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Superintendent's Message

Dear BSD Community,

I am pleased to present you with BSD's 2022-23 Equity and Inclusion Data Report. Making our schools healthy, nurturing, inclusive spaces where students and adults are successful and feel they belong is core to our work - and is why I love the work I do. In a society that is built to perpetuate White Supremacy Culture, this is incredibly challenging, especially considering that these systems don't just impact individuals based on race, but on language, ability, gender, and sexual orientation as well. In BSD alone, we have to accept the reality that we continue to perpetuate inequities and that we have a lot of deep work to do individually and as a community. We still have a district where students, staff, and families of the Global Majority tell us they experience racism, where LGBTQIA+ community members feel they don't always belong, and where students with disabilities and their families do not always feel considered or fully valued. And, as the data in this report clearly shows, we still have disparities.

It is clear to me, to our board, and to the community members who co-constructed our new [strategic plan](#) with us, that we need to do much better for our community. Fixing it requires us to better understand the tenets of White Supremacy Culture that exist in our schools and that perpetuate disparities, and then do things differently to interrupt those inequities. It also requires us to listen to students who have been marginalized by our system, who are begging us to change the way the experience feels, and begin to empower them to participate in change.

Thankfully, we are taking real steps to make this happen. Our professional learning for adults this year is focused on being anti-racist teachers and leaders - through anti-racist teaching and leadership training and through the implementation of a new literacy curriculum that is designed to meet the needs of each individual student. And students involved in the Summer Racial Justice Academy, our YPAR programs, and the LGBTQIA+ Task Force have stepped up to lead and given us clear recommendations, some of which appear in this report, that we are incorporating into our work.

As we strive for change, I am reminded of the words of Angela Davis, "In a racist society, it is not enough to be non-racist, we must be anti-racist." I believe we are on the path to becoming an anti-racist district, a goal we've been working toward for many years, and I am grateful to our board and community for continuing to support our efforts and push for this work to continue. It is because of this that I know we will use the data and the stories in this report to help us continue to make real and noticeable change.

In partnership,
Tom

Introduction

Since the beginning of Burlington School District's (BSD) first Equity Inclusion Report, the District has worked to be transparent with our data, and this year is no exception. We believe our community should fully understand what BSD is doing and the challenges we face, as we are in complete partnership with our community.

Over the years, we have continued improving this report and making it more inclusive to represent our full BSD community better. This year, we improved our data sources by broadening the types of sources we used and added three new sections, Anti-Racism Adult Learning, Anti-Racism Student Activism, and Family Partnership which is authored by a BSD family member.

The annual Equity and Inclusion Data report provides insight into how Burlington School District works towards its equity goals. Equity and inclusion are key pillars of the District's overall values and mission. Our new five-year [Strategic Plan](#) identified this problem statement as it relates to equity in our district:

The District has not yet created a culture based on values and beliefs that reflect how the community aspires to support the full range of student needs, especially those who are most systematically marginalized or outside of conventional

expectations. This gap undermines trust with students, families, and educators. The gap occurs because the District lacks a shared approach for identifying root causes and generating a plan of action with clear lines of resources, responsibility, timelines, and accountability.

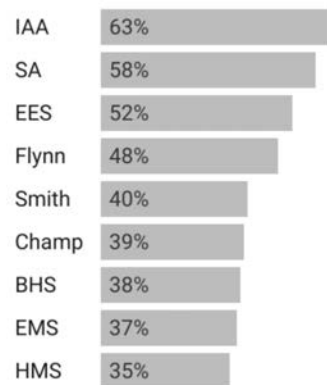
To address this issue directly, we will unite around this goal: Burlington School District will be student-centered and responsive to the full range of identities, abilities, cultures, and languages in our community, such that every student is challenged, empowered, and engaged in their learning throughout their time in our schools.

This report highlights the work various departments do to address our equity issues. It's important to know that some of the data in this report may not shine a bright light on the District, and that is okay. It is our hope that by sharing both our successes and the opportunities that remain in front of us, we can learn and grow together as a community, working to create change and provide deep learning experiences for all.

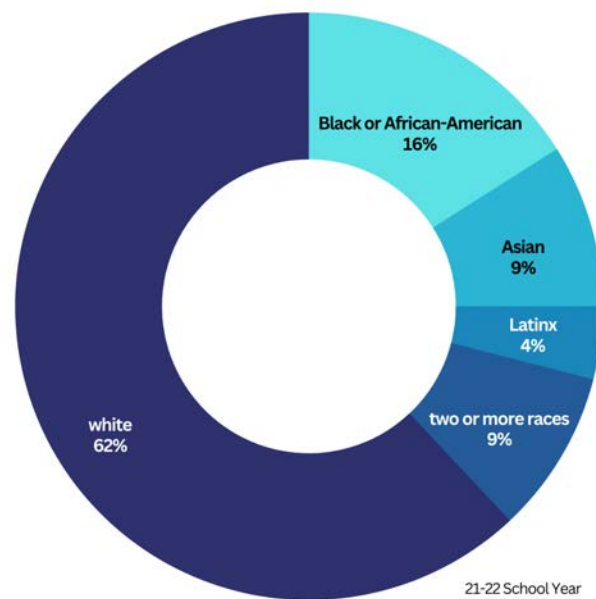


3,260
PREK-12 STUDENTS

Students of the global majority by school



Students of the global majority are 38% of the BSD student population.



Strategic Plan Priority Areas

Our Strategic plan was co-constructed by students, staff, and community members, and includes five priority areas. The following section includes select Strategic Plan metrics that provide insight into our equity work.

Priority Area 1: Belonging and Well-Being

Students, families, and staff will experience a sense of belonging, and students and staff will feel their well-being is supported in our district.

Metric: 90% of students and staff say they belong and their well-being is supported at their schools. Decrease in the disparity between students on Individual Education Programs (IEPs) and students not on IEPs.



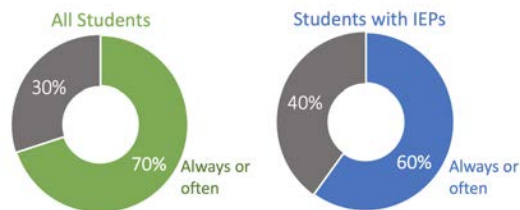
Staff reported that the leadership in their school supports their well-being.



According to Spring 2022 Restorative Culture Staff Survey



Students reported feeling that they belong in their school.

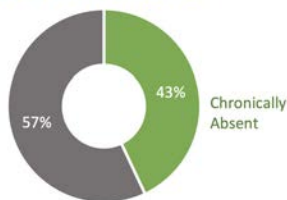


According to Spring 2022 Restorative Culture Student Survey (students in Grades 3-12)

74% of staff respondents feel that the leadership in their school supports their well-being. There is a disparity between students with IEPs and those without IEPs in the sense of belonging (60% vs. 70%). This data is from a survey conducted in 2021-2022 (SY22), “Year 0” of our Strategic Plan. The data will serve as our baseline for future reports; we plan to continue to ask this question over the next five years, which will allow us to examine whether this disparity decreases year over year.



K-12 students who qualify for free & reduced lunch with 17 or more absences.



Based on the total number of K-12 students who were enrolled in BSD for the entire 21-22 school year.

Metric: Decrease in chronic absenteeism for students who qualify for free and reduced lunch.

This metric is also only partially able to be measured as we do not yet have year-over-year comparison data. However, we do have a significant number of students who were chronically absent in SY22, and we know that chronic absenteeism is a predictor of academic challenges among students. This year we have worked to clarify attendance policies and procedures and, after two years of not sending attendance letters, we

have updated the letters to be more restorative and resumed the practice of sending letters so families are aware of attendance concerns.

Related Actions to Positively Impact These Metrics: Superintendent continued monthly family, teacher and student advisory groups and all schools will have family and student advisory groups in the 22/23 school year..

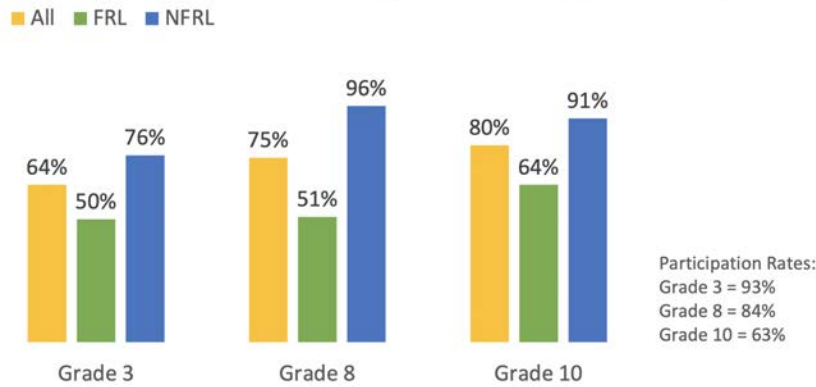
Priority Area 2: Deeper Learning for Every Student

Students will feel challenged, empowered, and engaged in learning environments with rigorous and inclusive curricular materials and practices that meet the individual needs of students while cultivating, promoting, and celebrating identity, ability, language, and culture.

Metric: Increase in overall proficiency and decrease in the disparity in math and reading proficiency (based on free and reduced lunch status) in grades 3, 8, and 11.



Students on or above grade level in reading



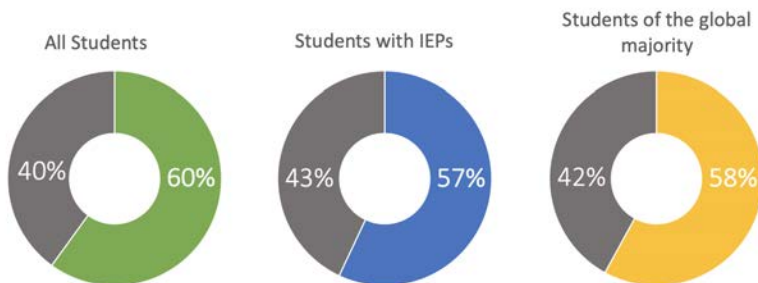
According to Spring Literably Instructional Level at Grade 3 and Scholastic Reading Inventory Proficiency at Grades 8 and 10.¹²

As the chart demonstrates, a persistent disparity exists in grades 3, 8, and 10 between students who qualify for free and reduced lunch (FRL) and those who do not. Students who do not qualify for FRL are reading on or above grade level at a higher rate than those who qualify for FRL. The chart above shows this disparity is the starkest in grade 8.

Metric: 90% of students say they are regularly challenged, empowered, and engaged in learning. There is a decrease in the disparity in responses between students who have IEPs and students of the global majority.



Students reported feeling challenged, empowered and engaged in learning.



According to Spring 2022 Restorative Culture Student Survey (students in Grades 3-12)

For future years, we will look for the percentage of students who agree with this statement to increase across all groups, with a more significant increase for students with IEPs and students of the global majority.

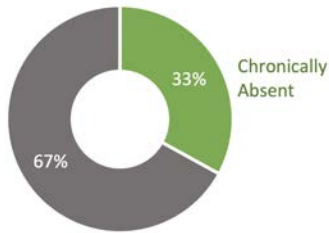
Metric: Notable decrease in chronic absenteeism.



22-23 MIDYEAR SNAPSHOT



K-12 students with 17 or more absences.



Based on the total number of K-12 students who were enrolled in BSD for the entire 21-22 school year.



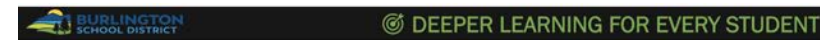
Note that this mid year data is not finalized and is taken from Powerschool attendance data.

For the school year 2021-2022 (SY22), 33% of students were chronically absent (defined as absent 17 or more days). During the first half of 2022-2023, 29% of students have been chronically absent eight or more times, and

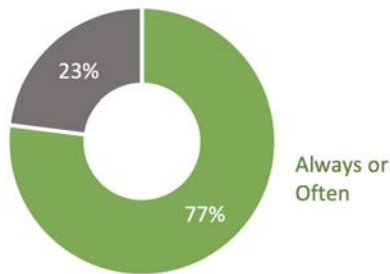
34% of students who qualify for FRL are experiencing chronic absenteeism. The midyear data does not indicate that there will be a notable decrease in chronic absenteeism between SY22 and SY23.

Metric: 90% of students say their identity, ability, language, and culture are cultivated, promoted, and celebrated.

Growth is needed in this metric as the baseline measurement indicates that only 77% of students feel that their school values their identity, ability, language(s),



Students reported feeling that their school values their identity, ability, language(s) and culture.



According to Spring 2022 Restorative Culture Student Survey (students in Grades 3-12) 19

and culture.

“My history should be shared because I believe that everyone should know my name and where my family is from. Being Black is very hard because I have experienced a lot of racism in school and outside.” - Summer Racial Justice Academy Student

Related Actions to Positively Impact These Metrics: Piloted three high quality sets of curricular materials and based on feedback from staff and students, the district selected American Reading Company (ARC) for full implementation in all six elementary schools in the 22/23 school year.

During the summer of 2022 the district used ESSER funds to pay teachers who voluntarily chose to work with colleagues in professional learning focused on the implementation of ARC units.

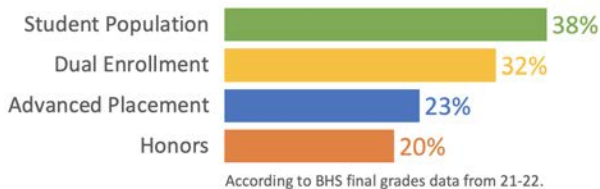
Priority Area 3: Reimagined High School

Working with students and the community, staff will redesign the range of high school experiences that provide deeper learning for every student, and the new high school will support these experiences.

Metric: Increase in the percentage of students of the Global Majority who are enrolled in: challenging, engaging course work; and AP, Honors, and dual enrollment courses.



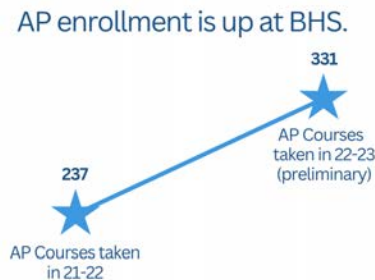
Students of the global majority in advanced coursework



The number of students of the global majority taking AP classes is up, but the percentage has **not** increased (21%), and there is still a disparity relative to the overall student population. We updated our practice for AP class placement, which appears to have positively impacted the numbers overall, and for students of the global majority.

We are not including mid-year data for honors classes or dual enrollment because honors class credits are not finalized until the end of the year, and dual enrollment reporting also occurs later in the year.

Advanced courses should have the same racial balance as the student population.

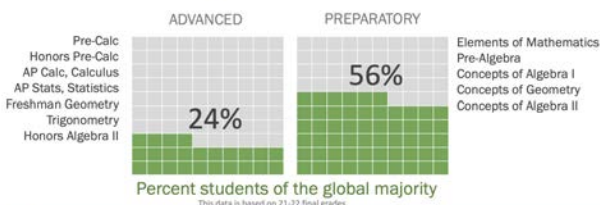


Students of the global majority in AP courses is up in numbers.

In 22-23, 9 more students of the global majority are taking AP classes than last year, amounting to 16 additional enrollments.



Racial disparities in math classes



Metric: Eliminate disparities by race in high school math courses.

Related Actions to Positively Impact These Metrics: Both middle schools and BHS are taking steps to increase the number of students of the Global Majority who complete advanced math classes.

In SY 23, Concepts of Algebra and Concepts of Geometry courses were eliminated and replaced with Integrated Math. Integrated Math I and II combine algebra and geometry content for two years. This programmatic shift at the high school is intended to keep students’ algebra skills sharp and provide a path for more students to complete Algebra II.

Middle School Math

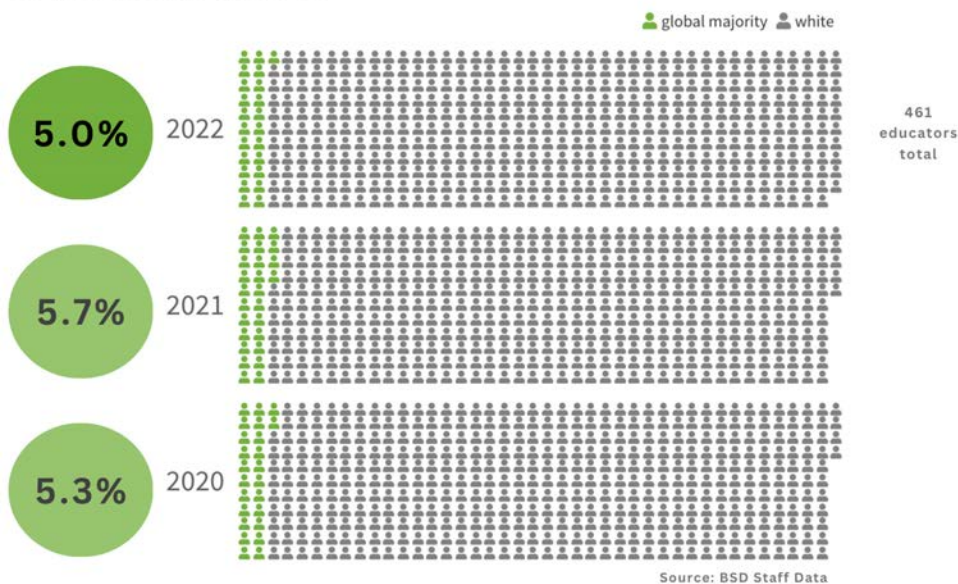
Algebra Seminar participation in middle schools is an important factor affecting high school math outcomes. In SY22, slightly over one-third of 8th graders completed Algebra Seminar (34% at HMS and 39% at EMS). Successful Algebra Seminar completion allows a student to enroll in an advanced Math class as a first-year student in high school. Without Algebra Seminar in 8th grade, students’ ability to reach the most advanced mathematics courses is compromised.

At HMS, 30% of algebra takers identified as students of the global majority -- at EMS, 21%. At HMS, 26% of algebra takers are from households that qualify for FRL --At EMS, 8%. Important strides have been made, especially at HMS, to recruit and support a diverse cohort of Algebra students, however, more work is needed to meet the goal of middle school algebra classes mirroring the student population.

Priority Area 4: Educators Who Look Like Our Students

Students and families will have a community of teachers, school leaders, and District staff that are representative of the global majority.

5% of teachers and principals identify as global majority in 2022, which is a slight decrease compared to previous years.



Metric: Increase the percentage of faculty (teachers and principals) of the global majority each year and ensure every school has multiple staff of the global majority.


“We should talk about what is going on with hiring more BIPOC teachers cuz I know it takes a while to have more teachers, but I just want to know what steps are being taken to get there.” - Racial Justice Academy Student

For SY23, 5% of teachers and principals identify as Global Majority, a

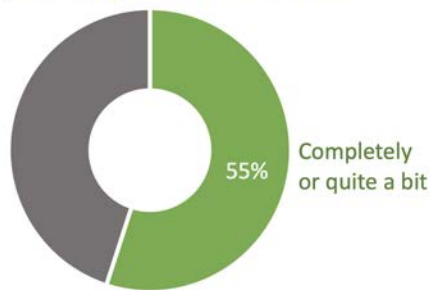
decrease from 5.7% from last year.

Metric: Increase the percentage of faculty (teachers and principals) of the global majority who say they feel they belong in their school and in our district.

In SY22, 55% of staff of the Global Majority reported that they feel they belong in our schools. The interpretation of this data is important as we would look for an increase from 55%, but the increase must be put in the context of the overall percentage of staff of the global majority in the District (5%).

 **EDUCATORS WHO LOOK LIKE OUR STUDENTS**

Percent of staff of the global majority who say they feel they belong in their school.



According to Spring 2022 Restorative Culture Staff Survey

36

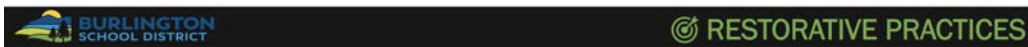
Related Actions to Positively Impact These Metrics: There were major transitions in leadership in Human Resources during the 2021-2022 school year that stalled progress in this area. For the 2022-2023 school year, we are making a concerted effort through our new leadership in HR where progress is emerging.

Priority Area 5: Relationship-based communities through restorative practices

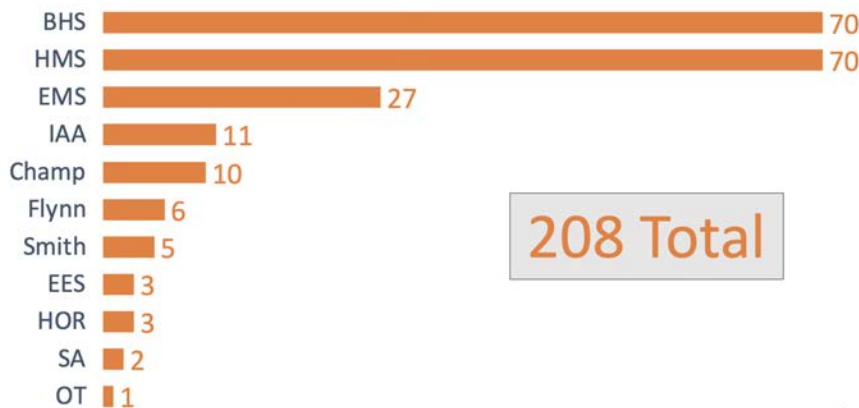
Students, staff, and families will consistently integrate restorative practices to build community, redistribute power, address harm between people, and eliminate the use of punitive disciplinary practices.

Metric: Reduce suspensions in office discipline referrals overall by 50% by end of 2022-2023 and by 90% in five years.

In SY22, there were 208 suspensions, so the goal for SY23 is to have 104 suspensions or less (a 50% reduction). There were 4,100 office discipline referrals in SY22, so the goal for SY23 is to have 2,050 (a 50% reduction) or less referrals. If our efforts are successful throughout our five-year strategic plan, in five years, there will be no more than 20 suspensions and 140 office discipline referrals throughout the District.



Out of school suspensions by school



According to 21-22 Powerschool behavior data

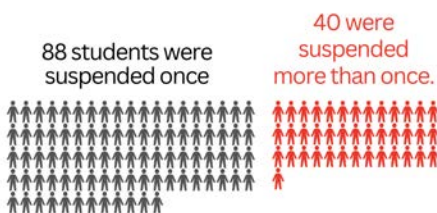
“There’s more to student behaviors and telling someone to go home is not helping anyone the majority of the time.” - Racial Justice Academy Student

2,042 hours of school were lost due to out-of-school

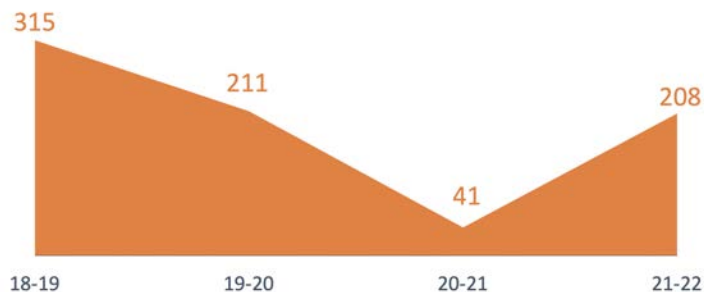
suspensions in 21-22. Students with IEPs lost 786 hours, students of the global majority lost 1,007 hours, and students who qualify for FRL lost 1,767 hours. 128 individuals were suspended one or more times in SY22; only 21 of them did not qualify for FRL. 49 individuals with IEPs were suspended one or more times in SY22; only nine did not qualify for FRL.



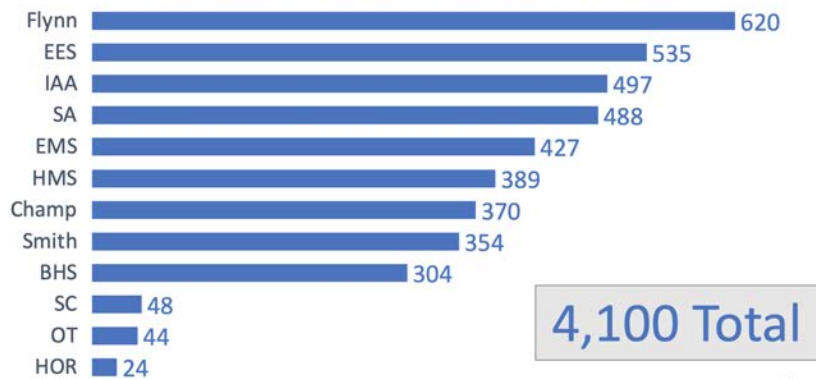
In 21-22 school year, 128 individual students were suspended.



Historical: Out of school suspensions



Office Discipline Referrals by school



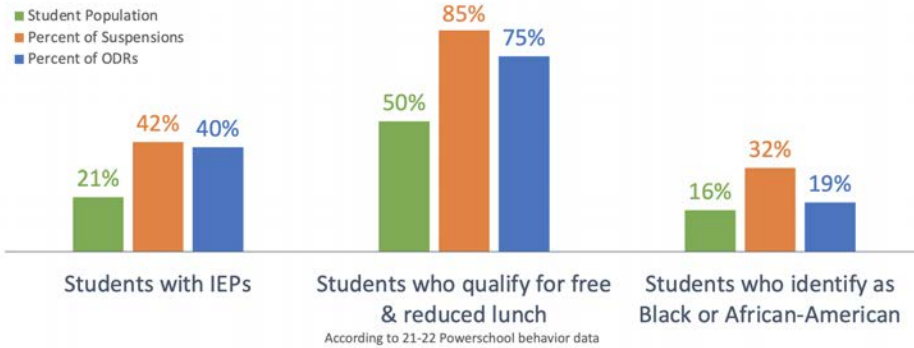
According to 21-22 Powerschool behavior data

Nearly 3,900 office discipline referrals did NOT result in a suspension.

Metric: Eliminate disparities by race, for students with IEPs, and for students receiving free and reduced lunch in suspensions and office discipline.

“I consistently see that disciplinary practice differs from classroom to classroom. There needs to be a norm, and that norm needs to be enforced equally. In the past, I’ve noticed that consequences are either too harsh or too little. I personally believe that traditional practice doesn’t work. However, some people also don’t learn from restorative practices and their behavior doesn’t change. Discipline should have a more individualized approach if restorative practices don’t solve the problem.” - Racial Justice Academy Student

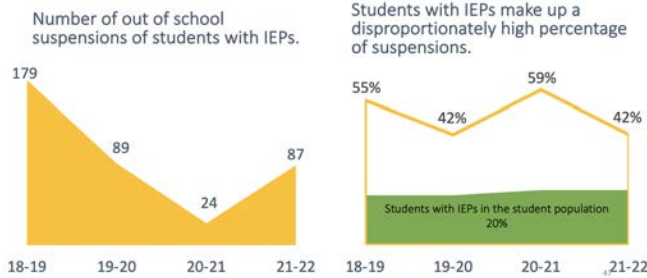
Disparities in suspensions and office discipline referrals



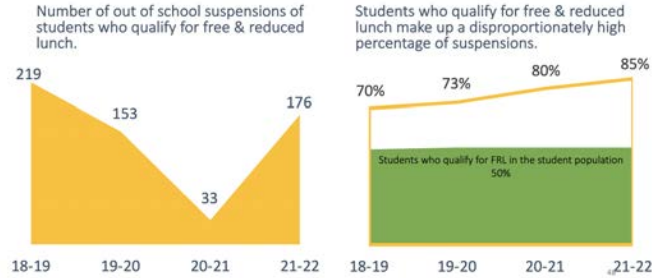
Students should not be overrepresented in discipline data based on their disability status, family income or race.

As evidenced by the above chart, disparities in suspension persist for students with IEPs, those who qualify for FRL, and those who identify as Black or African-American. The largest disparity is with students who qualify for FRL.

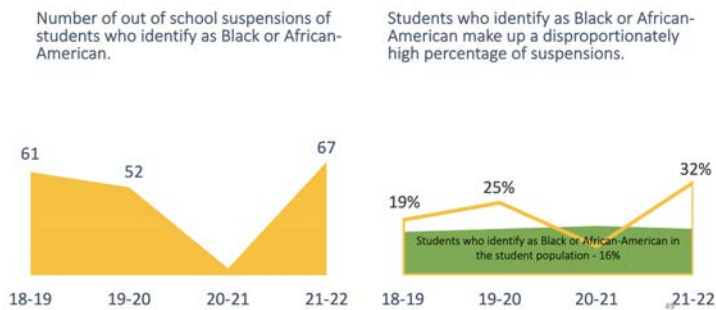
Historical: Disparities in suspensions - Disability



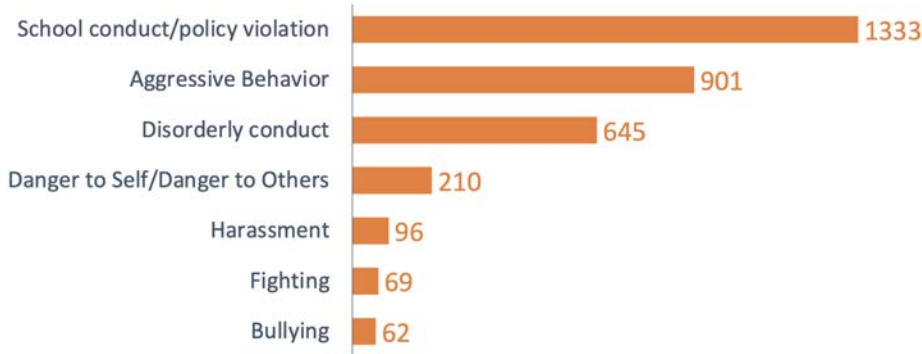
Historical: Disparities in suspensions - Income



Historical: Disparities in suspensions - Race



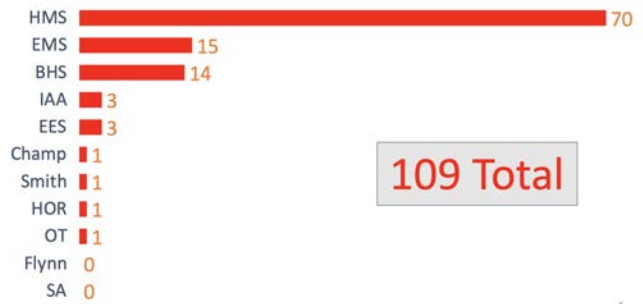
Top Office Discipline Referral Behavior Types, 21-22



Mid-Year 2022-2023

Mid-year is defined as August 31st-December 22nd. Our attendance data shows that during this time, there were 109 out-of-school suspensions, which is roughly comparable to last year but is off track from our goal of reducing suspensions. Suspensions are decreasing mid-year at 9 of 10 schools, however, one school, HMS, has double the number of suspensions as last year. 62 students had been suspended from school; 39 of those had one suspension lasting one or more days and 23 had more than one suspension lasting one or more days. 13% of the suspensions were students who identify as Black or African American and these students make up 17% of the school population. Students with IEPs make up 20% of the student population, yet they account for 55% of suspensions. Students who qualify for FRL make up 53% of the population but 88% of suspensions.

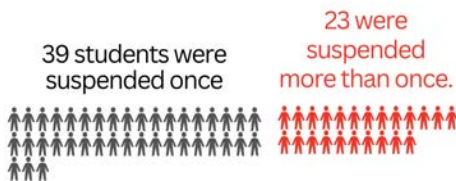
Out of school suspensions by school – MIDYEAR 22-23



109 Total

According to August-Dec 2022 Powerschool attendance data

22-23 MIDYEAR SNAPSHOT



So far this year, approximately 224 days have been lost due to out-of-school suspensions.

Related Actions to Positively Impact These Metrics: Launch of the first Racial Justice Academy in July 2022 and the second one in July, 2023. Placed RP specialists in BHS, EMS, HMS and Edmunds Elementary for the 2021-2022 school year.

Anti-Racism Adult Learning in BSD

School Year 2021-2022

The District's leadership team, called Cabinet (which consists of the superintendent, executive directors, directors, and principals), meets bi-monthly to work on the strategic direction of the District, problem-solve current issues, and learn together. In 2021-2022, Cabinet focused more intentionally on the deeper learning community of practice principles and practices.

The three principles of a deeper learning community of practice are:

- Equity is structural
- Adult learning and student learning are symmetrical
- Leadership accelerates emergence

Our community of practice has adopted several practices, which we believe accelerate goals around these principles:

- Co-construction
- Centering traditionally marginalized voices and ceding power to traditionally marginalized voices
- Adopting a listening orientation - seek to understand
- Keeping students and families at the center of all that we do
- Explicit feedback loops
- Rapid prototyping

71% of Cabinet meetings in SY22 were focused on the development of the District's strategic plan. This involved working collaboratively with the Strategic Plan Guiding Coalition (a representative coalition of students, parents, community members, and educators who created the strategic plan). At the end of the year, Cabinet identified several action steps for SY23 directly connected to furthering equity:

- K-5 Educators will engage in literacy instructional practices as a core equity strategy through job-embedded professional learning and implementation.
- 6-12 educators will engage in anti-racist instructional practices and professional learning.
- District Leadership will engage in anti-racist leadership learning.

The other 29% of Cabinet meetings were spent analyzing the progress monitoring data on the District's five goals, reading and tuning the equity report, and participating in learning sessions on anti-racist leadership skills. Cabinet also made several key decisions through their work and collaboration with various stakeholders.

- The Leadership Collaborative and Truss Leadership were selected to guide the anti-racist leadership skills learning for the Cabinet in 2022-2023.
- BSD educators piloted literacy programs and selected American Reading Company (ARC) for 2022-2023 K-5 implementation.
- 15 learning strands on anti-racism instructional practices offered to PK-12 educators not enrolled in ARC professional learning.

Every learner is challenged, empowered, and engaged.

Burlington School District Adult Learning 2022-2023

Deeper Learning Priority Area Goal:

Students will feel challenged, empowered and engaged in learning environments with rigorous and inclusive curricular materials and practices that meet the individual needs of students while cultivating, promoting, and celebrating identity, ability, language and culture.

6-12 Staff: Develop anti-racist instructional practices

K-5 Staff: Increase literacy outcomes for elementary students.

Learning Objective: Develop foundational anti-racist knowledge & practices that build student empowerment and inclusion.

District Leadership: Develop anti-racist leadership practices

Finally, in the summer of 2022, Cabinet engaged in a three-day retreat where they worked on building trust, moved forward on Strategic Plan activities, and engaged in a full day of learning with The Leadership Collaborative and Truss Leadership.

Quotations:

Reflections on Cabinet anti-racism learning

What did you learn about yourself today?

I have more learning and understanding to do. I am committed to the work and there are things I need to learn and risks I need to take to dive in fully.

What questions are you still grappling with?

What does a healthy workplace and work ethic look like devoid of all tenets of white supremacy culture?

Reflections on reviewing the equity report from 2020-2021:

What most resonates with you in the report?

I appreciated that most of the data incorporate priorities that we have talked about over the past new year and much of the data is familiar. In other words, it is truly reflective of our work and not something that was simply created for the purposes of this report.

Who might not be represented in this Equity Report?

- LGBTQ+
- Students with IEPs seem underrepresented in terms of discussion of disproportionate disciplinary impacts. I felt this could be more deeply examined in terms of action steps.
- The voices of students themselves - more than what is already present. The voices of parents and community members, broadly.

Reflections from Cabinet Members throughout the year

As a learner, how did today's meeting challenge, empower, or engage you?

I was challenged to think about how the initiatives we currently have in place fit into the North Star. When I thought about it, I appreciated the power of those three words [empowering, challenging, engaging] to capture what we aspire to do and have started doing. I was engaged by the conversation about how we use these words in order to make them meaningful and the benchmark by which we measure decisions and actions with students, staff, and families.

Midyear 2022-2023

Overview

Throughout the fall, BSD's Cabinet and PK-12 educators have engaged in anti-racist education through literacy program implementation, antiracist instructional strands, and antiracist leadership skills training.

During the 2021-2022 school year several District teachers participated in a pilot process to assist with the selection of new curricular materials. After extensive discussions and observations, this group recommended to Executive Director Phillips and Superintendent Flanagan that BSD use ARP-ESSER funds to adopt the American Reading Company (ARC) curricular materials for all K-5 classrooms. American Reading Company was the clear choice for the K-5 Literacy Leadership Workgroup. The ARC system will afford BSD four critical components, including

- CORE Curricular Materials
- Systematic phonics/word study
- Formative assessment system
- Intervention support materials
- Ongoing, job-embedded professional Learning

In addition to meeting the stated goals above, moving to ARC will provide BSD with a comprehensive approach to literacy and will allow us to use one program to inform both our Tier 1 instruction and our Tier 2 approach to intervention. These high-quality materials also support our students in being college and career ready through the lens of best practices in literacy instruction. Finally, research is detailed that interacting with content and teachers is the primary way that students learn, and it is clear that the ARC model is built to reflect that model.

Over SY23, paraeducators and early education, middle school, and high school educators will spend a total of 20 hours engaged in professional learning on anti-racism. This unified learning started in August with a daylong introduction to the language of White Supremacy Culture, working in racial affinity spaces, and self-reflection. After this session, educators could pick one topic for further learning for the rest of the year.

Finally, Cabinet leadership has continued their antiracist leadership skills training with Truss Leadership and the Leadership Collaborative. Below you will find data and analysis for each of these areas.

Literacy Curriculum Implementation and Learning: Data

All BSD elementary classroom teachers (80), EL teachers (14), librarians (6), interventionists (7), and special

educators (30) are enrolled in ARC training. These teachers have met with an ARC coach to learn implementation strategies five times since September. Instructional Coaches and Building Principals have met with ARC coaches five times since September. Two times per month, elementary professional learning communities (PLCs) are with instructional coaches who help with planning. Finally, there has been a day and a half of ARC training during in-service days.

Significant time and energy have been spent with teachers learning how to implement ARC and determining current levels of achievement. As of December 2022, 53% of elementary students were on target for reading. From September to December 2022, we saw between 0.3 and 0.5 years of growth in reading.

Literacy Curriculum Implementation and Learning: Why it matters

As part of our five-year strategic plan, we have prioritized the need for students to read at grade level by the end of third grade and for our students to experience deeper learning experiences throughout their learning journey. This goal is directly connected to our work over the past couple of years, including the analysis of our literacy data, an audit of our K-5 literacy practices, and this year the use of curricular materials that reflect the rigor, cultural relevance, and opportunities for differentiation we want for our students. The data shows that only 53% of students are reading at grade level, which underscores the need for a literacy program to accurately monitor and provide support to students and teachers needing intervention.

Anti-Racist Instructional Practices Learning: Data

Grades 6-12 educators are enrolled in a cohort that will meet five times over SY23. At the time of this writing, educators have met in their learning strand groups two times. Learning strands are being led by an excellent mix of internal, external, local, and national leaders in antiracist educational practices. After the second learning strand in December, the following data were mined from educators' exit surveys.

In response to the prompt, "The best part of today was...":

- About **42%** (n=130) stated that the best part of their day were the small group discussions, group work, conversations, interactions, connections with others across the District and opportunities to work or co-plan with their colleagues.
 - *Wrestling together with how to deal with an issue in our classroom. What seemed straight ahead became thorny as soon as we delved in a bit. It was this kind of sharing and thinking that I was most looking forward to.*

In response to the prompt, "What did you learn about yourself?"

- Many respondents (**34%**) realized that they need to learn and have room to grow more as an educator. Others mentioned specific areas or topics that they needed to learn more about.
 - *"I am becoming more willing to be vulnerable and ask the questions I need to ask."*

In response to the prompt, "How have you implemented or used your learning from this strand in your classroom, interactions with students, interactions with colleagues, or in your daily life?"

- **34%** indicated that they have already started implementing or using the learning from their strand.
 - *"I have used some of the planning templates. The readings have caused me to rethink/review some of my practices."*
 - *"I'm having restorative conversations with students daily."*
 - *"Thinking about the tendencies of white conditioning today made a huge impact on my awareness of my own personal character traits and behaviors and how these could potentially affect others negatively."*

Anti-Racist Instructional Practices: Analysis

The data above suggests that educators are appreciative of the ability to work with other educators in ways that allow them to connect and reflect. Educators also appreciated the ability to learn from excellent facilitators and have strategies for being antiracist educators modeled with them. Finally, the data suggest that after only three learning sessions, educators are implementing various aspects of learning in their classrooms, with their colleagues, and in their daily lives.

Anti-Racist Instructional Practices: Why it matters

While BSD is actively working to create more opportunities for Burlington students to learn from and with Global Majority educators, the fact remains that the teaching population of BSD is overwhelmingly white. Many of these white and global educators choose to teach in Burlington because of the diversity in race and culture. Many of these educators have pursued education and training throughout the years that has helped them to become more anti-racist, culturally welcoming educators. That said, BSD has mostly relied on these educators to pursue this learning independently. The move to support all educators with job-embedded professional learning focused on anti-racist instructional strategies shows the District's investment in its educators by supporting them to become anti-racist in their classroom pedagogy. As Tyrone Howard says in *Why Race and Culture Matter in Schools*, "...by developing and maintaining a better understanding of race and culture and how they play out in school settings, educators can begin to take important steps toward ameliorating persistent gaps in educational outcomes between African American, Native American, and Latinx students..." (Howard, p. 110)

Cabinet Antiracist Leadership Development: Data

From September to December, Cabinet members engaged in 11.5 hours of learning together about antiracist leadership. In addition to their full group meetings, these leaders have also been meeting monthly with another leader from the group as a racial affinity accountability partner to discuss their reflections and progress between sessions. Finally, leaders have engaged in several readings and reflective assignments between sessions. Below are a few reflections from leaders after their full-day training in October.

What is your biggest highlight from today? Why?

- It was great to see white colleagues' own mistakes and missteps in this work and still have the courage and vulnerability to want to continue full steam ahead. This has to be collective work, and it is great to see the willingness to collaborate.
- Accountability partner. Setting up a structured, safe, and trusting relationship to have productive conversations on race and racism

What skill (and/or mindset) will you practice developing to build your capacity for shifting the dialogue to Discourse 2. Why does it matter, and what will it require of you?

- I want to normalize slowing down to have a larger conversation. Without that, I don't think we can make the change. It goes back to a commitment to each other in addressing racism at the moment
- I think this requires courage and vulnerability, and the willingness to have things be messy and difficult, and for some people to be angry and unhappy with the process. If we aren't doing it, why are we even here?

Cabinet Antiracist Leadership Development: Analysis

Cabinet leaders are being provided with the time and space to reflect upon their practices critically. Having the ability to connect with racial affinity accountability partners allows participants to establish safe and trusting

relationships. Leaders are thinking about how to bring the practices explored in the leadership development work into their schools and departments.

Cabinet Antiracist Leadership Development: Why it matters

In some ways, the District leadership sets the course for the district through procedures and practices. In addition, District leaders interact with a myriad of staff, students, faculty, parents, and community members. It is essential that District leaders understand the impact of white supremacy culture on how they interact with others, make decisions, and implement procedures with their teams. As part of the Deeper Learning Dozen (the Deeper Learning Dozen is a collaborative of 12 districts that helps transform their districts to support equitable access to deeper learning experiences and outcomes) we are reminded that if district leaders expect educators to implement antiracist instructional practices, they too must actively work to become antiracist leaders by creating structures that elevate equity.

The Impact

As BSD continues to work towards anti-racism and dismantling white supremacy, we are better understanding the impact racism is having on our students, staff, and families of the global majority. We consistently hear from people of the Global Majority that they are being harmed by white colleagues, and we know that in some cases, staff of the global majority have left BSD because of racism they experienced in our district. The other lesson we are learning is that most of this work is not for people of the global majority; it's for the white people. This does not imply that people of the global majority should not participate, they should, but much of their work should happen in affinity spaces. We are also aware BSD still needs to create safer systems of support in our buildings for staff of the global majority.

Anti-Racist Student Activism:

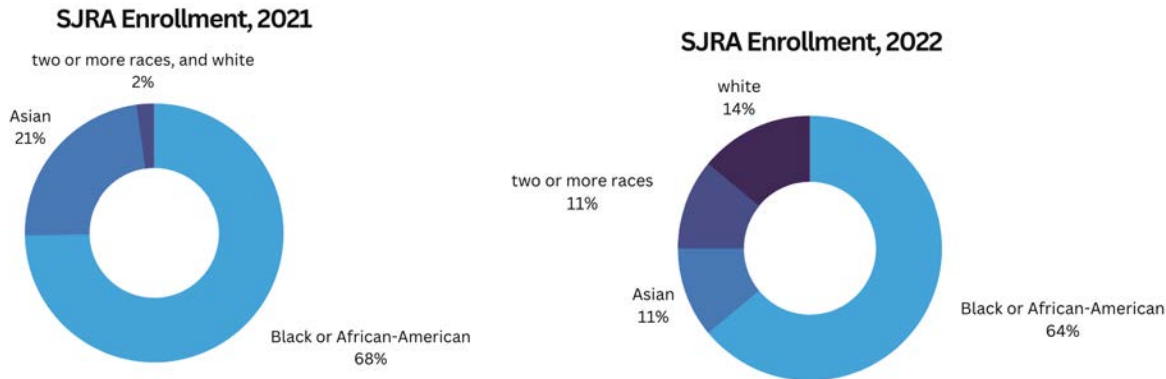


Summer Racial Justice Academy:

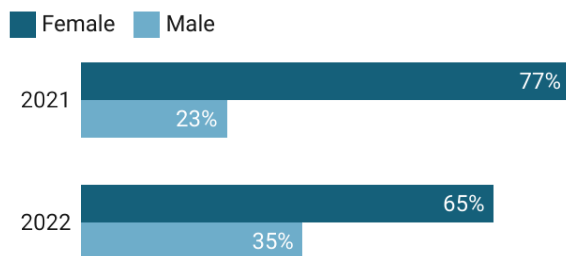
The Summer Racial Justice Academy started in the summer of 2021 with a goal of building youth-adult partnerships for systemic change at BSD. The mission statement for the program was co-constructed in the summer of 2022 during the academy's second year: *"At the Burlington School District Racial Justice Academy, we represent student leadership. We speak out for the needs of ourselves, our peers, and our community. Every*

student, teacher, and staff bring a unique gift to this space. We bring authentic experience, brilliance, diversity, and meaningful engagement. We value racial justice, honesty, deep learning, change, and healing. We work to build connections, organize for action, and share in collective power. We will share power with adults in authentic ways. We will share hard truths to uncover and expose racial bias in school systems. We will insist that school leaders listen to us and value the youth's work. We will disrupt white supremacy power structures in our schools. We will work to dismantle oppressive systems, policies, and practices. We will use our power to create culture shifts to bring about positive change in the Burlington School District. We will be seen, and we will be heard."

Summer Racial Justice Academy Enrollment Data



Gender Identities in SJRA



"Something I enjoyed this week was talking with the superintendent and asking him questions about the school system, policies, and whatever should be changed. I have shown accountability and leadership by leading group circles and speaking to the superintendent, and also trying to include as many people in the discussion as possible. I think I can grow and improve my skills by volunteering a lot more and applying myself." Racial Justice Academy Student

Approximately 50 students attended the Summer Racial Justice Academy (SJRA) each in the summers of 2021 and 2022. The SRJA consists of a middle school program and a high school program. In 2021, 18 students were in the middle school program, and 35 were in the high school program, whereas in 2022, 23 students were in the middle school program and 21 were in the high school. Due to the success of the program's inaugural year, applications increased by 40% in 2022. 17 students who attended the academy in the summer of '21 returned in the summer of '22 to further develop leadership skills and advocate for racial justice in BSD schools. SRJA students have developed a reputation as a cohort of student leaders that have been tapped into for various youth-adult partnership opportunities, including serving as student representatives on the BSD Strategic Plan Guiding Coalition

Steering committee and youth facilitators with [Up for Learning](#), leading the Youth and Family Engagement Team and the HMS RP/YPAR team, speaking as youth panelists in the [Virtual Equity Community](#) workshop series, presenting at the [Vermont Principals Association Equity Practitioner’s Network](#) on youth-adult partnership, and tabling and speaking at the Day of Racial Equity at the Capitol Building in Montpelier with the [Vermont Student Anti-Racism Network](#). The Office of Equity has additionally employed an SRJA leader and BHS senior, Felipe Vivanco, as an intern who has been co-teaching Social Justice units at Horizons and visiting IAA and HMS to serve as a peer mentor. In the fall of 2022, five SRJA students presented their recommendations for change to all middle school and high school teaching staff at a full-day professional development opportunity with Truss Leadership Collaborative. Additionally, four SRJA students are co-facilitating an anti-racism professional development strand, “Abolishing Racial Microaggressions in the Classroom” with a cohort of 25 BSD educators.

Recommendations

Based on the work that has been done on student activism and adult learning, Racial Justice Academy students have recommended that BSD do the following:

- Continue to support adult learning initiatives at various levels of the organization through job-embedded professional learning.
- Collect additional data about the implementation impacts of adult learning on student experiences.
- Ensure that K-5 educators receive anti-racism professional learning since they were unable to attend the 2022-23 anti-racism PD strands due to the implementation of the new literacy program.

Progress on [Recommendations](#) from 2021 Summer Racial Justice Academy

1. Revamp discipline processes within our schools to produce equitable outcomes

Progress:

- *ESSER funding was used to onboard six Restorative Practice Specialists in 2021-22*
- *“Reducing Disparities Team” created in partnership with Up for Learning and Burlington Community Justice Center to reduce ethnic and racial disparities in suspensions and school discipline*
- *Youth and Family Restorative Liaison has been working to reduce disparities in both middle schools (involved in Reentry Meetings and peer mediation training)*
- *BSD started the implementation of the [Restorative Code of Conduct](#)*

2. Overhaul the Student Handbook

Progress:

- *[BHS Playbook](#) created with student input in 2021*
- *Student handbooks were updated summer of 2022 and made consistent across schools. See updated [Middle School Handbook](#) and [FINAL 22/23 Elementary Student and Family Handbook.docx](#)*
- *Dress code language updated to address racial and gender-based bias*

3. Hold BSD accountable for high-quality teaching and learning

Progress:

- *BSD Cabinet worked with Truss Leadership Collaborative to move towards dismantling White Supremacy Culture in schools*
- *Department of Teaching and Learning collaborated with Office of Equity to offer year-long professional learning strands focused on anti-racism*
- *Implement high quality literacy materials, including systematic phonics instruction.*

4. Clarify and limit the role of police in our schools

Progress:

- *School Safety Task Force released [a Report](#) in 2020. Following this, the use of School Resource Officers were replaced with Restorative Practices support staff*

5. Ensure BIPOC students have BIPOC classmates

Progress:

- *This is an area that still needs attention despite intentional efforts by the high school to address this issue. We recommend that administration work with guidance counselors, classroom teachers, special education and EL staff to ensure that class lists reflect this recommendation to have students with shared identities in their classes and on their middle school teams.*

6. Hire and support BIPOC teachers and staff

Progress:

- *Affinity Space Gatherings for staff of the Global Majority sponsored by Office of Equity*
- *This is an area that needs attention since data shows there has been a decrease in staff of the Global Majority to 5%. This has been identified as a priority area in the Strategic Plan. We hired a consultant and an new HR Executive Director to support these efforts in our recruitment and hiring practices.*

7. Keep our support systems safe for students

Progress:

- *[Affinity spaces](#) for students of the global majority offered at middle and high schools*
- *This is an area that needs more attention. We recommend increased focus on the use of the Restorative Code of Conduct and a reexamination of what for and how often parents are called, particularly with New American students. Additionally, Multilingual Liaisons should be part of the planning process to improve transparent communication process.*

8. Believe the experiences and perspectives of students/youth

Progress:

- *The Office of Equity has increased compensated opportunities for youth in our District and community with SRJA and additional paid opportunities to serve as student consultants, facilitators, and panelists at equity workshops*
- *We are working to dismantle the power dynamic between youth and adults by inviting youth to lead professional learning opportunities with BSD staff*
 - *An area of growth is to inform youth of their rights both inside and outside of school*

Progress on [Recommendations](#) from 2022 Summer Racial Justice Academy

1. Help students feel supported and heard through the creation of Equity Advisors.
Not yet implemented
2. Make sure students have enough time to socialize and interact with their peers, and take care of their well-being by implementing daily breaks.
Partially implemented at middle schools by select teachers offering "body breaks"
3. Implement anti-Racist Professional Learning for teachers.
Implemented 2022-23 through professional learning strands
4. Work to eliminate racial microaggressions in the classroom.
Implemented 2022-23 through professional learning strand entitled "Abolishing Racial Microaggressions in the Classroom" co-facilitated by youth from SRJA
5. Implement a Restorative Process for teacher accountability.
Restorative Code of Conduct includes a section on teacher accountability and restorative pathways. The Office of Equity has started to pilot offering learning pathways for teachers who have opted into the process to improve their practices.
6. Improve documentation and investigation protocols when staff cause harm to students.
Not yet fully implemented, though cases have been referred for investigation and intervention
7. Introduce a peer mediator system at BHS with training.
Not yet implemented. EMS created a peer mediation program in 2021-22. We recommend that peer mediation is piloted at BHS starting in the Spring 2023

8. Post-training, peer mediators would help to provide student perspectives for school discipline. Not yet implemented. EMS created a peer mediation program in 2021-22 but have not yet heard cases.



LGBTQ Initiatives

School Year 2021-2022

“What would make things better would be education of staff around LGBTQIA+ issues, more people using proper pronouns, better / more gender neutral bathrooms that aren’t being used by cis people.” - BHS Student



In October 2021, Superintendent Flanagan sent a message to the greater community emphasizing the urgent need for increased support for the LGBTQ+ community in BSD schools. Following his direction, the [Office of Equity](#) formed BSD’s first LGBTQ+ Task Force. The newly formed task force was created in December 2021 after an application process that was open to students, staff, family members, and members of the greater Burlington community.

The final task force was composed of two students, three BSD staff, one mental health clinician, one parent, one representative from Outright VT, and one community member. The task force was co-chaired by a BHS sophomore. The group met biweekly from January 2022 to April 2022 and worked to present a plan that accomplishes the

following objectives as part of the District’s focus on Belonging and Wellbeing (Priority Area 1 of the Strategic Plan).

- Identify and document what is already being accomplished in BSD schools that builds awareness and advocacy for the LGBTQ+ community
- Ensure the safety of Burlington’s students during and outside of school hours as related to teasing, taunting, and harassment due to gender identity, gender expression, and sexual orientation
- Create a list of recommendations that will inform the BSD Strategic plan and present recommendations and [Task Force final report](#) to the Superintendent

The final recommendations fell under the areas of **Curriculum, Safety, Non-discrimination, and Environment**. BSD has worked hard to follow through with the recommendations from the report and has accomplished the following during SY22

- Fully incorporate LGBTQ+ advocacy statement into BSD mission statement and include in student and family handbooks, calendars and websites
- Distribute laminated signs of advocacy statement to all school sites
- Develop an Equity Audit Tool (HECAT) to conduct a thorough curriculum audit of Health Classes
- Work with the Office of Equity and Harassment, Hazing, and Bullying (HHB) Coordinator to create a learning tour that teaches into HHB prevention
- Adopt and implement clear, consistent, and comprehensive non-discrimination policies at the District level that explicitly protect and affirm staff and students’ sexual orientation, gender identity, and/or gender

expression, alongside other characteristics (e.g., race, religion, etc.), and prohibit discrimination against students, families, and educators on those bases

- Conduct a targeted review of district/school policies and practices and ensure there is no discrimination on such bases. Policies, including but not limited to those related to clothing/dress code, school-sponsored activities, athletics, and access to restrooms and other school facilities, should be affirmative in supporting students and staff in their gender expression and identity.
- Ensure that District policies conform with [VT AOE Continuing Best Practices for Supporting Transgender and Gender Non-Conforming Students](#)
- Create and maintain LGBTQ+ Staff Affinity Spaces to allow staff the space to maintain mental wellness
- Provided financial resources to libraries to purchase LGBTQ+ themed books funded by grant from Vermont Principals Association
- Offer school-based extracurricular groups such as GSAs to address inequality within the LGBTQ+ community. These groups can provide support, generate awareness, and help reduce discrimination
- Develop a district-wide procedure for when a student requests a change related to gender identity and work with school counselors, nurses, pediatricians and mental health personnel to develop systemic procedures to create gender support plans in partnership with families.

“What would make it better is to see more diversity among the staff, so that we (the students) would be able to see more examples of how people do and can exist, as well as having positive role model and validation in their identity for those of us.” - BHS Student

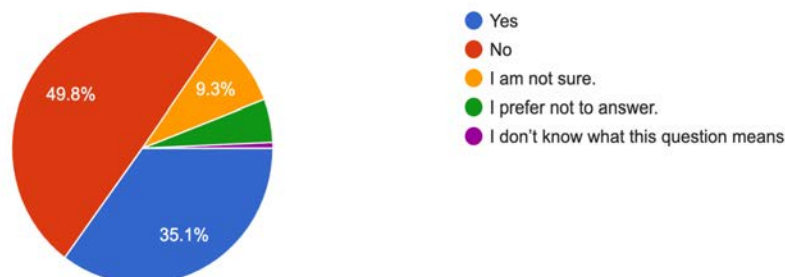
“We need to make sure teachers are held accountable for misgendering students.” - EMS Student

Data

“It would make it better to maybe crack down on anti-LGBT jokes a little bit harder than they are now.” - BHS Student

“I think for students who don't understand/ have negative attitudes towards LGBTQ+: having a variety of clubs and activities that attract participants across identity lines would be a great way to improve understanding, via shared group experiences.” - BHS Student

Do you identify as LGBTQ+?
430 responses



As part of the LGBTQ+ Task Force work, more than 430 students completed a survey; the results were to be used to support the task force recommendations.

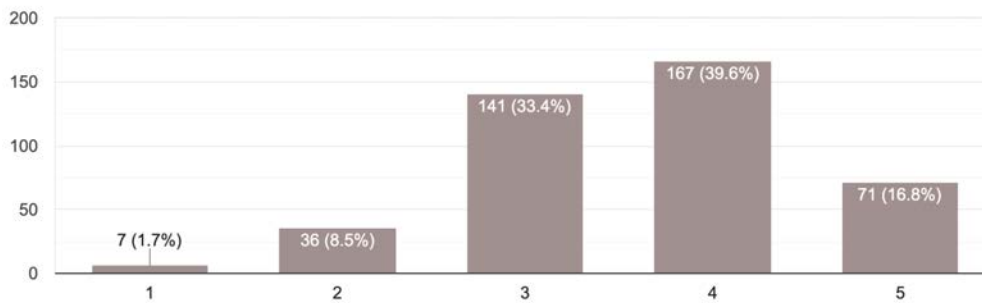
Data from the *District Wide Restorative Practices*

Survey Demographic Report further supports the diverse genders and sexualities of our student body.

Sexual Orientation	N	%
Heterosexual or Straight	789	47.6%
Gay or Lesbian	98	5.9%
Bisexual or Pansexual	236	14.2%
Asexual	42	2.5%
Queer	39	2.4%
I am not sure yet	184	11.1%
Gender		
Girl	736	43.3%
Boy	812	47.8%
Neither a boy or a girl	55	3.2%
Girl, but sometimes don't feel like a girl	64	3.8%
Boy, but sometimes don't feel like a boy	29	1.7%
I am not sure yet	47	2.8%

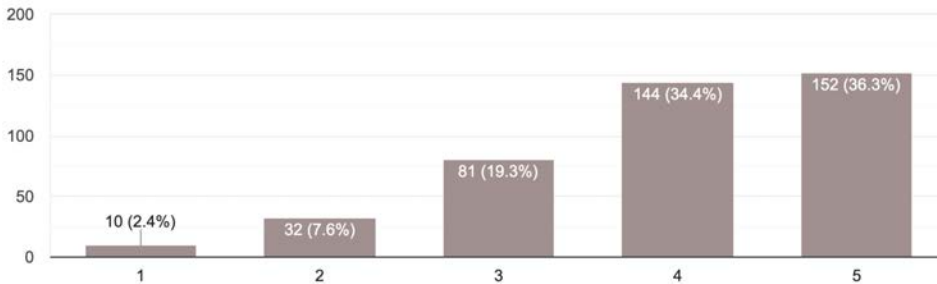
For the below charts, 1 means strongly disagree and 5 means strongly agree.

People at my school treat LGBTQ+ people well.
422 responses



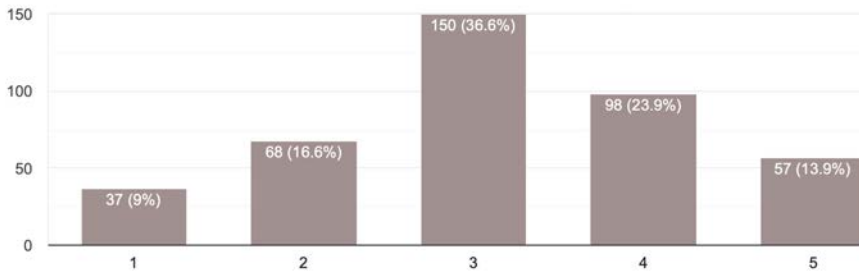
In general, teachers allow space to disclose pronouns and respect pronouns in class.

419 responses



LGBTQ+ people are represented in my class curricular materials.

410 responses



What the data says

For the most part, the data speaks to BSD being welcoming and inclusive for LGBTQ+ students and staff. Teachers have embraced the common practice of disclosing and respecting pronouns and students feel that most people in BSD schools treat LGBTQ+ people well. The data does speak to a need for

improvement in curricular representation and improving accessibility of gender-neutral bathrooms in all schools.



Bright spots/Joy

- The Office of Equity hired a LGBTQ+ Advocacy Coordinator for a pilot program in the Spring of 2022 to guide the District in piloting an elementary GSA at Sustainability Academy.
- EMS Youth Participatory Action Research (YPAR) created a lesson plan on gender and sexuality and toured all EMS classrooms to teach the lesson. They also presented the lesson to HMS Social Justice Club and Pride Panther students and worked with the Office of Equity to offer the training to paraeducators in June of 2022.

- BSD students, staff, and parents marched in the community pride parade in October and HMS and IAA participated in the Outright VT fire truck pull.
- Superintendent Flanagan and Property Services met with the mayor to respond to the uptick in transphobic stickers displayed on public property and created responsive and proactive measures to respond to the hate speech in the community.
- BHS GSA met with the BHS/BTC Steering Committee to consult on the new building plans, and the design team made plans to locker rooms that are responsive to their feedback.
- The Office of Equity is offering new in person [community workshops](#) on LGBTQ+ themes starting 1/18/2023.
- The Office of Equity provided a training for BSD Multilingual Liaisons on LGBTQ+ issues at BSD and provided a restorative space to discuss cultural stigmas around LGBTQ+ identities.
- Billy Ray Poli, BHS Choral Director, supported BHS Professional Development by offering LGBTQ+ themed training sessions to BHS staff in fall of 2022.
- Flynn Elementary and Sustainability Academy are offering Rainbow Clubs for LGBTQ+ students and allies to come together.
- LGBTQ+ Affinity Spaces are offered both during and after school: EMS offers “You be You” as part of Expanded Learning Opportunities (afterschool) and “Gay Lunches” with school counselors during the school day. HMS offers Pride Panther meetings on Fridays and lunch bunches throughout the week. BHS GSA meets both during and outside of school hours.

Recommendations

“I’m passionate about making the future for my daughter and her peers an inclusive and fulfilling one. I feel that making current and future students feel welcome and a part of the BSD community while they discover their true selves is so important.” - BSD Parent

We are committed to following through with the additional recommendations from the LGBTQ+ task force including the following:

- Use the results of the curriculum audit to make concrete recommendations for improvement (and introduce supplemental/enrichment materials) to increase LGBTQ+ representation.
- Implement mandatory training on gender and sexuality for all K-8 school counselors, nurses, multilingual liaisons, health teachers, and pediatricians working in partnership with the schools.
- Integrate professional development time into 2023-24 calendar to facilitate development of proactive lessons
- Ensure that professional development and educator resources include a focus on creating inclusive learning environments in which all students, faculty, and staff (including LGBTQ+ students, faculty, and staff), feel safe and welcome. For example, mandatory yearly training and mandatory new hire training.
- Construction of the new high school and technical center should facilitate easeful incorporation of the below:
 - Library offerings and aesthetics should complement a diverse curriculum and reflect diverse identities.
 - Ensure accessibility of all-gender facilities
 - All-gender facilities should have these features: Affirming signage, visuals, and messaging intentionally incorporated into all areas students congregate to provide diverse, positive representation.

- Improve hiring and retention of LGBTQ+ staff. Establish benchmarks and metrics to quantify and document progress.
- Work in partnership with Spectrum and Howard Center to provide additional mental health resources specifically allocated for LGBTQ+ students.
- Work with school nurses to promote the implementation of gender affirmative care models to proactively support policies and protections that promote the inclusion and safety of all students.

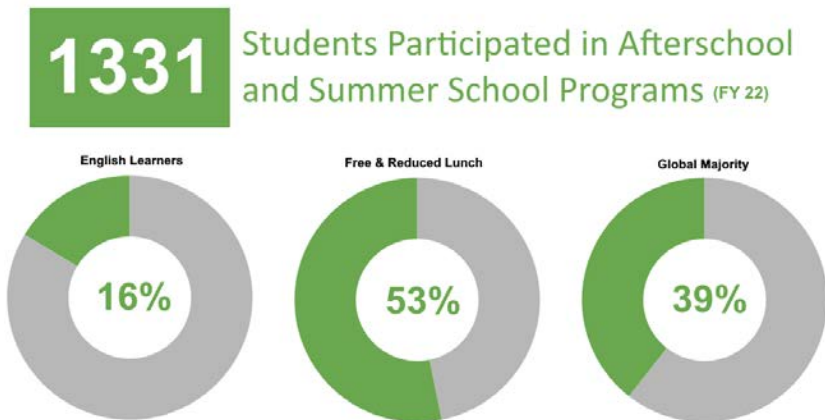
"I want to be part of laying the groundwork for LGBTQ+ young people to thrive. I believe positive experiences here will encourage them to remain in our community and contribute their talents to its continued social and political progress." - LGBTQ+ Task Member

"It is important work. Our LGBTQ+ youth (and their communities) depend on us to create loving and accepting spaces. As a member of the LGBTQ+ community, with an LGBTQ+ youth, I want to help create the kind of community I did not have growing up." - BSD Parent

Expanded Learning Opportunities

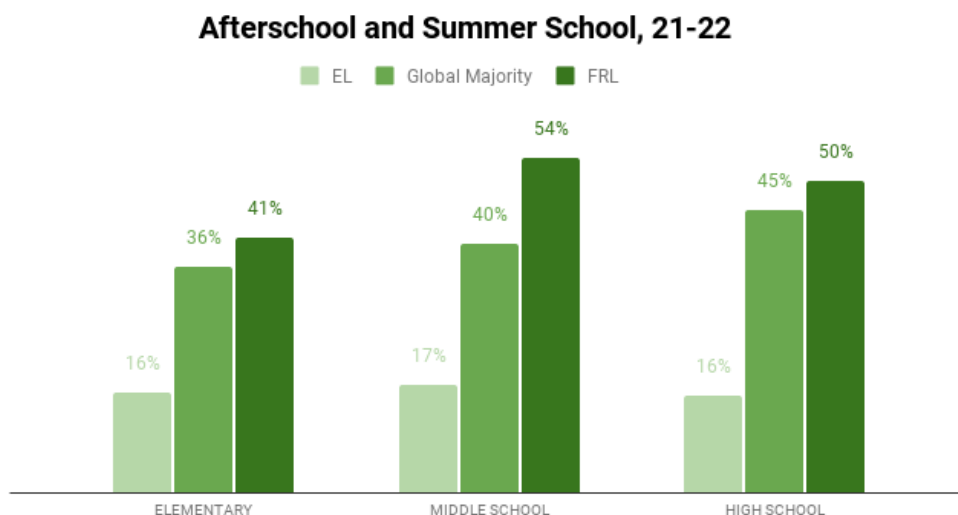
School Year 2021-2022 and Mid-Year 2022-2023

BSD's Expanded Learning Opportunities (ELO) encompass the array of academic and enrichment programming offered after school hours during the school year and across summer break. ELO's mission is to foster the social and academic success of Burlington youth through high-quality programming in an environment that creates lasting connections with peers, adults, and the community. With this mission in mind, the program works to provide spaces where students have meaningful ways to increase their leadership, use their voices, and engage in their community. The ELO team is committed to providing program access to all students and staff; prioritizing work to increase capacity and efforts to recruit, hire, and retain staff of the global majority; continually evaluating policies through an equity lens; engaging in equity-focused professional development; utilizing restorative practices and social-emotional learning tools; and working closely with other departments ensure that students have access to programs that meet their needs in a safe and supportive environment.



Afterschool programs are offered at each school, K-12, providing academic support and enrichment programs, as well as free supper and snacks. We are committed to ensuring that program fees will not be a barrier for students to attend. Elementary programs offer a hardship waiver (a sliding scale) for income-sensitive families, and we employ a Family Outreach Coordinator to assist families in applying for state subsidy funds, and secondary programs are free for students to access. In addition, having afterschool programs at

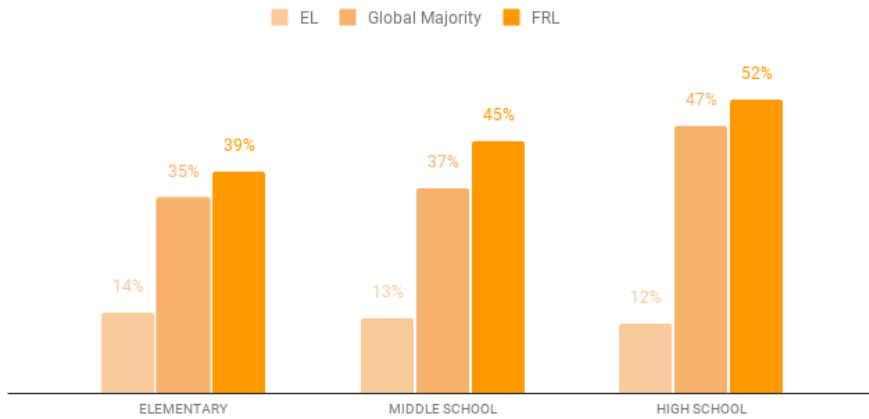
each school ensures that transportation to and from the program is not a barrier.



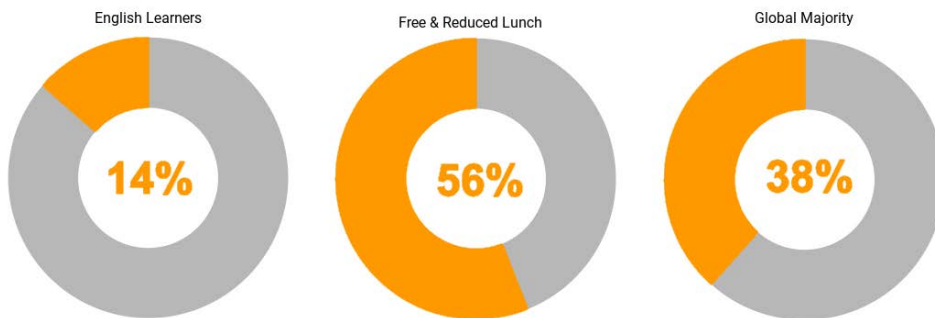
Summer learning programs are offered at the elementary, middle, and high school levels. Students who receive English Learner and/or Special Education Services, and those who qualify to receive free or reduced-priced lunch are prioritized for acceptance. Summer programs are designed to help students maintain their learning and prevent learning loss

through high-quality literacy and math instruction, field trips, and other experiential activities. Breakfast, lunch, and transportation are provided.

Afterschool and Summer School, Fall 2022



1075 Students Participated in Afterschool and Summer School Programs (fall 2023)



Affinity Spaces: Affinity spaces are specifically designed for a group of people who share a common identity factor, such as race or sexual orientation, to come together in a safe space to reflect, celebrate, and discuss shared issues based on their common identity factor. In BSD, we are proud to offer affinity spaces for our students as part of our ELO programming. During the 2020-2021 school year, afterschool programs at the middle and high school levels offered affinity spaces for students, including:

- **Burlington High School**
 - **GSA (Gender and Sexuality Alliance):** The GSA is an inclusive group that aims to create a safe space for all students to discuss, disclose, and explore topics relating to gender and sexuality. The Gender and Sexuality Alliance meets every Wednesday and Friday. 12 students participate regularly and 27 students have attended at least once in the 2022-2023 school year. 12 students attended in SY22.
 - **MBK (My Brother’s Keeper) and MSK (My Sister’s Keeper):** 10 students participated regularly in MBK and 15 participated regularly in MSK during the 2022-2023 school year. 27 students participated in total during the 2021-2022 school year. In 2014, President Obama launched MBK to address and recognize

the persistent opportunity gaps in employment and education faced by young Black men. Working in partnership with the City of Burlington's Community and Economic Development Office (CEDO), BHS afterschool offers these affinity groups for Black female and male students. MBK/MSK focuses on improving academic performance, career development, and cultural understanding. MBK/MSK supports outstanding participants with a stipend and provides a pathway to summer internships.

- **Social Justice Union:** The Social Justice Union (SJU) meets after school once a week. 19 students participated regularly during SY22, and five students have been participating this year. SJU strives for a socially just and equitable community. Addressing social justice issues at BHS, in Burlington, and the larger world, SJU hopes to create awareness through dialogue in order to bring social inequities to everyone's attention.
- **International Club:** Around 12 students have been participating regularly in The International Club during SY23. The International Club is a student-run organization whose members explore different cultures and set an annual social mission. Some examples of social mission projects are "Reading to End Racism" with local elementary students, sponsoring dinners with guest speakers to discuss immigration policy, creating the All are Welcome symbol to display in businesses and medical offices. The International Club sponsored an international fashion show and sold "all are welcome" sweatshirts. Members of this club also raised money for Nepali earthquake survivors, tuition for girls in Ethiopia and Afghanistan, for Doctors Without Borders, and for Mercy Corp to distribute to Yemeni refugees.
- **CHILL Program:** The Chill Program will run two days a week starting in January 2023. This program makes intentional efforts to serve all students in an equitable way. On Thursdays, the group is specifically for girls of the global majority. On Tuesdays, the group is specifically for new arrivals to Burlington, VT. In partnership with Burton and The Chill Foundation, Chill programs consist of experiential learning activities, reflection, and discussion, paired with boardsport lessons. Chill's six core values provide youth with a foundation and framework for learning and growth, supported and enhanced through progression in board sports skills and adult mentorship. Chill strives to remove all barriers to accessing board sports by providing youth with everything they need to get after it, at absolutely no cost. New skills gained through boardsport skills progression and core-value exploration are then directly applied to everyday life, challenging youth to step out of their comfort zone – both on and off their board.

- **Edmunds Middle School**

- **YouBeYou:** YouBeYou helps make EMS safe and welcoming for all, where students learn and raise awareness about the LGBTQIA+ community at EMS and around the world. Students have shared positive feedback from their experiences in YouBeYou this 2022-2023 school year: "YouBeYou has a staff member that make it comfortable for us to be here," another student shared that "it's a safe place for me to be Queer and make friends who are like me." We also received feedback from a student who said "the snack and activities are great and the people who are in the group are amazing." Five students participated regularly in the 2021-2022 school year.
- **Students of Color Alliance (SOCA):** This program is a partnership with the Office of Equity to offer an Affinity Space for students of the global majority to build community, have fun, and celebrate shared identities. Three students participated regularly in the 2020-2021 school year.
- **Race Up (now called "Social Justice Union"):** Race Up is a student-led group that provides a safe place for students to meet and support each other, and talk about issues related to racism and racial justice. Six students participated regularly in 2021-2022.

- **Hunt Middle School**

- **Pride Panther:** The goal of Pride Panther is to raise awareness and foster a safe environment for LGBTQ+ students and adults in the school community. The group is youth-driven with a staff advisor. The group

plans events, discusses terminology and identities, and brainstorms effective ways to share information with others at the school. Seven students participated regularly in the 2020-2021 school year.

- **Social Justice Club (SJC):** The HMS Social Justice Club meets to discuss equity and justice issues in our community and in the world. This club brainstorms effective ways to share information throughout our schools, and plans activities that will raise awareness of equity and justice issues and initiatives. 15 students participated regularly in the 2020-2021 school year.
- **Students of Color Alliance (SOCA):** As with the Edmunds program, this is a partnership with the Office of Equity to offer an Affinity Space for students of the global majority to build community, have fun and celebrate shared identities. Three students participated regularly in the 2020-2021 school year.

Recommendations

The Expanded Learning Opportunities department, in partnership with our community members and cabinet colleagues, has developed a set of recommendations and goals for the future. Firstly, we will gather qualitative and quantitative data about what draws students to particular clubs, intending to learn more about the barriers to attendance. We recognize that attendance for some of the programs could be more robust, and we set out to understand if the needs have shifted and if access is equitable. Secondly, we will increase our focus on building elementary programs and report on what is offered for that age group. Thirdly, we will develop more in-depth reporting systems to highlight the success of our summer programs. We proudly work with ESY services in an integrative model to create opportunities for access for all students attending SOAR. We are currently working to develop feedback forms and other data collection methods that illustrate the impact of this collaboration.

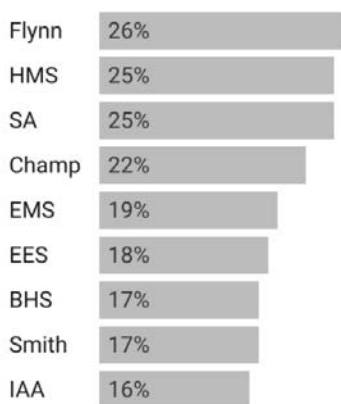
Special Education and Student Support Services

School Year 2021-2022

In the 2021-2022 school year, 6% of students in the District had a 504 Plan. The majority of students with 504 Plans are at the high school and middle schools. 21% of students in the District had an IEP.

Students with IEPs are 21% of the BSD student population.

Students with IEPs by school



At the end of SY22, the longtime director of Student Support Services (which encompasses Special Education) left the District. The permanent replacement for this role has not been found but an interim director is in place and two associate director positions have been created. The transition in leadership has been challenging for the department but also provides an opportunity for new systems and personnel to usher in a new era for the Student Support Services department.

We look forward to improved family collaboration, increased student empowerment, and ongoing review of our service delivery model.

The new high school and technical center presents an opportunity for addressing accessibility challenges that were present throughout the former campus. We recognize that some students don't have a plan but have accessibility

21-22 School Year

needs, and our new building is designed to be ADA compliant, which will be a first for our high school and technical center.

Vermont Alternative Assessment: Educational benefit for students with disabilities may not be easily assessed on national or statewide standardized testing. However, inclusion and equity of access require that all students with disabilities be assessed in this manner. For those students who cannot be appropriately assessed in the required state testing mode, the State of Vermont provides an alternative assessment method. This assessment is for students with complex disabilities who cannot demonstrate growth in the broad areas the state-mandated tests require or who are not able to interact with the testing materials effectively. Approximately 1% of BSD students with Individual Education Programs utilize the alternative assessment annually in grades 3-11.

In SY22, these students demonstrated growth with the VTAA (Vermont Alternative Assessment) in patterns consistent with growth for typically developing peers evaluated with the SBAC (the general State assessment used until 2022). 52% of students who took the Math assessment scored proficient or above; 60% of students who took the the English Language Arts assessment scored proficient or above; and 22% of students who took the Science assessment scored proficient or above.

Long Term Transformation Planning: Over the course of the past school year, we have partnered with a national organization called the Ability Challenge on several projects as outlined below. The overarching goal was to help develop a foundation of skill and knowledge for special educators and others that will (1) enable the District to achieve its special education vision, (2) make progress on the recommendations in the 2021 Special Education Report and Recommendations; and (3) Align with the District's 5-year Strategic Plan.

- **Leadership Development** Support the Director of Student Support Services to build skills in key areas, manage District-level priorities, and serve as a thought partner on the overall direction of the Department.
- **Role Clarity** : District-wide staff in different roles will better understand their responsibilities with respect to serving students with disabilities and are informed about the direction the district is heading for special education improvement (in alignment with VT Rule changes).
- **Defining High Quality Services:** A refined continuum of services has been co-developed with principal partners and initial implementation tasks have been piloted to inform a district-wide roll-out plan for SY23.
- **Accountability:** School leaders know about Office of Special Education Programs indicators and understand the ultimate shift in compliance from Central action to Central accountability. A system for monitoring of key OSEP indicators has been created with an eye toward automating as much as possible with new technology systems.
- **High School Programming:** BHS has developed an improvement plan that focuses on norming aspects of the student experience to ensure educators are maximizing access to quality curricula for all students, especially students with disabilities.

While we accomplished many elements of our work plan with the Ability Challenge this year, there are still areas for additional work and development. BSD special education staff are ready for many of the changes discussed with them that will be mandated as part of the new rule changes, but still require substantial support and continuity of message as the new Director of Student Support Services comes on board.

Multilingual Learners

One particular strength of Burlington School District is the cultural and linguistic diversity of students and families. It is estimated that about 900 students in Burlington come to school with a language other than English present in their home. The Department of Multilingual Learners capitalizes on the considerable assets these students and families bring to the District, advocates for their full inclusion in the life of each school and the District as a whole, and provides both mandated and district-specific support to multilingual students and their families.



Top Student Birth Countries

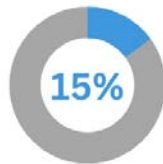
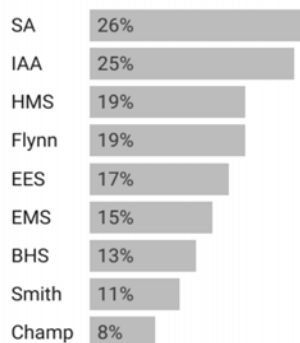


English Learners

A subset of the large group of multilingual students are those identified as *English Learners*. As mandated by ESSA and earlier federal and state regulations, English Learners are multilingual students who, per assessment at the time they join the District and annually thereafter, demonstrate lower proficiency in reading, writing, listening, and speaking than their monolingual English-speaking peers. Burlington School District follows and has actually enhanced requirements and protocols for identifying such students, beginning with family responses to a Home Language Survey, followed by individual assessment for each student by a trained Intake and Assessment Specialist with the support of a Multilingual Liaison from the same language group. The family is notified of EL status, and school and program placement for each English Learner is a collaboration between the Department of Multilingual Learners, the family, the student, and the school.

Each student identified as an English Learner receives specific support which helps them learn English as well as gain meaningful access to the curriculum at their school. This support is provided by highly qualified EL teachers. During the 2021-22 school year there were 31 credentialed EL teachers deployed at every school in BSD. Students received EL support through co-taught classes, push-in and pull-aside models, and pull-out or stand-alone models. Each EL student receives the amount and kind of support commensurate with their present level of proficiency in English as well as academic subjects.

English Learners by school



There were **485** English Learners in the Burlington School District in the 21-22 school year.

Multilingual Liaisons

The Multilingual Liaison (ML) Program is a unique asset of Burlington School District which provides direct communication support for multilingual students and families as well as to schools through the use of students' and families' first languages. ML Program staff includes 12 full-time Multilingual Liaisons who work to connect families and communities with schools and provide support to students through 11 different home languages. The ML program also works with 20+ on-call or contract interpreters for additional languages who facilitate communication between home and school. The Liaisons and interpreters work to meet the needs of approximately 900 BSD students, Pre-K-12, who have home languages other than English, as well as their families. An electronic ticket system allows educators to contact Multilingual Liaisons, who communicate with families in their preferred languages via phone, WhatsApp, and many other platforms. Families also reach out to the Multilingual Liaisons to send messages and ask questions of teachers and administrators.

"Because of my Liaison, I don't have to face language barriers anymore. I can call my school liaison when my son is sick or when my son has an appointment to let the school know on my behalf. I am thankful that I have someone that can help me communicate with school." - BSD parent

"I grew up in a poor family with little education. I never thought my children would go to college. Through the help and encouragement of XX (Multilingual Liaison) and the school, my family's dream of college became a reality." - BSD parent

New to the Department of Multilingual Learners in 2021-22 were **Native Language Instructional Specialists (NLIS)**. Like the Multilingual Liaisons, these specialists are native speakers of some of the most common languages in Burlington School District. They were deployed at both middle schools as well as at BHS to provide support to English Learners in their content classes, using both their home language and English. NLIS have also worked to form **Affinity Groups** by language and culture at two of the three schools, creating a safe space for students of similar backgrounds to connect, renew or continue their interest in their heritage language, and navigate the challenges of learning and living in two languages and cultures. This initiative speaks directly to BSD Strategic Priority #1, Belonging and Well-Being.

"What? Aren't you here every day? Things are always better when you are in the building. I love seeing you here every day!" - BSD student

"You always listen to me even when I am not right and I will do anything to follow your guidance. You also bring me snacks when I am hungry. I love you." - BSD student

Parent University

One unique offering of the Department of Multilingual Learners is Parent University. Parent University fosters a sense of belonging and connection among families in our schools while strengthening collaboration between BSD and the greater Burlington community. The program partners with a growing number of community organizations, as well as City and State departments, to provide learning opportunities to parents, grandparents, and guardians in several 10 to 15-week sessions that enrich, engage, and empower parents and guardians as equal partners in the education and well-being of their children. Any BSD parent or grandparent is welcome and encouraged to enroll in this free program; interpretation services are provided. Class sessions vary by participant need, but always include English class, information about American schooling and BSD, and ways to support children enrolled in our District.

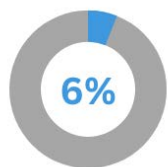
In SY22, about 70 parents participated in some way in Parent University's offerings for the fall and spring sessions. Classes included in-person and hybrid English classes, computer classes in collaboration with the Family Room, and Restorative Practices groups by language group in collaboration with the Office of Equity.

Appropriate Challenge for Present and Former English Learners

Another important responsibility of the Department of Multilingual Learners is to track the academic progress of multilingual students, both during the time when they are identified as English Learners and beyond. We know that for many students EL status may present an obstacle to full access to the curriculum, and particularly to

"showing what you know" through English.

We carefully examine assessment, grades, and other data to make informed decisions about which of the models of EL support would best serve each student, and to make sure that all present and former EL students are provided with appropriate levels of challenge and engagement. BSD schools



There were **185** former English Learners in the Burlington School District in the 21-22 school year.

presently house 3 separate "newcomer" programs, one each at the elementary, middle school, and high school level. In these programs students receive specialized support for their emerging proficiency in English while also learning in each content area for their grade level. Similarly, we take particular care to create appropriate learning opportunities for students who have progressed beyond basic proficiency in English. Through the gradual shift to more co-taught classes in 2021-22, EL students benefited from the combined expertise of a classroom/content teacher and an EL teacher, resulting in fewer disruptions to their schedules and more opportunities for integrated learning. And, through the inclusion of EL teachers in the ARC initiative at the elementary level and the anti-racism PD strands at the secondary level, EL teachers are joining their non-specialist colleagues in working towards deeper learning and equity. Finally, we monitor the progress of each student who achieves full proficiency in English via the annual WIDA assessment for at least two years, communicating with teachers to make sure they are successful. We also are very interested in the academic pathways and achievement of former EL students. Data collection here focuses on metrics such as enrollment in AP and Honors courses.

At the high school, 12% of students were former English Learners. 8% of AP and Honors enrollment were students who were former English Learners. There were a small number of current English Learners who took Honors classes.

2022-23 and Beyond

After several years of relatively flat growth in the number of multilingual learners in Burlington School District, an initial review of 2022-23 data suggests some changes. While the number in the graphic below was accurate in October 2022, in February 2023 the number is 487 English Learners. New multilingual families are entering the District again, including Pashto and Dari- speaking families in 2021 and Arabic and Swahili-speaking families in 2022 and early 2023. So far in 2022-23 we have assessed approximately 170 new



There are **451** English Learners in the Burlington School District in the 22-23 school year.

multilingual students, most of whom have been identified as English Learners. The Department of Multilingual Learners and the District as a whole is well-prepared to receive these students and engage and support their families, but we must ensure that we are fully ready to welcome and support new language groups, cultures, and countries of origin.. We are also proud to have been selected as the host district for a statewide conference on the education of refugee and immigrant background students entitled ***We All Belong***, which will be held in Burlington on May 5th and 6th, 2023.

We continue to be inspired by the determination, resilience, and achievement of multilingual students. We are committed to hearing their voices, as well as the voices of their families as we plan for the future. During the summer of 2022 thirty high school EL students from many different languages and backgrounds came together in the Pathfinder program to conduct research on various aspects of their identities as multilingual learners. Their final projects, which included specific recommendations and requests for their teachers, have become a tool for professional learning for all BSD educators. Among those **recommendations** are:

- Encourage EL students to speak in class, holding a safe space devoid of mockery and valuing communication and content over precision in language
- Learn about and show respect for the languages and cultures of all students, including religious beliefs and practices which do not represent the majority in the US.
- Understand that the traditions of school and schooling in non-US schools may be very different from those in BSD, and that those differences take some time to get used to.
- Do not assume that all speakers of the same language are the same, or even similar to one another. We each have our own identities as a bilingual bicultural person, as well as an individual.

In listening to the voices of parents and families through Parent University, district and school level gatherings, and communication through Multilingual Liaisons, we have heard the following **recommendations**:

- Continue to work towards effective, timely communication with multilingual families at the school and district level. Some communications seem very last-minute, or do not reach their targets equitably.
- Be sure to include the voices of multilingual and multicultural families in establishing new initiatives, such as LGBTQ Initiatives, which took many families by surprise.

- Make sure to communicate honestly with parents about EL student achievement relative to grade-level or graduate expectations. We are happy to hear about effort, but we value a realistic look at how our children are progressing academically..
- As racism targets students of the global majority, including those who are multilingual and multicultural, we would really appreciate anti-racist work which is inclusive of our concerns.
- As we work to understand and participate in school systems for students identified as having disabilities, please be aware of cultural differences, challenging vocabulary, and stigma.

The Department of Multilingual Learners embraces these recommendations, and will work hard to make them part of all future planning. In addition, we have the following **goals** for the future:

- Make sure that all English Learners are included and appropriately challenged. Continue to search for and improve models for EL support that engage students in deeper learning and propel them forward academically and socially.
- Continue to use multiple means to communicate with and engage multilingual families, in collaboration with all District departments and schools.
- Enhance ways to seek multilingual student voices in authentic and safe spaces, and to invite and engage their families during the development of new programs or procedures.
- Work to provide accessible and meaningful professional learning for ALL BSD staff to help them in their roles and responsibilities with multilingual students.
- Work with district, regional, and state agencies and departments to ensure effective and equitable identification, support, and reclassification of English Learners.

Family Partnership

School Year 2021-2022

Family Engagement in BSD happens at the District, department, and school levels. The 21-22 school year was the second year of having an Office of Engagement. In addition to overseeing all new student registration, enrollments, and transfers, this Office is responsible for the development, launch, and support of three Superintendent Advisory Groups, one each for students, families, and teachers. The purpose of the groups is to provide two-way communication between the Superintendent and schools. Our goal is to have representation from families, students, and teachers that represent all of our District. The student and teachers groups have been greatly successful in their make-up and participation, while we have struggled to maintain a representative and robust family advisory group, as participation has waxed and waned.

Empathy Interview Quotes

Families:

"Special educator went above and beyond. She understood me as a parent and my goals but also got to know my child and how to best support them."

"We made a plan together and the guidance counselor really listened to my child's needs"

"2 very positive years in elementary school with neuro-divergent child mostly because those were very positive supportive empathetic teachers who were willing to take a team approach to concerns there was great communication."

"My student talked to his teacher and transformed her biases. Their relationship improved."

"It is critical for the district to think about how to help all students in our schools. I often think about different groups of kids, the most academically high achieving. We need more ways to stretch their wings. The middle kids, they're lost in the shuffle. And for the low performing, we don't give them the learning opportunities that stretch them enough."

"One of my sons was having severe behavioral issues as he was transitioning into the American school system. The school suggested ½ day attendance. I opposed and the school agreed. If the school had kept insisting I would have kept opposing."

"2 very positive years in elementary school with neurodivergent child mostly because those were very positive supportive empathetic teachers who were willing to take a team approach to concerns there was great communication."

"Proximity is not inclusion! Shared space is not inclusion"

Family Perspective

This section was authored by Tyler Doggett, a BSD family member who has two children in the district.

Two of the BSD's five Strategic Plan goals are family-directed:

- Goal#1, Belonging and Wellbeing, includes a subgoal of increasing the percentage of families who feel like they belong in the BSD.
- Goal #5, Relationship-Based Communities Through Restorative Practices, includes a subgoal of increasing the percentage of families who feel like they are treated fairly and respected and have opportunities to repair harm.
- Also, while Goal #2, Deeper Learning, does not mention families, of course, families contribute greatly to the learning of their children.

All three of these goals are crucial to equity: Whatever else children are owed by the BSD, they are at least owed learning, a sense of belonging, and fair, respectful relationships. And surely it helps students to have such relationships and feel like they belong if their families have those relationships and feel like they belong, too.

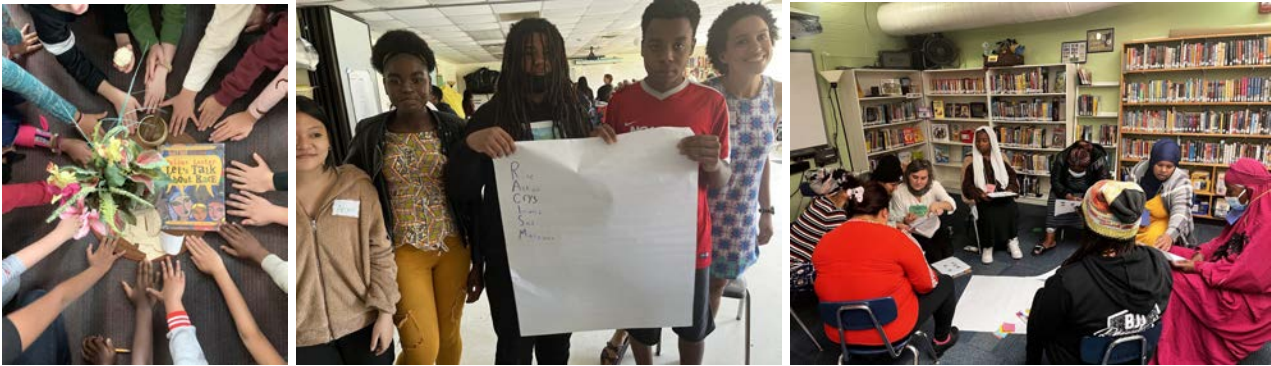
Families are central to our equity efforts in other ways. Making a school district more equitable is a long-term project. Yet administrators are transient: They take new positions in the District or leave it altogether. Priorities shift. Initiatives are forgotten. Families can provide continuity and institutional memory. They also provide a sense of urgency. Children matter more to their own families than they do to even the most devoted administrators. That their children get what they are owed is a matter of huge, almost desperate importance to families, so families are well-positioned to support our equity goals. We can be more curious about families:

- What do families want for their children, school-wise? What are they currently getting from the BSD?
- What role do families want to play in the district? What roles do they play?
- What do families need from the BSD?
- How many connections do families currently have with the BSD? What were they like? Did they help students get what families want and need from the BSD?
- Do families feel valued and included? Do they feel like they belong? Do they feel respected?
- Do they feel like they have some control over their child's education? Knowledgeable about that education?

- Recently, the BSD has dramatically increased its communications. Do people read the emails and texts sent out? Do they look at our social media posts? What are their reactions to them?
- Do they know about the Strategic Plan? Do they know about equity reports? Do they know about budgets? Generally, do they know about various district initiatives? Do they want to know more than they do?

Having asked these questions and collected qualitative and quantitative data about BSD families, we might try out various ways of improving conditions for them. Here are some recommendations. Some are mine; some I have picked up over the years from teachers, students, and families:

- Publish the data we collect. We would be inviting families in by making data about families and students easily accessible.
- No jargon. Current district communication has too many words and phrases that are comprehensible only to people who work in academia or activism. The fact that previous equity reports came with a glossary is a problem. The District has rightly made an effort to translate its communications into languages other than English, but we can do better to make our English not only comprehensible but inviting.
- Invite people randomly to our advisory groups and other community engagement groups. The current system involves applications and, even if we work to get people to apply, we are still inviting the people we know about. Moreover, our groups are probably largely self-selecting and so not representative of the BSD community. If we hold a lottery for, say, a family advisory group, we will get more diverse representation.
- Provide more and genuinely diverse opportunities for being in schools, connecting with students and staff. Not just open houses. Not just family-teacher conferences. Not just a scary meeting with a principal because your kid's in trouble. Some schools are better than others at making families feel welcome and invested. Let's figure out what these schools do well and copy it widely.
- Start-of-year and start-of-semester family conferences. Currently, families hear individually from teachers or administrators just when there's a problem or when the year is well underway. The BSD might meet families at the start of each term to see what their goals for their children are and to learn about the kids and families. We might meet families in their own homes or other places families suggest rather than requiring that families come to us.
- Something like the multilingual liaison program but for families with no language barrier. School culture can be puzzling and forbidding to all sorts of families. Multilingual liaisons are successful partly because they make the culture of school intelligible to families they work with. But the need they are addressing isn't limited to linguistically diverse families. School culture is a good fit for certain people: they feel comfortable in classrooms, know which levers to pull to make changes, don't worry about fussing about this or that, and so on. But school culture is a bad fit for other people. Such people might benefit from something like the "cultural broker" role that MLLs play. Families, like students, need trusted adults in buildings and people who can give them good advice and make them feel supported and welcome.



Office of Equity

Commitment to Diversity and Equity in Burlington School District

The diversity of our students is an asset to the Burlington community. Burlington School District believes that all students and staff deserve a safe, inclusive learning and work environment where differences are valued and celebrated. The District also believes that every student has a right to strive to learn at their highest and greatest potential.

The District has committed itself to closing the opportunity gap in student outcomes based on racial, ethnic, socioeconomic, linguistic, ability, or any other real or perceived disparities that may limit any student's opportunity to be fully included and successful in school.

BSD is committed to the eradication of racism and white supremacy culture in our District. In SY '23, BSD's entire leadership team began working with Truss Leadership and The Leadership Collaborative to engage in anti-racist and culturally responsive leadership training.

We are also committed to transforming BSD into a national model for holistic wellness for LGBTQ+ people, youth, and adults. We stand in solidarity with LGBTQ+ students, staff, and community members and believe that schools can truly be safe only when every student is assured access to an education without fear. We stand behind our BSD staff who pursue a safe and supportive environment for all students.



BSD's "[Office of Equity](#)" led by Sparks, BSD's Director of Equity, oversees the implementation of Restorative Practices, Equity Instructional Leadership, and Hazing, Harassment and Bullying (HHB) prevention, investigation and reporting. Using ESSER funding, the Office of Equity was able to additionally onboard six Restorative Practice Specialists to support teachers and students in the implementation of Restorative Practices in BSD schools.

In addition to this work, in SY22 the BSD Office of Equity achieved the following successes:

- Continued the [Virtual Equity Workshop Series](#) and expanded to include student panelists, staff facilitators, and involvement of community partners.
- Summer [Racial Justice Academy](#) met for a second year offering 50 middle and high school students a chance to be paid consultants to learn about and advocate for social justice and make recommendations for change to make our schools more equitable, just and safe.
- Worked in partnership with [Up for Learning](#) and the [Burlington Community Justice Center](#) to reduce racial and ethnic disparities in suspensions and school discipline with the support of a grant from the Department of Children and Families. This work includes the creation of a **Youth and Family Engagement Team** and a **BCJC Restorative Youth and Family Liaison** supporting our middle schools. Up for Learning has additionally supported the creation of a YPAR (Youth-Participatory-Action Research) team at HMS.
- Facilitated the rollout of a [Stop the Hate campaign](#) to prepare a consistent district wide message that hate has no home in the BSD community and to teach about the harmful impact of hate speech. This included a Stop the Hate art competition won by Lily Danscher from HMS who created the new Office of Equity logo.
- Launched a **Peer Mediation** program at EMS.
- Work with Truss Leadership Collaborative to provide anti-racism professional development to school leaders and worked in partnership with the Department of Teaching and Learning to facilitate anti-racism professional development strands for all middle school, high school, paraeducators, early educators, school counselors and Unified Arts teachers.
- Preventative Hazing, Harassment and Bullying work including presentations from the [Organization for Social Media Safety](#) to raise awareness and prevent cyberbullying.
- Worked in partnership with [Parent University](#) to co-facilitate a Restorative Practices class.
- Implementation of the **Restorative Code of Conduct** to reimagine behavior responses with a restorative lens and transition from traditional punitive responses to Restorative Practices.
- Offered district-wide graduate courses in RP tier 1, and tier 1.5.
- Expand use and documentation of [Equity Request Tickets](#).
- Work with the Coordinated School Health Team and use the [Health Curriculum Analysis Tool](#) to audit BSD's Health Curriculum.
- With grant funding from Vermont Principal's Association, gifted libraries funding to purchase LGBTQ+ books and support monthly LGBTQ+ staff affinity space meetings.
- Secured grant funding from Nellie Mae to promote a new Engage BHS course that supports high school students struggling with attendance.

Hazing, Harassment, and Bullying

School Year 2021-2022 and Mid-Year 22-23

Hazing, Harassment, and Bullying (HHB) prevention teaching in Burlington School District begins in elementary schools. The School Counselors for K-5 students teach an 8-week unit around harassment, what it looks like, protected categories, and prevention. This unit was co-created with the help of the Equity

Instructional Leader in the Equity Office. The counselors also use the Second Step curriculum to teach a unit on bullying prevention.

This year the Director of Equity and the HHB Coordinator led an HHB overview in the middle schools. They focused on what to report and how to report it, and discussed protected identities. At the high school, they discussed HHB in Advisory.

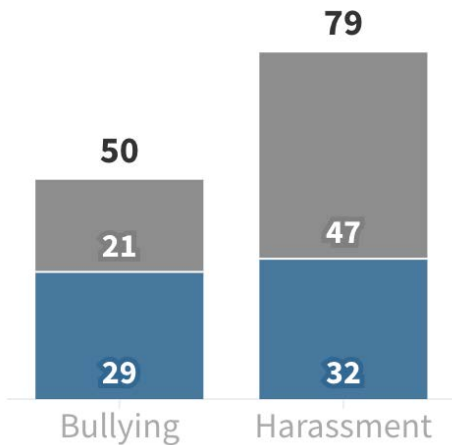
Burlington School District staff involved in HHB incident reporting all completed additional training on the law, policies, and procedures around HHB and the District’s HHB Coordinator also planned individual HHB overview meetings with each school team.

In 21-22, we moved back to full-time, in-person learning and saw an expected increase in the number of reported HHB incidents compared to the previous two years. An increased focus on staff training and on student awareness of how to report incidents may have contributed to this increase. A known concern in our District in previous years was possible underreporting.

In looking at the mid-year data of the 22-23 year, the district appears to be on track to have a similar number of HHB incidents to last year. So far, more harassment incidents have been substantiated in the mid-year data than during all of last year. This may be again due to increased training and professional development opportunities concerning HHB and Title IX incidents this year. It may also be affected by continued social-emotional issues we see in students due to COVID and national adolescent mental health trends.

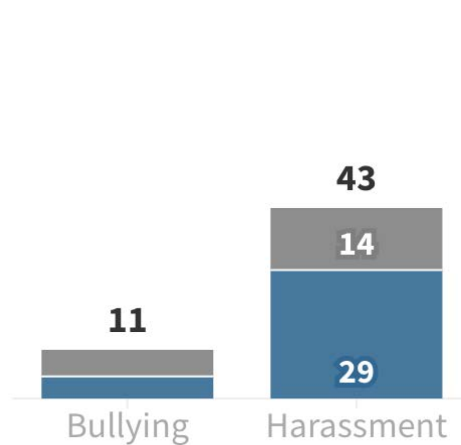
Harassment and Bullying Reports
21-22 School Year

● Substantiated ● Not substantiated



Harassment and Bullying Reports
MIDYEAR 22-23 School Year

● Substantiated ● Not substantiated



In SY22, post-harassment incidents were related to sexual orientation related. That number has decreased significantly in our midyear data for 22-23. The other most common forms of harassment were related to

racial and gender identity in both years.

While the number of incidents involving harassment may be on par with last year, the number of bullying incidents appears to be on track to be around half as many as last year. This improvement could be related to the District rolling out the BSD Restorative Code of Conduct and actively engaging in restorative processes in classrooms, schools, and district offices. When an incident happens, some staff use restorative alternatives and learning pathways and teach students about appropriate behaviors. This is something we strongly believe will help us keep our students and staff alike feeling safe and secure in order to come to school and learn.

Reflections

This year the District rolled out the BSD Restorative Code of Conduct with the vision that it would reimagine behavior responses with a restorative lens, help us transition from traditional punitive responses to Restorative Practices, and help limit suspensions to only extreme circumstances where we are not able to keep students safe. Staff members are using this Code of Conduct to get ideas for alternatives to suspension and more restorative consequences.

We continue to see students on IEPs and students who qualify for Free and Reduced Lunch suspended more frequently than their peers; the Director of Equity has been meeting with the Director of Student Support Services to work together and make a plan to address this. As of now, any possible suspension involving a student on an IEP needs to be discussed with the Director of Student Support Services so they can help design a different plan for that student.

Additionally, to address the racial and ethnic disparities in our incident data reporting, District leaders have begun year-long professional learning focused on dismantling White Supremacy Culture and building anti-racist leadership skills. The District hopes that a secondary impact of this work will be to provide a culture in all school buildings that contributes to fewer incidents of race-related harassment and discrimination. Secondary teachers will also participate in professional development that will offer strands aligned with the work District leaders will be doing.