



Brookfield Public Schools



Increasing Educator Diversity Plan (CT PA 23-167 Sec 10) Spring, 2024

Vision

The Brookfield Public School District honors the uniqueness of each individual and embraces diverse backgrounds, values, and points of view to build a unified, safe, and welcoming school community that empowers students and prepares them for life in a diverse society. We believe it is our responsibility to seek out and address biases to ensure achievement for all members of our community.

Our beliefs and practices are consistent with the Connecticut State Board of Education's equity and excellence goals for all students, "First, that every student deserves to benefit from the promise of high expectations and standards for what they can learn and be able to do. Second, great schools are safe, diverse, welcoming environments where students thrive and receive exceptional teaching and learning. And third, great teachers and leaders are supported throughout their careers with quality professional learning that continues to grow and refine educator practice."¹

Policies

BOE Policy P4111(a) Personnel – Certified/Non-Certified Recruitment and Selection of Non-Administrative Staff

The Brookfield Board of Education recognizes that a quality educational program is contingent upon the recruitment and selection of the highest caliber professional personnel available. To this end, the district will make every effort to hire: - highly qualified teachers as defined by Federal Law who have demonstrated academic and leadership qualities; and, - teachers who can bring depth and breadth of experience, background and training to the district.

The schools shall engage in fair and sound personnel practices in the appointment of all district employees. The administration shall be responsible for establishing recruitment, selection and appointment procedures.

Hiring Guidelines - There will be no discrimination in the hiring process due to age, sex, creed, race, color or national origin, or marital status.

BOE Policy P4111.1 Personnel – Certified/Non-Certified Equal Employment Opportunity

¹ Connecticut State Department of Education et.al. "Creating a District Plan to Increase the Racial, Ethnic and Linguistic Diversity of Your Educator Workforce: A Guidebook for Hiring and Selection," n.d. https://portal.ct.gov/-/media/SDE/Talent_Office/HiringAndSelectionGuidebook.pdf.

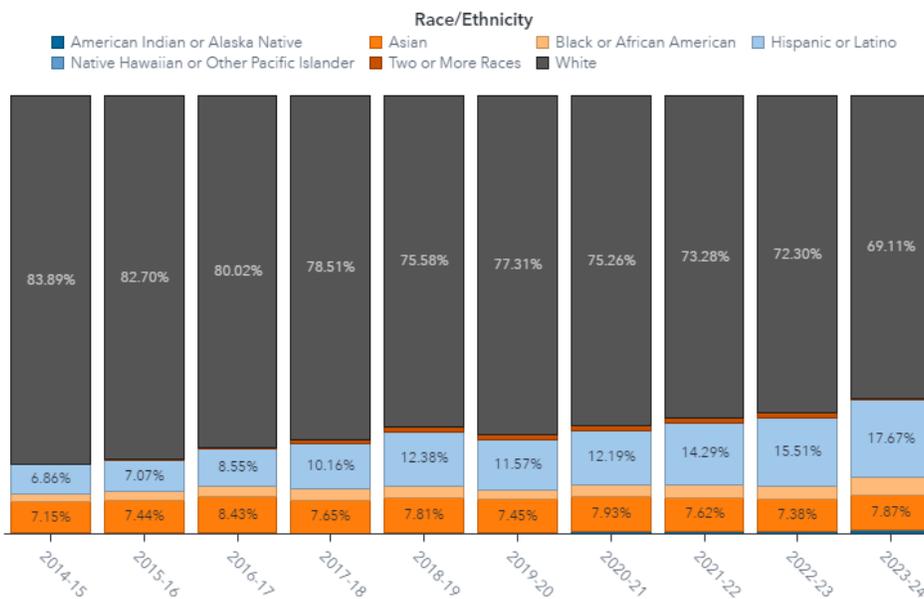


The Board of Education (Board) will provide equal employment opportunities for all persons without regard to race, color, religious creed, age, veterans' status, genetic information, marital status, national origin, ancestry, sex, sexual orientation, gender identity or expression, or physical disability. The Board directs the administration to set as a goal the recruitment, selection, and employment of qualified people among racial and ethnic minority groups to the end that the school district's employees will proportionately mirror the racial and ethnic composition of this community.

Demographics (STUDENTS STAFF)

Racial Demographics

The following chart demonstrates the shift in the racial makeup of the district over the last ten years. Each racial identity block within the column is labelled with the percent of the student body for that specific year. Hispanic or Latino identifying-students had the largest percentage increases from 6.86% in 2014-2015 to 17.67% in the current year. The Asian population has remained fairly consistent over the past 10 years. The white population has declined from 83.89% in 2014-2015 to 69.11% in the current school year. The Black or African American population has shown a trend increase over time from 1.73% in 2014-2015 to 3.99% for the 2023-2024 school year.



High Needs Students

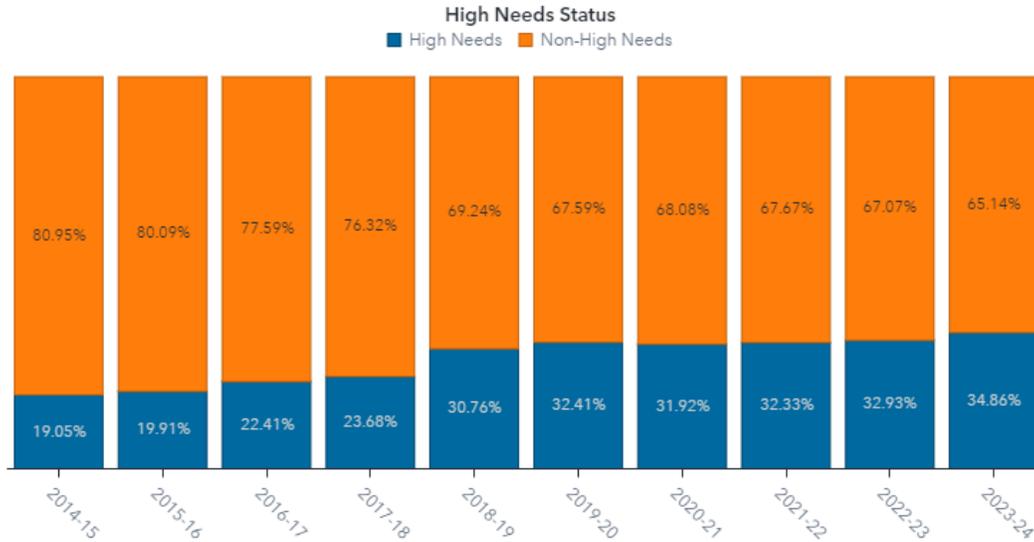
The below chart displays high needs students enrolled in Brookfield Public Schools. According to CT State Department of Education, To be included in the **High Needs** student group a student must be a student with a disability, an English Learner, **or** a student eligible for free or reduced-price meals.² As a

² CT.GOV EdSight for Brookfield Public School District

https://public-edsight.ct.gov/Students/Enrollment-Dashboard?language=en_US

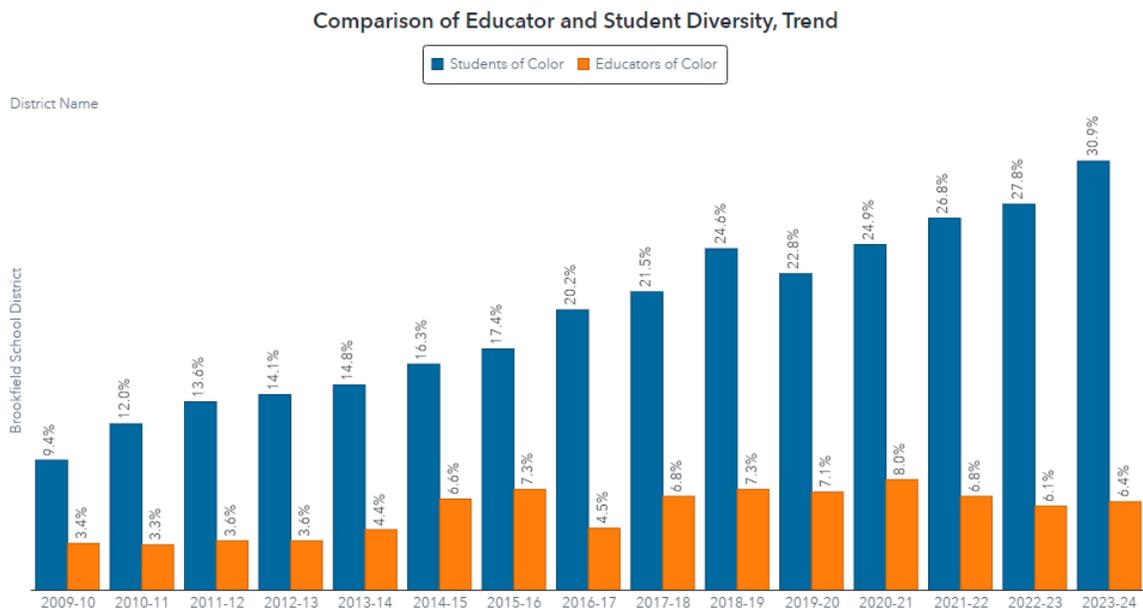


percentage of the total population, Brookfield’s high needs students grew from 19.05% in 2014-2015 to 34.86% for the 2023-2024 school year.



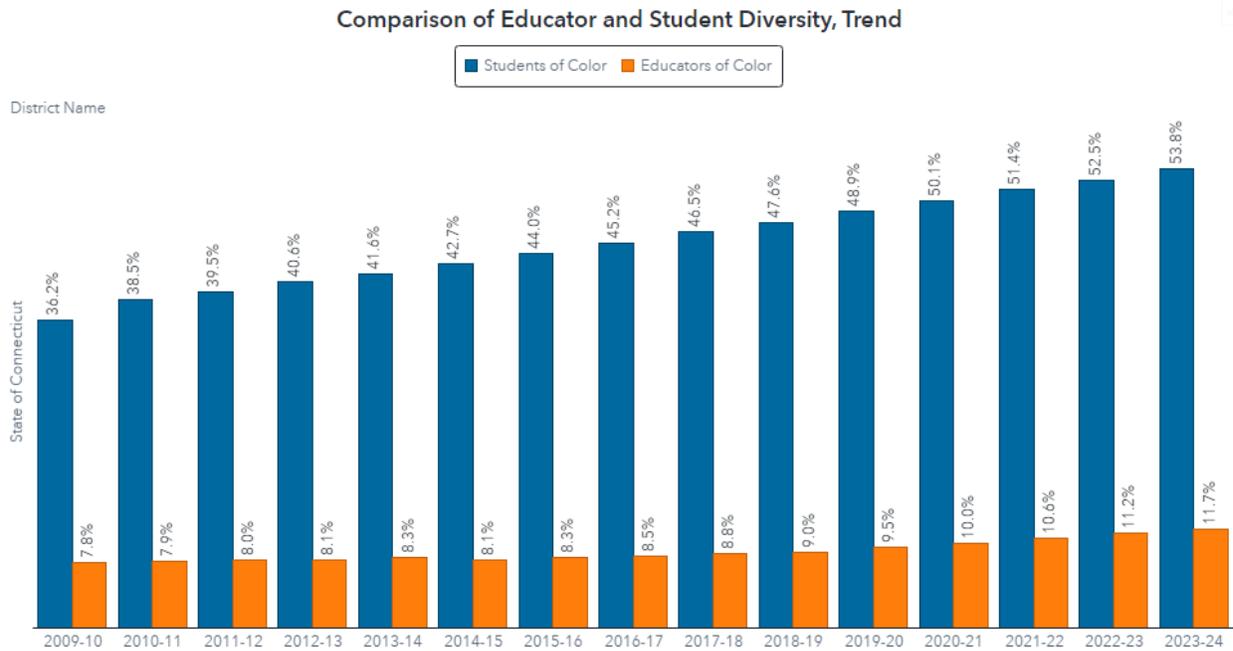
Educator Diversity Brookfield vs State of CT (Race only)

The below chart displays a comparison of the educator and student racial diversity ten-year trend for Brookfield Public Schools. The total percentage of educators of color in 2014-2015 was 6.6% and remained fairly consistent at 6.4% for the 2023-2024 school year, with the highest percentage of educators of color occurring in 2020-2021 with 8.0%. The percentage gap between students of color and educators of color in Brookfield was 84.72% in 2014-2015 (the lowest gap in the past 10 years) and increased to 131.38% in the current school year. Prior to the pandemic, the percentage gap 105.02% was in 2019-2020.





The following chart displays a comparison of the educator and student racial diversity ten-year trend for the State of Connecticut. The total percentage of educators of color in 2014-2015 was 8.3% and increased to 11.7% for the 2023-2024 school year. The percentage gap between students of color and educators of color in Connecticut was 136.22% in 2014-2015 and decreased to 128.55% in the 2023-2024 school year.



Over the last decade, the gap between students of color and educators of color across the state of Connecticut has decreased by 5.79%. Through a concerted focus on recruitment, hiring, and retention, as well as ongoing training, Brookfield Public Schools will strive to also reduce the percentage gap between students of color and educators of color. The following plan is a roadmap for those efforts.

Theory of Action (STRUCTURE - Recruit, Hire and Retain)

If Brookfield Public Schools proactively establishes equitable recruitment and hiring practices that reflect the vision of the district while also providing professional development to increase racial and cultural awareness of those staff members who are responsible for the selection and hiring of new educators, then we will work toward increasing the diversity of the educator workforce within the District, leading to a more diverse and inclusive teaching staff, improved academic outcomes for students, and enhanced retention rates among educators.



Structures, Practices, and Strategies

RECRUITMENT

Goal – *Beginning in the 2024-2025 school year, we will work to decrease the gap to align more closely with that of the State of Connecticut between students of color and certified staff of color by engaging in key strategies to recruit more diverse candidates reflecting the richness of our community and fostering an equitable and inclusive learning environment.*

Who Manages the Goal –

Assistant Superintendent
Human Resources (HR) Supervisor

Key Strategies –

STRATEGY	RESPONSIBILITY	TIME FRAME
Review the application forms for teaching and administrative positions to ensure they are structured to recognize applicant’s leadership experiences with diverse groups	Assistant Superintendent, HR Supervisor	Summer 2024
Utilize the EdSight Secure Educator Diversity Dashboard resources and continue to analyze district data related to recruiting, applications, interviewing and hiring to inform our recruitment planning	Assistant Superintendent, Members of District EIB Committee, HR Supervisor	Fall 2024; annually thereafter
Partner with higher education institutions with a proven record for preparing and certifying diverse educators for internships, 5 th year placements, and job recruitment	Assistant Superintendent; HR Supervisor	Summer 2024; annually thereafter
Participate in education career fairs and local job fairs, including those that are sponsored by the racially and ethnically diverse community organizations or otherwise targeted toward underrepresented segments of the community	HR Supervisor, Administrators, Directors	On-going
Implement voluntary applicant surveys to collect demographics on applicants to inform the effectiveness of the strategies in the Increasing Educator Diversity Plan	HR Supervisor; EIB Committee	Winter 2025; on-going thereafter; Summer/Fall analysis
Increase opportunities for high school students to earn dual enrollment credits in education,	Assistant Superintendent, High School Principal,	Winter 2025 Program of



thereby increasing the pipeline of certified educators to recruit	High School College and Career Counselor	Studies; implement 2025-2026
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Indicators of Progress –

- Establish a baseline for diversity of applicants
- Participation in career and job fairs
- Increase in the diversity of applicants from the baseline

Resources –

- Frontline Resources
- EdSight Secure Educator Diversity Dashboard
- Networks with Connecticut colleges and universities
- Contact Information for college and university placement officers and job/career/recruitment fairs
- Survey instruments, such as Panorama and/or ParentSquare

Risks and Mitigation –

- Lack or missed communication with colleges, universities, and career fairs
 - Review/contact colleges during summer months to prepare for hiring season the following spring
- Budget reductions impacting ability to hire additional educators, interns, other employees
 - Continue to develop a budget that reflects the needs of Brookfield Public School students
- Applicant failing to complete voluntary survey
 - Highlight link within application platform and review for accuracy
- Limited networking opportunities with potential employees and/or higher education program directors
 - Continuous outreach to higher education educator preparation programs multiple times through the year

Consultation and Communication –

- Hiring committee training to explain updates/changes to application forms by HR Supervisor
- Outreach to colleges and universities regarding postings and open positions by Assistant Superintendent and HR department
- Timeline and outreach process for annual career/job fairs by HR Supervisor
- Update advertising/recruiting materials by HR Supervisor/Coordinator
- Confidentiality of voluntary applicant survey data communicated to applicants via application platform



HIRING AND SELECTION

Goal – Beginning in the 2024-2025 school year, we will work to decrease the gap to align more closely with that of the State of Connecticut between students of color and certified staff of color by engaging in hiring practices to increase diversity of personnel, reflecting the richness of our community and fostering an equitable and inclusive learning environment.

Who Manages the Goal –

- Superintendent
- Assistant Superintendent
- Principals, Directors and other administrators
- Human Resources (HR) Supervisor

Key Strategies –

STRATEGY	RESPONSIBILITY	TIME FRAME
Establish a written, collaborative, uniform practices for hiring that minimizes the chance for bias on the part of the hiring committee. ³	Superintendent, Assistant Superintendent, HR Supervisor, Principals, Directors	Summer 2024; annually reviewed/updated thereafter
Employ aggressive hiring timelines as identified in the uniform hiring process to avoid missing opportunities to capture educator talent.	Assistant Superintendent, HR Supervisor, Principals, Directors	Spring 2025; annually reviewed/updated thereafter
Incorporate questions related to culturally responsive pedagogy into the interview process.	Principals, HR Supervisor, Trained Interview/Hiring Committees	Summer 2024; annually reviewed/updated thereafter
Ensure that interview/hiring committee members have mandatory cultural awareness training and information on current student and staff demographics. Training should guard against exclusionary notions of cultural fit and advise that protected statuses should not figure either positively or negatively into employment.	HR Supervisor, Principals, Directors	Summer 2024; annually thereafter
Collect feedback from new hires and interview/hiring committee members on the inclusivity of the hiring process.	HR Specialist	Spring 2025; annually thereafter

³ Examine the idea of committee structure concept- “keep interviewers as independent of each other as possible. To state the obvious, if you have four interviewers, four data points from four individual interviews trump one data point from one collective interview.” From-Bohnet, Iris. “How to Take the Bias Out of Interviews.” *Harvard Business Review*, April 18, 2016. <https://hbr.org/2016/04/how-to-take-the-bias-out-of-interviews>.



Indicators of Progress –

- Increase in the diversity of candidates hired in the district
- Positive feedback from new hires regarding the hiring process
- Positive feedback from interview/hiring committee teams on preparation for serving on the hiring committee
- Updated interview questions related to culturally responsive teaching and practices
- Documented, written hiring processes for BPS

Resources –

- State anti-bias training video
- GCN training on cultural awareness/racial bias
- Time and process for training interview/hiring committees
- Frontline Hiring & Recruiting

Risks and Mitigation –

- Limited candidate pool and teaching shortage areas impacting ability to hire diverse staff
 - Ongoing collaboration with higher education teacher preparation programs
- Recruitment of current employees to serve on hiring committees during summer months
 - Proactive communication with potential committee members
- Time to train interview/hiring committees and maintain an aggressive hiring timeline
 - Build in time as part of hiring committee process
- Ability to capture qualitative feedback from new hires and hiring/interview committee members
 - Establish formal system to collect feedback
- Unconscious bias impacting applicant screening and interview decisions
 - Ensure hiring committee member completion of cultural awareness and anti bias training

Consultation and Communication –

- Train administrators, directors, and other members of hiring committees on the expectations of inclusive hiring practices
- Collaboration to establish a timeline for training interview/hiring committee members
- Follow-up with new hires and interview/hiring committee members either via a survey or open-ended interviews



RETENTION

Goal – Beginning in the 2024-2025 school year, we will work to decrease the gap to align more closely with that of the State of Connecticut between students of color and certified staff of color by enhancing staff retention initiatives to ensure the continued presence and success of diverse staff members reflecting the richness of our community and fostering an equitable and inclusive learning environment.

Who Manages the Goal –

- Superintendent
- Assistant Superintendent
- Principals and Directors
- Human Resources (HR) Supervisor

Key Strategies –

STRATEGY	RESPONSIBILITY	TIME FRAME
Create a school community climate that is culturally and linguistically responsive, including policies and practices that support staff of diverse backgrounds.	Superintendent, Principals, Directors, World Language/MLL Administrator, Board of Education	On-going
Provide professional learning for all certified staff related to implicit bias, culturally relevant pedagogy, and the need for a more diverse workforce.	Assistant Superintendent, Director of Teaching and Learning, Principals, Directors	On-going
Provide professional learning for all certified staff to develop strategies and skills to support all students in meeting their highest potential.	Assistant Superintendent, Director of Teaching and Learning, Instructional Coaches, Principals, Directors	On-going
Examine organizational practices, policies, characteristics, and conditions to ensure that they support teacher retention and growth.	Superintendent, Assistant Superintendent, Principals, Directors, Director of Teaching and Learning, TEAM Mentors	On-going
Monitor and address issues linked to educator satisfaction and retention.	Superintendent, Assistant Superintendent, HR Supervisor	On-going



Seek professional learning opportunities that address the unique needs and challenges faced by educators from diverse backgrounds.	Assistant Superintendent, HR Supervisor	Summer 2024; on-going thereafter
Annually monitor percent of certified minority staff and teacher retention rates.	Assistant Superintendent, HR Supervisor	Summer 2024; on-going thereafter

Indicators of Progress –

- Establish baseline knowledge of reasons teachers leave BPS District/profession
- Decrease in turnover of teachers who leave District/profession because of a lack of support for diversity, inclusion, and belonging
- Review of feedback from new hires and interview/hiring committee members
- School Climate results (staff)
- Track and scrutinize all complaints of instances of bias in the workplace

Resources –

- EdSight Secure Educator Diversity Dashboard
- TEAM (trainings, mentors, process)
- Exit survey/interview data (align to educator demographic data in MUNIS)
- School Climate Surveys (for staff)
- Building and District Leadership Teams
- Funding and time for professional learning opportunities

Risks and Mitigation –

- Budget reductions impacting ability to support professional learning
 - Utilize in-district resources to support professional learning, such as Instructional Coaching Team, in order to designate a portion of budgeted funds to professional learning around supporting diverse educators
- Limited professional learning opportunities that address the unique needs of diverse educators
 - Connect with RESCs and other outside organizations, such as NEASC
- Competing professional learning needs
 - Align IED to BPS strategic plan
- Limited number of mentors across a variety of content areas
 - Continue to offer TEAM mentor training and encourage veteran teachers to engage in the support program as part of their own professional growth and development

Consultation and Communication –

- Share summary exit survey/interview data, including open-ended questions and interview feedback, with school and district leaders
- Continue partnerships with RESCs and other outside professional organizations for professional learning
- Use School Climate Survey Data (from staff) to set school/District climate goals/improvement for staff
- Actively recruit new TEAM mentors



Commitment to Review

The District Equity, Inclusion, and Belonging Committee will review this plan on a biennial basis for effectiveness of strategies.

Acknowledgements

This comprehensive plan was developed in consultation with colleagues from across Connecticut, including members of the WestEd Team, Amity Regional School District #5, and Connecticut State Department of Education.