

Increasing Educator Diversity Plan: Brookfield Public Schools

Formally approved by
Brookfield Board of
Education on:
April 11, 2024



COVER PAGE	
District:	Brookfield Public Schools 100 Pocono Road Brookfield, CT 06804
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
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:	Dr. Anna Mahon, Assistant Superintendent of Schools
Team Members:	Dr. John Barile, Superintendent; Katherine Abrego, Director of World Language and Multi-Language Learning, K-12; Lindsay Marino, Human Resources Supervisor

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RECRUITMENT								
Goal (What are we trying to)	Who Manages the (name, position)	Strategies/Key Activities What?	Who Owns This?	By When?	Indicators of Progress (How will we know if we are)	Resources Required (What people, time,	Risks and (What could go	Communication/ (Who needs to be
To proactively establish more equitable recruitment practices within the Brookfield Public School District, starting in the 2024-2025 school year, we will work to increase the number of diverse applicants who apply for all open educator roles (including support services, such as paraeducators) by 15% over the next three years. This will provide a fair and equitable application process which will yield a more diverse candidate pool.	Dr. Anna Mahon, Assistant Superintendent; Lindsay Marino, 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	Lindsay Marino, HR Supervisor	February, 2025	Increase in diverse applicant pools for all educator postings (certified and non-certified)	A) The cost of utilizing Frontline Resources B) Time needed for Assistant Superintendent and HR Supervisor to review EdSight Secure Educator Diversity Dashboard C) Outreach made through professional networks with Connecticut colleges and universities D) Time HR Supervisor to update contact information for college and university placement officers and job/career/recruitment fairs E) Cost associated with survey instruments, such as Panorama and/or ParentSquare, as well as time needed to properly develop and maintain said surveys	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	HR Supervisor will meet with all members of hiring committees to train, explain updates and identify changes to application forms and applicant questions
		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	Lindsay Marino, HR Supervisor	Winter 2024; annually thereafter				HR Supervisor consults with Assistant Superintendent on data collected relating to trends with hiring, recruitment, and interviewing of candidates including those from diverse backgrounds.
		Partner with higher education institutions with a proven record for preparing and certifying diverse educators for internships, 5 th year placements, and job recruitment	Dr. Anna Mahon, Assistant Superintendent	Spring 2025; annually thereafter	Establish connections with 2 local (CT) universities during the 2024-2025 school year		Risk: Budget reductions impacting ability to hire additional educators, interns, other employees Mitigation: Continue to develop a budget that reflects the needs of Brookfield Public School students	Assistant Superintendent outreach to colleges and universities regarding postings and open positions
		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	Lindsay Marino, HR Supervisor	2024-2025 school year	Attend 3 in person and 2 virtual job fairs during the 2024-2025 school year (including recruitment outside of the state)			HR Supervisor identifies timeline, advertising/recruiting materials, and outreach process for annual career/job fairs and communicates with HR/Benefits Coordinator and building administrators

		Create and implement voluntary applicant surveys to collect demographics on applicants to inform the effectiveness of the strategies in the Increasing Educator Diversity Plan	Lindsay Marino, HR Supervisor	February 2025; on-going thereafter; Summer/Fall analysis	80% of applicant surveys are completed during onboarding process		Risk: Applicant failing to complete voluntary survey Mitigation: Highlight link within application platform and review for accuracy	HR Supervisor consults with Assistant superintendant and Superintendent on data collected and trends with diverseapplicant pool and alignment with IED plan goals.
To achieve enhanced academic outcomes for students, we will increase opportunities for high school students to earn dual enrollment credits in education by adding 1 additional dual-enrollment opportunity for BHS students by the 2026-2027 school year	Marc Balanda, BHS Principal	Explore opportunities with universities within the state that offer dual enrollment opportunities for high school students to earn credit toward degree in education.	Nicole Usher, BHS College and Career Counselor	Winter 2026 Program of Studies; implement 2026-2027	At least 6 students (the threshold number to run any course offering) enroll for course designated as the education dual enrollment course at BHS	A) College and Career Counselor time to speak with students about oportunities. B) Time to locate programs C) Cost of partnership	Risk: Limited networking opportunities with potential employees and/or higher education program directors Mitigation: Continuous outreach to higher education educator preparation programs multiple times through the year	College and Career Counselor meets with BHS Principal to update them with enrollment numbers for the education dual enrollment course

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HIRING & SELECTION								
Goal (What are we trying to do?)	Who Manages the (name, position)	Strategies/Key Activities			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 (What could go wrong? How will we make that less likely to happen?)	Communication/ (Who needs to be consulted/ engaged? What needs to be communicated? To whom?)
		What?	Who Owns This?	By When?				
In order to reflect the vision of the district with regard to honoring the uniqueness of each individual, beginning in the 2024-2025 school year, we will work to establish new hiring practices which will increase the proportion of diverse candidates who are hired by 8%. This will ensure diverse candidate are afforded the opportunity to join the educator workforce in Brookfield and, thereby, align with the ultimate goal of	Dr. John Barile, Superintendent; Dr. Anna Mahon Assistant Superintendent; Dr. David Pepsoski, Deane Banda, and Mary	Establish a written, collaborative, uniform practice for hiring that minimizes the chance for bias on the part of the hiring committee.	Lindsay Marino, HR Supervisor	Spring 2025; annually reviewed/updated thereafter	100% training completion of hiring committee members prior to serving on interview committees	A) Time Associated with the HR Staff ensuring State anti-bias training video is completed B) The cost associated with GCN training and time associated with HR team ensuring training on cultural awareness/racial	Risk: Limited candidate pool and teaching shortage areas impacting ability to hire diverse staff Mitigation: Ongoing collaboration with higher education teacher preparation programs	HR Supervisor will train administrators, directors, and other members of hiring committees on the expectations of inclusive hiring practices
		Employ aggressive hiring timelines as identified in the uniform hiring process to avoid missing opportunities to capture educator talent.	Lindsay Marino, HR Supervisor	Spring 2025; annually reviewed/updated thereafter	No more than 2 week turnaround between public postings and 1st round interviews for certified positions		Risk: Recruitment of current employees to serve on hiring committees during summer months Mitigation: Proactive communication with potential committee members	HR Supervisor will engage with the team members responsible for recruitment efforts for each open position with data reflecting percentage of candidates with diverse backgrounds that were engaged with for each job posting.
		Incorporate questions related to culturally responsive pedagogy into the interview process.	Dr. Anna Mahon, Assistant Superintendent	Spring 2025; annually reviewed/updated thereafter	Ensure that every set of interview questions in each round includes at least 1 question around culturally responsive pedagogy/culturally responsive schools.		Risk: Time to train interview/hiring committees and maintain an aggressive hiring timeline Mitigation: Build in time as part of hiring committee process	Assistant Superintendent will provide a list of questions for hiring teams relating to each teaching position ensuring all interview teams have culturally responsive interview questions.

increasing diversity in the district as a whole.	Kendra, and Maria Balanda-School Principals, Bill Rowland; Director of Special Education; Lindsay Marino, Human Resources (HR) Supervisor	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.	Lindsay Marino, HR Supervisor	Spring 2025; annually thereafter	Mandatory district-specific training around cultural responsiveness, diversity, equity, and inclusion is completed by all current BPS staff within the annual timeframe	bias is available and completed C) Time and cost associated with the process for training interview/hiring committees is followed by monitoring the Frontline Hiring & Recruiting platform	Risk: Ability to capture qualitative feedback from new hires and hiring/interview committee members Mitigation: Establish formal system to collect feedback	HR Supervisor, in collaboration with school leaders, will communicate an established timeline for training interview/hiring committee members
In order to reflect the vision of the district with regard to honoring the uniqueness of each individual, BPS will measure the hiring rates of candidates from underrepresented groups. An increase in the number of new hires from diverse backgrounds will demonstrate effective recruitment practices.		Collect feedback from new hires and interview/hiring committee members on the inclusivity of the hiring process.	Lindsay Marino, HR Specialist	Spring 2025; annually thereafter	90% completion of new-hire survey by all new BPS employees within 2 weeks of hire		Risk: Unconscious bias impacting applicant screening and interview decisions Mitigation: Ensure hiring committee member completion of cultural awareness and anti bias training	HR Supervisor conducts follow-up interviews with new hires and interview/hiring committee members either via a survey or open-ended interviews

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		RETENTION						
Goal (What are we trying to	Who Manages the (name, position)	Strategies/Key Activities			Indicators of (How will we know if	Resources Required (What people, time, money, and	Risks and Mitigation (What could go wrong?	Communication/ (Who needs to be
		What?	Who Owns This?	By When?				
To increase racial and cultural awareness of BPS staff members, beginning in the 2024-2025 school year, we will increase the retention rate of educators from diverse backgrounds over the course of each year by 5% so that educators from diverse backgrounds will feel welcomed and supported in their roles which will foster an environment of inclusion. This contributes to the BPS vision of a diverse and inclusive workplace.	Dr. John Barile, Superintendent; Dr. Anna Mahon Assistant Superintendent; Dr. David Pepsoski, Deane Renda, and Marc Balanda-School Principals, Bill Rowland; Director of	Create a school community climate that is culturally and linguistically responsive, including policies and practices that support staff of diverse backgrounds.	Dr. John Barile, Superintendent	On-going	75% Positive School Climate results from staff in the areas of cultural responsiveness and inclusion	A) Time associated with utalizing the EdSight Secure Educator Diversity Dashboard B)Cost and time associated with TEAM (trainings, mentors, process) C) Exit survey/interview data (align to educator demographic data in MUNIS) reviewed by HR and time associated D) School Climate Surveys (for staff) HR time associated with audit	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	Superintendent will share the annual school climate survey results with the Board of Education and through BPS District Newsletters.
		Provide professional learning for all certified staff related to implicit bias, culturally relevant pedagogy, and the need for a more diverse workforce.	Dr. Anna Mahon, Assistant Superintendent	2024-2025 school year	By the conclusion of the 2024-2025 school year, establish regularly required training for all staff regarding implicit bias, culturally relevant pedagogy, and inclusion practices.		Assistant Superintendent will communicate professional learning opportunities to all certified and non-certified staff, including synchronous and asynchronous modules.	
		Provide professional learning for all certified staff to develop strategies and skills to support students of diverse backgrounds in meeting their highest potential.	Dr. Anna Mahon, Assistant Superintendent	On-going	Ensure all certified staff have access to professional development trainings focused on supporting students from diverse backgrounds.		Risk: Limited professional learning opportunities that address the unique needs of diverse educators Mitigation: Connect with RESCs and other outside organizations, such as NEASC	Assistant Superintendent will work with the PDEC to ensure
		Examine organizational practices, policies, characteristics, and conditions to ensure that they support teacher retention and growth, specifically those educators from underrepresented groups.	Dr. Anna Mahon, Assistant Superintendent	On-going	Review school and district school improvement plans to ensure specific focus on supporting teacher retention and growth through enhancing climate and culture practices, specifically focused on educators from underrepresented groups.			

	Special Education; Lindsay Marino, Human Resources (HR) Supervisor	Monitor and address issues linked to educator satisfaction and retention.	Lindsay Marino, HR Supervisor	On-going	Review exit interview results and yearly climate survey for trends related to job satisfaction	E) Building and District Leadership Teams and Time associated F) Time and funding for professional learning opportunities	<p>Risk: Competing professional learning needs</p> <p>Mitigation: Align IED to BPS strategic plan</p>	HR Supervisor will share exit interview results with Dr. Mahon, school and district leaders, and members of the District Equity and Inclusion Climate Committee as well as with Dr. Barile, who will inform the Board of Education of pertinent data.
		Seek professional learning opportunities that address the unique needs and challenges faced by educators from diverse backgrounds.	Dr. Anna Mahon, Assistant Superintendent	Summer 2024; on-going thereafter	Ensure all certified staff have access to professional development trainings focused on supporting students from diverse backgrounds.		<p>Risk: Limited number of mentors across a variety of content areas</p> <p>Mitigation: 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</p>	Assistant Superintendent will communicate professional learning opportunities to all certified and non-certified staff, specifically through area support centers such as the local RESC.
To contribute to the BPS vision of an inclusive and diverse workplace, we will track the changes in demographic composition of the workforce over time, annually, with the goal of increasing the percentage of employees from underrepresented groups by 5% each year.		Annually monitor percent of certified minority staff and teacher retention rates.	Lindsay Marino, HR Supervisor	Summer 2024; on-going thereafter	Exit interview data yields information about where the District needs improvement in the areas of inclusion and cultural responsiveness.			