

PUBLIC SCHOOLS OF BROOKLINE POLICY MANUAL
SECTION G
PERSONNEL

2. Recruitment, Selection, and Staffing

n. Equity Policy - Staff Recruitment and Retention (Voted 4/27/23; #23-41)

The Public Schools of Brookline recognize that for the sake of student achievement, community, and belonging, the demographic makeup of the educator workforce should broadly reflect that of the student body. Accordingly, PSB seeks to recruit and retain educators from groups that are currently underrepresented relative to the local community served by PSB.

1. Recruitment

PSB will take active measures to recruit and hire educators from groups that are currently underrepresented relative to the local community served by PSB. For example, for educators of color, such steps may include, but are not limited to:

- Targeted outreach to race-based affinity groups and affinity spaces, including the holding of events aimed at recruiting educators of color.
- Recruitment from Historically Black Colleges and Universities, the Hispanic Association of Colleges and Universities, Tribal Colleges and Universities, and institutions serving a large AAPI population.
- Recruitment of educators of color from outside Massachusetts. Such educators may be given guidance on the requirements for obtaining a Massachusetts teaching license. Where appropriate, PSB may seek a waiver of the license requirement from the Massachusetts Department of Elementary and Secondary Education (DESE) while the educator works to obtain the required license.
- Intersectional recruitment across multiple identities, for example recruitment of LGBTQ educators of color.

Recruitment will be led collaboratively by the Office of Human Resources and the Office of Educational Equity.

2. Retention

A. Mentoring. All pre-PTS educators will have access to culturally competent mentorship that is centered on coaching and peer support, not evaluation. Such mentorship should help the teacher to navigate PSB services (e.g. Human Resources, Teaching and Learning, and Instructional Technology) and to address professional interactions that may involve bias or insensitivity.

B. Community Building. PSB will take active measures to:

- Validate and affirm educators across multiple layers of identity by creating intentional spaces (e.g. staff affinity groups) to uncover their experiences, sentiments, and needs.

- Train educators to confront and challenge biased, racist and xenophobic behavior at the moment it occurs, especially in group settings.
- Provide tailored support to new colleagues as needed. Such support is in addition to, not in place of, individual mentorship as described in “A.”

C. Supervision and Evaluation. All supervisors (e.g. principals, vice principals, and curriculum coordinators) who are responsible for evaluating other employees will undergo anti-bias training. This training is meant to ensure that procedures for supervision and evaluation are unbiased and afford employees timely feedback and support.

3. Outcome Measurement

On an ongoing basis, the Subcommittee on Diversity, Equity, Inclusion, and Justice will work with the PSB administration to review progress on recruiting and retaining a diverse body of educators. No later than October 31 of each year, the Superintendent will present data to the Subcommittee on Diversity, Equity, Inclusion and Justice on the demographics of the PSB workforce, as of October 15, including data on recent hiring, departures, and granting of Professional Teacher Status; said report shall be made to the full School Committee no later than December 31 of each year.