



Equity Impact Statement for School Committee Proposals and Presentations

Title: Boston Public Schools' Code of Conduct

Date: September 9, 2021

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

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

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>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, Latinx, Asian, indigenous, immigrant, multilingual, and have Special Education experience)?</i></p>	<p>The updates to the BPS Code of Conduct (COC) aims to achieve these outcomes:</p> <ul style="list-style-type: none"> ● align the Code with BPS' Strategic Plan ● shorten the Code to make it more user-friendly ● eliminate legal language wherever possible ● move procedural guidance to the already existing circular (Code of Conduct Implementation Procedures, Circular SUP-5) ● restructure tiered levels of support to align to the Code's supports to build safe, supportive, and equitable school communities and address documented disparities in suspension rates for Black students, Latinx students, and students with disabilities ● implement district-wide training sessions for school leaders, administrative team members, students, and families on the revised COC ● engage youth voice in decision making by working with BSAC and Youth on Board and provide opportunities for stakeholders to provide feedback. <p>The Code of Conduct team was initially led by Deputy Superintendent of Operations Samuel DePina and, since the spring of 2019, by Assistant Superintendent Dacia Campbell.</p> <p>The BPS Code of Conduct Team represent numerous Central Office departments, including Academics, Special Education, Operations, Student Support, Equity, Succeed Boston @ the Counseling and Intervention Center, Legal Advisor, Student and Community Impact, Boston Student Advisory Council (BSAC), and the Division of Schools. In addition, Youth on Board participated as an external partner. The leaders and members of this Team reflect the racial and other demographics of BPS students, and include individuals with Special Education expertise.</p>
<p>Alignment with the Strategic Plan <i>How does the proposal/effort align with the district's strategic plan?</i></p>	<p>The 2021 revision of the Code of Conduct and the desired outcomes listed above align with The BPS Strategic Plan in the following areas:</p> <p>1.7 Eliminate disproportionality in the implementation of the Code of Conduct by ensuring welcoming and affirming classrooms while applying restorative practices.</p> <p>2.7 Make every school a safe space for every BPS student, offering the support and protection needed to learn, grow, and thrive.</p>

	<p>2.8 Implement a comprehensive district-wide professional development plan for paras, teachers, counselors, and school and central leaders to develop capacity and expertise to change student outcomes as outlined in this plan.</p> <p>3.1 Engage youth voice in decision making and leadership in a timely and transparent manner by leveraging BSAC, the Superintendent’s Youth Cabinet, focus groups and other forums organized to give voice to BPS learners.</p>
<p>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 reviewed included an analysis of documented Code of Conduct violations, suspension rates, and days missed due to suspension. All data was disaggregated by race, gender, Special Education status, and English Learner (EL) level, if applicable.</p> <p>The data showed a trend down in suspensions in recent years; however, a disproportionate number of Black students, Latinx students, and students with disabilities continue to be suspended up to 2.7% more than Asian and White students.</p>
<p>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>Starting in school year 2018-19, the District engaged with a broad group of stakeholders to update the COC, including approximately 10 feedback sessions. Participants in the sessions included teachers, students (through BSAC), school leaders, and school administrative team members who implement the COC.</p> <p>Additional stakeholder engagement included discussions with the School Committee appointed Code of Conduct Advisory Council (COCAC), Boston Citywide Parent Council, Superintendent, School Superintendents, Superintendent’s Executive Team, Office of Community and Family Advancement, Office of Equity, Office of Opportunity Gaps, Office of Special Education, Chief Operating Officer, Deputy Superintendent of Operations, and Chief of Schools.</p> <p>Stakeholders sought to develop a Code of Conduct that is:</p> <ul style="list-style-type: none"> ● clear, concise, and more accessible in both language and format, and includes more examples of preventive and progressive measures ● aligned with BPS’ current strategic goals ● more equitable in the implementation of rights and responsibilities for our students, administrators, teachers, community and support agencies, and parents/guardians/caregivers by ensuring shared responsibility for identifying and addressing root causes of off-track conduct, and for cultivating classroom settings where all students can thrive <p>COCAC, which includes community advocates and service providers, sought:</p> <ul style="list-style-type: none"> ● a change in BPS Philosophy and Guiding Principles regarding how to address off-track conduct ● exclusive use of Restorative Justice practices in lieu of the previous Multi-Tiered Systems of Supports ● strategies to address the current twin pandemics related to racial justice and public health
<p>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 revised COC provides more oversight from the Operational Leaders (OL) on suspensions, specifically for students in grades 3-5 and students who are subject to emergency removals. OLs review all suspension and exclusion data on a monthly basis, and work with staff at schools with high suspension rates and/or disproportionately suspending Black students, Latinx students, and/or students with disabilities to assess practices and deliver training.</p> <p>Unintended consequences may include: 1) school administrators and other staff experiencing increased workloads as the expectations in the new COC may require more time-consuming planning, training, and interventions, and 2) initial inconsistent</p>

	implementation of the new model.
<p>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>There is no impact on the BPS budget. School leaders will continue to ensure that they and staff who implement the COC follow the revised guidelines, including teachers, Assistant Principals, Assistant Heads of School, Deans of Students, Community Field Coordinators, paraprofessionals, and Student Support Team members.</p> <p>Training, coaching, and implementation of the COC will focus on equity, ongoing review of disaggregated suspension data, anti-racist practices, and (whenever possible) the identification of root causes, and use of progressive measures and restorative practices prior to exclusion.</p> <p>The BPS Code of Conduct team is cross-functional, and members reflect student demographics regarding race, ethnicity, and other factors. The diversity of this group is essential to provide voices and experiences that represent our District in its entirety.</p>
<p>Accountability & Communication <i>How will impacts be assessed, documented and communicated to stakeholders? Who will be responsible?</i></p>	<p>The OLs will independently review all suspension and exclusion data on a monthly basis, and will work with school leaders and administrative team members of identified schools to assess practices and deliver training. Generally, COC training is offered annually to school leaders, and is available on a regular basis for all administrative team members . This year, we will offer several dates for District Wide training to school leaders and administrative team members to attend to learn about the changes. The Division of Schools will require participation for schools where implementation challenges are documented.</p> <p>The Division of Schools will ensure that school leaders or their designees will periodically review conduct data with their teams. The data will be disaggregated by race/ethnicity, gender, socioeconomic status, English learner status, and status as a student with a disability to inform their promotion, preventive, and intervention supports and reduce the usage of suspension.</p>