



IMPORTANT DATES AND REMINDERS

- Tuesday, November 8, 7:00 am to 7:00 pm
Election Day Bake Sale at MHS
- Thursday, November 10 @ 5:45 pm
Family Council Meeting @ Dudley Library
- Friday, November 11
Veteran's Day: NO SCHOOL
- Friday, November 18
Friday Share: Amanda, Ann, Danny, & Jada

November 4, 2016

Volume 20, Issue 7

BuildBPS is not just about facilities

Dear Mission Hill School Friends, Families, Students, and Staff,

Last weekend there was an open house for a ten year plan called BuildBPS. All were invited to the Bolling Building to see and influence the future plans for Boston Public Schools.

What people may not realize is that the plans for school buildings will be based on how they support the educational vision. You've probably noticed that classrooms at Mission Hill are designed for student collaboration, discussion and project-based learning. Our classroom designs support our educational vision. The same is true for the future BPS classroom designs.

The instructional vision for Boston Public Schools is based on the following instructional core ideas:

- Students will read widely, think critically, and communicate effectively.
- Educators will create safe and welcoming learning environments that affirm our students' unique cultural and linguistic strengths. They will plan instruction that stimulates interest, presents content in different ways, and provides choices for students to demonstrate their understanding.
- The content will challenge students to apply standards-based knowledge and skills to real-life challenges that are authentic to the discipline.

What follows is information from the BPS website about the master planning process.

- **Educational:** the district's plans priorities for teaching and learning in the years ahead, and the resulting facility and space needs for most effective instruction
- **Facilities:** the existing condition and uses of BPS buildings, as well as their capacity to house various educational programs
- **Demographics:** current and projected school-aged populations in the City of Boston by neighborhood, program, and other factors
- **Finances:** analysis of long-term costs for building maintenance and modernization, as well as the development of new schools
- **Community Input:** perspectives from parents, students, staff, and other stakeholders about the present and future of Boston's educational facilities

Superintendent Chang has identified three core values to guide the planning process:

- **Equity:** ensuring equitable access to high-quality schools and programs in every neighborhood
- **Innovation:** taking creative approaches to the use of time and space
- **Coherence:** promoting a more unified system of schools, including more consistent patterns of grade configurations and feeder patterns from pre-K through high school

Build BPS will host a series of public conversations and activities aimed at creating a long-term vision for learning in our city and how we can best configure and use our buildings. There is a flyer attached and more information about this process may be found on the BPS website: <http://www.bostonpublicschools.org/Page/5420>.

CLASSROOM NEWS

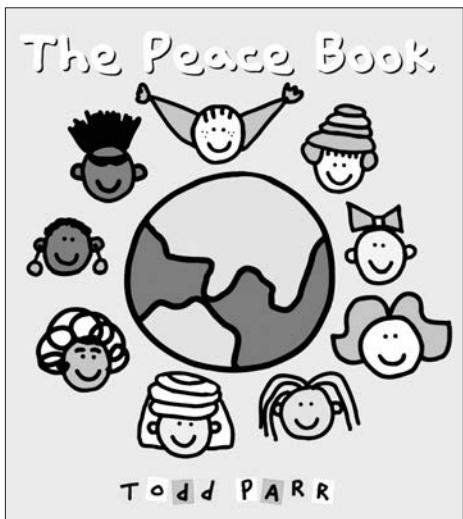
KINDERGARTEN

Room 108

"How will you be peaceful today?" That question was our morning message one day this week. Answered varied: "By hugging"; "By sharing the baby dolls"; "By cleaning up"; "By singing the peace song" and more. We have been reading *The Peace Book* by Todd Parr and thinking about ways to bring peace into our day, our classroom and our school. We have been practicing singing Joanna Hammil's *Circle the Earth* so we can sing it at Friday Share to help bring peace to our school community. Here are the words to the song: Peace, peace, peace/Peace the whole world over/Building friendships, sharing our worth/Take my hand let's circle the earth with peace, peace, peace.

We sang the song using a few different languages: Paz/Spanish and Portuguese; Amani/Swahili; Shalom/Hebrew. Ask your child to sing the song with you at home - and we bet you will feel peaceful when you hear your child sing...

-Geralyn B McLaughlin & Donna Winder



Room 106

Last week Wednesday we had student volunteers from Boston Arts Academy. All three students were vocalists and we even go to hear a little of their skills at morning meeting. The volunteers were a great addition to our Wednesday.

Cardboard challenge has been a big drag in room 106. We can not always get to everyone that wants to work on a project, but on Wednesday almost the whole class got a chance to work on a cardboard challenge. Children worked in teams, with volunteers collaborating.

It was wonderful to see how everyone worked together. Alice was finally able to work on her unicorn. Elliot and Simeon worked together. Angelina and Lola made a farm and also added farm animals made of clay. Yerui built a robot. Vania, Alyssa, and Angelina worked on transforming a large box into a cat.

We cleaned up and then our volunteers read with us. Thank you so much to our BAA volunteers for all their care and attention with our projects.

-Kathy D'Andrea

Room 107

Last week's brainstorm of the "issues" revealed that safety, kindness, sharing, recess and project time were the most important things on our students minds. Using these ideas as a reference point to begin their speech writing, each student was interviewed by our Boston Partners volunteer Linda concerning their individual thoughts on the issues. Like Judson Moon in the book we are reading, they had to think about what they wanted to promise the voters. Over the next few weeks, look



A student from BAA helping with a cardboard challenge in room 106.

out for a selection of our student speeches. Here is our first one:

"Hi. My name is Najia. If you vote for me I will make kids happy, keep them safe and they should listen. I will make sure we say sorry when we do things we should not do. There should be no hitting. There will be no grabbing things from people. You can ask and then wait. We will go outside also at project time or go apple picking. All the kids should go outside and grown ups should go do work. We should be playing outside at breakfast time. Vote for me."

-Jada Brown & Kenisha Epps

Room 109

On Monday Room 109 took a field trip to the Arboretum to participate

CLASSROOM NEWS

in an "explorers" program for kindergarten. We took a neighborhood walk to get there. This fits into our curriculum as we learn about our community: we walked through the neighborhood, explored another part of our community, and met new community members. The Arboretum cares for trees and plants just as we care for each other. In addition, to those elements it is also nice sometimes, to take a break from elections and spend time exploring nature! We explored leaves and seeds in small groups, each group worked with a guide (or two) and a parent or teacher. So children were in groups of 3-4 with 2-3 adults. It was a beautiful day and perfect fall weather for explorations. We brought back lots of "collections" to keep in our classroom and use as inspiration for Art, drawing, and math. In our recent math curriculum we have been 'noticing' and observing as part of our pattern work. So this trip also dovetailed

nicely with that work.

-*Deborah & Stephanie*

GRADES 1 & 2

Room 205

This fall, our class has partnered with a kids serving kids initiative called Kids In Deed. Sharon Gillis and Barbara Denton have created a literacy and empathy based program that develops social-emotional learning through child to child service initiatives. The goal of the program is to empower young children to know that they can make a difference in the lives of other young children in need. One group of students has finished the first round of projects and the next group is excited to begin! Here are some reflections from the first group. "We made glad libs, which are like mad libs. We leave spaces in our stories and kids fill it in to make a really funny story." "I like it because we get to write whatever we want and Ms. Barbara and Ms. Sharon

always have a game planned for us at the end." "We're going to give our glad libs to kids the same age as us in hospitals so they feel less scared and miserable."

-*Ashleigh L'Heureux*

Room 216

Our court reporters have written summaries of last Friday's mock trials:

"Anna was proven guilty of stealing Dragon cookies!!!!!!! Anna came to the Green Wing and went to Ann's which is right across from Team Rocket's classroom. Since she was hungry she came into Team Rocket's classroom and ate the cookies!!!! Darby found Anna guilty of stealing the Dragon Cookies and her sentence was losing recess for a week. Everybody worked really hard and everybody did really good. The prosecutors, Gabriel and Josie, did good at finding Anna guilty."

-Theodore Briggs, 2nd grade student

"Nate is innocent! When Nate went down to steal the cookies with Liam, they ran back to their classroom so that's why they are innocent. I think everyone did good. It was fun doing the trial and I enjoyed saying 'All rise for the honorable Judge Jack Ozro.' Milan and William D. helped force Jack Ozro to prove Nate is innocent."

-Ava Rocha, 1st grade student

-*Danny Flannery & JoAnn Hawkesworth*

Room 217

On Monday, the United Kates went on a field trip to the JFK Presidential Library and Museum. The visit began with a short film about John F. Kennedy's life. Students were so excited to hear a president's voice and see videos and images from his family life. Evan was very interested



Room 109 at the Arboretum.

CLASSROOM NEWS

to learn that “he was a senator at first and probably in the legislative branch and then he became a president in the executive branch. I liked his baby. It was cute. It was tiny.” We then walked through the exhibits of the museum, seeing artifacts from his campaign, his home life, and his time in the white house. James was interested in the campaign artifacts, “I saw weird dresses that had Kennedy written on the belt. Girls that were voting for John F. Kennedy might’ve worn those dresses.” Warlin saw “a lot of American flags. They were all the new flags with 50 stars.” Gerson said “I liked to see John F. Kennedy’s oval office. I saw a phone and a microphone in there.” Students are focusing on the executive branch as we enter into election week.

-Kate Needham

Room 203

“They want to get smarter.”
“To learn something.”
“To get more knowledge.”
“To gather information.”
“To get education.”
“It’s good for their brain.”
“It’s fun and inspires them.”
“So they can get better at learning about the whole entire world!”

These are some of the responses that students gave when they took a reading survey this week. In order to better understand what J&J’s Genius’ viewpoints are about reading and what they like to read, I asked each a series of questions. What inspired me is that when it came to the question, “Why do people read?” they all gave wonderfully inspiring answers, some listed above.

Here are the types of books they like to read. Books about: Legos, animals, superheros, inventors, nature,

comics, adventures, graphic novels, geography, the USA, planets, history and action. If you come across books that are in these categories, please feel free to donate them to us - new or used!

Reading takes us on some wonderful adventures and we are ready for more!

-Jenerra Williams & Ji Yun Park

Room 204

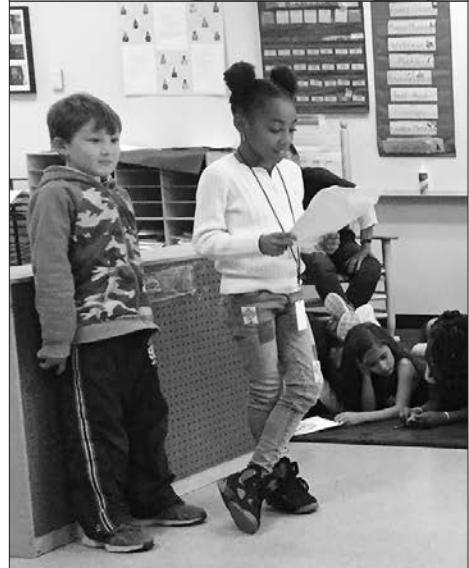
Stay tuned next week!

-Cleata Brown & Mayra Rivera

Room 207

Can you believe it is the first week of November?! At the end of the day, we often hear, “The day is over?” or “Tomorrow is already Friday?” Teachers and students are in awe at how fast the beginning of school has gone by. In the 40 days that we have been together, we have learned a lot and grown as a community. Teachers are proud at how hard our students work everyday. While 40 days may seem like a long time, we still understand the importance of continuing to get to know each other. During morning meeting or closing circle, we take time to ask each other a question.

The question is brought to the circle by anyone in our community. Some questions have been, “Where would you travel to and why?” “If you could have any superpower what would it be?” and “What do you like to do at school?” One student shared, “I would like to go to Puerto Rico and Dominican Republic because that is where my family is from.” A student used American Sign Language to sign “me too” with a huge smile. The answers to these questions provide deeper insight into a community members thoughts, idea, passions,



Scenes from the mock trial in room 216.

emotions, heritage, etc. It allows all community members to connect to and learn more about each other. We will continue this routine throughout our school year with the intent that we can always learn more about each other.

-Amina & Amanda

GRADES 5&6

Room 210

Stay tuned next week!

-Nakia & Manny

Room 215

The 5/6 classrooms made our annual

field trip to Boston Arts Academy on Tuesday. We had beautiful weather, and cheerful walk to the school. The 9th graders in the Humanities 1 classes study ancient African civilizations and display their research at Afrika Lives!, a multimedia and performance-based exhibition. Here's what the experience at BAA meant to my students:

"Wow, students really created these things for the show?"

"I loved the African dance. I hope I can come to BAA."

"So, students have art everyday, for the whole year?"

"I got to see Autumn and Asmani. They are my friends."

"I didn't like it. It was boring."

"I wish they could come to Friday share and do African dance."

"There's a student and he draws so good!"

"I want to come to this school for high school."

This week we also welcomed Kat Chavez, who will be working with us in Room 215.

-Room 215 Carlos, Kat and Abdi

GRADES 7&8

Room 213

A hand-decorated poster now hangs in our room. The words on it were carefully crafted, massaged into existence by the work of a small group and later refined through student-led whole class discussions. The Classroom Agreements are ones that we all agreed to embrace individually and to hold each other accountable for. Our signatures on the poster indicate our agreement.

Classroom Agreements

Room 213 ~ 2016-2017

(facilitated by Lynka, Christian, Giselle, Tato)



Kenya and Ali talk about the MHS Portfolio experience with visiting educators from the Netherlands.

1. Treat people the way you want to be treated.
2. Respect other people and their space.
Keep your hands to yourself
Don't throw stuff
3. Communicate kindly. Be kind, not hurtful.
 - a. Don't swear (verbal or gesture
 - b. Don't yell across the classroom
 - c. Don't make noises in the meeting area
 - d. Don't tell people to shut up
 - e. Don't speak over others
4. Raise hand to speak and wait to be recognized
5. Be where you're supposed to be
6. Don't push buttons

-Ann Ruggiero, Elsa Batista & Letta Neely

Room 214

We are really excited to announce Frances Pearce (Ms. Pearce), the newest member of room 214. Ms. Frances has been an educator for over ten years. She has worked in many schools and worn many hats such as 3rd grade teacher and 4th grade teacher and science teacher. One of her favorite experiences as an educator has been organizing the science fair.

She has hit the ground running since joining us. She is getting to know

our students well and making connections. Most importantly, she has helped strengthen our class routines. She looks forward to getting to know the Mission Hill school community in the coming year. Stop by room 214 if you would like to say greet her.

-Reginald Toussaint & Frances Pearce

SCHOOLWIDE NEWS

Visitors!

This week we welcomed two large groups of visitors, one from the Netherlands, lead by a teacher/author (and repeat visitor) Rikie van Blijswijk, as well as another group based in Oakland called Educate78. Opening our doors to visitors has always been the Mission Hill "way". The following are some excerpts from reflections written by our Dutch colleagues:

"The best way to teach is to invest in the life of the student. Today I saw this at your great school."

"I have noticed that you invest in people, small and big, kids and adults, and that this is at the heart of your school (as it should be)."

"Deep respect for the way you organize education. The focus is on three things: children, children and children. I see education from the heart."

CLASSROOM NEWS

Governance Board Voting

The Family Council needs to assign three caregivers to serve on the Governing Board to represent our diverse group of Mission Hill caregivers. The Governing Board meets quarterly and makes decisions on policy and budget for the school. There is a ballot attached. Please vote for up to three parents to represent families on the Governing Board, and return this slip to your child's teacher by Nov 10th. You can also vote at the Family Council meeting on Nov 10th at Dudley Public Library, where the final tally will be made. One vote per family.

NEW LOCATION The next Family Council meeting will be on November 10th at 5:45pm at the Dudley Branch Public Library (65 Warren St, Roxbury, MA 02119). We hope this location will be easier for families not located near the Mission Hill School.

Election Day Bake Sale

Help is needed for the MHS Election Day Bake Sale, on Tuesday, November 8th from 7am to 8pm, outside the gym. Setup will happen the night before and the table will be open all day, selling baked goods, grab-and-go meals, coffee, and popcorn.

Please consider baking, donating store-bought goods, and/or signing up for a shift(s) at the table. We also need contributions of prepared take-away lunches and dinners for voters to grab on their way out, and bottled water to sell. The online signup sheet is here: <http://www.slotr.com/sheets/2718282> or text Rachel Goldsmith at 617-905-4646.

Baked goods can be left on Rachel's porch (142 Carolina Avenue, Jamaica Plain) the night before or brought to the sale table anytime on Tuesday 11/8. Please let us know how you can help and spread the word! The goal of the Family Council is to have as many people participate as possible, in however small or large a way they can.

Apprentice Learning News

After seven weeks of work preparation, eighth grade students are heading out on their apprenticeships next Tuesday, November 8! Students have discovered their learning styles, how to be proactive in the workplace, the importance of body language, and created short videos where they introduce themselves to their site partner. With apprenticeships coming next week, students are filled

with anticipation and excitement.

Apprenticeships will be many students' first work experience. Students will work at Fresh Hair Salon, Polka Dog Bakery, JP Knit and Stitch, City Feed and Supply, Ferris Wheels, JP Comics and Games, Station 8 Hair Salon, Fair Foods and the New England Baptist Hospital once a week for the next six weeks.

MHS Family Directory

Every year, the Family Council helps to compile a schoolwide directory, to facilitate and encourage communication between MHS families. In the next week, expect to receive a phone call, email or text from a MHS caregiver, asking you to fill out a form to be included in this year's directory. If you have questions, please contact Dani Coleman.



The United States of Kate class visited the JFK Presidential Library and Museum.

Ayla Gavins, Principal
Deborah Meier, Founder
Tommy Chang, Superintendent

Mission Hill K-8 School
A Boston Public Pilot School
WWW.MISSIONHILLSCHOOL.ORG

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Jamaica Plain, MA 02130
T 617-635-6384
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Family Representatives for the Mission Hill Governing Board Ballot

- My name is **Billye Toussaint**, I am the mother of Soley (2nd grade) and Ayan (K-1). I am also Reginald's wife, who is a 7th and 8th grade Teacher. I am a special educator and Teacher of English Language Learners at Boston Community Leadership Academy, where I teach 12th grade English. I am in a unique position of having taught students from Mission Hill after they move on to high school. As a result, I deeply appreciate the habits of mind that MHS nurtures. As the spouse of a faculty member I have gotten to know the school, and played a supportive role over the last several years. However, having children who have thrived at Mission Hill has prompted me to contribute in a more in depth way . I am especially interested in working with other members on standardized testing, as well as developing authentic assessments, and community partnerships. If elected, I bring my knowledge as an educator, commitment as a parent, and passion for progressive education to the Board.
 - My name is **Lisa Jeanne Graf**. I'm the mother of Beatrice Graf in Ashleigh's 1/2nd grade class. My daughter was on an I.E.P. for three years and has recently moved to a 504 plan, which gives me experience navigating the special-ed side of schooling. I love public policy and look for win-win solutions to problems. If I don't get on the governing board I will still show up to meetings and contribute. Some experience that I have is in advocating the BPS school choice issue (created a number of the community proposals) and listing suggestions to help the BPS budget last year. The Boston School Committee, superintendent, Mayor and city councilors hear from me regularly when I have suggestions to share. I am also good at research and have a background in the arts (I am a painter).
 - My name is **Alicia McKinney** and I am the mom to Zuhri, a fifth grader in Abdi's class. I am running for a seat on the MHS governing board to bring the skills I currently use in my professional life in support of the work of the governing board. I wholeheartedly believe in the mission of MHS, especially making sure all members of the MHS community are represented. In my professional life, I manage a national council of young leaders to ensure that they speak out and participate fully in determining the policies and decisions that affect their lives and their communities. In working with others to ensure that they always have a seat at the table in local and national conversations that impact them the most, I also want to ensure that I am also engaged and involved in my community as well.
 - My name is **Sarah Rocha**, and this is the fifth year our family has been a part of the Mission Hill School community. I have three children and they all attend MHS; a 4th grader, a 1st grader, and my youngest is in K0. We are committed to the Mission Hill School, and hope to be a part of this community for another decade to come. I love the diverse community MHS provides. Our family, formed through foster-adoption, is diverse, including African, Caribbean, European and Asian ancestry. Much like my family, I love bringing people together from different backgrounds. I enjoy finding collaborative ways to solve problems, and I encourage constructive dissent when it helps build unity. I am expressive and honest, and I'm motivated by helping others. Although I am an attorney, I am currently a full-time stay-at-home parent. It would be an honor to represent the families of the Mission Hill School on the MHS Governance Board.
-

Please vote for **up to three** parents (below) to represent families on the Governing Board, and return this slip to your child's teacher by Nov 10th. You can also vote at the Family Council meeting on Nov 10th at Dudley Public Library, where the final tally will be made. **One vote per family.**

Parent/Caregiver Name: _____

____ **Billye Toussaint**

____ **Alicia McKinney**

____ **Lisa Jeanne Graf**

____ **Sarah Rocha**

Los representantes de la familia para la Junta de Gobierno Mission Hill

Papeleta

- Mi nombre es **Billye Toussaint**, yo soy la madre de Soley (segundo grado) y Ayan (K-1). También soy la esposa de Reginald, que es un profesor de 7º y 8º grado. Soy una maestra de educación especial y de los estudiantes que está aprendiendo el idioma inglés Boston Community Leadership Academy, donde enseño el grado 12 Inglés. Estoy en una posición única de tener estudiantes enseñados de Mission Hill después pasan a la escuela secundaria. Como resultado, aprecio profundamente los hábitos mentales que nutre MHS. Como esposa de un miembro de la facultad, he llegado a conocer a la escuela, y jugó un papel de apoyo en los últimos años. Sin embargo, tener hijos que han prosperado en la escuela Mission Hill me ha llevado a contribuir de una manera más en profundidad. Estoy especialmente interesado en trabajar con otros miembros en las pruebas estandarizadas, así como el desarrollo de evaluaciones auténticas, y las asociaciones de la comunidad. Si elegido, puedo llevar mis conocimientos como educador, el compromiso como padre, y la pasión por la educación progresiva a la junta.
- Mi nombre es **Lisa Jeanne Graf**. Soy la madre de Beatriz Graf en la clase Ashleigh, grados 1 y 2. Mi hija estaba en un IEP durante tres años y recientemente se ha trasladado a un plan 504, lo que me da la experiencia de navegación del lado especial de opinión de la escolarización. Me encanta la política pública y buscar soluciones que beneficien a los problemas. Si no consigo en la junta de gobierno seguiré apareciendo a las reuniones y contribuir. Se valorará la experiencia que tengo es en la defensa de la cuestión de elección de escuela BPS (creado un número de las propuestas de la comunidad) y una lista de sugerencias para ayudar al presupuesto de BPS año pasado. El Comité Escolar de Boston, superintendente, Alcalde y concejales saber de mí regularmente cuando tengo sugerencias para compartir. También soy bueno en la investigación y tengo experiencia en las artes (Soy un pintor).
- Mi nombre es **Alicia McKinney** y yo soy la mamá para Zuhri, un estudiante de quinto grado en la clase de Abdi. Me postulo para un asiento en la junta de gobierno de MHS para traer las habilidades que uso actualmente en mi vida profesional en apoyo de la labor de la junta de gobierno. De todo corazón creo en la misión de MHS, especialmente asegurándose de que todos los miembros de la comunidad MHS están representados. En mi vida profesional, me las arreglo un consejo nacional de jóvenes líderes para garantizar que se hablan y participar plenamente en la determinación de las políticas y decisiones que afectan sus vidas y sus comunidades. En el trabajo con otros para asegurar que siempre tienen un lugar en la mesa de conversaciones locales y nacionales que les afecta la mayor parte, también quiero para asegurarse de que yo también estoy comprometido e involucrado en mi comunidad también.
- Mi nombre es **Sarah Rochay** este es el quinto año que nuestra familia ha sido una parte de la comunidad de la Escuela Mission Hill. Tengo tres hijos y todos ellos asistir a MHS; un estudiante de 4º grado, un 1º grado, y mi más joven es en K0. Estamos comprometidos con la Escuela Mission Hill, y esperamos ser parte de esta comunidad por otra década por venir. Me encanta la comunidad diversa MHS ofrece. Nuestra familia, formada a través de la adopción adoptiva, es diversa, incluyendo África, el Caribe, Europa y ascendencia asiática. Al igual que mi familia, amo a unir a las personas de diferentes orígenes. Me gusta encontrar formas de colaboración para resolver los problemas, y animo a la disidencia constructiva cuando ayuda a construir la unidad. Soy expresivo y honesto, y estoy motivado por ayudar a los demás. Aunque soy un abogado, actualmente estoy a tiempo completo padre que se queda en casa. Sería un honor representar a las familias de la Escuela Mission Hill en la Junta de Gobierno de MHS.

Por favor, voté para un máximo de tres padres (abajo) para representar a las familias en el Consejo Directivo, y devolver esta hoja a la maestra de su hijo antes de el 10 de Noviembre. También puede votar en la reunión del Consejo de Familia en 10 de Noviembre en la Biblioteca Pública de Dudley, donde se hará el recuento final. **Un voto cada familia.**

Nombre del parent / cuidador: _____

____ **Billye Toussaint** ____ **Alicia McKinney**

____ **Lisa Jeanne Graf** ____ **Sarah Rocha**

Build BPS

Boston Public Schools

10-Year Educational and Facility Master Plan

General Overview

The Facility Master Plan (FMP) will provide a strategic framework for institutional reforms and capital investments for Boston Public Schools facilities. The focus of the FMP will be to illustrate capital planning opportunities based on several points of new data and existing information to be analyzed throughout the master planning process.

Aspirations & Objectives

Optimize Facility Operations

Expand Access to Learning

Ensure Anytime and Anywhere Learning

Create Career Pathways

Build for Flexibility

Embrace Environmental Stewardship

Incorporate the "New Learning Toolbox"

Invigorate Community Pride and Ownership



At-a-Glance

SCOPE

The Facility Master Plan will encompass 128 school buildings and comprise more than 11 million gross square feet.

SCHEDULE

The initial recommendations and strategic framework of the plan will occur within 18 months. Final recommendations will be submitted by November/December of 2016.

COMPONENTS

The Facility Master Plan is made up of five major components:

- Facility Educational Adequacy Assessments
- Demographics, Capacity and Utilization Analysis
- Facility Conditions Assessments
- Financial Planning
- Community Input

FAQ

Q: HOW IS THE STUDY CONDUCTED?

A: The consultant team will assess each building, looking at how well the facilities support the educational programs and the standards for each type of space. It will also include whether each facility provides adequate infrastructure for current/future technology and outside spaces—including fields, parking, traffic, and signage—as well as a review of school safety.

Q: WHEN WILL THE ASSESSMENTS TAKE PLACE?

A: The Facility Educational Adequacy Assessments will be conducted during the winter of the 2015-2016 school year. The Facility Conditions Assessments will occur in the summer of 2016.

Q: WHAT BENEFITS COME FROM THE FACILITY ASSESSMENTS?

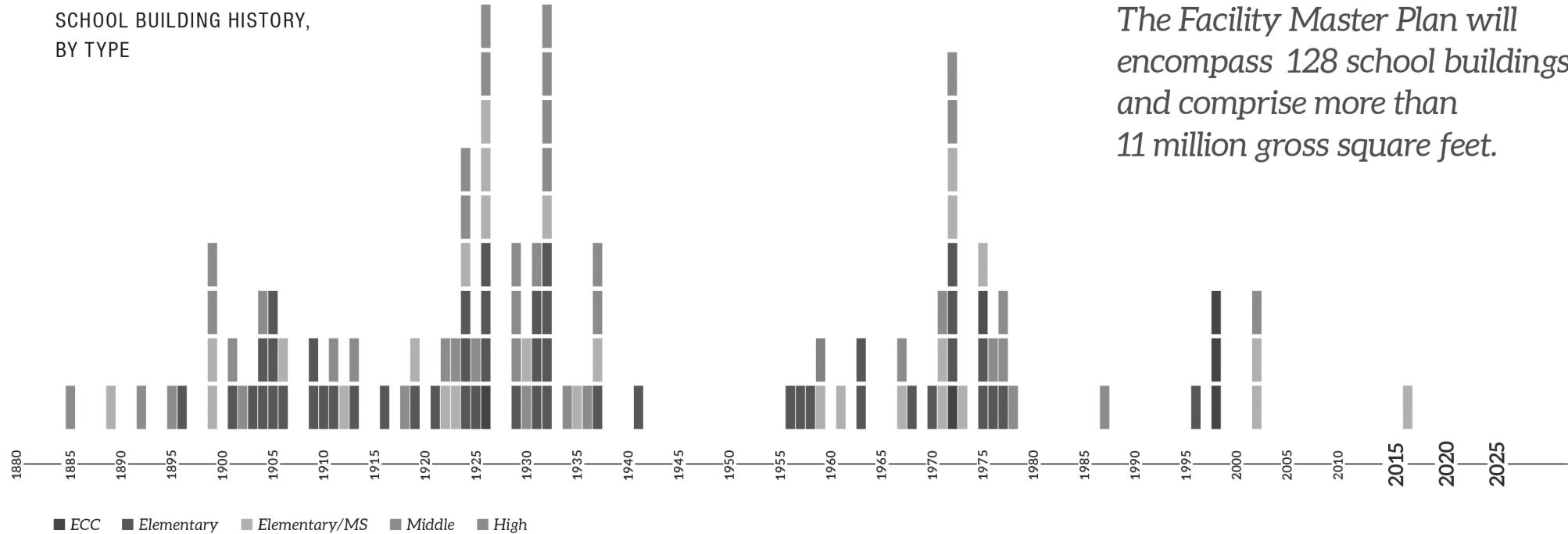
A: All data collected to complete the assessments will be used as critical pieces of information to develop the overall 10-year Facility Master Plan. The focus of the FMP will be to illustrate capital planning opportunities based on the adequacy of each school's educational framework, coupled with the conditions of the facilities themselves. In other words, the plan will provide a roadmap to address facility deficiencies and make informed capital improvement decisions.



Follow the effort. Join the discussion.

bostonpublicschools.org/buildbps

SCHOOL BUILDING HISTORY, BY TYPE



Team

CITY OF BOSTON, MAYOR WALSH

BOSTON PUBLIC SCHOOLS, SUPERINTENDENT CHANG

CITY OF BOSTON, EDUCATION CABINET

BOSTON SCHOOL COMMITTEE

PINCK & CO – Owner's Project Manager

SMMA | SYMMES MAINI & MCKEE ASSOCIATES – Lead Planning and Design Firm

MASS INSIGHT EDUCATION – Educational Expert

MGT OF AMERICA – Educational Adequacy/ Demographics

NEW VISTA DESIGNS FOR LEARNING – Educational Visioning

WSP GROUP/PARSONS BRINKERHOFF – Facility Assessment/Financial Planning