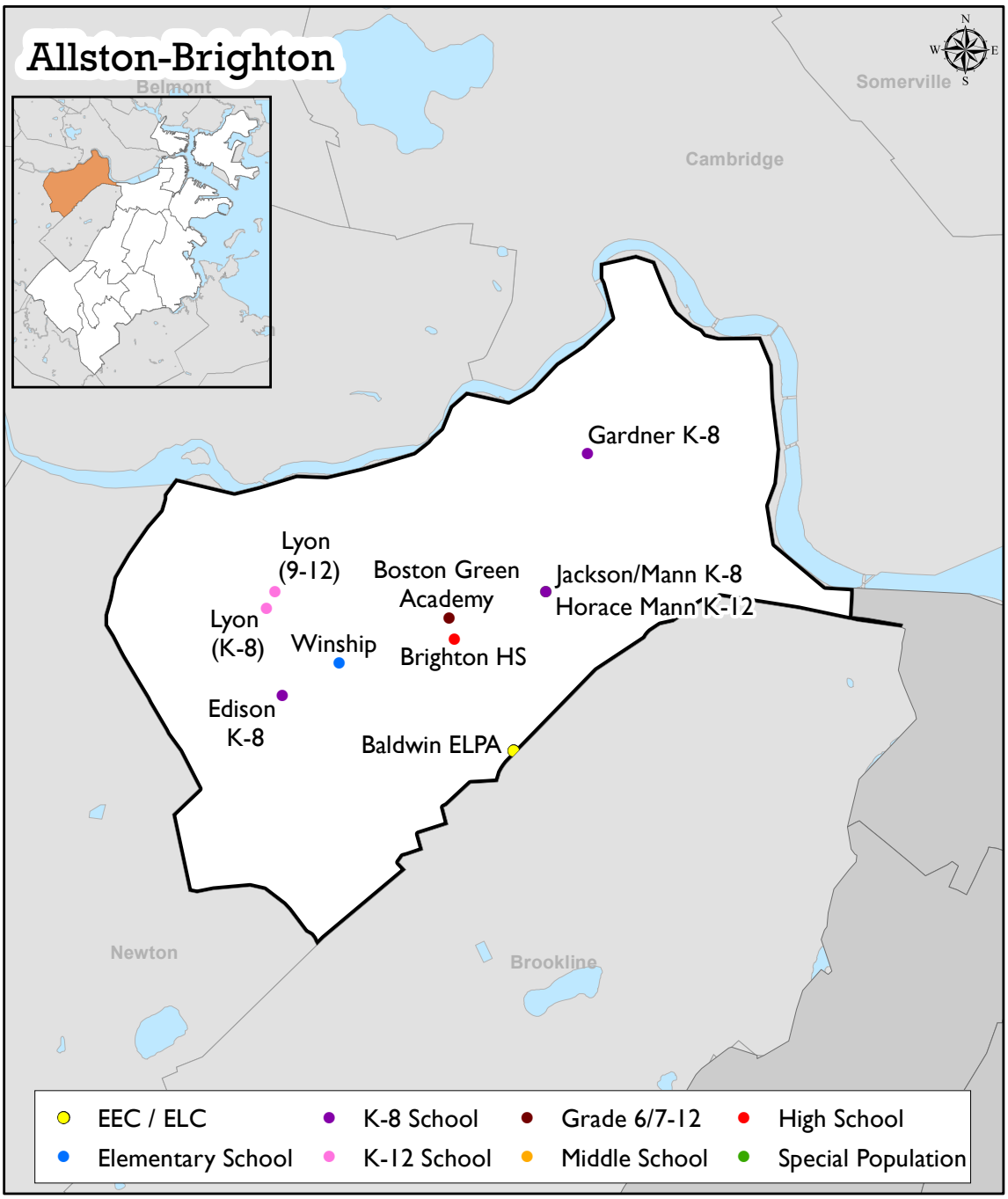
Middle School Reconfiguration Proposals

There are no middle schools in Jamaica Plain/Mission Hill.

High School Proposals

Jamaica Plain and Mission Hill are home to 5 BPS high schools: Edward M. Kennedy Health Careers Academy, Fenway High School, Community Academy, Margarita Muniz Academy, and the English High School. Of these schools, only the English High School has the space to expand 7-12. While there are not immediate proposals to add 7th and 8th grades to the English, the district would like to engage with the school community to determine the best path forward. In order for the other four high schools to expand to a 7-12 model, they would need to participate in one of the application processes for the potential new builds, expansions, or middle school reconfigurations.

Allston-Brighton



Summary

Allston-Brighton is one of the least densely populated neighborhoods in the city in terms of its student population. It is home to roughly five percent of all BPS students. It has nine buildings housing 10 schools: two 9-12 schools, one 6-12, four K-8s, one Early Education Center, one K-12, and one K-5 elementary school. The Jackson-Mann K-8 and the Horace Mann School for the Deaf and Hard of Hearing are currently co-located in the same building.

Allston-Brighton is one of the neighborhoods in Boston where there are more elementary seats than students living in the neighborhood. On average, there are 1.4 seats available within 1 mile for every student. Until the 2017-2018 school year, students from Roxbury and Dorchester had access to the Jackson-Mann K-8 as a regional school, which meant that Allston-Brighton schools were relatively full despite having more seats than local students. Elementary enrollment in area schools has declined since the Jackson-Mann is enrolling fewer students from Roxbury and Dorchester

By the Numbers

Building and School Information	Total
Number of buildings	9
Number of schools	10
Number of grade configurations	6

All student data below refers to students living in the neighborhood.

Total Students

Total school aged children living in Allston-Brighton

3,539 children

Total students attending BPS Schools (K0–12)

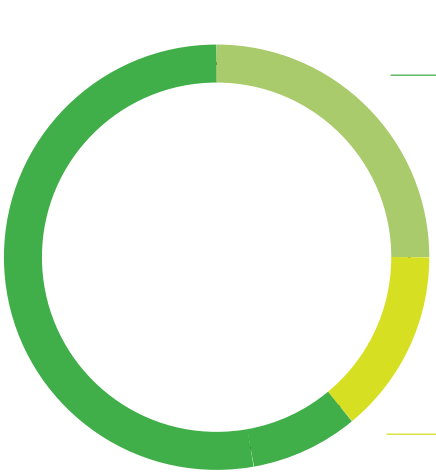
2,557 students
(72%)

5%
total BPS population living in Allston-Brighton

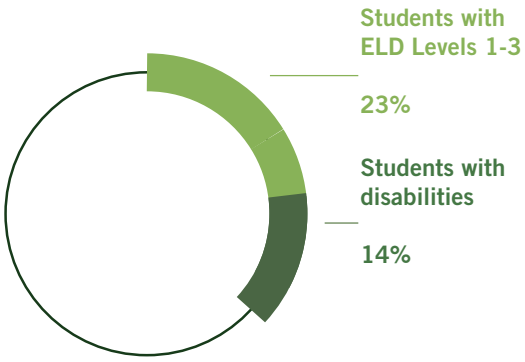
Elementary Seat Access (BPS students)

0.73
Average students per seat within 1 mile

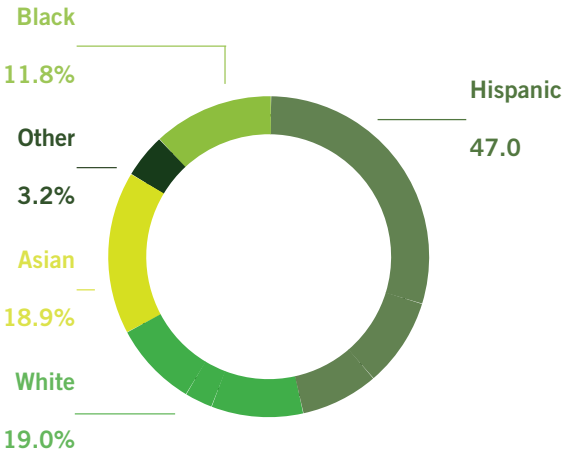
0.55
Average students per seat on school choice list



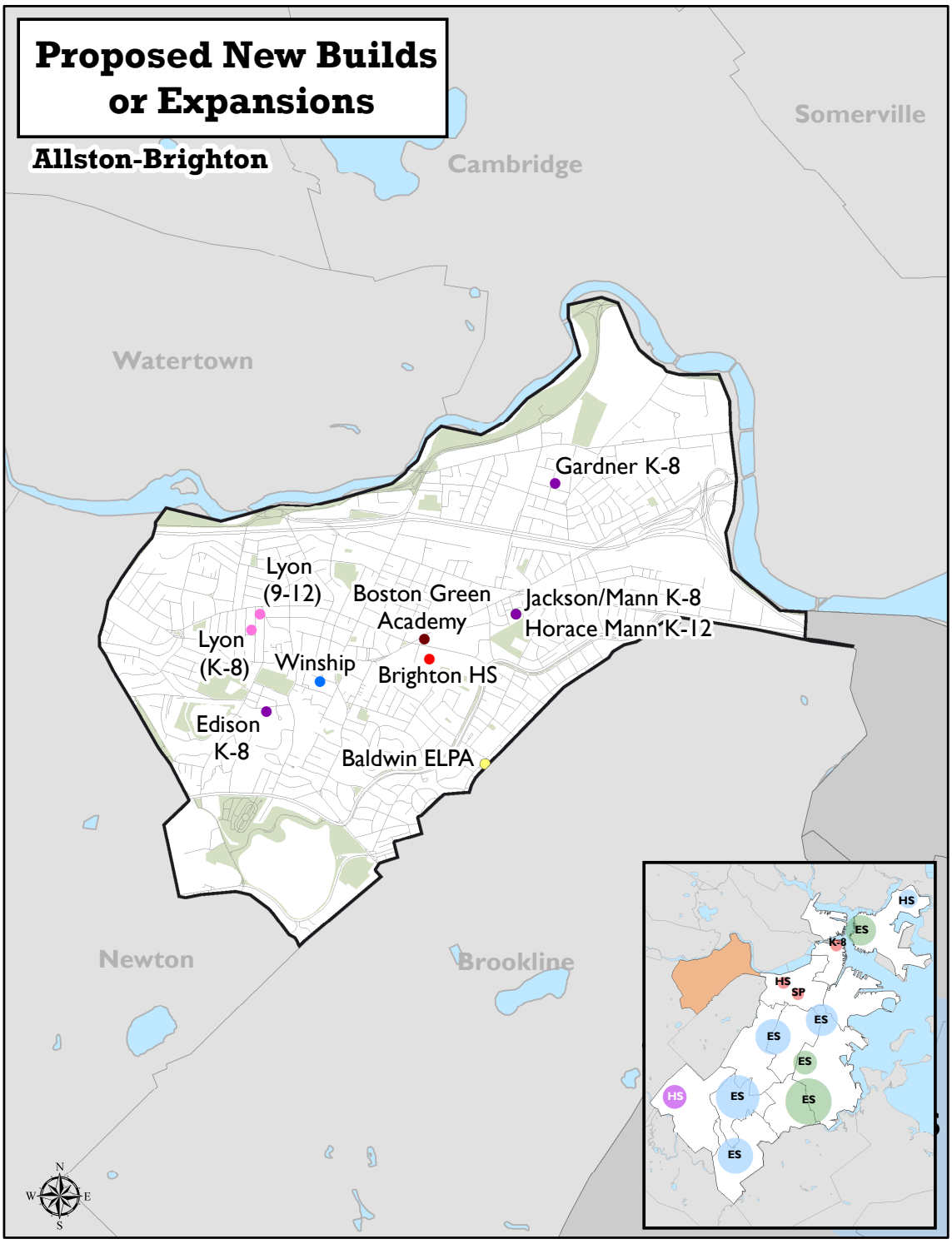
Special Populations (BPS Students All Grades)



Racial Demographics of BPS Students (All Grades)



New Builds or Expansion Proposals



As previously stated, Allston-Brighton has more elementary school space than students. It also does not have a stand-alone middle school. As a result, the neighborhood does not meet our current priorities for recommendation of new builds or major expansions. Like other areas of the city, however, Allston-Brighton will receive significant investments through System-wide Initiatives and Capital Repairs.

Elementary School Proposals

With two 9-12 high schools and four K-8s, the predominant single-transition model in Allston-Brighton is K-8/9-12. There are no plans to engage with schools in the neighborhood to transition to a K-6/7-12 model. BPS is open to proposals from the Winship (K-5) elementary school regarding how to best serve its students.

Allston-Brighton is home to one of our Early Education Centers / Early Learning Centers (EEC/ELC), the Baldwin Early Learning Pilot Academy. EEC/ELCs are configured as either K-1 or K-3. BPS is not seeking to change the grade spans of these schools. However, if there is interest from the school community and it can be aligned effectively with other school feeder patterns to meet community-wide student needs, BPS will consider such proposals.

Middle School Reconfiguration Proposals

There are no middle schools in Allston-Brighton.

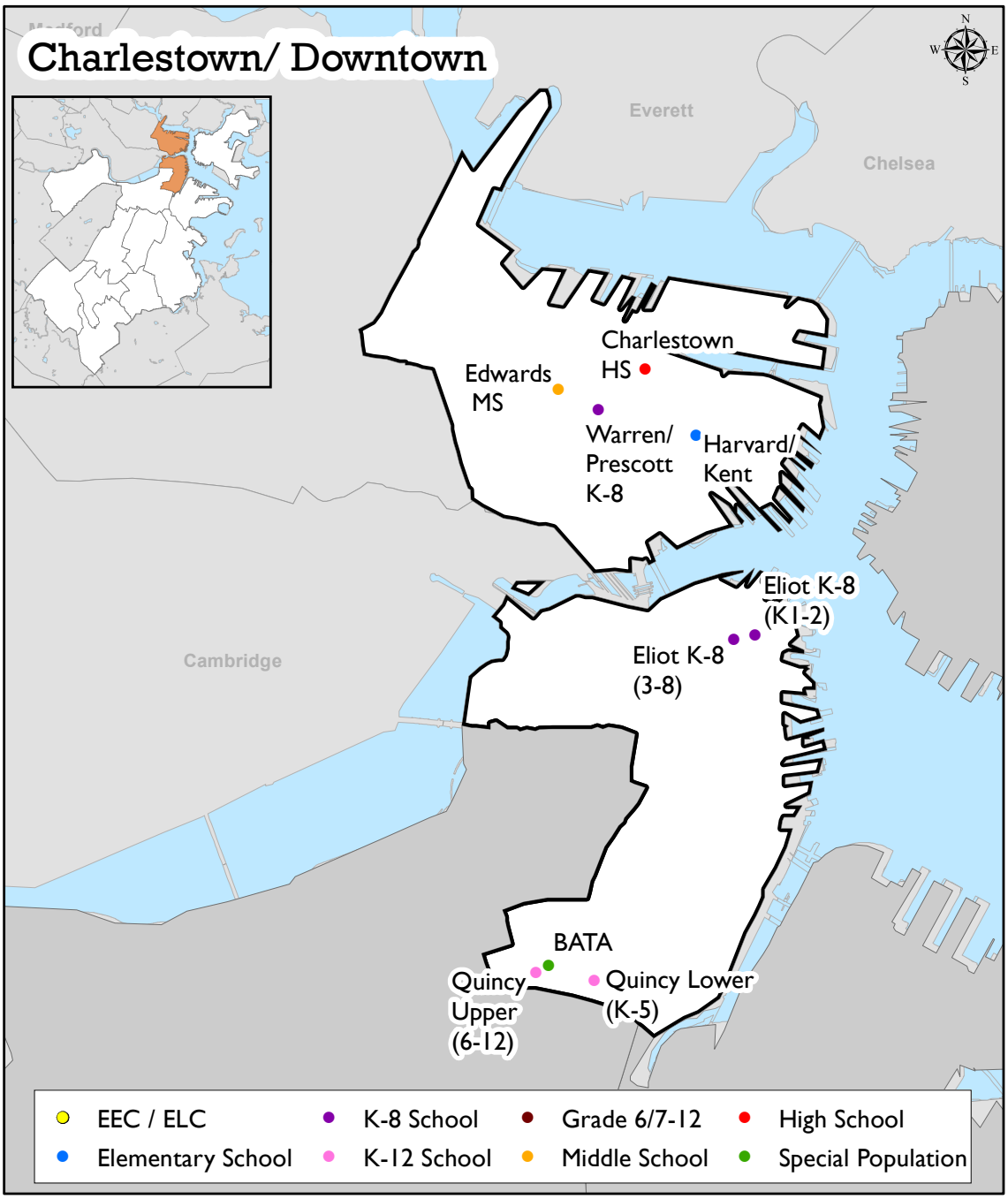
High School Proposals

Allston-Brighton has two 9-12 schools: Brighton High School and the Mary Lyon High School. It also has one 6-12 high school, Boston Green Academy. Brighton currently has more high school seats than there are high school students who live in the area. As a result, there is the opportunity for Brighton High to consider becoming a 7-12 high school. The Lyon High School does not have extra space, but in partnership with the Mary Lyon K-8 it operates like a K-12 pathway for special education inclusion students.

As a certified day school for students with disabilities, the Horace Mann School will remain a citywide K-12 school for the foreseeable future.

Charlestown/Downtown

Includes Charlestown, North End, Government Center, Chinatown, Bay Village, Theatre District, Downtown Crossing, the Leather District, and the Financial District



Summary

Charlestown and Downtown Boston are among the least populous neighborhoods in terms of their student population. They are home to 3 and 2 percent of the total BPS population, respectively. There are eight buildings and schools in the area: one traditional high school, one alternative high school, one 6-12, two K-8s, one middle school, and two K-5 elementary schools. The Warren/Prescott leases space at two non-BPS buildings: the Holden School building, which it uses for general education classes, and the Charlestown Boys and Girls Club, where it conducts its physical education classes.

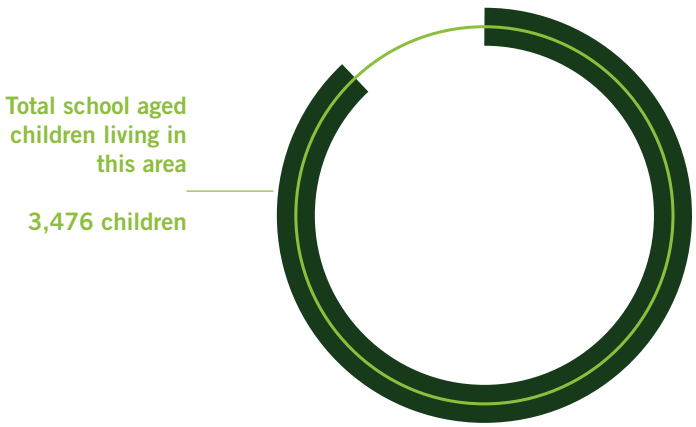
There are enough elementary seats to serve the local population in Charlestown and Downtown. On average, there are .9 students for every 1 seat available within a mile or 1.1 seats available for every student living in the area.

By the Numbers

Building and School Information	Total
Number of buildings	8
Number of schools	8
Number of grade configurations	6

All student data below refers to students living in the neighborhood.

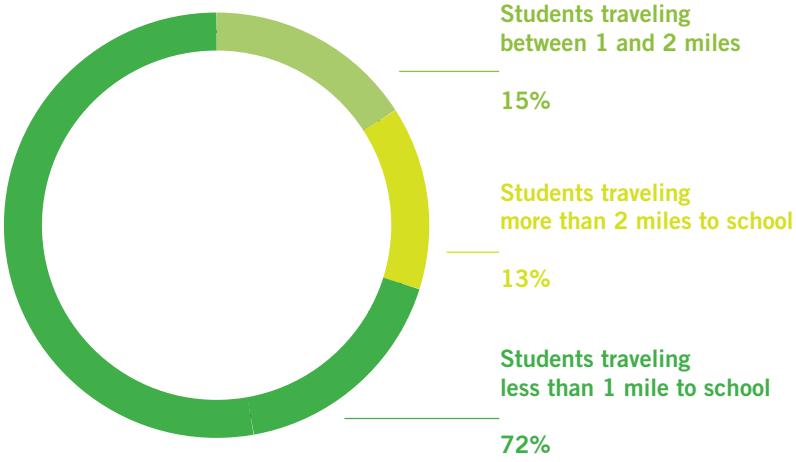
Total Students



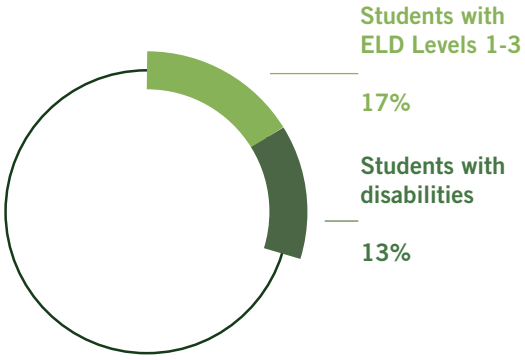
Elementary Seat Access (BPS students)

0.88
Average students per seat within 1 mile

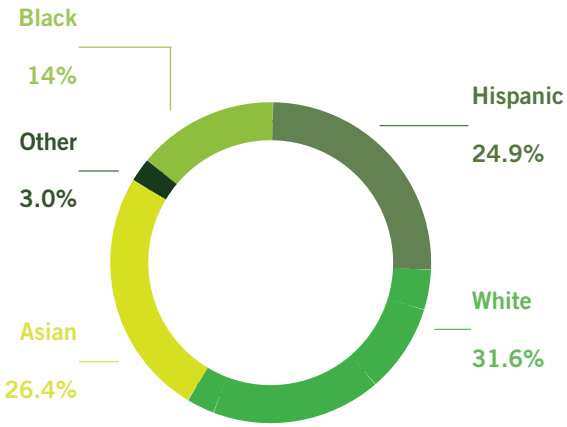
0.76
Average students per seat on school choice list



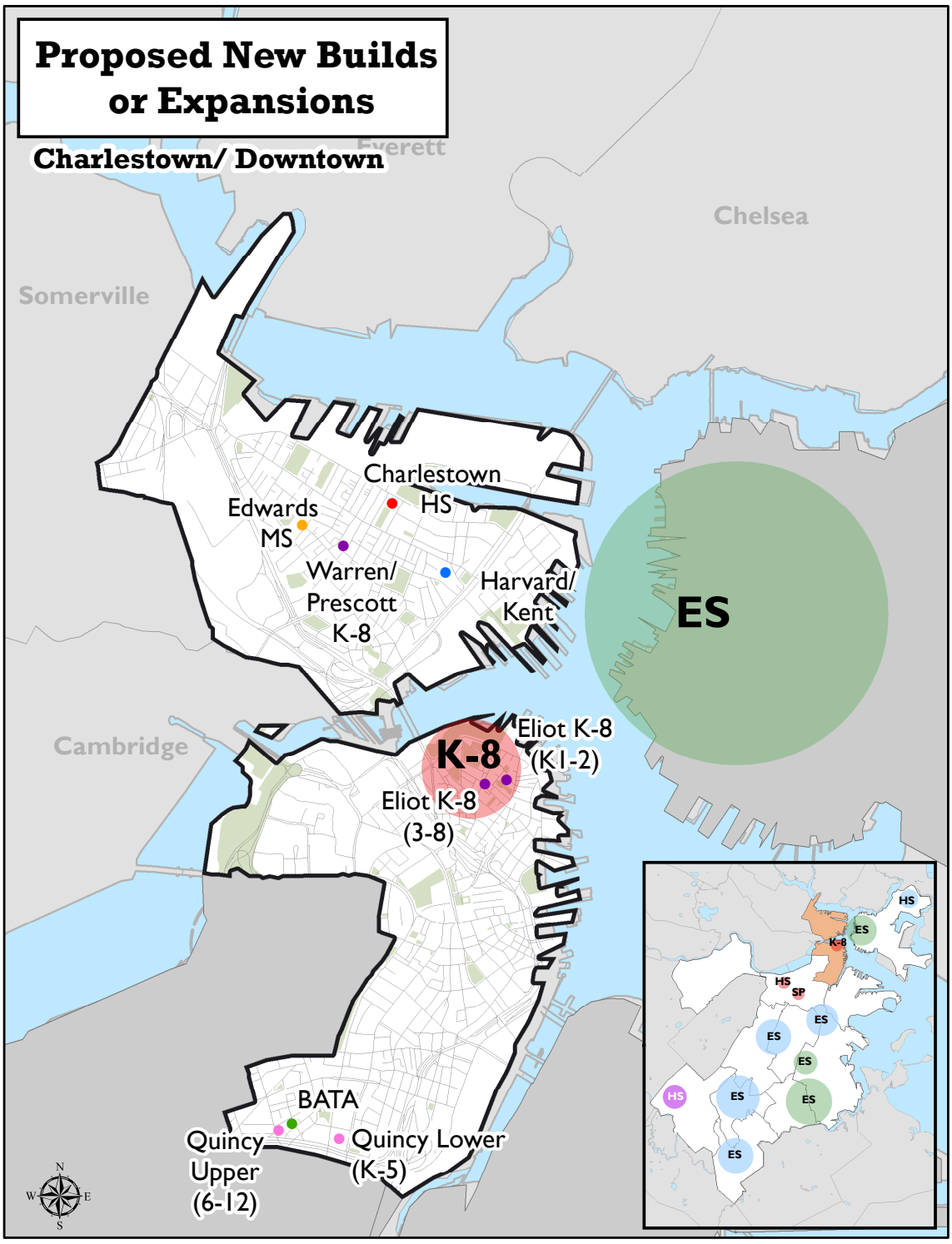
Special Populations (BPS Students All Grades)



Racial Demographics of BPS Students (All Grades)



New Builds or Expansion Proposals



As previously stated, there are enough seats in Charlestown and Downtown to serve students living in that area. In addition, the Eliot School recently completed a construction project (its Salem Street campus) and has a second project underway (its Commercial Street campus). As a result, the neighborhood does not meet our current priorities for new builds or major renovations.

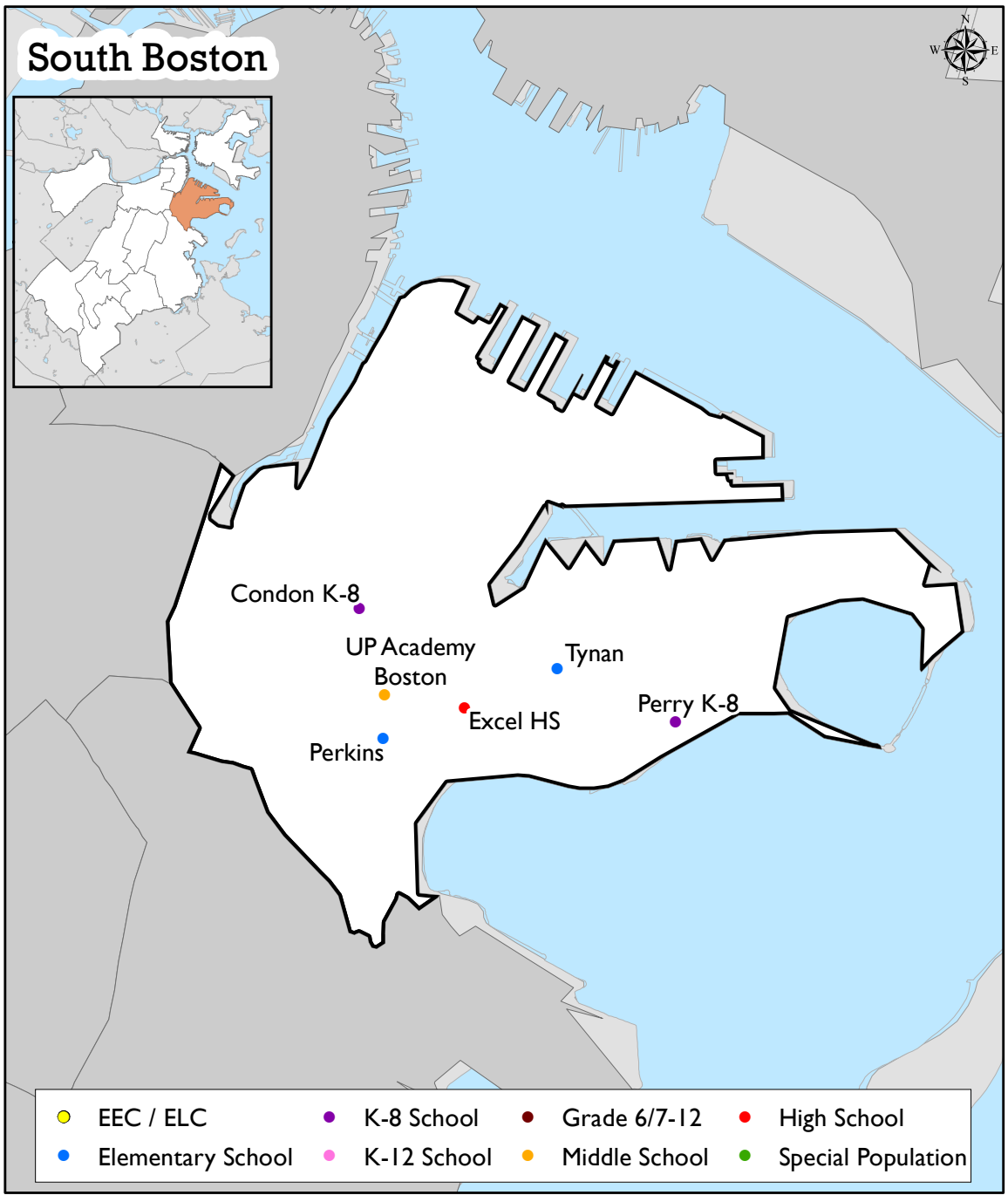
High School and Elementary School Proposals

With one 9-12 high school and two K-8s, students in the area have access to a predominantly single-transition pathway, K-8/9-12. There are no immediate plans to engage with schools in the community to transition to a K-6/7-12 model. BPS is open to proposals from both the Harvard-Kent Elementary School (K-5) and Warren-Prescott (K-8) regarding how to best serve their students and potentially utilize the Edwards building.

Middle School Reconfiguration Proposals

Many East Boston tudents in grade 6 to 8 attend the Edwards Middle school in Charlestown, in part due to a shortage of 6th, 7th, and 8th grade seats in East Boston. There are no immediate plans to reconfigure the Edwards until additional middle school capacity can be created for East Boston students closer to home. Possibilities for reconfiguration may include the creation of a K-8 by joining the Harvard-Kent with the Edwards or by using the site to expand capacity for the Warren-Prescott. BPS will discuss these and other options with the Charlestown school communities.

South Boston



Summary

South Boston is the least populous neighborhood in the city in terms of its student population. It is home to roughly 4% of all BPS students. It has six buildings and six schools: one high school, two K-8s, two K-5 elementary schools, and one stand-alone middle school.

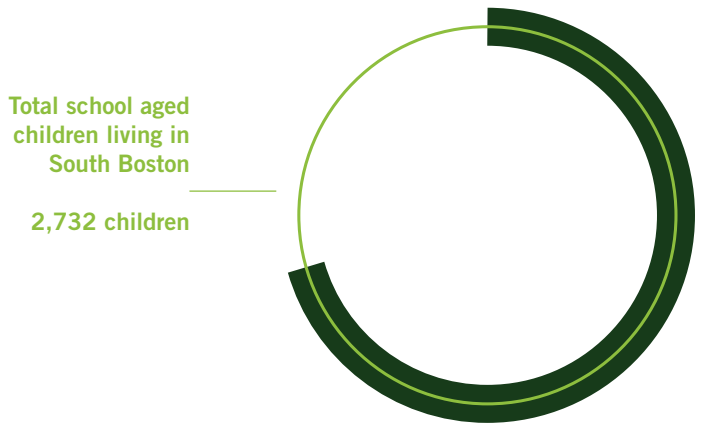
South Boston is one of the few neighborhoods in Boston where there are more than enough elementary seats to serve the local population. On average, there are 1.8 seats available within 1 mile for every student. This is partially caused by declining enrollment at a few of the elementary schools in the area in recent years. However, there is less excess seat capacity in South Boston than this figure would suggest, as students from other, denser parts of the city have access to and attend schools in South Boston.

By the Numbers

Building and School Information	Total
Number of buildings	6
Number of schools	6
Number of grade configurations	5

All student data below refers to students living in the neighborhood.

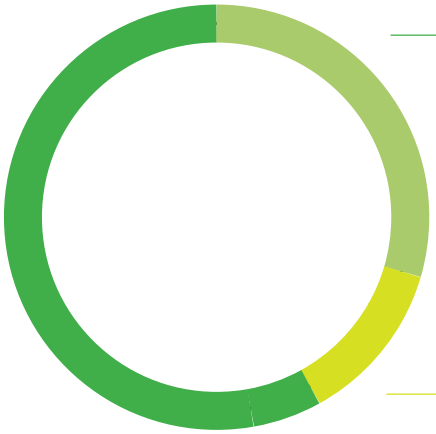
Total Students



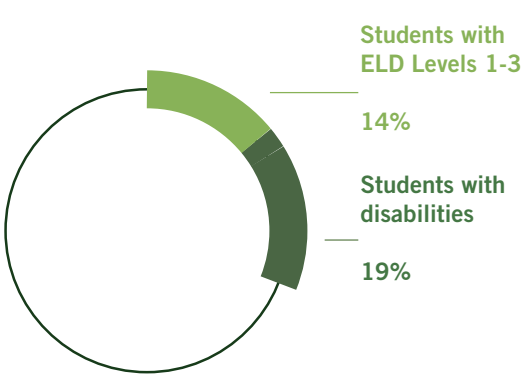
Elementary Seat Access (BPS students)

0.56
Average students per seat within 1 mile

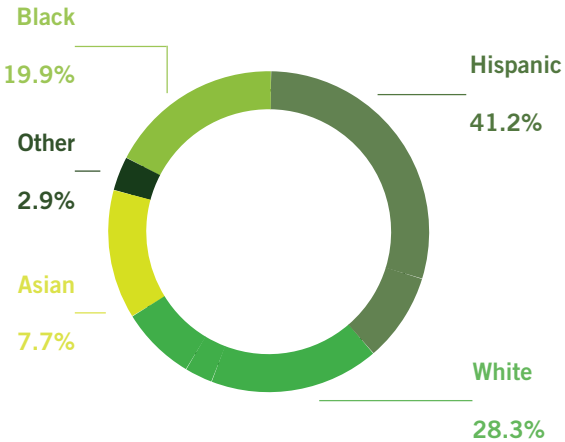
0.55
Average students per seat on school choice list



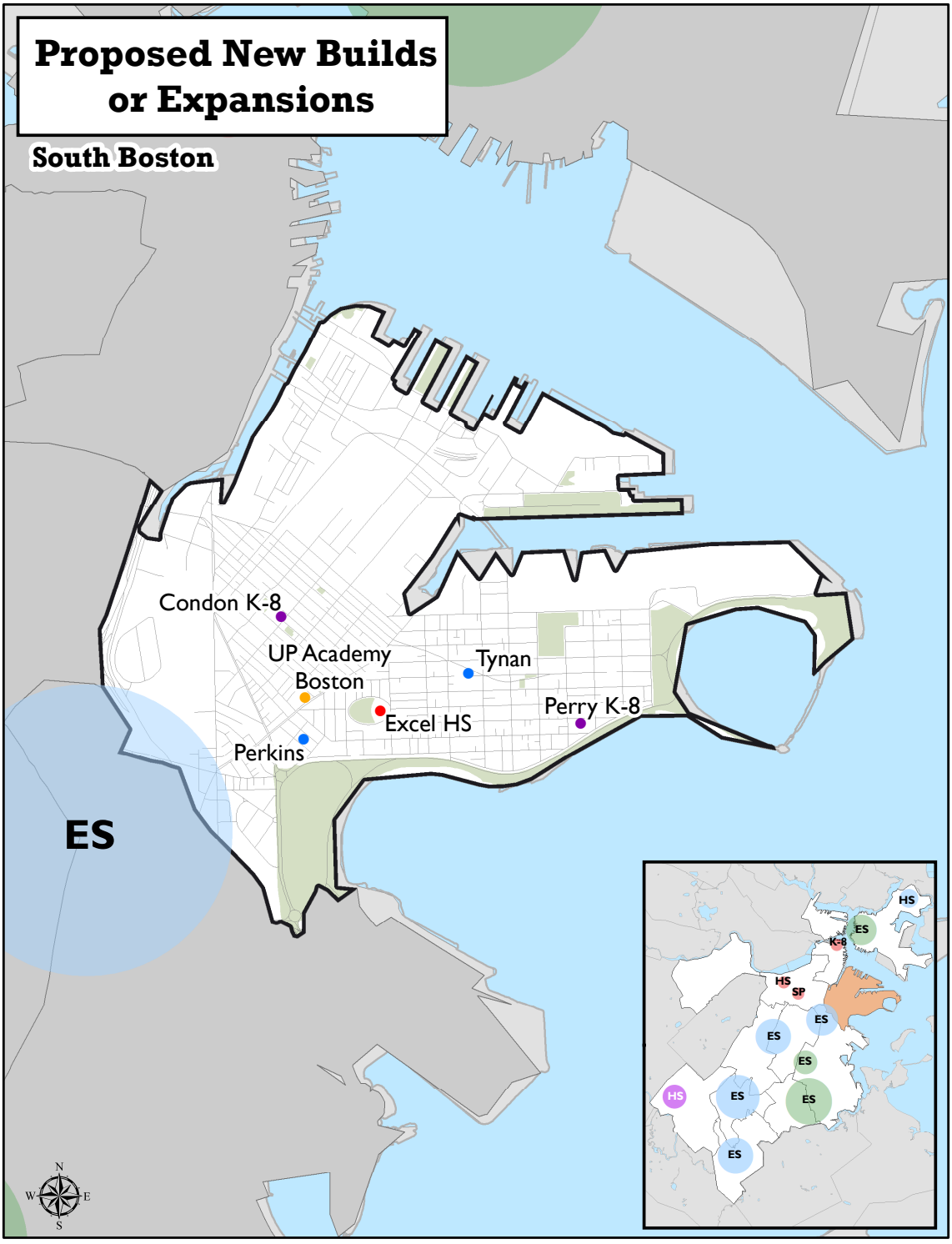
Special Populations (BPS Students All Grades)



Racial Demographics of BPS Students (All Grades)



New Builds or Expansion Proposals



As stated previously, South Boston has more elementary school space than students. As a result, the neighborhood does not meet our current criteria for new buildings or major expansions.

Elementary School Proposals

The Tynan and the Perkins elementary schools are proposed to expand to become K-6 schools in the fall of 2020, and will be among the first BPS K-5 schools to add 6th grade. During the community engagement process, the Perry K-8 school community will be engaged around its interest in converting into a K-6 school. A similar community conversation can be started with the Condon K-8, but any reconfiguration at the Condon would need to be timed with the opening of a 7-12 school in the McCormack building or expansion of 7th and 8th grade seats somewhere else nearby.

Middle School Reconfiguration Proposals

South Boston is home to the UP Boston middle school. UP Boston is a unique middle school because it is a Horace Mann (in-district) charter school operated by the UP Network. It is also the only middle school without elementary school guaranteed pathways. There are no immediate plans to reconfigure the middle school at present. However, BPS will work with the UP Network to make sure that UP Boston's configuration works with area schools.

In addition to UP Boston, the proposed reconfiguration of the McCormack prior to the 2020-2021 academic school year will impact students in South Boston. The Tynan and the Perkins elementary schools currently have a guaranteed pathway to the McCormack in 6th grade. Under the BuildBPS Phase II proposed plan, when the McCormack campus transitions, the Tynan and the Perkins would each add a 6th grade.

High School Proposals

Excel High School is a potential partner to develop a 7-12 school plan with McCormack staff. The district will work collaborate with McCormack staff and prospective high school partners during the winter and spring of school year 2018-2019.

3

CONCLUSION

3

Conclusion

As the fourth year of BuildBPS is underway, BPS looks forward to connecting and engaging with students, families, staff, partners and community members to share and unpack the proposed BuildBPS II plan. The proposal reflects the district's best thinking and expertise as well as priorities generated by the community. This proposed plan marks the beginning of ten years of facilities development, but 2027 will not be the end. Rather, learning from the current process will inform how the district conducts capital planning over the following ten years, and it will help to ensure that Boston Public School facilities can be leveraged and keep pace with the type of learning our students will need well into the future.

We are grateful for the vision of the Mayor and for his commitment to public investment to develop Boston's largest school building plan in 40 years. We also thank the Boston School Committee for their stewardship of a complicated process to address the citywide needs of students and families across 125 different schools. Finally, we appreciate and welcome the input, expertise and creativity of the many educators, school leaders, staff, students, families and community partners who have already and will continue to provide feedback and creative solutions regarding the plan and our shared challenges. We will work together to best meet the needs of our students and families. Now the real work begins!

4

APPENDICES

Appendix A: Internal BuildBPS Team

Appendix B: BuildBPS Fact Base and Original BuildBPS Planning Principles

Appendix C: BuildBPS Fiscal Planning and Recent Investments

Appendix D: BuildBPS Projects by Category

Appendix E: Bibliography of Grade Reconfigurations and Transitions Research

Additional resources regarding BuildBPS are available at ***www.bostonpublicschools.org/buildbps*** including the October 17, 2018 BuildBPS presentation to the Boston School Committee, a list of recent and planned BuildBPS investments by neighborhood, and a list of community-generated investment ideas from the 2017 BuildBPS Neighborhood Workshops.

APPENDIX A

The Internal BuildBPS Team

The core BuildBPS team is composed of twelve district leaders representing key offices and areas of work impacting this initiative. The work is co-led by Rob Consalvo, Chief of Staff, Nate Kuder, Deputy Chief Financial Officer, and Monica Roberts, Chief Engagement Officer. Ten of the members, or 83%, have completed the BPS Racial Equity training. They have been equipped with knowledge required to apply the district's racial equity tool to all aspects of BuildBPS. In addition to the planning team members, representatives from other BPS and City offices participate in specific meetings and planning discussions as needed. The BuildBPS planning team reports directly to the Superintendent's Office, and the current Interim Superintendent reviews and approves all proposals from the planning team prior to presentation to the School Committee.

Rob Consalvo
Chief of Staff

Sam Depina
Operational Superintendent
Network D (High Schools)

Dr. Charles Grandson
Chief Academic Officer

John Hanlon
Chief Operating Officer

Nate Kuder
Deputy Chief Financial Officer

Dr. Donna Muncey
Deputy Superintendent of School Supports

Monica Roberts
Chief Engagement Officer

Dr. Colin Rose
Assistant Superintendent
Office of Opportunity Gaps

Rebecca Shuster
Assistant Superintendent
Office of Equity

Al Taylor
Operational Superintendent
Network B (Elementary & Middle Schools)

Priya Tahiliani
Assistant Superintendent
Office of English Learners

Cindie Neilson
Assistant Superintendent
Office of Special Education

APPENDIX B

Introduction to the BuildBPS Fact Base and Planning Principles

The proposed BuildBPS plan is grounded in data including student enrollment and needs, facility assessment, and operational feasibility. It reflects a system level approach to prioritizing resources to achieve strategic goals and efficiencies across the school system. While the plan reflects the feedback collected from students, families and the community over a three-year period, it also required a willingness to confront challenging decisions to ensure equity for all learners. Critical data points, comprising the BuildBPS Fact Base, shaped the decision making and prioritization, while the BuildBPS Planning Principles provided guideposts and general parameters.

APPENDIX B

Fact Base

The March 2017 BuildBPS report included two new and crucial pieces of information required to design and evaluate our 10-year facilities plan. The first was a complete assessment of every school building in the district's portfolio. BPS now has a consistent data set to understand the conditions of its facilities, their educational assets and the extent to which they are equipped with sufficient 21st century features. The data also provided a more accurate representation of the number of classrooms available in each building. BPS will update this data as a result of recent building repairs and investments and will continue to do so on an ongoing basis.

The second pivotal feature of the BuildBPS report was a 10-year demographic projection for the City and school district. This estimated where we could expect increases or decreases in school-aged populations by neighborhood. These two key features helped shape the proposed plan.

For BuildBPS Phase II, the district has focused on the interaction between school buildings and school-aged populations. District staff worked to shed light on how buildings, programs, student demographics and distribution, enrollment patterns, and family choices interact across our system. BPS is concurrently managing a fairly new assignment plan, while providing many school choice options and experiencing competition for school-aged children. Understanding how changes to school buildings could impact student enrollment was critical. The fact base has been an invaluable tool in aiding our understanding.

The fact base outlines the crucial challenges the community, district, and planning team face, not just with facilities but with enrollment options for students, equity and even school effectiveness. The assessments have yielded more detail than the Planning Principles, which were originally established and shared in the first report. At this time, there are eight key facts undergirding the plan.

1 There are not enough elementary seats to serve students close to home in the southern half of the city.

2 There are limited options for expanding Special Education, English Learner and K1 programs.

3 English Learner and Special Education programs are not evenly distributed across district high schools.

4 Enrollment in the 6 standalone middle schools has declined by roughly 1,800 students over the past 6 years.

5 K-8 schools experience a high level of student turnover and are under-enrolled in grades 7 and 8. This limits the district's ability to provide a consistent, rigorous, and resource rich experience for those grades.

6 The current grade configurations lead to multiple transitions for many of our students.

7 On a per pupil basis, small schools cost more and have less diversity of programming than larger schools.

8 Roughly 50% of current K-5 elementary schools are too small to house a K-6 school with more than 1 class per grade.

This crucial information was used in conjunction with the BPS Planning Principles to test, refine, and at times discard proposed solutions to varied challenges to ensure a focus on and a responsiveness to our key priorities. For example, by establishing the challenges BPS has with providing sufficient seats for students close to home in the southern half of the city (fact 1), our team emphasized the need to create more elementary school space in those neighborhoods. The Fact Base supports strategic decision making through the facilities master plan to address short- and long-term problems. More details about the fact base can be found below.

It's important to remember that these facts are contingent upon the design of the school system:

- the student assignment plan influences how people choose schools;
- school programs and capacity influence which students can choose to attend which schools and how many students can enroll; and,
- the funding method, Weighted Student Funding (WSF), funds schools based on student enrollment patterns.

The BuildBPS team is continuously analyzing student and school level data to deepen our understanding of the aforementioned interactions. The team will continue to revise our forecasts and update these facts as new patterns or changes to underlying conditions evolve. Future BuildBPS updates will include our learnings and relevant data as appropriate.

The key facts are challenges being addressed through BuildBPS. For each fact, the data that was used to understand each issue is provided.

APPENDIX B

Key Facts

Informing the District Conversation about Capital Planning and Reconfigurations

Fact 1

There are not enough elementary seats to serve students close to home in the southern half of the city.

When it comes to elementary schools, think of Boston as divided by a line starting at the Dorchester Bay basin and continuing west across Franklin Park and the northern side of the Arboretum. To the north of that line, there is enough elementary school capacity or seats to serve students within a mile of their home. To the south of that line, there is not. The district experiences significant challenges assigning students in Dorchester (between Savin Hill and Lower Mills), Mattapan, Hyde Park and parts of Roxbury. In particular, those communities house the most students looking for BPS seats, and we currently do not have sufficient seats in those neighborhoods to serve them locally.

The number of elementary seats in Roslindale and West Roxbury is well-aligned to the current number of elementary students that attend BPS. On average there is roughly 1 student for every 1 seat available within 1 mile. However, under the home-based student assignment plan[10] families from neighboring communities have access to schools in Roslindale, which increases competition for those schools. As a result, students living in Roslindale are among the least likely to attend school within a mile of their home and the most likely to attend school more than 2 miles from their home.

The southern half of the city is experiencing an imbalance between available seats and applicant demand. If our goal is to serve more students closer to home, we will need to create more quality seats in the communities where they are currently lacking.

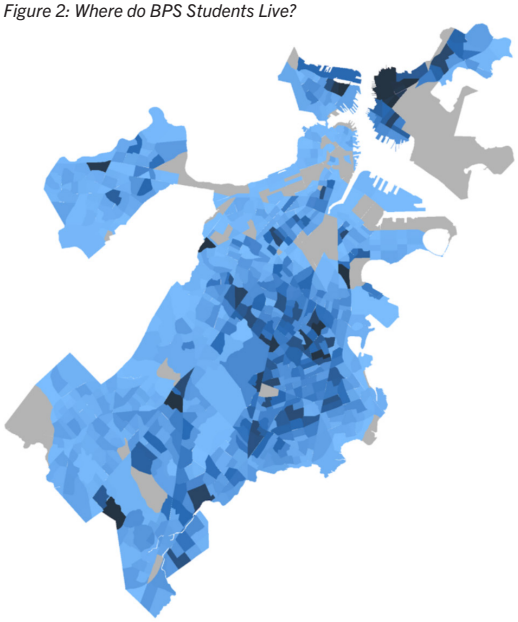
[10] For more information about our student assignment policies, visit our website at https://www.bostonpublicschools.org/assignment.

The distribution of BPS students across the city is uneven. The darker blue areas on Figure 2 reflect the areas with a higher density of students, whereas the lighter blue areas represent areas with fewer students. Students are most concentrated in the southeastern parts of the city - Roxbury and Dorchester. Students are less concentrated in Allston-Brighton and West Roxbury.

The more densely populated Boston neighborhoods also have different racial and ethnic makeups than the least dense areas. Students living in less densely populated areas such as West Roxbury are primarily White, while students in the most densely populated areas, Roxbury and Dorchester, are primarily Black and Hispanic.

The five neighborhoods in which students are least likely to attend school close to home are in the southern part of the city. Students in Hyde Park, Mattapan, West Roxbury, Roslindale, and the southern half of Dorchester are the most likely to travel more than 2 miles to school, and are the least likely to attend school within one mile of their home (Figure 3). The reasons students travel farther likely vary by neighborhood.

Figure 2: Where do BPS Students Live?



Available Seats within 1 mile

One reason students may be more likely to travel farther from home to attend a school is that there are more students than available seats in that part of the city. By matching enrollment and capacity data, we calculated the average number of seats available to each student within 1 mile of their home based on competition for each seat from other students.[11]

[11] This calculation used student enrollment and capacity data from October of SY1718 for grades K2 through 5. It does not include seats in specialized programs for students with special needs, given the relatively small number of students who qualify for those seats.

Figure 3: Distance Elementary Students Travel by Neighborhood

Neighborhood	Total K2-5 Students	Travel More than 2 Miles		Travel Less Than 1 Mile	
Hyde Park	1,476	470	32%	502	34%
Mattapan	2,321	668	29%	975	42%
West Roxbury	1,206	287	24%	531	44%
Roslindale	1,476	325	22%	703	48%
Dorchester (between Upham's Corner and Lower Mills)	3,728	765	21%	1,801	48%
Roxbury	4,542	779	17%	2,441	54%
Jamaica Plain	1,259	215	17%	724	58%
South End	1,134	191	17%	698	62%
Allston-Brighton	1,082	163	15%	646	60%
South Boston	922	136	15%	592	64%
Charlestown	860	121	14%	649	75%
Dorchester - North of Upham's Corner	1,308	183	14%	704	54%
East Boston	2,965	382	13%	2,057	69%
Central Boston	536	63	12%	369	69%
Total	**24,815**	**4,748**	**19%**	**13,392**	**54%**

Figure 4: Average Number of Available Seats in a Mile

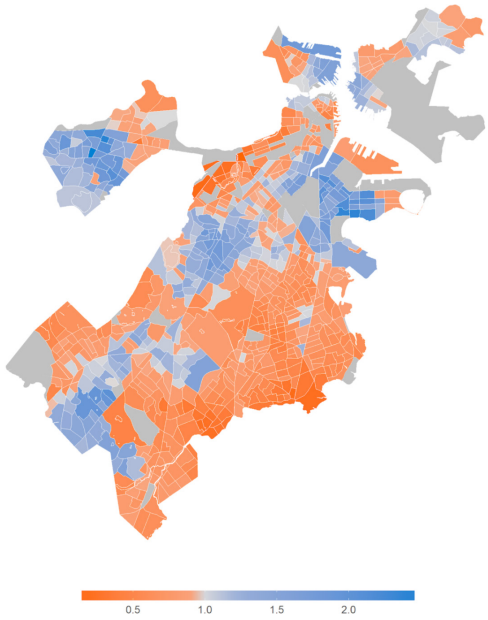
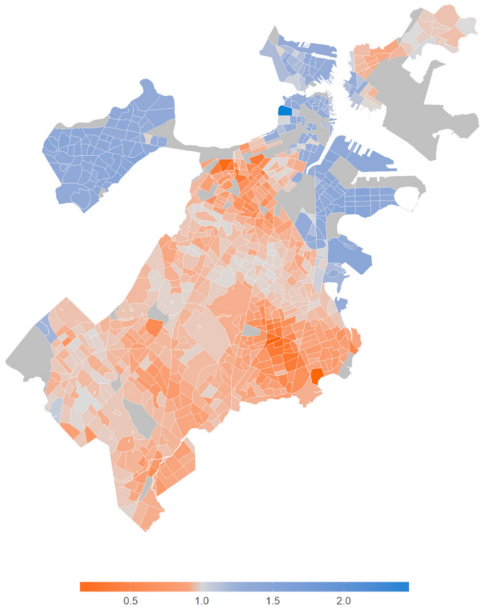


Figure 4 demonstrates the average number of available seats within 1 mile per student. Areas in which students have access to less than 1 seat per student are colored orange. Those in which students have access to more than 1 seat per student are blue. This map shows that the areas in which students have access to the fewest seats per student are clustered in Hyde Park, Mattapan, and the southern half of Dorchester.

Figure 5: Average Number of Available Seats on a School Choice List Under the Assignment Plan



The Home-Based Assignment Plan equalizes access to seats in many parts of the city. This map factors in the schools to which students have access under the student assignment plan.[12] Rather than looking at competition for seats among students living within 1 mile of a school, it looks at competition for seats based on the number of students that have access to each school through the student assignment plan. When factoring in the student assignment plan, competition for seats goes down in some areas but increases in other areas.

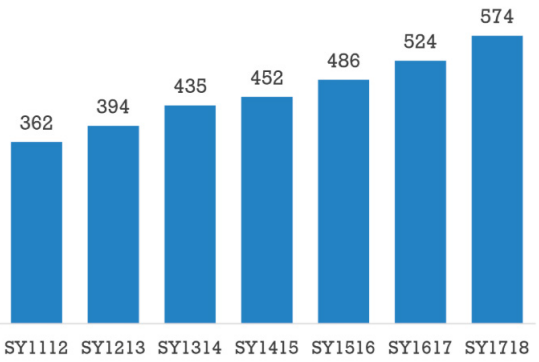
[12] Our calculation used simulated choice baskets for every student as opposed to actual choice baskets. The primary difference between simulated and actual choice baskets is that the simulated lists do not account for schools added to students' lists because of siblings who attend schools not otherwise on their list.

Fact 2

There are limited options for expanding Special Education, English Learner and K1 programs.

Figure 6

Elementary (K0-5) ABA Enrollment



There is a need to expand a number of programs at the elementary level, including special education programs, programs for English Learners, and new K1 classrooms. Given the district's current building stock and program distribution, there are limited options for expansion. Most of the district's school buildings currently serving elementary students are at or near their physical capacity. The few that have space are not well-suited to expanding or adding the needed programs.

The need to expand elementary special education programs is driven primarily by the consistent growth in the number of students requiring ABA[13] services, outlined in the Individualized Education Plan in a specialized program. In October 2017, 574 elementary students (grades K0 to 5) were enrolled in Applied Behavior Analysis (ABA) programs, which is 212 more than six years prior in October 2011. The growth is most pronounced amongst 3 and 4 year olds, who are eligible for K0 or K1 seats. Roughly 100 more students were enrolled in K0 or K1 ABA program seats in June 2018 than in June 2012.[14]

[13] ABA refers to Applied Behavior Analysis, a type of service for students with Autism. For more information on ABA, visit http://www.centerforautism.com/aba-therapy.aspx.

[14] For K0/K1 students, we look at growth in June enrollment, because the programs grow as more students who turn 3 throughout the year become eligible for special education placements.

Figure 7

Grade	Total EL Program Seats	Eligible Students	Difference
K2	627	944	-317
1	666	1,087	-421
2	627	1,041	-414
3	542	874	-332
4	301	665	-364
5	176	435	-259
Total	**2,939**	**5,046**	**-2,107**

Elementary English Learner (EL) programs need to be expanded, because the number of students eligible for the programs exceeds the number of available program seats. As Figure 7 shows, there are over 2,000 students in grades K2 through 5 who are eligible[15] for EL program seats, but not currently enrolled in those programs. Data is from school year 2017-2018.

There are two primary approaches to expanding Special Education or English Learner programs. The first is to expand existing programs by leveraging unused classroom space within a school. Given our current distribution of programs, this is not an option because schools with existing programs are already using all available classroom space, have more than one class per grade of a specific program, or have a high percentage of students who are served in specialized programs. The second approach is to create new programs, which requires at least 4 to 5 unused classrooms within an elementary school. While there are a few elementary and K-8 buildings across the district with that many available classrooms, those schools are low-performing, located in non-central locations with fewer school-aged children (Allston-Brighton, for example), or already have a high-concentration of specialized programs serving high-needs students.

Finally, while expanding access to K1 programs is a priority for the City and the district, there are limited options for expanding K1 seats within BPS schools. Candidates for new K1 classrooms must have at least one empty classroom and the number of K2 classrooms must match or exceed the number of K1 classrooms to ensure all K1 students can remain in the school for K2. At this point, there are only six schools that meet those criteria, but none are ideal candidates for expansion. Of those six schools, three are state level 4 or 5 schools, and two have not had high demand for their existing K1 programs in the past.

[15] Eligibility is defined as having an English language development (ELD) Level 1, 2, or 3. Not all families who are eligible for EL programs choose to enroll in those programs.

Fact 3

ELL and Special Education programs are not evenly distributed across our high schools.

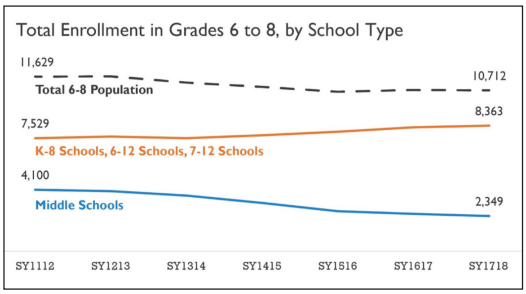
Programs supporting our highest needs students are concentrated in a small subset of our high schools. Fifty-six percent of special education students requiring substantially separate settings are concentrated in 5 of our more than 30 high schools. In addition, 58 percent of students in Sheltered English Immersion (SEI) programs are concentrated in 5 high schools. Three schools, Brighton High School, Charlestown High School and East Boston High School, are included in each of those lists. Between them they serve 23 percent of all special education students requiring substantially separate settings and 39 percent of students in SEI programs.

The schools housing these programs tend to be large, open-enrollment schools with longstanding challenges, to varying degrees, with academic performance. Two of these schools (Brighton and English) are state level 4 schools, in turnaround due to prolonged underperformance on mandated MCAS testing. Two of the schools (Charlestown and CASH) also have struggled with low performance and face the risk of becoming turnaround schools dependent on current improvement efforts.

Fact 4

Enrollment in stand-alone middle schools has declined by roughly 1,800 students over the past 6 years.

Figure 8



Since the 2011-12 school year, total enrollment in stand-alone middle schools[16] has dropped by 1,751 students. During that same period, students in grades 6-8 in K-8, 6-12, and 7-12 schools have increased by 834 students. Over this time, the BPS enrollment in grades 6-8 across all school types declined by 917 students.

This shows that students and families have been choosing to attend K-8, 6-12, or 7-12 schools as opposed to traditional middle schools as more of those options, especially K-8s, have become available. In 2011-12, there were 44 schools that served 6th graders, 47 that served 7th graders, and 48 that served 8th graders. In 2017-18, there were 56 that served 6th graders, 58 that served 7th graders, and 57 that served 8th graders. The combination of more options for grades 6 to 8 outside of stand-alone middle schools and the overall decline in the total number of students in grades 6 to 8 has led to a decline in enrollment in our stand-alone middle schools.

[16] We are using the term "stand-alone middle schools" to refer to schools that serve only grades 6, 7, and 8. Other schools that serve those middle grades include K-8s, 6-12s, 7-12s, or K-12s. Our 6 remaining stand-alone middle schools are Irving Middle School (Roslindale), McCormack Middle Schools (Dorchester), Frederick Middle School (Dorchester), UP Academy Boston (South Boston), Timilty Middle School (Roxbury), and the Edwards Middle School (Charlestown).

Fact 5

K-8 schools experience a high level of student turnover and many are under-enrolled in grades 7 and 8.

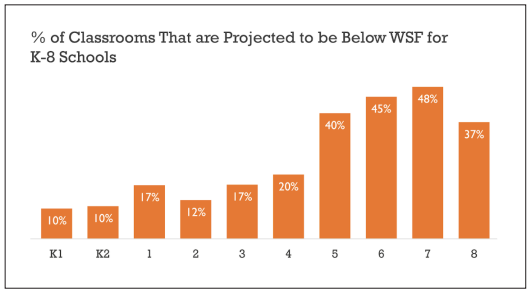
Figure 9

School Year[17]	% of 6th graders attending another school after 6th grade
2013-2014	38%
2014-2015	34%
2015-2016	35%
2016-2017	40%

Over the last 15-20 years, BPS expanded the number of K-8 schools to provide an academic experience with fewer transitions. Despite their intention to provide less transition, these schools experience a high level of turnover in the middle grades. This is due to the variety of grade configurations in BPS. Over the past 4 years, 34-40% of 6th graders in all K-8 schools did not return to the same school for 7th grade (Figure 9). Many of these students move on from their K-8 school to attend Exam schools in grade 7. This heavy attrition often leads to under-enrollment in the middle grades and thus has negative budget impacts on the schools.

Due to this high level of attrition, many K-8 schools plan for partially-filled classrooms in their upper grades and lack the enrollment needed to fully fund the classes through the Weighted Student Formula (WSF). As a result, many schools must find external or discretionary funds to cover the remaining costs of such classes. These funds could have been allocated toward other programs or specialized staff. The chart below shows that for school year 2018-19, 45% of 6th grade classrooms and 48% of 7th grade classrooms in K-8 schools were projected to be under 87% full, the breakeven point for WSF.

Figure 10



[17] The school year represents the year in which students were in grade 6. For example, the last row shows that 40% of grade 6 students in SY2016-2017 did not return to the same school for SY2017-2018.

Fact 6

Our current grade configurations lead to multiple transitions for many of our students.

There are 16 grade configurations across the district's 125 schools. These configurations do not align to the traditional K-5, 6-8, 9-12 grade spans and there is much variation within them. This leads to a disjointed experience with multiple transitions for many of our students. For example, ten percent of BPS kindergarten students attend schools that end at or before grade 3, which requires at least one transition during their elementary experience.[18] Another common transition in Boston occurs between grades 4 and 5. Many charter schools in Boston serve students in grades 5 to 12, and as a result, twelve percent of BPS grade four students transition to charter schools in grade 5.[19]

Another transition that is not fully aligned to "traditional" school configurations (that is, K-6, 6-8, 9-12) is the admissions process for the three exam schools serving students from grade 7 through grade 12. Approximately 23 percent of BPS 7th grade students attend one of the three exam schools. Given that over half (52%) of BPS elementary students attend schools that end at or before grade 5,[20] the high percentage of students attending exam schools that start in grade 7 means that many of our students are forced to change schools multiple times during those years.

Figure 12

10%

Percentage of BPS Kindergarten students that attend schools that end at or before grade 3

52%

Percentage of BPS elementary students that attend schools that end at or before grade 5

12%

Percentage of BPS 4th grade students who transition to Charter schools in grade 5, due to the large number of 5-12 Charter schools in Boston

23%

Percentage of BPS 7th grade students that attend one of the 3 exam schools

Over the past 3 years, 1 in 6 BPS 7th graders attended three different schools for grades 5, 6, and 7. This is due in large part to Exam Schools; in SY17-18, 42% of 7th graders who attended either Boston Latin Academy, O'Bryant High School, or Boston Latin School attended 3 different schools in grades 5, 6, and 7. This proportion has declined since SY11-12 from 59%, but it still represents a significant portion of the student population.

[18] Based on SY17-18 October data.

[19] Charter number is a 3-year average from SY15-16-SY17-18 based on matching current BPS 4th graders to the schools they attend the next year.

[20] Based on SY17-18 October data.

Fact 7

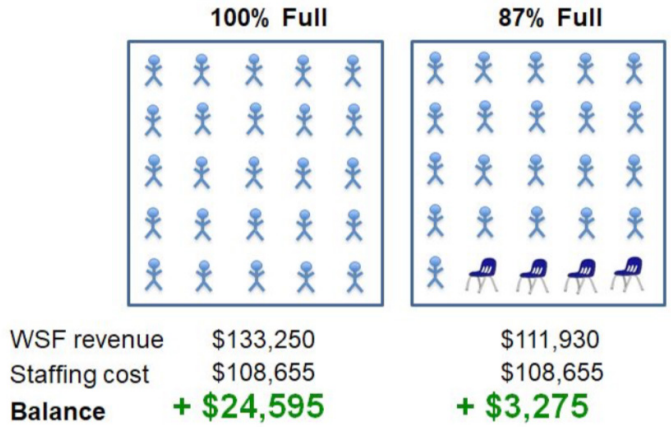
On a per pupil basis, small schools cost more and have less diversity of programming than larger schools.

One of the challenges every school district faces is maximizing limited resources. Each year, BPS negotiates the trade-offs between various school support priorities while seeking to increase operational efficiency. This includes a continuous effort to maintain school buildings while reducing costs where possible. The size of a school is a significant contributor to the overall cost of district operations. The opportunity to address building size is only afforded when we design new buildings or reconfigure existing buildings. As we evaluate different proposals for BuildBPS, there are three main cost considerations related to the size of a new or reconfigured school:

1. Schools with more classes per grade can afford more academic and enrichment supports for students.
2. Smaller schools receive more funding per pupil from the current funding system than larger schools receive.
3. Having many, smaller schools increases the non-academic costs of operating the school district.

Each of these are discussed in the following pages.

Figure 12: Sample 3rd Grade General Education Class



1 Schools with more classes per grade can afford more resources for students, including enrichment and student support.

BPS uses an approach to funding schools called Weighted Student Funding (WSF) to ensure equitable funding for schools based on the number of students enrolled and their varied needs. Under WSF, each school receives a budget based on the number of students they are expected to serve and the needs of those students. However, regardless of how the budget of a school is set, it is easier for districts to fund more diverse resources, enrichment and student support at larger schools. For example, an elementary school with four classes in each grade has an easier time ensuring full time art and music teachers, guidance counselors and assistant principals than a school with just one classroom per grade, as the fixed cost for individual staff are shared by more students.

In Boston's funding system, WSF uses a "87% target" for classrooms. This means that in order to fund the salary of the required staff for that classroom, at least 87% of its enrollment capacity must be filled. Figure 12 above shows that a 3rd grade classroom that is 87% full meets that targeted threshold. The figure also demonstrates that a classroom that is closer to full has more funding available to pay for non-classroom costs. The additional funding affords the school additional supports and services including teachers, supplies, student supports, and field trips.[21]

[21] Some additional positions that are necessary for student services are provided outside of WSF and are neither included in the weights nor in the assumptions for the foundation budget. These include, at a minimum, a school nurse and a special education coordinator. To view a complete list of non-WSF positions and allocations, please visit our website: https://www.bostonpublicschools.org/budget

Figure 13: Impact of Classes per Grade on a K1-6 School's Budget

Classes per Grade	Classrooms[22]	Students[23]	Specialists	Discretionary Budget	Discretionary FTEs
1	8	182	1.6	$131,204	1.5
2	16	364	3.2	$262,408	2.9
3	24	546	4.8	$393,611	4.4
4	32	728	6.4	$524,815	5.8

The majority of a school's discretionary funding is determined by two factors: how full the school is and the number of classrooms per grade. A K1-6 elementary school with more classes per grade can afford more enrichment and student support. The table above shows the increasing discretionary budget and the additional full-time equivalent (FTE) positions they can afford, when 94% full.

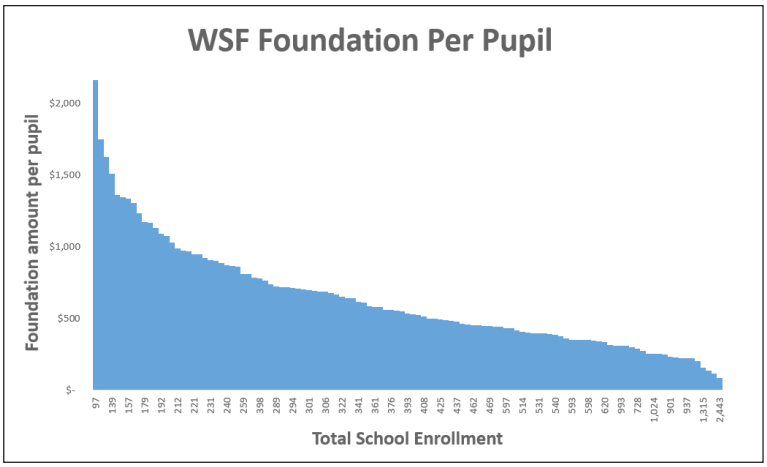
2 Having many small schools increases the non-academic costs of operating the school district.

Smaller schools also have implications for our district-wide costs. An abundance of small schools increases the non-academic operational costs of the district. More schools mean more buses traveling to more destinations, more facilities - roofs, boilers, and sidewalks - to maintain at higher costs per square foot, and increases the number of administrative staff we need to run basic schools functions. All of these represent resources pulled away from the classroom. As we build new buildings, we will have the opportunity to evaluate how we want to allocate resources to improve student outcomes.

[22] Classrooms for core instruction only. Does not include specialty classrooms or intervention space.

[23] Assumes 94% Full Classrooms

Figure 14



3 Smaller schools receive more funding per pupil from the current funding system than larger schools do.

Another, often overlooked part of having smaller schools is the foundation budget, the approximately $200,000 each school receives regardless of enrollment. When weighted student funding was implemented in Boston, a key feature was the foundation budget. Originally $200,000, this amount was intended to pay for the cost of the Principal or Headmaster, the school secretary, and some basic school supplies.

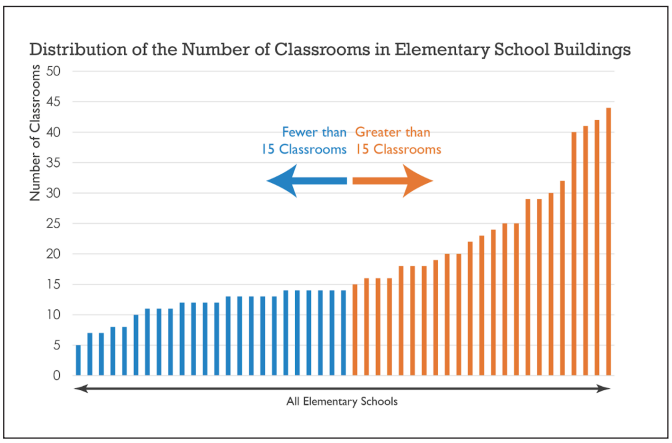
Boston implemented this model because it has so many small schools. Schools with one or two classes per grade would not be able to afford the minimum staffing required based on a strictly student-based budgeting formula. The benefit of the foundation budget is that it ensures at least minimum administrative support and can be consistently and universally applied and easily understood. The disadvantage is that it is not equitable on a per student basis: students attending smaller schools receive more funding per pupil from the foundation budget than students attending larger schools do. Some districts with larger school sizes do not need to include a foundation budget for each school.

The chart above (Figure 14) shows the relationship between school size and the foundation budget per pupil. On a per pupil basis, the foundation budget ranges from $2,167 to $86.

Fact 8

Roughly 50% of our current elementary schools are too small to house a K-6 school with more than 1 class per grade.

Figure 15



The original BuildBPS report highlighted that BPS buildings are old; roughly two-thirds were built before World War II. It also highlighted the small size of our buildings. Many elementary school communities have long requested the addition of a 6th grade to their school. While that is part of our vision for the future, roughly 50% of our current elementary buildings are too small to become K-6 schools.

Creating schools with at least two classrooms per grade is beneficial because, as is highlighted in the fact above, smaller schools cost more and have fewer resources than larger schools. A K1-6 school with more than 1 class per grade requires at least 16 classrooms.[24] Of the 47 buildings currently housing Early Education Centers or K-5 schools, 24, or just over 50%, have fewer than 16 classrooms. As a result, converting many of our elementary schools into K-6 schools will require new buildings, building expansions, and or leveraging existing buildings to create two-campus schools.

[24] 16 classrooms assumes 2 classes per grade, including in K1. A school with only 1 K1 classroom would require 15 classrooms.

APPENDIX B

BuildBPS Planning Principles

The BuildBPS Planning Principles were an outgrowth of the first two years of planning and engagement. These principles have been updated over the past year to reflect additional learning and provide parameters for decisions and plan design work. Some elements of the Planning Principles influence decisions about renovations or programs.

For example, Principle 10 mandates long term strategic planning to strategically manage emergency repairs across school facilities. Some elements are more concerned with the kinds of learning environments to build for students, such as Principle 3. The Planning Principles were used with the Fact Base as the district developed its proposed plan.

Figure 16: BuildBPS Planning Principles (Revised)

1. **Leverage real-time facility assessment data and building capacity along with enrollment and demographic trends citywide to prompt and validate investment choices.**
2. **Increase access to high quality schools and seats in high need, high growth and low access neighborhoods.**
3. **Create school environments that promote student and staff safety and well-being.**
4. **Minimize transitions for students through grade reconfigurations starting with middle school facilities.**
5. **Improve the match between educational programs and their facilities particularly for special education and English Learner programs.**
6. **Maximize the energy efficiency of BPS facilities.**
7. **Expand K1 seats in neighborhoods where the estimated supply of high quality seats does not meet demand.**
8. **Better concentrate resources to invest in quality for students.**
9. **Develop program and building utilization plans in neighborhoods that are not projected for high growth among youth populations and have excess building capacity.**
10. **Incorporate emergency facility issues into long-term planning so as to avoid handling them in isolation.**
11. **Optimize the geographic distribution of BPS high schools.**

APPENDIX C

BuildBPS Fiscal Planning and Recent Investments

The ten-year BPS capital plan from FY18 to FY27 projects spending a total of $744 million in City funds. With the addition of MSBA matching funds, the total projected spend will be $1 billion over the ten years.

In the current plan, $190 million of City funds will go to annual program spending over the ten years. This includes accreditation improvements, technological upgrades, capital maintenance, schoolyard improvements, security improvements, and MSBA ARP projects. $147 million is budgeted for projects already in motion as of FY18, including funds for 21st century furniture, Boston Arts Academy, Dearborn, and the Carter School. Forty-six million dollars is budgeted for new projects that began this school year, such as the "My Way Cafe" kitchen renovations, roof and window replacements at various schools, and electrical and fire alarm improvements at several schools. The remaining $360 million is being reserved for future projects.

APPENDIX C

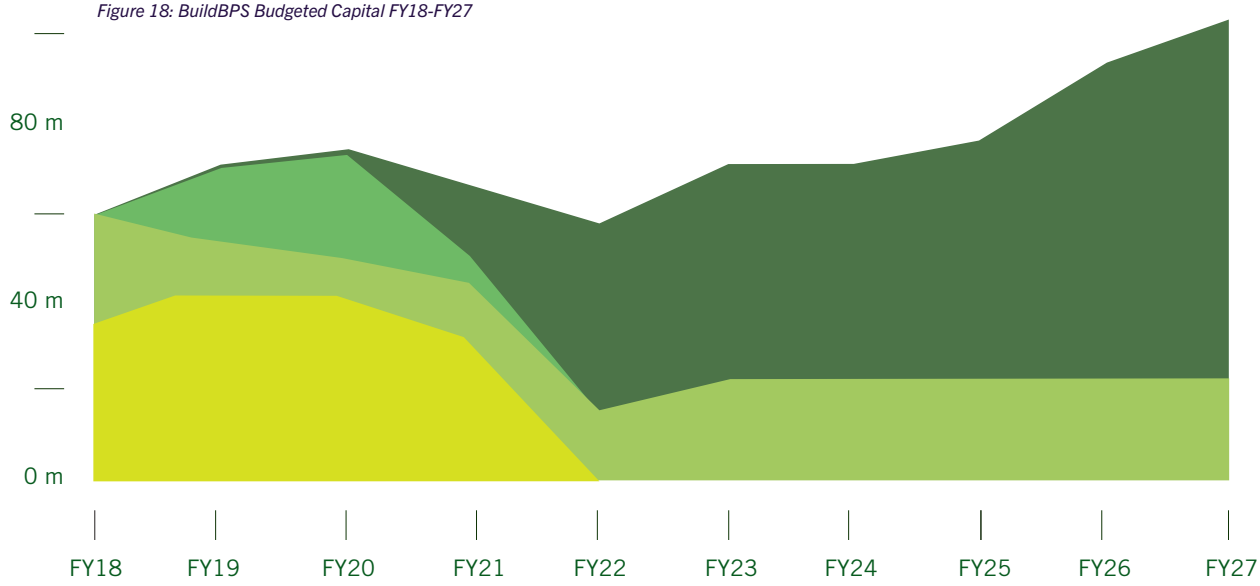
BuildBPS Fiscal Planning and Recent Investments

Figure 17: BuildBPS Cash Flow

	FY18	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26	FY27	Total
E Existing Projects	35.7	43.0	38.1	29.7	0.9	0.0	0.0	0.0	0.0	0.0	147.4
P Program Spending	23.6	11.3	12.1	14.3	15.1	22.6	23.0	23.0	23.0	23.0	190.9
N FY19 New Projects	0.0	16.1	23.1	6.4	0.0	0.0	0.0	0.0	0.0	0.0	45.6
R Reserve for Future Projects	0.0	0.8	1.1	15.8	41.7	48.4	48.0	53.0	70.5	80.5	360.0
Total ($M)	59.4	71.1	74.4	66.3	57.7	71.1	71.0	76.0	93.5	103.5	743.9

Table with the dollar amounts (cash flow)

Figure 18: BuildBPS Budgeted Capital FY18-FY27



E Existing Projects

P Program Spending

N FY19 New Projects

R Reserve for Future Spending

*Figure 19: BuildBPS capital investments since July 1, 2017**

	Expenditures 7/1/17 - 10/12/18			Project Budget
Projects	**City**	**MSBA**	**Total**	**Total**
21st Century Schools Fund Furniture	$2,652,688	$ -	$2,652,688	$13,000,000
Access Improvements at Henderson Upper	$2,250,018	$ -	$2,250,018	$4,075,000
Boston Arts Academy	$2,862,254	$2,418,949	$5,281,203	$127,255,412
BPS Kitchens (My Way Café 2018 Expansion)	$2,827,527	$ -	$2,827,527	$5,000,000
Eliot School at 585 Commercial St	$5,824,512	$ -	$5,824,512	$40,450,000
Josiah Quincy Upper School Design	$ -	$102,124	$102,124	$1,700,000
Mattahunt Elementary School	$1,253,000	$ -	$1,253,000	$1,253,000
Misc. Maintenance and Repairs	$2,221,587	$ -	$2,221,587	$19,546,742
Roof or Boiler Replacements at 11 Schools	$3,348,127	$5,294,491	$8,642,618	$19,888,692
School Security Improvements	$602,903	$ -	$602,903	$5,000,000
Schoolyard Improvements	$1,428,415	$ -	$1,428,415	$6,867,000
Technology Infrastructure	$4,343,145	$ -	$4,343,145	$21,000,000
Window Replacements at 7 Schools	$10,203,141	$14,015,951	$24,219,091	$29,943,163
Sub-Total	**$39,817,317**	**$21,831,515**	**$61,648,831**	**$294,979,009**
Previous Projects****	$23,313,357	$6,889,352	$30,202,709	$183,206,185
TOTALS	**$63,130,674**	**$28,720,867**	**$91,851,540**	**$478,185,194**

* BPS has made investments in more than 30 capital projects since July 1, 2017 (the beginning of Fiscal Year 2017-18). To enhance overall understanding, many projects were consolidated in the list above. This explains why in several cases a project is divided into two rows, with some work completed and some still in progress. School Security Improvements, for example, includes three different projects, two of which have been completed, totaling nearly $7 million, and one which just began, with more than $4 million left to spend.

** Expenditures only reflect what has been spent since July 1, 2017, between the City and the Mass. School Building Authority. Project Budget reflects the total budget and includes expenditures planned for later in Fiscal Year 2018-19 and future years, and also expenditures from prior fiscal years. The gap between what has been spent and budgeted can be misleading if there are delays in invoicing.

*** Includes support from the Shah Family Foundation.

**** Previous projects are those which have been completed prior to Fiscal Year 2018-19 but which included some spending since July 1, 2017 and in previous years as well (e.g., Dearborn Stem Academy construction; schoolyard improvements at the Irving and other schools; relocation of Another Course to College, etc.).

APPENDIX D

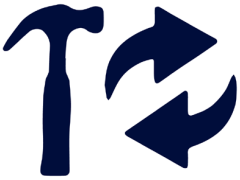
BuildBPS Projects by Category

As major investments are made in our facilities, there will be necessary trade-offs between different projects. Some projects, such as technology upgrades, are smaller in scale and make an immediate impact on a building or learning environment. Other projects, like new school buildings, require years of planning, but can transform the way students learn and have a long-term effect on school communities. Five categories were developed to help organize and prioritize projects by scale, cost, and timeline.

Each category of work will change the learning environment and services for one or more school communities, and $1B could be invested in any one of these categories. However, the district must strategically invest and prioritize to maximize impact for students. The project categories are further detailed in the next few pages inclusive of the process by which we select them for inclusion in the capital plan.

1 New Builds & Expansions

represent the largest and highest-impact projects ranging from the building of a new school from the ground up, like Dearborn STEM 6-12 Early College Academy, or a major expansion and renovation of an existing school, like the Eliot K-8.



2 Renovations & Reconfigurations

include both the repurposing of existing buildings to better meet the needs of students and creating opportunities to modernize and eliminate a backlog of deferred maintenance in a building that continues to operate. The New Mission expansion to 7-12 is a great example of a reconfiguration; the renovation of the Burke Building, several years ago, is a good example of a more straightforward renovation and modernization project.

3 System-Wide Initiatives

encompass district efforts to improve education opportunities and assets across many or all schools such as the technology refresh schedule that updates all schools' technology on a regular basis. Systematically and predictably, every school is on a schedule to receive technology infrastructure upgrades. This ensures that there will never be a backlog of technology repairs and that all students have access to necessary technological resources.

4 Capital Repairs & Facility Emergencies

include more traditional facilities projects such as repairs to school roofs, boilers, windows and more. As the district is more strategic in its approach to the other categories, the backlog of capital repairs should be significantly reduced. Until then, the district must continue to prioritize necessary repairs.

5 Real Estate Management

reflects the need for a cohesive strategy to acquire new property and divest of properties that no longer meet the needs of our students. BPS will look to acquire property in neighborhoods needing additional educational accommodations by capitalizing on opportunities to buy when properties become available on the market. It's a balance of intentional planning and opportunity.

APPENDIX D

1. New Builds & Expansions

New buildings or major expansion projects are large scale projects that take anywhere from 3-8 years to complete. The length of time depends on several factors: 1) community engagement and our ability to agree on the scope and priority of the project, 2) ability to find, acquire and prepare a property for construction, 3) the duration and timeline from school design to construction, and 4) funding availability and source including Massachusetts School Building Authority (MSBA). New buildings and expansions are a long-term strategy for modernizing and transforming the district.

Recent Successes and Current BuildBPS Projects

Two projects represent new builds or major expansions at or near completion:

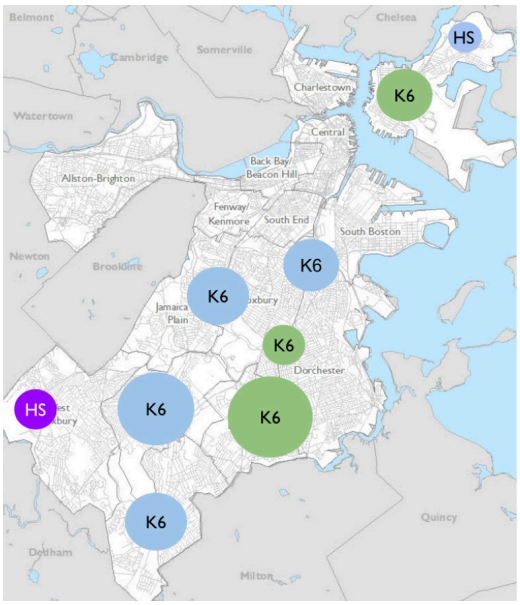
- **Dearborn STEM 6-12 Early College Academy**
  Opened 2018
- **Eliot K-8 School**
  Planned Completion in 2019

Three projects are currently progressing through the MSBA Core Program:

- **Boston Arts Academy**
  beginning construction in 2018
- **Josiah Quincy Upper School**
  currently in feasibility phase with site selection expected to be complete in 2019.
- **William E. Carter Elementary School**
  eligibility phase completed with feasibility phase scheduled to start in 2019.

Current Priorities for New Builds and Expansions

BPS is proposing five new builds or expansions and has identfied nine potential sites.



- **Expansions to address enrollment challenges**
  - Mattapan/Dorchester
  - Roxbury/Dorchester
  - East Boston
- **Expansions to address building limitations and reconfigure middle schools**
  - Roslindale
  - Hyde Park
  - Roxbury/Jackson Square
  - East Boston (HS)
  - Roxbury/Dorchester (Upham's Corner)
- **Building emergencies**
  - West Roxbury

Informed by the Fact Base and BuildBPS Planning Principles (see Appendix B), the following prioritization emerged:

The first priority is for projects that expand enrollment capacity in neighborhoods where demand currently exceeds space or schools are overcrowded. Seven sites have been identified as appropriate for elementary projects reflecting district constraints in providing adequate elementary seats. With many small buildings, the district has limited ability to serve students where they seek to enroll and provide resource rich educational facilities. Elementary school space constraints have persisted in the southern half of the city and East Boston for several years and are projected to continue. To solve this, new builds and expansions could include, if possible, the construction of elementary schools in East Boston, on the border of Mattapan and Dorchester, and on the border of Roxbury and Dorchester. These new buildings would house 3-4 classrooms (strands[25]) in each grade or 550-700 students. These schools will offer more coherent programming for our highest needs students, expand access to quality schools and provide additional resources within our existing funding constraints.

[25] "Strands" are the number of classrooms per grade. A 3 strand school may have 2 general education classes and one special education class per grade for every grade in the school's grade span.

The second priority is to reconfigure a set of schools in a neighborhood to a single-transition K-12 pathway (K-6/7-12 or K-8/9-12) model.[26] With over 50% of the district's elementary buildings being too small to hold a K-6 school, several areas of the city require new construction to move to a new configuration. These projects directly impact the timing of middle school reconfigurations discussed later. New builds and expansions could include, if possible, the construction of elementary schools on the border of Dorchester and Roxbury (near Franklin Park and Upham's Corner), Hyde Park, and Roslindale. East Boston is a unique neighborhood, because it lacks space for 7th and 8th grade expansion in its elementary and school buildings. For this reason, a new build or major expansion for a 7-12 high school in East Boston is also being targeted.

The third priority is replacement of outdated school buildings that are expensive to maintain or require major or emergency renovations to continue to operate. In the long-run, new construction is one part of the strategy to address buildings in deteriorating conditions. Unfortunately, an example of this has already presented itself, as the West Roxbury Education Complex must be addressed due to critical facility issues. The proposed closure is prompted by a facility emergency due to rapidly declining conditions at the school. The long-term viability of this school building past this current school year would require significant improvements to its infrastructure. The depth of building repairs necessitate vacating the building and beginning a multi-year renovation process. This creates the opportunity to engage the community on the long-term future of the site. There are no other facilities that have reached this level of emergency, but BPS will continue to monitor building conditions districtwide so as to avoid such situations or, at a minimum, to be better prepared for them and to give affected school communities ample notice.

[26] A single transition K-12 model is a school or set of schools that allows students to enroll in BPS starting in K0/K1 and requires only one change of schools before graduating in 12th grade. The four current single or zero transition models in BPS are K-5 schools feeding a 6-12 high school, K-6 schools feeding a 7-12 high school, K-8 schools feeding a 9-12 high school, or a K-12 school. Because of the interdependence of our schools in the full choice system, this cannot be an individual school decision. However, we will work with schools and neighborhood communities to determine the prevailing model in specific areas of the city.

Process for Selecting Schools for New Buildings or Expansions

Through the BuildBPS Phase II plan, BPS will begin a coordinated effort to leverage its available capital funding and MSBA funding to open a series of new or renovated buildings through 2027. In general, these projects will result in new buildings for existing BPS school communities. According to the BuildBPS goals, new building locations will be prioritized in neighborhoods with high student need and low current access. A related goal is that new, expanded and renovated buildings will create more equitable program placement and learning opportunities for our most vulnerable learners in specialized programs, including Special Education and English Learner programs.

With some variation based on specific projects and neighborhood context, most major building projects will follow the same steps for selection:

Step 1: BPS will prioritize system level and community needs and requirements for serving students and will outline a selection process for each major building project.

Step 2: The district will engage with school communities who are interested and believe they can meet the expectation for desired programming in the new building. Schools or teams of schools will then submit a plan for consideration.

Step 3: A selection review team will review the plans and recommend the school that best meets the needs of all students.

Step 4: The District and the selected school will partner to begin the project, which may include entering the MSBA process.

BPS will engage and seek input on priorities and work with families, students and the community to ensure the selection process incorporates their feedback.

Timeline for New Builds and Expansions

The final decision for which schools enter the MSBA process or are included in the annual capital plan must be formally made by April of any given year. To this end, the district will identify an annual cycle in the spring and fall to receive, review, and recommend projects the following April.

Once approved, new buildings or major expansion projects take 3 to 8 years to complete. These are major projects that can be delayed for a variety of reasons - predictable and unpredictable. BPS identified 9 areas for new builds or major expansions although construction will only begin on five during the first 10 years of BuildBPS. By having a queue of nine projects, BPS will be able to move one forward in the event that another is delayed. Proactively planning for the delays will ensure that goals will be met. Four sites will be built through the facilities master planning process that will launch after 2027.

The length of time from project approval to ribbon cutting for any given project depends on several factors, the first being district work with the community to agree on the scope and priority of the project. The Dearborn school project was met with excitement as well as concerns about the perceived historical status of the building. The project was launched later than projected in order to further engage the community. It is conceivable that the proposed projects may be delayed as communities raise concerns and the district works to address them. In launching a process that is inclusive and respectful of community voice, BPS may need to pause or slow down specific projects to allow time to negotiate our collective priorities.

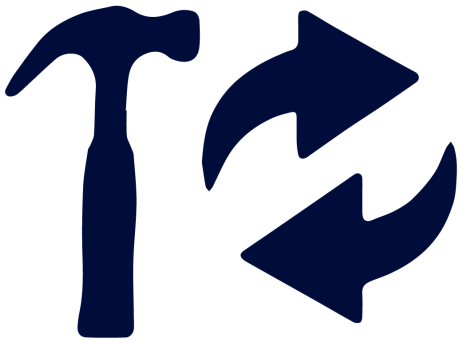
The second factor impacting the timeline is finding, acquiring and preparing a property for construction. MSBA projects require BPS to explore the feasibility of three scenarios: expanding a school on its current property, building a completely new building on the current school site (while the students use swing space at another facility), or building a new building on a new site to be acquired. Identifying swing space or a new site can take several years. The Quincy Upper School project demonstrates project delays due to site selection alone.

The third piece of work in the timeline is design and construction timeline involves the design and construction processes. If the project is an addition to an existing building, then the design and construction timelines may be short. However, depending on the location and factors that must be considered for design (structural engineering, environmental assessment, traffic flow, etc.), it may take longer to both design and construct. BPS hopes to leverage 21st century building designs as multiple elementary schools are built. Similar to the MSBA's model schools program, accelerated timelines will be achieved as a basic template is identified for schools that can be modified in key ways for specific school communities.

Finally, the MSBA's "Core Program" represents a tremendous opportunity to leverage reimbursement to achieve our goals. BPS estimates receiving up to $270M from both the Core Program and the Accelerated Repairs Program (discussed below) over the 10 years of BuildBPS. The Core Program, however, represents significant extra work for the district. At a minimum, a new school construction project partnering with MSBA can take close to 7 years - beginning with the submission of a statement of interest in any given April - and that assumes no other delays in funding, site selection or engagement.

APPENDIX D

2. Renovations and Reconfigurations



Renovations and Reconfigurations are projects that can take anywhere from 1-3 years to complete. The length of time depends on the original design of the building and the renovations required to prepare the building for use. A modern building like the Frederick was designed and built to be reconfigured in a shorter timeframe and could be converted over the course of a summer. An older building like the McCormack needs to be modernized and, depending on the needs identified by the community, may require up to 2 years to be available in a new configuration. A current K-5 school adding 6th grade may be able to reconfigure by adding enrollment if additional classroom space is available. This means that reconfigurations are the shortest available path for transforming the district footprint.

Recent renovation projects include the renovation of the New Mission High School building for Fenway High School, which was completed in 2015. Another example is the renovation of the E. Greenwood building for Another Course to College High School completed in 2016. In addition to renovations, four schools recently undertook reconfiguration projects:

- **Haley Pilot School** growing from a K-5 to a K-8, completed in 2015.
- **Trotter Elementary** growing from K-5 to a K-8, completed in 2016.
- **Condon Elementary** growing from a K-5 to a K-8, completed in 2017.
- **New Mission High School** growing from a 9-12 to a 7-12, adding grades 7 and 8 in 2017 and 2018, respectively.

Current BuildBPS Projects and Priorities for Renovations and Reconfiguration

BPS is proposing five new renovations of existing buildings will focus on adding 21st century learning spaces or features to existing schools. Schools that are not receiving a major renovation or replacement will be evaluated and considered for renovation or reconfiguration. School sites will be prioritized based on each project's plan to close opportunity gaps. With limited resources, BPS will also prioritize projects that can impact the largest number of Boston's traditionally marginalized students.

This year, we will begin a coordinated effort to target our middle school buildings as the first set of major reconfigurations. Each middle school reconfiguration will be accompanied by reconfigurations of feeder elementary schools and area high schools. This is aligned with the goal of reducing the number of transitions students experience from K-12. Of particular note are places where middle schools require two transitions in 4 years - from a K-5 into a 6-8 middle school and then an additional transition from the middle school to a 9-12 high school. Our goal is that by 2027, we will have reconfigured all stand-alone middle schools and have created twenty K-6 schools and seven additional 7-12 high schools. For this to become a reality, we will engage with the communities associated with each middle school over the next few years.

All middle school reconfiguration projects will follow these basic steps:

Step 1 Determine if the feeder elementary schools[27] have the space to add additional grades for all of their programs. If not, determine if there are 6-12 high school options to create new pathways for all of the programs at the school.

Step 2 [If the elementary schools have space for 6th grade] Determine if there are high schools with space to add 7th and 8th grade students for all programs currently at the middle school.

Step 3 Assess the equity impact of the reconfiguration to ensure that all students, particularly our most vulnerable, are benefiting from pathways with fewer transitions.

Step 4 Engage the community around options for the future reuse of the existing middle school buildings.

While these steps appear straightforward, they become complicated when feeder patterns and special building requirements for special education programs are considered. BPS must put our most vulnerable students and those requiring the most services at the center of planning. This will ensure that the district does not create more coherent pathways for general education students at the expense of those with higher needs. Having reviewed all of our current middle schools using these basic steps, the McCormack has been identified as the only middle school community with a clear path for reconfiguration at this time. All other middle school reconfigurations must be preceded by changes to other school communities.

[27] Feeder elementary schools refers to schools who have a guaranteed middle school pathway to the specific school. For more information on our middle school pathways, visit the assignment policy section of our website: https://www.bostonpublicschools.org/Page/6523.

Transitioning Middle Schools

The schools that can expect to reconfigure by 2027 are:

1 **The McCormack building (Dorchester)** is the only school with a current reconfiguration proposal, set to begin at the end of SY19-20. The proposal is to convert the building into a 7-12 high school.

2 **The Frederick building (Dorchester)** can be quickly reconfigured into either an elementary school or a high school depending on community feedback. For this reconfiguration to move forward, we need to identify space in either the feeder elementary schools (K-6) or a pathway high school (6-12 or 7-12).

3 **The Irving building (Roslindale)** is not a suitable space for a high school, but can be converted into an elementary school. For this reconfiguration to move forward, additional elementary building space will be needed in both Roslindale and Hyde Park to add 6th grades to existing K-5 schools.[28] High schools in the area will also need to expand to 7-12 to ensure enough capacity to serve our students.

4 **The Edwards building (Charlestown)** is dependent on our ability to identify additional 6th, 7th and 8th grade space to serve current Edwards students, the majority of which live in East Boston. Multiple construction projects are required to achieve this outcome. Since Charlestown and the North End are currently configured as a K-8/9-12 system with the exception of the Harvard-Kent, BPS proposes merger opportunities to allow the schools in that area to become K-8s.

5 **The Timilty (Roxbury) building** will require a major construction project to be reconfigured into a K-6 elementary school. The site is too small for a high school conversion. To move forward, the district must identify space for students that have the Timilty as their middle school pathway. This would require some if not all of the Timilty's feeder schools to become K-6 schools and an existing high school to become a 6-12 or 7-12.

6 **The UP Boston (South Boston)** is a Horace Mann (In-District) Charter and as such, will have additional state requirements to change their grade span and students served. It is also a citywide school, which complicates the assessment of where the students will enroll under a new configuration. BPS has begun conversations with the UP Education Network team, which is committed to working towards coherence for all students.

BPS will engage each school community as a path forward becomes available. BPS is committed to supporting middle schools through this transition as announcing plans for long-term reconfiguration may reduce enrollment or cause concerns for school staff. The district team will work with each school to ensure that they are able to continue providing consistent programming and support services throughout the transition.

[28] All of the existing K-5s in Roslindale and Hyde Park have expressed interest in adding 6th grade.

Expanding K-5's to K-8 Schools

Many K-5 school communities have requested that they be prioritized for adding a 6th grade. These proposals need to be considered within the context of the neighborhood as a whole. Re-configuration of K-5 schools to K-6's require the following considerations:

1 **Expansion of English learner and special education programming.**

If these programs at a school do not match the grade spans of the general education programs (e.g. the SEI program at a K-5 school ends in the 3rd grade), our first step would be to expand the program before adding a 6th grade.

2 **Over the last 10 years, K-8 expansion contributed to declining enrollment at stand-alone middle schools.**

While we want to respond to a school community's desire to add a 6th grade, we need to make sure these changes are made in coordination with other area schools.

3 **BPS must maintain enough extra classrooms to respond to unanticipated increases in enrollment.**

Each year, the district evaluates the need to add K2 classrooms to respond to new registrations. Using every available classroom in our buildings to add 6th grades would mean losing the flexibility to add K2 classrooms when needed.

4 **K-6 expansion cannot come at the expense of early childhood programs.**

The city's Universal Pre-K initiative is creating K1 access through a community-based model with quality and curriculum mirroring that of the district's early childhood programs for general education. However, expansion of K1 programs and seats, especially for special education, continues to be a priority. As a result, K-6 reconfigurations that would reduce the number of K1 seats in neighborhoods that have insufficient capacity will not be considered.

5 **K-6 expansion cannot be achieved by eliminating alternative learning spaces.**

While many of schools have found ways to have music, science, and art classes without a dedicated space, the district cannot continue to remove these spaces from schools. Such spaces are an important part of a 21st century learning experience.

Process for Selecting Schools for Renovations and Reconfiguration

With many buildings in need of replacement or major renovation, BPS must employ an equitable, transparent, and predictable way to prioritize and select facility projects. BPS seeks to prioritize middle school buildings for reconfiguration for this project category. The selection of which existing elementary or high school will move into renovated buildings will mirror the process for new buildings outlined before.

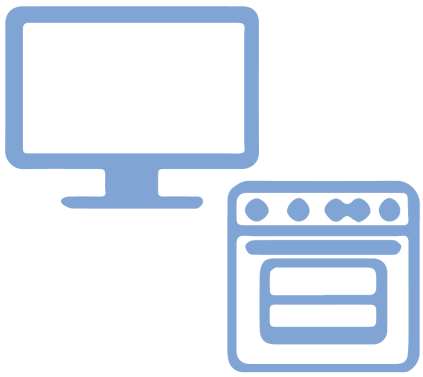
Timeline for Renovations and Reconfiguration

The final decision for which schools will receive major renovations or reconfigurations impacts enrollment projections (October), school budgeting (December), and the annual school choice calendar (November). To ensure proper planning, projects in this category need to be identified in the spring. For this to happen, BPS will identify an annual cycle in the spring and fall to receive, review, and recommend projects to be implemented during the next fiscal year budget cycle.

Once approved renovation and reconfiguration projects can take anywhere from a single summer to multiple years to complete. These may be small projects or major projects that follow the same timelines as new buildings. Projects can be delayed for a variety of reasons, both predictable and unpredictable. All but one of the middle school projects is dependent on other changes happening first. For more details about specific timelines for middle schools, see the neighborhood in the appendix.

APPENDIX D

3. System-wide Initiatives



Our new building and reconfiguration strategies represent long-term plans to improve the condition and learning opportunities of our schools. For families whose children are currently enrolled in BPS, we cannot afford to wait for new buildings or major reconfigurations. For this reason, the district is planning a number of system-wide initiatives to improve safety, close opportunity gaps, and continue to improve the educational opportunities across the district.

Current BuildBPS Projects and Priorities for System-wide Initiatives

BPS has a number of system-wide initiatives in progress. Some are one-time upgrades, while other are similar to the technology network refresh program and will have a predictable schedule for all schools for the foreseeable future. The following is a list and brief summary of our current system-wide initiatives and accomplishments to date:

1 **Kitchen Projects and "My Way Cafe"**
This program will fund kitchen renovations in district schools, which will allow for more students to eat fresh, healthy meals cooked on-site. My Way Cafe is an expansion of a successful pilot program that began at four schools in East Boston in the spring of 2017. The program transforms the way food is prepared in BPS schools, not only providing students with fresh-cooked meals but also giving them the ability to choose what they want on their plates, so they can have it "their way" -- a big change from the prepackaged meals these schools used to serve. My Way Cafe is the result of a partnership between the Shah Family Foundation and the BPS Food and Nutrition Services Department, with design and construction work managed by the City of Boston Public Facilities Department. A total of 25 schools received upgraded kitchens or kitchen equipment prior to the 2018-19 school year; 31 schools have received upgrades since the launch in 2017. More kitchen upgrades are planned for the next several years.

2 **Schoolyard Improvements**
Playgrounds, outdoor classrooms, and school grounds represent opportunities to create centers for recreation, learning, and student movement. Over the last 20 years, BPS has expanded or renovated playgrounds and outdoor learning environments for many school communities. Since fiscal year 2017, BPS has completed or begun six different schoolyard improvement projects, including multiple projects managed in collaboration with the Public Facilities

Department and/or the Boston Water & Sewer Commission. Two of these projects were funded by the Community Preservation Act (CPA), and other schools are currently in the queue for CPA consideration. The district will continue to partner with school communities, work with the philanthropic community and participate in the Community Preservation Act program to upgrade and replace outdoor facilities.

3 **Technology Network Refresh Program**
Leveraging both City capital funds and the federal e-Rate program, the Office of Instructional and Information Technology has every school on a 6-year upgrade schedule for their broadband internet and voice services. In 2016 and 2017, 47 school buildings' IT infrastructure was upgraded or replaced. Twenty additional buildings are undergoing the process this school year. The remaining 68 buildings will receive upgrades between 2019 and 2021. After that, the cycle begins anew with the schools that were upgraded in 2016. Funding is provided by a $15 million investment in the capital plan, which supplements the E-Rate funding that BPS receives each year.

4 **Security Improvements**
After the tragedy at Sandy Hook, BPS inventoried the safety needs of its facilities and established a multi-phase approach to address security. Key card access systems and CCTV security cameras were upgraded or installed. The initial $2.4 million in investments have resulted in BPS having 110 schools with key card access systems. In addition, replacement of interior doors and door hardware continues as needed to ensure that doors are secure and can be locked. Our current capital plan includes an additional $4M for continued security improvements in FY19 and FY20.

5 **21st Century School Furniture**
A $13 million fund provided immediate, tangible, short-term capital investments in every building. During the 2017-18 school year, schools received a one-time allocation and had the opportunity to choose from a menu of non-structural capital investments, particularly classroom furniture. By leveraging the buying power of the district, school furniture requests were met using less funding than planned. As a result, the 21st Century program will continue into FY19. Future investments are intended to help create learning environments that are closely aligned with our 21st century educational vision.

6 **Climate Control and Electrical Upgrades**
All of our students must be in environments that are conducive for learning, regardless of the weather. Appropriately climate-controlled classrooms with adequate ventilation, natural light, fresh air, and temperatures are critical to achieving this outcome. For many of our older buildings, upgrades to climate control need to be preceded by upgrades to the electrical systems. The pace at which this happens in many schools will need to be weighed against other capital priorities. Alternative strategies, including green roofs and other energy efficiencies, also warrant exploration. Nonetheless, climate control must be a part of the range of investments considered.

7 **Solar and Energy Efficiency**
As BPS improves facilities it must attend to environmental considerations and impact. Energy projects - including solar, lighting upgrades, and other energy efficient projects - represent a dual opportunity: the district can be a leader in municipal energy efficiency and can lower its operating costs.

8 **Water Upgrades**
All students and staff in the district must have access to clean drinking water at their schools in accordance with state and federal law. Students at 32 school buildings drink tap water via water fountains as their primary source of drinking water, while those in 93 other buildings drink bottled water via stand-alone coolers as their sole source of drinking water.

Bottled water is also provided to tap water schools where medical or food service areas lack water fountains. Beginning with the passage of the BPS Water Access Policy in June 2016, a significant effort has been underway in BPS to upgrade water systems and restore as many buildings as possible to tap water service: 12 of the 32 tap water schools were brought online in the last 2 years alone, and 4 more schools are currently undergoing drinking water infrastructure upgrades. Additionally, all new school construction projects will include new filtered drinking water fountains and bottle refill stations.

BPS annually tests all online drinking water and food preparation units, while actively taking corrective actions to reduce and communicate lead and copper levels in these units. These actions include: daily water fountain and food service equipment flushing, water meter replacement in all schools, point-of-use filters installed on food service equipment, the installation of new filtered drinking water fountains and filter boxes, and an accessible online report on the status of each school's drinking water. In 2014, Boston water was voted the best tasting water in the country by the National Water Works Association. In 2018, MassDEP awarded BPS and Boston Water & Sewer Commission the Systems Taking Action to Reduce Lead (STAR-L) award for their rigorous drinking water policy, testing, and plumbing infrastructure upgrades.

9 **Athletics Facilities**
BPS students access sports facilities from a number of providers including the rental of privately-owned facilities, use of partner agency facilities, city-owned facilities and BPS owned and managed facilities. BPS must assess quality and availability across this mixed-delivery system and improve access to sports fields and facilities. This includes an assessment of the district's existing athletic programs and plans for future growth. The level of field quality must be raised such that they are safe and suitable for practice and competitive play. While a specific athletic facilities plan is not yet outlined in BuildBPS Phase II, devoting serious attention to our athletic facilities will remain a priority for the district, in collaboration with other city departments and external partners, for ongoing BuildBPS planning in years ahead.

Process for Selecting Schools for System-wide Initiatives

By definition, all schools will be included in system-wide initiatives. BPS will continue to leverage the facilities assessment data to prioritize the order of upgrades when all projects cannot be completed in a single cycle. The district may also differentiate services or prioritize the timing of upgrades based on the needs of students in a given school community. Part of our community's commitment to closing opportunity gaps requires special attention to traditionally marginalized populations.

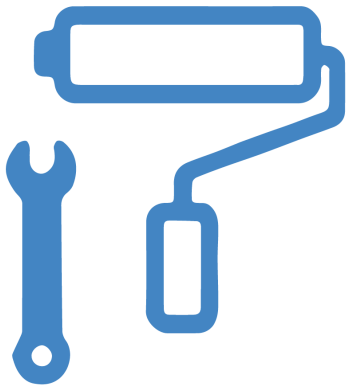
If a school building has been selected for a major renovation or replacement by a new building, it may be removed from system-wide initiatives. Given the limited budget, the district will not continue to do minor upgrades to a building that is scheduled for a larger project, provided that the larger project also includes that upgrade.

Timeline for System-wide Initiatives

As ongoing programs, BPS System-wide Initiatives will be reviewed on an annual basis for inclusion in the capital budget process each April.

APPENDIX D

4. Capital Repairs



During the last three years of BuildBPS, engagement with families and students, basic repairs and maintenance were identified as the critical starting point for the facilities master plan. As BPS works to balance new investments with investments in routine maintenance of school facilities, there are several factors that have contributed to a high number of deferred maintenance repairs.

One of the most significant factors is that construction and maintenance costs have outpaced cost-increases for other goods and services, a byproduct of the current construction boom in Boston. This was exacerbated by the lack of a comprehensive facilities condition data set for all buildings to better predict issues. The assessments completed by SMMA, the architect for BuildBPS, combined with an internal effort to calibrate data across all buildings now allows us to make strategic, rather than reactive maintenance and repair decisions. New data on repair and maintenance costs will allow us to develop a strategy for replacing our most expensive systems and lower our overall maintenance costs.

New buildings will also provide a path to taking our most expensive and antiquated buildings offline. This will eliminate the backlog of maintenance on buildings that need to be sunsetting and allow the district to replace them with modern, lower-cost-to-operate facilities.

Current BuildBPS Projects and Priorities for Capital Repairs and Facility Emergencies

BPS has invested in several capital repairs projects over the last few years (a complete list of projects can be found in the appendix or on the City's website, *https://budget.boston.gov/capital-projects/boston-public-schools/*). Since 2015, eighteen schools have received new windows, roofs, or boilers. Additionally, four schools have received electrical improvements while another four received fire alarm improvements. Individual schools have received capital repairs including Brighton High School (locker room & toilet room modernization), Henderson Inclusion Upper School (access improvements), and Mattahunt Elementary (general renovations and improvements including the library). In 2018, BPS received approval for projects at an additional seven schools.

As BuildBPS moves forward, first priority projects will be those that take advantage of MSBA offerings, such as the Accelerated Repair Program. This program provides grants in support of roof, boiler, and window replacements. Since 2015, the City of Boston has made a concerted effort to leverage more MSBA funds. Over that period, the City has invested $135.7 million in MSBA-eligible projects allowing the district to access an additional $117.9M in state MSBA funding. The amount of MSBA dollars accessed in 2018 exceeds the total external funds acquired in the three years dating back from 2012 to 2014.

A second priority for capital repairs will be the elimination of the backlog of deferred maintenance. The strategy for eliminating deferred maintenance by 2027 includes leveraging the facilities assessment data to make data-informed, cost-effective repair decisions for those buildings that the district plans to operate in the long-run. BPS will develop a replacement schedule for all major systems for every building.

Process for Selecting Schools for Capital Repairs

BPS will continue to leverage the facilities assessment data to prioritize the order of capital repairs projects. The district may also differentiate services or prioritize the timing of upgrades based on the needs of students in a given school community. Our commitment to closing opportunity gaps means the district will give special attention to traditionally marginalized populations.

If a school building has been selected for a major renovation or replacement by a new building, major repair projects may be deferred at the site. Similar to system-wide upgrades, the district will not invest in a building that is scheduled for a larger project, provided that the larger project addresses the needed repairs.

Timeline for Capital Repairs

Capital Projects will be reviewed on an annual basis for inclusion in the capital budget submission process in April.

APPENDIX D

5. Real Estate Management

Real estate management includes discussions of new and existing properties. BPS will acquire property in neighborhoods in need of additional seats and capitalize on opportunities when properties become available on the market. It is a balance of intentional planning and opportunity. The district is working to develop a cohesive strategy for acquiring new property and divesting of properties that no longer meet the needs of our students.

Current Priorities for Real Estate Management

Real estate acquisitions will be prioritized primarily in support of new building or major expansion projects. The current scarcity of property in Boston means that the district will continually look for parcels that can meet our need in later phases of BuildBPS. Real estate divestment decisions will be prioritized when a property is empty and no longer meets student needs or can be used for a broader community purpose.

Properties that do not fit into the district vision for 21st century schools will be identified, and a plan for replacement and divestment may be developed. This will likely mean that as new school buildings come online, BPS will close and divest of buildings that are most expensive to maintain or too small to construct a modern, 21st century school. In limited cases, a divestment decision might take shape within a facility exchange, per se, with other city agencies (e.g., property within the BPS portfolio might be exchanged for property from another City of Boston department if the former is no longer needed and the latter could be repurposed as a school in a high-need area of the school district). Each decision will be reviewed on a case-by-case basis and will be influenced by student enrollment trends and other factors present in the respective neighborhood.

Process for Selecting Schools for Real Estate Management

BPS will continue to leverage facilities site data to evaluate properties. A standard review process will be developed to determine the likelihood of altering the use of a particular school site in the foreseeable future. The district has begun to partner with other City agencies to identify potentially available parcels both adjacent to or near existing school properties.

Timeline for Real Estate Management

As highlighted before, the time it takes to find, acquire and prepare a property for construction is a major factor in the timeline of all of our projects. For any MSBA project, BPS will explore the feasibility of three scenarios: expanding the school on the current property, building a completely new building on the current school site (while the students use swing space at another facility), or building a new building on a new site to be acquired. Identifying swing space or a new site can take several years. As mentioned earlier, the Quincy Upper School project is an example of such a challenge.

Real estate management decisions will be reviewed on an annual basis for inclusion in the capital budget submission process in April.

APPENDIX E

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