

# 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 submitting

| COVER PAGE              |                                                                                                                                                                                                                                                                                                                                 |
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| <b>District:</b>        | Killingly Public Schools                                                                                                                                                                                                                                                                                                        |
| <b>Vision:</b>          | Killingly Public Schools believes that all students thrive when supported by a diverse staff, with talents and perspectives from various backgrounds, races, and ethnic groups. This diversity fosters inclusivity, cultural awareness, and enriched learning experiences that prepare students to succeed in a global society" |
| <b>Theory of Action</b> | <i>If Killingly Public Schools creates and implements a plan to build and retain a diverse and inclusive educator workforce, then we will foster a culturally responsive educational environment that benefits from diverse perspectives and experiences, leading to improved outcomes for all students</i>                     |
| <b>Team Lead:</b>       | Kim Gillespie-Burnham, HR Director                                                                                                                                                                                                                                                                                              |
| <b>Team Members:</b>    | Jeff Guiot - Assistant Superintendent<br>Kristine Cicchetti, HR Assistant/Parent<br>Elise Geary - Director Pupil Services<br>Nicole Able - Teacher/KEA President<br>Chad Neal - Teacher/Career Center Coordinator<br>Bryant Sheldon - Middle School Principal<br>Lucille Garcia - Teacher/Parent                                |

## Increasing Educator Diversity Plan Template



| RECRUITMENT                                                                                                                                                                                                                                                           |                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                     |                                   |                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                             |
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| Goal<br>(What are we trying to                                                                                                                                                                                                                                        | Who Manages the<br>(name, position) | Strategies/Key Activities<br>What?                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Who Owns This?                                                                      | By When?                          | Indicators of<br>(How will we know if we                                                                                                                                                                                                                                                                                                                                                      | Resources Required<br>(What people, time, funds)                                                                                                                                                                                                                                                                            |
| By the start of the 2026-27 school year, we will double the percentage of educators of color from 1.2% to 2.4% through targeted recruitment, inclusive hiring practices, and professional development to create a more diverse and equitable educational environment. | Kim Gillespie-Burnham, HR Director  | <p>Increase the number of certified staff who are educators of color (currently at 18%)</p> <p>by:</p> <ol style="list-style-type: none"> <li>posting job openings on a variety of platforms, partnering with diversity-focused organizations, and attending job fairs targeted at underrepresented groups.</li> <li>Use inclusive language in job postings to attract a diverse range of candidates. Avoid biased language that exclude certain groups</li> <li>Explore ways to expand recruitment</li> </ol> | <p>Kim Gillespie-Burnham - HR Director</p> <p>Kristine Cicchetti - HR Assistant</p> | Effective 7/1/2024, and on-going. | <p>- Increase the number of educators of color that apply for open positions (currently at 18%)</p> <p>- Increase # of out of state-certified staff apply (currently 11% in Killingly)</p> <p>- Increase # of educators of color hired in Killingly (Currently at 1.2%)</p>                                                                                                                   | <p>Current Advertising funds:</p> <ul style="list-style-type: none"> <li>- National Minority Update Qrty Advertising</li> <li>- School Springs</li> <li>- CT Reap</li> <li>- Fees for job fairs</li> <li>- Fees for job posting platforms</li> </ul>                                                                        |
|                                                                                                                                                                                                                                                                       |                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                     |                                   | <p><b>Risks and Mitigation</b><br/>(What could go wrong? How will we make that less likely)</p> <p><b>Risk:</b> A limited number of teachers of color candidates apply for positions in rural CT or Messaging does not reach the intended audience.</p> <p><b>Mitigation:</b> Proactive and intentional messaging embedded in a variety of ways and platforms, via social media, website.</p> | <p><b>Communication/ Engagement Efforts</b><br/>(Who needs to be consulted/ engaged? What needs to be)</p> <p>School Community, Community at Large, potential applicants.</p> <p>Post positions on Applitrack, CT Reap, School Springs, Handshake, KPS Website, Social Media Accounts, local WINY AM morning Radio show</p> |

| RECRUITMENT                     |                                     |                                                                                                                                                                            |                                      |              |                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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|                                 |                                     | Expand partnerships with educator preparation programs in Connecticut, Rhode Island, and Massachusetts to increase the number of student teachers of color in the district | Jeff Guio - Assistant Superintendent | January 2025 | Track data for students teachers of color<br><br>Increase of student teachers of color | <ul style="list-style-type: none"> <li>- Certified TEAM mentors to host students teachers of color</li> <li>- Funding to pay trainer for mentors</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                                 |                                     |                                                                                                                                                                            |                                      |              |                                                                                        | <p><b>Risks and Mitigation</b><br/>(What could go wrong? How will we make that less likely)</p> <p><b>Risk:</b> Lack of interested student teachers of color</p> <p><b>Mitigation:</b> Collaborate with colleges and universities that have diverse teacher preparation programs to promote the opportunities and encourage students to apply. In addition Create virtual workshops or webinars that allow student teachers to engage with the program without needing to travel initially. This can help build interest before they commit</p> <p><b>Risk:</b> Insufficient funding or resources to support the program effectively.</p> <p><b>Mitigation:</b> Seek grants, sponsorships, or community partnerships to secure financial support and resources.</p>                                                      |
|                                 |                                     |                                                                                                                                                                            |                                      |              |                                                                                        | <p><b>Communication/ Engagement Efforts</b><br/>(Who needs to be consulted/ engaged? What needs to be</p> <ul style="list-style-type: none"> <li>- Targeted emails to key contacts in educator preparation programs, outlining the benefits of partnership and inviting collaboration. Webinars and Virtual Meetings</li> <li>- Host informational webinars to discuss the initiative, share success stories, and engage potential partners in real-time discussions.</li> <li>- Organize networking events or roundtable discussions with educators, administrators, and program representatives to foster relationships and share goals.</li> <li>- Utilize platforms like Twitter, LinkedIn, and Facebook to promote partnership opportunities, share updates, and engage with educators and institutions.</li> </ul> |

| RECRUITMENT                     |                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                       |                                                                                      |                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                          |
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| Goal<br>(What are we trying to) | Who Manages the<br>(name, position) | Strategies/Key Activities<br>What?                                                                                                                                                                                                                                                                                                                                                                                                                         | Who Owns This?                                                        | By When?                                                                             | Indicators of<br>(How will we know if we)                                                                                                                                                                                                                                                   | Resources Required<br>(What people, time, resources)                                                                                                                                                                                                                                                                                     |
|                                 |                                     | Establish a recruitment pipeline for future teachers, with a focus on increasing diversity, by:<br>1. Survey students and non-certified staff using CT Teach.org interest surveys to identify and support potential candidates.<br>2. Explore Creating a pathway program for education to include credits for entry-level education courses<br>3. Expand mentoring programs for students to get hands-on experience by increasing job shadow opportunities | Karen Lagace - KHS Principals & Chad Neal - Career Center Coordinator | Students Survey: Spring 2024 & Yearly<br><br>Non-Certified Staff: Yearly in the fall | <ul style="list-style-type: none"> <li>- Surveys Implemented</li> <li>- Students interested connected to resources</li> <li>- Non-certified staff interested and connected to resources</li> <li>- Pathway program created</li> <li>- Increased enrollment in mentoring programs</li> </ul> | <ul style="list-style-type: none"> <li>Utilize Existing resources: <ul style="list-style-type: none"> <li>Partnership with <a href="https://teach.org">CT Teach.org</a> - already existing</li> <li>College or university partnership</li> <li>Hire a certified teacher with a Master's degree in a related field</li> </ul> </li> </ul> |
|                                 |                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                       |                                                                                      |                                                                                                                                                                                                                                                                                             | <p><b>Risks and Mitigation</b><br/>(What could go wrong? How will we make that less likely)</p> <p>Risk: Not enough student interest in the pathway.</p> <p>Mitigation: Increase job shadow opportunities in the teaching field, expand the mentoring program</p>                                                                        |
|                                 |                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                       |                                                                                      |                                                                                                                                                                                                                                                                                             | <p><b>Communication/ Engagement Efforts</b><br/>(Who needs to be consulted/ engaged? What needs to be)</p> <p>Collaborate with staff to create marketing materials for career field</p> <p>Communication with Certified Staff to recruit mentors</p>                                                                                     |

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## HIRING & SELECTION

| HIRING & SELECTION              |                                     |                                                                                                                                                                                                                                                                                                                       |                                                                              |                                                                      |                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                     |
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|                                 |                                     | Expand training for hiring managers and selection panels to recognize and mitigate implicit bias in the hiring process. Utilize the <i>RESCanti-bias interview training</i> and the <i>CSEDE Diversity Training: A Guide for Hiring and Recruiting Diverse Educators</i> as part of professional development training | Kim Gillespie<br>Burnham - HR Director<br>Jeff Guioit - Asst. Superintendent | 2025 School Year and Yearly new administrators and hiring committees | 1. Percentage of hiring managers and selection panel members who complete the <i>two trainings</i><br>2. Positive feedback and increased confidence reported by participants in post-training surveys on their ability to recognize and mitigate implicit bias<br>3. Increase in the diversity of candidate pools and hires following training, indicating that inclusivity | Utilize the existing two training modules and apply for grants to support future trainings                                                                                                                                                                                                                                                                                                          |
|                                 |                                     |                                                                                                                                                                                                                                                                                                                       |                                                                              |                                                                      | Risk: After completing training, managers may struggle to apply inclusive techniques consistently in the hiring process.<br><br>Mitigation: Offer follow-up sessions or refresher courses to reinforce key concepts and keep inclusive techniques top-of-mind. Provide managers with tools, checklists, or structured interview templates that support inclusive practices. | Communication/ Engagement Efforts<br>(Who needs to be consulted/ engaged? What) <ol style="list-style-type: none"> <li>1. Initial Announcement to Hiring Managers and Panels</li> <li>2. Training Communication &amp; takeaways for ongoing support</li> <li>3. Leadership Updates to inform of progress and solicit feedback</li> <li>4. Participants Post-training surveys or feedback</li> </ol> |





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| RETENTION                                                                                                                                                                                                                                                                                                             |                                                                                |                                                                                 |                                                                                                                                                            |                                                                                                      |                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                     |
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| Goal<br>(What are we trying to                                                                                                                                                                                                                                                                                        | Who Manages the<br>(name, position)                                            | Strategies/Key Activities                                                       |                                                                                                                                                            | Indicators of<br>(How will we know if                                                                | Resources Required<br>(What people, time,                                                                                                                                                                                                                                            | Risks and Mitigation<br>(What could go wrong?)                                                                                                                                                                                                                                                                                                                                                                                                                      | Communication/<br>(Who needs to be                                                                                                                                                                                                                                                                                                                                  |
| By the end of the 2025-26 school year, we will foster a work environment where at least 90% of staff report feeling safe, respected, and empowered, as measured by annual employee surveys. This will be achieved by implementing regular diversity and inclusion training, and creating a staff feedback mechanism.. | Dr. Susan Nash-Ditzel - Superintendent & Jeff Guiot - Assistant Superintendent | Conduct and Analyze surveys:<br>- Onboarding & exit surveys<br>- Climate Survey | Who Owns This?<br>Kim Gillespie-Burnham, HR Director & Kris Cicchetti - HR Assistant (Onboarding/Exit)<br>Dr. Susan Nash-Ditzel - Superintendent (Climate) | By When?<br>Progress will be reviewed biannually through survey data starting the 24/25 School year. | No Cost, utilize current resources:<br><br>1. Survey Platform: Utilize current online survey tools for creating, distributing, and analyzing surveys.<br><br>2. Human Resources staff: assign a dedicated team member responsible for designing, distributing, and managing surveys. | Risk: Employees may not complete the surveys, resulting in insufficient data for meaningful analysis.<br><br>Mitigation: Promote the surveys through multiple communication channels and emphasize their importance. Consider offering incentives for participation and ensuring anonymity to encourage honest feedback.<br><br>2., Highlight the connection between the surveys and the organization's commitment to inclusivity, equity, and employee engagement. | Administration utilize staff meetings & email communication to explain:<br><br>1. Why the surveys are being conducted, emphasizing their role in understanding employee experiences and improving organizational culture.<br><br>2. Highlight the connection between the surveys and the organization's commitment to inclusivity, equity, and employee engagement. |



