

TOWN OF BOLTON
BOLTON DIVERSITY COMMISSION
December 20, 2022 – 7:00
Zoom Meeting

<https://us02web.zoom.us/j/82999843282?pwd=U0pObmNTdXNqUEZDdXd0VnExTFYzQT09>

Call-In Number: 1-929-205-6099
Meeting ID: 829 9984 3282
Passcode: 592282

The Commission held its regular meeting on 12/20/2022. Chair Amanda Gordon presided. Also in attendance were: Vice Chair Kawan Gordon, Jennifer Cyr, Rhea Klein, Cheryl Udin, John Toomey, and Paula Meyers.

1. Call to Order

- a. A. Gordon called the meeting to order at 7:02 pm

2. Public Participation

- a. There were no public comments

3. Approval of minutes from 11/15/22

- a. Motion: I move that we accept the minutes of 11/15/22
By: Cheryl Udin Second: Kawan Gordon
Voting For- 7 Ayes- Motion Passed

4. Discussion of Youth Survey Analysis

- a. Reviewed data analyzed to-date
- b. Action Steps before February BOS Meeting
 - i. Complete the analysis and work on report

5. Recap of Tasks

- a. A.Gordon and P.Meyers will continue working on editing the report and will review the data
- b. A. Gordon will pull list of towns that have a DEI Commission. P. Meyers will contact for insights on benefits/downsides they have experienced

- c. Consider getting feedback if the residents in town would be interested in a permanent DEI commission
- d. Need someone will work on Resolution for recommendation to continue commission.
- e. R. Klein to see if School has data on employees who work in town and relatives who are also employees

6. Adjournment

- i. Adjourned by consensus at 8:14.

Next Meeting- January 17, 2022, 7:00

Respectfully Submitted,

Paula Meyers

Business Project Senior Advisor, HHHH
Contracting Policy, Standards and Compliance
Affordability, Governance & Execution

Bolton Student Diversity, Equity and Inclusion Survey Summary and Analysis



A project of the Bolton Diversity Commission

Written by Paula Meyers and Amanda Gordon, MSW - Bolton Diversity Commission

With written contributions from Diversity Commission Members: Vice Chair Kawan Gordon, Jennifer Cyr and input from, John Toomey, Rhea Klein, Anne Decker, Milton Ives, and Cheryl Udin and Daniel Bergin

Released February, 2023

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Commented [2]: Did you just remove Dan because he hasn't been participating lately? I had just listed all commission members.

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DRAFT

Executive Summary

Introduction

The Town of Bolton Diversity Commission (The Commission) was created by the Bolton Board of Selectman in 2021 to advise and assist the Board with issues of diversity, equity and inclusion that may exist within the town government and community-at-large. The Commission, in an effort to assess the feelings and experiences of other town residents, employees and students regarding Diversity, Equity and Inclusion (DEI), deemed it necessary as a first step to create and distribute a survey to these constituents. This would ensure the assessment might be as representative as possible and not only reflect the views of Commission members.

Throughout the process of creating The Commission and the survey, statements were made by Selectpersons indicating surprise that there may be issues related to DEI in the Bolton community, within government and the broader community. There was an overall desire expressed that everyone in town should have respect for one-another and that the town should be welcoming to all and if there are issues, "we have to fix it."¹

The results of this survey, while not analyzed from a standpoint of statistical significance, do indicate that there are current and past residents, employees and students of Bolton, CT that have felt disrespected and unwelcomed in our Town either by town employees or by the words or actions of other community residents. As the expressed desire is that Bolton be a Town that is welcoming to all, the survey responses suggest changes will need to be made in order to attain this goal.

Survey Limitations and Results

The Bolton School survey was distributed via social media. In addition the BPS district sent out an email blast encouraging participation. All responses were voluntary. The Commission acknowledges that due to the method of distribution which required respondents to choose to answer the survey questions there is a self-selection bias. This means that ultimately, there may be something that separates those that chose to respond to the survey, from those that opted not to respond to the survey, such as having stronger feelings about Diversity, Equity and Inclusion, either positive, or negative.

A total of 46 student survey responses were collected, representing a 13.1% response rate out of the total 350 students in enrolled in grades 7-12. Data on the number of transition aged students was not available.

Findings

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Recommendations

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¹ Bolton Board of Selectmen Meeting Minutes January 5, 2021 https://cdn.branchcms.com/EzoynNLyL2-1704/docs/boards/selectmen/2021/minutes/BOS_01-05-21_Minutes.pdf

Bolton Diversity Commission

In January of 2021, the Bolton Board of Selectman unanimously voted to create a Diversity Commission (The Commission) to advise and assist the Board with issues of diversity and inclusion that may arise within the town government and community-at-large, see Resolution, [Attachment A](#). The Commission was formed with the intent to ensure that the Town of Bolton is welcoming to all current and future residents, students, businesses and employees. In November 2021 the commission held their first meeting. In March 2022 the Diversity Commission released two surveys to the public (one for school aged youth and one for adults) to assess the status of diversity and inclusion issues in town. The commission made it a priority to conduct this community assessment and collect input on the topic from a group of those who live, learn and work in Bolton. The survey was completely confidential and open to the public for two months. This report covers the results and analysis of the Student survey ([Attachment C](#)).

Methodology

The Diversity Commission formed a two-person sub-committee to work on the creation of the Student survey for presentation to the broader Commission. It was developed over a period of three months and was presented to the Board of Selectmen at their March 2022 Regular meeting and to the Board of Education at their March 10, 2022 regular meeting. The Boards of Selectman and Education approved the survey and the distribution plan with changes as discussed during the meeting. In addition the Board of Education approved distribution via email in addition to the other methods previously identified by the Commission.

Survey Development

Early on in its formation the Bolton Diversity Commission agreed to a set of working definitions for some key terms related to Diversity, Equity and Inclusion to allow the members of the commission to utilize a common language and increase understanding between members, [Attachment B](#). Included in this list were the terms Diversity and Equity. The Commission defined the two terms as follows:

DIVERSITY– the condition of having or being composed of differing elements, including an infinite range of individual unique characteristics, identities and experiences such as race, gender, ideology, religion, sexual orientation, age, physical ability, socioeconomic status, educational background, geographic location, marital and parental status and more.

EQUITY – the absence of avoidable or remediable differences among groups of people, whether those groups are defined socially, economically, demographically or geographically. The achievement of equal OUTCOMES, which may require the unequal provision of resources or opportunity to address imbalances created by systems of oppression.

As such, the Commission utilized this inclusive definition of Diversity when creating the Diversity Survey and sought to include questions that would identify if there were inequitable outcomes and experiences occurring in town.

The subcommittee began by doing research into existing surveys created or used by municipalities and city governments to assess diversity, equity and inclusion issues within their local communities. Many resources identified were targeted to Diversity, Equity and Inclusion (DEI) efforts within the workspace and were not always compatible with the efforts of The Commission. Ultimately, five DEI survey resources were utilized as inspiration for the development of the Town of Bolton Diversity, Equity and Inclusion Survey. These five resources were as follows:

1. The City of Melrose Massachusetts Diversity, Equity &, Inclusion survey 2021
2. The Springfield, MO Inclusion survey 2020
3. The West Des Moines Diversity, Equity and Inclusivity Survey 2019
4. The Methuen, MA, Diversity, Equity and Inclusion Survey 2021
5. Polco Community Equity and Inclusion Survey

In some instances questions from these various tools were used verbatim in the Bolton DEI School survey, in other instances the questions were adapted by the Commission to better reflect the needs in Bolton. Attempts were made to make the language of the survey as inclusive as possible.

The final survey contained a mix of Likert scale, multiple choice and open ended questions in an effort to collect both quantitative and qualitative data for analysis. Respondents were also asked a variety of multiple choice, drop down questions related to their demographics and their personal identities. All questions were voluntary and thus not answered by every respondent. Additionally, many of these questions included an option to choose "other" and to type in a response of their choosing. These answers are included in the Results section of this report. Every question in the Student survey was answered by a minimum of 44 respondents.

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Survey Distribution

The survey was available in hardcopy format and online. The online version of the survey was created using Google Forms, which is a free resource, making the survey accessible to anyone with the link. The link to the online survey was shared via the Town of Bolton website and Facebook page and shared to other town pages and groups on social media as well as (school distribution). Reminders about the survey were re-shared every two weeks on social media during the two-month response collection phase and (# of times via school). Additionally, the link was shared twice through the emailed Bolton Bulletin, and flyers with a QR code to access the survey were posted at local businesses. Hardcopies were distributed to the Town Hall, Senior Center, and Library.

Survey Limitations

The Commission acknowledges that due to the method of distribution which required respondents to choose to answer the survey questions there is a self-selection bias. This means that ultimately, there may be something that separates those that chose to respond to the survey, from those that opted not to respond to the survey such as having stronger feelings about Diversity, Equity and Inclusion, either positive, or negative. As further detailed below, while the Commission had hoped that the survey respondents would reflect the overall population of Bolton, several populations are over-represented including females and gender non-binary students.

It should be noted that there was one survey response that analyzers believe may have submitted by an adult looking to skew survey results. This respondent made multiple comments about CRT, the queer agenda and checked off all genders, all races, and said their primary language was Ebonics and that they live in Hartford. This data was included in results as it is impossible to say whether this response truly reflects the thoughts of one of our students.

Out of caution from concerns from parents, questions around sexual orientation were not asked in this survey. This prevented us from identifying all respondents who identify as LGBTQIA+.

Survey Analysis

The survey collected voluntary demographic and descriptor data from respondents. This allowed the survey responses to be analyzed by groups of people who identified similarly.

When considering which demographic questions to ask and what to analyze consideration was given to group identities which belong to protected classes. According to State of Connecticut law, discrimination is illegal across four different types of transactions: housing, employment, credit and the full and equal enjoyment of goods, services or facilities, for the following classes: age, ancestry, color, learning disability, marital status, intellectual disability, national origin, physical disability, mental disability, race, religious creed, sex, gender identity or expression, sexual orientation and status as a veteran. Additional protected classes for housing transactions include: lawful source of income, use of a

service animal, and familial status. For employment transactions, those with a prior legal / criminal history may also be protected.²

Analysis Factors

For the purpose of analysis, most of the identifiers were turned into binary factors by grouping responses together. The method for creating these binary factors is detailed below.

Grade Level

Respondents were asked “What is your grade level?” with the response options of: 7-8, 9-10, 11-12 and Transition. For the purposes of analysis those who left the answer blank were included in a category of not having answered. For the purpose of analysis those who responded 9-10 or 11-12 were coded as High School, those who responded 7-8 were coded as middle school and those who responded “Transition” were coded as Transition.

Simplified Race

Respondents were asked to identify their racial/ethnic identity (Choose all that apply.)” with the response options of: Spanish, Hispanic, or Latin(o)(a)(x), Arabic or Middle Eastern, American Indian or Alaskan Native, Asian, Asian Indian or Pacific Islander, Black or African American, White. For the purposes of analysis a BIPOC (Black, Indigenous, People of Color) factor was created. Respondents who checked off only “White,” were coded as White, those who identified with any other race, including Hispanic, or Latin(o)(a)(x), were coded as BIPOC, those who left the answer blank or filled in “other,” were given a BIPOC response of “unknown”.

Minority Gender Identify

Respondents were asked what gender they identify with (check all that apply)?” with the response options of: Male, Female, Transgender, Questioning, Gender Non-conforming or Non-Binary, and Other. For the purposes of analysis a Simple Gender factor was created. Those who responded “Female” only were coded as Female, those who responded “Male” only, were coded as Male, those who chose other responses or a combination of responses were coded as Non-Binary, and those who chose “Prefer not to answer” were coded as Unknown.

Results

Demographics of Respondents and Comparison to Overall Town Population

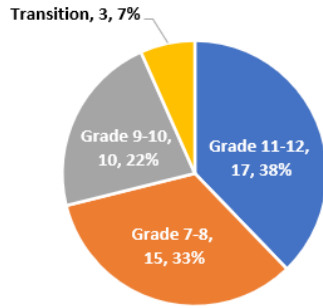
Overall 46 responses were received, all of which were collected via the Google Forms survey online. Of the 46 responses, 39 were from students that are current residents of Bolton, CT. According to the State of Connecticut Department of Education there are 350 students in grades seven through twelve, so 46 responses represents a 13.1% response rate.

Grade Level

Below is a chart that shows the reported grade levels of all 46 respondents. One respondent (2%) did not respond to this question and is not included below.

² <https://portal.ct.gov/CHRO/Complaint-Process/Complaint-Process/Who-is-Protected#:~:text=Age%2C%20ancestry%2C%20color%2C%20learning,and%20status%20as%20a%20veteran.>

Respondents by Grade Level



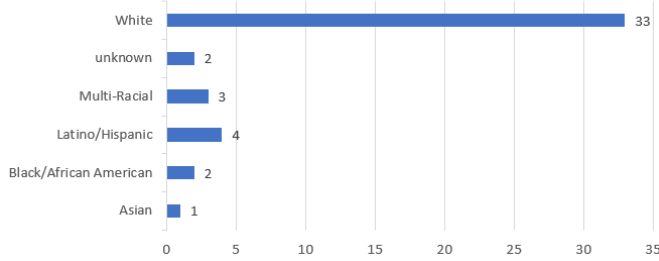
Compared to CT Department of Education data, Survey respondents were more likely to be in grades 7-8 or 11-12 compared to the total number of children actually enrolled in each grade level. This means that children in grades 9-10 were underrepresented among respondents. Because transition level data was not available from the department education there were not included in the below comparison.

Grade Level	Survey Respondents	Oct 2022 Dept of Education Data
7-8	36%	33%
9-10	24%	32%
11-12	40%	34%
Transition	n/a	n/a

Race / Ethnicity

The chart below outlines the Race and Ethnicity of respondents based on the Simple Race category outlined above.

Respondents by Race/Ethnicity



Based on a comparison of survey respondent data to data obtained from the Department of Education, respondents were largely reflective of the racial and ethnic make-up of the 7-12th grade student body as indicated in the chart below. Respondents appear to be just slightly more likely to identify as non-white than the school body. This may be expected given the nature of the survey and its focus on diversity and equity.

Race	% of Respondents by Race Category	% of Bolton 7th-12 Graders Residents by Race Category
Asian	2%	2%
Black or African American	5%	6%

Multi-Racial	7%	4%
Spanish, Hispanic, or Latin(o)(a)(x)	9%	8%
White	77%	80%
Grand Total	100%	100%

Bolton Residency

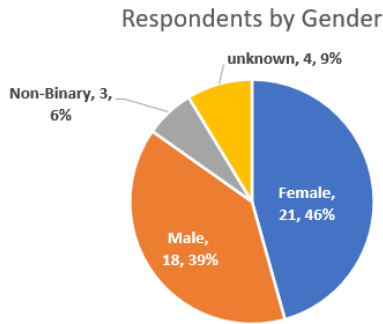
Survey respondents were asked whether they lived in Bolton . Two (2) respondents did not answer this question. Of the remaining 44 respondents, 5 (11%) indicated they don't live in Bolton. Hartford and Columbia were the non-Bolton Residences. 39 (89%) live in Bolton, with 29 of those respondents having lived in Bolton more than 10 years.

English Speaking

Respondents were asked if they were fluent in English (yes/no). Since 43 of the 45 respondents responded yes, deeper analysis was not performed on this demographic. However additional languages spoken included varying levels of fluency in Spanish and French, as well as Ebonics, Polish, Greek and Portuguese

Gender Identity

Below is a chart that shows the reported gender identity of 46 respondents. Four (4) respondents did not answer this question and are listed as “unknown” in the chart below.



Date obtained from the Connecticut Department of Education identifies students as Male, Female and Neither. For comparison's sake, respondents who were grouped as “unknown” are not included in the chart below and Non-binary is compared to the “neither” population. Based on this comparison to the general student body,, those who identified as female and non-binary were over-represented among survey respondents.

Gender Identity/Sex	% of Respondents by Gender Identity	% of Bolton Residents by Gender
Male	43%	51%
Female	50%	49%
Non-Binary/Neither	7%	0%
Grand Total	100%	100%

Survey Question Responses³

Results of the survey were analyzed by assigning weights to each response as outlined below. Additionally, responses were assigned a favorability rating as outlined below. Respondents who left the question blank were removed from the average ratings. Then the average score across all respondents who answered the question was obtained. Average scores of 1-3 indicate an unfavorable response with scores closer to 0 being the least favorable. Average scores of 3-5 indicate a more favorable response, with scores closer to 5 being the most favorable. This allowed responses to be viewed on a scale.

Questions 1 & 2

For questions 1, 2 responses were weighted as follows Never =1, Sometimes = 2, Undecided/Not Sure = 3, Frequently = 4 and Almost Always = 5.

Question 1	Avg Rating
How often do you spend time AT SCHOOL with students from different... [Races, ethnicities, or cultures]	3.56
How often do you spend time AT SCHOOL with students from different... [Sexual orientation or gender identities]	3.11
How often do you spend time AT SCHOOL with students from different... [Abilities (physical, intellectual, developmental, neurodiverse, emotional, behavioral)]	2.80

Question 2	Avg Rating
How often do you spend time OUTSIDE OF SCHOOL with students from different... [Races, ethnicities, or cultures]	2.96
How often do you spend time OUTSIDE OF SCHOOL with students from different... [Sexual orientation or gender identities]	2.87
How often do you spend time OUTSIDE OF SCHOOL with students from different... [Abilities (physical, intellectual, developmental, neurodiverse, emotional, behavioral)]	2.30

Questions 3 – Rating the Curriculum With Respect to Diversity

For question 3, responses were weighted as follows Never =1, Somewhat = 2, Undecided/Not Sure = 3, Frequently = 4 and Almost Always = 5.

Question 3	Avg Rating
In your opinion, does the curriculum presented in classes reflect the broad cultures and diversity of the nation?	2.62

Question 4

For question 4 responses were weighted as follows Never =1, Sometimes = 2, Undecided/Not Sure = 3, Frequently = 4 and Almost Always = 5.

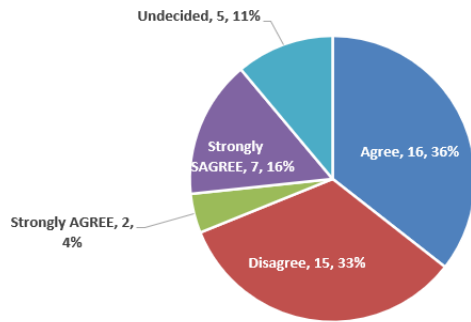
Question 4	Avg Rating
How often do you think about what someone of a different race, ethnicity, or culture experiences?	2.98

³ All narrative responses are captured exactly as they were written by respondents.

Questions 5 – Diversity of Bolton Schools

For question 5, responses were weighted as follows Strongly Disagree =1, Disagree = 2, Undecided = 3, Agree = 4 and Strongly Agree = 5

Question 5	Avg Rating
How do you feel about this statement: "I believe that Bolton schools are diverse."	2.80



As a follow-up to question 5, respondents were asked an open-ended question: **“Do you have anything to add to your response in question 5?”** Fourteen (14) students opted to provide a response to these questions. Responses are below:

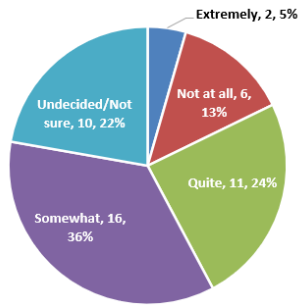
<i>Bolton has always been primarily white and there’s not many people from the Middle East, asia, South America, or Africa.</i>
<i>I believe they do a good job diversifying the classroom</i>
<i>I feel that Bolton schools are diverse, but that there is always room for growth.</i>
<i>It has been difficult for me to interconnect with the teachers. On occasions I have had doubts and I have to stay with the doubt or go to another resource to receive the information.</i>
<i>It’s a 99% white school, it’s not diverse by nature of the demographics of this town.</i>
<i>My least favorite thing about the school is I’m really not exposed to different cultures and p eople.</i>
<i>No</i>
<i>Teach more crt. Get it in the kindergarten too</i>
<i>There aren’t many diverse kids in town.</i>

<i>There diverse but idk if those people are treated equally</i>
<i>There is diversity among students but it is not always welcome by other students or teachers.</i>
<i>Very little diversity - Nobody else like me.</i>
<i>We are not diverse enough.</i>
<i>with being new to the school system with covid kind of hard to see/understand the vision. unable to meet teachers, students, administrators it's hard for us to talk to our children of the school culture. ONE big thing i noticed is the lunch menu. why are hot vegetarian meals only offers maybe 3-4 days a month (other then pizza)?! I often have to explain to my children why they can't buy hot lunch on most days like their friends as we are different.</i>

Question 6 – How Well Are You Understood At School

For question 6, responses were weighted as follows Not at All =1, Somewhat = 2, Undecided/Not Sure = 3, Quite = 4 and Extremely = 5. Just under 50% of respondents responded “somewhat” or “not at all”, while only 29% responded that people understood them “quite” or “extremely” well.

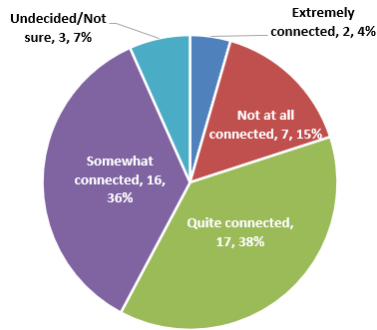
Question 6	Avg Rating
How well do people at your school understand you as a person?	2.71



Question 7 – Connection

For question 7, responses were weighted as follows Not at All Connected =1, Somewhat Connected = 2, Undecided/Not Sure = 3, Quite Connected = 4 and Extremely = 5. Just over 50% indicated they did not feel very connected to adults, while 42% indicated that they did feel connected to adults.

Question 7	Avg Rating
How connected do you feel to the adults at your school?	2.8



Question 8 – Seeking Help

For question 8, responses were weighted as follows No, Not at All =1, Somewhat = 2, Undecided/Not Sure = 3, Quite Connected = 4 and Yes, Extremely = 5

Question 8	Avg Rating
Do you feel comfortable seeking help from the adults in school if you have a concern?	2.98

Question 9 – Respect and Welcoming

For question 9, responses were weighted as follows Strongly Disagree =1, Disagree = 2, Undecided/Not Sure = 3, Agree = 4 and Strongly Agree = 5

Question 9: Please evaluate the following statements:	Avg Rating
[I am respected by other students]	3.66
[Students who are LGBTQIA+ are welcome at my school. (lesbian, gay, bisexual, transgender, questioning, non-binary, intersex, asexual)]	3.65
[Students who are NON-NATIVE ENGLISH SPEAKERS are welcome at my school.]	3.91
[Students from DIFFERENT RACES, ETHNICITIES, AND CULTURES are welcome at my school.]	4.18
[Students with SPECIAL NEEDS OR DISABILITIES are welcome at my school.]	3.78
[I feel like I belong in my school community]	3.59

As a follow-up to question 9, respondents were asked an open-ended question: **“Do you have anything to add to your responses in question 9?”** Fourteen (13) students opted to provide a response to these questions. Responses are below:

<i>A lot of times LGBTQIA+ kids (like myself) are not always welcome. Otherwise the school is welcoming of pretty much anyone else of different culture, race, or other. A lot of students do welcome LGBTQIA+ students but other kids do not at all.</i>
<i>as mentioned before hard to take the survey as we moved to the Bolton school system during covid. we have not had an opportunity to meet the people in our community.</i>
<i>Boys are disrespectful and chauvinist towards girls</i>
<i>I belong in my friend group but other students idk</i>
<i>I think I'm general most people in the school are very accepting of everyone</i>
<i>many of these factors are limited by Bolton's size and consequent lack of diversity</i>
<i>No</i>
<i>No</i>
<i>Nobody talks to me - I always feel excluded - I talked to Mr. Giard years ago about the one week program that promotes showing kindness the school puts out yearly - I and another student asked him if we could promote kindness all throughout the year by starting some sort of buddy program or something so that everyone had at least one friend they could turn to - He listened to us and sounded interested in the idea, but in the end he never got back to us or did anything to start some sort of year round kindness/buddy program at BCS - The students at BCS are the most UNKIND people I have ever met - In all honesty most of them are mean, rude, self centered, and obnoxious - My parents tell me that "people can change", but I don't think they will - It is so horrible that when we ran into a BCS special education teacher and her family five to eight times on vacation her daughter who has been in my grade for nine years with me did not even acknowledge me once, not even one simple "Hi" when my family stopped to say hello to hers the first time we ran into them, she just stood away and ignored me! - My parents ALWAYS remind us to use our manners when we are around people, especially if we forgot to say hello/goodbye, please/thank you, but her parents did not say a word to remind her to say Hello! - For the rest of our trip, unless MY parents politely waved or smiled at their family as we walked by each other their entire family ignored ours! - This unkindness comes from one of our own special education teachers who was my teacher for three years! - You would hope for more kindness coming from someone in the profession of special education, but that is definitely not the case and as for her daughter I guess the old saying of the "apple doesn't fall far from the tree" is sadly very true! - My parents tried to make it seem like it was not a big deal, but I know that they are only telling me that because they don't want my feelings to be hurt and for me to feel bad about myself - In reality, it is a big deal, and their behavior of passively ignoring us is just as cruel as if they had aggressively shouted mean words to us! - I only hope one day they and others realize how horribly they have behaved by ignoring me and change their ways!</i>
<i>Nope</i>
<i>Should stress trans studies by 1st grade. Push queer agenda</i>
<i>Some people respect me and some don't, And I feel teachers or other adults and some students would accept people of different races, special needs, lgbtqi+, etc. but I do feel like not everybody would be supportive or respectful and that there probably a few people who might make fun of/ bully them</i>
<i>The administration and school officials would always be accepting, but with some of these certain kids may not be.</i>

Question 10 – Treatment

For question 10, responses were weighted as follows Strongly Disagree =1, Disagree = 2, Undecided/Not Sure = 3, Agree = 4 and Strongly Agree = 5

Question 10: Please evaluate the following statements:	Avg Rating
[ADULTS treat people from different races, cultures, gender identities, or abilities fairly]	3.78
[OTHER STUDENTS treat people from different races, cultures, gender identities, or abilities fairly]	3.39
[All students can access school events regardless of ability to pay]	3.69
[Rules apply to everyone equally]	3.14
[I am provided the resources to succeed to my fullest potential]	3.80

As a follow-up to question 10, respondents were asked an open-ended question: **“Do you have anything to add to your responses in question 10?”** Fourteen (11) students opted to provide a response to these questions. Responses are below:

<i>As I have already said, most of the students in my grade are horrible people and should be ashamed of their behavior! I wonder if their parents would tell them to behave differently if they saw how mean they were to others at school or if they would condone their behavior like the special education teacher does with her daughter!</i>
<i>Guidance department is very unhelpful at putting out information; you have to go to them to learn anything about anything.</i>
<i>I am provided the resources I need to succeed, however, I cannot speak for others.</i>
<i>I feel as if some rules are unjustly different between girls and boys.</i>
<i>No</i>
<i>Not enough Hindu ideas in the curriculum</i>
<i>Often times boys are treated differently than girls. Sometimes it is for a good reason such as what that boy or girl did or said but other times it has no good excuse.</i>
<i>People cant go on field trips if they dont pay kinda unfair</i>
<i>Sexist</i>
<i>Some students will be supportive/ respectful of other and some won't</i>
<i>Students make fun of those who don't fit "normal" expectations.</i>

Question 11 – Educational Equity

For question 11, responses were weighted as follows Not Important =1, Somewhat Important = 2, Undecided/Not Sure = 3, Quite Important = 4 and Extremely Important = 5

Question 11	Avg Rating
In your opinion, are discussions about educational equity in your school important to you? (Educational equity means that each student receives what they need to develop to their full academic and social potential)	4.04

Question 12 – Equal Expectation

For question 12, responses were weighted as follows Almost Never =1, Sometimes = 2, Undecided/Not Sure = 3, Frequently = 4 and Almost Always = 5

Question 12	Avg Rating
Are there equal expectations for students of all backgrounds and levels of academic performance?	3.44

Question 13 - Students were asked the open-ended question: **“Would you recommend the Bolton Schools to someone in a different town? Why or why not?”** 36 respondents answered this question. The responses are below:

<i>Absolutely not, if you are struggling a lot it is horrendous trying to get the help you need. Also mental health is not cared about nearly enough, which it should be PRIORITIZED considering there's a drug use problem amongst students</i>
<i>Definitely not, the administration is mean and unfair to people they don't believe to be "worth their time"</i>
<i>I would not recommend the Bolton Schools to someone in a different town because it is often hard for LGBTQIA+ kids in these schools. Most adults in the school rarely understand LGBTQIA+ students and a lot of the kids don't respect them. While some of the middle school students do accept and understand LGBTQIA+ kids there is still a lot of kids who don't.</i>
<i>I would not. Mainly for other reasons than diversity at BHS, more so because most other schools have better resources available to students (track, more funding for extracurricular activities, etc). Going to most other high schools will allow you to meet more new people as well.</i>
<i>I would recommend it if they are looking for a small, simple, school and not some big, populous, school specialized in something.</i>
<i>I would, but only if they do well in smaller environments. As a student at BPS, I feel that I have a good learning environment with a really strong support system from my teachers, even though I don't always feel welcomed by students.</i>
<i>I wouldn't</i>
<i>if they're white and they're okay with the limited offerings in exchange for more attention, or if they're disabled (Bhs has a good support system for those kids), then sure. If they're "different" in any way... probably not. I've noticed that the "outsiders" - people of color and Lgbt students tend to stick together in small groups.</i>
<i>It don't mind</i>
<i>Maybe idk are school is fine but it has room for improvment</i>
<i>No</i>
<i>No because I think it's a good community but there is not much going on.</i>
<i>no because it is so small and hard to fit in/find people you really get along with</i>
<i>No because it's a small school and we don't have a lot of options for extra curricular.</i>
<i>No probably not because I feel like when we present issues not much is done to help</i>

<i>No, simply because of the lack of money we have, to build a track, to get a better soccer field, but somehow always have money for a tennis court that never gets used.</i>
<i>No. Bolton values old family names.</i>
<i>NOOOOO! For all the reasons stated above. I would hope there is a school out there with truly kind student and teachers - At least hopefully kinder than here!</i>
<i>Not until it is stressed even more than now and the mask wearing becomes mandatory again</i>
<i>Sure, the school is a good place to be in despite certain pitfalls due the nature of being an extremely small school.</i>
<i>Yes</i>
<i>Yes .. because it's a good school teachers are nice, small environment and you don't get lost in the shuffle.</i>
<i>Yes bc I love the staff, especially the history/social studies department.</i>
<i>Yes because it is a good school and better environment than other schools</i>
<i>Yes if they are looking for a smaller school that almost always accepts everyone for who they are.</i>
<i>Yes it is a small school and we should have more diversity</i>
<i>Yes the teachers are pretty nice and most students are nice.</i>
<i>Yes, because the teachers are the educators that every parent should want. But there's a lot more progress to be done.</i>
<i>Yes, because the teachers understand the students and the community is respectful to everybody.</i>
<i>Yes, from my own experience it's easy to feel like you fit in and make friends with other students and I have liked the vast majority of my teachers</i>
<i>Yes, I have never had any problems here.</i>
<i>Yes, not many problems</i>
<i>Yes, since they have an academic director who has always shown interest in my needs and concerns. He keeps parents informed of everything. There is respect, cordiality.</i>
<i>Yes. It's a good school, great teachers for the most part</i>
<i>Yes. Most, if not all, faculty are welcoming and respectful. Socially, the smaller class sizes allow for deeper connections with both students and teachers. Academically, there are a range of course options as well as options for academic support. Additionally, there is also a wide variety of extracurricular activities (sports, clubs, etc.).</i>
<i>Yes. The education is superior to other towns. Small school environment is also nice for building lasting friendships.</i>

Question 14 - Students were asked the open-ended question: **“What else would you like to tell us about your experience in Bolton Public Schools as it relates to diversity?”** 20 respondents answered this question. The responses are below:

<i>I don't feel like anyone is really targeted direct in school since there is little to no bullying going on</i>

<i>I have had a decent experience, and anything negative in terms of feeling hurt has always been a harmless joke or quickly been realized and apologized about. We make fun of and scold and racism in our school, at least among friends.</i>
<i>I have had a hard time being LGBTQIA+ in the school.</i>
<i>I just don't think it's very diverse it's extremely white and Christian/catholic so there's no racial or cultural/religious diversity. But if students were to be of a different race/culture/religion I believe they would be welcomed in Bolton.</i>
<i>I know that there have been some issues recently with teachers making fun of students outfits while using some words that aren't appropriate as well as there are quite a few student who make fun of other students for numerous reasons</i>
<i>I think Bolton schools, teachers and students, do a great job treating everyone equal</i>
<i>I think there isn't really any bullying about racial differences or other differences, but some kids joke about it , which I find unnecessary.</i>
<i>It is nice to get to know people who are different from myself - My parents tell my sister and I that our difference is what makes the world beautiful, fun and exciting!</i>
<i>I've had a lot of experiences with diversity, whether it's in the people around me or the faculty and staff. I've never had any issues or incidences with people over diversity, I feel like most people accept that Bolton isn't a "white town" and that we are relatively diverse in comparison to surrounding towns.</i>
<i>Keep Bolton small</i>
<i>No Jewish holidays off.</i>
<i>None</i>
<i>Nothing</i>
<i>People can definitely be very insensitive to those who differ from them. I have not personally experienced this but I have overheard and seen it.</i>
<i>Some kids pick on others for their race or culture.</i>
<i>the sex Ed part of the health program needs to be updated. Abstinence based, in my opinion, already fails students by failing to teach them proper safe sex. Avoiding sex is not safe sex. Also, LGBT students are failed by the BHS sex Ed class.</i>
<i>There should be designated lgbtqxroun bathrooms</i>
<i>We are not diverse enough.</i>
<i>We have very little diversity and cultural differences. Experiences are never talked about or brought to light to kids who wouldn't understand.</i>
<i>Which it is good.</i>

Analysis by Group Identifiers

An analysis was conducted comparing the responses of those who identified with one or more of the groups/factors outlined in the Survey Analysis section above, to the responses of the overall respondent pool. This involved calculating the Average Ratings for each question by population (i.e. those that identified as female, BIPOC etc. and comparing it to the Average Ratings of the overall respondent pool. Each population analyzed had a different number of respondents (n) who identified with that population as outlined in the table below. Generally speaking, the larger the "n," the more valid the results, meaning that they are more likely to represent the feelings and/or experiences of people that identify with

that subpopulation as a whole. The Commission looked for populations with larger differences in Average Ratings in either direction, as these suggest a greater divergence from the attitudes of the overall respondent pool. This analysis is impacted by the underlying assumptions of the survey which include self-selection bias of respondents as well as the groups that are over-represented amongst survey responses compared to Bolton’s general student body population as outlined in the Demographics results section above.

Population Identifier	“n” Total Number of Individuals in the Population
Middle Schooler	15
High Schooler	27
Transition Age	3
White	33
BIPOC	10
Female	21
Male	18
Non-Binary	3

Where populations had Average Ratings that were not that far from the overall respondent pool, The Commission interpreted these populations as having views that largely aligned with the overall respondent pool. Populations with higher Average Ratings on questions had more positive attitudes to questions than the overall respondent pool. Populations with lower Average Ratings had more negative attitudes than the overall respondent pool.

Grade Level Differences

On questions 9 and 10 where students were asked to agree or disagree regarding statements about respect, level of welcoming, treatment and equal access, middle schoolers and transition aged students on average had responses more favorable than the average respondents while highschoolers had more negative responses than the average respondent. It was also noted that middle schoolers were less likely than highschoolers to spend time with people of differing culture, race, ability level, gender identities inside and outside of school. This seems to indicate that as students world view expands to be more diverse, so too does their ability to identify the impact of those differences.

	Overall Avg	High School	Diff From Overall	Middle School Avg	Diff From Overall	Transition Ave	Diff From Overall
9. Please evaluate the following statements:							
[I am respected by other students]	3.66	3.67	0.01	3.6	(0.06)	4	0.34
[Students who are LGBTQIA+ are welcome at my school. (lesbian, gay, bisexual, transgender, questioning, non-binary, intersex, asexual)]	3.65	3.48	(0.17)	3.93	0.28	4	0.35
[Students who are NON-NATIVE ENGLISH SPEAKERS are welcome at my school.]	3.91	3.48	(0.43)	4.67	0.76	4	0.09
[Students from DIFFERENT RACES, ETHNICITIES, AND CULTURES are welcome at my school.]	4.18	3.89	(0.29)	4.6	0.42	4.67	0.49
[Students with SPECIAL NEEDS OR DISABILITIES are welcome at my school.]	3.78	3.44	(0.34)	4.33	0.55	4	0.22

[I feel like I belong in my school community]	3.59	3.41	(0.18)	3.87	0.28	4	0.41
10. Please evaluate the following statements:							
[ADULTS treat people from different races, cultures, gender identities, or abilities fairly]	3.78	3.7	(0.08)	3.93	0.15	4	0.22
[OTHER STUDENTS treat people from different races, cultures, gender identities, or abilities fairly]	3.39	3.17	(0.22)	3.67	0.28	4.33	0.94
[All students can access school events regardless of ability to pay]	3.69	3.56	(0.13)	3.8	0.11	4.33	0.64
[Rules apply to everyone equally]	3.14	2.78	(0.36)	3.57	0.43	4.33	1.19
[I am provided the resources to succeed to my fullest potential]	3.8	3.63	(0.17)	4.07	0.27	4	0.20

Race/ Ethnic Identity

Students who identified as white were slightly more likely than the average respondent to spend time inside of school with people who are different from them, while BIPOC were less likely to spend time inside of school with people who are different from them. This may speak to the comfort level of students of color to build relationships in a school where they are a minority. However, outside of school BIPOC students are more likely to spend time with students with different identities than their own, while white students are less likely.

	Overall	White (33)	Diff From Overall	Non White (10)	Diff From Overall
1. How often do you spend time AT SCHOOL with students from different..					
[Races, ethnicities, or cultures]	3.56	3.61	0.05	3.4	(0.16)
[Sexual orientation or gender identities]	3.11	3.24	0.13	2.6	(0.51)
[Abilities (physical, intellectual, developmental, neurodiverse, emotional, behavioral)]	2.8	2.97	0.17	2.4	(0.40)
2. How often do you spend time OUTSIDE OF SCHOOL with students from different.					
[Races, ethnicities, or cultures]	2.96	2.79	(0.17)	3.5	0.54
[Sexual orientation or gender identities]	2.87	2.85	(0.02)	2.9	0.03
[Abilities (physical, intellectual, developmental, neurodiverse, emotional, behavioral)]	2.3	2.28	(0.02)	2.5	0.20

Overall, on the remaining questions, BIPOC students responded quite a bit more favorably than the average person and more favorably than their white counterparts. The only questions they scored slightly more negatively than average on were about feeling connected to adults at the school, and whether or not adults treated people from different races,

cultures, gender identities and abilities fairly. This may not be surprising given that while BIPOC students make up 20% of 7th-12th graders, only two (2) out of 164, or just over 1%, of staff in the school system identify as BIPOC.

Gender Identity

In general, respondents who identified as female provided answers that were more negative than the average respondent while males and non binary individuals mostly had responses that were more favorable than the overall average respondent. For non-binary individuals notable exceptions to this broadly more favorable response were to the following questions:

	Overall Avg Rating	Non-Binary Avg Rating	Diff from Overall
3. In your opinion, does the curriculum presented in classes reflect the broad cultures and diversity of the nation?	2.62	1.67	(0.95)
8. Do you feel comfortable seeking help from the adults in school if you have a concern?	2.98	2.67	(0.31)
[I feel like I belong in my school community]	3.59	3	(0.59)
12. Are there equal expectations for students of all backgrounds and levels of academic performance?	3.44	2.67	(0.77)

Non-binary individuals were also more likely to spend time with people different from them, both inside and outside of school. However, as previously mentioned, with a small “n” of only 3 respondents, answers in one direction or another from just one respondent can skew the average rating greatly.

Findings

In looking at the results of the survey and the above analysis as detailed above several themes emerged that are worth elevating and that were utilized to inform the Committee Recommendations below.

Lack of Consensus on Diversity

As with the adult survey, respondents seem to be split about whether or not Bolton is diverse, for this survey, whether or not the Bolton student body is Diverse. In response to question 5, “I believe that Bolton schools are diverse,” 40% of respondents agreed with the statement while 49% disagreed with the statement. The same holds true for the narrative comments for this question, however, students who indicated in their comment that they felt like the schools were diverse often qualified their statement: “I feel that Bolton schools are diverse, **but** that there is always room for growth;” or “There is diversity among students **but** it is not always welcome by other students or teachers;” or “There diverse **but** idk if those people are treated equally.” This, combined with the 9% higher response rate of those who disagreed with the statement suggests that Bolton public schools have room for improvement as it relates to building a diverse student body.

Gender / Sexuality Differences

There were several comments by respondents suggesting that when it comes to kindness and equal treatment, girls and individuals who identify as LGBTQIA+ are not treated as well or equality with males and those who identify as heterosexual. Examples were not specific however, such comments included:

"A lot of times LGBTQIA+ kids (like myself) are not always welcome. Otherwise the school is welcoming of pretty much anyone else of different culture, race, or other. A lot of students do welcome LGBTQIA+ students but other kids do not at all."

"Often times boys are treated differently than girls. Sometimes it is for a good reason such as what that boy or girl did or said but other times it has no good excuse."

"I feel as if some rules are unjustly different between girls and boys."

"Sexist"

This suggests that Bolton Public Schools may need to provide more education for students and staff around gender and sexuality and how to treat others kindly and fairly regardless of how they identify.

Respondents were split about whether they would recommend the Bolton Schools System

When asked if they would recommend Bolton Public Schools to people from other towns, responses were about evenly split between those who said "yes" and those that said "no".

Among the drawbacks mentioned was the lack of "options for extra curricular", "limited offerings", and the fact that there is "not much going on."

Some of the positives that led students to recommend the school were the "superior" education, the great teachers and faculty the general respect felt from most of the faculty and student body.

The size of BPS was viewed as a positive for some who felt that it allowed for "more attention," and for "deeper connections with both students and teachers" while others felt that the size hindered their ability to "fit in/find people you really get along with."

While most responses were not directly related to diversity, equity and inclusion, these are factors that the school administration and Board of Education will need to weigh as they consider ways to maintain and increase student body numbers in Bolton both the the growth of families moving to town or through the recruitment of Columbia and Choice program students. Leadership may want to consider creative ways to affordably create more extra curricular opportunities for students that would make the school more appealing to students to remain in or to join the BPS system.

Overall BPS system is Respectful and Welcoming

Overall, responses were very positive to questions nine (9) and ten (10) which related to respect and being welcoming to minority populations and equal treatment, access and expectations. Average scores ranged from 3.14 to 4.18 which is well into the positive range of 2.5-5. Of the various subpopulations analyzed there were no groups that showed overall negative responses to this question. While some students mentioned "jokes" and people being "insensitive" no major issues around discrimination based on identity were brought to light by this survey.

Diversity of Students and Staff

Based on data obtained from the CT Department of Education that was used in the analysis of this survey, it was determined that the staff and teachers of BPS is far less racially/ethnically diverse than the student body at 20% of the student body compared to 1% of employees. This could be impacting the ability of teachers and faculty to connect with their students who identify as BIPOC and consciously or unconsciously impacting their treatment of these same students.

Commission Recommendations

Recruit Diverse Staff

Based on the racial diversity of the BPS staff compared to the student body, it is strongly recommended that the BPS administration make a concerted effort to recruit, hire and retain teachers and staff who identify as BIPOC. It is important for students to learn from diverse perspectives and to see people that look like them within their school systems. While certainly not the only factor in building connection with and understanding students and their experiences, race and ethnic background play a large part in this ability. It is also important for white students to learn from BIPOC teachers and staff so that they witness the successes and knowledge of people that don't look like them, and can learn to build relationships with adults from diverse populations. This may also encourage families from racially diverse families to be more comfortable moving into town, thereby also diversifying the student body and Town further.

While not undertaken by the Diversity Commission, if the Board of Education has not already done so, it may want to consider conducting an analysis of detentions, suspensions, expulsions, graduation rates and participation in advanced placement classes by race and ethnicity to ensure that there are no disparate negative outcomes or opportunities for BIPOC members of the student body when compared to their white counterparts.

Diversity, Equity and Inclusion Training

While no examples of outright discrimination around diversity, equity and inclusion were raised in these survey results, there were responses indicating that biases of students and teachers may be impacting members of the student body in more subtle ways. Mentions of "jokes", and "insensitive" and some respondents mention of different treatment for girls than boys and LGBTQIA+ students may speak to "microaggressions" and an underlying culture that is not as inclusive in its practices as it could be. School administrators may want to undergo an inclusivity assessment to identify small things that could make the BPS environment more inclusive for all, thus normalizing identities currently seen as different. One respondent suggested one such change "designated lgbtqxroun bathrooms", that would be an easy change in particular where bathrooms are singles stalls and with labels should mark them as "gender neutral" as opposed to "family" restrooms so that language is inclusive. Additionally, if the school has not already done so, it should consider incorporating Diversity, Equity and Inclusion training for students into the curriculum in an effort to combat unconscious bias, microaggressions and outright bigotry (which while not raised in this survey, was raised in the adult survey about the school system and has been highlighted by social media posts in recent years).

Extra- Curriculars

The Bolton Board of Education, while providing superior academic services to its student body for many years, needs to contend with the challenges that come with supporting a K-12 school system within a town of just about 5,000 residents and a small business tax base. It was clear that some respondents felt the small size and lack of extracurriculars available to students was a major drawback. This combined with some of the aforementioned challenges, such as a homogenous staff, may be preventing Choice students and Columbia students from choosing the BPS system and discouraging families from moving to town, thereby limiting opportunities for expanded diversity and increased revenue.

Commented [6]: Not sure if we should include this one.

Commented [7]: re-add resolution. not sure where it went.

**Resolution of the Creation of an
Ad Hoc Commission
On Diversity & Inclusion**

Unanimously Adopted January 5, 2021

Whereas a number of residents of the Town of Bolton have called for the creation of a commission to address issues of diversity and inclusion; and

Whereas national events in 2020 brought issues of systemic racism and bigotry to the forefront of the minds of all and was the cause of a demonstration in support of diversity and inclusion being held in Bolton; and

Whereas the Board of Selectmen recognizes that the Town can do more to address issues of diversity and inclusion in town; and

Whereas the Town recognizes that it may not fully aware of all issues of diversity and inclusion that may arise within Bolton in any given year and may require resident help in input in order to be able to address issues as they arise; and

Whereas the Board of Selectmen’s Subcommittee on Finance & Administration recommended at their meeting on December 21, 2020, that an ad hoc Commission on Diversity & Inclusion be created in order to better address issues of diversity and inclusion that may arise within the town government and the community-at-large; therefore it be

Resolved that the Bolton Board of Selectmen; under the authority of Section 5.1, subsection C.2 of the Town Charter; creates a temporary (“ad hoc”) Commission on Diversity & Inclusion, which shall consist of up to 15 members as are appointed to it by the Board, who shall be empaneled for a term of one year following the first meeting of the Commission, and which shall be empowered to create its own agenda as it seeks to address issues pertaining to town government and community diversity and inclusion with the caveat that it shall be an advisory body reporting to the Board of Selectmen.

Attachment B – Working Definitions

Bolton Diversity Commission

Working Definitions

Purpose: The intent of these working definitions is to allow the members of the Bolton Diversity Commission to utilize a common language and increase the level of understanding between members. The working definitions set the frame work for what the committee believes these words to mean.

1. **DIVERSITY**– the condition of having or being composed of differing elements, including an infinite range of individual unique characteristics, identities and experiences such as race, gender, ideology, religion, sexual orientation, age, physical ability, socioeconomic status, educational background, geographic location, marital and parental status and more.
2. **INTERSECTIONALITY** – the interconnected nature of social categorizations such as race, class, gender, ethnicity, age etc. as they apply to an individual or group, that create overlapping and interdependent systems of lived experience and identity. (For example, one’s gender identity may impact one’s experience/treatment of their racial identity and vice versa).
3. **PREJUDICE**- A preconceived feeling or opinion (usually negative) about someone based on that person’s perceived group membership (e.g. race, class, gender, sexual orientation, ability, etc.) that is not based on actual experience or reason and may be learned through socialization..
 - a. *Clarifying points:* Types of prejudice include ageism, homophobia, sexism, racism, xenophobia, ableism, classism, etc.
4. **BIAS** - an inclination for or against a person, idea or thing, or place
5. **IMPLICIT/UNCONCIOUS BIAS** – an inclination for or against a person, idea or thing that a person is not consciously aware of.
 - a. *Clarifying points:* Everyone has them. Typically learned through the process of socialization or a previous isolated experience.
6. **DISCRIMINATION** – behavior or actions, usually negative, towards an individual or group of people on the basis of a group identity, such as race, gender, social class, etc., resulting in different treatment between groups.
 - a. *Clarifying Points:* It is typically the result of prejudice/bias/implicit bias.
7. **OPPRESSION**- a combination of prejudice and institutional power (such as patterns of behavior, policies or practices) that creates a system that regularly and severely discriminates against or disadvantages some groups and benefits other groups.
8. **MICROAGGRESSION** – everyday interactions or behaviors, whether intentional or unintentional, that communicate some sort of negative bias or attitudes towards historically marginalized groups.
 - a. *Clarifying Points:* Examples include- following a black person around a store, commenting on how well someone who is perceived to not be white speaks English, etc.
9. **EQUALITY** – each individual or group of individuals receiving or having access to the same resources or opportunities,
10. **EQUITY** – the absence of avoidable or remediable differences among groups of people, whether those groups are defined socially, economically, demographically or geographically. The achievement of equal OUTCOMES, which may require the unequal provision of resources or opportunity to address imbalances created by systems of oppression.

Commented [8]: Need to insert copy of the survey- don't have it in word form... maybe screen shots?

School Diversity, Equity, and Inclusion Survey

The Bolton Board of Selectmen recently authorized the creation of a town Diversity Commission. We are conducting a survey about your experiences in Bolton Schools. The purpose of this study is to gather information from students to help us identify strengths and challenges related to diversity, equity, and inclusion.

All questions on this survey are entirely voluntary, but we are asking you to please help us by providing this important information so that we can fully understand survey results.

Your answers will be completely confidential and survey results will be reported in aggregate form only. We are not collecting any names or other personally identifying information.

This survey should take about 5 minutes to complete.

DIVERSITY

1. 1. How often do you spend time AT SCHOOL with students from different...

Mark only one oval per row.

	Never	Sometimes	Undecided/Not sure	Frequently	Almost always
Races, ethnicities, or cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation or gender identities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Abilities (physical, intellectual, developmental, neurodiverse, emotional, behavioral)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. 2. How often do you spend time OUTSIDE OF SCHOOL with students from different...

Mark only one oval per row.

	Never	Sometimes	Undecided/Not sure	Frequently	Almost always
Races, ethnicities, or cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation or gender identities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Abilities (physical, intellectual, developmental, neurodiverse, emotional, behavioral)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. 3. In your opinion, does the curriculum presented in classes reflect the broad cultures and diversity of the nation?

Mark only one oval.

- Never
 Somewhat
 Undecided/Not sure
 Frequently
 Almost always

4. 4. How often do you think about what someone of a different race, ethnicity, or culture experiences?

Mark only one oval.

- Never
- Sometimes
- Undecided/Not sure
- Frequently
- Almost always

5. 5. How do you feel about this statement: "I believe that Bolton schools are diverse."

Mark only one oval.

- Strongly DISAGREE
- Disagree
- Undecided
- Agree
- Strongly AGREE

6. 5a. Do you have anything to add to your response in question 5?

7. 6. How well do people at your school understand you as a person?

Mark only one oval.

- Not at all
- Somewhat
- Undecided/Not sure
- Quite
- Extremely

8. 7. How connected do you feel to the adults at your school?

Mark only one oval.

- Not at all connected
- Somewhat connected
- Undecided/Not sure
- Quite connected
- Extremely connected

9. 8. Do you feel comfortable seeking help from the adults in school if you have a concern?

Mark only one oval.

- No, not at all
- Somewhat
- Undecided/Not sure
- Quite
- Yes, extremely

10. 9. Please evaluate the following statements:

Mark only one oval per row.

	Strongly DISAGREE	Disagree	Undecided/Not sure	Agree	Strongly AGREE
I am respected by other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students who are LGBTQIA+ are welcome at my school. (lesbian, gay, bisexual, transgender, questioning, non-binary, intersex, asexual)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students who are NON-NATIVE ENGLISH SPEAKERS are welcome at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students from DIFFERENT RACES, ETHNICITIES, AND CULTURES are welcome at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students with SPECIAL NEEDS OR DISABILITIES are welcome at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like I belong in my school community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. 10. Please evaluate the following statements:

Mark only one oval per row.

	Strongly DISAGREE	Disagree	Undecided/Not sure	Agree	Strongly AGREE
ADULTS treat people from different races, cultures, gender identities, or abilities fairly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
OTHER STUDENTS treat people from different races, cultures, gender identities, or abilities fairly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All students can access school events regardless of ability to pay	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rules apply to everyone equally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am provided the resources to succeed to my fullest potential	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. 10a. Do you have anything to add to your responses in question 10?

14. 11. In your opinion, are discussions about educational equity in your school important to you? (Educational equity means that each student receives what they need to develop to their full academic and social potential)

Mark only one oval.

- Not important
- Somewhat important
- Undecided/Not sure
- Quite important
- Extremely important



15. 12. Are there equal expectations for students of all backgrounds and levels of academic performance?

Mark only one oval.

- Almost never
- Sometimes
- Undecided/Not sure
- Frequently
- Almost always

16. 13. Would you recommend the Bolton Schools to someone in a different town? Why or why not?

17. 14. What else would you like to tell us about your experience in Bolton Public Schools as it relates to diversity?



DEMOGRAPHICS

This survey is entirely anonymous. All answers are private and not associated with names or any other personally identifying information.

18. What is your grade level?

Mark only one oval.

- Grade 7-8
- Grade 9-10
- Grade 11-12
- Transition

19. Check all that apply to you.

Check all that apply.

- Female
- Male
- Transgender
- Questioning
- Gender non-conforming or Non-binary
- Prefer not to answer
- Other: _____

20. Check all that apply to you.

Check all that apply.

- Asian
- Black or African American
- Latino or Hispanic
- Native American or Indigenous
- Native Hawaiian or Pacific Islander
- White or Caucasian
- Prefer not to answer

21. Are you fluent in English?

Mark only one oval.

Yes

No

22. What languages do you speak other than English?

23. Do you live in Bolton?

Mark only one oval.

Yes

No

24. If you live in Bolton, how long have you lived here?

25. If you don't live in Bolton, where do you live?
