



Equity Impact Statement Components of the BPS Long-Term Facilities Plan

Title: Long-Term Facilities Planning: School Design Study

Date: November 15, 2023

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

If yes, insert date(s) of REPT meetings and link to completed REPT:

[Racial Equity Planning Tool - School Design Study](#) , November 14 and 21, 2022 (work on REPT for Green New Deal overall began April 23, 2023)

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>1. Proposal/Presentation & Impact <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 School Design Study includes components that will deeply inform the BPS Long-Term Facilities Plan, and form a roadmap to shift the physical footprint of the District. The School Design Study will help BPS and the City of Boston accelerate school construction and renovation projects by shortening the planning/programming phase, moving projects more quickly into design and construction, and creating a transparent framework for prioritizing investments to make data-driven, equity-focused, and collaborative decisions.</p> <p>The current BPS footprint does not support our vision for a high-quality student experience. 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 inequity, and deferred decision-making.</p> <p>The Long-Term Facilities Plan includes data and tools 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. Two external consulting firms assisted with the more technical components. The planning group identifies as 50% Black, 30% White, and 20% Latina/o/x.</p> <p>This presentation focuses on three components of the Long-Term Facilities Plan: educational specifications, design standards, and the decision-making rubric.</p> <p>Building Models outline the ideal set of spaces that buildings should provide to support a High-Quality Student Experience. Educational Specifications and Design Standards make up our Building Models, which will serve as the foundation for future construction/renovation projects, shortening the timeline to get projects into design and construction. These are focused on PreK-6 and 7-12 school buildings.</p> <p>The decision-making tool we call a rubric incorporates data on the current conditions of buildings and the potential to meet future building model specification. It allows us to test investment scenarios and evaluate impacts using disaggregated student data based on race, ethnicity, home language, and disability.</p>
<p>2. Alignment with the Strategic Plan <i>How does the proposal/effort align with the district's strategic plan?</i></p>	<p>Commitment #4: Expand Opportunity – Fair and equitable funding and welcoming environments</p> <p>The driving purpose behind the Long-Term Facilities Plan is to make a high-quality student experience a district-wide reality, grounded in the vision that all Boston students and families are able to access a High-Quality Student Experience close to home.</p>

<p>3. Analysis of Data <i>What data was analyzed? Was it disaggregated by race and other key groups? What did it show regarding disparities?</i></p>	<p>Data from the listening sessions, focus groups, and survey was used to articulate our collective community priorities for our schools and our District. These priorities make up the BPS High-Quality Student Experience – what ought to be true for every student, in every school, in every neighborhood.</p> <p>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, are 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 fit a building model through future investments (reconfigurations, renovations, or new builds).</p> <p>The decision-making rubric is a data-driven framework to test the potential impact of different investment scenarios. The following data is used in the tool:</p> <ul style="list-style-type: none"> ● Building Experience Score, a collection of metrics (data from the school walk-throughs, site plans, and the Facilities Condition Assessment) that assesses a building’s current ability to support the High-Quality Student Experience ● Ability to support a building model in the future through major capital investment, based on data from floor plans and site plans, capacity analysis, building model requirements, and square footage ● Student & family proximity/access, including anonymized student addresses and demographic information, disaggregated by race, ethnicity, language, and disability, ● Neighborhood need/opportunity, including data from the Center for Disease Control (CDC) Social Vulnerability Index and the Climate Ready Boston Social Vulnerability Index <p>The decision-making rubric is designed to evaluate the impact on potential investment scenarios, including impact that is disaggregated by student group (by race, ethnicity, language, and disability). This will support the use of the Racial Equity Planning Tool for all future capital projects.</p> <p>We plan to incorporate additional data sources in the future, based on feedback we heard during the initial listening sessions and focus groups; ongoing one-on-one and small group conversations with BPS stakeholders; and the rubric workshops we hosted in October and November 2023. Suggestions included assessing patterns of capital investment across Boston over time, and projected population growth by neighborhood.</p>
<p>4. Stakeholder Engagement <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>These tools 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 to determine collective priorities. 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 priorities that came out of the listening sessions and survey included:</p> <ul style="list-style-type: none"> ● Consistent, high-quality academic programs, including for students with disabilities, and multilingual learners with and without disabilities ● Mental health and social-emotional support

	<ul style="list-style-type: none"> ● Increased support for teachers and staff ● Maintenance of school facilities ● Indoor spaces to support a rich student experience, such as art rooms and science labs ● Outdoor spaces for learning, play, and sports ● Excellent indoor environmental conditions ● Bullying and violence prevention ● School assignment process ● Involvement of students, families, and staff in BPS decision-making ● Technical training and career pathways ● Before- and after-school programming ● Safe, reliable transportation ● Inclusive education ● Training and support for educators to serve students with disabilities effectively <p>In addition to public engagement, BPS educators, administrators, and other Central Office and school-based staff were involved throughout this process, particularly in developing the educational specifications. Partners at the City of Boston with technical expertise in design and construction, climate adaptation, accessibility, and other areas were also heavily involved in the development of the design standards. These stakeholders worked throughout the year to imagine what BPS schools and facilities should look like, and this input was combined with BPS policies, best practices, and industry standards to create a first draft of the Educational Specifications and Design Standards. These were then reviewed by BPS and City of Boston leadership in working groups and written feedback.</p> <p>Progress toward the development of the tool was shared in five stakeholder meetings:</p> <ul style="list-style-type: none"> ● Two public webinars for community members to learn more about this work and how community priorities shaped the rubric framework. ● Three in-person workshops for community members to use the rubric and test out different scenarios. Small groups ran through the rubric, and talked through learnings and provided feedback about the tool and process. <p>The team has also met with the School Leader cabinet, Region 1 school leaders, and leadership of the Boston Teachers Union. The team has scheduled or is scheduling meetings with key stakeholders, including the Boston Student Advisory Council, Special Education Parent Advisory Council, Citywide Parent Council, and District English Learner Advisory Committee.</p>
<p>5. Racial Equity Strategies <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 School Design Study will help the District make facilities decisions more transparently and accelerate construction and renovation projects. The Education Specifications and Design Standards, will speed up the design phase. These documents are currently in progress, and an equity lens will continue to be applied as they evolve.</p> <p>This tool centers Black and Brown students, students with disabilities, and multilingual learners with and without disabilities to guide decision-making regarding facility investment priorities. The tool will help close opportunity gaps by assisting users to prioritize traditionally marginalized student populations.</p> <p>The tool disaggregates student demographics and is designed to understand the impact of different investment scenarios on different groups of students. It also allows for consideration of neighborhood impact, by identifying investments that would particularly impact census tracts identified as having relatively high Social Vulnerability, according to data indices from the CDC and/or Climate Ready Boston. The tool will assist users in completing step #3 (Analysis of Data) of the REPT for future facilities investment</p>



	<p>proposals.</p> <p>The School Design Study will help BPS make future decisions about new buildings, major renovations, mergers, grade reconfigurations, and closures grounded in our objective of a high-quality student experience. These decisions are fundamentally about creating learning inclusive, welcoming, and inspiring learning experiences, advancing opportunity, and dismantling inequities.</p>
<p>6. Budget & Implementation <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 on this effort. The Capital Planning team (60% Black, 10% Latina/o/x, and 30% White) and a 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 large project.</p> <p>Through the initial set of capital projects announced as part of the Green New Deal, the City of Boston committed a \$2 billion floor to capital investments in BPS buildings. Though this investment is significant, the needs of the BPS physical footprint will require ongoing work over decades. The rubric will guide equitable decision-making around how resources are spent, benefitting our Black and Brown students, students with disabilities, and multilingual learners with and without disabilities. The educational specifications and design standards will allow the City and BPS to move capital projects into design and construction more quickly to accelerate the pace of this important work.</p>
<p>7. Accountability & Communication <i>How will impacts be assessed, documented and communicated to stakeholders? Who will be responsible?</i></p>	<p>The educational specifications, design standards, and decision-making rubric are three components of the School Design Study which will inform the Long-Term Facilities Plan, which is a requirement of the Systemic Improvement Plan. The plan is due to the Department of Elementary and Secondary Education in December 2023, and will include a continuous review cycle. We consider 2024 a learning year as we apply this data framework for the first time. We expect to continually evolve how the tool is used and implemented in partnership with community members.</p>