

Build BPS

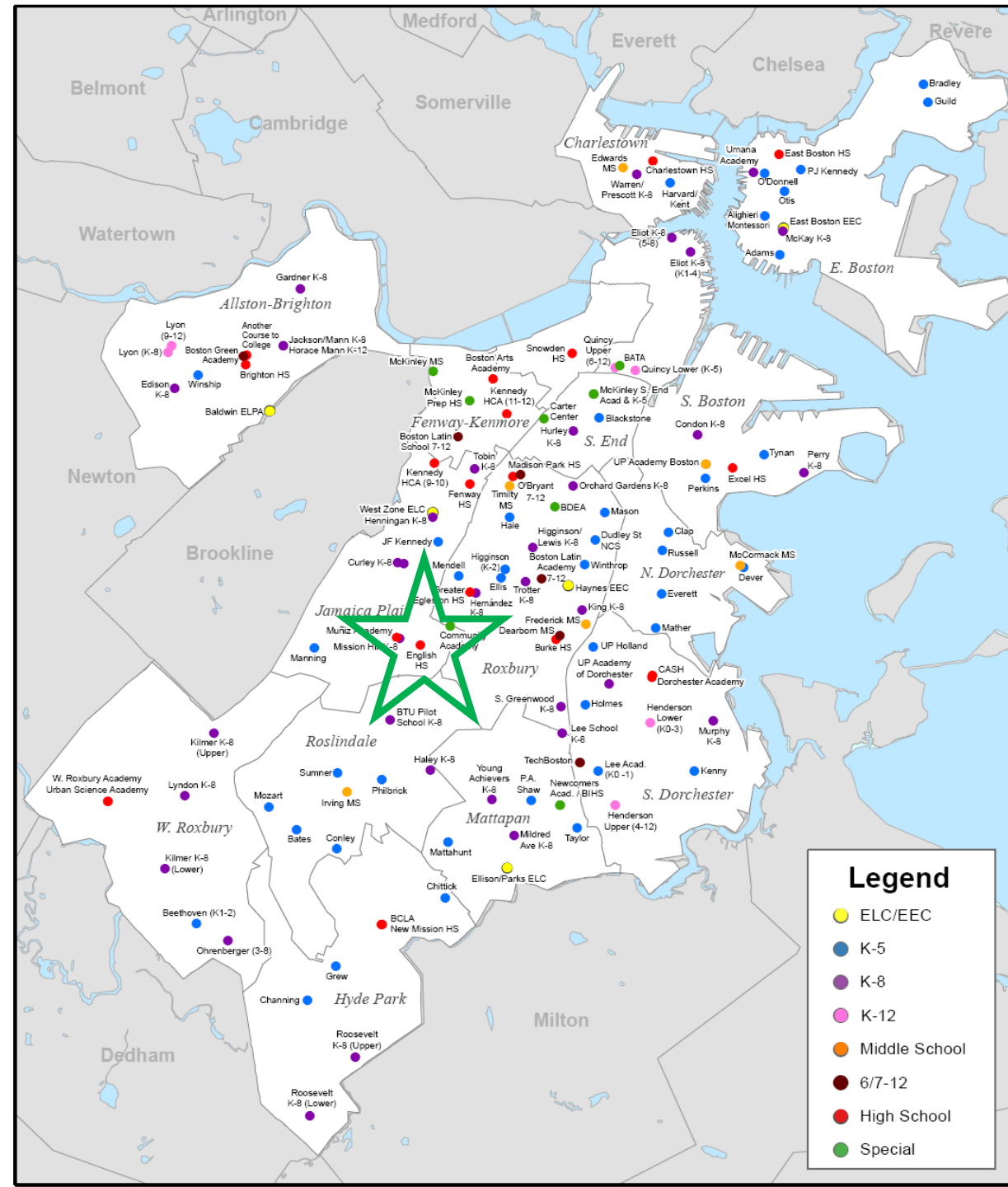
Welcome to The English High School

February 26, 2016



District Map

BOSTON
PUBLIC
SCHOOLS
SY 2015 - 2016



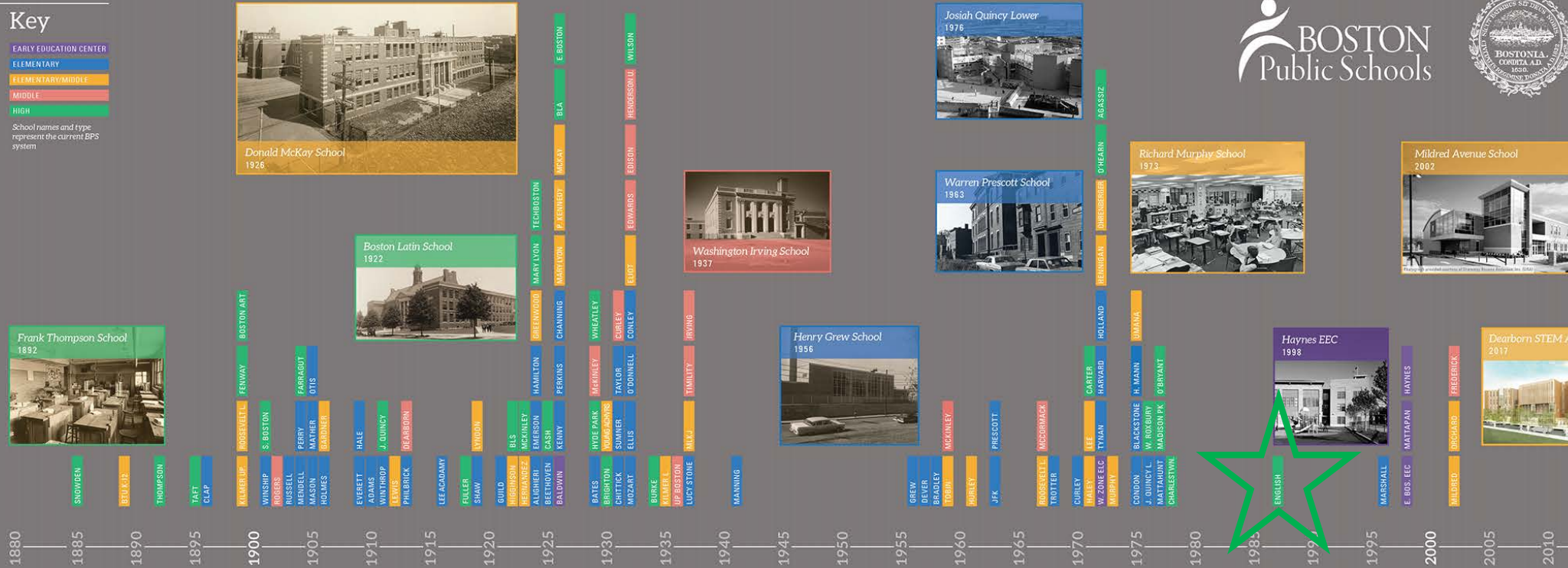
BPS Timeline



Key

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

School names and type represent the current BPS system



BOSTON
Public Schools



Build BPS

Boston Public Schools
Building History



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

SMMA

Agenda



Introductions

10 Year Facility and Educational Masterplan

Phase II Process

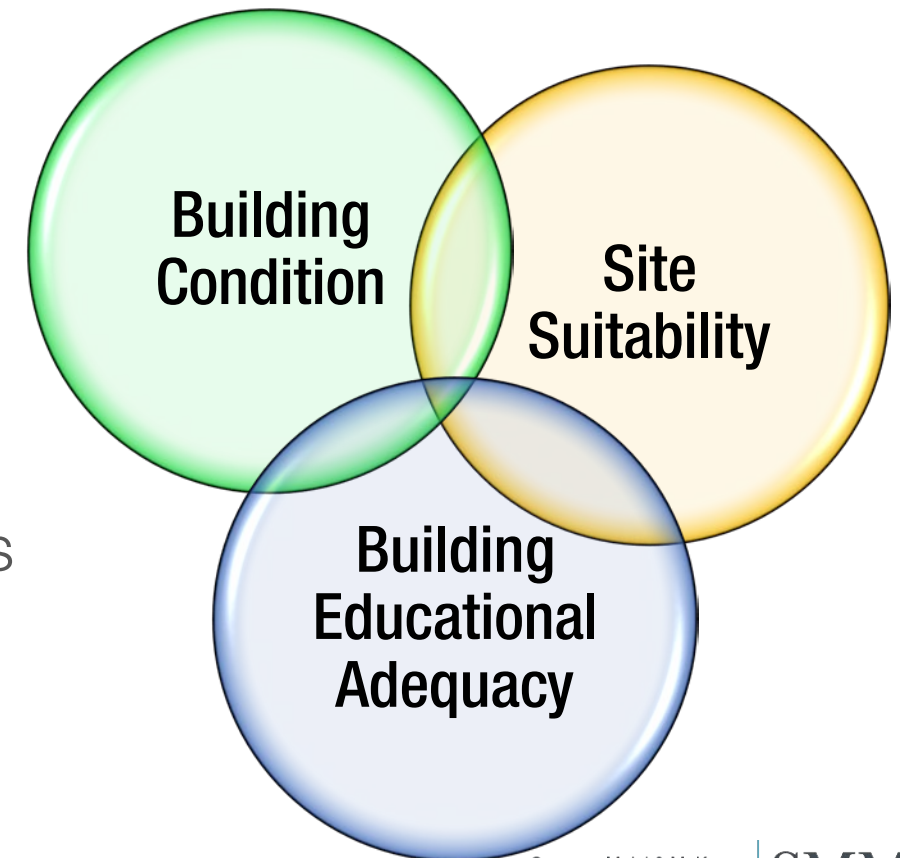
Physical Analysis Report

Educational Program Assessment Report

21st Century Educational Concepts & Spaces

Site and Neighborhood Discussion

Next Steps and Q&A



What's in the study?



- Demographics
- Facility Assessments
- Educational Adequacy Assessments
- Community Engagement
- Financial Planning

Community Outreach



- Survey
 - Parents
 - Teachers
 - Staff
 - Students
- Tool Kit for Each School
- Neighborhood Discussion
- Community wide Engagement (by “Type”)
 - Elementary School
 - Middle School
 - High School
- August: Superintendent’s City Wide Event

What Assessments are ***NOT*** for



NOT rating the educational programs

NOT rating the educational performance of the schools

NOT rating the teachers of the school

NOT a “project” (but we use projects as tools for assessing)

NOT rating the community or neighborhood “*value*”

Facility Physical Assessment Sub-Committee



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

Facility Physical Assessment



Building and site investigations by team of professionals:

Architect (Educational designer)
Structural Engineer
MEP Engineer
Civil Engineer

Criteria Evaluation Form

SCHOOL NAME: ENGLISH HIGH SCHOOL
HISTORICAL BUILDING NAME: ENGLISH HIGH

ID#: 00350535
SCHOOL ENROLLMENT: 516
BUILDING ENROLLMENT: 516

1 | Facility Evaluation Criteria

Physical Analysis

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

Rating Category
☒ Excellent ☐ Good ☐ Fair ☐ Poor ☐ Failing

Roof

- Membrane
- Space on roof for solar

NEEDS ☒ Minor ☐ Moderate ☐ Major ☐ Replace ☐ N/A
☐ YES ☐ NO COMMENT: _____

Façade

NEEDS ☒ Minor ☐ Moderate ☐ Major ☐ Replace ☐ N/A

Windows

NEEDS ☒ Minor ☐ Moderate ☐ Major ☐ Replace ☐ N/A

Boilers

NEEDS ☐ Minor ☐ Moderate ☐ Major ☐ Replace ☒ N/A

HVAC Distribution Systems

NEEDS ☐ Minor ☐ Moderate ☐ Major ☐ Replace ☒ N/A

Electrical Service

NEEDS ☐ Minor ☐ Moderate ☐ Major ☐ Replace ☒ N/A

Existing Photovoltaics

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

Life Safety

- Means of Egress
- Fire Protection

NEEDS ☐ Minor ☒ Moderate ☐ Major ☐ Replace ☒ N/A
NEEDS ☐ Minor ☐ Moderate ☐ Major ☐ Replace ☒ N/A

Security

- Entry Sequence
- Systems

NEEDS ☐ Minor ☒ Moderate ☐ Major ☐ Replace ☐ N/A
NEEDS ☐ Minor ☐ Moderate ☐ Major ☐ Replace ☐ N/A

Lighting Quantity/Quality

NEEDS ☐ Minor ☐ Moderate ☐ Major ☐ Replace ☒ N/A

Toilets & Fixtures

NEEDS ☐ Minor ☐ Moderate ☐ Major ☐ Replace ☒ N/A

Plumbing Distribution Systems

NEEDS ☐ Minor ☐ Moderate ☐ Major ☐ Replace ☒ N/A

Accessibility

NEEDS ☒ Minor ☐ Moderate ☐ Major ☐ Replace ☐ N/A

Structural System

Signs of Deterioration

- Roof
- Floor
- Walls/Columns
- Foundations
- Façade

☐ YES ☒ Not Observed COMMENT: _____
☐ YES ☒ Not Observed COMMENT: _____
☐ YES ☐ Not Observed COMMENT: _____
☐ YES ☐ Not Observed COMMENT: _____
☐ YES ☐ Not Observed COMMENT: _____
☐ YES ☒ Not Observed COMMENT: _____

Is the lateral system identifiable?

☐ Excellent ☒ Good ☐ Fair ☐ Poor ☐ Failing

Overall Building Condition

Community

Mass Historical Commission Status

- Inventory of Historic Assets
- State Register of Historic Places

☐ Listed ☐ Not Listed COMMENT: _____
☐ Listed ☐ Not Listed

Emergency Shelter

☐ YES ☐ NO COMMENT: _____

Community Use Spaces

☐ YES ☐ NO COMMENT: _____

Community Building Rating

Building suitability for school use?

☐ Excellent ☐ Good ☐ Fair ☐ Poor ☐ Failing
☐ YES ☐ NO COMMENT: _____

SCHOOL NAME: ENGLISH HIGH

ID#: 00350535

2 | Site Evaluation Criteria

Physical Analysis

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

NEEDS BY 2050 ☐ Minor ☒ Moderate ☐ Major ☐ Replace ☐ N/A

Neighborhood Streets

NEEDS ☒ Minor ☐ Moderate ☐ Major ☐ Replace ☐ N/A

Drop Off/Pick Up Routes

NEEDS ☐ Minor ☒ Moderate ☐ Major ☐ Replace ☐ N/A

Walkways/Curbs/Sidewalks

NEEDS ☐ Minor ☒ Moderate ☐ Major ☐ Replace ☐ N/A

MAAB/ADA Accessibility

NEEDS ☐ Minor ☒ Moderate ☐ Major ☐ Replace ☐ N/A

Site Lighting

NEEDS ☐ Minor ☐ Moderate ☒ Major ☐ Replace ☐ N/A

Fencing

NEEDS ☐ Minor ☐ Moderate ☒ Major ☐ Replace ☐ N/A

Drainage

NEEDS ☐ Minor ☒ Moderate ☐ Major ☐ Replace ☐ N/A

Play areas

NEEDS ☐ Minor ☒ Moderate ☐ Major ☐ Replace ☐ N/A

Walls/Slopes

NEEDS ☐ Minor ☒ Moderate ☐ Major ☐ Replace ☐ N/A

Overall Site Condition

☐ Excellent ☐ Good ☒ Fair ☐ Poor ☐ Failing

Community

Mass Historical Commission Status

☐ Listed ☐ Not Listed

- Inventory of Archeological Assets

☐ YES ☐ NO COMMENT: _____

Accessible to Mass Transit?

☒ YES ☐ NO COMMENT: _____

Bikable?

☒ YES ☐ NO COMMENT: SIX COMMUTE TO BIKE PATH

Walkable?

☒ YES ☐ NO COMMENT: _____

Community Site Rating

Site suitability for school use?

☐ Excellent ☒ Good ☐ Fair ☐ Poor ☐ Failing
☒ YES ☐ NO COMMENT: SCHOOL INT/EXT LIGHT USE FOR COMMUNITY EVENTS

Criteria
Evaluation Form

SCHOOL NAME: _____

ID#: _____

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

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

Staff Pupil
Count Count

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

Annual Transportation Cost	\$		\$		\$		\$		\$	
----------------------------	----	--	----	--	----	--	----	--	----	--

Co-Generation Facility/Site? ☐ YES ☐ NO COMMENT: _____

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

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

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



Educational Planning Sub-committee



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

BPS 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

Michael van Hamel, SMMA

Criteria
Evaluation Form

SCHOOL NAME: ENGLISH HIGH

ID#: 00350535

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	<input type="checkbox"/> YES <input type="checkbox"/> NO	• 7 to 8	<input type="checkbox"/> YES <input type="checkbox"/> NO
• Pre-K to 3	<input type="checkbox"/> YES <input type="checkbox"/> NO	• 6 to 12	<input type="checkbox"/> YES <input type="checkbox"/> NO
• Pre-K to 5	<input type="checkbox"/> YES <input type="checkbox"/> NO	• 7 to 12	<input type="checkbox"/> YES <input type="checkbox"/> NO
• Pre-K to 6	<input type="checkbox"/> YES <input type="checkbox"/> NO	• 9 to 12	<input type="checkbox"/> YES <input type="checkbox"/> NO
• 4 to 6	<input type="checkbox"/> YES <input type="checkbox"/> NO	COMMENT: _____	
• 6 to 8	<input type="checkbox"/> YES <input type="checkbox"/> NO		

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	<input type="checkbox"/> YES <input type="checkbox"/> NO	COMMENT: _____
• Accessible	<input type="checkbox"/> YES <input type="checkbox"/> NO	COMMENT: _____
• Play Fields	<input type="checkbox"/> YES <input type="checkbox"/> NO	COMMENT: _____
• Outdoor Classrooms	<input type="checkbox"/> YES <input type="checkbox"/> NO	COMMENT: _____
Can the building change typology easily?	<input type="checkbox"/> YES <input type="checkbox"/> NO	COMMENT: _____
Can the building be transformed educationally to serve 21 st C needs?	<input type="checkbox"/> YES <input type="checkbox"/> NO	COMMENT: _____
Can the building serve as swing space?	<input type="checkbox"/> YES <input type="checkbox"/> NO	COMMENT: _____
Is the building between 85% to 115% utilization rate?	<input type="checkbox"/> YES <input type="checkbox"/> NO	COMMENT: _____

SCHOOL NAME: ENGLISH HS

ID#: 00350535

4 | High Schools: 9 to 12

Room Type:	Quantity	MSBA Area	Actual Area	Adequacy		
Classroom (General Education)	43	850	750	<input checked="" type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor
• Teacher Planning space(s)	1	2000	470			
• Small Group	0					
Science	7	1,400	1200	<input checked="" type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor
Special Education						
• Self Contained	7	950	650-2300	<input checked="" type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor
• Resource of Small Group		500		<input checked="" type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor
Art Classroom		1,200		<input checked="" type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor
Music Classroom	2	1,500	2100-1100	<input checked="" type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor
Vocation and Technology	9	varies	700-1500	<input checked="" type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor
Gymnasium	1	12,000	10,000	<input checked="" type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor
• PE Alternatives		3,000		<input checked="" type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor
Media Center	1	3650	7129	<input checked="" type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor
Dining	1	2980	6821	<input checked="" type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor
Auditorium	1	3973	4418	<input checked="" type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor
• Stage	1	1,600	2458	<input checked="" type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor
Medical	1	610	562	<input checked="" type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor
Administration & Guidance		3370	9162	<input checked="" type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor
Custodial/Maintenance		2,075	7086	<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		0		<input checked="" type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor
• Community Space				<input checked="" type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor

JPALC 1635
SST CENTER 941
CITY YEAR 228

Narrative to Discuss:

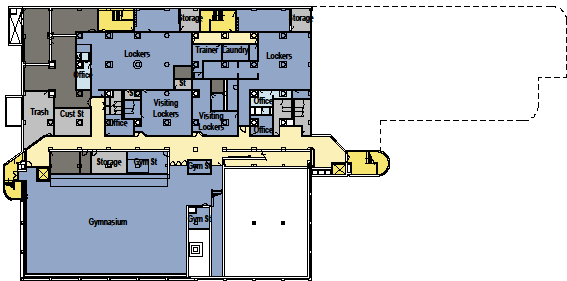
- Engaged Learning
- Differentiated Learning
- Cognitively demanding tasks/programs
- Equitable access to a rigorous curriculum
- Vision of 21st Century digital learning

Comments: _____

Existing Conditions

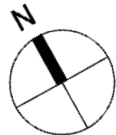
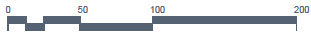
PROGRAM PLAN LEGEND

- | | |
|--|------------------------------------|
| ADMINISTRATION / GUIDANCE / STUDENT SERVICES / NURSE | MEDIA CENTER |
| BUILDING EQUIPMENT | OTHER |
| CAFETERIA & CIRCULATION | PHYSICAL EDUCATION & SPORT SUPPORT |
| CLASSROOM & GENERAL EDUCATION SUPPORT | SPECIAL EDUCATION |
| CUSTODIAL / MAINTENANCE / STORAGE | TEACHER PLANNING & SUPPORT |
| HEALTH & FITNESS | VERTICAL CIRCULATION |
| KITCHEN / SERVERY | VOCATIONAL & TECHNOLOGY |



PROGRAM PLAN LEGEND

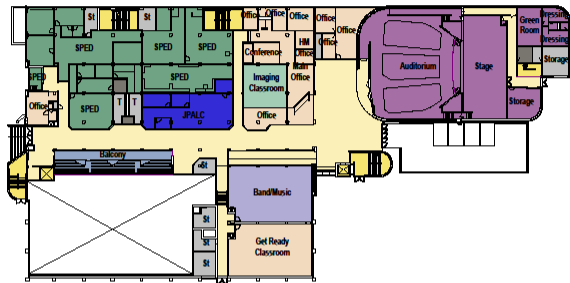
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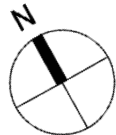
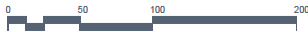
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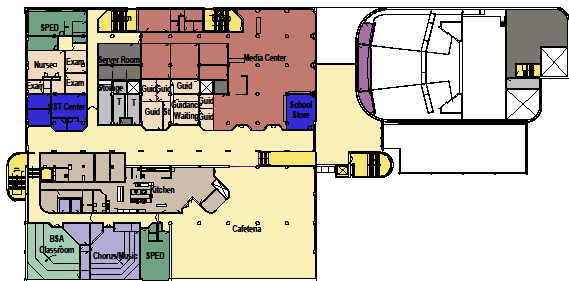
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| ART & MUSIC |
| AUDITORIUM / PERFORMING ARTS & DRAMA |
| BUILDING EQUIPMENT |
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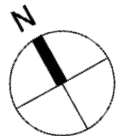
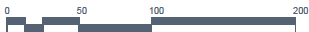
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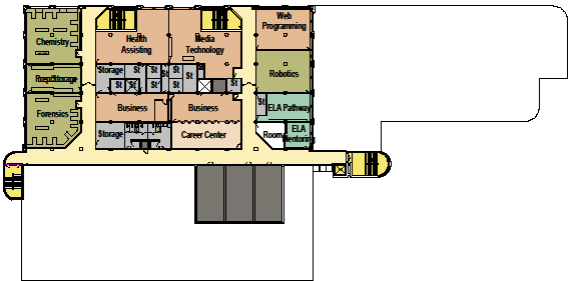
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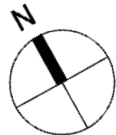
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PROGRAM PLAN LEGEND

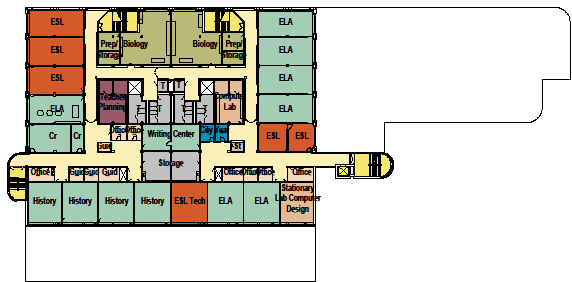
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Existing Conditions

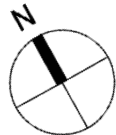
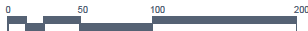
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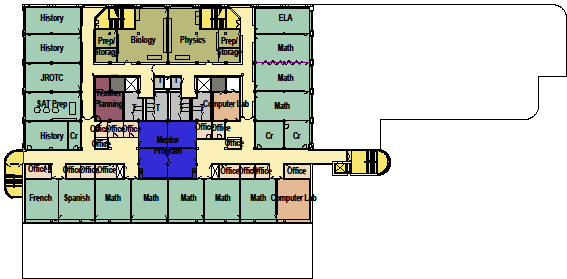
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| SCIENCE CLASSROOM & SUPPORT |
| TEACHER PLANNING & SUPPORT |
| VERTICAL CIRCULATION |
| VOCATIONS & TECHNOLOGY |



Existing Conditions

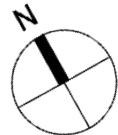
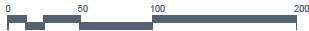
PROGRAM PLAN LEGEND

- | | |
|--|------------------------------------|
| ADMINISTRATION / GUIDANCE / STUDENT SERVICES / NURSE | MEDIA CENTER |
| BUILDING EQUIPMENT | OTHER |
| CAFETERIA & CIRCULATION | PHYSICAL EDUCATION & SPORT SUPPORT |
| CLASSROOM & GENERAL EDUCATION SUPPORT | SPECIAL EDUCATION |
| CUSTODIAL / MAINTENANCE / STORAGE | TEACHER PLANNING & SUPPORT |
| HEALTH & FITNESS | VERTICAL CIRCULATION |
| KITCHEN / SERVERY | VOCATIONAL & TECHNOLOGY |



PROGRAM PLAN LEGEND

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



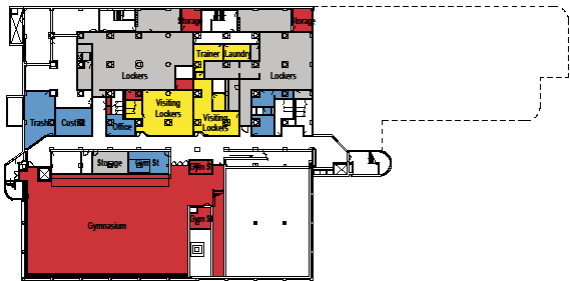
MSBA Space Summary

English High School		Existing Conditions	MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)	
ROOM TYPE	area totals	% Deficient/ Undersized	area totals	Comments
CORE ACADEMIC SPACES	39992	33%	30,040	
SPECIAL EDUCATION	8769	74%	5,040	
ART & MUSIC	3902	-24%	5,125	
VOCATIONS & TECHNOLOGY	8504	33%	6,400	
HEALTH & PHYSICAL EDUCATION	21319	9%	19,538	
MEDIA CENTER	7129	95%	3,650	
AUDITORIUM / DRAMA	8989	33%	6,772	
DINING & FOOD SERVICE	10792	75%	6,176	
MEDICAL	562	-21%	710	
ADMINISTRATION & GUIDANCE	9162	172%	3,370	
CUSTODIAL & MAINTENANCE	7086	241%	2,075	
OTHER	4638		0	
Total Building Net Floor Area (NFA)	130844	47%	88,896	
Proposed Student Capacity / Enrollment	876	47%	596	226 (2015/2016 Enrollment)
Total Building Gross Floor Area (GFA) ²	225560	67%	134,696	
Grossing factor (GFA/NFA)	1.72	14%	1.52	

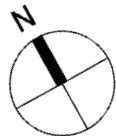
Existing Conditions

MSBA DEFICIENCY PLAN

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



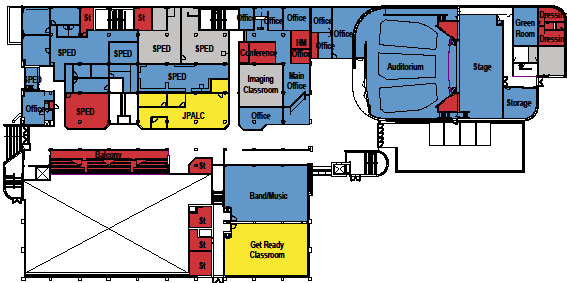
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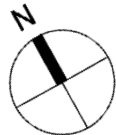
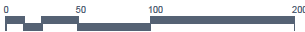
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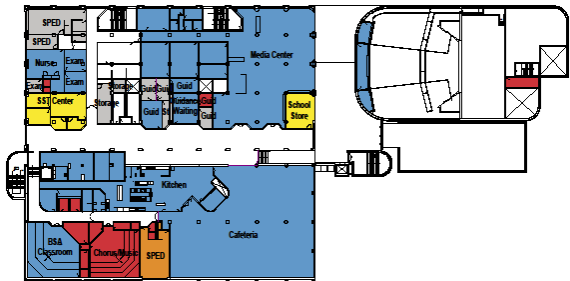
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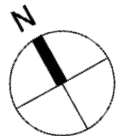
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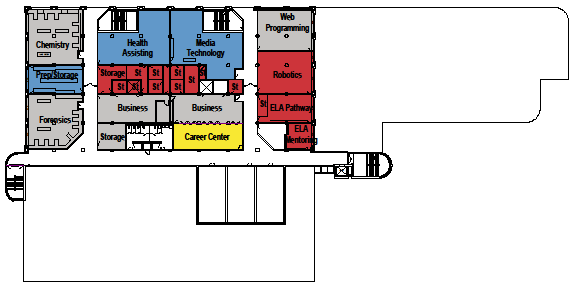
- INAPPROPRIATE LOCATION OR ADJACENCY
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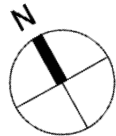
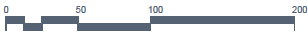
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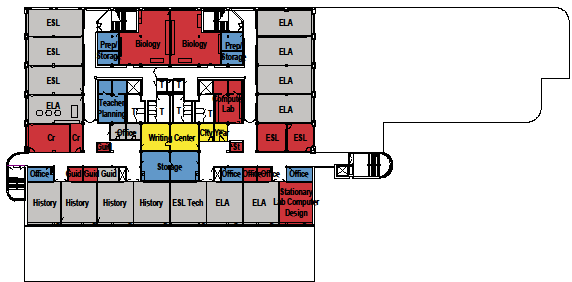
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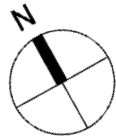
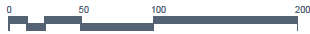
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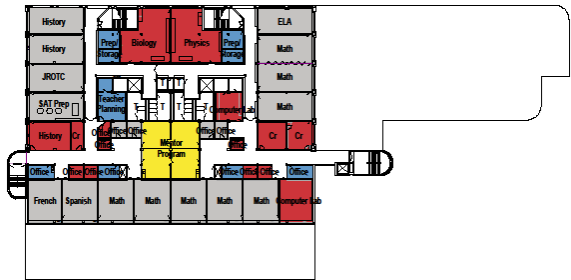
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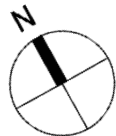
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21st Century Teaching & Learning



The 6 Rs

Reading Rigor
Writing Relevance
Arithmetic Relationship

The 4 Cs

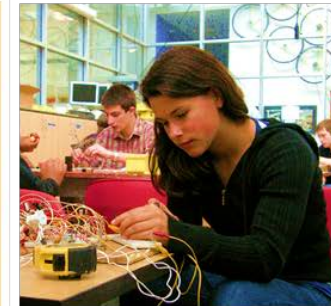
- Critical Thinking
- Communication
- Collaboration
- Creativity

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
 - Supports The Educational Vision of the District
 - Learning Environments types and sizes (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

HIGH
SCHOOL

High Schools

Pilot

Exam

CTE/Vocational

Academy

STEM

City Wide

Charter

Innovation

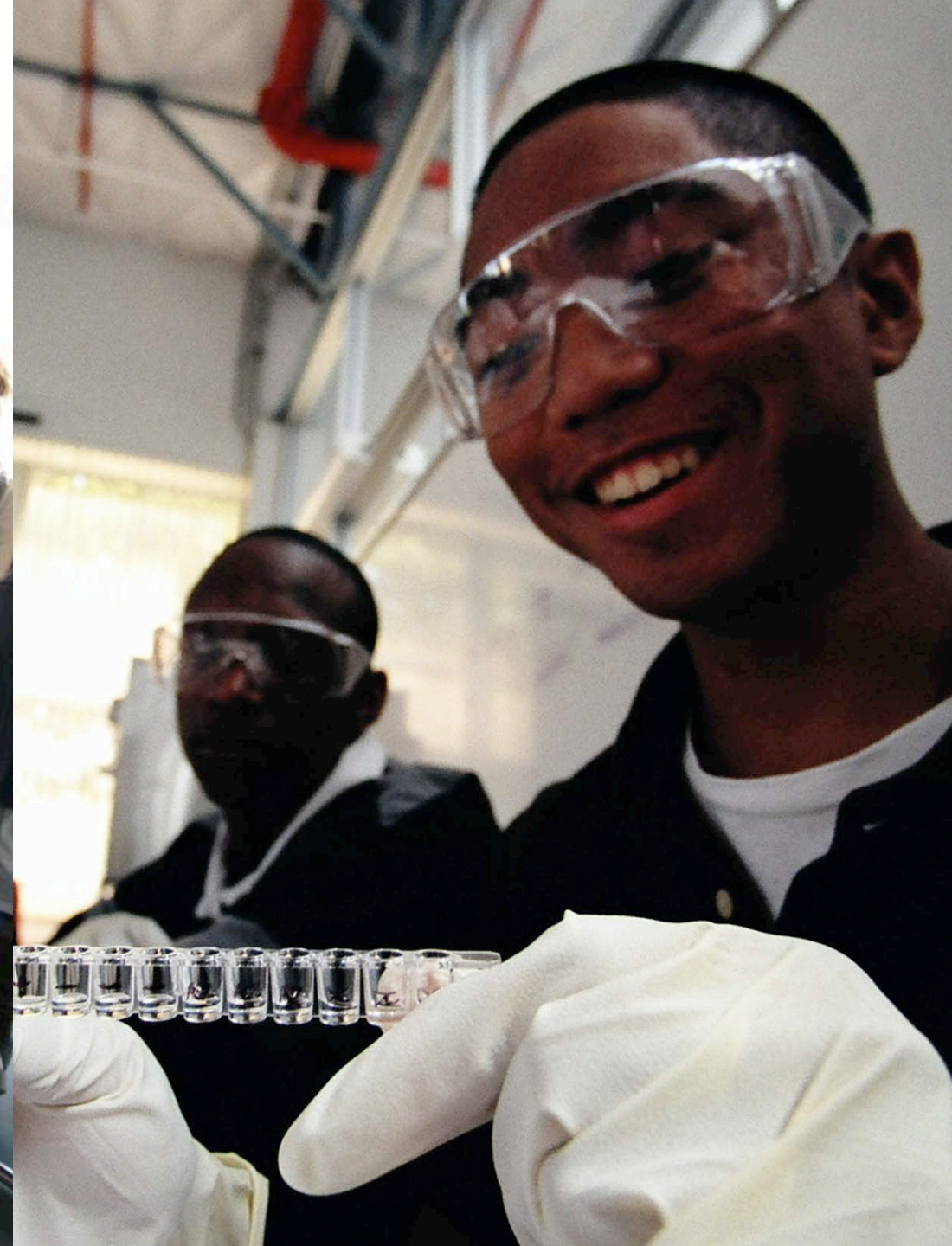
Inclusion

Academy

Magnet

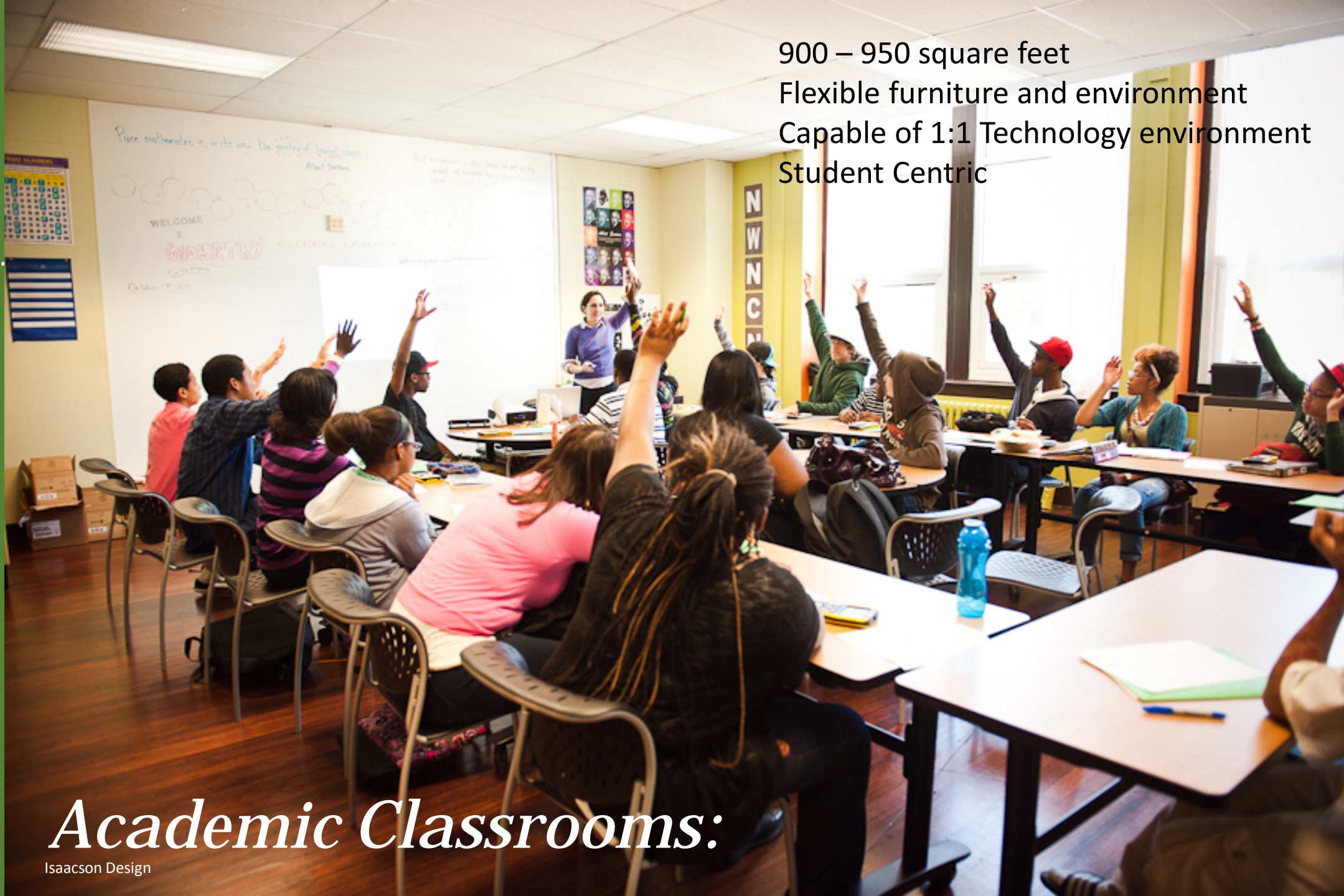
HIGH
SCHOOL

Personalized



HIGH SCHOOL

900 – 950 square feet
Flexible furniture and environment
Capable of 1:1 Technology environment
Student Centric



HIGH SCHOOL

900 – 950 square feet
Flexible furniture and environment
Capable of 1:1 Technology environment
Student Centric

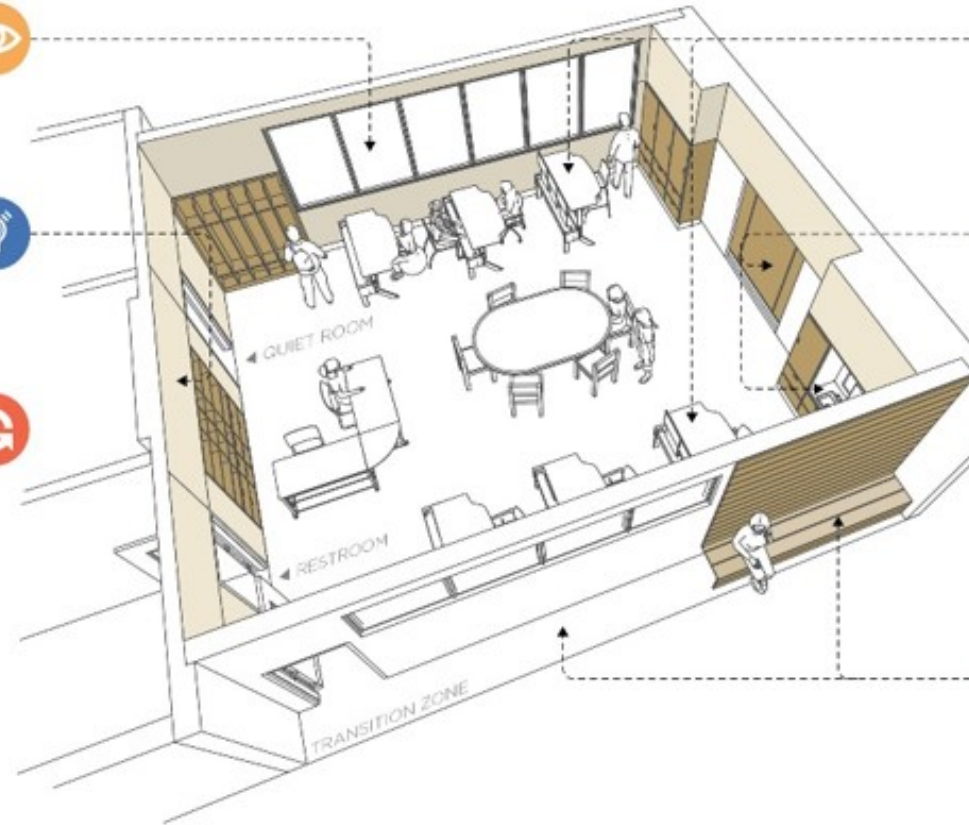


HIGH SCHOOL

lighting
LED, adjustable for levels and color temperature
Daylighting w/shades for sun control

acoustics
Wall & ceiling treatments
Public address system with volume control

sustainable building systems
Filtered and acoustically-dampened ventilation and air conditioning
Heated floors, operable windows



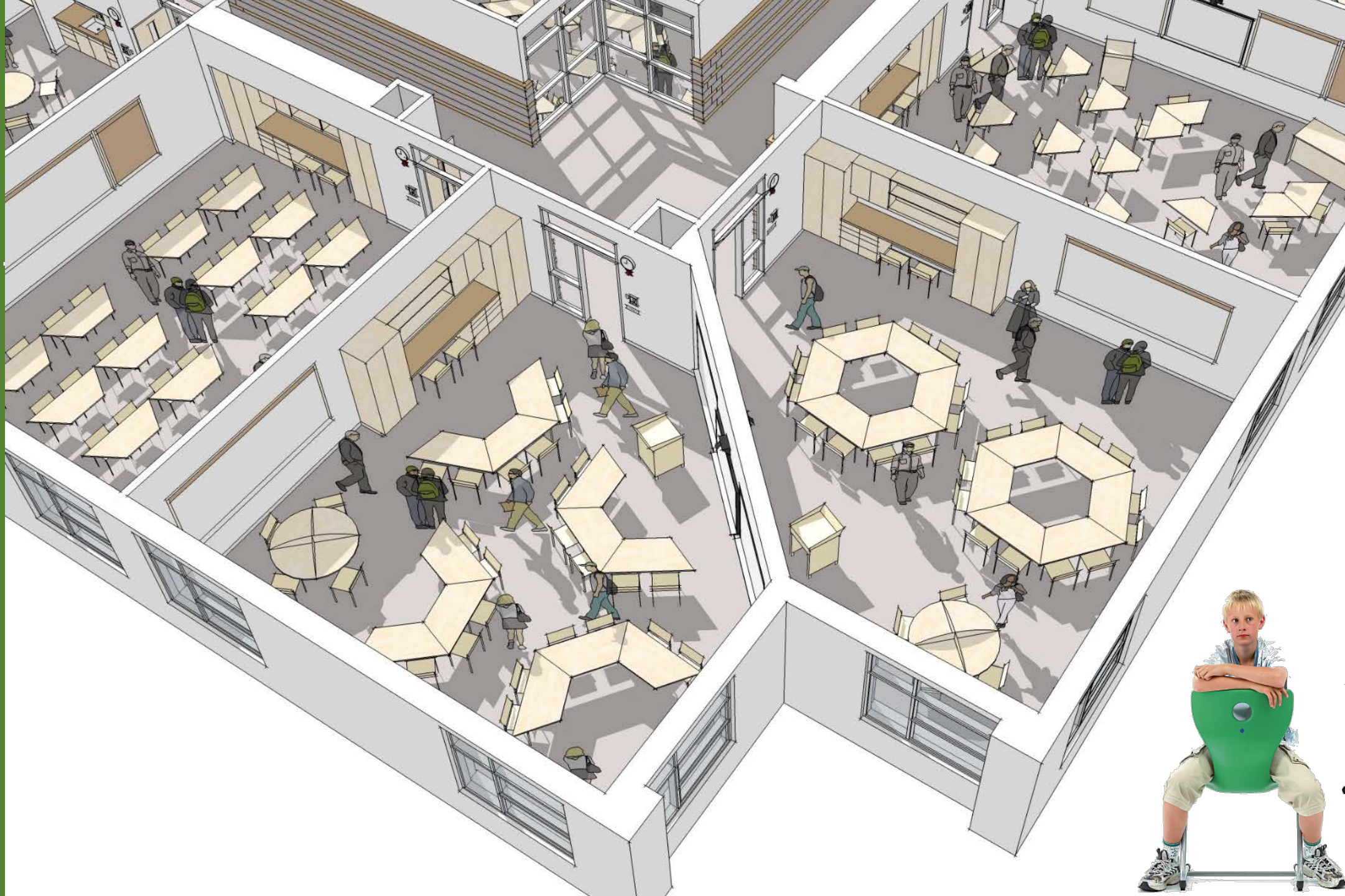
furnishings
Choice for learning styles and ergonomics
Pre-selected catalogue of choices:
range of seating, sit to stand work surface, balance ball option
More/less separation from others in dedicated workstation zone

ease of use/minimal distractions
Dedicated, adjacent restrooms
Built-in sink and enclosed storage
Sliding tack and writing surfaces

materials
Sustainable materials
Durable and easily cleaned/anti-microbial
Neutral, calming palette

transitions/wayfinding
No long, straight corridors
Zone outside classroom with bench, window, lower ceiling
Signage/identity
One quiet room for every two classrooms for breaks

HIGH SCHOOL



HIGH
SCHOOL

Informal Gathering



HIGH
SCHOOL

Science:



HIGH
SCHOOL

Enrichment: Music



1,500 SF
Acoustically isolated
Acoustically appropriate



HIGH
SCHOOL

Enrichment: Art

1,200 SF
Multipurpose
Appropriately daylit



HIGH
SCHOOL

Transparency: Hands on Engaging Programs



HIGH
SCHOOL

Special Education Life Skill



HIGH
SCHOOL

Student Dining / Cafeteria / Student Commons



HIGH
SCHOOL

Student Dining / Cafeteria / Student Commons



HIGH
SCHOOL

Student Dining / Servery



HIGH
SCHOOL

Media Center / Learning Commons



HIGH
SCHOOL

Media Center / Learning Commons



HIGH
SCHOOL

Auditorium / Theater

50% of student population or 750
max

Multipurpose:

Drama, Band, Choral & Orchestral



HIGH
SCHOOL

Black Box Theater

HIGH
SCHOOL

Lecture Hall



HIGH
SCHOOL

Gymnasium:

12,000 – 18,000 SF
Multipurpose
Appropriately daylit



HIGH
SCHOOL

Gymnasium: Climbing Wall

HIGH
SCHOOL

Alternative PE:



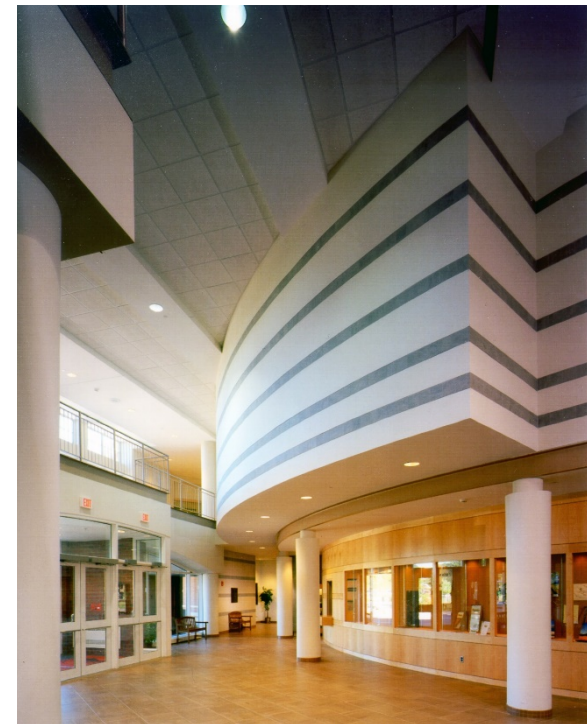
HIGH
SCHOOL

Teacher Planning / Collaboration



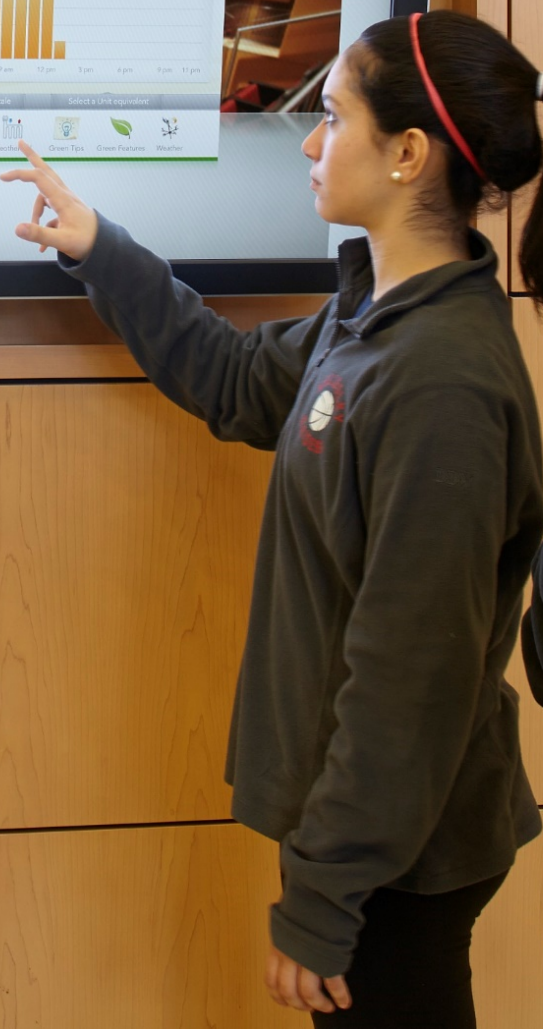
HIGH
SCHOOL

Secure Welcoming Entry / Administration



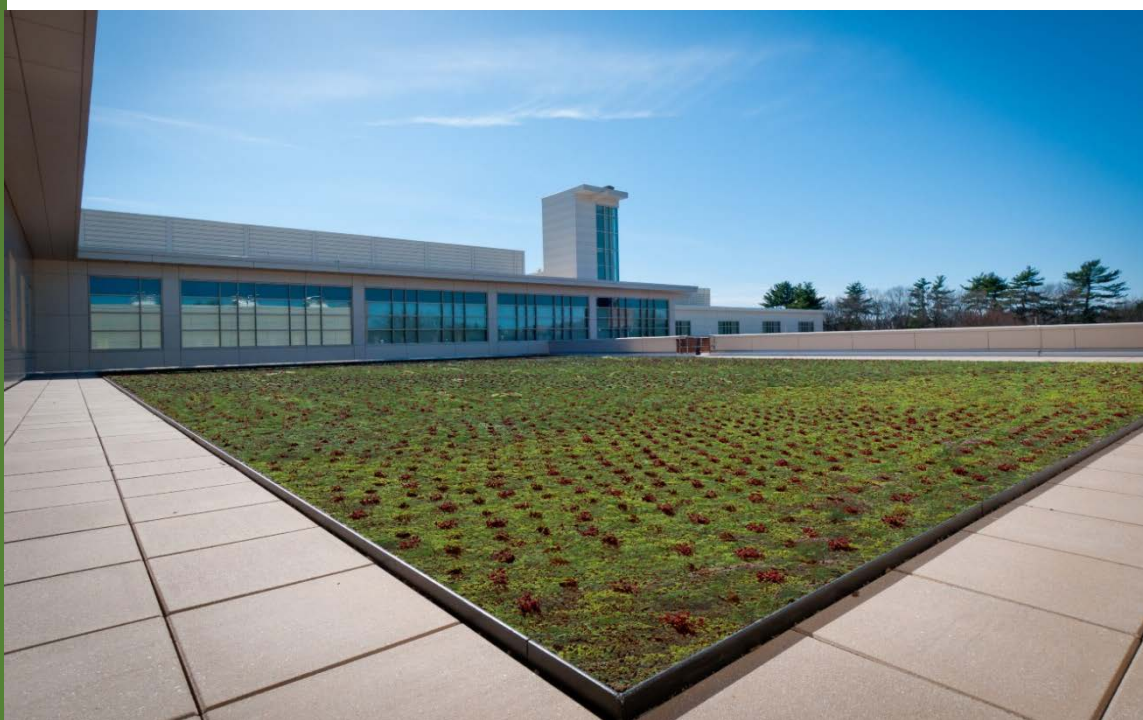
HIGH
SCHOOL

Sustainability



HIGH
SCHOOL

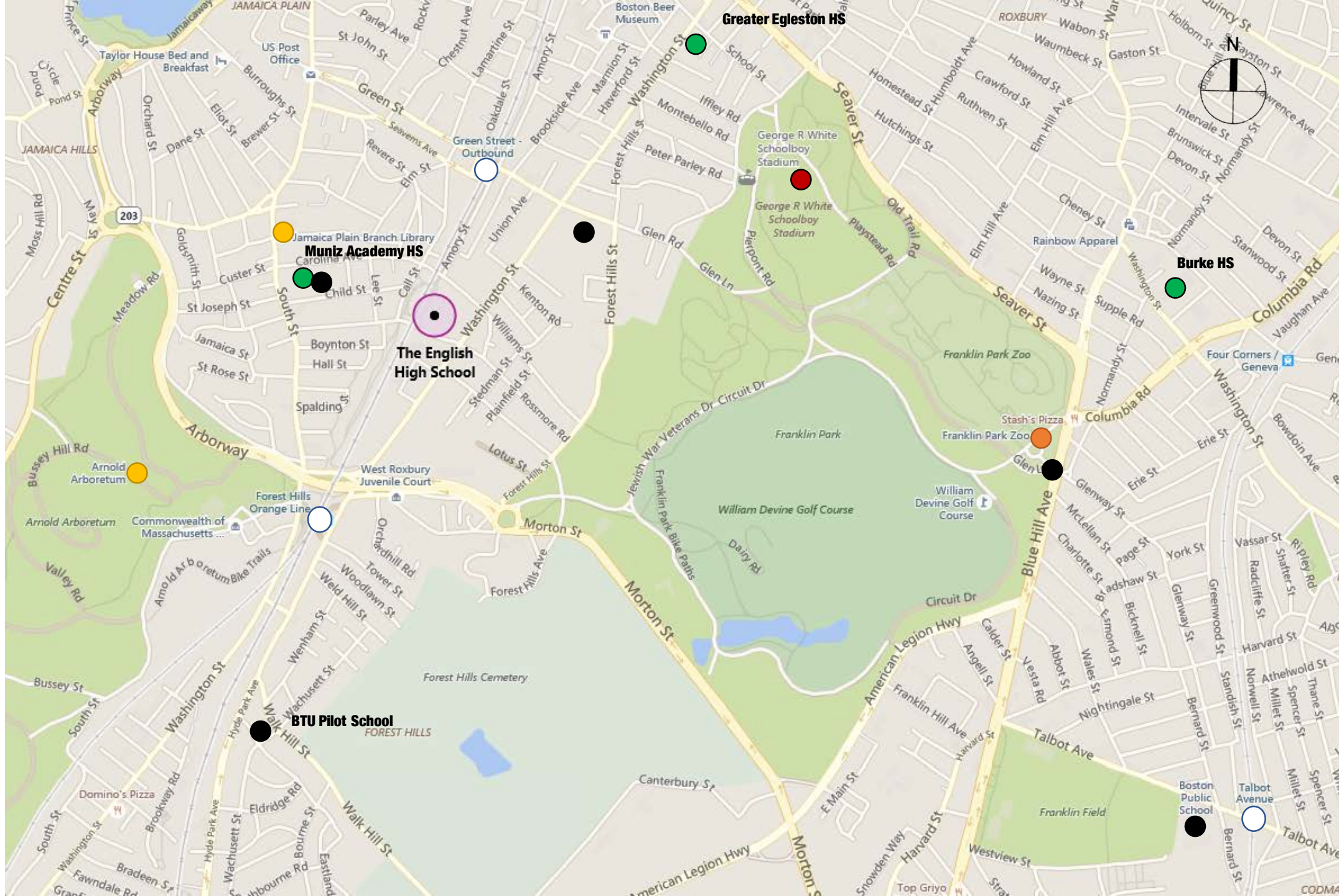
Sustainability



HIGH SCHOOL



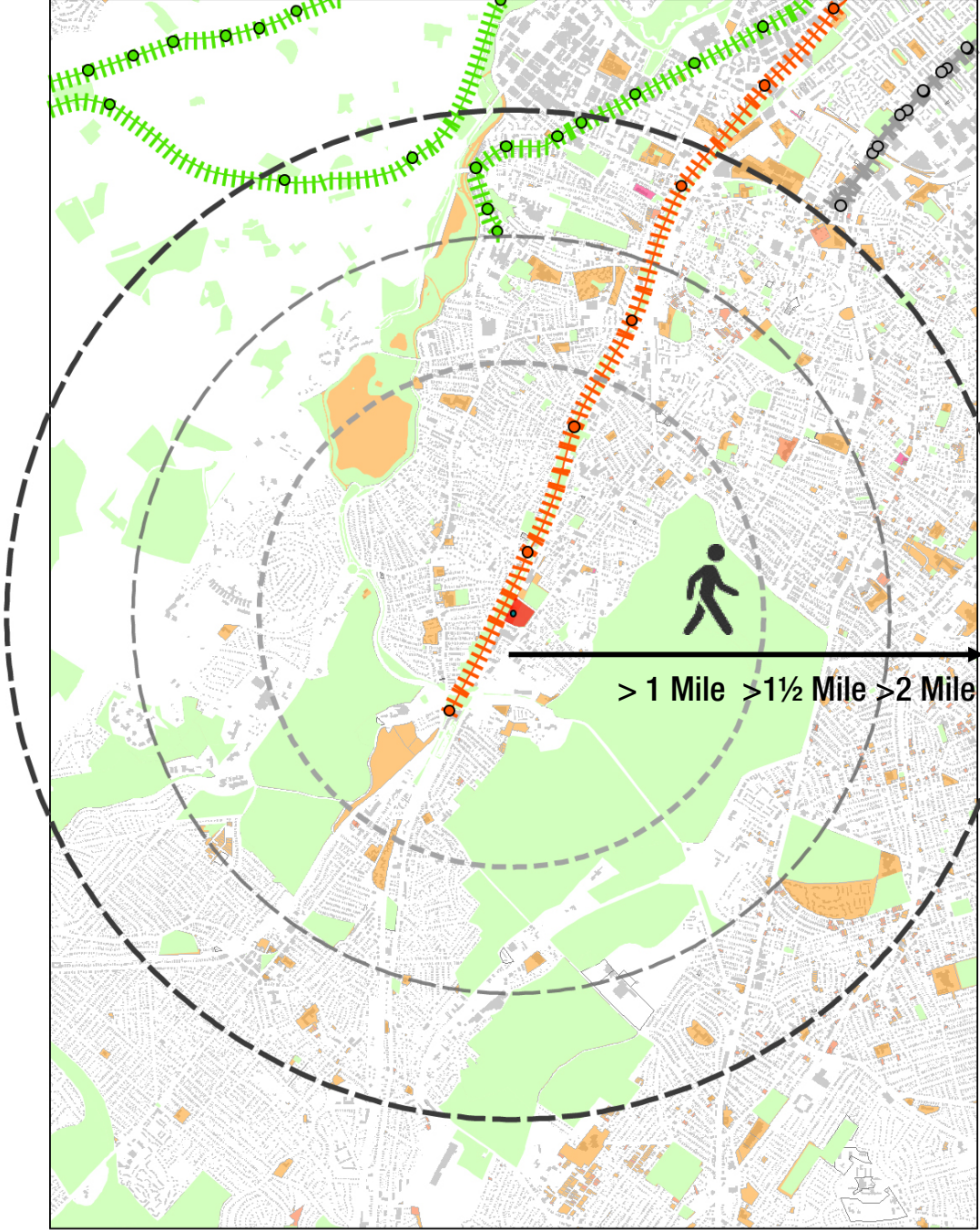
Neighborhood
Jamaica Plain
The English High School



Neighborhood

Jamaica Plain

The English High School



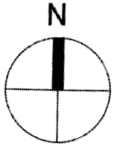
City Owned Parcels

Busing Policy Key

- >2mi High School T-Pass
- >1 1/2 mi 6th Grade & Below
- >K-8 up to 8th Grade
- >1mi Grades K-5

Transportation

- T Stops
- Bike Routes



SITE PLAN

The English High School



Site Area 5.00 Acres

Small Groups and Discussion



Facility:

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

Community:

How does the English High School support its neighborhood?

How does the English High School support its wider district area?

Educational program "fit":

Does the English High School have the spaces it needs to serve its teachers and students?

What changes would you recommend for the physical building?

Questions for the BuildBPS team



Next Steps





Thank You

HIGH SCHOOL



HIGH
SCHOOL



HIGH SCHOOL



HIGH SCHOOL



HIGH SCHOOL



HIGH
SCHOOL

Student Dining / Cafeteria / Student Commons

