

PUBLIC SCHOOLS OF BROOKLINE



**Brookline High School Expansion
Feasibility Phase
Community Kick-Off Meeting
January 12, 2017**

Feasibility Phase Community Kick Off Meeting



1. Update and Overview of BHS Expansion process to date
2. Overview of BHS Educational Plan
3. BHS Overview & Background
4. Feasibility Phase – Overview, Process, and Timeline
5. Questions and Comments
6. The Process from Here/Next Steps

BHS Expansion Overview



1. Why do we need to expand BHS?
2. What has already been done to prepare for expansion?
3. Developing the Education Plan

Why do we need to expand BHS?



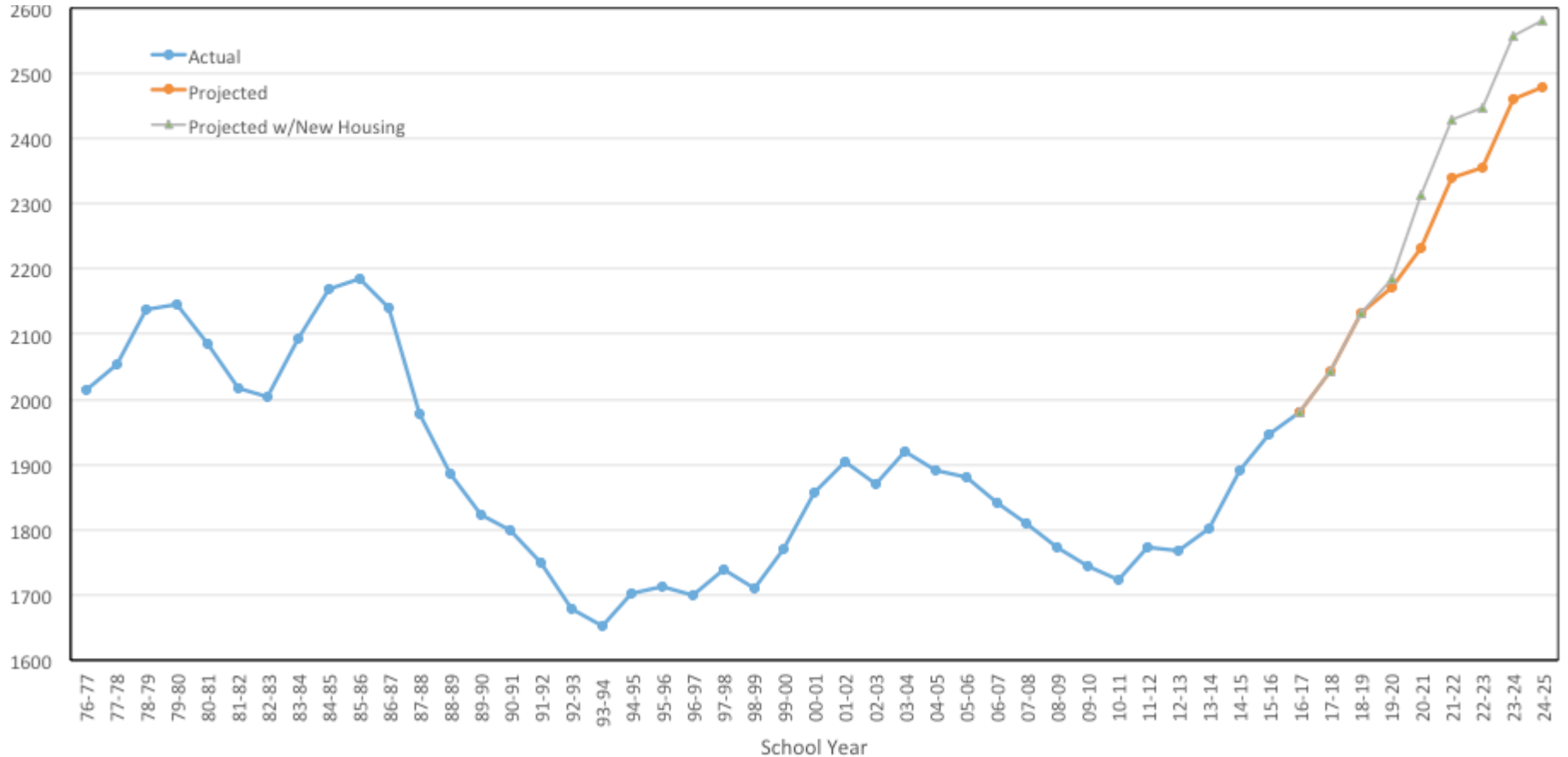
BHS Enrollment is increasing rapidly



- 2010 - 2011 BHS Student Enrollment: 1,726
- 2016 – 2017 Current Enrollment: 1,980 (+226)
- 2021 – 2022 (Short Term Increase): 2,428 (+702)
- 2024 – 2025 (Longer Term Projection): 2,582 (+856)

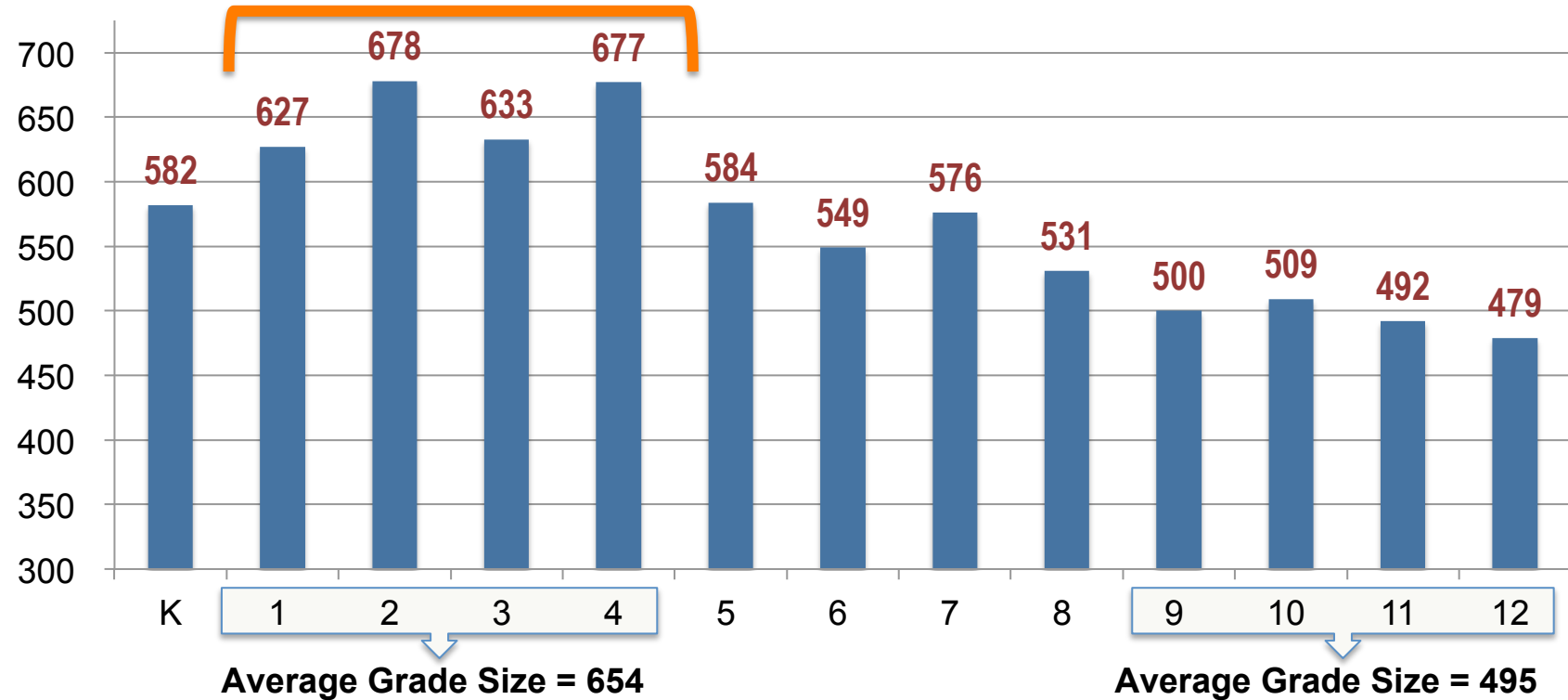
50% growth between 2010 and 2024

BHS Enrollment: 1976 – 2026

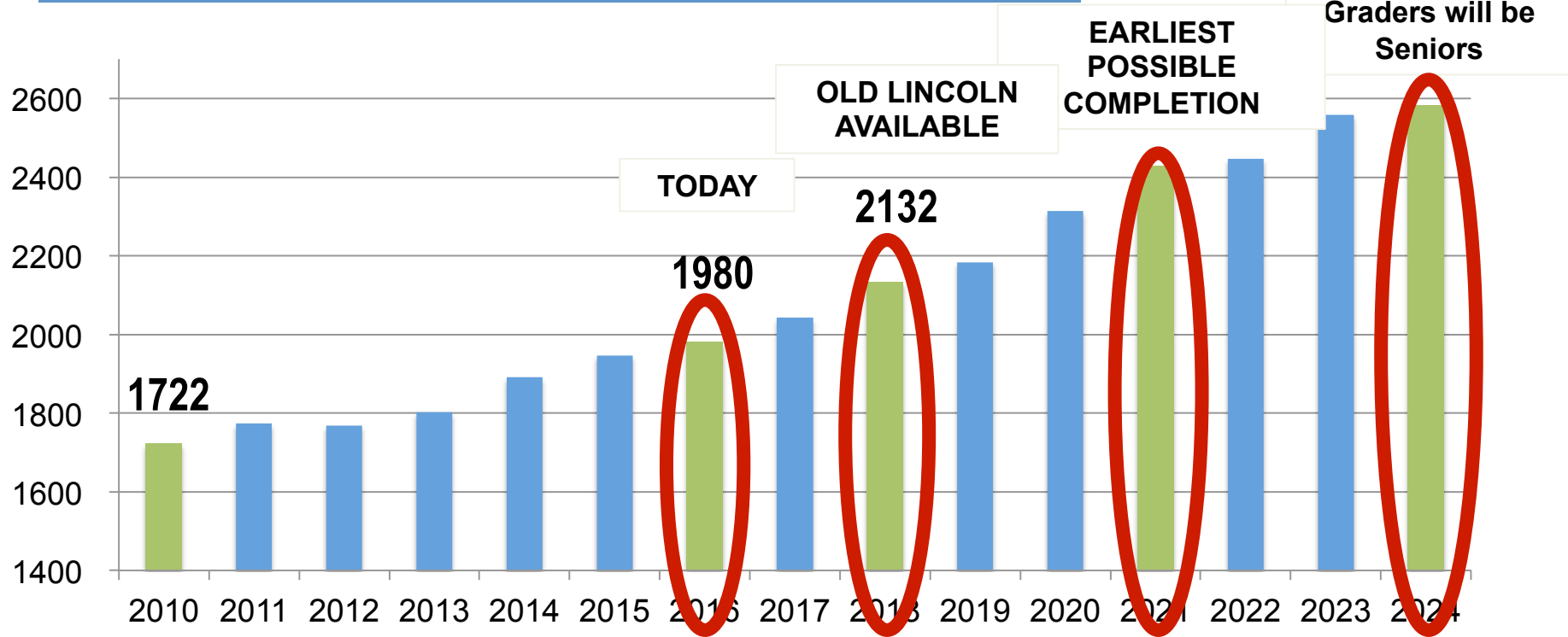


PSB Enrollment by Grade 2016 - 2017

@ BHS IN Fall 2024



BHS Enrollment Growth 2010 - 2024



Notes on January 2017 Enrollment Projections:

- Does not include BEEP enrollment
- Does include projected school-age population from proposed development filed with town.

*Education today is not the education of yesterday.
Education today requires a different type of school.*



1. Class sizes are smaller than 30 or 40 years ago for a number of reasons including:
 - Expansion of Support Services – 20% of traditional classrooms no longer available for general education
 - Program improvement
 - Federal and state regulations (Special Education, English Language Learners, Substantially Separate Programs)
2. Increased State & BHS Graduation Requirements
3. “Time on Learning” Requirements have reduced open periods
 - Minimum of 990 hours of instruction time



Why do we need to expand BHS?



Impact of Growth on Academic Spaces

- 24 Additional General Education Classrooms needed
- 23 Appropriately Sized Science Lecture Labs needed
Safety, Educational Delivery, STEM/STEAM Initiatives
- Add Special Education and Support Space
Integration of special education students, resource rooms, and substantially separate program

Why do we need to expand BHS?



Impact on Core Spaces:

- Larger Library/Media Center (Changes in Programs & Technology)
- Larger Cafeteria Needed (Third lunch added this year)
- Additional Support Areas and collaborative spaces

BHS Now



High Schools of Today & Tomorrow



High Schools of Today & Tomorrow

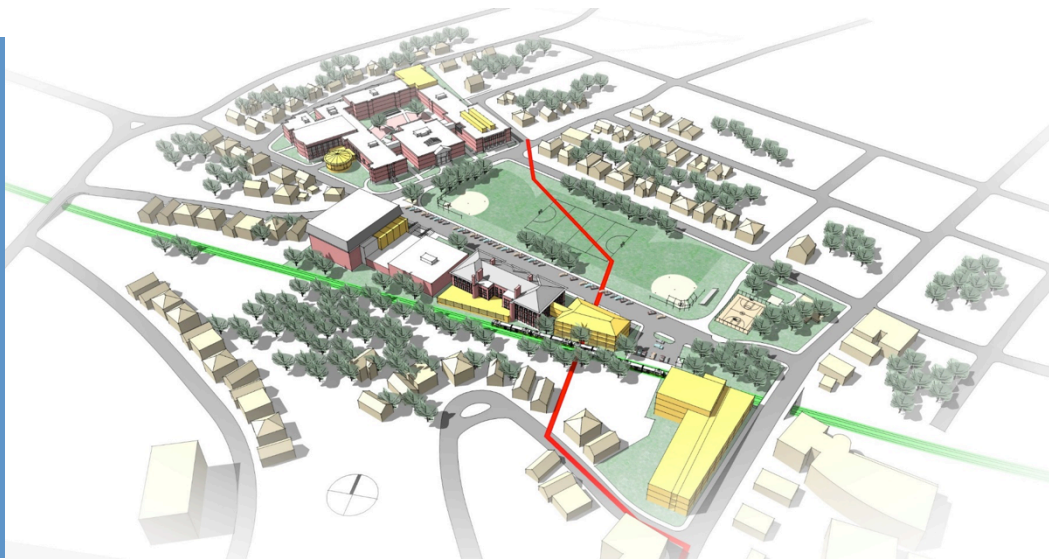


What happens if we don't expand BHS



- Average class sizes increase (from 21.5 today to 27.5 in Fall 2021)
- Unsafe science rooms due to overcrowding
- Core spaces become inadequate and programming must be reduced (phys ed, library, cafeteria)
- Insufficient space for substantially separate programs so students placed out of district
- Insufficient faculty workspace

What has already been done to prepare for the expansion?



Three Studies: 2009 - 2015



- 2009 Masterplan (MGT)
 - 2011 Demographic Update to Masterplan
- 2013 BHS Concept Study (HMFH)
- 2015 Further Study Report (SMMA)
 - » **1,143 total pages of studies**
 - » **15 total options considered over 3 studies**

Visioning Process and Community Input



Community Visioning Sessions -- May and September 2014

Involved 60+ Stake Holders including:

- BHS teachers and administrators
- District administrators
- BHS students & parents
- School Committee
- Selectmen, Planning Board, and Building Commission
- Members of the business community

BHS Faculty Visioning Sessions (March – May 2016)

- Organized by BHS Senior Leadership
- Included Academics Standards Committee
- Full faculty and staff discussion

Visioning Process and Community Input



Community Meeting – June 2016

Full House in the MLK Room (75+ people participated)

- Updated on need and process
- Introduced four Conceptual Options
- Facilitated conversations in four breakout groups addressed each Conceptual Option
- Provided feedback and new input on all options

Visioning – BHS Culture and Core Values



- Breadth of Academic and Social Emotional Supports
- Continuous Learning and Rich Experiences for a Range of Learners
- Cultural Diversity/Human Differences
- Relationships are Foundational
- Safety – Intellectual, Social, Emotional and Physical
- Shared Ownership of School and Learning

Visioning - Guiding Principles for Design



- Big School, Small Feel
- Allows for Integration Between Disciplines & Departments
- Use of the Entire Building/Campus for Teaching & Learning
- Allows for self-directed, hands-on and experiential learning
- Flexible learning spaces – allow for performance, presentation, collaboration, socializing, independent and group study
- Green/Sustainable

Spaces for 21st Century Learning

Collaborative Spaces

Open Spaces

Maker Spaces

Technology-enabled

Naturally Lit

Integrated Learning

across Disciplines



The BHS Educational Plan



Drafting the Educational Plan



Led by Interim Headmaster and Assistant Headmaster

- July 2016 - Supported by Superintendent and Senior Leadership
- August 2016 - Retreat Session with BHS Coordinators and Directors
- September 2016 - Sections revised by Interim Headmaster, Assistant Headmaster, Coordinators and Directors
- October 2016 - Draft shared with School Committee. Feedback provided at Curriculum Subcommittee and School Committee workshop

Plan Overview



- Executive Summary
- Visioning Process, Guiding Principles, and Core Values
- Grade and School Configuration Policy
- Class Size Policy
- Scheduling Methodology
- Graduation Requirements
- Teaching Methodology
 - Administrative and Academic Organization/Structure
 - Department and Program Summaries
- Functional and Spatial Relationships and Adjacencies
- Security and Visual Access Requirements

Our Framing Questions



1. How will we more deeply engage all students at BHS so their education is personally meaningful, positively impacts themselves and others, and prepares them for the changes and challenges ahead?
2. How do we better serve all students so they are connected to BHS, feel supported to be full, thriving members of our community who share their talents and passion, and have the support needed to excel academically?
3. How do we accommodate growth and expansion and still retain the essential unity, feel, and cohesion of the Brookline High School campus?

How will BHS engage students more deeply?



Provide more opportunities to:

- explore the connections between fields and subjects
- take action and make an impact on their classmates and their community
- investigate, collaborate, create, and communicate
- solve problems that matter to them
- think critically
- make choices about what they study and how they study it.

Design Impact

Create physical spaces that:

- allow for better integration across disciplines
- provide more flexibility in the use and configuration of space
- support collaboration, communication, and connection

How will BHS better serve all students?



Better serving all students requires us to

- Renew our commitment to equity of access and outcomes so all students can be full, thriving, and academically successful members of our school community.
- Provide the support that builds connection between adults and students and among classmates.
- Continue to improve our approach to identifying and supporting students who need academic and social-emotional supports
- Grade level teams combined with Dean's Team approach

Design Impact

- Structures and physical spaces must make a big school feel small
- Spaces for guidance, college and career counseling, academic intervention, special education, and health and mental health services need to be well organized and easily accessible for all students

How do we expand BHS and still maintain a cohesive, unified campus?



Design Impact

- Consider the entire campus in the design process
- Essential to create a campus that is a unified whole instead of a loose consortium of disconnected buildings
- Integrate new and old in support of core values, instructional priorities and the student experience
- Flexible learning spaces – allow for performance, presentation, collaboration, socializing, independent and group study

Key Areas for Consideration in Design



1. Experience and Exploration Beyond the BHS Campus
2. 21st Century Disciplines, Approaches, and Learning Experiences
3. Interdisciplinary Learning
4. Scheduling for Access, Collaboration, and Support
5. Socio-emotional Curriculum, Supports, and Interventions
6. A Diversity of Academic and Enrichment Opportunities Helps Students Connect and Contribute

Brookline High School

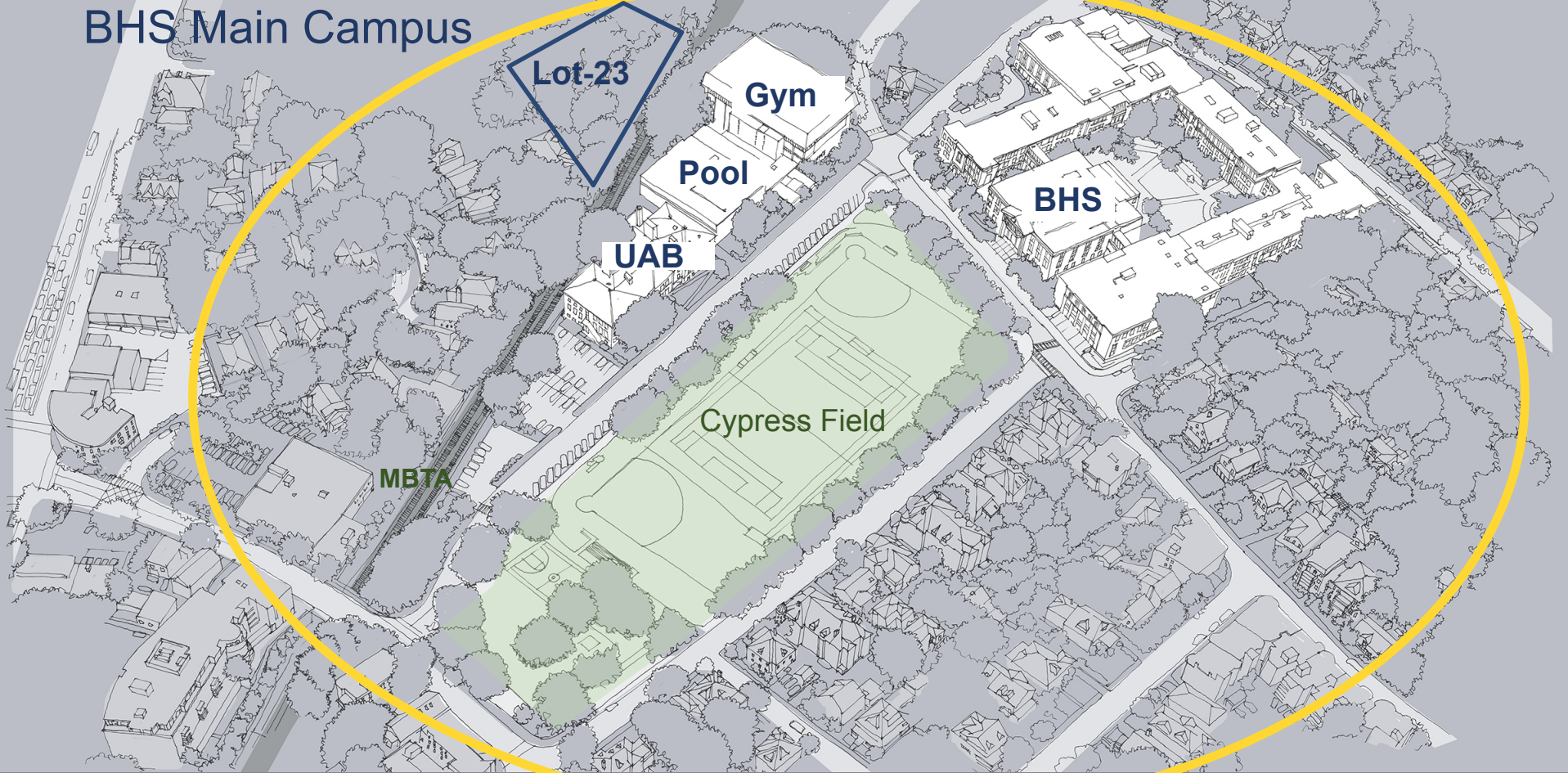
Brookline, MA

January 12, 2017



H M F H A R C H I T E C T S

BHS Main Campus



BHS Feasibility Study

BROOKLINE HIGH SCHOOL EXPANSION FEASIBILITY STUDY - SCHEDULE																														
TASK	Start Date	End Date	2016								2017																			
			November			December					January					February				March				April			May			
			14	21	28	5	12	19	26	2	9	16	23	30	6	13	20	27	6	13	20	27	3	10	17	24	1	8	15	22
FEASIBILITY STUDY PROJECT START	21-Nov	30-Dec																												
EVALUATION OF EXISTING CONDITIONS	21-Nov	31-Jan																												
EDUCATIONAL PROGRAM	21-Nov	9-Feb																												
DEVELOPMENT AND EVALUATION OF ALTERNATIVES	27-Dec	30-Mar																												
PREFERRED SOLUTION	20-Feb	27-Apr																												
PUBLIC PROCESS/ COMMUNITY ENGAGEMENT	3-Jan	23-May																												

Addressing Enrollment Growth Leading Up to the Building Expansion

Developing a Comprehensive Transition Plan



- Begin implementation of educational plan
- Construction phasing plan will determine which spaces will be offline and when
- Plan potential uses for Old Lincoln as a temporary space

Next Steps and Community Engagement



BHS Expansion Building Committee



George Cole	Co-Chair - Building Commission
Nancy Heller	Co-Chair - Selectmen
Susan Wolf Ditkoff	Co-Chair - School Committee
Nancy O'Connor	Park & Recreation Commission
Ian Roffman	School Parent Community Rep
Jordan Meranus	School Parent Community Rep
Matthew Oudens	Greater BHS Community Rep
Bobbie Knable	Greater BHS Community Rep
Mel Kleckner	Town Administrator

Daniel Bennett	Building Commissioner
Andrew Bott	Superintendent of Schools
Mary Ellen Dunn	Deputy Superintendent for Administration and Finance
Nicole Gittens	Deputy Superintendent for Teaching and Learning
Anthony Meyer	BHS Headmaster
Jenee Ramos	BHS Dean
Nicholas Gerszten	BHS Student Representative
Ray Masak	Project Manager, Building Department

BHS Expansion Building Committee



- Advises and supports the Building Commission, Board of Selectmen and School Committee on the design and construction of town buildings and structures.
- The main body responsible for engaging and informing the public on the project.
- Addresses all aspects of the project including budget, schedule, safety, public relations, coordination of town agencies, logistics, and contract compliance.

Meetings on February 1, March 1, March 15, April 5, and April 26

School Committee Room at Town Hall in evening

All meetings are open to the public

Our Approach to Outreach & Engagement



Inform -- make sure all stakeholders have access to information, materials, plans, and are aware of meetings, decision, and deadlines

Include -- make sure stakeholders are aware of and attend community meetings, building committee meetings, and other board meetings where BHS expansion is being discussed

Engage -- at defined stages, seek input from stakeholders in a variety of ways and at a variety of venues (public hearings, in person meetings, small groups, large groups, electronically, via website forms, email, etc.)

Primary Vehicles for Outreach



Getting the Word Out

- District and Town websites
- Email lists (Town's Notify Me system)
- Social Media (Facebook and Twitter)
- Newspapers - TAB, Boston Globe, Sagamore
- Building Committee Member outreach
- Town Meeting Member listserve
- Principal Newsletters
- PTO newsletters
- Mailings/Notices to abutters

School District Website is Information Central



- Meeting Announcements and Agendas
- Meeting Summaries and Minutes
- Building Committee members
- Current Materials - Education Plan, presentations, design alternatives, timeline
- Summary of Feasibility Study process
- Frequently Asked Questions
- Background Materials - prior reports, prior processes, etc

LINKS FROM TOWN WEBSITE AND BHS WEBSITE

Public Process /Community Engagement



- BHS working group of staff and administrators
- BHS parent and partner organizations
- BHS students
- K-8 PTO leaders and parents
- Community Partners
- Community Members
- Immediate Neighbors and Abutters
- BHS and School Department Leadership

Public Engagement During Feasibility



Community meetings during each phase

- January 12, March 8, April 10

Working meetings with BHS staff and Partners during each phase

- Weeks of January 16 and 23
- Week of March 6
- Week of April 10

Public Meetings with Town Boards and Commissions

- Parks and Recreation (monthly), Building Commission, Transportation, Preservation, Advisory Committee

Timeline this Spring



- January – February:** HMFH develops Design Alternatives
- Late February - March:** Design Alternatives presented to Building Committee and Community
- March:** Building Committee selects Preferred Design
- April:** Preferred Design finalized and Final Feasibility Report completed
- May:** Town Meeting: Request for Schematic Design Funding

Aspirational Timeline Beyond Feasibility Phase



October 2017

- Complete Schematic Design
- Public presentations and hearings

Winter 2017-8

- Debt Exclusion Override to fund Construction Drawings and Construction

January 2019

- Groundbreaking for construction
- Duration = 29 months; depends heavily on phasing