

## Equity Impact Statement: Update on the BPS Long-Term Facilities Plan

**Title:** Long-Term Facilities Planning: Update

**Date:** May 8, 2024

Was the [Racial Equity Planning Tool \(REPT\)](#) used?  Yes  No

If yes, insert date(s) of REPT meetings and link to completed REPT: REPT, available [here](#), was used for the School Design Study

Did a member of the Division of Equity, Strategy and Opportunity Gaps review this statement?  Yes  No

BPS Racial Equity Planning Tool Sections	Summary/Rationale
<p><b>1. Proposal/Presentation &amp; Impact</b> <i>What are the proposal's/effort's desired outcomes, including in eliminating disparities? Who led this work/planning, and do they reflect BPS students' and families' group identities (key groups include individuals who are Black, Latina/o/x, Asian, indigenous, immigrant, multilingual, and have Special Education experience)?</i></p>	<p>The Long-Term Facilities Plan (LTFP) is rooted in the BPS community's collective vision of a high-quality experience for every student we serve. The LTFP is a roadmap to guide our long-term efforts to shift the physical footprint of our District in a way that ensures equitable access to that high-quality experience for every BPS student.</p> <p>The current BPS footprint does not support this vision. As the oldest public school system in the U.S., BPS has a rich history of excellence and innovation, but its history is also deeply rooted in institutional racism. Our buildings are a symptom and physical manifestation of years of racial disparities and deferred decision-making, and the LTFP is a key component of our shared commitment to rectify that inequity.</p> <p>The Long-Term Facilities Plan includes data and tools that were developed collaboratively by the BPS Departments of Capital Planning, Facilities, Opportunity Gaps, Planning and Analysis, and Family and Community Advancement; the City of Boston Public Facilities Department; and the Mayor's Office. Three external consulting firms have assisted with more technical components of our plan. The planning group identifies as 50% Black, 30% White, and 20% Latina/o/x, and includes individuals with experience with multilingual learners and students with Individualized Education Plans.</p> <p>This presentation continues to lay the foundation for the work ahead by offering historical context of the challenges and opportunities of our Long-Term Facilities work, and the efforts to date to develop a plan and implementation strategy that will be sustainable, equitable, and ensure BPS steadily advances toward that vision.</p>
<p><b>2. Alignment with the Strategic Plan</b> <i>How does the proposal/effort align with the district's strategic plan?</i></p>	<p>Strategic Plan Commitment #4: Expand Opportunity – Fair and equitable funding and welcoming environments</p> <p>The driving purpose behind the Long-Term Facilities Plan is to realize a high-quality student experience district-wide, grounded in the vision that all Boston students and families are able to access a High-Quality Student Experience close to home.</p>

**3. Analysis of Data**  
*What data was analyzed? Was it disaggregated by race and other key groups? What did it show regarding disparities?*

Our long-term facilities planning work is grounded in data from listening sessions, focus groups, and a community-wide survey. This input informed our collective priorities for our schools and District. These priorities make up the BPS High-Quality Student Experience – the type of rich, holistic learning experience that every BPS student, in every school, in every neighborhood should have.

In late 2022 and early 2023, BPS and our consultant team walked nearly every school building to assess what indoor and outdoor spaces exist, how spaces are being used, and the quality of each space. This data, along with data from the separate Facilities Condition Assessment (FCA), were used to assess how well each BPS building can currently support a High-Quality Student Experience across four categories and several dozen metrics. We also assessed each building/site’s ability to transform into a model space through future investments (reconfigurations, renovations, or new builds).

The decision-making rubric is a data-driven framework that allows us to test the potential impact of different investment scenarios, including:

- Building Experience Score, a collection of metrics (data from the school walk-throughs, site plans, and the FCA) that assesses a building’s current ability to support the High-Quality Student Experience
- Each school building’s ability to support a model space through major capital investment, based on floor plans and site plans, capacity analysis, model space requirements, and square footage
- Student and family proximity/access, including anonymized student addresses and demographic information disaggregated by race, ethnicity, multilingual learner status, and disability status
- Neighborhood need/opportunity, including data from the Center for Disease Control (CDC) Social Vulnerability Index and Climate Ready Boston Social Vulnerability Index

We continue to gather data to inform our proposal development and transition support efforts and ensure transparency. In October and November 2023, we hosted rubric workshops and gathered feedback on additional data we should consider. Suggestions included assessing patterns of capital investment across Boston over time, and projected population growth by neighborhood.

Other data that we are analyzing includes:

- Percentage of students who are administratively assigned to a building
- Percentage of students learning in substantially separate settings and Sheltered Immersion programs, and where specialized programs are concentrated
- Where students live in relation to the school they attend
- Number of grade-level strands in a school
- A school’s proximity to another school or an empty BPS building, as a consideration for mergers

<p><b>4. Stakeholder Engagement</b>  <i>Who was engaged (quantity, key groups, and roles) and how, and what did that yield? What did students/families most impacted by this proposal/effort say?</i></p>	<p>The tools and collective priorities that were developed as part of our Long-Term Facilities Plan were informed by extensive public feedback. Engagement included a total of 21 public listening sessions and community focus groups, yielding in-depth conversations with more than 500 students, families, educators, alumni, and community partners about their BPS experiences, challenges, and hopes. Participants identified as 36% Black, 36% White, 22% Latina/o/x, and 8% Asian; 20% identified as multilingual learner students or families; and 20% as students with disabilities or their families. 41% were caregivers/family members; 24% community members; 19% students; and 17% BPS staff. This process also included a survey with over 9,000 responses. Respondents were 45% White, 24% Latina/o/x, 21% Black, and 10% Asian; 49% caregivers/family members, 29% staff, 9% students, and 5% alumni.</p> <p>The resulting priorities were used to define the High-Quality Student Experience and included:</p> <ul style="list-style-type: none"> <li>● Consistent, high-quality academic programs, including for students with disabilities, and multilingual learners with and without disabilities</li> <li>● Mental health and social-emotional support</li> <li>● Increased support for teachers and staff</li> <li>● Maintenance of school facilities</li> <li>● Indoor spaces to support a rich student experience, such as art rooms and science labs</li> <li>● Outdoor spaces for learning, play, and sports</li> <li>● Excellent indoor environmental conditions, including air quality, access to daylight, acoustics, and thermal comfort</li> <li>● Bullying and violence prevention</li> <li>● Involvement of students, families, and staff in BPS decision-making</li> <li>● Technical training and career pathways for secondary students</li> <li>● Before- and after-school programming</li> <li>● Safe, reliable transportation</li> <li>● Inclusive education</li> <li>● Training and support for educators to serve students with disabilities effectively</li> </ul> <p>Since January 2024, we have continued to gather additional data on the Long-Term Facilities Plan as well as community priorities related to transition support. Those efforts have included a citywide webinar (~425 participants), four community workshops (~200 participants), a District-wide Transition and Community Assets survey (1,874 respondents), a workshop with the Boston Student Advisory Council (35 participants), a School Leaders professional development session (~110 participants), and six workshops with English Learner Advisory Councils (151 participants to date).</p> <p>The Long-Term Facilities Plan is a living document, and will require continuous and regular community engagement as we move forward with iterative modifications and implementation.</p>
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<p><b>5. Racial Equity Strategies</b>  <i>How does this proposal/effort mitigate disparities and increase racial and other equity? What are possible unintended consequences? What complementary strategies will further advance equity?</i></p>	<p>The Long-Term Facilities Plan is grounded in ensuring equitable access to a High-Quality Student Experience for every BPS student. The tools created as part of the Plan and the data-informed process guiding capital planning efforts will prioritize Black and Brown students, students with disabilities, and multilingual learners with and without disabilities. Two examples are:</p> <ol style="list-style-type: none"> <li>(1) The decision-making rubric utilizes a wide range of data to guide school building investment decisions. We are using the rubric to assess a school’s feasibility to fit a model space, and support the BPS High-Quality Student Experience through one of several capital investment strategies. Model space and the High-Quality Student Experience aim to ensure schools can support a full continuum of services, and an inclusive and comprehensive learning experience in the least restrictive environment for all students.</li> <li>(2) Model space summaries offer an ideal set of standard physical spaces, based on enrollment, that buildings should provide. That includes spaces for multiple grade strands to support inclusive education; designated spaces for art, science, Career and Technical Education, and/or other specialty classes; ample spaces for small-group instruction, resource, occupational therapy/physical therapy, and other pull-out services; and spaces for community hub programming.</li> </ol> <p>To realize our vision of a High-Quality Student Experience for every BPS student, we must take a collective, comprehensive, and strategic approach. Our collective work entails not only capital and infrastructure projects, but also creating and improving programs and other structural changes. Investment decisions are fundamentally about creating inclusive, welcoming, and inspiring learning experiences, advancing opportunity, and dismantling inequities.</p>
<p><b>6. Budget &amp; Implementation</b>  <i>What are the budget impacts? How will implementation ensure all objectives, particularly equity-related objectives, are met? What are the group identities of the implementation team, and will they bring an equity lens?</i></p>	<p>In early 2023, the District launched a new Capital Planning team, including elevating the team leader to a Chief-level position for the first time. The team works in close partnership with the Mayor’s Office. The Capital Planning team (60% Black, 10% Latina/o/x, and 30% White) and a designated group from the Mayor’s Office (50% Black, 25% Latina/o/x, and 25% White), in partnership with others across the district and City, are deeply committed to bringing an equity lens to this long-term effort.</p> <p>Nine new school building or major renovation projects are underway, with an additional seven commitments in the queue. As part of the Green New Deal, the City of Boston committed unprecedented capital investments in BPS buildings. Despite unprecedented funding, the needs of the BPS physical footprint will require ongoing work and investment over decades. The decision-making rubric will help guide equitable decision-making around how resources are spent and centering students from historically marginalized populations.</p>
<p><b>7. Accountability &amp; Communication</b>  <i>How will impacts be assessed, documented and communicated to stakeholders? Who will be responsible?</i></p>	<p>The Long-Term Facilities Plan was published in December 2023, and includes a continuous review cycle. We consider 2024 a learning year as we apply this framework for the first time. We will continue to engage the community to understand pressing concerns and priorities, and to keep all stakeholders informed. We will continue to work in partnership with other BPS departments and our City partners on assessing impacts and applying lessons learned.</p> <p>The Capital Planning team will take primary responsibility for assessing, documenting, and communicating outcomes.</p>