



**DISTRICT OFFICES**  
Tom Flanagan, Superintendent  
150 Colchester Avenue  
Burlington, VT 05401  
802-865-5332  
[superintendent@bsdvt.org](mailto:superintendent@bsdvt.org)

## **Request for Proposals Equity & Anti-Racist Leadership Consultant**

This Request for Proposal (RFP) is soliciting written proposals from professionally qualified contractors to provide services to Burlington School District for the planning and facilitation of an anti-racist, equity leadership program. All proposals should clearly define how they will work with Burlington School District to assist in building a comprehensive and differentiated leadership program.

**Issue Date:** December 1, 2021

**Closing Date:** January 21, 2022

**Submission:** Deliver an electronic proposal (PDF, Google Docs, or MS Word) to:  
Sparks, Director of Equity  
Burlington School District  
[hsparks@bsdvt.org](mailto:hsparks@bsdvt.org)

**Broad Goal:** Support and train district leadership in developing their anti-racist, equity leadership capacities while maintaining an atmosphere that builds trust and allows for vulnerability. It is imperative that these leaders develop their anti-racist and equity-focused leadership competencies, as they all oversee and train staff.

### **BACKGROUND**

#### **New Leadership**

Equity has been a long-standing focus of the District. However, only recently has District-level leadership deeply engaged with sustained equity work together. We are in our second year with a new Superintendent, Tom Flanagan. His leadership team, Cabinet, has determined that equity leadership will be a cornerstone of their work together in the coming years. Superintendent Flanagan has also indicated his intent to dismantle white supremacy culture and racism throughout the District.

#### **Equity Leadership Building: Past & Present**

2021-present	Members of Cabinet read <i>The Listening Leader</i> by Shane Safir and were facilitated in group conversations with Shane Safir and Jamila Dugan last year.
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# BURLINGTON SCHOOL DISTRICT

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	Some leaders meet monthly with a leadership coach who discusses issues of equity, leadership, and management.
2013-2016	The Office of Equity (formerly the Diversity and Equity Office) produced several equity conversations which were to be facilitated by building principals & equity teams with their faculties. These were effective in some schools, but not in others. The initiative was discontinued at the district level.
2012-2015	Several leaders and teachers participated in 2-day trainings with Washington Consulting Group

### Our Students

Burlington School District serves ~ 3,200 students with diverse cultural and widely varied socioeconomic backgrounds. Within this population:

- 21% receive special education services under an IEP
- 15% receive EL Services
- 50% qualify for FRL
- 38% identify as BIPOC
- More than 20 languages are spoken as a first language by our students

BSD consists of a preschool program, six elementary schools, two middle schools, one high school, a technical center, and two alternative programs.

### Mission

The Mission of the Burlington School District is to graduate students who:

- Value different cultures
- Engage with the community
- Communicate Effectively
- Think Creatively
- Skillfully solve problems
- Achieve at their highest academic, intellectual, and personal potential

### Goals

Our goals for this school year are:

- Our schools are **restorative and equitable communities.**
- Students are **at grade level** in reading and math **by the end of third grade.**
- Students are **at grade level** in math **by the end of 8th grade.**

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- Students graduate from high school having **successfully completed Algebra II**.
- AP, Honors, and dual enrollment completion and successes **reflect the demographics of the high school**.
- Faculty and staff are a **mirror of our student population**. They are highly skilled and set high expectations for all students.

### **PURPOSE OF PROJECT**

Burlington School District wants to develop its leadership capacity in the area of equity for those members who sit on the District Cabinet. Cabinet leaders come from a variety of backgrounds, with the majority identifying as white. Members of Cabinet read *The Listening Leader* by Shane Safir and participated in group conversations facilitated by Shane Safir and Jamila Dugan last year. The work with Shane and Jamila was only a start. We would like to continue our equity focus, by continuing to push ourselves in our individual equity and anti-racist journeys in addition to developing our leadership capabilities. The Cabinet consists of the Superintendent, all Executive Directors, Directors, Building Principals, and a variety of other leadership positions. It is imperative that these leaders develop their anti-racist and equity-focused leadership competencies, as they all oversee staff. Each of these leaders will be responsible for the training and development of anti-racist equity processes for the staff that they oversee.

This anti-racist, equity-focused leadership training shall be designed to address the following questions:

- How might participants continue to develop their equity and anti-racist competencies in order to push their thinking and learning?
- How might participants use their equity and anti-racist competencies to develop plans for their own staff to participate in equity and anti-racist practices?
- What are the areas where each leader needs to focus their equity and anti-racist leadership abilities?
- How might participants develop the necessary skills to implement the Superintendent's goal of dismantling white supremacy culture and racism?
- How might participants develop the necessary skills to address staff in their buildings who cause racial harm to students, staff, or others?
- How might participants develop the skills necessary to not take a defensive posture when they cause harm?
- How might participants develop the skills necessary to engage students and parents of the Global Majority with respect and dignity?

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## **Scope of Work and Deliverables**

### **The Work**

The consultant will:

1. Create a differentiated plan to train Cabinet members to become anti-racist, equitable educational leaders. This plan must include training, action steps, 1:1 sessions with Cabinet members, and assessment milestones for both Cabinet and individuals. The plan should push individuals to the limits of their comfort and capabilities in dismantling white supremacy culture, regardless of the leader's race. Cabinet members include:
  - a. Superintendent
  - b. Executive Directors (Human Resources, Finance & Operations, Teaching & Learning)
  - c. Directors (Office of Equity, Athletics, Food Services, Grants, Property Services, Student Support Services, Multilingual Learners, Data Systems, Expanded Learning, Early Education)
  - d. Engagement Coordinator
  - e. Communication and Public Relations Specialist
  - f. Executive Assistant to the Superintendent
  - g. Associate Director of Teaching and Learning
  - h. 11 building principals/directors
2. Check-in monthly with District leadership (primarily the Director of the Office of Equity, the Associate Director of Teaching and Learning, and the Superintendent) to create and facilitate responsive, differentiated meetings where Cabinet members can engage in this training.
3. Facilitate five sessions per year to implement the training plan.
4. Facilitate asynchronous learning between training sessions for trainees to complete.
5. Create tools for assessing the effectiveness of training.
6. Provide on-going resources to the group that will support their individual growth and development.

### **Total Compensation**

Burlington School District will expend appropriate funds for completion of a high-quality planning process and product.

## **SUBMISSION REQUIREMENTS**

Please provide a proposal electronically to [hsparks@bsdvt.org](mailto:hsparks@bsdvt.org), by January 21, 2022. The proposal should outline how you or your organization would approach the work and all

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associated costs. Burlington School District can be available to meet with potential organizations to provide additional information about the scope of work as needed. Questions can be directed to:

Jocelyn Fletcher Scheuch, Associate Director of Teaching and Learning  
Burlington School District  
[jfletche@bsdvt.org](mailto:jfletche@bsdvt.org)  
802-540-9163

**Applicants shall submit a proposal that includes, at a minimum, the following elements:**

1. Name of firm or lead contractor, address, telephone, email, and contact person.
2. Summary of interest in the project and proposal for what this training program might realistically look like.
3. Profile of the Contractor must include:
  - a. A list of the names and titles of the members, partners, officers, management, and staff of the contractor's firm and the number of years the firm has operated.
  - b. Three references for which the contractor has provided comparable contractual services to those specified in the RFP along with the subcontractors and contacts where applicable.
  - c. A summary and samples of the contractor's work on similar projects.
  - d. Evidence of experience working with issues relating to diverse populations in educational settings.
  - e. Resumes of key individuals and any subcontractor(s) associated with this proposed project.
4. A Work Plan that incorporates the scope of services outlined. The work plan should generally identify the expected duration of each task and reflect associated personnel and other resources required for all tasks to be performed. This should include a schedule for all deliverables. On-site and off-site time should be separately stated. There should be a clear delineation of the contractor's and the District's task responsibilities.
5. Project Fees, including a line item project expense budget indicating all costs for carrying out the proposed work, including personnel, travel, lodging, meals, supplies, materials, overhead and all other necessary expenses.

## **SELECTION**

### **Technical Approach**

In outlining your proposed approach, please consider the following:

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- Your experience working with an organization like a school district to create and implement an equity and anti-racist focused training, and based on your understanding of our organization, explain the particular challenges and opportunities in working with our district.
- Based on your knowledge and experience, list up to five critical factors that contribute to successful programs and implementation.
- Your role in the process relative to that of the Burlington School District.
- Your unique capabilities/experiences that your firm would bring to the process.

#### **Selection Process**

- BSD staff will review and examine all proposals received. Those proposals that do not respond to the requirements of the RFP will be rejected.
- An equity committee of Burlington School District will review the proposals and will choose a limited number of contractors for follow-up conversations.
- Contractor will make an official presentation that will be followed by committee questions.
- Selection will be made based on the best value to the value, cost, and fit with our district and the quality of the proposal. Burlington School District reserves the right to select a consultant based upon the best fit with the organization, and not on overall score or pricing, and reserves the right to reject all proposals.

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