

Office of the Chief of Staff

Makeeba McCreary, Chief of Staff & External Affairs
Bruce C. Bolling Municipal Building
2300 Washington Street, 5th Floor
Roxbury, Massachusetts 02119

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September 21, 2016

Betty Francisco
Reimagine Play
485 Harrison Street, #502
Boston, MA 02118

Dear Betty,

As Boston seeks economic equity, education is a powerful engine for change. The way that we educate our students in the Boston Public Schools is a mirror for the world we are building. Our graduates are Boston's workers, scholars, advocates, entrepreneurs, leaders and innovators. The role of education is prominent—how we educate our students reflects our values as a city. As a school system we believe that the job of education is to contribute in the development of kids who are career-ready, possess equity levers, become community contributors, and are full of agency. If BPS can do this, then we will have graduates who are supported to follow multiple educational pathways, students who graduate post-secondary education debt-free, students who are able to live in the city and earn a living wage, and students who feel empowered and equipped to contribute back to the community.

On Saturday, October 29 and Sunday, October 30, BPS will open its headquarters at the Bruce C. Bolling Building in Roxbury and showcase our vision for the future of schools. This event will show how BPS is building a more accountable public school system for the 21st century. BPS will clarify how its projects and initiatives are working to solve persistent issues in our school system and seek input on its vision for education in Boston. Programming will include innovative and interactive exhibitions hosted by community organizations, partners, and BPS employees.

This is the first Open House that BPS will host in its new headquarters and an important time to bring together everyone with a vested interest in our long-term success. As a critical partner to our district we would love to have Reimagine Play bring us a community build experience through the creation of the geodome structure, and to set up additional fitness activities for children at the event. This is a unique opportunity where we can showcase your work in health and wellness and the alignment of your work to the future of education in Boston.



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This event is free and open to the public and we expect over 2,000 people from neighborhoods across Boston to come to BPS headquarters. Families with children in Boston schools, future BPS parents, and all community members who are interested in the future of education will be invited to learn and participate in the BuildBPS Open House. We anticipate the participation of partners who will illustrate the future of education through the entire grade continuum, how parents should understand the future of their children's classrooms and how our external partners will be critical levers to our students' preparedness for jobs of the future.

Enclosed is a deck that gives an overview of the overarching BPS commitment, our organization of the Open House against our core values, and on pages 20 and 21, a visual representation of where we anticipate our partners. Panel discussions and small group convenings will take place throughout the building on floors three, four, five and six. A draft schedule will be shared as we confirm availability and space needs.

A member of my team will follow up with you in the next few days to confirm your participation and to answer any questions you may have. This is an important citywide event and we look forward to having you join us.

Warmly,

Makeeba McCreary
Chief of Staff & External Affairs





BuildBPS Open House

October 29-30, 2016

Boston is booming.

New businesses are growing up and moving in. Longtime cornerstones of our city's economy are deepening their roots and blooming in this new ecosystem.

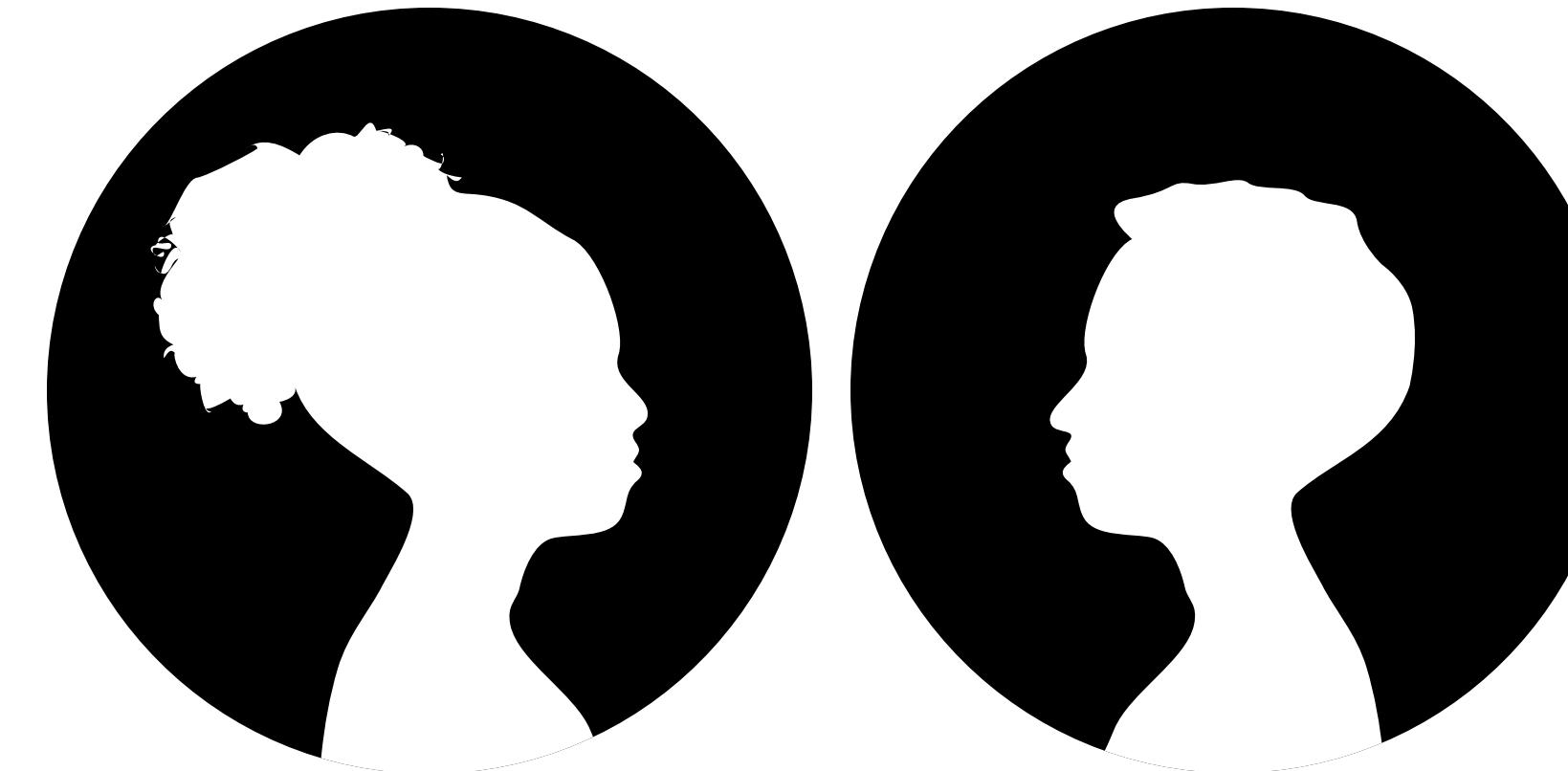
But it doesn't feel this way for everyone.

The challenge is that this boom too often benefits the already advantaged. Boston was recently named by the Brookings Institute the most unequal city in the country. Our city can't thrive if our growth is limited to a portion of our population.

As Boston seeks economic equity, education is a powerful engine for change. The way that we educate our students is a mirror for the world we are building. Our graduates are Boston's workers, scholars, advocates, entrepreneurs, leaders and innovators.

BPS COMMITMENT

What is the role of education in the city?



How we educate our kids reflects our values as a city. School doesn't just teach the three Rs; it's a practice field for the behaviors, skills and attitudes that our kids will carry with them into college and career.

With this goal in mind, we believe that the job of education is to contribute in the development of kids who are:

What is the role of education in the city?



Career Ready

Fundamental to our work are the skills, knowledge, and capacity necessary for college and career. We must be clear about what capabilities future workers will need and design our system to develop these in our kids.

Equity Levers

Where do we learn about injustice? Where are the opportunity gaps? The actions of the adults, peers and systems in our lives are read daily and studied more closely than any textbook. BPS has the ability to shape significant elements of our kids' early experiences, to bend these to speak better to the value of equity.

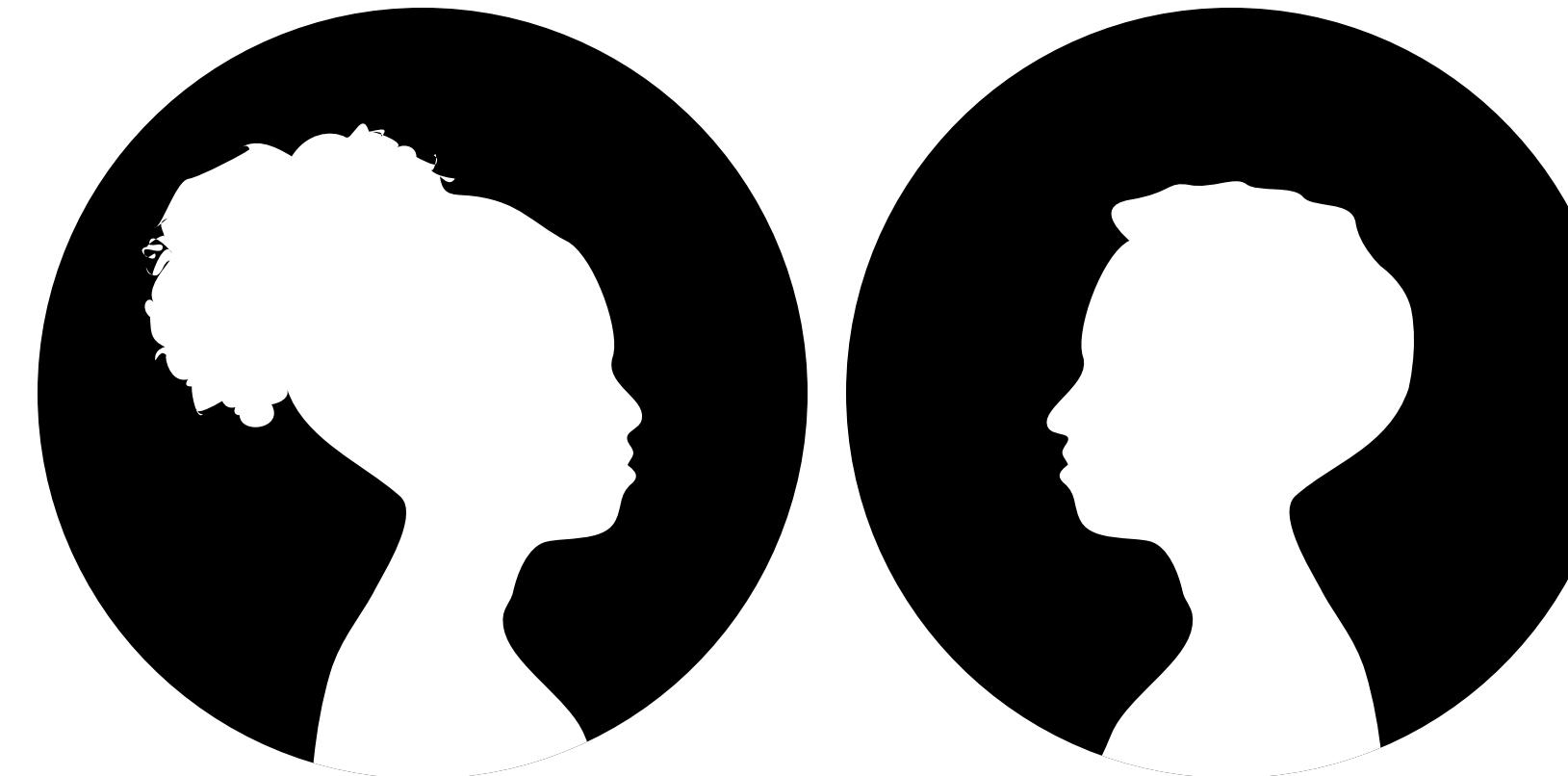
Community Contributors

We don't just want to just climb the ladder, but to reach back and pull up. Our communities are a reflection of ourselves, and our students are critical in shaping what these look like over time. Our schools are communities in themselves, and we practice daily what each student can bring to theirs.

Full of Agency

We want kids to see themselves in brilliant futures and to believe in their ability to affect change. School should help them recognize the role and potential of the individual.

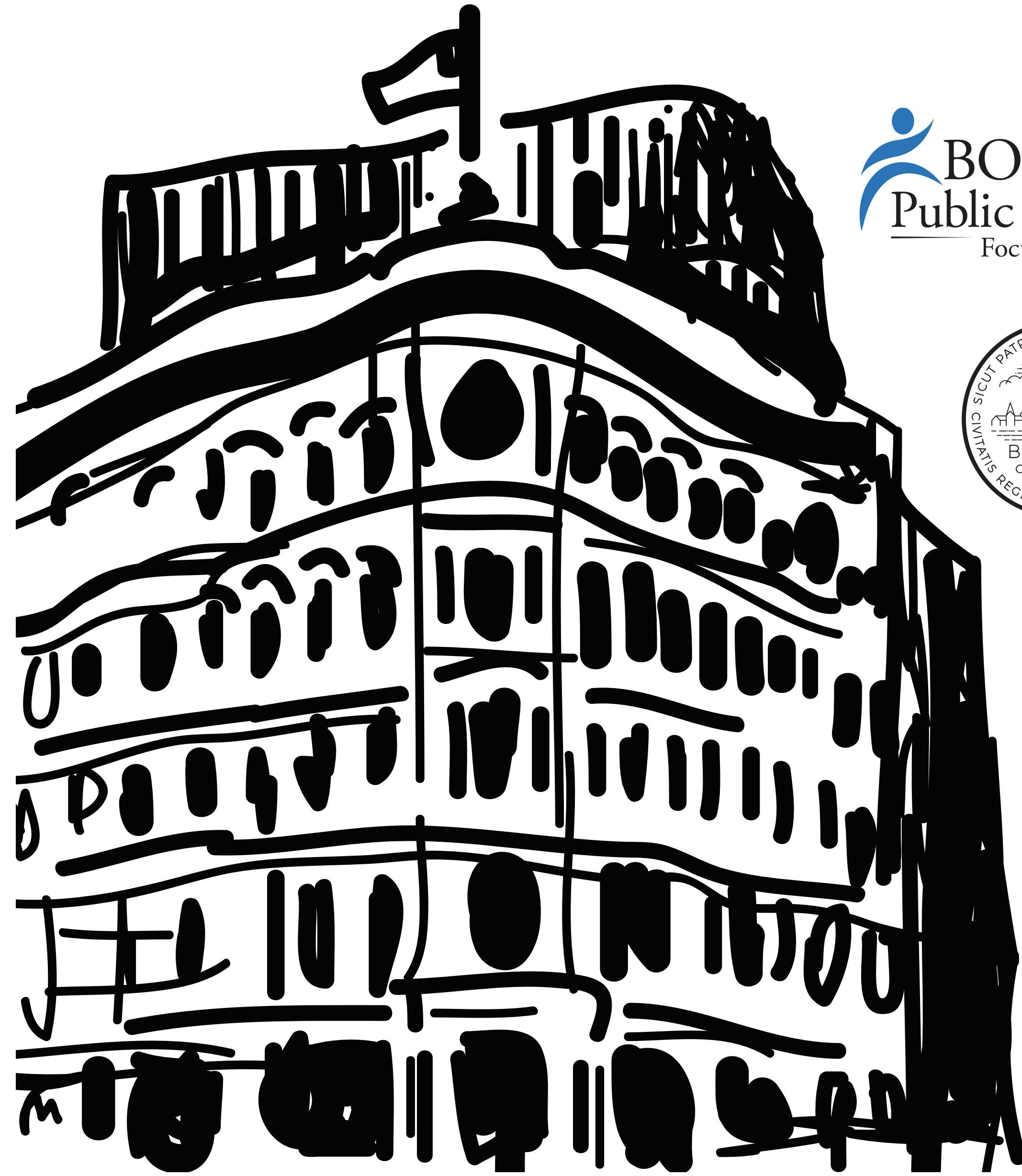
What does this mean for BPS?



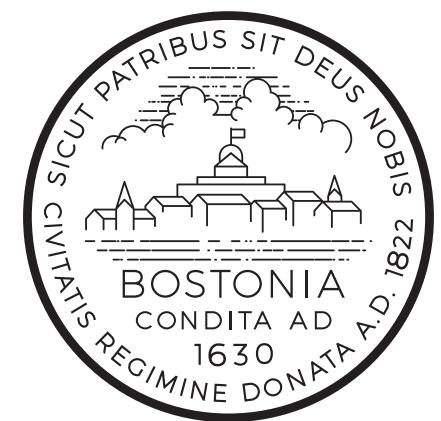
- students are supported to follow multiple educational pathways
- students graduate post secondary education debt free
- students are able to live in the city and earn a living wage
- students feel empowered and equipped to contribute back to the community

BUILDBPS

Build **BPS**



 **BOSTON**
Public Schools
Focus on Children



BPS 08.10.2016

Build BPS

There's a lot of work happening at Boston Public Schools (BPS) to make necessary changes to our system. Build BPS is our umbrella initiative.

Build BPS encompasses multiple programs across BPS focused on creating a healthier school system to better serve all of our students.

We are tackling areas of academics, operations, facilities, finance, and communications for sustainable improvement.

Build **BPS**

BuildBPS includes our efforts in the

- EdVision
- Educational and Facilities Master Plan
- Superintendent's Strategic Implementation Plan
- Long Term Financial Plan

Build BPS

This fall there are two major engagement initiatives we have undertaken to ensure our communities understand the work:

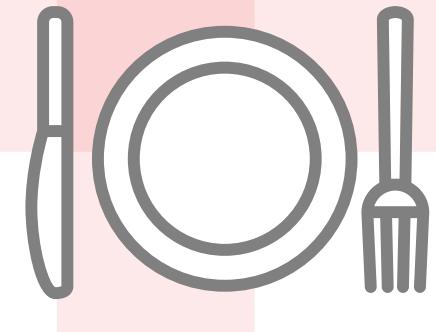
KITCHEN TABLE TALKS
&
Build BPS Open House

SY2016–17 OUTREACH & ENGAGEMENT STRATEGIES

KITCHEN TABLE TALKS

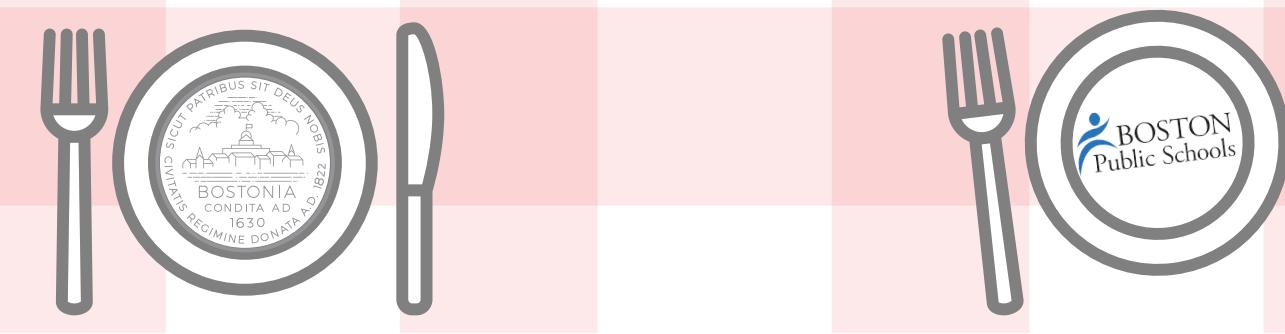
Throughout August, we are hosting a series of informal conversations, opportunities for community members to engage with BPS leadership, to discuss the changes underway throughout our system and to provide feedback to inform how we think about change.

Kitchen Table Talks with the City

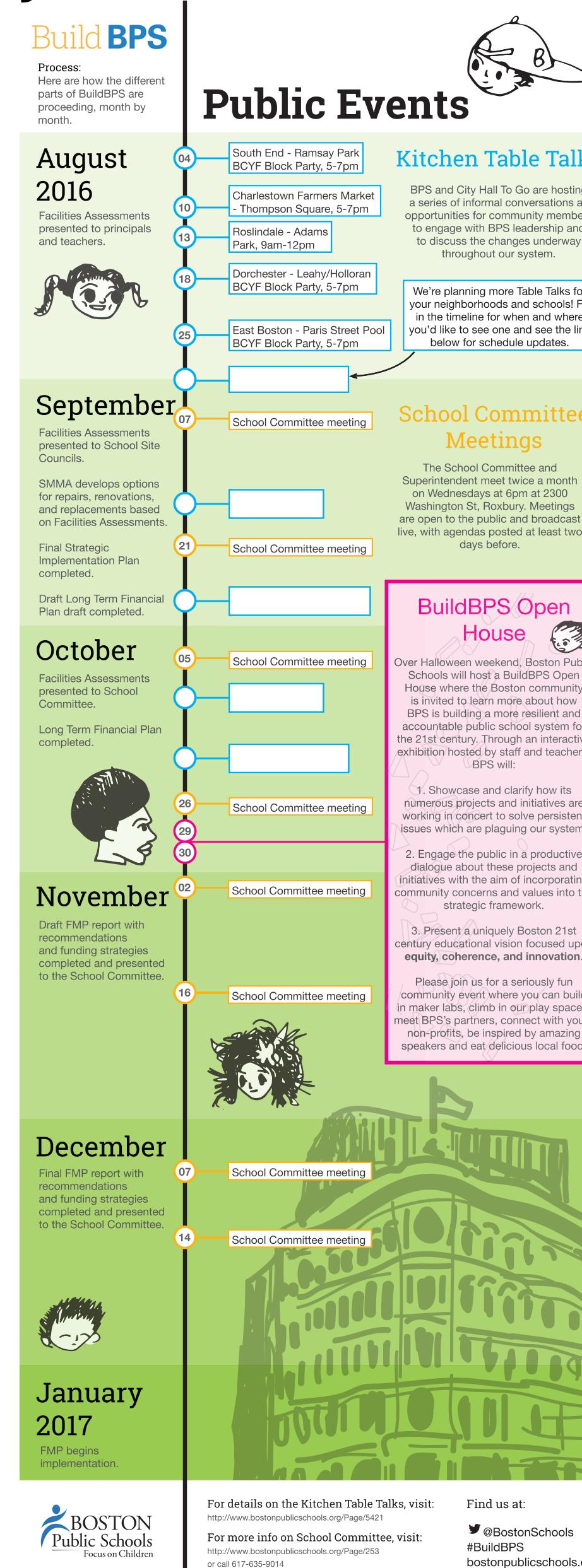


Boston Public Schools
and City Hall To Go present

BuildBPS Kitchen Table Talks



Join us at the table for a
conversation about Boston
Public Schools and BuildBPS.



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We want to share where we are with our community and to hear your input at our Open House and Kitchen Table Talks.

Open House

October 29th & 30th at BPS
2300 Washington Street, Roxbury

We will host an Open House October 29th-30th at the Bolling Building, where our community is invited to learn more about how BPS is building a more accountable public school system for the 21st century. Through an interactive exhibition hosted by staff and teachers, BPS will clarify how its projects and initiatives are working to solve persistent issues in our school system and seek input on its vision for education in Boston.

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[#BuildBPS](http://bostonpublicschools.org)



The Challenges

As the first public school system in the country, BPS is long on legacy. We must recognize where the system has frozen around behaviors, infrastructure, or operations that aren't working.

To allow BPS to serve its students in the way we want to, we have to address these pressing challenges:

- We are not meeting the future of education and work.
- Our system is inequitable.
- Our system is disorganized.
- Our spaces are inadequate.
- We have a structural budget deficit.

Reducing grade configurations

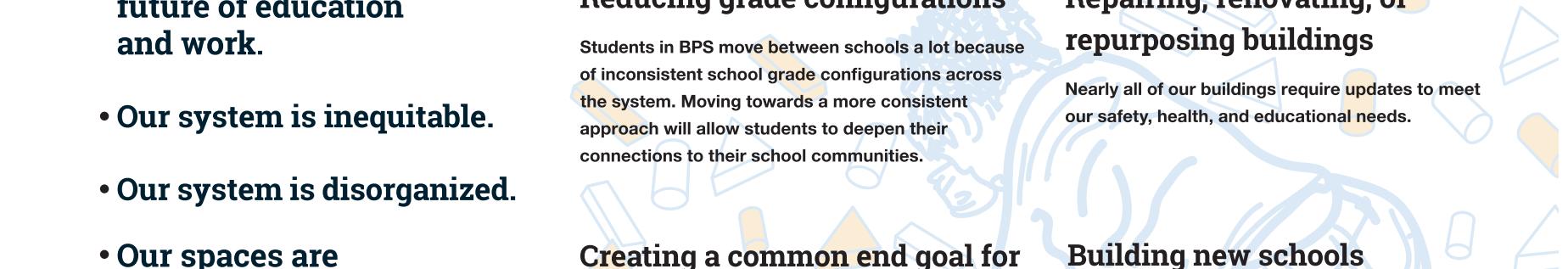
Students in BPS move between schools a lot because of inconsistent school grade configurations across the system. Moving towards a more consistent approach will allow students to deepen their connections to their school communities.

Creating a common end goal for schools

System-wide academic guidelines will ensure consistent quality and rigor across our system while respecting the autonomy and diversity of our schools.

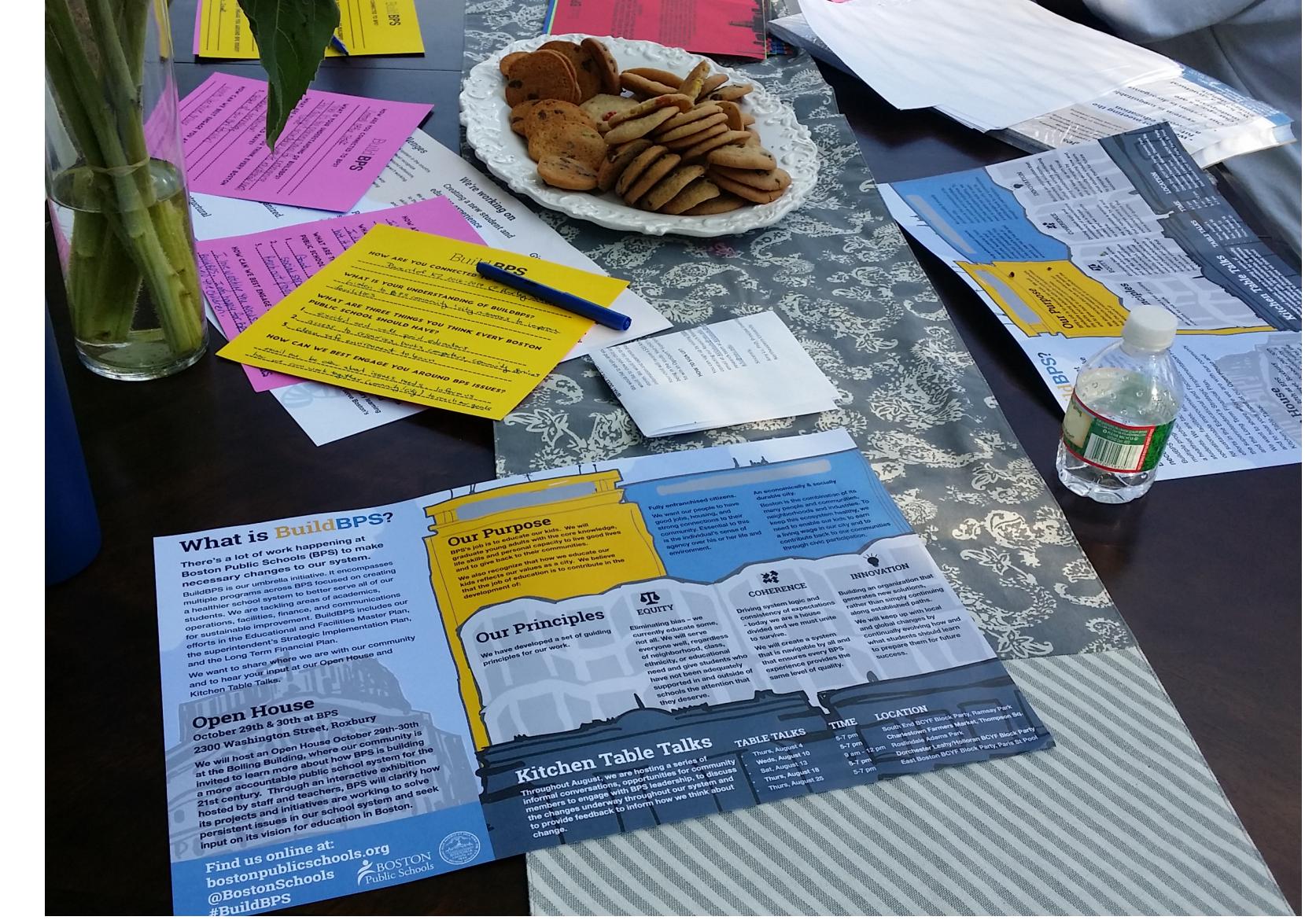
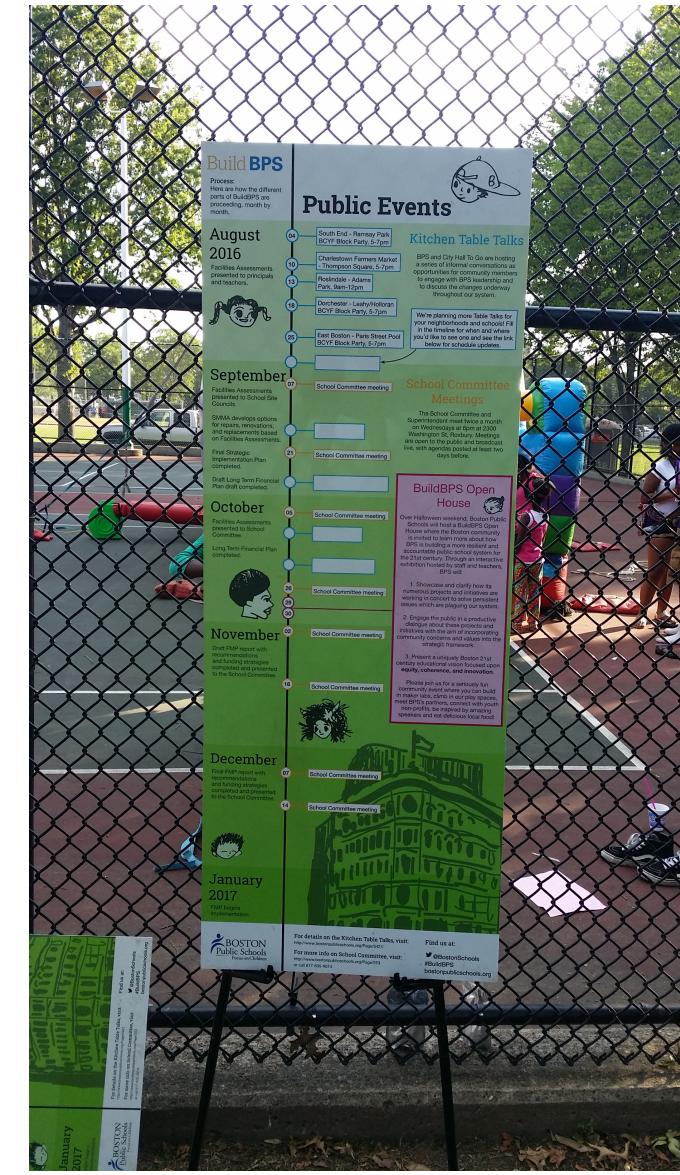
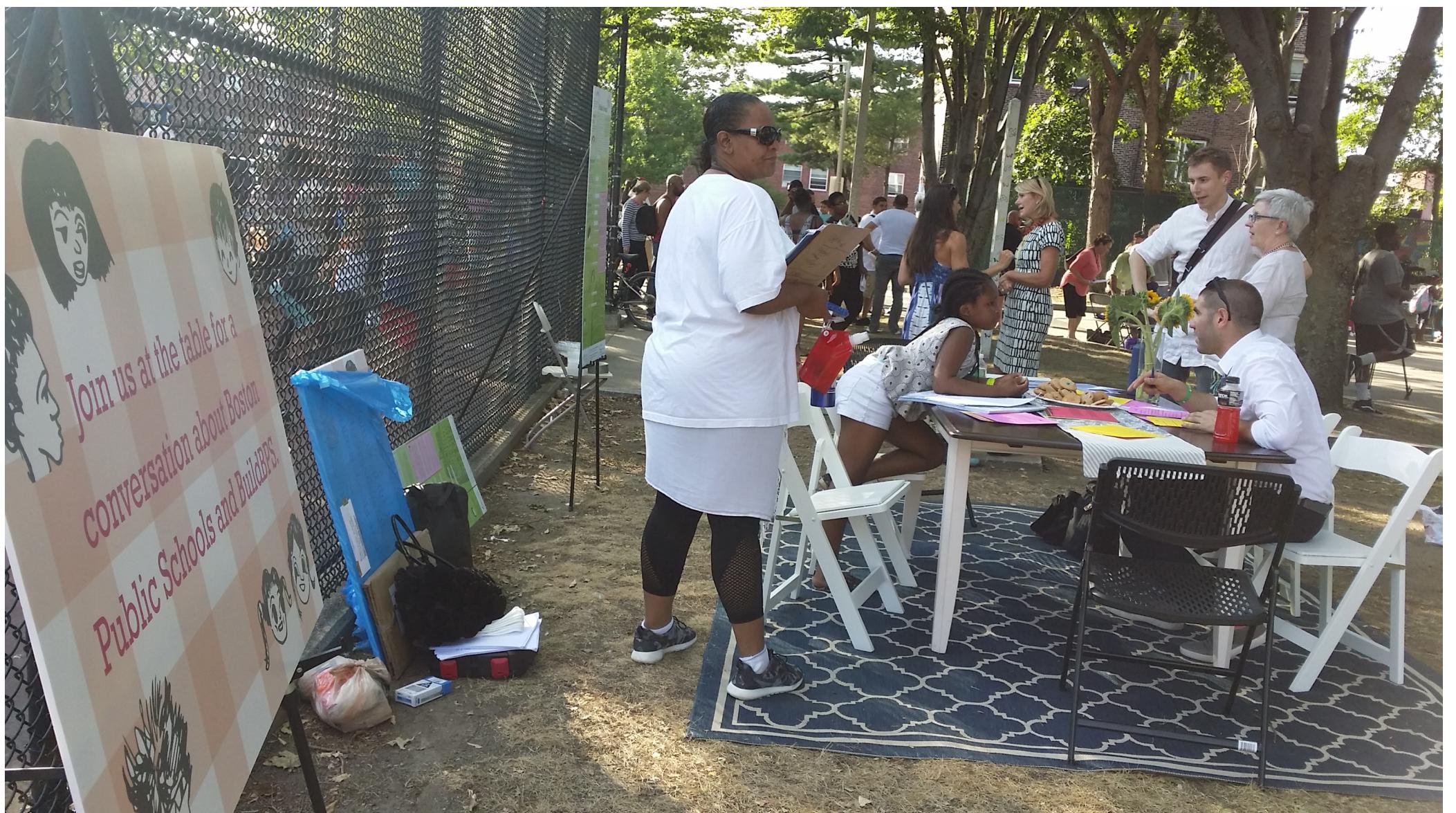
Giving families more choices

We want students to be able to go to the school they choose, not assign them to the school that needs students. High-performing, high-enrollment schools may be moved or expanded to accommodate demand. Under-enrolled schools that do not satisfy academic performance metrics and family needs may be merged or closed.



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Kitchen Table Talks with the City



Build **BPS** Open House

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CONTENT ARCHITECTURE

What are our goals?

What are our guiding principles?

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Career Ready
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Equity Levers
Where do we learn about injustice? Where are the opportunity gaps? The actions of the adults, peers and systems in our lives are read daily and studied more closely than any textbook. BPS has the ability to shape significant elements of our kids' early experiences, to bend these to speak better to the value of equity.

Community Contributors
We don't just want to just climb the ladder, but to reach back and pull up. Our communities are a reflection of ourselves, and our students are critical in shaping what these look like over time. Our schools are communities in themselves, and we practice daily what each student can bring to theirs.

Full of Agency
We want kids to see themselves in brilliant futures and to believe in their ability to affect change. School should help them recognize the role and potential of the individual.

Our system is the result of processes, behaviors, metrics and standards that have accrued over time, many of which are reflective of outdated values and visions of the city and its citizens. We have developed a set of guiding principles which we hope will shed the system of some of its outmoded qualities and evolve it to achieve our goals in this new century.

EQUITY

Eliminating system bias – we currently educate some, not all.

COHERENCE

Focusing BPS' business model upon teaching and learning, and building a logical delivery system.

INNOVATION

Building an organization that generates new solutions, not just current opportunities.

What are the problems?

BPS is struggling for a number of reasons. Some issues come from within the system, others come from changes in the context. All the issues need to be addressed in order for the system to serve all the citizens equitably and well.

WE NEED TO MEET THE FUTURE OF WORK + EDUCATION

(The world is changing, so should we, to better prepare our students)

Future of work means need a new vision of education

1- jobs are changing - require different skills and cognitive abilities.

2- education and its metrics are not keeping pace with the change.

OUR SYSTEM IS INEQUITABLE

3- Not all of our students have equal access to the same education, resources, and experience- Combat structural racism and inequity through the lens of education

4- The wealth of the city should be reflected in the wealth of the system and the student experience. - students should be able to access the assets of Boston - institutions, organizations, leaders, etc.

THE SYSTEM IS DISORGANIZED

(Kids' trajectories and what they experience in the system is a mess and needs to change for them)

5- No standardization of academics - no unified curriculum, 23 different criteria for high school graduation, students across the system don't have access to or are not held to the same academic rigor, can't ensure our students are receiving equal, quality educations

6- System is incomprehensible and incoherent - too many grade configurations, too many feeder patterns, - makes it hard to understand for students and families and expensive for the system.

OUR SPACES ARE INADEQUATE

(Our buildings are old and it making it hard to teach and learn)

7- Infrastructure is old and in need of repair/replacement

- 60% of bldgs built before ww2

- many bldgs in a poor condition

WE HAVE A STRUCTURAL DEFICIT

(We having declining revenue, increasing costs, and multiple inefficiencies in resource management. We are never going to get out of this mess unless we make trade offs)

8- system is getting smaller - every year we lose kids to charter and parochial schools which is reducing the budget.

9- system is inefficient - 10% budget spent on bussing, too much budget spent on maintaining half-full buildings, physical space for 90k students but only 57k students distributed across these spaces means instructional capacity is not being used efficiently

How are we tackling these issues?

There are numerous initiatives, projects, plans and strategies. Regardless of how we have organized them internally, this is what they will mean to you. What will happen and what will be different? We will:

A. Repair, renovate, repurpose existing buildings -
Our Educational and Facilities Master Plan process will complete this assessment and surface options for how the district should look in 10 years to inform long-term investments in buildings. (answer to pt 2, 7, 9) COHERENCE

B. Build new schools -
New buildings will be built according the vision of education and in strategic locations to reduce the number of transitions and transportation costs. This will rebuild capacity in a way that maximizes resources and (answer pt 2, 5, 7) COHERENCE, EQUITY

C. Clarify grade configurations -
Build in flexibility to grade configuration with better middle school options and feeder patterns which make geographic sense. (answer pt 3, 4, 6, 8, 9) COHERENCE, EQUITY

D. Unify academics & metrics -
Create a systemwide guide for academic instruction and performance metrics for all programs including SPED, STEM, and STEAM. (answer pt 1, 2, 3, 4, 5) COHERENCE, EQUITY, INNOVATION

E. Create a new student experience -
Create an educational vision for the 21st century which responds to the future of work and an optimized system. For example, it is cognitively demanding, tech-enabled, happens everywhere, etc. AND it is in every neighborhood and promotes equity across the system. (answer pt 1, 2, 3, 4, 5) COHERENCE, EQUITY, INNOVATION

F. Create a new adult experience -
Create a standardized curriculum and student performance metrics based on the educational vision which relieves teachers of the burden of figuring what to teach so they can focus on how to teach. Create a platform for teachers across the system to collaborate on projects, meaningfully exchange ideas, tools, tactics, and support. (answer pt 1, 2, 3, 4, 5, 9) COHERENCE, EQUITY, INNOVATION

When is this going to happen?

Right now - Grade reconfigurations, feeder patterns, school closures (answers A, C)

Grade reconfigs, feeder patterns, school closures decisions are happening now and will be implemented [when, June 2017?] Kids may go to a different school but it will be in their neighborhood where they can walk to it, they'll have a smooth, continuous k-8 experience, can stay with their classmates.

Over the next three to five years - educational vision (teaching and learning vision), new school construction (answers B, D, E)

New school buildings will be constructed to give students the learning space they deserve - no more window-less classrooms, gymnasiums without ventilation or leaking plumbing fixtures.

Our educational and teaching vision will roll out to provide unified academic standards (curriculum, graduation requirements, metrics?) for all schools so that kids will learn what they need no matter which school they're in.

For our future - Long term financial plan (makes everything else possible, allows for investment and room for future improvement)

- future vision of education, of learning, of work.

Our long term financial plan, to be presented in the fall, will help smartly restructure BPS's operations and resources to get rid of the structural deficit. There will be less waste and more room for investing in the future, no more annual budget cuts because we will have the funds to meet our costs.

Goals

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Values

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Issues

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EXHIBIT DESIGN

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C. Clarify grade configurations -
Build in flexibility to grade configuration with better middle school options and feeder patterns which make geographic sense. (answer pt 3, 4, 6, 8, 9) COHERENCE, EQUITY

D. Unify academics & metrics -
Create a systemwide guide for academic instruction and performance metrics for all programs including SPED, STEM, and STEAM. (answer pt 1, 2, 3, 4, 5) COHERENCE, EQUITY, INNOVATION

E. Create a new student experience -
Create an educational vision for the 21st century which responds to the future of work and an optimized system. For example, it is cognitively demanding, tech-enabled, happens everywhere, etc. AND it is in every neighborhood and promotes equity across the system. (answer pt 1, 2, 3, 4, 5) COHERENCE, EQUITY, INNOVATION

F. Create a new adult experience -
Create a standardized curriculum and student performance metrics based on the educational vision which relieves teachers of the burden of figuring what to teach so they can focus on how to teach. Create a platform for teachers across the system to collaborate on projects, meaningfully exchange ideas, tools, tactics, and support. (answer pt 1, 2, 3, 4, 5, 9) COHERENCE, EQUITY, INNOVATION

When is this going to happen?

Right now - Grade reconfigurations, feeder patterns, school closures (answers A, C)

Grade reconfigs, feeder patterns, school closures decisions are happening now and will be implemented [when, June 2017?] Kids may go to a different school but it will be in their neighborhood where they can walk to it, they'll have a smooth, continuous k-8 experience, can stay with their classmates.

Over the next three to five years - educational vision (teaching and learning vision), new school construction (answers B, D, E)

New school buildings will be constructed to give students the learning space they deserve - no more window-less classrooms, gymnasiums without ventilation or leaking plumbing fixtures.

Our educational and teaching vision will roll out to provide unified academic standards (curriculum, graduation requirements, metrics?) for all schools so that kids will learn what they need no matter which school they're in.

For our future - Long term financial plan (makes everything else possible, allows for investment and room for future improvement)

- future vision of education, of learning, of work.

Our long term financial plan, to be presented in the fall, will help smartly restructure BPS's operations and resources to get rid of the structural deficit. There will be less waste and more room for investing in the future, no more annual budget cuts because we will have the funds to meet our costs.

What are our goals?

How we educate our kids reflects our values as a city. School doesn't just teach the three R's; it's a practice field for the behaviors, skills and attitudes that our kids will carry with them into college and career.

With this goal in mind, we believe that the job of education is to contribute in the development of kids who are:

Career Ready
Fundamental to our work are the skills, knowledge, and capacity necessary for college and career. We must be clear about what capabilities future workers will need and design our system to develop these in our kids.

Equity Levers
Where do we learn about injustice? Where are the opportunity gaps? The actions of the adults, peers and systems in our lives are read daily and studied more closely than any textbook. BPS has the ability to shape significant elements of our kids' early experiences, to bend these to speak better to the value of equity.

Community Contributors
We don't just want to just climb the ladder, but to reach back and pull up. Our communities are a reflection of ourselves, and our students are critical in shaping what these look like over time. Our schools are communities in themselves, and we practice daily what each student can bring to theirs.

Full of Agency
We want kids to see themselves in brilliant futures and to believe in their ability to affect change. School should help them recognize the role and potential of the individual.

What are our guiding principles?

Our system is the result of many processes, behaviors, meetings and standards that have accrued over time, many of which are reflective of outdated values and visions of the city and its citizens. We have developed a set of guiding principles which we hope will shed the system of some of its outmoded qualities and evolve it to achieve our goals in this new century.

EQUITY

Eliminating system bias – we currently educate some, not all.

COHERENCE

Focusing BPS' business model upon teaching and learning, and building a logical delivery system.

INNOVATION

Building an organization that generates new solutions, not just current opportunities.

What are the problems?

BPS is struggling for a number of reasons. Some issues come from within the system, others come from changes in the context. All the issues need to be addressed in order for the system to serve all the citizens equitably and well.

WE NEED TO MEET THE FUTURE OF WORK + EDUCATION

(The world is changing, so should we better prepare our students)

Future of work means need a new vision of education
1- jobs are changing - require different skills and cognitive abilities.
2- education and it's metrics are not preparing space for the change.

OUR SYSTEM IS INEQUITABLE

3- Not all of our students have access to the same education, resources, and experience. Current structural racism and inequity through the lens of education.
4- The wealth of the city should be reflected in the wealth of the system and the student experience. Students should be able to access the assets of Boston - institutions, organizations, leaders, etc.

THE SYSTEM IS DISORGANIZED

(Kids' trajectories and what they experience in the system is a mess and needs to change for them)

5- No standardization of academics - no unified curriculum, 23 different criteria for high school graduation, students across the system don't have access to are held to the same academic rigor, can't ensure our students are receiving equal, quality educations
6- System is incomprehensible and incoherent - too many grade configurations, too many feeder patterns, makes it hard to understand for students and families and explains the system.

OUR SPACES ARE INADEQUATE

(Our buildings are old and it makes it hard to teach and learn)

7- Infrastructure is old and in need of repair/replacement
- 60% of bldgs built before ww2
- many bldgs in a poor condition

WE HAVE A STRUCTURAL DEFICIT

(We having declining revenue, rising costs, and multiple inefficiencies in resource management) We are never going to get out of this mess unless we make a choice of:

8- system is getting smaller - even though we close kids in charter and parochial schools which is reducing the system
9- system is inefficient - 10% budget spent on bussing, too much budget spent on maintenance, full buildings, physical space for 90k students but only 57k students distributed across these spaces means instructional capacity is not being used efficiently

How are we tackling these issues?

There are numerous initiatives, projects, plans and strategies. Regardless of how we have organized them internally, this is what they will mean to you. What will happen and what will be different? We will:

A. Repair, renovate, repurpose existing buildings -
Our Educational and Facilities Master Plan process will complete this assessment and surface options for how the district should look in 10 years to inform long term investments in buildings. (answer pt 2, 7, 9) COHERENCE

B. Build new schools -
New buildings will be built according to the vision of education and in strategic locations to reduce student transitions and transportation costs. This will rebuild capacity in areas that maximizes resources and (answer pt 2, 5, 7) COHERENCE, EQUITY

C. Clarify grade configurations -
Build in flexibility to grade configuration with better middle school options and feeder patterns which make geographic sense. (answer pt 3, 4, 6, 8, 9) COHERENCE, EQUITY

D. Unify academics & metrics -
Create a systemwide guide for academic instruction and performance metrics for all students. (answer pt 1, 2, 3, 4, 5) COHERENCE, EQUITY, INNOVATION

E. Create a new student experience -
Create an educational vision for the 21st century which responds to the future of work and an optimized system. For example, it is cognitively demanding, tech-enabled, happens everywhere, etc. AND it is in every neighborhood and promotes equity across the system. (answer pt 1, 2, 3, 4, 5) COHERENCE, EQUITY, INNOVATION

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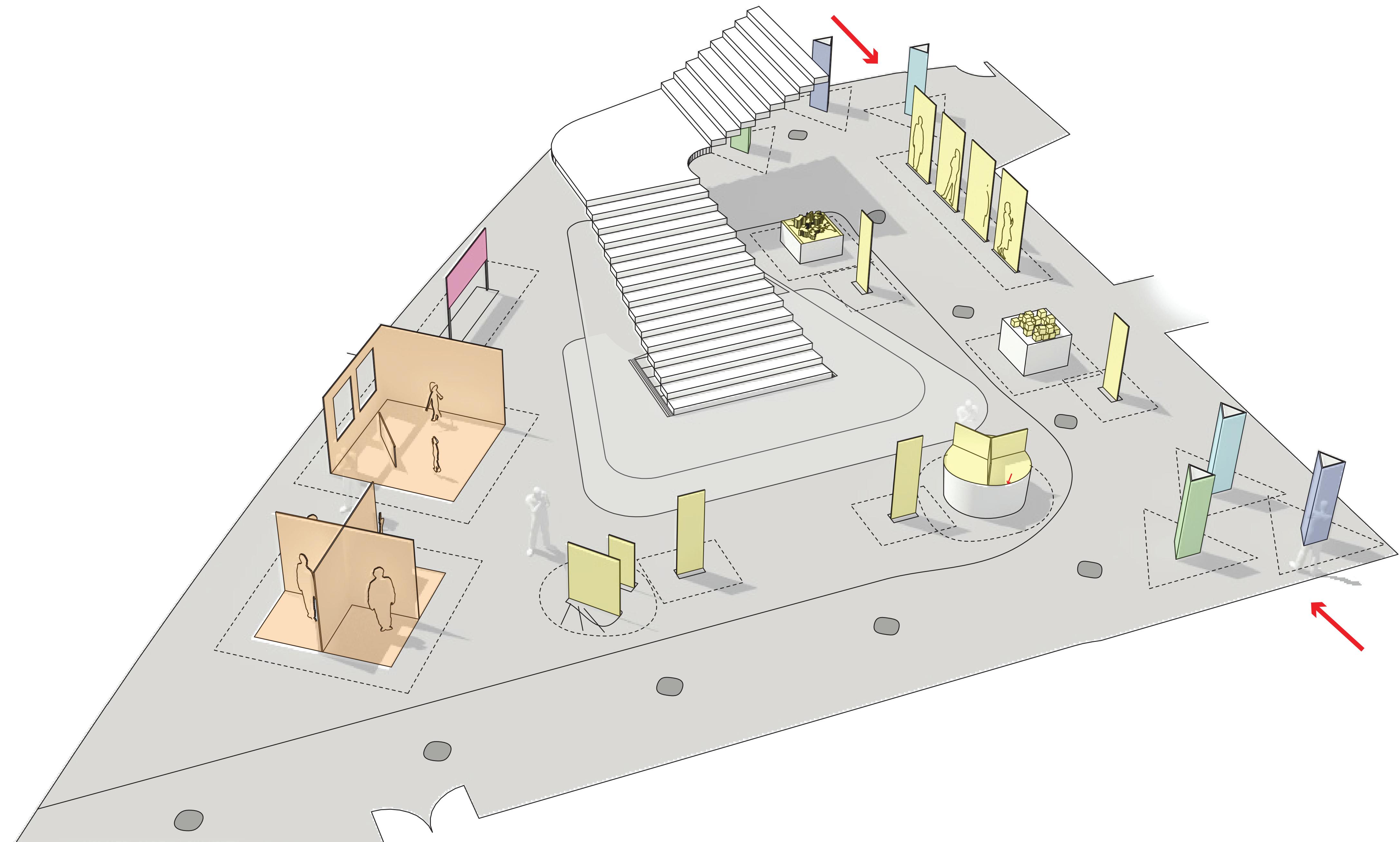
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For our future - Long term financial plan (makes everything else possible, allows for investment and room for future improvement)

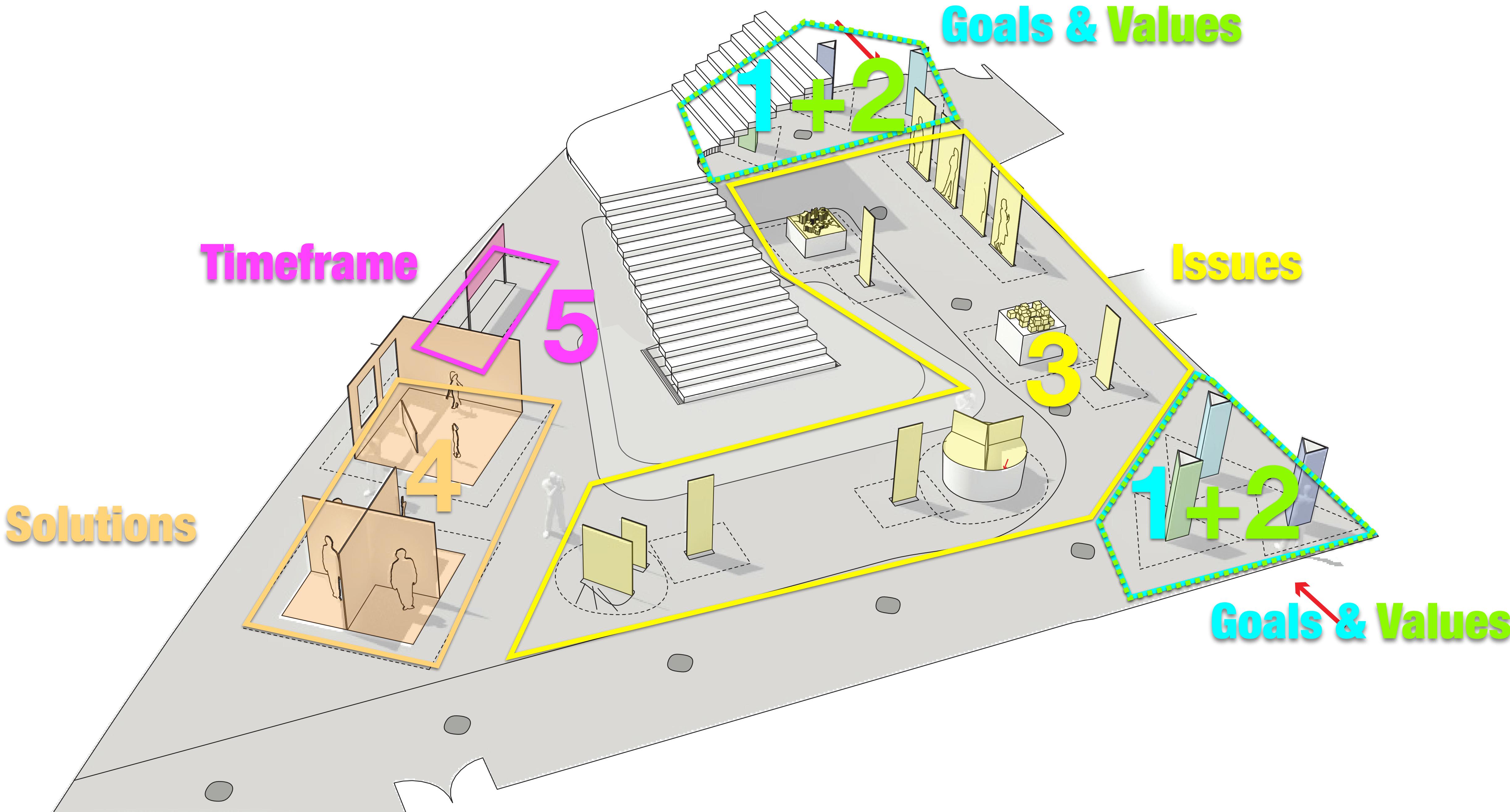
- future vision of education, of learning, of work.

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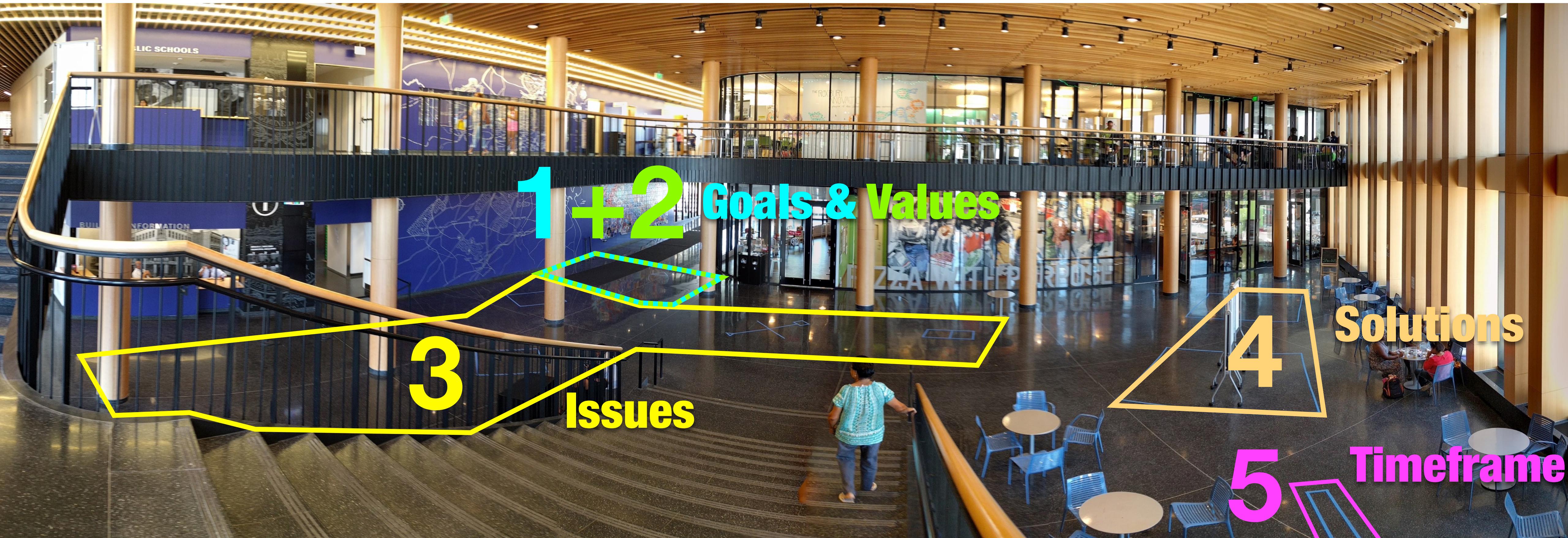
Where the components of the exhibition will be placed.

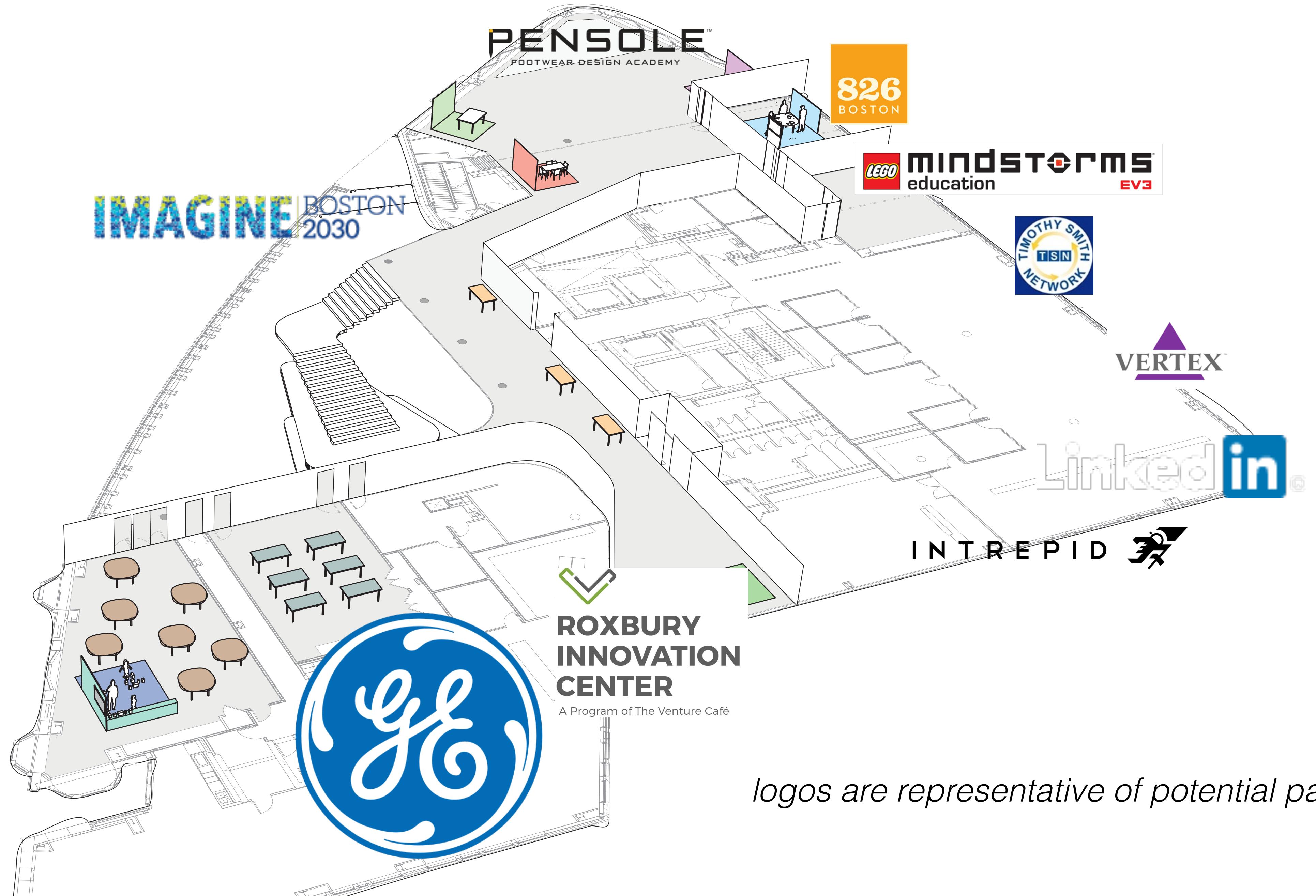


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logos are representative of potential partners



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Career Ready
Fundamental to our work are the skills, knowledge and capacity necessary for college and career.

Focus on college and career pathways

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EQUITY

Eliminating system bias – we currently educate some, not all.

COHERENCE

Focusing BPS model upon the learning, and building a logical delivery system.

INNOVATION

Focus on iterative definitions of innovation
Organization generates new ideas, not just current opportunities.

What are the problems?

BPS is struggling for a number of reasons. Some issues come from within the system, others come from changes in the context. All the issues need to be addressed in order for the system to serve all the citizens equitably and well.

WE NEED TO MEET THE FUTURE OF WORK + EDUCATION

(The world is changing, so should we better prepare our students)

Future of work means need a new vision of education
1- jobs are changing - require different skills and cognitive abilities.

2- education needs to change.

Focus on 21st century jobs and the need for STEM education

OUR SYSTEM IS INADEQUATE
3- Not a unified curriculum, 23 different, students across the system are held to the same standards. This is a problem because students are not being equal, fairly treated, etc.

4- The vision of the system is a

systemic incomprehensible and illogical - too many grade

configurations, too many feeder patterns, etc. makes it hard to understand for students and families and explains why the system is a mess.

OUR SPACES ARE INADEQUATE

(Our buildings are old and it makes it hard to teach and learn)

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How are we tackling these issues?

There are numerous initiatives, projects, plans and strategies. Regardless of how we have organized them internally, this is what they will mean to you. What will happen and what will be different? We will

Exploring how our facilities can better support project-based learning, maker-spaces, STEAM labs, etc.

B. Build new schools -

New buildings will be built according to the vision of the system and in strategic locations to reduce student transit times and transportation costs. This will rebuild capacity in a way that maximizes resources and (answer pt 2, 5, 7) COHERENCE, EQUITY

C. Clarify grade configurations -

Build in flexibility to grade configuration with better middle school options and feeder patterns which make sense in geographic sense. (answer pt 3, 4, 6, 8, 9) COHERENCE, EQUITY

D. Unify academics & innovation

Create a systemwide guide for performance metrics for academics and STEAM. (answer pt 1, 2, 3, 4, 5) INNOVATION

Healthy meals, sustainable, local partners and emotional wellness ensures preparedness to learn

E. Create a new student experience -

Create an educational vision for the 21st century which responds to the future of work and an optimized system. For example, it is cognitively demanding, tech-enabled, happens everywhere, etc. AND it is in every neighborhood and promotes equity across the system. (answer pt 1, 2, 3, 4, 5) COHERENCE, EQUITY, INNOVATION

F. Create a new adult experience -

Create a standardized curriculum and performance metrics based on the educational vision. Reduce the burden of figuring what to teach, how to teach. Create a platform for adults to collaborate on projects, research, tactics, and support. (answer pt 1, 2, 3, 4, 5) EQUITY, INNOVATION

Exploring a vision for the future student and adult experience that enables learning to prepare kids for 21st century careers

When is this going to happen?

Right now - Grade reconfigurations, feeder patterns, school closures (answers A, C)

Grade reconfigs, feeder patterns, school closures decisions are happening now and will be implemented [when, June 2017?] Kids may go to a different school but it will be in their neighborhood where they can walk to it, they'll have a smooth, continuous k-8 experience, can stay with their classmates.

Over the next three to five years - educational vision (teaching and learning vision), new school construction (answers B, D, E)

New school buildings will be constructed to give students the learning space they deserve - no more classrooms, gymnasiums without working plumbing fixtures.

Teaching and learning vision will roll out to academic standards (curriculum, requirements, metrics?) for all schools so all learn what they need no matter which school they're in.

For our future - Long term financial plan (makes everything else possible, allows for investment and room for future improvement)

- future vision of education, of learning, of work.

5

Opportunities to Engage

- Register to attend
- Host a round table discussion
- Volunteer to serve as a guide or translator
- Serve on a panel
- Run an interactive session with families/children
- Provide in-kind product or materials
- Sponsor the Open House 12 month engagement strategy

Contact Makeeba McCreary, Chief of Staff & External Relations
mmccreary@bostonpublicschools.org

THANKYOU.