

Increasing Educator Diversity Plan Template



IMPORTANT NOTES:

- 1. Formal approval by your local or regional board of education, or equivalent governing body for schools must be obtained prior to submitting your Increasing Educator Diversity Plan. Be prepared to provide the day, month and year that the plan was approved by the board or equivalent governing body as part of the upload of your submission.
- 2. In the absence of an original motion or a preexisting board or board equivalent policy expressly conferring authority on the superintendent or equivalent schools administrator to make any necessary Plan revisions, the school board or equivalent governing body will be expected to formally approve any necessary revisions to its Plan prior to resubmitting the revised Plan by May 15, 2024

COVER PAGE	
District:	Fairfield Public Schools
Vision:	The Fairfield Public Schools community is committed to practices of recruitment, hiring, and retention of a diverse staff that is ultimately representative of our student population and the global society.
Theory of Action	IF the Fairfield Public Schools community implements policies and procedures that promote a culture and climate that welcomes and nurtures diverse perspectives and is representative of our student community and global society, THEN the Fairfield Public Schools community will attract, hire, and retain a highly qualified, racially, ethnically, and linguistically diverse staff AND students will acquire the knowledge and skills needed to be life-long learners, responsible citizens, and successful participants in an ever changing global society through the meaningful relationships they establish with our diverse staff. students will have the opportunity to make more meaningful connections/relationships and gain a more broad frame of reference between/among the products, practices and perspectives of diverse ethnicities, cultures and languages.
Team Lead:	Kanicka Ingram - Executive Director of Human Resources, Fairfield Public Schools
Team Members:	Colleen Banick - Principal, Fairfield Woods Middle School Jason Bluestein - Principal, Burr Elementary School Paul Cavanna - Head Principal, Fairfield Warde High School Roxana Miranda - ELL Teacher, McKinley Elementary School Zakia Parrish - Deputy Superintendent, Fairfield Public Schools Bari Rabine - House Principal, Fairfield Ludlowe High School Meg Tiley - Principal, Roger Ludlowe Middle School Ian Banner - Principal, Roger Sherman Elementary School Kris Kelso - World Language Teacher, Tomlinson Middle School

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RECRUITMENT								
Goal	Who Manages the Goal?	Strategies/Key Activities (How are we going to do it?)			Indicators of Progress	Resources Required	Risks and Mitigation	Communication/ Engagement Efforts
(What are we trying to do?)	(name, position)	What?	Who Owns This?	By When?	(How will we know if we are on track for success?)	(What people, time, money, and technology will be needed?)	(What could go wrong? How will we make that less likely to happen?)	(Who needs to be consulted/ engaged? What needs to be communicated? To whom?)
Increase visibility and expand recruiting efforts to include additional strategies that attract the interest of a wider candidate pool, netting 2-5% annual increase of diverse applications.	Human Resources Department	1. Attend relevant recruiting events 2. Continually update the website and relevant recruiting software to be inclusive and reflect district efforts 3. Implement targeted marketing strategies	Recruitment and Retention Committee	Spring 2024- Ongoing	1. Implementing a tracking system to capture interest of prospective candidates from diverse racial and ethnic backgrounds 2. Increased number of visits to the district website 3. Increased number of online and print marketing strategies 4. Positive results of benchmark surveys	People: The recruitment and retention committee will continue developing the plan to assist in increasing educator diversity. Engage administrators, teachers, and staff to assist with these efforts (i.e., attend career fairs, etc.) Funding: Not needed for the remainder of the 2023-2024 school year or 2024-2025 school year Technology: Continue use of relevant recruiting software for applications to be inclusive and reflect district efforts.	Risks: Time constraints will be challenging. Mitigation: Intentionally dedicating adequate time will be key to implementing and sustaining.	Central Office, Building Administrators and Search Committees

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HIRING & SELECTION								
Goal (What are we trying to do?)	Who Manages the Goal? (name, position)	Strategies/Key Activities (How are we going to do it?)			Indicators of Progress (How will we know if we are on track for success?)	Resources Required (What people, time, money, and technology will be needed?)	Risks and Mitigation (What could go wrong? How will we make that less likely to happen?)	Communication/Engagement Efforts (Who needs to be consulted/ engaged? What needs to be communicated? To whom?)
		What?	Who Owns This?	By When?				
Train 100% of school leaders and anyone participating in the hiring process on identifying implicit bias in the hiring and selection process.	Human Resources Department	Train school leaders and staff on implicit bias	Human Resources and/or Building Administrators	Training will be held at the beginning of each school year and as needed.	1. Implicit Bias Training Certificates of completion. 2. Revise our current hiring practices to align with training.	1. Diversity Training: A Guide for Hiring and Recruiting Diverse Educators (CSDE) 2. Implicit Bias in the Hiring and Selection Process: Video from CSDE 3. Time for training school leaders and participants in the hiring process.	Risks: 1. The length of time required to complete the training could be a barrier to completion (i.e., the training module is 80 minutes long). Mitigation: 1. Establishing an IED training calendar will help mitigate risk.	1. District and School Leadership 2. Staff participating in interviews 3. Consultant

Create inclusive protocols for the interview process to reduce bias in the applicant selection process.	Recruitment & Retention Committee	<div>1. Create protocols for an equitable and inclusive interview process (i.e. committee composition, orientation, confidentiality).</div> <div>2. Developing interview questions that capture information about the uniqueness of candidates.</div> <div>3. Develop interview rubrics that measure candidates objectively.</div> <div>4. Train staff on the updated policies and procedures obtained through feedback metrics.</div> <div>5. Train staff on effective interview questions.</div> <div>6. Train staff for participation on interview committees.</div>	Human Resources and/or Building Administrators	Spring 2024 and ongoing	<div>1. Documents created and implemented</div> <div>2. Completed modules for trainings</div> <div>3. Survey feedback from candidates</div>	<div>1. Time for developing materials for use during interview process</div> <div>2. Time for training</div> <div>3. Human capital and/or Consultant to assist with facilitating trainings</div>	<div>Risks: Insufficient time Fidelity of implementation with the use of training modules</div> <div>Mitigation: The training will assist with minimizing risk.</div>	<div>1. District and School Leadership</div> <div>2. Staff participating in interviews</div> <div>3. Consultant</div>
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RETENTION								
Goal (What are we trying to do?)	Who Manages the Goal? (name, position)	Strategies/Key Activities (How are we going to do it?)			Indicators of Progress (How will we know if we are on track for success?)	Resources Required (What people, time, money, and technology will be needed?)	Risks and Mitigation (What could go wrong? How will we make that less likely to happen?)	Communication/ Engagement Efforts (Who needs to be consulted/ engaged? What needs to be communicated? To whom?)
		What?	Who Owns This?	By When?				
Implement a revised professional learning plan to support newly hired educators of diverse racial, ethnic and linguistic backgrounds.	Human Resources Department, Building Administrators	Revise "New Teacher Academy" to span the course of the first three years of employment.	1. Building Administrators 2. Human Resources 3. Teachers' Union 4. Chief Academic Officer	Summer 2025 and ongoing	1. Feedback from teachers in the "New Teacher Academy" 2. Retention of new hires from year 1 to year 2	1. Staff 2. Time 3. Funding to implement the New Teacher Academy	Risks: 1. Difficulty coordinating time for new teachers/ colleagues/ administrators among their current responsibilities Mitigation: 1. Implementation of new PDEC and teacher evaluation expectations requires specific training	1. Central Office, Administrators and teacher mentors need clear support guidelines for all new teaching hires. 2. Need to communicate new PDEC and teacher evaluation expectations.
	Human Resources Department	Review, revise and support the process of matching TEAM mentors.	1. TEAM District Facilitator 2. Building Administrators 3. Human Resources 4. Teachers' Union	TEAM (Years 1 and 2) and ongoing	1. Successful completion of TEAM modules 2. Evaluation process throughout the year 3. Feedback from mentors and mentees	1. TEAM Committee 2. TEAM payments 3. Human Resources and Administrators	Risks Unsuccessful TEAM papers or failure to complete all modules Mitigation: Time to meet with colleagues - principals will explore schedules for common times Regularly scheduled meetings with mentors to check in as well as mentors being TEAM Paper Reviewers	Consult with Human Resources, Administration and Teachers' Union regarding issues or concerns that need to be shared so that possible solutions or remediation plans can be put in place.