

Increasing Educator Diversity Plan: Brookfield Public Schools

Formally approved by
Brookfield Board of
Education on:



COVER PAGE

District:	Brookfield Public Schools 100 Pocono Road Brookfield, CT 06804
Vision:	<p>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.</p> <p>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.”</p>
Theory of Action	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.
Team Lead:	Anna Mahon, Assistant Superintendent of Schools
Team Members:	John Barile, Superintendent; Katherine Abrego, Director of World Language and Multi-Language Learning, K-12; Virginia Phifer, Human Resources Supervisor

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RECRUITMENT								
Goal (What are we trying to do?)	Who Manages the Goal? (name, position)	Strategies/Key Activities (How are we going to do it?)			Indicators of Progress (How will we know if we are on track for success?)	Resources Required (What people, time, money, and technology will be needed?)	Risks and Mitigation (What could go wrong? How will we make that less likely to happen?)	Communication/Engagement Efforts (Who needs to be consulted/engaged? What needs to be communicated? To whom?)
		What?	Who Owns This?	By When?				
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.	Assistant Superintendent, Human Resources (HR) Supervisor	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	Establish a baseline for diversity of applicants Participation in career and job fairs Increase in the diversity of applicants from the baseline	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	Risk: Lack or missed communication with colleges, universities, and career fairs Mitigation: Review/contact colleges during summer months to prepare for hiring season the following spring	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
		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, thereby increasing the pipeline of certified educators to recruit	Assistant Superintendent, High School Principal, High School College and Career Counselor	Winter 2025 Program of 2025-2026				

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RETENTION								
Goal (What are we trying to do?)	Who Manages the Goal? (name, position)	Strategies/Key Activities (How are we going to do it?)			Indicators of Progress (How will we know if we are on track for success?)	Resources Required (What people, time, money, and technology will be needed?)	Risks and Mitigation (What could go wrong? How will we make that less likely to happen?)	Communication/Engagement Efforts (Who needs to be consulted/ engaged? What needs to be communicated? To whom?)
		What?	Who Owns This?	By When?				
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.	Superintendent Assistant Superintendent Superintendent Principals and Directors Human Resources (HR) Supervisor	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	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	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	Risk: Budget reductions impacting ability to support professional learning Mitigation: 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 Risk: Limited professional learning opportunities that address the unique needs of diverse educators Mitigation: Connect with RESCs and other outside organizations, such as NEASC	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
		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				

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HIRING & SELECTION								
Goal (What are we trying to do?)	Who Manages the Goal? (name, position)	Strategies/Key Activities (How are we going to do it?)			Indicators of Progress (How will we know if we are on track for success?)	Resources Required (What people, time, money, and technology will be needed?)	Risks and Mitigation (What could go wrong? How will we make that less likely to happen?)	Communication/Engagement Efforts (Who needs to be consulted/engaged? What needs to be communicated? To whom?)
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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.	Superintendent, Assistant Superintendent, Principals, Directors and other administrators, Human Resources (HR) Supervisor	Establish a written, collaborative, uniform practices for hiring that minimizes the chance for bias on the part of the hiring committee.	Superintendent, Assistant Superintendent, HR Supervisor, Principals, Directors	Summer 2024; annually reviewed/updated thereafter	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	State anti-bias training video GCN training on cultural awareness/racial bias Time and process for training interview/hiring committees Frontline Hiring & Recruiting	Risk: Limited candidate pool and teaching shortage areas impacting ability to hire diverse staff Mitigation: Ongoing collaboration with higher education (teacher preparation programs) Risk: Recruitment of current employees to serve on hiring committees during summer months Mitigation: Proactive communication with potential committee members Risk: Time to train interview/hiring committees and maintain an aggressive hiring timeline Mitigation: Build in time as part of hiring committee process Risk: Ability to capture qualitative feedback from new hires and hiring/interview committee members Mitigation: Establish formal system to collect feedback	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
		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				