

**TOWN OF BOLTON**  
**BOLTON DIVERSITY COMMISSION**  
**January 18, 2022 – 7:00 p.m.**  
**REGULAR MEETING MINUTES**

The Diversity Commission met on January 18, 2022 with the Chair Amanda Gordon presiding. Also, in attendance were: Vice Chair Kawan Gordon, Cheryl Udin, Jennifer Cyr, John Toomey, Rhea Klein, Anne Decker, Milton Ives and Paula Meyers. Also in attendance was First Selectman Pam Sawyer.

**1. Call to Order**

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

**2. Introductions - New Members**

New member Milton Ives was introduced.

**3. Public Comment**

There was no public comment

**4. Approval of Minutes**

a. Motion: I move that we accept the minutes of 12/21/21

By: Anne Decker                      Seconded: Cheryl Udin

Voting For – 8 in favor

Abstained: - 1 Abstention - Milton Ives

**5. Presentation: Trooper Jonathon Santiago –**

a. Trooper Santiago was not able to attend. John Toomey will try to have him attend the next meeting

**6. Brief Review of 2021 Bolton Equity Profile (attached)**

- a. A. Gordon presented the 2021 Bolton Equity Profile as another resource to consider in assessing Bolton climate. Some areas that were called out were:
- i. Housing burden – 26% of Bolton residents are considered Cost burdened (spend 30% or more of income on housing costs).
  - ii. Education – p. 15 LatinX students much more likely to be suspended in Bolton.
- Should be noted that statistics are out of whack because of how small the student population is.
  - R. Klein informed the group that she did ask the superintendent about what training they have for diversity, and was provided some info

**7. Summary of Feedback from Board of Selectmen**

- a. A. Gordon attended the meeting of the BOS on 1/4/22 and gave an overview of what has been reviewed by this group in the past and asked the questions regarding the BOS charge to the committee. She informed the group that the overall response was positive and BOS is behind the work of the commission. When we have a complete plan we are to go back for approval.

#### **8. Review of Working Definitions (attached)**

- a. A. Gordon provided a draft of working definitions, which the group reviewed.
- b. The group discussed the use of including “commentary” or explanations with the definition as opposed to keeping it as a strict definition. The consensus was that explanations would be helpful to further clarify where the group uses the definition and for common language and understanding. However, it would be good to separate it from the actual definition so as not to be confusing
- c. A. Gordon will update the document to include changes discussed and the group should be prepared to vote at next meeting.

#### **9. Review of Proposed Commission Activities**

- a. A. Gordon reviewed the list of possible activities from the last meeting and asked if anyone had additions.
  - i. A suggestion was made to use the town newsletter/bulletin to highlight certain topics.

#### **10. Prioritization and Development of Work Plan for the Commission**

- a. A. Gordon asked for recommendations for next steps
  - i. The group decided by consensus that a survey would be a good next step in order to assess the pulse of the town, and identify strengths, weaknesses, concerns and solicit ideas for improvement. Also to see if there are certain group identities experiencing issues over other groups.
  - ii. It was decided that there would be separate questions for school-aged students vs. questions for the general community.
  - iii. Due to the limited time the group formed subcommittees to work on the questions:
    - 1. A. Gordon and J. Cyr would work on general questions
    - 2. R. Klein and A. Decker would work on the school survey questions.
    - 3. M. Ives will work on a distribution plan.
- b. Purpose of survey is to find out concerns/strengths and weaknesses in Bolton when it come and solicit ideas for improvement
- c. Get handle on are there types of population that are experiencing issues over others (group identities).

- d. A draft of the survey will be tested on a smaller audience (friends and family) before finalizing.
- e. The final version will go to the BOS for approval, along with a recommendation of the target audience, the timeline, when we will report back and any cost.

**11. Other Business**

There was no other business

**12. Adjournment** – adjourned meeting by consensus at 8:20

Respectfully Submitted,

*Paula Meyers*

Paula Meyers

Please see minutes of subsequent meetings for corrections to these minutes and any corrections hereto.



**STATE OF CONNECTICUT  
DEPARTMENT OF EMERGENCY SERVICES AND PUBLIC PROTECTION  
LEGAL AFFAIRS UNIT**

*Freedom of Information Act Request Response*

January 28, 2022

Mr. John B. Toomey  
[johntoomey@snet.net](mailto:johntoomey@snet.net)

**RE: Your Freedom of Information Act Request**

Dear Mr. Toomey:

Enclosed please find a copy of the results pertaining to the search you requested.

Please reference the file number indicated below on all communications to this agency to ensure proper handling of your request.

Very truly yours,

*Christina Lussier*

Christina Lussier, Administrative Assistant  
Legal Affairs Unit

CL:cl  
Enclosure

File No.: F-22-07004

*1111 Country Club Road  
Middletown, CT 06457  
Phone: (860) 685-8150/Fax: (860) 685-8611  
An Affirmative Action/Equal Opportunity Employer*

<b>Location Type - All Location Types</b>	
<b>Measures</b>	<b>Number of Incidents</b>
<b>Summary Date</b>	2021
<b>Jurisdiction by Geography</b>	Bolton
<b>Incident Bias</b>	
All Hate Crimes	0
Race/Ethnicity/Ancestry Bias	0
Religious Bias	0
Sexual Orientation Bias	0
Disability Bias	0
Gender Bias	0
Gender Identity Bias	0
Incident with multiple biases	0

\* PRELIMINARY - STATISTICS DO NOT INCLUDE INCIDENTS THAT HAVE NOT PASSED FBI EDITS FOR COMPLETENESS AND ACCURACY

## Case Incident Report

CFS #	Disp	Actual Call Type	Date	Time	Location	Unit Id	Primary Officer
2100454222	01	DOMESTIC ACTIVE	11/04/2021	21:33	[REDACTED]	0714	CONTENTA, BRIAN
2100368041	01	DISTURBANCES ACTIVE	09/06/2021	20:19	[REDACTED]	0714	CONTENTA, BRIAN
2100345883	01	DISTURBANCES NON-ACTIVE	08/24/2021	21:18	[REDACTED]	1321	CROSBY, KEVIN
2100304183	01	ASSIST CITIZEN	07/27/2021	12:39	[REDACTED] BOLTON	1366	RICHMAN, DANIEL
2100245254	01	DISTURBANCES ACTIVE	06/18/2021	08:48	[REDACTED]	1366	RICHMAN, DANIEL
2100241235	01	DISTURBANCES NON-ACTIVE	06/15/2021	18:00	[REDACTED]	0714	CONTENTA, BRIAN
2100101380	01	DOMESTIC NON-ACTIVE	03/13/2021	00:57		0348	HUDSON, SHERWANE
2100101060	01	DOMESTIC NON-ACTIVE	03/12/2021	19:46	[REDACTED]	1145	INGLIS, STEFAN
2100011984	01	DOMESTIC ACTIVE	01/09/2021	17:40	[REDACTED]	1057	ECKMAN, ANDREW

List of Bolton family violence arrest incidents CY2021.

# Asian Americans

## LOCAL INCIDENTS

Data from local police departments on racially-motivated incidents against Asian Americans from 2016-2020:

	'16	'17	'18	'19	'20
Manchester	39	46	44	46	61
E. Hartford	41	34	30	18	38
Vernon	12	13	17	17	24
Glastonbury	3	10	13	13	22
S. Windsor	8	10	14	16	12
Windsor	7	17	21	14	8
Win. Locks	2	12	4	2	6
Coventry	1	6	3	5	5
Suffield	10	6	6	1	4
Andover	0	0	2	0	3
Bolton	0	0	0	0	2
E. Windsor	0	0	0	1	2
Stafford	0	0	0	0	2
Tolland	0	1	2	1	1
Ellington	0	1	4	0	0
Hebron	0	0	0	0	0
Somers	1	1	2	0	0

Enfield: Not available

## Diversity, Equity and Inclusion Survey Students Grades 7-12

#	Factor	Statement	Response
	Diversity		
		How often do you spend time at school with students from different races, ethnicities, or cultures?	0 Almost never, 1 Once in a while, 2 Sometimes, 3 Frequently, 4 Almost always
1		How often do you have classes with students from different races, ethnicities, or cultures?	0 Almost never, 1 Once in a while, 2 Sometimes, 3 Frequently, 4 Almost always
2		How fairly do students at your school treat people from different races, ethnicities, or cultures?	0 Not at all, 1 Slightly, 2 Somewhat, 3 Quite 4 Extremely
3		How fairly do adults at your school treat people from different races, ethnicities, or cultures?	0 Not at all, 1 Slightly, 2 Somewhat, 3 Quite 4 Extremely
4		How does the curriculum presented in classes reflect the broad culture and diversity of the nation?	0 Not at all, 1 Slightly, 2 Somewhat, 3 Quite 4 Extremely
5		How often do you think about what someone of a different race, ethnicity, or culture experiences?	0 Almost never, 1 Once in a while, 2 Sometimes, 3 Frequently, 4 Almost always
	Equity		
6		Can all students access school events regardless of inability to pay?	0 Not at all, 1 Slightly, 2 Somewhat, 3 Quite 4 Extremely
7		Do all the rules apply to everyone equally?	0 Not at all, 1 Slightly, 2 Somewhat, 3 Quite 4 Extremely
8		How important are discussions about educational equity in your school community?	0 Not at all, 1 Slightly, 2 Somewhat, 3 Quite 4 Extremely
9		Are there equal expectations for students of all backgrounds and levels of academic performance?	0 Not at all, 1 Slightly, 2 Somewhat, 3 Quite 4 Extremely
10		Do you feel like you are provided the resources to succeed at your potential?	0 Not at all, 1 Slightly, 2 Somewhat, 3 Quite 4 Extremely
	Inclusion		
11		How well do people at your school understand you as a person?	0 Almost never, 1 Once in a while, 2 Sometimes, 3 Frequently, 4 Almost always
12		How connected do you feel to the adults at your school?	0 Not at all, 1 Slightly, 2 Somewhat, 3 Quite 4 Extremely
13		How much respect do students in your school show you?	0 Not at all, 1 Slightly, 2 Somewhat, 3 Quite 4 Extremely
		How welcomed are students in your school who are	
14		1. non-binary (gender)	0 Not at all, 1 Slightly, 2 Somewhat, 3 Quite 4 Extremely
15		2. non-native English speakers	0 Not at all, 1 Slightly, 2 Somewhat, 3 Quite 4 Extremely
16		3. students of color	0 Not at all, 1 Slightly, 2 Somewhat, 3 Quite 4 Extremely
17		4. LGBTQ (Lesbian, Gay, Bisexual, Transgender)	0 Not at all, 1 Slightly, 2 Somewhat, 3 Quite 4 Extremely
18		Overall, how much do you feel like you belong at your school?	0 Not at all, 1 Slightly, 2 Somewhat, 3 Quite 4 Extremely

### Discussion

- What ages? 6<sup>th</sup>-8<sup>th</sup> grade MS? 9-12 HS?
- How to distribute paper verses electronic, in school vs. Out of school.
- Community communication and buy in.



## Demographic Section

### 1. Gender

One of the most fundamental questions you should ask is about gender. However, even though this is a standard demographic question, how you approach it is extremely important. Gender is a complicated and sensitive topic and how you phrase this question can impact your participants in different ways. While this information is valuable, it shouldn't come at the expense of your customers' comfort.

When phrasing this question, be sure to use the word, "gender" in place of the word, "sex." Gender is based more in perspective, giving the participant more flexibility when answering. Additionally, you should always include an option to "prefer not to answer." This will ensure participants don't feel forced to concede sensitive information.

**Example:** "What gender do you identify as?"

- A. Male
- B. Female
- C. \_\_\_\_\_ (Short Answer Space)
- D. Prefer not to answer.

### 2. Age

Age is a standard demographic question that should be included in every survey. You'll want to know how old the participant is and whether they fit your target audience or not. The best way to ask this question is with a multiple-choice format that uses age ranges for each answer. Some customers may not feel comfortable revealing their exact age, so this structure allows them to participate while still protecting their personal information.

**Example:** "What is your age?"

- A. 0 - 15 years old
- B. 15 - 30 years old
- C. 30 - 45 years old
- D. 45+
- E. Prefer not to answer

### 3. Ethnicity

Ethnicity questions paint a clearer picture of your survey participants. They reveal cultural backgrounds made up of a variety of different practices and traditions that influence your customers. By having this information available, you'll have a better understanding of why some customers may answer questions differently than others.

**Example:** "Please specify your ethnicity."

- A. Caucasian
- B. African-American
- C. Latino or Hispanic
- D. Asian
- E. Native American
- F. Native Hawaiian or Pacific Islander
- G. Two or More
- H. Other/Unknown
- I. Prefer not to say

### 4. Location

Another standard question you should ask is about the location of the participant. You want to know where your customers are from because they may live in places you wouldn't expect. For example, you may find that your business has a strong international audience and there's an opportunity to market in different countries. Or, you might learn that your customers are travelers who are using your product or service on the go.

**Example:** "Where is your home located?"

- A. North America/Central America
- B. South America
- C. Europe
- D. Africa
- E. Asia
- F. Australia
- G. Caribbean Islands
- H. Pacific Islands

- I. Other: \_\_\_\_\_
- J. Prefer not to say

## 5. Education

Education is a core demographic question because it provides insight into the type of work a participant may be doing. If you r respondents all say they have a Ph.D., you know that their jobs involve critical thinking. Therefore, you can make a logical pitch -- rather than an emotional one -- to these leads about why your business is right for them.

When asking education questions, be sure to include options for trades and apprenticeships. Some of your customers may have c hosen a different career path and the answers on your survey should reflect that.

**Example:** "What is the highest degree or level of education you have completed?"

- A. Some High School
- B. High School
- C. Bachelor's Degree
- D. Master's Degree
- E. Ph.D. or higher
- F. Trade School
- G. Prefer not to say

## 6. Marital Status

Marital status lets you know who your participants are interacting with during their everyday lives. If they're married, their buying decisions may be influenced by different factors compared to someone who isn't.

**Example:** "Are you married?"

- A. Yes
- B. No
- C. Prefer not to say

These are the demographic questions that should be included in almost every survey you create. Now that we know they're on your list, let's move on to some other questions you can add.

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### Demographic Survey Questions

1. Household Income
2. Employment
3. Family and Dependents
4. Voting Status
5. Language
6. Place of Birth
7. Religion
8. Political Affiliation

## 1. Household Income

Household income refers to the total amount of money made by people living in the same home. This sum includes the participant's income, their spouse's, and any other people living in their house. Collecting this information helps you understand the amount of buying power your customers control. As with any sensitive information, be sure to use range answers and include an option to skip the question.

**Example:** "What is your annual household income?"

- A. Less than \$25,000
- B. \$25,000 - \$50,000
- C. \$50,000 - \$100,000
- D. \$100,000 - \$200,000
- E. More than \$200,000
- F. Prefer not to say

## 2. Employment

It's useful to know the participant's employment status as this contributes to their buying power. However, just like with household income, be sure to give the participant an option to omit the question if needed. For example, if the survey is for a job application, the applicant may not want it on record that they currently have a job. They could get in trouble with their current employer and potentially face repercussions.

**Example:** "What is your current employment status?"

- A. Employed Full-Time
- B. Employed Part-Time
- C. Seeking opportunities
- D. Retired
- E. Prefer not to say

### 3. Family and Dependents

If your participants are adults, it may make sense to ask them if they have children. Kids play a major role in buying decisions and influence your customer's personal values. This means that customers with children are going to have different needs than people who don't. It's important to identify these differences so that you can create campaigns that appeal to both audiences.

**Example:** "How many children do you have?"

- A. None
- B. 1
- C. 2-4
- D. More than 4
- E. Prefer not to say

### 4. Voting Status

Voting status identifies whether or not the participant is registered to vote within a given region. This is useful because it shows how active the person is with local or national politics. Since this topic is very polarizing, you'll want to know how much your customers value your political system.

**Example:** "Are you registered to vote in \_\_\_\_?"

- A. Yes
- B. No
- C. Prefer not to say

### 5. Language

Businesses care about language for two major reasons. First, speaking the same language as your customers builds a much stronger relationship with them.

Second, knowing the languages that they speak also reveals some important cultural details about the person. Just because two people are from the same place, doesn't mean they speak the same language. And, that difference in language can lead to significant differences in **customer needs**, values, and goals.

**Example:** "Which languages are you capable of speaking fluently? (Check all that apply)"

- A. English
- B. Spanish
- C. Portuguese
- D. French
- E. Mandarin
- F. Arabic
- G. Other
- H. Prefer not to say

### 6. Place of Birth

Knowing where and when a person was born can reveal significant details about their life. For example, if they were born in one country then moved around the world, there may have been a family, professional, political, or social factor that influenced their move. Experiencing this type of major life event will affect their **wants and needs** as a customer.

**Example:** "Where were you born?"

- A. North America
- B. Central America
- C. South America
- D. Europe
- E. Africa
- F. Asia
- G. Australia
- H. Pacific Islander
- I. Caribbean Islands

- J. Other
- K. Prefer not to say

## 7. Religion

Another cultural influence that's prevalent in many people's lives is religion. Religion significantly impacts your customers' moral values and determining which one they subscribe to will help you understand their personal beliefs. Keep in mind that some people aren't religious, so there should be an option to reflect this perspective.

**Example:** "If applicable, please specify your religion."

- A. Catholicism/Christianity
- B. Judaism
- C. Islam
- D. Buddhism
- E. Hinduism
- F. Other: \_\_\_\_\_
- G. Prefer not to say

## 8. Political Affiliation

There are a few ways to approach this question, but how you do so should depend on the information you're looking to obtain. If you're interested in learning the political party that a person affiliates with, then you should ask that question directly. However, if you're looking for their beliefs on political issues, you can ask in a more generic way, like in the example below.

**Example:** "How would you describe your political view?"

- A. Very Liberal
- B. Slightly Liberal
- C. Slightly Conservative
- D. Very Conservative
- E. Prefer not to say

## Bolton, CT - Diversity, Equity and Inclusion Community Survey

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

We recognize that we're asking a lot of demographics questions -- this is both to make sure we hear from a diverse group of people and to understand differences in experience. All questions on this survey are entirely voluntary, but we are asking you to please help us by providing this critical information so that we can fully understand survey results.

Your answers will be completely confidential and survey results will be reported in group form only. Please note that at the end of this survey you have the OPTION to provide your personal information if you would like to be contacted by a Diversity Commission member to be more involved or share further information with us.

Sincerely,  
Bolton Diversity Commission

1. Please rate Bolton on each of the following:

*Mark only one oval per row.*

	Poor	Fair	Good	Excellent	Don't know
Making all residents feel welcome	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping new residents feel connected and integrated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attracting people from diverse backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Valuing residents from diverse backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrating respect for residents of different cultures and belief systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Treating all residents fairly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a safe and secure environment for residents of all backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respecting individual cultural beliefs and values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing equal employment opportunities to residents of all backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing equal access to housing for residents of all backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making all residents feel welcome in business establishments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Welcoming residents from all backgrounds to participate in local government and community decision-making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating awareness of Bolton's diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensuring housing is available for	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

diverse populations

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Offering gathering places for diverse  
ages and interests

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2. How welcoming, if at all, do you think Bolton is for

Mark only one oval per row.

	Not Welcoming	Slightly Welcoming	Moderately Welcoming	Very Welcoming	Don't Know
People with physical disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People with intellectual/developmental disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People with emotional/behavioral disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People who identify as transgender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
people who identify as male	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People who identify as female	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People who identify as gender non-conforming or non-binary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People who are Arabic or Middle Eastern	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People who are Asian, Asian Indian or Pacific Islander	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People who are Black or African American	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People who are Hispanic/Latin(o)(a)(x)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People who are American Indian or Alaskan Native	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People who are White	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



People whose first language is not English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People who are not U.S. citizens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People of Christian faith	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People of Islamic faith	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People of Jewish faith	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People of other faiths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People who are agnostic or atheist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People who are liberal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People who are conservative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People who are veterans or military personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People who are older	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People who are younger	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People who are of lower income	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Please rate the Bolton LOCAL GOVERNMENT on each of the following

*Mark only one oval per row.*

	Poor	Fair	Good	Excellent	Don't Know
Creating a community welcoming to residents of all backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Treating all residents with respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Treating all residents fairly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing opportunities for residents with different opinions to voice their concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing translated materials on the Town website and through Town departments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensuring the City is well-designed for individuals with disabilities to get around freely, and participate fully in the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Please rate the Bolton SCHOOL SYSTEM on each of the following

*Mark only one oval per row.*

	Poor	Fair	Good	Excellent	Don't Know
Creating a community welcoming to residents of all backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Treating all residents with respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Treating all residents fairly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing opportunities for residents with different opinions to voice their concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing translated materials on the School website and materials sent to households.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Please rate the Bolton LAW ENFORCEMENT on each of the following

*Mark only one oval per row.*

	Poor	Fair	Good	Excellent	Don't Know
Creating a community welcoming to residents of all backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Treating all residents with respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Treating all residents fairly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. To what extent, if at all, have YOU personally experienced discrimination based on each of the following in your local community in the past 12 months?

*Mark only one oval per row.*

	Never	Rarely	Some of the Time	Most of the Time
Age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender Identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Race/s	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National Origin (Birth Country)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political Affiliation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical Disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intellectual/Developmental Disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional/Behavioral Disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual Orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Please choose the answer that matches your view:

Mark only one oval per row.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I can be my full, authentic self in Bolton.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am likely to recommend living in Bolton to a friend or family member who asks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can raise issues about unfair treatment without fear of consequences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel a sense of belonging in Bolton.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I encourage people in Bolton to share their unique cultural perspectives and experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I frequently ask a person from a different group (race/ethnicity, religion, gender, sexual orientation, ability, etc.) about how my behavior has impacted them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I frequently interact with people from other cultural backgrounds in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Please describe 1- 2 of Bolton's strengths with respect to diversity, equity, or inclusion.

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9. Please describe 1- 2 of Bolton's challenges with respect to diversity, equity, or inclusion.

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10. If you have ever experienced any of the following in the Town of Bolton we invite you to please share information about your experience: 1) barriers to fully participating in the Bolton community, 2) personally felt you were not valued based on one or more of your identities, 3) experienced or witnessed an incident of hostility or discrimination

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11. We invite you to please share any positive/uplifting experiences you have had in Bolton related to diversity, equity and inclusion.

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12. We invite you to please provide suggestions you may have for how Bolton can be a stronger more inclusive community and/or to provide a more welcoming environment for all cultures.

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### Demographic Questions

The following questions will ask you about how you identify yourself and will be used to ensure that we receive survey responses from a diverse pool of residents.

13. Which category reflects your age group?

*Mark only one oval.*

18-24

25-34

35-44

45-54

55-64

65-74

75+

14. What is your racial/ ethnic identity? (Choose all that apply)

*Check all that apply.*

- 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
- Other

15. Is English your first/preferred language?

*Mark only one oval.*

- Yes
- No

16. Which best describes your country of origin?

*Mark only one oval.*

- My country of origin is the USA
- I am originally from another country



17. What is your gender identity?

*Mark only one oval.*

- Male
- Female
- Transgender
- Questioning
- Gender Non-Conforming or Non-Binary
- Other

18. Which term best describes your sexual orientation?

*Mark only one oval.*

- Asexual
- Bisexual
- Gay/Lesbian
- Heterosexual
- Pansexual
- Queer
- Questioning
- Other
- I prefer not to identify

19. Are/Were you a member of the U.S. Armed forces?

*Mark only one oval.*

- I have not been in the military
- Active Military
- Reservist
- ROTC
- Veteran

20. What is your highest completed level of education?

*Mark only one oval.*

- Some High School
- High School Graduate or GED
- Some College/ Technical Degree/Associates Degree
- Bachelor's Degree
- Master's Degree
- Doctoral or Professional Degree

21. What range does you household income

*Mark only one oval.*

- Low Income
- Middle Income
- High Income

22. Do you have a physical, mental, or emotional condition that limits and/or shapes your participation in work and society?

*Mark only one oval.*

Yes

No

23. How would you characterize your political views?

*Mark only one oval.*

Far Left

Liberal

Moderate

Conservative

Far Right

Other

Undecided

24. What is your religious or spiritual identity?

*Mark only one oval.*

- Agnostic/ Atheist
- Buddhist
- Christian
- Hindu
- Jewish
- Muslim
- Sikh
- Spiritual but no religious affiliation
- No affiliation
- other

25. What is your 5 digit zip code?

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26. Do you have any other comments or suggestions you would like to share?

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27. If you would like to be contacted to share more information about your experiences in Bolton please put your name and contact information (phone or email) below. If you wish to be contacted but do not wish to have your identity associated with these survey results, you may email the Bolton Diversity Commission chair at [AmandaDGordon@gmail.com](mailto:AmandaDGordon@gmail.com).

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**Thank you for taking the time to complete this survey. Your voice and opinions are important to us!**

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