



**Making Change At A Larger, BPS-wide Level:  
What systemic efforts are underway that people should know about and plug into? Are there gaps that need parents' attention?**

Notes prepared for *Tackling Racism in the Boston Public Schools: A Forum for Parents and Families*

**How Racism Shows Up**

1) Punishment 2) Teachers (Quality; Evaluation; Cultural Competence)  
3) Finance (Budgets; Allocations; Equity) 4) Voice (Community Engagement; Parent Organizing; Decision-making; School Committee; Equity) 5) Peers

**Important To Consider**

1) Policy 2) Data (What is measured?) 3) Culture 4) Information

**Punishment (School Discipline)**

**Premise:** Students of color and students with disabilities still face higher suspension & expulsion rates that other counterparts, often for similar, minor misbehavior.

**Movement:** Nationwide movement to reduce the use of out-of-school exclusions and provide those students who are barred temporarily from the classroom access to the resources they need to keep up with their studies

**Effort: Chapter 222**

- **Went into effect July 1, 2014**
- **Provisions:**
  - All public schools, including charter schools, must comply and revise their policies to assure that exclusion is a last resort and that alternatives to exclusion are tried first.
  - Students who face school exclusion are entitled to full due process rights, including parental involvement and accommodation for students with limited English proficiency
  - During both short-term and long-term exclusions, students have the right to make academic progress.
  - During long-term exclusions, students must be provided alternative education services.
  - Except for very serious offenses, students may not be excluded for more than 90 school days.
  - Schools must review their school exclusion data and increase their reporting to DESE.
  - DESE must post annual state-wide exclusion data each fall.
  - DESE must analyze the annual exclusion data and follow-up when the numbers are high and when there are significant disparities by race and for students with disabilities.



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## The National Association for the Advancement of Colored People, Boston Branch

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- **History:**
  - In early July 2014, Governor Patrick signed the Fiscal Year 2015 Massachusetts Budget, which includes funds specifically to help schools implement Chapter 222.
  - The ELTF collaborated with the district's Code of Conduct Advisory Committee (COCAC) and worked intensively to align the revisions to the code with the requirements of Chapter 222.
  - **The Boston School Committee approved those changes during the summer of 2013.**
  - **Now that the law's regulations have been put in place, the ELTF is revisiting the Boston code with school officials to make sure it remains aligned.**
  - **The ELTF plans to monitor compliance with Chapter 222 and its regulations at the local, district and state levels.**
  - **Members of the ELTF will also continue to collaborate with COCAC by representing families of city's students facing school exclusion and by monitoring citywide school data.**
  - **The ELTF remains available to consult with school reform advocates throughout the country.**
- **Who?**
  - Education Law Task Force (ELTF), a coalition of public interest legal organizations with expertise in education law. Parents, students, and teachers in Massachusetts. Includes 2 organizations we work with frequently: Massachusetts Advocates for Children & Lawyers' Committee for Civil Rights & Economic Justice.
  - Chapter 222 Coalition (convened by Massachusetts Advocates for Children)
  - Hyams Foundation
- **Ways To Plug In:**
  - To join the ELTF, contact Janine Solomon (617) 357-8431 ext. 223 [jsolomon@massadvocates.org](mailto:jsolomon@massadvocates.org).
  - Massachusetts Advocates for Children **Helpline & Pro Bono Legal Assistance (617) 357-8431 ext. 224**
  - Massachusetts Advocates for Children School Discipline Resources: <http://massadvocates.org/discipline/resources/>
  - Next Chapter 222 Coalition: September 27, 2-4pm. Contact Janine Solomon
  - Via School Parent Council, monitor school's compliance with new Code of Conduct

### **Effort: Boston Student Rights App**

- Launched in May 2015
- On the app you can easily look up different students' rights in a variety of areas ranging from dress code to LGBT rights.
- Students who have been suspended or expelled have access to information concerning procedure, acceptable causes, and next steps.
- A list of legal resources is provided, along with information about how to join or connect with BSAC.



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- In collaboration with the BPS Office of Student Support Services and Office of Equity, we have developed a reporting function so that students can report incidences of the Code of Conduct being improperly implemented, as well as incidences of intolerance.
- **Who?**
  - Boston Student Advisory Committee (BSAC)
  - Youth on Board
  - BPS Office of Student Support Services
  - BPS Office of Equity
- **Ways To Plug In:**
  - Make sure your student(s) have this app (<http://www.bostonstudentrights.org/>)
  - School Climate Survey for Parents (this year's deadline was April 15, 2016)
  - Register to Vote

### **Effort: Alternative Discipline & Restorative Justice**

- COCAC is now focused on expanding the use of restorative justice practices across the district and ensuring proper implementation of the Code.
- BSAC is working with restorative justice experts and trainers to increase the use of restorative practices as an alternative to out of school suspensions.
- Two high schools that we have partnered with plan to implement a moratorium on suspensions and pilot restorative circles as an alternative.
- **Who?**
  - Code of Conduct Advisory Council (COCAC)
  - Boston Student Advisory Committee (BSAC)
  - Youth on Board
- **Ways To Plug In:**
  - Via School Parent Council, find out about efforts to increase the use of restorative practices in student's school

### **Effort: Suspension Stories**

- Restorative Justice Toolkit for Educators. An expert committee of Network organizations currently implementing restorative justice practices in their programs will share best practices and recommendations to be included in a Restorative Justice Toolkit for Educators.
- School To Prison Pipeline Toolkit for Youth. This toolkit will be a comprehensive guide to understanding the effects of the School to Prison Pipeline, support resources for youth, and connections to the BSAC Know Your Rights phone app.
- Suspension Stories Tab on BYSN Website with 10 Videos. BYSN will host a website page that will serve as a platform of engagement for the initiative as well as the ten Suspension Story videos.
- **Who?**
  - Boston Youth Service Network (BYSN)
  - ABCD University High
  - ABCD Dorchester Academy
  - EDCO Youth Alternative
  - Boston Branch NAACP
  - ACLU of Massachusetts



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- Lawyers' Committee for Civil Rights & Economic Justice
  - **Ways To Plug In:**
    - Consider sharing a suspension story
- Effort: Office of Equity**
- Equity Circulars
    - Employee Reports of Discrimination
    - Student Reports of Discrimination
    - Nondiscrimination Policy Statement
    - Sexual Harassment Policy
    - Gender Identity
  - This fall, the Office of Equity is offering three identical Equity Protocols Training sessions on September 22, October 21, and November 18 at the Bolling Building.
  - The following individuals are required to attend if they have not already done so:
    - Employees of the Central Office who have supervisory responsibilities
    - Principals and headmasters
    - One additional designee per school, such as the Assistant Principal, Dean of Discipline, or Teacher-in-Charge
  - Each session will be 1½ hours long, with an optional additional half hour for questions and answers.
  - Participants will learn how to address concerns regarding bias and discrimination effectively by:
    - Reviewing the updated Equity circulars, and protocols for responding to student and employee concerns
    - Presenting guidance regarding when to contact the Office of Equity
  - **Who?**
    - Boston Public Schools Office of Equity
  - **Ways To Plug In:**
    - Collaborate with Office of Equity on greater parent and community engagement and partnership

### **Teachers (Quality; Evaluation; Cultural Competence)**

**Premise:** Role of teachers' implicit bias. Boston's public school system is struggling — and failing — to satisfy a federal mandate to diversify its ranks of teachers, a requirement made all the more difficult as a generation of the city's black educators retires. Boston is under a 1974 court order stipulating that 25 percent of the district's teaching staff be black, with another 10 percent comprised of other minority groups. The district meets Garrity's standard for Hispanic and Asian teachers, but just 22.7 percent of last year's Boston Public Schools teachers were black, according to state data. According to data shared in 2014, while 86 percent of Boston Public School (BPS) students identify as black, Latino, or Asian, only 37 percent of their teachers are people of color. The numbers are even more extreme for the Latino population specifically; Latinos make up 40 percent of Boston Public School students and 10 percent of teachers.

### **Effort: Advocacy on Teacher Diversity (Garrity Decision)**

- **Who?**



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- Boston NAACP
- Black Educators Alliance of Massachusetts (BEAM)
- Lawyers' Committee for Civil Rights & Economic Justice
- Massachusetts Advocates for Children
- Councilor Tito Jackson
- **Ways To Plug In:**
  - Boston NAACP and BEAM are member-based organizations. Join for collective impact.
  - Councilor Jackson has held several hearings on teacher diversity. Stay updated on occurrences, community meetings. Host parent-led community meetings.

### **Effort: High School To Teacher Program**

- Through the BPS HSTT, Scholars explore the field of education through lesson planning, teacher observations and tutoring.
- Scholars gain leadership skills, participate in college visits and conferences, and prepare for a teaching career.
- Participants receive access to opportunities such as the Urban College of Boston (UCB) Dual Enrollment Program, which offers college courses at no cost to Scholars, and the Technology Goes Home (TGH) training, which offers affordable Chromebooks for Scholars.
- **Who?**
  - Boston Public Schools Office of Human Capital
- **Ways To Plug In:**
  - Collaborate with Office of Human Capital on greater parent and community engagement and partnership

### **Effort: BPS Accelerated Community To Teacher (ACTT) Program**

- To be considered for our program, you must:
  - Hold a bachelor's degree (conferred by June 15, 2016);
  - Demonstrate experience working with youth in an educational or mentoring setting;
  - Meet all legal requirements to work in the United States; and
  - Pass a criminal background check before the beginning of the program.
- This 11-month program begins in October and runs through June.
  - In the fall, you'll attend unpaid Saturday trainings that take place two to three Saturdays per month from 9 a.m. to 3 p.m.
  - Participants also complete the 15-Hour Technology Goes Home Course, an online independent study in February, and a flexible, 20-hour practicum in the spring.
  - Participants are required to prepare a competency-based portfolio and participate in a pre-practicum and full-practicum experience.
  - Participants will be able to take up to four 16-hour Massachusetts Tests for Educator Licensure (MTEL) prep courses.
  - Participants who successfully complete the program earn their MA preliminary teaching license, A Technology Goes Home Certificate and Chromebook, and six graduate credits from UMASS Boston School of Education.



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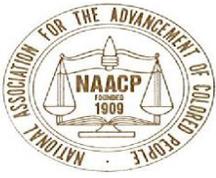
- You will be responsible for leading your own job search to ensure that both you and your principal feel good about the match.
- Check back in the Spring of 2017 for information on how to apply for the SY 17-18 BPS Accelerated Community to Teacher (ACTT ) Cohort.
- **Who?**
  - Boston Public Schools Office of Human Capital
- **Ways To Plug In:**
  - Collaborate with Office of Human Capital on greater parent and community engagement and partnership
  - For more information about this exciting program, email [diversity-actt@bostonpublicschools.org](mailto:diversity-actt@bostonpublicschools.org) or call the Office of Human Capital – Diversity Programs at (617) 635-9114.

### **Effort: BPS Teaching Fellowship**

- To be considered for our program, you must:
  - Hold a bachelor's degree (conferred by June 15, 2016);
  - Demonstrate experience working with youth in an educational or mentoring setting;
  - Meet all legal requirements to work in the United States; and
  - Pass a criminal background check before the beginning of the program.
- The fellowship starts with a rigorous summer training program centered on field experience.
- After summer training, you'll enter the classroom as a full-time, salaried teacher, with guidance from an expert coach throughout the year.
- You'll also complete licensure coursework and attend sessions that will build on the teaching skills you learned in summer training.
- **Who?**
  - Boston Public Schools Office of Human Capital
- **Ways To Plug In:**
  - Collaborate with Office of Human Capital on greater parent and community engagement and partnership

### **Effort: BPS Community Paraprofessional Development Program (CPDP)**

- To be eligible for CPDP, community members must:
  - Live in Boston;
  - Have at least 48 college credits;
  - Successfully pass a CORI/SORI background check; and
  - Have a passion for working with children from all backgrounds.
- CPDP is designed to meet the needs of working adults. All CPDP sessions meet on Saturdays to accommodate the traditional workweek schedule.
- During the program, participants will have access to:
  - 7 professionally designed and delivered content sessions to aid in transitioning into paraprofessional roles;
  - Online learning (Open Class) for continued access to content;
  - Technology Goes Home (TGH) sponsored technology training and equipment (Chromebooks);



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- Program and registration support with the BPS Office of Adult Education and Community Services for enrollment in English and Adult Basic Education courses;
- Subscription to Rosetta Stone language learning program via TGH;
- Support in developing an online professional portfolio;
- Networking opportunities with invitations to attend the BPS ALANA (African, Latino, Asian, and Native American) Educators Program;
- Experiential learning opportunities through informational interviews, job shadowing and BPS special programs;
- Informal and formal interaction with BPS paraprofessionals, teachers and administrators;
- Certificates of Completion from the BPS Office of Human Capital and Technology Goes Home; and
- BPS MTEL Prep Courses.
- CPDP is funded through the Office of Human Capital. Participants contribute by completing all requirements, attending all sessions, and developing a professional portfolio.
- Due to our partnership with Technology Goes Home, participants will be required to complete the 15-hour TGH course and pay the \$50 participation fee in order to receive a personal Chromebook laptop.
- **Who?**
  - Boston Public Schools Office of Human Capital
- **Ways To Plug In:**
  - Collaborate with Office of Human Capital on greater parent and community engagement and partnership
  - For more information about this exciting program, see our Frequently Asked Questions, email [diversity-cpdp@bostonpublicschools.org](mailto:diversity-cpdp@bostonpublicschools.org) or call the Office of Human Capital – Diversity Programs at (617) 635-9114.

### **Effort: Partner Pipelines**

- **Who?**
  - Boston Public Schools Office of Human Capital
- **Ways To Plug In:**
  - Collaborate with Office of Human Capital on greater parent and community engagement and partnership

### **Effort: BPS Male Educators of Color Executive Coaching Program (MEOC)**

- 15-month, 4-semester accredited program designed to increase engagement, retention and leadership rates for male staff of color within Boston Public Schools
- Develops BPS male educators of color interested in pursuing leadership roles in BPS
- Each session is led and facilitated by current and former male leaders of color from the Boston Public Schools or certified instructors sponsored by the University of Massachusetts, Boston.
- All male educators of color (African-American/Black, Hispanic/Latino, Asian, American Indian, Alaskan Native, Pacific Islander and Multi-ethnic) who are currently in school based and central office staff roles are encouraged to apply.



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- Minimum three years of experience in BPS required.
- **Who?**
  - Boston Public Schools Office of Human Capital
- **Ways To Plug In:**
  - Collaborate with Office of Human Capital on greater parent and community engagement and partnership
  - For more information about this exciting program email the Office of Human Capital-Diversity Programs: [Diversity-MEOC@bostonpublicschools.org](mailto:Diversity-MEOC@bostonpublicschools.org).

### **Effort: BPS Women Educators of Color (WEOC) Executive Coaching Programu**

- 4-semester (15 months) accredited program designed to increase engagement, retention and leadership rates for female staff of color within Boston Public Schools
- Classes will be held one Saturday morning per month in addition to monthly small group gatherings.
- Participants will receive 1) executive leadership coaching, 2) small group peer support and upon successful completion of the program, 3) executive leadership certificate, and 4) graduate level course credits.
- Each WEOC session is led and facilitated by current and former women leaders of color from the Boston Public Schools or certified instructors sponsored by the University of Massachusetts, Boston
- **As a part of the program, each woman will research a problem in the Boston Public School System along with possible solutions.**
- **Who?**
  - Boston Public Schools Office of Human Capital
- **Ways To Plug In:**
  - Collaborate with Office of Human Capital on greater parent and community engagement and partnership

### **Effort: School Quality Working Group**

- The School Quality Working Group (SQWG) was established by the Boston School Committee in May 2013 to continue the efforts of the External Advisory Committee (EAC) to identify the core indicators of school quality.
- Each school will be held accountable for 21 outcomes in the following five domains:
  - Student Performance
  - Teaching and Learning
  - Family, Community and Culture
  - Leadership and Collaboration
  - Student Access and Opportunities
- Currently, to determine school tiers, schools are ranked only on the basis of their MCAS proficiency and growth scores, and then the list is divided into four equal parts. The top 25% of schools are considered Tier 1, the second 25% of schools Tier 2, and so on. The SQWG has developed a method of determining school tiers that looks at a more comprehensive set of measures and divides tiers based on absolute quality rather than quality relative to other schools.
- Family, Community, and Culture



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- 11. The school promotes inclusion of all students, families and community stakeholders so the school community learns to acknowledge, respect, and build on social and cultural differences.
  - Students and families of all backgrounds feel included, welcomed, and respected at the school
  - The school engages students and families of all backgrounds
  - School communicates effectively with families and students from diverse backgrounds
  - School environment and culture reflect the diversity of students and families
    - Parent Climate Survey questions on developing thriving, inclusive schools, classrooms, and communities
    - Staff diversity: % of teachers of color
- **Who?**
  - Boston School Committee
  - Boston NAACP
- **Ways To Plug In:**
  - <http://www.bostonpublicschools.org/cms/lib07/MA01906464/Centricity/Domain/1898/SchoolQualityFrameworkFull.pdf>
  - Boston NAACP is a member-based organization. Join for collective impact.
  - Via School Parent Council, find out about efforts to increase teacher diversity in student's school

### **Finance (Budgets; Allocations; Equity)**

**Premise:** Boston Public Schools must deal with a \$32 million shortfall next year due to rising costs and declining state aid. The city has also lost money due to underfunded charter school reimbursements, resulting in \$28 million lost in the fiscal years 2015 and 2016 combined. National Report Card on School Funding: Massachusetts received "C" on state's effort to fund its public schools, based on the percentage of the state's Gross Domestic Product (GDP) allocated to education

### **Effort: Save Our Public Schools**

- Grassroots organization of Massachusetts families, parents, educators and students supported by the.
- We are committed to:
  - Increasing funding to provide high-quality public schools for all children;
  - Protect local control over schools
  - Stopping the state from opening additional charter schools that will drain millions more from public education
- **Who?**
  - Massachusetts Education Justice Alliance
  - Massachusetts AFL-CIO
  - New England Area Conference of the NAACP
  - Jobs With Justice
  - Citizens for Public Schools



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- Massachusetts Teachers Association
- American Federation of Teachers Massachusetts
- **Ways To Plug In:**
  - Get involved by visiting our website at [saveourpublicschoolsma.com](http://saveourpublicschoolsma.com)
  - To receive weekly volunteer updates on all of the opportunities to get involved, please sign up at [www.btu.org/sops](http://www.btu.org/sops) or contact Jessica at [jtang@btu.org](mailto:jtang@btu.org)
    - Phone Bank at the BTU- Tuesdays, Wednesdays, Thursdays 5-8PM
    - Knock on Some Doors! We have canvasses every day, every weekend. Check out the Boston schedule here: [bit.ly/sopsvolunteer](http://bit.ly/sopsvolunteer). If you live outside of Boston and want to canvass in your own neighborhood, we can connect you to the appropriate organizer—Just let us know!
    - Like and Share- Save Our Public Schools on Facebook and Twitter
    - Donate- at [saveourpublicschoolsma.org](http://saveourpublicschoolsma.org)

### **Effort: Millionaires Tax**

- A 2018 constitutional amendment referendum — given a preliminary green light by the Legislature **this year** — to raise taxes on millionaires and funnel that cash to transportation and education.
- Raising wages and benefits for the poorest workers
- more heavily taxing the very rich
- using that new money to improve education and transportation
- Would impose an additional tax of 4 percent on annual taxable income in excess of \$1 million starting in 2019
- And the new tax would be tied to inflation, so the levy would continue to apply only to very wealthy people
- The state Department of Revenue has **estimated if there is not an exodus of wealthy people from Massachusetts, the tax measure could bring in as much as \$2.2 billion annually**
- **Who?**
  - Raise Up Massachusetts, a coalition of community, faith, and organized labor groups
- **Ways To Plug In:**
  - <http://action.raiseupma.org/page/signup/join-the-campaign>

### **Voice (Community Engagement; Parent Organizing; Decision-making; School Committee)**

**Premise:** Top-down decision-making

#### **Effort: BPS Office of Community Engagement**

- Public Engagement
  - Creates opportunities for BPS to share information and receive feedback, ensures that community voice informs and is reflected in BPS decision making and policy.
  - Provides opportunities for dialogue via organized meetings, forums, focus groups and surveys.



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- Needs Assessment & School Partnerships
  - OOE works with school leaders to conduct school needs assessments and matches schools with faith based or community partners that can best meet the needs of the school. Partnerships are formalized in a Memorandum of Understanding (MOU), and are provided tools and training to increase the effectiveness of their collaboration.
- School Parent Council (SPC)
  - SPC establishes an independent “voice” of ALL BPS parents through advocacy for students and schools.
  - The SPC elects representatives to the School Site Council (SSC), promotes student learning and school improvement.
    - Comprised of equal numbers of parents and staff, SSC serves as a governing/advisory body at each school.
    - The SSC develops and approves school policy, reviews and approves the budget and supports hiring of BTU positions.

### **Gaps**

1. Measuring Cultural Competence
2. **Every Student Succeeds Act (ESSA)**
3. Voting
4. School Committee (Elected vs. Appointed)
5. People’s Budget
6. Wraparound services
7. Federal funding for schools
8. Pilot schools
9. “Community schools”
10. Participatory Budgeting