

South Burlington School District Executive Limitations Monitoring Report September 7, 2022

Presented by
Executive Director of Equity & Anti-Racism
De-Dee Loftin-Davis

2.11 Equity

The South Burlington School District is committed to working toward equity for all students. The District defines equity as:

- Each student receives the resources and educational opportunities they need to learn and thrive.
- Equity means that a student's success is not predicted nor predetermined by characteristics such as race, ethnicity, religion, family economics, class, geography, ability, language, gender, sexual orientation, gender identity or initial proficiencies.
- Equity means that every school provides, and every student has access to high quality culturally responsive curriculum, programs, teachers and administrators, extracurricular activities, and support services to meet the needs of each and every student.
- Equity goes beyond formal equality where all students are treated the same. Achieving equity may require an unequal distribution of resources and services.
- Equity involves acknowledging and disrupting inequitable practices, acknowledging biases, employing practices that reflect the reality that all students will learn, and creating inclusive multicultural school environments for adults and children.

The superintendent shall not fail to address disparities in group outcomes as measured by regularly administered standardized test results, absenteeism, and incidents in which student behavior results in intervention by a School Resource Officer or administrator; nor shall the Superintendent fail to quantify, report on, and address individual instances of discrimination. To support this effort, the superintendent shall not fail to:

1. At least annually, report to the Board student academic achievement as measured by standardized testing and any other districtwide assessment tools broken out at a minimum by race, gender identity, ELL status, and income level.
2. At least annually, report to the Board the number of reported incidences of discrimination broken out by race, gender identity, ELL status, and income level, the number of incidents substantiated, and the resolution of each substantiated incident.
3. At least annually, report to the Board indicators of student engagement broken out by race, gender identity, ELL status, and income level.
4. At least annually, report to the board the number of incidences of student behavior by category (race, gender identity, ELL status, income level) that resulted in discipline and how many times various types of discipline were imposed by category.

5. Employ restorative justice practices that center the voices of victims and observers when redressing incidences of discrimination and disseminate the learning from those practices across the district through professional development and advisory activities.
6. Make significant efforts to recruit, hire, and retain faculty and staff of color and report to the board on an annual basis the status of those efforts.
7. Ensure that the District's curricula, library resources, visual presentations, and curriculum materials incorporate the perspectives and narratives of the diverse populations in our society and in our schools.
8. In conjunction with the Executive Director of Learning and the Executive Director of Equity develop a plan that is updated and reported each year to address any significant group shortfalls in outcomes.
9. Ensure that co-curricular activities are provided and organized in such a manner that all groups of students may participate regardless of race, gender identity, ELL status, or income level.
10. Ensure the schools' various stakeholders (e.g., students, teachers, parents, staff) are equitably provided with opportunities to voice their concerns regarding fair treatment in a safe and supportive environment.
11. Ensure school personnel report in a transparent manner their responses to problematic equity conditions that have been identified.
12. Ensure that school course schedules and student grouping practices are developed and maintained in such a way that every child has maximum opportunity to succeed, and all groups of students are treated equitably.
13. Ensure that the District's policies and procedures, both governance and operational, are reviewed through an equity lens and cross-referenced with this policy soon after this policy is adopted, and all future policies are reviewed with respect to their potential impact on equity before they are adopted.

This is my report on your Executive Limitation policy Equity, presented in accordance with your monitoring schedule. I certify that the information contained in this report is true.

Violet Nichols, Interim Superintendent

This report will monitor the above-referenced policy, starting at its more detailed provisions and ending with the general provision.

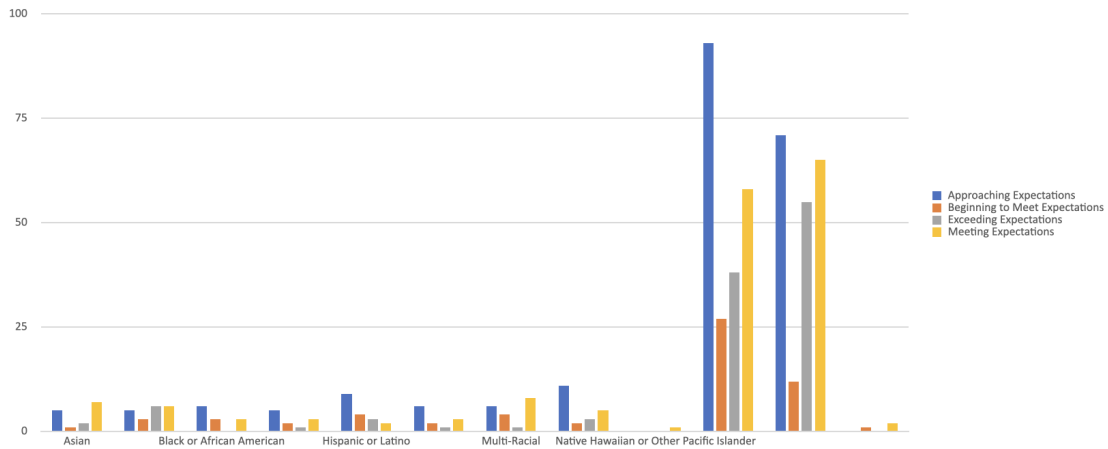
DETAIL POLICY #1: At least annually, report to the Board student academic achievement as measured by standardized testing and any other district wide assessment tools broken out at a minimum by race, gender identity, ELL status, and income level.

Superintendent's Interpretation

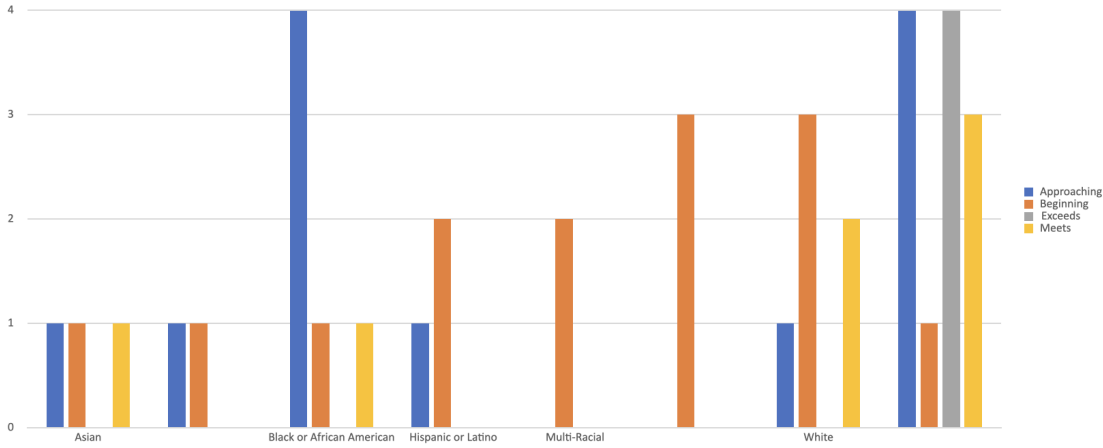
I interpret this policy to mean that the district will report to the Board student academic achievement as measured by standardized testing and any other district-wide assessment tools broken out at a minimum by race, gender identity, ELL status, and income level.

Evidence

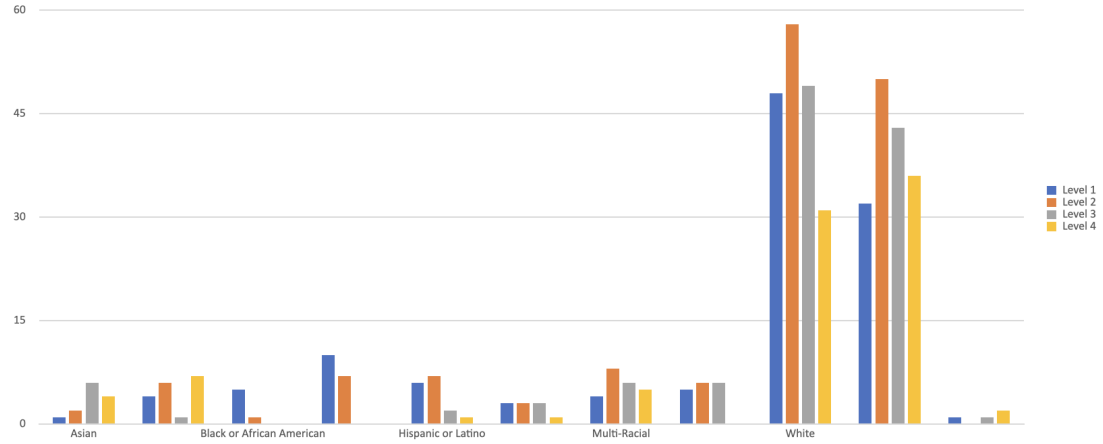
SBSDVT SBAC VTSA Performance Category by Ethnicity/Race and Gender Spring 2022 - All Grades



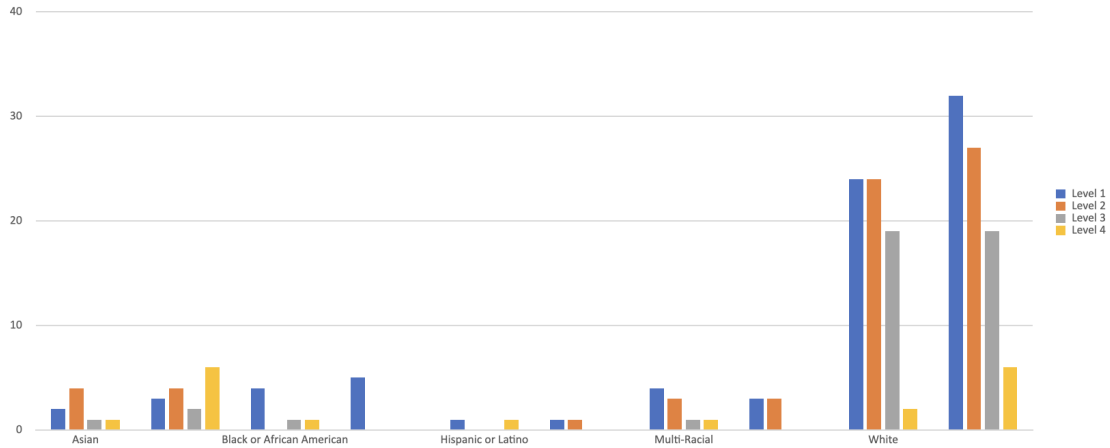
SBSDVT SBAC VTAA Performance Category by Ethnicity/Race Spring 2022



SBSDVT SBAC Math Performance Level Grade 6-8 by Ethnicity/Race and Gender Spring 2022



SBSDVT SBAC Math Performance Level Grade 9 by Ethnicity/Race and Gender Spring 2022



SB standard testing data has revealed that while White students are exceeding school testing expectations, SB Black and Brown students are not. I have questions.

Science Assessment:

Why are Black and Brown students further racially marginalized and so far behind?

What are the factors?

Are racism and White supremacy culture factors?

Are inequitable behavior practices a factor?

(Slide 10) 3-5: English Language Arts ELA

Why are White students exceeding expectations?

Why are Black and Brown students not?

What are the factors?

Are racism and White supremacy culture factors?

Are inequitable behavior practices a factor?

(Slide 8) VT Adaptive Assessment:

Why are White students exceeding expectations?

Why are Black and Brown students not exceeding expectations?

Why are Black students over identified for special education over non-Black students?

What are the factors?

Are racism and White supremacy culture factors?

Are inequitable behavior practices a factor?

Accountability Action Steps:

Audit our K-12 Science and Math Curriculum for racism

Audit our horizontal and vertical alignment

Audit how funding is divided at schools

Audit disciplinary procedures: Is there a correlation?

Visit SB schools and review school culture

Review Ends, policies and procedures , policies under governance for racial blindspots

I report policy compliance

DETAIL POLICY #2: At least annually, report to the Board the number of reported incidences of discrimination broken out by race, gender identity, ELL status, and income level, the number of incidents substantiated, and the resolution of each substantiated incident.

Superintendent's Interpretation

I interpret this policy to mean that the district will report to the Board the number of reported incidences of discrimination broken out by race, gender identity, ELL status, and income level, the number of incidents substantiated, and the resolution of each substantiated incident in accordance with policy limitations.

Evidence

As I understand it, currently^[OBJ]. There are no metrics or data base for reporting discrimination. In addition, PowerSchool and Swis only report school suspensions, referrals, and behavior incidents which includes a metric that defines and describes the behaviors.

After speaking with Administrators, SB Principals, and staff leaders, outside of survey, health, and attendance data, it was revealed that the current data systems in place only report school suspension, referrals, and behavior incidents, which includes a metric that defines and describes the behaviors.

This is problematic. Moreover, the lion's share of school behavior referrals are given to Black students who only represent a small data set. By only reporting school behaviors without having the necessary metrics to report student discrimination, this perpetuates systems of oppression, racial inequities, and a White supremacy school culture.

Notably racist, unjust and biased school-based discipline practices towards Black students has been linked to criminalization of Black youth. [How school systems make criminals of Black youth | Stanford News](#)

As this pertains to Vermont Black Youth, Black Vermonters are **6x more likely** to go to jail than White Vermonters, 14x more likely to be charged with felony drug crimes, and 3.5x more likely to be stopped by police. (Cutler).

To address these glaring racist and racial inequities, I am partnering with IT to implement a metric to define and track student discrimination in real time. This is all part of a long-term Equity plan with short-term benchmarks.

ETA 3-5 years

I report policy compliance

DETAIL POLICY #3: At least annually, report to the Board indicators of student engagement broken out by race, gender identity, ELL status, and income level.

Superintendent's Interpretation

I interpret this policy to mean that the District will report to the Board indicators of student engagement broken out by race, gender identity, ELL status, and income level in alignment with policy.

Evidence

As I understand it, except for sports and co-curricular student activities, currently there are no metrics to define or track student engagement by race, gender identity and ELL status.

Moreover, as I understand it, income level is not tracked by the school district. To address this, I am partnering with IT to implement a student engagement tracking metric by race, gender, and ELL status.

[Participation Numbers Ath & Co-curr 2021 - Google Sheets](#)

I report policy compliance

DETAIL POLICY #4: At least annually, report to the board the number of incidences of student behavior by category (race, gender identity, ELL status, income level) that resulted in discipline and how many times various types of discipline were imposed by category.

Superintendent's Interpretation

I interpret this policy to mean that the District will report to the board the number of incidents of student behavior by category (race, gender identity, ELL status, income level) that resulted in discipline and how many times various types of discipline were imposed by category.

Evidence

Percentages of Student State Behavior Reported 2021-2022 School Year

Ethnicity	Percentage
Black of African American	11%
Asian	5%
White	3%
Hispanic/Latino	1%
Multi	11%

Currently, PowerSchool and Swis are the reporting databases. While PowerSchool meets governmental standards, Swiss takes a more holistic approach. However, racial gaps in behavior equity still exist in both Swis and Powerschools.

In examining PowerSchool and Swis, Black students are the highest dataset and most frequently reported upon. This perpetuates Anti-Black racism as well as a systemic White supremacy culture in the South Burlington School District.

To address this racist tool of White supremacy culture we are meeting with Starling Collaborative to develop a Restorative Justice Plan which I will discuss in further detail in Policy #5.

I report policy compliance

DETAIL POLICY #5: Employ restorative justice practices that center the voices of victims and observers when redressing incidences of discrimination and disseminate the learning from those practices across the district through professional development and advisory activities.

Superintendent's Interpretation

I interpret this to mean that the District will employ restorative justice practices that center the voices of victims and observers when redressing incidences of discrimination and disseminate the learning from those practices across the district through professional development and advisory activities.

Evidence

During the 2021-2022 school year, SBSBD partnered with Lisa Bedinger and Annie O'Shaughnessy from Starling Collaborative in connection to restorative justice practices. At South Burlington High School (SBHS), the entire SBHS staff met with Annie five times for two

hours each over the year. At Frederick H. Tuttle Middle School (FHTMS), Lisa met with a group of staff over the course of nine sessions for two hours each. At Gertrude Chamberlin School (GCS), Lisa collaborated with staff to co-design restorative responses to harm work. At Rick Marcotte Central School (RMCS), Lisa worked with the leadership on coaching support related to restorative justice practices. Across the district, Lisa worked on some response to harm restorative justice work with staff and students.

Black students are three times more likely to be suspended than White students. Nationally 48% of preschool Black children with disabilities are suspended more than once.

As a result Black children are criminalized in the eyes of their schools, classmates and wider community. This perpetuates White supremacy culture.

To address this racist inequity we will be developing a plan and scope of work which will be funded by grant money. In addition, we will be working with outside Restorative Justice consultants, training, as well as, site visits to successful restorative justices school programs, and partnering with community programs.

This is a long term plan eta, 3- 5 years.

I report policy compliance

DETAIL POLICY #6: Make significant efforts to recruit, hire, and retain faculty and staff of color and report to the board on an annual basis the status of those efforts.

Superintendent's Interpretation

I interpret this to mean that it is the responsibility of the District to Make significant efforts to recruit, hire, and retain faculty and staff of color and report to the board on an annual basis the status of those efforts.

Evidence

I have partnered with Human Resources and we are meeting to develop Racially inclusive pipelines via Community partnerships.

Purpose

The purpose of this Historically Black Colleges and Universities (HBCU) Connect is to build upon the recommendations suggested by Executive Equity and Antiracism Director, De-Dee Loftin-Davis that will lead to concrete steps toward engaging members from the American Descendants of the Enslaved community. It is important to note that this work is not intended to exclude others, but rather to highlight an important sub-group of people that have historically been marginalized.

Objectives

1. Engage with Historically Black Colleges and Universities, to increase understanding of public school education, provoke interest in careers in public school education and create pathways to careers at South Burlington School District, including through full time employment and internships.
2. Reach seasoned professionals through professional, fraternal, and service organizations to share employment and contracting opportunities at South Burlington School District.

These objectives will be carried out through the following activities:

- A. Engage with HBCUs to co-develop strategies for promoting interest in public education careers among their students.
- B. Engage with a broad range of institutions and organizations that reach and serve American Descendants of the Enslaved, including local universities (prioritizing HBCUs), Black Sororities and Fraternities and other African-American service organizations (i.e., [Rutland Area Branch of the NAACP](#), [100 Black Men of America](#)), Professional Organizations (such as, the Association of [Education is a Civil Right | National Alliance of Black ...](#), etc.) Mentoring groups (including Black Partners for Education, Sister Mentors, etc.) and others in order to increase access to a pool of racially diverse candidates from among American Descendants of the Enslaved..
- C. In addition, we will be reaching out to Asian, Hispanic, Indigenous and Multiracial Community groups in and out of the State of Vermont to increase racial representation through education excellence, [LatinoLEAD](#), [GreenLatinos](#), [Asian Cultural Center of Vermont](#), [Japan America Society of Vermont](#), [Tibetan Association of Vermont](#), [Asian American Student Union-University of Vermont](#), [APiDA for Black Lives](#) [Multiracial Network \(MRN\) | ACPA \(myacpa.org\)](#)

I report policy compliance

DETAIL POLICY #7: Ensure that the District's curricula, library resources, visual presentations, and curriculum materials incorporate the perspectives and narratives of the diverse populations in our society and in our schools.

Superintendent's Interpretation

I interpret this to mean that the District will ensure that the District's curricula, library resources, visual presentations, and curriculum materials incorporate the perspectives and narratives of the diverse populations in our society and in our schools.

Evidence

In the spring of 2020, Orchard School created the program Reading to Raise Anti-Racists. This spring the title of the program was changed to Beginning with Books: Affirming Identities and

Raising Voices. In addition, with the support of funding, this program will now be happening in all three elementary schools across the district for the school year 2022-2023.

At SBHS, the English Department began work in the 2019-2020 school year to engage in learning about including more representation in their text, as well as auditing their current text selection in their curriculum. During 2020-2021, teachers began to add texts by Black authors, Indigenous authors, and other authors of color. This past school year of 2021-2022, the teacher created a goal to share lessons of how they were including more Black authors, Indigenous authors, and other authors in their curriculum. For accountability, they had a rotation of sharing these lessons during their department meetings.

I report policy compliance

DETAIL POLICY #8: In conjunction with the Executive Director of Learning and the Executive Director of Equity develop a plan that is updated and reported each year to address any significant group shortfalls in outcomes.

Superintendent's Interpretation

I interpret this to mean that in partnership with the Executive Director of Learning and the Executive Director of Equity develop a plan that is updated and reported each year to address any significant group shortfalls in outcomes.

Evidence

(Slide 8) VT Adaptive Assessment:

Why are White students exceeding expectations?

Why are Black and Brown not exceeding expectations?

Why are Black students over identified for special education over non-Black students?

(Slide 10) 3-5: English Language Arts ELA

Why are White students exceeding expectations?

Why are Black and Brown students not?

Accountability Action Steps:

Alysia Backman and I will work on a draft plan for 2022-2023

Audit our K-12 Science and Math Curriculum for racism

Audit our horizontal and vertical alignment

Audit how funding is divided at schools

Audit disciplinary procedures: Is there a correlation?

Review policies for racial blindspots

Implement racially inclusive training, curriculum and resources

I report policy compliance

DETAIL POLICY #9: Ensure that co-curricular activities are provided and organized in such a manner that all groups of students may participate regardless of race, gender identity, ELL status, or income level.

Superintendent's Interpretation

I interpret this to mean that the District will ensure that co-curricular activities are provided and organized in such a manner that all groups of students may participate regardless of race, gender identity, ELL status, or income level.

Evidence

The Department of Education is committed to expanding and protecting opportunities for students to learn. Title IX of the Higher Education Act of 1972 promises equal access to education for all students and it protects them against discrimination on the basis of sex.

Title IX was enacted to ensure: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

Kristin Romick, our Executive Director of Education Support trains all returning support staff in the beginning of the year. Training for Admin and district leadership staff is ongoing throughout the school year.

I report policy compliance

DETAIL POLICY #10: Ensure the schools' various stakeholders (e.g., students, teachers, parents, staff) are equitably provided with opportunities to voice their concerns regarding fair treatment in a safe and supportive environment.

Superintendent's Interpretation

I interpret this to mean that the District will ensure the schools' various stakeholders (e.g., students, teachers, parents, staff) are equitably provided with opportunities to voice their concerns regarding fair treatment in a safe and supportive environment.

Evidence

To address this community need I'm partnering with IT to develop the metrics for our school website via Powerschools and inclusive software add-ons.

I report policy compliance

DETAIL POLICY #11: Ensure school personnel report in a transparent manner their responses to problematic equity conditions that have been identified.

Superintendent's Interpretation

I interpret this to mean that the District will ensure school personnel report in a transparent manner their responses to problematic equity conditions that have been identified.

Evidence

As I understand it, currently there is a form for SB staff on our website to use for complaints, concerns and suggestions under general complaints

I report policy compliance

DETAIL POLICY #12: Ensure that school course schedules and student grouping practices are developed and maintained in such a way that every child has maximum opportunity to succeed, and all groups of students are treated equitably.

Superintendent's Interpretation

I interpret this to mean that the District will ensure that school course schedules and student grouping practices are developed and maintained in such a way that every child has maximum opportunity to succeed, and all groups of students are treated equitably.

Evidence

This is an ongoing process that I will be partnering with building administrators to review and monitor.

I report policy compliance

DETAIL POLICY #13: Ensure that the District's policies and procedures, both governance and operational, are reviewed through an equity lens and cross-referenced with this policy soon after this policy is adopted, and all future policies are reviewed with respect to their potential impact on equity before they are adopted.

Superintendent's Interpretation

I interpret this to mean that the District will ensure that the District's policies and procedures, both governance and operational, are reviewed through an equity lens and cross-referenced with this policy soon after this policy is adopted, and all future policies are reviewed with respect to their potential impact on equity before they are adopted.

Evidence

This is an ongoing process and policies will continue to be monitored and reviewed throughout the school year

I report policy compliance

OVERALL POLICY

POLICY WORDING:

The South Burlington School District is committed to working toward equity for all students.

The District defines equity as:

- Each student receives the resources and educational opportunities they need to learn and thrive.
- Equity means that a student's success is not predicted nor predetermined by characteristics such as race, ethnicity, religion, family economics, class, geography, ability, language, gender, sexual orientation, gender identity or initial proficiencies.
- Equity means that every school provides, and every student has access to high quality culturally responsive curriculum, programs, teachers and administrators, extracurricular activities, and support services to meet the needs of each and every student.
- Equity goes beyond formal equality where all students are treated the same. Achieving equity may require an unequal distribution of resources and services.
- Equity involves acknowledging and disrupting inequitable practices, acknowledging biases, employing practices that reflect the reality that all students will learn, and creating inclusive multicultural school environments for adults and children.

The superintendent shall not fail to address disparities in group outcomes as measured by regularly administered standardized test results, absenteeism, and incidents in which student behavior results in intervention by a School Resource Officer or administrator; nor shall the Superintendent fail to quantify, report on, and address individual instances of discrimination.

Superintendent's Interpretation

I interpret this to mean that The South Burlington School District is committed to working toward equity for all students. The District defines equity as:

- Each student receives the resources and educational opportunities they need to learn and thrive.
- Equity means that a student's success is not predicted nor predetermined by characteristics such as race, ethnicity, religion, family economics, class, geography, ability, language, gender, sexual orientation, gender identity or initial proficiencies.
- Equity means that every school provides, and every student has access to high quality culturally responsive curriculum, programs, teachers and administrators, extracurricular activities, and support services to meet the needs of each and every student.
- Equity goes beyond formal equality where all students are treated the same. Achieving equity may require an unequal distribution of resources and services.
- Equity involves acknowledging and disrupting inequitable practices, acknowledging biases, employing practices that reflect the reality that all students will learn, and creating inclusive multicultural school environments for adults and children.

The superintendent shall not fail to address disparities in group outcomes as measured by regularly administered standardized test results, absenteeism, and incidents in which student

behavior results in intervention by a School Resource Officer or administrator; nor shall the Superintendent fail to quantify, report on, and address individual instances of discrimination.

Evidence

The evidence documented in detail policy #1 thru detail policy #13 is also evidence for the overall policy.

I report policy compliance