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BSD Policy C29

BURLINGTON SCHOOL DISTRICT POLICY

CODE C29: DIVERSITY, EQUITY, and INCLUSION

PURPOSE

The purpose of this policy is to implement the BSD's commitment to equity and anti-racism by establishing a framework to promote learning and working environments that welcome, respect, and value equity, diversity, and inclusion and to eliminate any prejudice and unlawful discrimination that may affect student achievement and learning experiences.

POLICY

BSD believes that every student has the potential to achieve, and it is the responsibility of our School District to give each student the opportunity, and support needed, to meet their highest potential.

The Burlington Board of School Commissioners (Board) holds itself and all District and school-site decision-makers, faculty, and staff collectively responsible for building a District-wide commitment to equity through developing, implementing, and monitoring policy and evaluating the Superintendent.

The District will incorporate principles of equity within all policies, programs, operations, practices, and resource allocations.

The principles of equity include:

- Actively working to acknowledge, disrupt, and eliminate systems and practices that perpetuate historical inequities and present disparities that may negatively affect the ability of students, families, and staff to participate in diverse and inclusive learning and working environments.
- Ensuring that student success is not predicted nor predetermined by characteristics such as race, religion, family status, family economics, class, ability, sex, gender identity and expression, sexual orientation, national origin, language, culture, or creed.
- Acknowledging that equity goes beyond formal equality, where all students are treated the same. Achieving equity may require an unequal distribution of resources and services.
- Providing every student in every school with access to high-quality, accessible, culturally responsive curriculum, programs, teachers and administrators, extracurricular activities, and support services to meet each student's unique needs.
- Centering marginalized students and families in the district's goal to meet their unique needs.
- Creating safe, inclusive, accessible, and multicultural school environments to support the well-being of students, teachers, staff, administrators, families, and caregivers.

POLICY IMPLEMENTATION GOALS

To realize and implement the District's policy and commitment to equity, the District will develop action plans to achieve the following goals.

Leadership and Planning

- Identify and dismantle systems of white supremacy culture and oppression of marginalized people in schools, including:
 - Using the principles of equity to examine teaching practices.
 - Requiring staff professional goals to align with district anti-racism and equity initiatives.
 - Providing anti-bias training for all staff.
- Continually examine and re-examine biases to interrupt and replace inequitable systems, practices, policies, and procedures with those that are just and equitable.
- Incorporate the principles of equity into the District's strategic planning and identify measurable outcomes to prepare all students for college, career, and life.
- Implement Anti-racist lens to evaluation plans in order to hold all employees accountable, including teachers, staff and Central Office.

Data-Informed Decisions and Distribution of Resources

- Systematically use District-wide and individual school-level data, disaggregated by race, ethnicity, language, ability, gender, gender identity and socioeconomic background to inform District decision-making and evaluation.
- Using data to inform, actively work to remove the predictability of success or failure that currently correlates with any social, racial, ability, gender or cultural factors.
- Through the equitable budgeting process, distribute District resources based on academic, social, and economic data to better serve our most marginalized students and families.

Training, Accountability and Support

- Provide ongoing and continuous professional development at all organizational levels to support employees to engage in trauma-informed and culturally responsive practices and delivery of quality culturally relevant instruction. Culturally Responsive Practices are beliefs, methods, and practices that support and empower all students socially, emotionally, intellectually, and civically by leveraging students' lived experiences to ensure learning.
- Develop the cultural responsiveness and restorative mindsets of all staff who have direct contact with, or influence on, students, to understand the impact of inequities, to eliminate bias in their relationships and interactions, and to move towards reparative work.
- Recruit, employ, support and retain racially, culturally and linguistically diverse and culturally competent administrative, instructional and support personnel and actively strive to have our teacher and administrator workforce reflect the diversity of our student body.
- Ensure a fair process of accountability, using principles of Restorative Practices and the Restorative Code of Conduct to acknowledge and respond to all complaints of bias and discrimination by students, teachers, staff, administrators, family members and caregivers in a timely manner.

Curriculum, School Environment and Students Needs

- Adopt and employ inclusive, anti-racist, identity-affirming, culturally responsive curriculum.
- Work to ensure that school environments are safe, accessible, and affirming for all students, teachers and all support staff.
- Employ programs and practices that enhance all students' self-identity, self-confidence, and self-esteem, by focusing on the well-being of the whole person, recognizing that our students need to balance academic, physical, social, and emotional demands.
- Adopt and implement Restorative Practices system-wide as a cultural and behavior management system.

Family Engagement

- Work to ensure that family and community engagement practices are based on mutual trust, confidence, and respect, including by encouraging participation in school and community forums, reducing language barriers, and fostering inclusivity through translated communications from our

schools (e.g. District website translation feature); providing outreach to stakeholders through multiple communication channels to ensure that District messages reach all families.

- Continuous collaboration with students, families and community members to build a truly inclusive community where all voices are included before, during and after decision-making.
- Ensure regular and transparent communication with families and caregivers regarding BSD Code of Conduct, BSD student expectations and disciplinary practices.

ACCOUNTABILITY

- The Board recognizes that these are long-term goals that require significant work, resources and prioritization to implement across all schools.
- The Board will hold the Superintendent accountable for making measurable progress in meeting the District’s equity policy and goals.
- The Superintendent will report on progress toward these goals annually through Board Policy Title 1.0 Global Ends and 1.1: Reducing Disparities.
- The Superintendent will ensure staff develop action plans with clear accountability and metrics that align with the District’s Strategic Plan, including prioritizing staffing and budget allocations.
- The Superintendent will ensure that all District departments are working in collaboration to support the District’s Equity Policy and are reporting to the Superintendent on their progress through the Strategic Plan monitoring.
- The Superintendent will ensure that every District employee has a role in ensuring the safety, well-being, success and achievement of all students.

LIMITATION

The policies enacted by this Board are, unless otherwise specifically stated, reflective of the aspirations of the Board as to the management of the District by the Superintendent within applicable legal standards.

<i>BSD Version:</i>	<i>BSD A2 Policy</i>
<i>Date Warned:</i>	September 1, 2023
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<i>Second Reading:</i>	September 19, 2023
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<i>Legal Reference(s):</i>	VSA Title 16 Chapter 1: Right to Educational Opportunity Vermont State Board Rule 2000 EDUCATION QUALITY STANDARDS Vermont State Board Rule 2100 STATUTORY AUTHORITY 16 V.S.A. §§164 and 165 Vermont State Board Rule 2110 Statement of Purpose Every Student Succeeds Act (ESSA)
<i>Cross Reference:</i>	VSBA model policy code C29 Equity Policy https://b44bfd73-9878-43fe-a010-5ad36658c1f7.usrfiles.com/ugd/b44bfd_d8cf5ce210f64d77bd575f186e04c333.pdf