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Burlington School District

Final Report, Recommendations, and Roadmap

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I. INTRODUCTION

In this report, WestEd provides a data-informed, comprehensive, and actionable roadmap tailored for the leadership of Burlington School District (BSD). The WestEd team used the information provided in Phase 1 and Phase 2 of this work to examine current efforts and provide recommendations for future efforts around Strategic Plan Priority Area 4 in BSD. Building on the foundational insights of Phase 1 (Organizational Policy Review), this final report synthesizes data gathered during Phase 2, the in-person site visit during which WestEd staff met with 19 staff and 12 students and facilitated focus groups and individual interviews, generating over 125 pages of transcripts.

The roadmap includes a series of proposed initiatives and fiscal investments designed to enhance Strategic Plan Priority Area 4. These recommendations and investments are categorized according to their implementation timelines, ensuring a structured and efficient roll-out.

- **Immediate**: Prioritized tasks to be executed within the initial 30 days following the receipt of this report.
- **Short-Term**: Objectives set to be accomplished by August 2024, laying the groundwork for sustained improvements.
- **Medium-Term**: Targeted achievements to be reached by December 2024, marking significant strategic plan progress.
- **Long-Term**: Ambitious undertakings scheduled for realization by spring 2025, culminating in the full realization of meeting the goals associated with Strategic Plan Priority Area 4.

This phased approach is tailored to optimize resource allocation and impact, aligning with BSD's overarching objectives in Strategic Plan Priority Area 4. The goal is to ensure that BSD students receive educational experiences from teachers who mirror the global majority, reflecting the rich tapestry of our world.

II. RECRUITMENT AND SELECTION

The organizational policy review revealed that BSD's recruitment and selection strategies lack clear alignment with Strategic Plan Priority Area 4, aimed at hiring educators that reflect the student body. District documents noted limited progress in the 21–22 to 22–23 school year due to staff turnover.

WestEd's review of policy documents reflected BSD's overall commitment to non-discrimination; however, specific strategies and professional learning for recruiting educators of color were absent. Additionally, current demographic snapshots provided to candidates in promotional materials may inadvertently discourage applications due to the underrepresentation of teachers of the global majority.

Additional data collected and analyzed from the on-site focus groups and interviews surfaced information about how BSD's recruitment and selection policies play out in practice and how district policies have been interpreted by global majority staff members.

Equity Culture and Climate

Staff acknowledged the district's commitment to equity and increasing educators of the global majority in word but reported that evidence of that commitment is not experienced in practice. According to one staff member, "Just because you're talking about it and putting it out on catalogs and stuff doesn't mean your staff feels what you're trying to put out there." To more effectively attract and hire talented staff (and, specifically, staff of the global majority), BSD needs to ensure that clear actions and follow-through back up its commitments.

Furthermore, while Vermont's cold climate was initially thought to hinder BSD recruitment efforts, feedback from focus groups revealed that the region's weather and geography are attractive to many educators of color. Instead, it was the school district's internal climate—difficult work environment—that posed a significant obstacle to attracting and retaining a diverse workforce. In the next section of this report, WestEd describes working conditions and their impact on job satisfaction and retention of global majority staff members.

Selection and Onboarding

Staff members described a wide array of hiring, selection, and onboarding experiences within BSD. For some staff members, district outreach and communication were proactive and consistent during their hiring process. However, one hiring manager described a lengthy process and challenges with communication and scheduling for applicants.

> *Then even when I submit my recommendation to hire, then the background process is a nightmare, just trying to get scheduled at a police station for the fingerprinting and then the other paperwork. I think there are some challenges with the communication piece of it. I think there's some challenges with getting those fingerprint appointments scheduled. I think that there's a lot you have to enter in just to get that application submitted that I think could certainly be cut out of the process to expedite things a little bit.*

Those responses aligned with the ways of working described by central office staff, who noted inconsistencies in how the hiring and selection process has been implemented at the school and central office levels. One staff member noted that "we're not involved in the interviewing process." Another stated that selection decisions were "down to whoever hired, picking whoever they wanted to, which turned out to be a lot of turnover because there was no way to stop them from hiring bad hires or hiring based on bias."

BSD lacks a clear, formalized, and culturally responsive set of protocols to guide hiring teams in their decision-making, and the absence of common standards for talent procurement and bias mitigation has likely contributed to some of the attrition experienced in the district. BSD would benefit from clearly communicating and offering development around standardized hiring guidelines and strengthening its anti-bias approach to recruitment and selection. Developing the competencies of the human resources team and all staff who support the hiring and onboarding experience will help to ensure an equitable and more culturally responsive process for prospective employees.

Performance Appraisal and Retention

Public perception of disciplinary action was also raised as a contributing factor to recruitment challenges in BSD. Respondents indicated that Black staff received disciplinary action that was more severe and more visible to the community. They referenced school- and district-level personnel who left the district, and one participant noted that in news coverage about BSD staff, "all the bad stuff you see is about Black people." Another added that when an issue arises with a white staff member, "it's more covered up and hushed." While this is not true of every disciplinary scenario in the district, a growing narrative depicts BSD as a place with good intentions but poor follow-through and execution, especially with respect to the experiences of people of the global majority. Even before engaging with the district, a prospective educator of color could easily paint a picture of BSD as a challenging environment that does not value staff from diverse backgrounds. When this path leads to an inconsistent hiring and onboarding process that is difficult for both the educator and the BSD hiring team, it shows that the district's systems lack clarity, alignment, and responsiveness. In concert with strong retention strategies, BSD would benefit from reviewing and revising hiring guidelines, providing professional learning that supports equitable hiring approaches, and using an organized and supportive onboarding process that effectively supports new staff and responds to the experiences of staff of the global majority.

> *We just find a way to get rid of folks for the most craziest reasons. "We don't like her tone," or oftentimes she's like, "Oh, she was just aggressive, she was mean." I'm like, "Okay, here we go. Here we go with this stuff again." "Oh, he's just mean and he didn't have ... " "Oh, okay. The Black bear, I got it. Just name it, stop hiding it, name it."*

> *I think it's just stress on feeling they [teachers of color] have to be perfect, and one little thing can be blown out of proportion, and the first thing is going to be because they're Black. Then it's going to be because of what they did. It's never ... I feel like with the white people, it's more covered up and hushed, but if you're Black, it's more of 'Oh, well, look what you did. This is why.' It kind of builds from there. It sucks that we live in a world like that.*

Recommendations and Investments for Recruitment and Selection

Table 1 offers a structured blueprint of WestEd's recommended actions for enhancing the recruitment and selection processes pertaining to Strategic Plan Priority Area 4. These recommendations span from immediate measures to be taken to comprehensive, long-term strategies. WestEd encourages BSD leadership to review the proposed recommendations and fiscal investments closely.

Table 1. Recommendations and Investments for Recruitment and Selection

Timeframe	Recommendations	Investments
Immediate *First 30 days*	Disseminate the report's outcomes to interest holders and make it available for staff and families in multiple languages on the district website.	
Short-term *August 2024*	Revise the hiring process for uniform application across all schools and ensure strict adherence. Ensure the new process highlights the importance of cultural responsiveness and equitable practices.	Provide targeted training for all staff involved in hiring to enhance expertise in culturally responsive recruitment and selection. Assign dedicated personnel to create and execute a culturally responsive onboarding program.

Timeframe	Recommendations	Investments
Medium-term *December 2024*	Evaluate staff disciplinary and support protocols for fairness and equity. Implement an automated licensure renewal notification system within human resources to maintain staff credentials.	Initiate focused engagement with the local global majority community, including parents, leaders, organizations, and students.
Long-term *Spring 2025+*		Provide complimentary on-site fingerprinting services in the human resources department and offer reimbursements for any background checks and fingerprinting costs incurred by new hires.

III. WORK CONDITIONS AND RETENTION

The organizational policy review revealed minimal strategies currently in place to prevent the falling sense of belonging among the staff of the global majority, prompting an initial recommendation from WestEd to implement affinity groups, empathy interviews, and focus groups to better understand and address employee experiences.

While staff are informed of their rights and protections, there were no objective metrics to evaluate the success of non-discriminatory policies and district interventions such as the "equity ticket," whereby staff can submit a concern to a central office about an equity-related issue.

Climate survey data provided by the district indicated a decline in overall job satisfaction and feelings of belonging for global majority staff; however, this was the case for all staff at the time of the survey, which may have been related to increased job stressors during the global pandemic. Thus, during the on-site visit, the WestEd team gathered data from the global majority educators about their working conditions and implications for retention.

WestEd found that educators of the global majority in BSD face numerous challenges that reflect racial bias, tokenism, a systemic lack of support, and unclear pathways for advancement within the organization. These conditions create a stressful work environment for global majority staff and may contribute to high turnover rates.

Racial Bias and Treatment

One significant issue is the stress stemming from racial bias. Teachers of color often feel they are held to different standards than their white colleagues, with minor mistakes subject to disproportionate scrutiny. As one educator put it, "I think it's just stress on feeling they [teachers of color] have to be perfect, and one little thing can be blown out of proportion, and the first thing is going to be because they're Black." This sense of bias creates a challenging atmosphere for educators of color, where they must constantly be on guard against unfair criticism and judgment.

Another pervasive challenge is the lack of support and protection from the district. Despite their dedication and hard work, educators of color often feel "hung out to dry," with little recognition or backing from leadership. One staff member remarked, "I don't feel like we get support or protection from the district." This absence of support not only diminishes morale but also inhibits teachers' ability to advocate for necessary changes in the curriculum or other school policies.

Although the district has an equity ticket system to address discrimination issues, its effectiveness is questionable due to inconsistent responses and limited awareness among staff. One educator noted, "The district has this equity ticket, but I've never filled one out. I've heard that the response is slow, or sometimes you get a response, sometimes you don't." Limited awareness among staff and uncertainty around the system's efficacy undermines its potential to redress instances of racial bias for global majority staff.

Tokenism

Tokenism is a related concern, with educators of color frequently expected to represent all matters related to race or diversity. This expectation often results in added burdens and reinforces racial stereotypes. One educator shared their experience of being approached about Black students they had never even met, simply because they were a person of color. They described the pressure of being seen as the "answer key" for all issues related to Black students, noting that colleagues often assume they have all the answers simply due to their race.

> *I feel like I've been tokenized in ways, and it feels like once you've been tokenized, you can't really undo that or it feels like it's really hard to come back from that.*

> *And somebody would always come to me if they had an issue with a Black student. And 90% of the time, I wouldn't even know who the student is. But because the student was Black, I had the answer. So, dealing with things like that and being the answer key for everything for Blacks, period, that's hard to deal with.*

Support and Pathways for Advancement

The lack of effective mentorship and onboarding also creates further obstacles for teachers of color. New educators often struggle to find their footing without proper guidance, contributing to feelings of isolation. This lack of structured support can exacerbate the stress and burnout that educators of color experience. One staff member mentioned that the district's onboarding process was chaotic and unwelcoming, making it challenging for new teachers to integrate into the school community.

Several staff members from the global majority expressed that they had contemplated or are actively planning to leave the district, citing the absence of well-defined advancement routes and a perception of limited promotional support or encouragement to pursue new professional opportunities as key reasons for their dissatisfaction. It feels like we're just bleeding staff of color, whether that's because of the environments at the schools, or because of what's going on at central office, or just feeling like there's no upward movement. I've told my co-workers, if I stayed here ... let's just say, the staff environment here was perfect, and everything, and all that stuff, and I wasn't burnt out, it feels like there would be no way for me to move up. It really does. It feels like I would forever be in [this] position.

Despite these systemic issues, some educators of color found inspiration in the presence of strong leaders who share their backgrounds and values. A principal or colleague who understands their experiences can provide a sense of belonging and motivate them to persevere. One educator spoke of how seeing their principal, a woman of color, in a leadership position gave them strength, describing how "just having her as a symbol of strength for me has been so impactful."

Recommendations and Investments for Work Conditions and Retention

Table 2 offers a roadmap for the proposed initiatives, ranging from immediate actions to long-term strategies, for working conditions and retention of educators of the global majority. WestEd encourages BSD leadership to review the proposed recommendations and fiscal investments closely.

Table 2. Recommendations and Investments for Work Conditions and Retention

Timeframe	Recommendations	Investments
Immediate *First 30 days*	Disseminate the report's outcomes to interest holders and make it available for staff and families in multiple languages on the district website. Expand on the equity ticket process and determine a clear process for responding to concerns.	Host another affinity group for global majority staff. Dedicate personnel to monitor and respond to equity tickets and ensure these staff are trained on Equal Employment Opportunity (EEO) legislation and culturally responsive management and leadership best practices.
Short-term *August 2024*	Perform a staffing audit to assess the distribution of global majority educators across buildings and examine role allocation disparities. Implement exit interviews for departing global majority staff and review findings with an interest holder panel.	Establish forums for global majority staff and individuals of diverse or intersecting identities to connect and build community.
Medium-term *December 2024*		
Long-term *Spring 2025+*	Develop and advertise leadership pathways and mentoring opportunities for global majority staff.	Train and compensate mentors working with global majority staff at various levels and job classifications throughout the system.

IV. COMMITMENT TO DIVERSITY

A review of BSD's policy documents indicated an overarching commitment to a diverse workforce; however, specific strategies and effectiveness data were less apparent, underscoring the need for targeted actions to attract and retain educators from the global majority. For example, BSD policies provide staff with rights and non-discrimination assurances, yet they do not explicitly commit to diversity in an actionable sense, which leaves gaps in how to implement concrete actions to bring about a diverse and inclusive climate for educators of the global majority.

From the on-site focus groups and interviews, district leaders' commitment to diversity is perceived by staff members of the global majority as sometimes genuine and other times performative; some educators feel that there is a strong commitment to promoting diversity and inclusion and others believe that the district's actions fall short of its promises. This inconsistency creates an atmosphere of skepticism and frustration among educators and students of color, who see gaps between the district's stated intentions and actual practices.

Student (In reference to the Youth Participatory Action Research [YPAR] work being implemented):

> *I don't know if they're trying, I don't know, but I feel like we're not really getting the kind of data that we expected at the speed that we expected. We're ready to analyze that and all that stuff, but we have to wait and I don't know if the district's helping.*

Faculty (In reference to the district embracing change):

> *Change is hard for everyone. Then when you add that we are students who are working for this, it's hard maybe to take us seriously or realize the impact that we want to have and think that we're taking it seriously and then making that change when most people are scared to.*

> *All of this amazing work and these kids putting their hearts and souls and their voices and their tears in their work, none of them are implemented with fidelity. It makes it a huge challenge and it definitely makes me feel as an educator disrespected. I'm sure that the kiddos feel that way.*

Commitment from Leadership

A few staff cite the leadership of the current superintendent and the work being done by the Strategic Plan Priority Area 4 work group as evidence that the district is striving to make meaningful changes. These staff members note that the district is collaborating with WestEd, a consultancy focused on educational equity, and is actively gathering information to create a comprehensive action plan. One educator shared their optimism, stating, "I think the district is committed. I don't think that it's fake or the let's do this to check a box. I do think there is dedication to it." This perspective suggests the potential for real progress, but the execution remains a challenge.

For example, many staff members feel that the district's commitment to diversity is more performative than substantive. They point to a lack of concrete actions and inconsistencies in following through with diversity initiatives. One educator expressed frustration with the performative nature of anti-racist teaching, saying, "I'm sick of the fad, anti-racist teaching. What are we doing? Show me how we're pointing that way because there's no direction that we're pointing that way." This sense of performativity leads to doubts about the district's ability

to create meaningful change and a belief that diversity efforts are often more about appearances than genuine transformation. Another staff member shared:

> *Just from my own experience, I feel like there's a lot of words like anti-racism or free of bias and hate free zone, people of the global majority. There's a lot of lingo, but it doesn't always translate to how I feel. So it always has felt like there's a missing link. There's this verbal commitment, there's this written commitment, but I always feel like something's missing for me. And yeah, it feels like a lot of times people are saying the right things, but then the actions aren't always aligned.*

Student Interest-Holder Perceptions

Student interest holders shared that they were aware of the district's commitment to Strategic Plan Priority Area 4 and questioned why more was not being done to focus on retaining current global majority educators. Students of color also compared their experiences to those of their teachers from the global majority and expressed hesitation about whether to remain in BSD or enter the teaching profession themselves.

***WestEd**:* Why do you think there aren't more teachers of the global majority here?

***Student 1**:* Because they leave.

***WestEd**:* Say it again.

***Student 1**:* They leave.

***WestEd**:* Because they leave. Why do you think they leave?

***Student 1**:* Well, I think that's actually what we're trying to figure out.

***WestEd**:* Yeah?

***Student 2**:* Yeah. Why they're leaving. Even if we hire more, if we can't even keep them here, there's no point. We're trying to focus on how we can actually have them stay in schools.

***WestEd**:* Retain them?

***Student 2**:* Yeah.

***Student 1**:* I'm going to personally say it's probably because there's racism in the school community and stuff that maybe some people, though the majority are teachers are just like, "This stuff is too much for me. I should probably get out of this district and probably go somewhere else."

I mean, anywhere but here. There's other places too, but growing up here and I'm seeing how things are here, I'm not really loving the idea of teaching here.

***WestEd**:* Can you tell me more about how things are here? Just because we're not from here.

***Student 2**:* I don't really have the greatest experience here as a student as I said before and I know as a teacher would be different, but it's... When you say the district, it doesn't have to be [my school], but I feel like [my school] has gotten so... It's really different now. I don't really like it.

Investing in the Future

Additionally, the district's approach to recruiting and retaining educators of the global majority is often viewed as inadequate. While there have been discussions about efforts to attract diverse talent, proactive follow-through in community outreach and investment in future educator pipelines is lacking. One interviewee highlighted the need for more collaboration with local institutions to create educator pipelines for multilingual liaisons similar to grow-your-own programs.

> *But people have approached me and said, "What do you think about growing our own?" We have some folks in the, I'm pointing over here because their office is right there, the multilingual liaisons who were teachers and highly respected teachers in their home countries.*

> *But they come here, they don't have the appropriate credentialing and we don't do anything to help them get that where we could. So, I've been in conversation with the HR directors about that before. Tom, our superintendent, pointed to the lack of a collaborative agreement with any of our institutions of higher learning in the area.*
>
> *If we could make a deal with Champlain College or Saint Mike's or UVM or even with CCV, with the community college, to just get some of our own students started, I think that would be a huge step in the right direction. And there would be people in the staff ... certainly students that I know who would be interested.*

In summary, as seen by staff and students of the global majority, the district's commitment to diversity reveals positive intentions and significant challenges. While a few staff members see genuine efforts led by the current superintendent and the Strategic Plan Priority Area 4 work group, others find the district's actions more performative, lacking the depth and consistency needed to drive real change. The language and current efforts fall short of translating into tangible actions that staff experience in their everyday environment. Addressing these issues requires a concerted effort to transform verbal commitments into meaningful actions that support a more inclusive and equitable environment for all staff and students.

Recommendations and Investments for Commitment to Diversity

Table 3 provides a strategic outline of proposed initiatives aimed at reinforcing the commitment to diversity among educators of the global majority. These initiatives vary from short-term actionable steps to comprehensive, long-term strategies. WestEd urges BSD decision-makers to examine these recommendations and the associated financial commitments thoroughly.

Table 3. Recommendations and Investments for Commitment to Diversity

Timeframe	Recommendations	Investments
Immediate *First 30 days*	Disseminate the report's outcomes to interest holders and make it available for staff and families in multiple languages on the district website.	
Short-term *August 2024*	Reevaluate and update the stated district objective of having at least one global majority educator at each school to prevent isolation for global majority staff.	
Medium-term *December 2024*	Revise systemwide documents, including those on the district website, to name specific strategies and actions to attract and retain educators from the global majority. Collect and share data to measure the effectiveness of each strategy as well as clearly articulated accountability structures.	
Long-term *Spring 2025+*		Invest in professional development and certification pathways for global majority staff, substitute teachers, paraeducators, students, and community (e.g., multilingual liaisons, students).

V. PROFESSIONAL LEARNING

WestEd's review of BSD documents included the Office of Equity Working Plan, which noted collaboration with Truss Leadership Collaborative for anti-racism professional development for school leaders. However, it was unclear whether the anti-racism professional development aligned with Strategic Plan Priority Area 4, and there was insufficient information from the policy review documents on specific metrics for evaluating the effectiveness of the professional development on the recruitment, retention, or working conditions of educators of color.

The organization policy review included contractual language, employee handbook, and board documents related to hiring, treatment, and equal opportunity non-discrimination. There were no specific professional learning opportunities or training for central office and building staff engaged in recruitment, hiring, and selection processes, highlighting a gap in the current practices in relation to achieving greater teacher diversity.

Staff members of the global majority believe professional learning for BSD educators would be strengthened by focusing more on inclusion, implementing support systems and effective mentorship, and ensuring greater cohesion across departments engaged in equity work.

Inclusive Professional Learning

One key issue is the way diversity training has been structured, which has left staff of color feeling isolated and overlooked. During one session in particular, the Anti-Racist Professional Development Day, global majority staff found themselves among a majority of white colleagues, which was uncomfortable and prevented open discussions about racism and discrimination. As one staff member shared, "It got to a point where some of the other staff of color were getting frustrated because they were like, 'Well, wait a minute. This is a lot of heavy stuff and we're all spread out amongst our white colleagues.' And later on in the training, there was going to be an affinity space, but it didn't outwardly start with, 'Hey, here's an affinity space for the folks of color to come together.'" This lack of affinity spaces and targeted support for staff of color in training sessions can lead to a sense of isolation and reinforce systemic biases.

> *It's not always well thought about for the staff of color ... It's like, "Well, what about us though? Because all of these colleagues are white and there's two of us and we're expected to talk about the same thing."*

> *It just didn't feel like the few people of color in the space were thought of, like what would our experience be.*

Onboarding and Mentorship

Additionally, the lack of structured onboarding and mentorship programs can make integrating new educators into the school community challenging. The absence of welcoming environments can lead to confusion and exclusion among new hires. A staff member explained, "I think one thing [we need] is building a more welcoming environment for new hires. To be able to help them with that transition of, okay, you've done your paperwork, now let's set you up with somebody. Let's set you up with a buddy or a mentor." This lack of mentorship and guidance can hinder professional growth and reduce job satisfaction among global majority staff. A human resources professional shared that "I feel like folks come in here for the background check, and then it's like, okay, see you later. Like, not sure what happens once you get there on their first day."

Integration and Cohesion Across Departments

Furthermore, the district's professional learning opportunities often lack depth and consistency. Training sessions may only scratch the surface of diversity and inclusion topics, leading to limited progress in addressing systemic issues. One educator noted, "Any trainings that do occur, it feels like they're just surface level and they never go deeper because trainings happen so infrequently that you don't have that ability to be consistent to go deeper." This inconsistency in training can leave educators of color feeling unsupported and unclear about their roles in promoting equity within the district.

The disconnect between different departments and initiatives also hinders the effectiveness of professional learning. The absence of clear communication and collaboration between

curriculum and equity departments can lead to disjointed efforts and a lack of progress in addressing systemic issues. As one educator remarked, "This work is real deep equity in relational work that we do in here and they ask for specific changes like we need shifts in curriculum, but the curriculum department and the equity department are different entities in our district and they don't get along with one another." This lack of cohesion between key departments can create a barrier to meaningful change.

Recommendations and Investments for Professional Learning

Table 4 offers a roadmap for proposed professional learning initiatives, ranging from immediate actions to long-term strategies. WestEd's analysis considers the historical context of professional development, the current state of ongoing educational programs, and prospective avenues for future learning enhancements.

Table 4. Recommendations and Investments for Commitment to Diversity

Timeframe	Recommendations	Investments
Immediate *First 30 days*	Disseminate the report's outcomes to interest holders and make it available for staff and families in multiple languages on the district website. Address and repair harm done by the Anti-Racist Professional Development Day and news reports of staff of the global majority leaving the district.	Designate a new staff liaison(s) for all new hires for the 2024–2025 school year to assist with onboarding.
Short-term *August 2024*	Assess professional development programs for tailored content that addresses the needs of global majority staff; mandate this inclusivity and differentiation for all new professional development contracts and initiatives.	Provide targeted training for all staff involved in hiring to enhance expertise in culturally responsive recruitment and selection. Increase the August new-hire training from one day to two days as a part of a comprehensive onboarding process for new staff.
Medium-term *December 2024*	Assess current equity and anti-racist work in various departments (e.g., in the curriculum and equity offices) and map these efforts as a first step in ensuring cohesion and unified messaging districtwide.	Provide and engage central office staff and board members in professional development about diversity, equity, inclusion, and belonging (DEIB). Develop a mentoring program for new staff as a part of the onboarding process. Ensure the recruitment and training of same-race, linguistically diverse mentors when possible.

Timeframe	Recommendations	Investments
Long-term *Spring 2025+*		Invest in professional development and certification pathways for global majority staff, substitute teachers, paraeducators, students, and community (e.g., multilingual liaisons, students).

VI. CONCLUSION

It is clear that BSD is committed to increasing the number of educators who look like the district's diverse student body (Strategic Plan Priority Area 4). However, before recruitment and selection efforts to achieve this goal can be pursued with fidelity, it is imperative that BSD take time to address concerns regarding retention, working conditions, commitment to diversity, and professional development. If recruitment and selection efforts are pursued without addressing the concerns and subsequent recommendations outlined in this report, BSD may risk hiring more staff of the global majority that they cannot sustain, in addition to losing current staff members of the global majority.

The recommendations outlined in this report represent how BSD can improve the recruitment and retention of staff of the global majority. The first recommendation as BSD works to recruit more staff of the global majority is to share this report with current staff members and be transparent about the efforts to follow through with recommendations. Next, BSD should begin to plan for the 2024–25 school year, starting with immediate recommendations in the first 30 days, short-term recommendations in the next 90 days, medium-term recommendations in the next 6 months, and long-term recommendations in the next year. As the recruitment and hiring process is revised over this time, clear goals and policies should be created highlighting the importance of cultural responsiveness and equitable practices, and uniform application across the district should be ensured by putting protocols and reporting systems in place.

Additionally, continuing work to repair harm with current staff members of the global majority is an example of an action step that can help improve working conditions and signal a true commitment to diversity and inclusion: ask what they need, engage in genuine thought partnership, listen, and adequately respond to feedback. Improving the current environment to create a space where staff of the global majority feel welcomed, seen, heard, and valued can help ensure new staff members of the global majority will also have the support they need as they transition to BSD. Given what WestEd learned, improving efforts to recruit and retain educators of the global majority currently employed in BSD as paraeducators, substitute teachers, or multilingual liaisons could also be a successful strategy to address Strategic Plan Priority Area 4. This work demonstrates the concerted effort that BSD is taking to audit current policy and practice and use incoming investments to improve outcomes for Strategic Plan Priority Area 4. As BSD works to continue this effort, it is imperative that action steps taken as a result of this report reflect their commitment to improve outcomes for Strategic Plan Priority Area 4 and improve the experience of current staff of the global majority.

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