

Increasing Educator Diversity Action Plan



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?				
Continue to review annual BOE goals related to high-quality talent development and recruitment of a diverse candidate pool.	Superintendent, Board of Education members	Collaboration with the Administrative Team and BOE.	Superintendent, BOE	Annually in August	Goal adoption, goal achievement progress monitoring document.	Full Administrative Team	No obstacles anticipated.	BOE, Administrative Team, Teachers
Continue to refine curriculum and programs to ensure they are conducive to furthering diversity, inclusion and equity.	Superintendent, Director of Teaching and Learning, Teacher Leaders, Curriculum Committees	Equity in access to all school curriculum and programs for all students, rigorous and inclusive curriculum aligned to grade level standards. Equity in access to all school curriculum and programs for all students, rigorous and inclusive curriculum aligned to grade level standards. Inclusion of a diverse range of speakers, authors, programs, and educational experiences that support the curriculum.	District and School Administration, Curriculum Teams	Ongoing	Ongoing curriculum revisions to ensure curriculum is multicultural in scope, and represents diverse perspectives. Curriculum documents, course enrollment demographics, extra curricular enrollment. Programming for extracurricular presentations and other experiences.	Professional development time during PLCs, early release and full PD days as needed. Funding for author and other guest visits (job fairs, college fairs, etc.), and diverse text collections.	Conduct ongoing examination of data and practices to ensure that curricula remain current.	Administrative Team, District Committees, School Wide Committees, notification of parents for special events.

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.	Director of Teaching and Learning	Review data annually and share with the Administrative Team.	Director of Teaching and Learning Administrative Team	Annually	Increased hiring of diverse educators	Edsight platform	No obstacles anticipated	Data shared with the Administrative Team
Continue to create an educational climate that is culturally and linguistically responsive.	Director of Teaching and Learning	Ongoing curriculum revision and evaluation of available programs for students and families to support their growth and development. SEL Curriculum. Language translation options on district website, as part of the registration process, and for parent communication.	Principals, Director of Teaching and Learning	Ongoing	Climate surveys; Staff, student, and parent feedback	School Administration, Teaching Staff, Additional Programs and Consultants, Budget and Grant Funding.	Ongoing monitoring of climate and culture to assess educational needs.	Communicate with staff through professional development opportunities and scheduled times for curriculum writing. School and district communication to parents and families regarding translation options.
To recruit and retain a more diverse workforce.	Superintendent of Schools, Director of Human Resources and Student Support Services, Director of Teaching and Learning, Building Administrators	Post positions in a variety of outlets (CTREAP, Indeed, etc.) as early as feasible to include print and/or broadcast media that is targeted to diverse individuals. Maintain partnerships with colleges and universities to strengthen our new teacher pipeline.	Core Team - Superintendent, Director of HR and Student Support Services, and Director of Teaching and Learning	Year-round with more student teaching assignment placements set in fall and spring	Ongoing positive partnerships with colleges and universities to promote new teacher pipeline. Positions are published early to garner a diverse applicant pool	Director of Human Resources, TEAM District Coordinator, Building Principals, Mentor Teachers	Limited applicants available, relative to the number of districts recruiting	Administrative Team, College and University advisors
Engage institutes of higher education in our recruitment and hiring practices.	Director of Human Resources, Director of Teaching and Learning	Attend regional recruitment fairs, including those that are sponsored by diverse community organizations. Maintain and increase contacts with institutes of higher education to publicize job openings within the district, and to solicit referrals of diverse, qualified professionals.	Core Team - Superintendent, Director of HR and Student Support Services, and Director of Teaching and Learning	Year-round with more student teaching assignment placements set in fall and spring	Increase in resumes from a diverse candidate pool	Personnel to recruit and promote the district to prospective educators	Limited applicants available, relative to the number of districts recruiting	Administrative Team, College and University advisors

Increasing Educator Diversity Action Plan



IMPORTANT NOTES:

- 1. Formal approval by your local or regional board of education, or equivalent governing body for schools must be obtained prior to submitting your Increasing Educator Diversity Plan. Be prepared to provide the day, month and year that the plan was approved by the board or equivalent governing body as part of the upload of your submission.**
- 2. In the absence of an original motion or a preexisting board or board equivalent policy expressly conferring authority on the superintendent or equivalent schools administrator to make any necessary Plan revisions, the school board or equivalent governing body will be expected to formally approve any necessary revisions to its Plan prior to resubmitting the revised Plan by May 15, 2024**

COVER PAGE	
District	Bolton Public Schools - Approved by the Bolton Board of Education February 8, 2024
Mission	The mission of the Bolton Public Schools is to inspire all students to grow as learners, individuals, and citizens.
Vision	All students in the Bolton Public Schools are empowered to embrace learning and a healthy mindset, continually build knowledge, develop skills, and become engaged global citizens. We commit to intentional and sustained efforts to recruit, retain, and support educators of diverse backgrounds. By doing so, we aim to create a learning environment that reflects the diversity of the world outside, fostering inclusive classrooms in which staff and students feel seen, heard, and valued.
Theory of Action	If BPS focuses on recruitment and retention of diverse educators, then the district will continue to foster a responsive, caring, and inclusive culture that encourages collaborative relationships in order to prepare every student for success in school and life by providing diverse and culturally responsive experiences and outcomes for all students.
Team Lead	Kristin Heckt
Team Members	Kristin Heckt, Superintendent of Schools Beth Goldsnider, Director of Pupil Services Monica Giglio-Kasper, Director of Teaching and Learning

Increasing Educator Diversity Action Plan



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?)
		What?	Who Owns This?	By When?				
Provide professional development in cultural competencies.	Administrative Team	Provide DEI-focused professional learning for staff including, but not limited to, culturally responsive practices.	Superintendent of Schools Director of Human Resources and Student Support Services, Director of Teaching and Learning, Building Leadership	Ongoing based on district need	Verified attendance at professional learning Integration of new learning Staff feedback forms/surveys	Administrative Team, Teacher Leaders, outside consultants and supports, as needed Funding for high quality professional development	Survey staff to determine efficacy of PD opportunities.	Leadership teams at both schools and PDEC members will support professional development opportunities. They disseminate information to other faculty.
Bolton will continue to include students in the interview process.	Director of Human Resources, Building Administrators	Students will continue to participate in the sample lessons and provide feedback as a part of the hiring process.	The Administrative Team (all district and school administrators), and Teacher Leaders	For all sample lessons	Students representing all three schools served by the district will be asked to participate in sample lessons of teacher candidates, and will provide feedback to administration.	Access to current students; possible transportation for students who do not live in Bolton.	Students from Columbia and Hartford may not be available to participate; provision of transportation may remove one obstacle.	Communication with students and families about the importance of the students' role in the interview process.

Continue to train staff members on hiring committess regarding legal and culturally responsive hiring practices.	Director of Human Resources, Building Administrators	Employees involved in the hiring process shall successfully complete the video training module relating to implicit bias and anti-bias in the hiring process, developed pursuant to Connecticut General Statutes §10-156ee, prior to such employee's participation in the hiring process.	Director of Human Resources, Principals	As needed, when recruiting a hiring committee	Use an applicant tracking system that aminimizes bias and avoids algorithms that introduce bias. Use a structured interview process that is consistent for all candidates, using the same questions, and following the same procedures to avoid bias. Ensure that a diverse group of employees and students are part of the hiring process.	A well-defined hiring process, and required training for all involved in the hiring process. Sample lessons are evaluated by administrators and students.	Minimize the likelihood of potential hiring bias by regularly evaluating and adjusting strategies to assess the effectiveness of our training and making adjustments based on feedback.	Guidelines are shared with all staff participating in the interview process.
Continue district review of interview questions and ongoing incorporation of questions related to diversity, inclusion, and culturally relevant pedagogy into the interview process.	Director of Human Resources, Building Administrators	Agreed upon bank of questions to be used for certain interview topics such as diversity, inclusion, and culturally relevant pedagogy; district collection of interview questions by school and position being hired for.	Administrative Team	Annually	Agreed upon questions employed during interviews.	Administrative Team and Admin Council (A-Team) Meetings	Ensuring good communication and collaboration related to standardized elements of the hiring and selection process. Review with the A-Team annually.	A-Team, Interview Committees
Continue to employ aggressive hiring timelines to avoid missing opportunities to capture educator talent.	Director of Human Resouces	Continue development of annual timelines for career fair attendance and schedule for interviews by position and school beginning in April.	Director of Human Resources, Principals	Annually	Developed timelines, scheduled interviews.	Principals, Hiring Committees	No obstacles anticipated.	Administrative Team

Increasing Educator Diversity Action Plan



RETENTION								
Goal	Who Manages the Goal?	Strategies/Key Activities (How are we going to do it?)			Indicators of Progress	Resources Required	Risks and Mitigation	Communication/Engagement Efforts
(What are we trying to do?)	(name, position)	What?	Who Owns This?	By When?	(How will we know if we are on track for success?)	(What people, time, money, and technology will be needed?)	(What could go wrong? How will we make that less likely to happen?)	(Who needs to be consulted/ engaged? What needs to be communicated? To whom?)
Ensure all policies, systems, and structures are designed to limit the manifestation of bias.	Superintendent of Schools, Director of Human Resources and Student Support Services, Director of Teaching and Learning, Teacher Leaders, PDEC	Ongoing review of policies and systems to ensure equity and inclusion.	Administrative Team, Teacher Leaders, PDEC, Policy Committee	Ongoing	Periodic policy reviews, feedback from staff/interview committees	Poliy Committee, training for those involved in development and review of policies	Possible lack of training/education in the even of staff and/or BOE turnover	Board of Education
Continue to cultivate a positive and safe school climate and culture that promotes teacher voice and choice, administrative support, and collaboration.	Superintendent of Schools, Director of Human Resources and Student Support Services, Director of Teaching and Learning, Teacher Leaders, PDEC	DEI training for all staff; maintain an active Climate and Culture Committee; continue celebrations of teacher and student successes	Administrative Team, Teacher Leaders, PLCs, Climate and Culture Committee, PDEC	Assessed annually	Staff participaation in professional development and DEI-specific training; results of climate and culture surveys,	Professional development funds, PDEC committee, time allotted to PLCs focused on maintaining a positve cliate and culture	Vet PD sources; ensure relevance and timeliness	Administrative Team, PDEC, Teacher Leaders

Plan for and provide a supportive and welcoming experience for all staff new to district.	Administrative Team	Provide mentoring and induction opportunities that are culturally responsive.	Director of Teaching and Learning and TEAM District Facilitator	Ongoing	Culturally responsive opportunities included in New Teacher Orientation, collaboration with TEAM mentors, culturally responsive professional learning opportunities within and outside of the district.	TEAM meetings; professional development time.	Continued vigilance for relevant professional learning opportunities sponsored by CSDE or the RESCs (e.g., Igniting Change, Culturally Responsive Pedagogy, etc.)	Administrative Team, new hires continually reminded of opportunities.
Continue to examine organizational practices, policies, characteristics, and conditions to ensure that they support teacher retention and growth.	Administrative Team	Continue to focus on the ongoing district strategic goal of Talent Management. Identify practices, policies, characteristics, and conditions that support teacher retention.	A-Team Members, PDEC, Teacher Leaders	Annually	Changes to practices, policies, characteristics, and conditions based on district review and feedback from administrators and teachers.	Administrative Council and District Committee meeting time. Data related to current practices, policies, characteristics and conditions.	Unidentified obstacles and barriers may arise when we begin this work.	Administrative Team, Teacher Leaders, PDED Committee
Continue to monitor and address issues linked to educator satisfaction and retention.	Administrative Team	Continue to focus on talent development and the retention of high quality staff at every level. Continue district administration annual midyear individual meetings with all educators new to the district to provide support and solicit feedback. Continue to use staff meetings at all schools	District and School Administrators	Ongoing	Teacher feedback at meetings; school climate data; action steps implemented in response to teacher concerns.	Meeting times, climate surveys	Obstacles will relate to specific issues. Being as responsive as possible to teachers and promoting educator satisfaction and retention is a priority.	Various methods of communication with teachers through committee meetings, anonymous surveys
Promote opportunities for teacher leadership.	Administrative Team	Continue to provide opportunities to build teacher leadership capacity. Continue to promote shared leadership through opportunities for teachers to lead professional development in their schools and to participate on district committees.	Superintendent, Building Principals, Teacher Leaders	Ongoing	Professional Development Agendas, District Committee Membership lists, ILT (Instructional Learning Team) and Academic Leadership attendance.	Time for relevant committee work Commitment to teacher-led PD, PLCs, and collaborative work with building and district administration	Availability of staff for meetings outside of the school day; however, there are opportunities within the school day as well.	Building and district-level communication to staff regarding which opportunities are available