

Build BPS

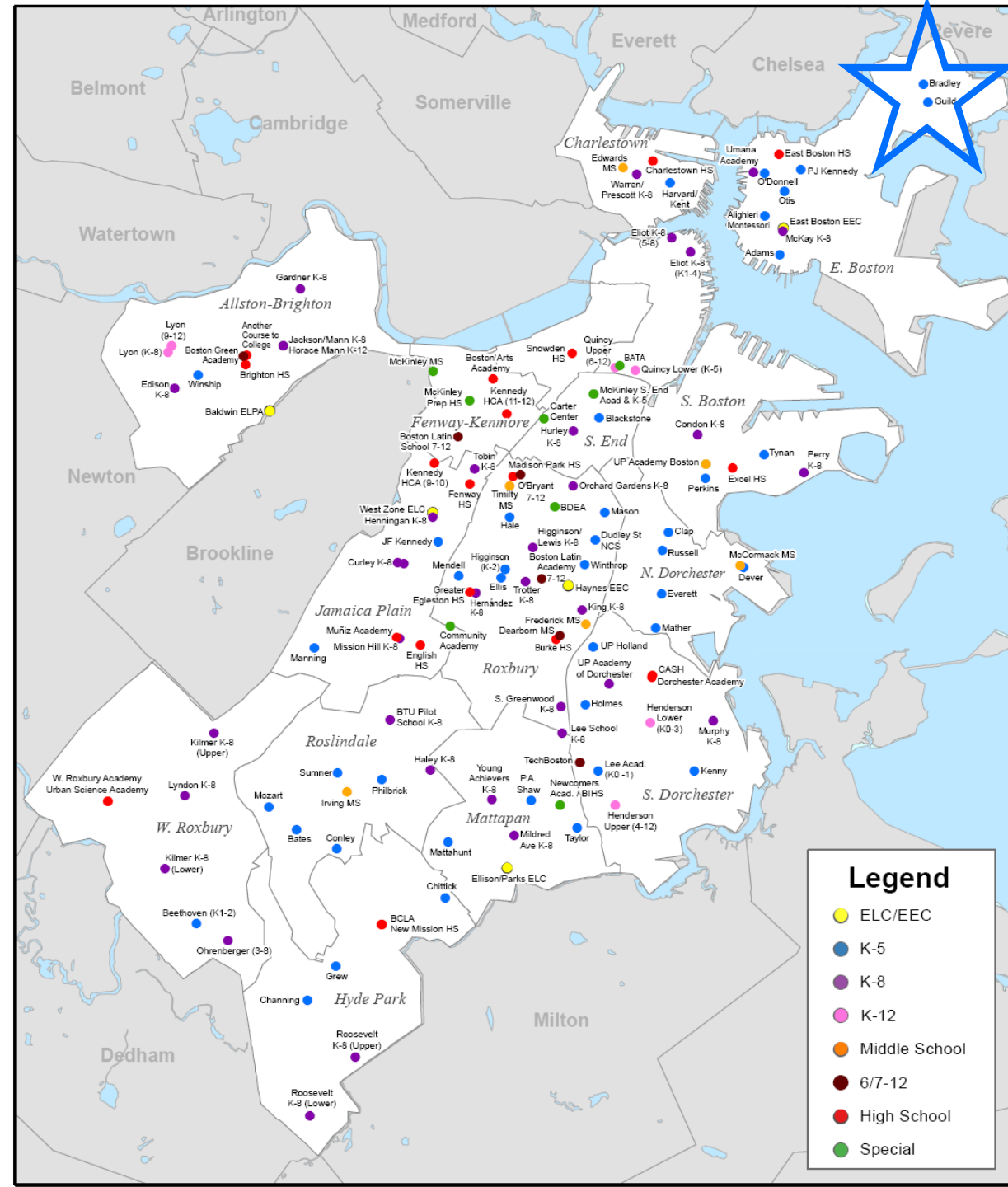
Welcome to the Manahassah E. Bradley School

February 22, 2016



District Map

**BOSTON
PUBLIC
SCHOOLS**
SY 2015 - 2016



BPS Timeline

Key

- EARLY EDUCATION CENTER
- ELEMENTARY
- ELEMENTARY/MIDDLE
- MIDDLE
- HIGH

School names and type represent the current BPS system



Build BPS

Boston Public Schools Building History



Building Boston's Public Schools, One Story at a Time

SMMA

Agenda



Introductions

Phase II Process

Physical Analysis Report

Educational Program Assessment Report

21st Century Educational Concepts & Spaces

Site and Neighborhood Discussion

Next Steps and Q&A

Facility Physical Assessment



Barbara Deane-Williams, Lead Convener

Kim Rice, BPS

Al Taylor, BPS

Carleton Jones, BPS

Khadijah Brown, BPS

Brian Chambers, BPS

Mary Driscoll, BPS

Ramon Soto, Mayor's Office

Brian McLaughlin, PCMD

Austin Blackmon, Environment & Energy

Jonathan DePina, PCMD

Abi Vladeck, Budget

Paul Williams, Budget

TBD, DoIT

Nick Kraman, CPC

Joel Thompson, CPC

Richard Stutman, BTU

Criteria
Evaluation Form

SCHOOL NAME: BRADLEY, MANASSAH E. ELEMENTARY ID#: 00350215

HISTORICAL BUILDING NAME: BRADLEY SCHOOL ENROLLMENT: 296

BUILDING ENROLLMENT: 296

1 | Facility Evaluation Criteria

Physical Analysis

Rating Category

Excellent Good Fair Poor Failing

Major investments in the last 20 years? (> \$5 Mil)

YES NO COMMENT:

Roof

Membrane

Space on roof for solar

NEEDS Minor Moderate Major Replace N/A

YES NO COMMENT:

Façade

Windows

Boilers

HVAC Distribution Systems

Electrical Service

Existing Photovoltaics

Life Safety

Means of Egress

Fire Protection

Security

Entry Sequence

Systems

Lighting Quantity/Quality

Toilets & Fixtures

Plumbing Distribution Systems

Accessibility

Structural System

Signs of Deterioration

Roof

Floor

Walls/Columns

Foundations

Façade

Is the lateral system identifiable?

YES YES YES YES YES YES

Not Observed Not Observed Not Observed Not Observed Not Observed Not Observed

COMMENT: COMMENT: COMMENT: COMMENT: COMMENT: COMMENT:

Overall Building Condition

Community

Mass Historical Commission Status

Inventory of Historic Assets

State Register of Historic Places

Emergency Shelter

Community Use Spaces

Community Building Rating

Building suitability for school use?

Listed Not Listed YES NO YES NO YES NO YES NO YES NO

COMMENT: COMMENT: COMMENT: COMMENT: COMMENT: COMMENT: COMMENT: COMMENT: COMMENT: COMMENT:

SCHOOL NAME: BRADLEY ELEMENTARY ID#: 00350215

2 | Site Evaluation Criteria

Physical Analysis

Rating Category

Excellent Good Fair Poor Failing

Is the site susceptible to climate change?

YES NO BY 2100 YES NO

Major investments in the last 10 years? (> \$5 Mil)

YES NO COMMENT:

Is the building expandable on current site?

YES NO COMMENT:

Is the site expandable?

YES NO COMMENT:

Parking Quality

Neighborhood Streets

Drop Off/Pick Up Routes

Walkways/Curbs/Sidewalks

MAAB/ADA Accessibility

Site Lighting

Fencing

Drainage

Play areas

Walls/Slopes

Overall Site Condition

Excellent Good Fair Poor Failing

Community

Mass Historical Commission Status

Inventory of Archeological Assets

Accessible to Mass Transit?

Bikable?

Walkable?

Community Site Rating

Site suitability for school use?

Listed Not Listed YES NO YES NO YES NO YES NO YES NO

COMMENT: COMMENT: COMMENT: COMMENT: COMMENT: COMMENT: COMMENT: COMMENT: COMMENT: COMMENT:



Phase II Team Educational Planning



Barbara Deane-Williams, Lead Convener

Rahn Dorsey, Chief of Education

Ramon Soto, Mayor's Office

Karla Estrada, BPS

Ryan Scallon, BPS

Mary Driscoll, BPS

TBD, Principal

Carleton Jones, BPS

Khadijah Brown, BPS

Mary McCoy, Budget

Brian McLaughlin, PCMD

TBD, SPEDPAC

Paul Tritter, BTU

TBD, BSAC

Heshan Berents-Weeramuni, CPC

Harneen Chernow, CPC

TBD, At-Large

Educational Vision



- Engaged Learning
- Differentiated and Personalized Learning
- Cognitively Demanding Tasks/Programs
- Equitable Access to Rigorous Curriculum
- Vision of 21st Century Digital Learning

Phase II Team Educational Assessment



Philip J. Poinelli, SMMA

Alex C. Pitkin, SMMA

Susan C. Zoller, MGT of America

Joe Clark, MGT of America

David Stephen, New Vista Design

Criteria
Evaluation Form

SCHOOL NAME: BRADLEY ELEMENTARY

ID: 00350215

3 | Educational Analysis

Building originally designed as:

☐ HS ☐ JHS ☐ MS ☐ K-8 ☐ ES ☐ EEC

The grade configuration this school is best suited to:

- Pre-K to 1 ☐ YES ☐ NO
- Pre-K to 3 ☐ YES ☐ NO
- Pre-K to 5 ☐ YES ☐ NO
- Pre-K to 6 ☐ YES ☐ NO
- 4 to 6 ☐ YES ☐ NO
- 6 to 8 ☐ YES ☐ NO

- 7 to 8 ☐ YES ☐ NO
- 6 to 12 ☐ YES ☐ NO
- 7 to 12 ☐ YES ☐ NO
- 9 to 12 ☐ YES ☐ NO

COMMENT: _____

Educational Building Analysis

Ventilation	<input checked="" type="checkbox"/> Excellent	<input checked="" type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor	<input type="checkbox"/> Failing
Natural Daylighting	<input checked="" type="checkbox"/> Excellent	<input checked="" type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor	<input type="checkbox"/> Failing
Air Quality	<input checked="" type="checkbox"/> Excellent	<input checked="" type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor	<input type="checkbox"/> Failing
Acoustical	<input checked="" type="checkbox"/> Excellent	<input checked="" type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor	<input type="checkbox"/> Failing
Technology					
• Power	<input checked="" type="checkbox"/> Excellent	<input checked="" type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor	<input type="checkbox"/> Failing
• Wireless	<input checked="" type="checkbox"/> Excellent	<input checked="" type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor	<input type="checkbox"/> Failing
• Interactive	<input checked="" type="checkbox"/> Excellent	<input checked="" type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor	<input type="checkbox"/> Failing
Furniture	<input checked="" type="checkbox"/> Excellent	<input checked="" type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor	<input type="checkbox"/> Failing
Finishes	<input checked="" type="checkbox"/> Excellent	<input checked="" type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor	<input type="checkbox"/> Failing
Environment (inviting/stimulating/comfortable):	<input checked="" type="checkbox"/> Excellent	<input checked="" type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor	<input type="checkbox"/> Failing
Adjacencies of Learning Environments:	<input checked="" type="checkbox"/> Excellent	<input checked="" type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor	<input type="checkbox"/> Failing
Outdoor Classrooms	<input checked="" type="checkbox"/> Excellent	<input checked="" type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor	<input type="checkbox"/> Failing
Overall Building Rating	<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor	<input type="checkbox"/> Failing

COMMENT: _____

The site includes:

- Play Grounds/Areas ☐ YES ☐ NO COMMENT: _____
- Accessible ☐ YES ☐ NO COMMENT: _____
- Play Fields ☐ YES ☐ NO COMMENT: _____
- Outdoor Classrooms ☐ YES ☐ NO COMMENT: _____

Can the building change typology easily? ☐ YES ☐ NO COMMENT: _____

Can the building be transformed educationally to serve 21st C needs? ☐ YES ☐ NO COMMENT: _____

Can the building serve as swing space? ☐ YES ☐ NO COMMENT: _____

Is the building between 85% to 115% utilization rate? ☐ YES ☐ NO COMMENT: _____

SCHOOL NAME: BRADLEY ELEMENTARY

ID: 00350215

4 | Elementary: Pre-K to 6

Room Type	Quantity	MSBA Area	Actual Area	Adequacy
Pre-K:	2	1200	750	<input checked="" type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor
Kindergarten	2	1200	900	<input checked="" type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor
Classroom (General Education)	11	950	825	<input checked="" type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor
Special Education				
• Self Contained	1	950	600	<input checked="" type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor
• Resource of Small Group	1	500	150	<input checked="" type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor
Art Classroom	2	1000	2	<input checked="" type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor
Music Classroom	2	1200	2	<input checked="" type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor
Gymnasium	2	6000	2	<input checked="" type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor
Media Center	1	2020	520	<input checked="" type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor
Dining	2	varies	2	<input checked="" type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor
• Stage	1	1000	580	<input checked="" type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor
Medical	1	510	250	<input checked="" type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor
Administration & Guidance	N/A	225	719	<input checked="" type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor
Custodial/Maintenance		1900	685	<input checked="" type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor
• AC Tech Network Room		200		<input checked="" type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor
Other				
• Computer Lab	1	0	660	<input checked="" type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor

Narrative on:

- PBL Accommodation
- Maker Space
- Learning Style Adaptability

Comments:

Criteria
Evaluation Form

SCHOOL NAME BRADLEY ELEMENTARY

ID# 00350215

5 | Facility Operational Criteria

Provided by BPS (Fiscal Year)	2011		2012		2013		2014		2015	
Energy Usage										
• Annual Electric Usage	\$	KWH	\$	KWH	\$	KWH	\$	KWH	\$	KWH
• Annual Gas Usage	\$	MBTU	\$	BTU	\$	BTU	\$	BTU	\$	BTU
• Annual Steam Usage	\$	BTU	\$	BTU	\$	BTU	\$	BTU	\$	BTU
• Annual Water Usage	\$	GAL	\$	GAL	\$	GAL	\$	GAL	\$	GAL

Cost/Pupil	\$		\$		\$		\$		\$	
------------	----	--	----	--	----	--	----	--	----	--

Cost Pupil
Count Count

Staff/Pupil			=		=		=		=	
-------------	--	--	---	--	---	--	---	--	---	--

Staff Pupil
Count Count

Annual Maintenance Cost	\$		\$		\$		\$		\$	
-------------------------	----	--	----	--	----	--	----	--	----	--

Annual Transportation Cost	\$		\$		\$		\$		\$	
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Co-Generation Facility/Site? ☐ YES ☐ NO COMMENT: _____

Condition: NEEDS ☐ Minor ☐ Moderate ☐ Major ☐ Replace ☐ N/A

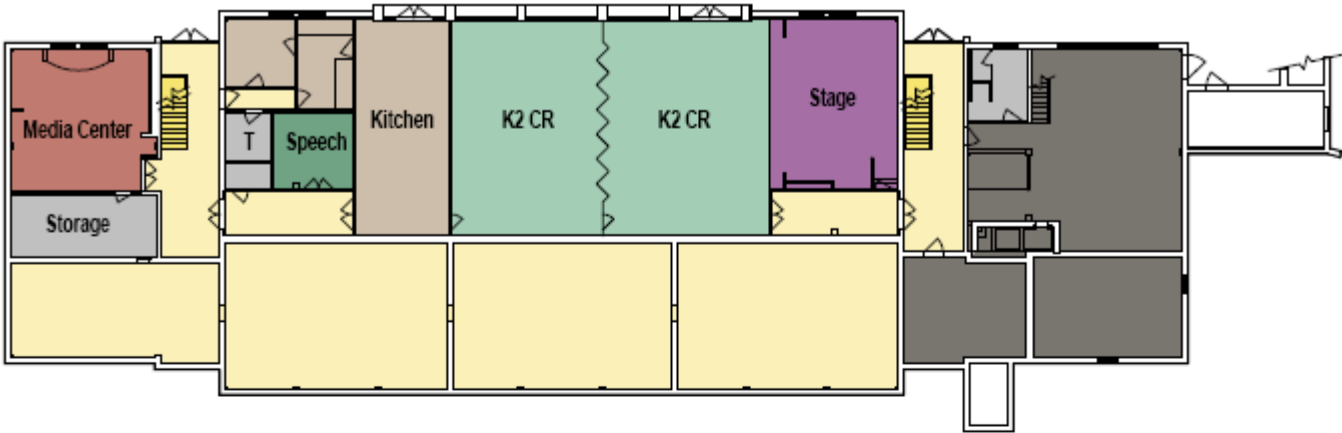
Overall Operational Rating ☐ Excellent ☐ Good ☐ Fair ☐ Poor ☐ Falling

Average kBTU/sf of this building: _____

National K-12 Schools:	114 kBTU/sf
Northeast and Mid-Atlantic K-12 Schools:	66 kBTU/sf
Massachusetts Schools:	67 kBTU/sf



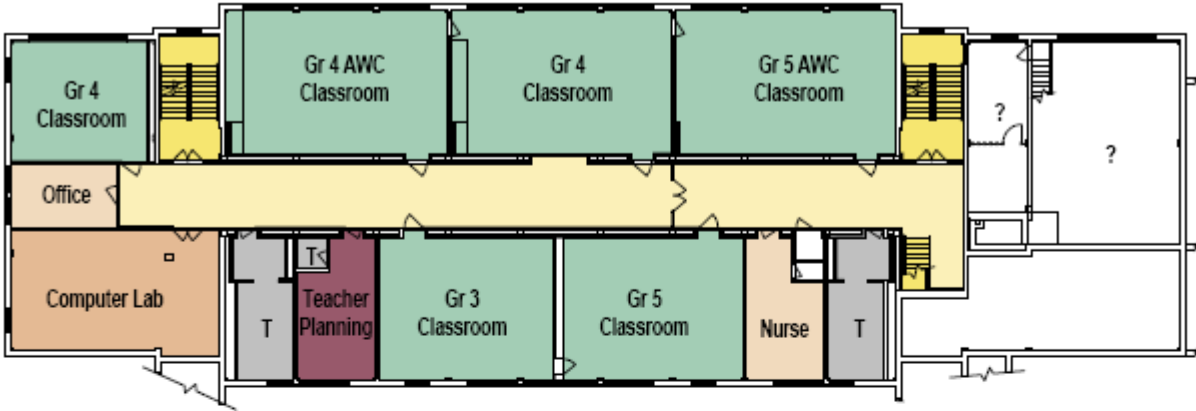
Existing Conditions



PROGRAM PLAN LEGEND

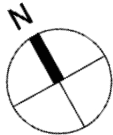
- AUDITORIUM / PERFORMING ARTS & DRAMA
- BUILDING EQUIPMENT
- CAFETERIA & CIRCULATION
- CLASSROOM & GENERAL EDUCATION SUPPORT
- CUSTODIAL / MAINTENANCE / STORAGE
- KITCHEN / SERVERY
- MEDIA CENTER
- SPECIAL EDUCATION
- VERTICAL CIRCULATION

Existing Conditions

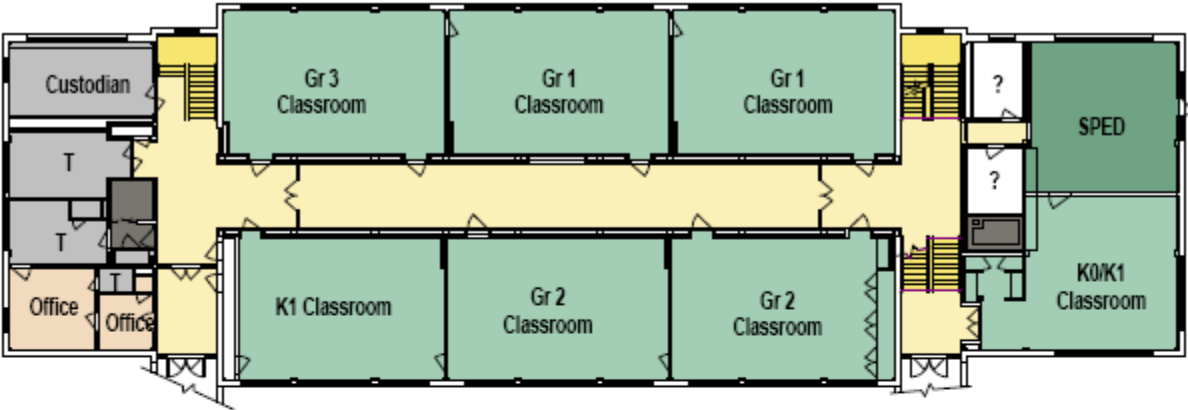


PROGRAM PLAN LEGEND

- ADMINISTRATION / GUIDANCE / STUDENT SERVICES / NURSE
- CAFETERIA & CIRCULATION
- CLASSROOM & GENERAL EDUCATION SUPPORT
- CUSTODIAL / MAINTENANCE / STORAGE
- TEACHER PLANNING & SUPPORT
- VERTICAL CIRCULATION
- VOCATIONS & TECHNOLOGY

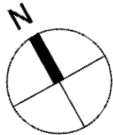


Existing Conditions



PROGRAM PLAN LEGEND

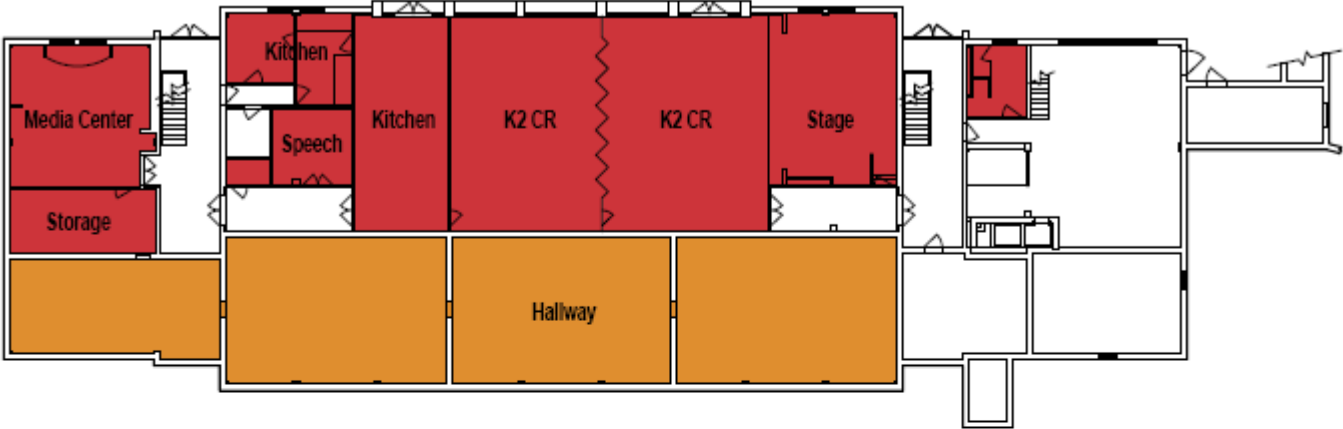
- ADMINISTRATION / GUIDANCE / STUDENT SERVICES / NURSE
- BUILDING EQUIPMENT
- CAFETERIA & CIRCULATION
- CLASSROOM & GENERAL EDUCATION SUPPORT
- CUSTODIAL / MAINTENANCE / STORAGE
- SPECIAL EDUCATION
- VERTICAL CIRCULATION



MSBA Space Summary

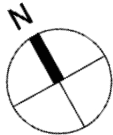
Bradley Elementary	Existing Conditions		MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)	
ROOM TYPE	area totals	% Deficient/ Undersized	area totals	Comments
CORE ACADEMIC SPACES	11,742	-9%	12,850	
SPECIAL EDUCATION	749	-75%	3,020	
ART & MUSIC	0	-100%	2,500	
HEALTH & PHYSICAL EDUCATION	0	-100%	6,300	
MEDIA CENTER	520	-74%	2,020	
DINING & FOOD SERVICE	579	-89%	5,220	
MEDICAL	260	-49%	510	
ADMINISTRATION & GUIDANCE	719	-64%	2,015	
CUSTODIAL & MAINTENANCE	685	-64%	1,900	
OTHER	10,040		0	
Total Building Net Floor Area (NFA)	25,294	-30%	36,335	
Proposed Student Capacity / Enrollment	207	-30%	296	
			(2015/2016 Enrollment)	
Total Building Gross Floor Area (GFA) ²	33,128	-38%	53,280	
Grossing factor (GFA/NFA)	1.31	-11%	1.47	

Existing Conditions

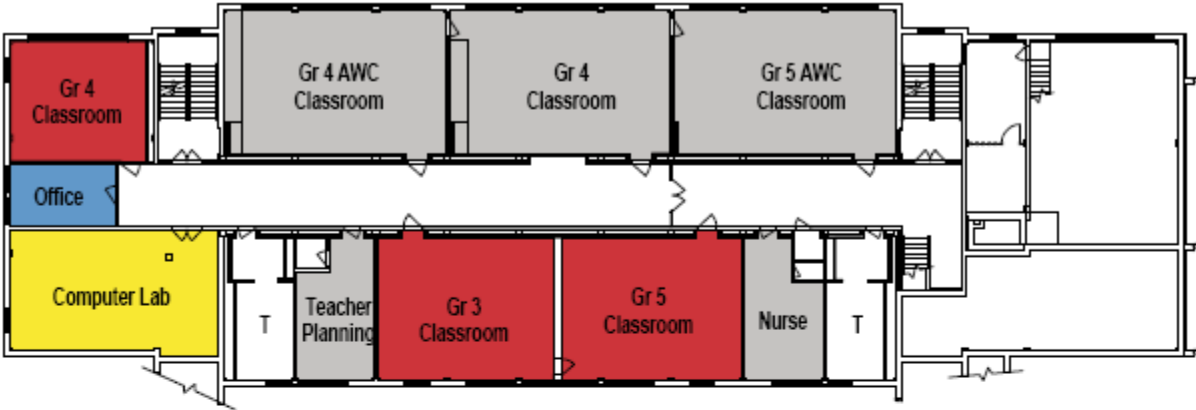


MSBA DEFICIENCY PLAN

- INAPPROPRIATE LOCATION OR ADJACENCY
- NSF AT LEAST 20% LESS THAN MSBA GUIDELINES

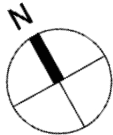


Existing Conditions



MSBA DEFICIENCY PLAN

- NOT INCLUDED IN A TYPICAL MSBA PROJECT
- NSF 10% GREATER THAN MSBA GUIDELINES
- NSF AT LEAST 20% LESS THAN MSBA GUIDELINES
- NSF MEETS MSBA GUIDELINES (-20% TO +10%)

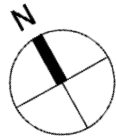


Existing Conditions



MSBA DEFICIENCY PLAN

- NSF 10% GREATER THAN MSBA GUIDELINES
- NSF AT LEAST 20% LESS THAN MSBA GUIDELINES
- NSF MEETS MSBA GUIDELINES (-20% TO +10%)



21st Century Teaching & Learning



The 6 Rs

Reading Rigor
Writing Relevance
Arithmetic Relationship

The 4 Cs

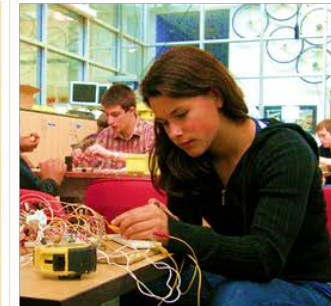
- Critical Thinking
- Communication
- Collaboration
- Creativity

plus Citizenship

Head & Hand

Growth Mindset

- Student-Centered
- Interdisciplinary
- Technology-Infused
- Community Connected
- Problem- and Project-Based
- Process and Product Oriented



21st Century Spaces for Learning



- Changing Demographics
- School Organization
- Improved Science and Technology Spaces
- Incorporate Teacher Collaboration Areas
- 21st Century Teaching and Learning Methodologies
- Differentiated and Personalized Learning

School Environments

- Required
 - Learning Environments types and sized (using MSBA criteria)
 - Enrichment Spaces
 - Support Spaces
- Strongly Recommended
 - Spaces and appointments that support: PBL; Differentiated and Personalized Learning; other delivery models
- Nice to Have
 - Maker Spaces

ELEMENTARY

Elementary Schools

FOCUS ON
DISTRICT GOALS

USE POWERFUL
TOOLS

ENGAGE THE
COMMUNITY

ELEMENTARY

Academic Classrooms:

900 – 950 square feet

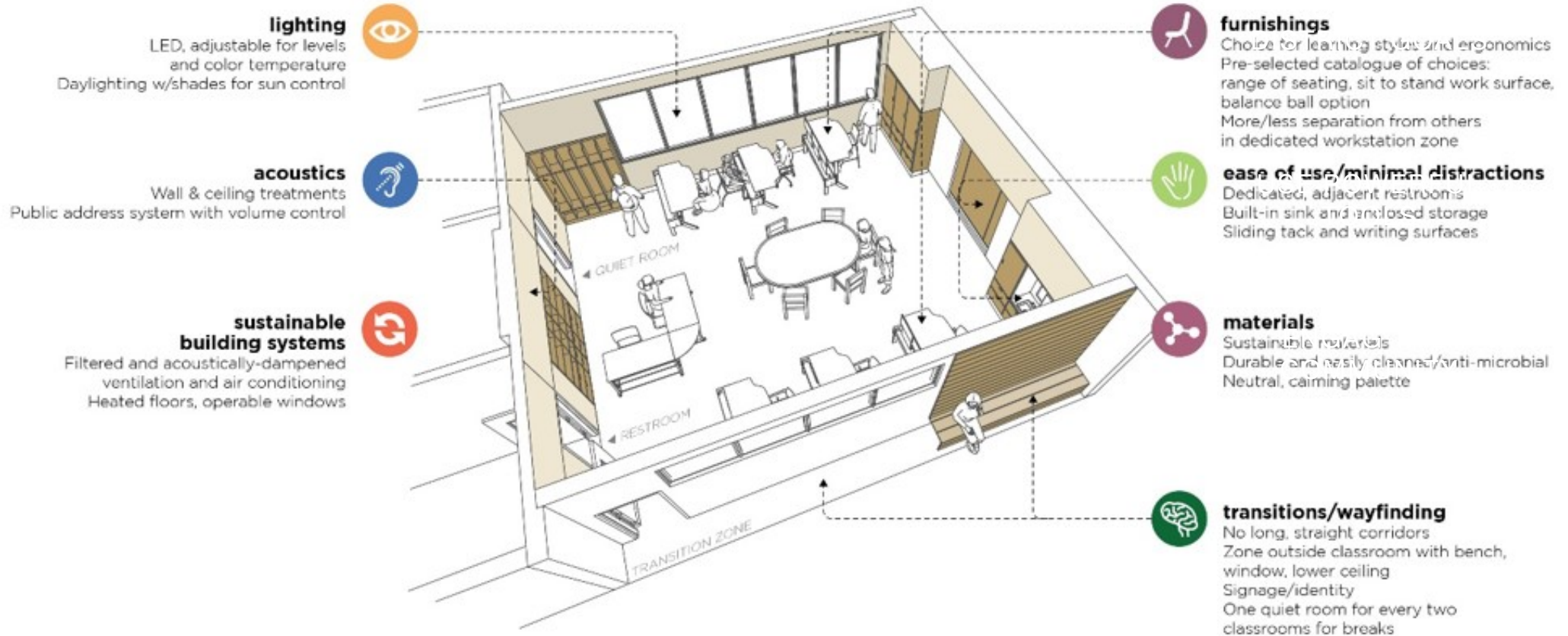
Flexible furniture and environment

Capable of 1:1 Technology environment

Student Centric



Classroom Elements



ELEMENTARY

Academic Classrooms: PreK & K



1,100 sf Min – 1,300 SF max
w/ toilet room

ELEMENTARY

Elementary Science



Not an MSBA Guidelines space

ELEMENTARY

Maker Spaces



Not an MSBA Guidelines space

ELEMENTARY

Learning Commons



ELEMENTARY

Learning Commons

FOCUS ON
DISTRICT GOALS

USE POWERFUL
TOOLS

ENGAGE THE
COMMUNITY

ELEMENTARY

Special Education: OT/PT



ELEMENTARY

Special Education: Resource Room

Resource Rooms & Small
Group Rooms vary from
500 – 1,000 sf



ELEMENTARY

Alternative / Personalized / Special Education – Breakout Rooms



ELEMENTARY

Enrichment: Art

Fielding Nair International, Architect



1,200 square feet
Associated storage room
Associated kiln room

ELEMENTARY

Enrichment: Music

1,200 SF

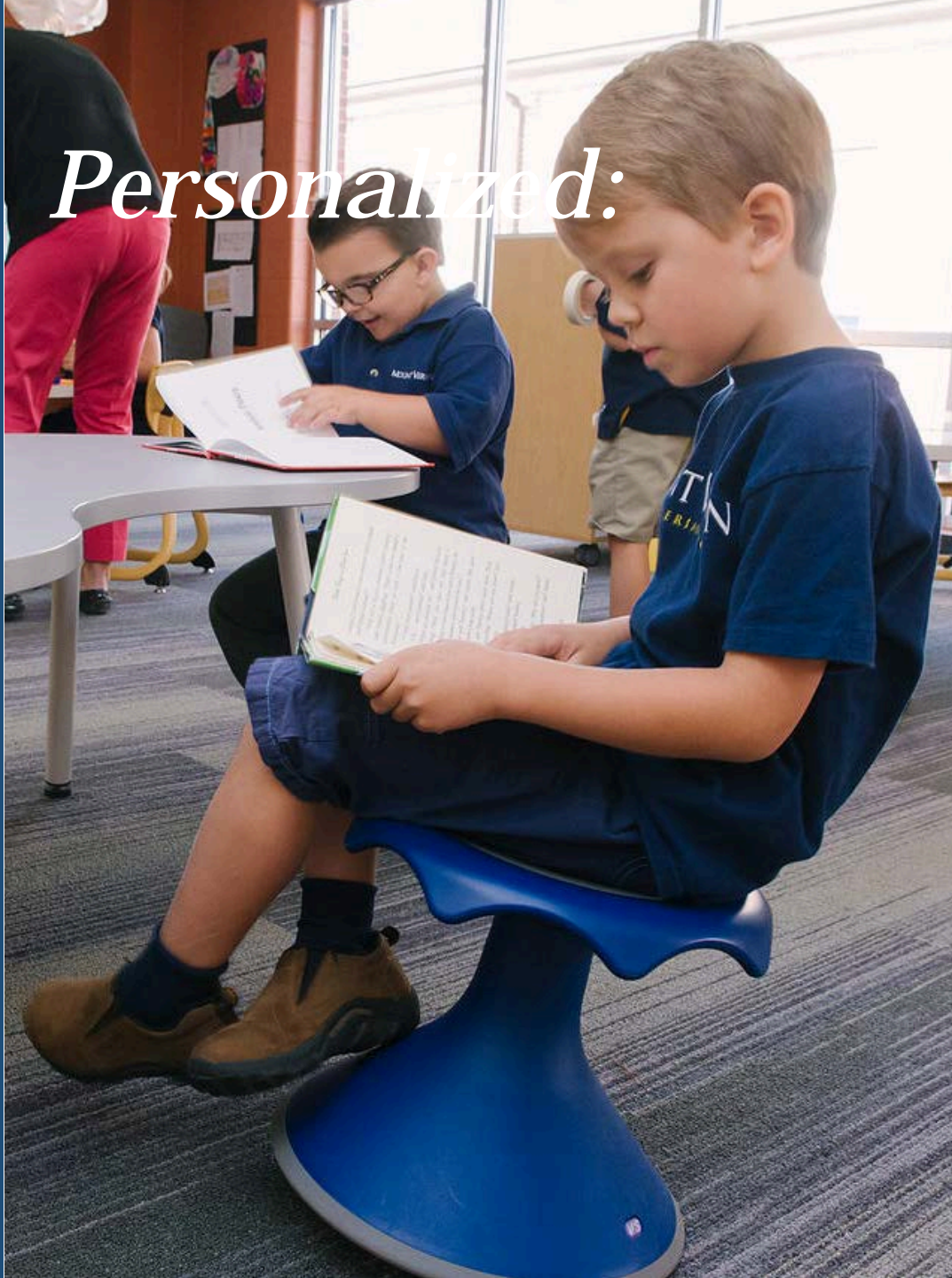
Acoustically isolated

Acoustically appropriate



ELEMENTARY

Personalized:



ELEMENTARY

Gymnasium:



ELEMENTARY

Student Dining / Cafeteria / Stage



ELEMENTARY

Multi-Use Cafeteria



ELEMENTARY

Teacher Planning / Collaboration



ELEMENTARY

Media Center / Learning Commons



ELEMENTARY

Secure Entry / Administration



ELEMENTARY

Secure Entry / Administration



ELEMENTARY

Outdoor Learning Environments

ELEMENTARY

Outdoor Learning Environments

FOCUS ON
DISTRICT GOALS

USE POWERFUL
TOOLS

ENGAGE THE
COMMUNITY

ELEMENTARY

Outdoor Play



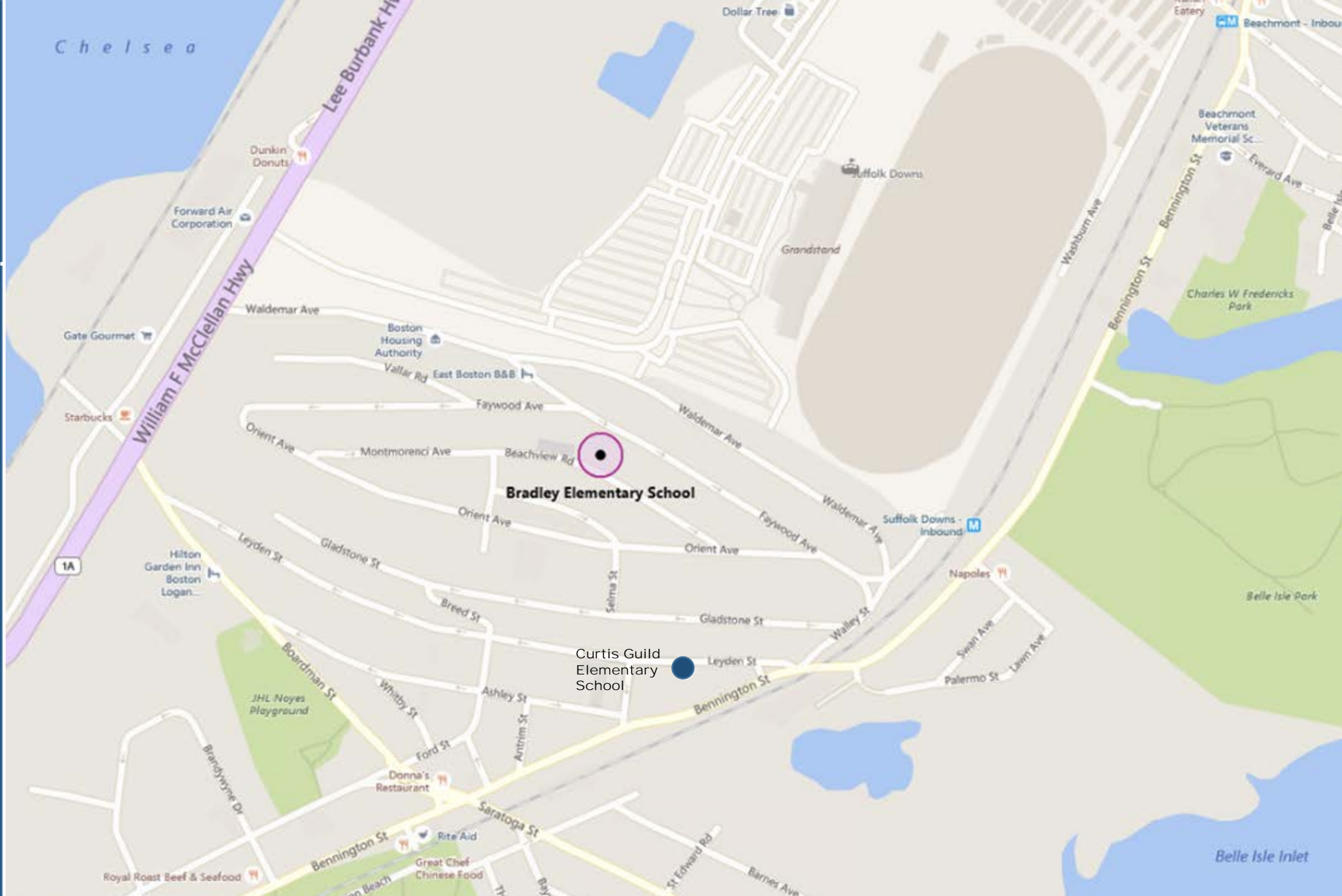
ELEMENTARY

Outdoor Play



NEIGHBORHOOD

Manahassah Bradley
School

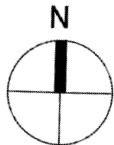


NEIGHBORHOOD

Manahassah Bradley
School

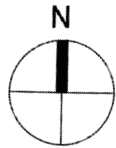


City Owned Parcels



SITE PLAN

Manahassah Bradley
School



Small Groups and Discussion



Facility:

What are your impressions of the Bradley's physical state based on what you heard today?

Community:

How does the Bradley school support its neighborhood?

How does the Bradley support its wider district area?

Educational program "fit":

Does the Bradley school have the spaces it needs to serve its teachers and students?

What changes would you recommend for the physical building?

Questions for the Build BPS Team



Next Steps





Thank You