

**Addendum**  
**Policy Committee Meeting**  
**May 17, 2021**

<b>Policy Title:</b>	<b>Anti-Racism Policy</b>	<b>Policy ID:</b>	
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## **I. Purpose of Policy**

The purpose of this policy is to acknowledge and eliminate all forms of racism in the Barre Unified Union School District. In order to address individual and systemic racism, the BUUSD commits to:

1. Intentional instruction - BUUSD will Promote the development of Brave Spaces to allow critical thinking and open dialogue regarding the history, contribution, perspectives, and structural barriers placed upon diverse ethnic and social groups, specifically those traditionally discounted in K-12 education;
2. Informed curriculum - BUUSD will incorporate classroom content and strategies that enable students to safely explore questions of identity and membership in diverse ethnic and social groups, race equality, and racism; and
3. Professional Development - BUUSD will Require annual professional development addressing diversity, bias, and inclusionary practices.
4. Accountability - BUUSD will establish protocols to identify and ensure accountability when addressing issues and instances of racism and inequality occurring within the school district
5. Community Engagement - BUUSD will create engagement opportunities that provide families with a transparent, accessible means of raising any concern about their child's experience as it relates to racial, ethnic, or social identity at school.<sup>1</sup>

## **II. Policy Scope**

This policy applies to all schools, facilities and programs in the Barre Unified Union School District and to all members of the District including, but not limited to, students, staff, volunteers, visitors, and teachers.

## **III. Policy Statement**

It is the policy of the Barre Unified Union School District to:

1. Affirm the need to provide Brave Spaces of learning for all students.
2. Promote teachings that examine the legacy of white supremacy, superiority and/or privilege by acknowledging the violence, disenfranchisement, and bigotry these topics depict before a lesson begins because doing otherwise would be equivalent to claiming these prejudices never existed and individuals are not harmed by them every day.

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<sup>1</sup> H.3 (Act 1) (g)(2)(A)(i-iii)(B)

3. Eliminate inequitable practices that create prejudicial or disparate outcomes for students based on social or cultural factors, such as race, class, ethnicity, religion, gender, or gender identity.<sup>2</sup>
4. Establish and implement procedures to effectively deal with racially-motivated conflicts, specifically those that go beyond the current anti-harassment/bullying procedures.
5. Create an anti-racist, equity-centered culture by understanding the impacts institutional, systemic, and individual racism have on the District and the broader world, and acknowledging that racism is often compounded by other forms of discrimination.
6. Perform Land Acknowledgment prior to all school functions within the District.

#### IV. Definitions

**Anti-racism:** the practice of identifying, challenging, and changing the values, structures and behaviors that perpetuate systemic racism.<sup>3</sup>

**BIPOC:** Black, Indigenous, People of Color. The term intentionally separates Black and Indigenous communities from the term “people of color” to acknowledge the heightened layers of systemic oppression these communities face in this country.<sup>4</sup>

**Brave Spaces:** a non-physical space within a school or organization designed to help create an environment that allows individuals to engage with one another over controversial issues like race, diversity, and social justice with honesty, sensitivity, respect. The intention is to help reassure those who feel anxious about sharing their thoughts and feelings regarding these sensitive and controversial issues.<sup>5</sup>

**Ethnicity:** the social characteristics that people may have in common, such as language, religion, regional background, culture, foods, etc. Ethnicity is revealed by the traditions one follows, a person’s native language, and so on.

**Explicit Bias:** Biases we are aware of on a conscious level. Explicit bias is the traditional conceptualization of bias. Overt racism and racist comments are examples of explicit biases (for example, feeling threatened by another group and delivering hate speech as a result).<sup>6</sup>

**Family Group Conferencing:** a form of voluntary mediation with the community of people most closely involved in an incident — likely including the offender, the victim, and their

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<sup>2</sup> Albemarle County Public Schools, *Anti-Racism Policy*, <https://www.k12albemarle.org/acps/division/anti-racism-policy/Pages/policy.aspx>, (last visited: June 9, 2020)

<sup>3</sup> Alberta Civil Liberties Research Centre, *Anti-Racism Defined*, <http://www.aclrc.com/antiracism-defined>, Ontario Anti-Racism Secretariat (Last visited: June 7, 2020)

<sup>4</sup> <https://www.nytimes.com/article/what-is-bipoc.html>

<sup>5</sup> Brian Arao and Kristi Clemens, *The Art of Effective Facilitation: Reflections from Social Justice Educators*, Chapter 8: “From Safe Spaces to Brave Spaces” (2013), <https://sites.lsa.umich.edu/inclusive-teaching-2/wp-content/uploads/sites/732/2016/06/From-Safe-Spaces-to-Brave-Spaces.pdf>.

<sup>6</sup> <https://www.justice.gov/crs/file/836431/download>.

families— to discuss levels of harm and how that harm might get repaired.<sup>7</sup> Some of the goals of this method include ensuring that the victim is involved in the discussion and decision-making process for next steps, and allow both victim and offender to reconnect to key community support systems, among others.<sup>8</sup>

**Implicit (Or Unconscious) Bias:** An unconscious association, belief, or attitude toward any social group.<sup>9</sup> These biases often arise as a result of trying to find patterns and navigate the overwhelming stimuli in this very complicated world. Culture, media, and upbringing can also contribute to the development of such biases.<sup>10</sup>

**Individual Racism:** pre-judgment, bias, or discrimination by an individual based on race. Individual racism includes both privately held beliefs, conscious and unconscious, and external behaviors and actions towards others.

**Institutional Racism:** occurs within institutions and organizations, such as schools, that adopt and maintain policies, practices, and procedures that often unintentionally produce inequitable outcomes for people of color and advantages for white people.

**Land Acknowledgement:** a formal statement that recognizes and respects Indigenous Peoples as traditional stewards of this land and the enduring relationship that exists between Indigenous peoples and their traditional territories.<sup>11</sup>

**Peace-Making:** Peacemaking is a traditional, non-adversarial form of justice practiced by many different Native American tribes. It is designed to heal damaged relationships and restore harmony to the community. Peacemaking brings together the immediate parties to a conflict, along with family, neighbors, community members, and others who wish to support the participants.<sup>12</sup>

**Racism:** Racism is different from racial prejudice, hatred, or discrimination. Racism involves one group having the power to carry out systematic discrimination through the institutional policies and practices of the society and by shaping the cultural beliefs and values that support those racist policies and practices.<sup>13</sup>

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<sup>7</sup> U.S Department of Justice, *Family Group Conferencing: Implications for Crime Victims*, [https://www.ncjrs.gov/ovc\\_archives/reports/restorative\\_justice/restorative\\_justice\\_ascii\\_pdf/ncj176347.pdf](https://www.ncjrs.gov/ovc_archives/reports/restorative_justice/restorative_justice_ascii_pdf/ncj176347.pdf) (2000).

<sup>8</sup> Office of Justice Programs, National Institute of Justice, Office for Victims of Crime, National Institute of Corrections, and Office of Juvenile Justice and Delinquency Prevention *Restorative Justice Fact Sheet*, <https://www.courts.ca.gov/documents/FamilyGroupConferencing.pdf>.

<sup>9</sup> <https://www.verywellmind.com/implicit-bias-overview-4178401>.

<sup>10</sup> <https://www.simplypsychology.org/implicit-bias.html>.

<sup>11</sup> *Native American and Indigenous Initiatives*, Northwestern University, <https://www.northwestern.edu/native-american-and-indigenous-peoples/about/Land%20Acknowledgement.html>.

<sup>12</sup> Center for Court Innovation, *Peacemaking Circles: Evaluating Native American Restorative Justice Practices in a State Criminal Court Setting in Brooklyn*, <https://www.courtinnovation.org/sites/default/files/documents/Peacemaking%20Circles%20Final.pdf>. In a

peacemaking session, the participants sit in a circle with one or more peacemakers, who are respected community members trained in peacemaking, to discuss the underlying causes of the conflict. Peacemaking not only seeks to resolve the immediate conflict but to foster healing and help the participants avoid future problems.

<sup>13</sup> Sherri Mitchell, J.D., *Racism, Colonization, and Other Distortions of Thought Glossary of Terms-- Weeks One and Two* (February 2021).

**White Privilege:** a web of institutional and cultural treatment and exemption from racial and national oppression that results in preferential treatment for white people.<sup>14</sup>

**White Supremacy:** the political, economic, and cultural systems in which white individuals overwhelmingly control power over material resources—a form of dominance and control, and not just the overt hate of one group towards another.

**Systemic or Structural Racism:** The way in which public policies, institutional practices, cultural representations, and other norms work in various ways to reinforce and perpetuate racial group inequity. It is not something we as individual members of society actively choose to practice, instead it is a feature of the social, economic, and political systems in which we all exist. It refers to the history, culture, ideology, and interactions of institutions and policies that perpetuate a system of inequity that is detrimental to communities of color.

<b>Responsible Owner:</b>	[Barre Unified Union School District]	<b>Contact(s): email</b>	
<b>Approved By:</b>		<b>Revision History:</b>	
<b>Approval History:</b>			
<b>Current Approval Date:</b>			
<b>Related Policies &amp; Procedures:</b>			
<b>Related Job Aids:</b>			

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<sup>14</sup> Racial Equity Tools, <https://www.racialequitytools.org/resourcefiles/martinas1.pdf>, (last visited June 9, 2020)

<b>Title:</b>	<b><u>Anti-Racism Procedures</u></b>	<b>Policy ID:</b>	
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**Purpose of Procedures:** To eliminate all forms of racism in the Barre Unified Union School District.

The following procedures will be implemented throughout the Barre Unified Union School District] (See policy for definitions):

1. The following public statement will be posted in all School District facilities and on the District website. In all locations it will be posted in a high foot traffic location visible to students, staff, and visitors.

The public statement shall read:

“Barre Unified Union School District rejects all forms of racism. Racism in any form will not be tolerated in this school. Barre Unified Union School District is committed to the mission of increasing cultural respect by cultivating greater understanding of concepts of diversity, inclusion, equity, implicit bias, white privilege, white supremacy, and systemic racism.”

This statement shall also be translated for bilingual and multilingual families, if and when needed.

2. The District shall designate money to train local groups focused on equity and anti-racism—including but not limited to the Equity Committee at Spaulding High School and the Barre City “Students on the Move”—to be able to serve as leaders and spokespersons within all schools in the District
3. The District shall proactively seek to recruit, hire and retain diverse faculty and staff to their schools.
4. The District shall develop a systematic approach to assessing and monitoring institutional climate, ensuring that implicit bias and its potential consequences are understood, and that people of diverse backgrounds feel welcome and respected.
5. The District shall implement alternative discipline processes, such as peace-making circles and family group conferencing, to reduce racial disparities in discipline and suspension.
6. The District shall develop a system for reporting racial incidents and employing an equity lens to identify inequities and inform decision making.

## 7. Responding to Racist Acts

- a. A racist act is conduct, whether verbal or physical, that demonstrates prejudice, discrimination, or antagonism directed against a person on the basis of their membership in a particular ethnic or racial group.
- b. The District must establish a set of guidelines and steps for responding to acts of racism to ensure transparency, accountability, and adequate followup for the students involved and their families.
- c. When school administrators determine a student has committed a racist act, the student will be provided the opportunity to learn about the impact of their actions on others through such practices as restorative justice, mediation, role play or other policies or training resources.
- d. The District shall develop a support group for victims to cope with race-related stress and disclose their experiences through a safe, non-punitive platform.

## 8. Training:

- a. All teachers and school staff shall be trained in the Anti-racism policy.
- b. All teachers and administrators shall be trained in ways to eliminate disparate outcomes in school based on race, including professional development focused on cultural awareness, implicit bias, restorative justice, and dispute resolution.
- c. All teachers and staff shall be trained about racism and how racism produces inequitable practices and outcomes in the school system and beyond.
- d. Every year, the District shall budget monies towards addressing racism through training and/or activities for school staff, teachers, and students.
- e. All teachers and staff must be trained on de-escalation techniques and strategies to immediately respond to racist acts that occur in the classroom setting.

## 9. Enforcement:

- a. The Superintendent shall collect, review, and provide on a two year cycle a report to the School Board regarding racial disparities in areas including, but not limited to, student achievement, enrollment, suspension/discipline, graduation rates, and gifted identification. The report shall also include evidence of growth in each area outlined by the anti-racism policy. These written reports shall also be made available to the public.
- b. The Superintendent shall be responsible for implementation and evaluation of District strategies for actualizing the goals outlined in this policy.

- c. The Superintendent shall appoint an individual or group to oversee development of a check-point evaluation system to ensure District members are holding themselves accountable to the policy.
- d. Processes for students and staff to report racism and other forms of discrimination shall be established and shall include a way for such reports to be submitted anonymously.