



# Increasing Educator Diversity Plan

COVER PAGE	
District:	<b>Regional School District 10</b>
Vision:	<p>In alignment with RSD 10's commitment to Diversity, Equity, and Inclusion (DEI), our vision for educator recruitment, hiring, and retention is built on the foundational belief that a diverse teaching and staff body is essential for creating an educational environment where every student feels seen, heard, and empowered. This vision encompasses several key components aligned with the RSD 10 Vision of the Graduate and the RSD 10 Diversity, Equity and Inclusion Statement: (1) <b>Diverse Recruitment:</b> We aim to attract a wide range of candidates from diverse backgrounds, experiences and perspectives. By broadening our search and outreach efforts, we intend to ensure that our recruitment process is inclusive and equitable, reaching underrepresented communities and bringing a wealth of diverse talent to our school community. At RSD 10, we uphold the conviction that fostering a diverse and welcoming environment nurtures a deep sense of belonging among all community members, irrespective of their race, ethnicity, gender identity, abilities, socio-economic status, age, religion, native language, or sexual orientation. (2) <b>Equitable Hiring Practices:</b> We will implement strategies such as structured interviews, interview questions addressing equity, diverse hiring panels, and unconscious bias training for those involved in the hiring process. This approach ensures that all candidates are evaluated based on their skills, experiences, and potential to contribute to our educational environment. (3) <b>Retention Through Inclusion:</b> Retention of diverse educators is as crucial as their recruitment and hiring. We are committed to fostering an inclusive workplace where all staff members feel valued and supported. This includes professional learning opportunities focused on DEI; curricular, instructional and climate efforts that enhance belonging; mentorship and affinity programs; and the creation of spaces that foster dialogue about diversity, equity, and inclusion. By investing in the growth and well-being of our staff, we enhance their ability to connect with and inspire our students. (4) <b>Reflecting and Respecting Diversity:</b> We believe that having a teacher and staff body which reflects the diversity of a global community is vital. It creates an environment where students either see themselves represented and respected or offers windows into the lives of others. This representation helps to build a strong sense of belonging and community, which is essential for student engagement and success. Diverse educators serve as role models, showing students of all backgrounds that they too can achieve their full potential. By bringing diverse perspectives into our classrooms, we enrich the learning experience and prepare our students to thrive in a global society. In conclusion, our vision for diversity in educator recruitment, hiring, and retention is a critical component of our broader DEI efforts. By embracing diversity, promoting equity, and practicing inclusion, we aim to create an educational environment where every student can excel, and every member of our school community feels valued and supported. Together, we can achieve our goal of preparing students to live and lead in a diverse world, affirming the value of every individual and fostering a culture of understanding, respect, and equity.</p>
Theory of Action	If Region 10 administrators demonstrate that we value educator diversity through our recruitment, hiring, and retention processes and practices as well as our professional learning offerings, then we will be more likely to increase the diversity of our certified educator faculty to better reflect that of our student population.
Team Lead:	Vonetta Romeo-Rivers, Director of Teaching and Learning and District DEI Coordinator
Team Members:	<p>Howard Thiery, Superintendent of Schools            Deb Foley, Director of Student Services and District Climate Coordinator            Sue Laone, Director of Finance and Operations            Chris Rau, Principal of Lewis S. Mills High School            Jen Otte, Associate Principal of Lewis S. Mills High School            Rebecca Lewis Stoll, Dean of Students 5 - 12            Joe Masi, Principal of Har-Bur Middle School            Jesse Darcy, Associate Principal of Har-Bur Middle School            Kristin O'Reilly, Supervisor of Student Support Services            Kevin Barlow, Interim Principal of Lake Garda School            Jessica Bruenn, Principal of Harwinton Consolidated School</p>



## Increasing Educator Diversity Plan

### RSD 10 RECRUITMENT PLAN

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?				
Collect Accurate demographic data from faculty and staff	Director of Teaching and Learning, Vonetta Romeo-Rivers	Diversity data collected is in alignment with the RSD 10 expansive definition of diversity - race, ethnicity, gender, language, higher education, ability, age.	Human Resources Coordinator, Carrie Howe; Assistant Director of Information Systems, Chris Weaver	Annually, beginning in 2024 - 2025 SY	Document will be created and data will be updated at time of hiring	Personnel files	Data not entered correctly or consistently. Create specific timeline for annual report. Hesitation by staff to share information - we must communicate the rationale for data collection and our goal of creating and supporting a diversified workforce.	Clear procedure created with Human Resources
Continue partnerships with university teacher preparation programs to attract a diverse teacher candidate pool, including internships teaching practicums, nursing practicums and student teaching placements. withing RSD 10	Director of Teaching and Learning, Vonetta Romeo-Rivers; Director of Student Services: Deb Foley	Ensure pre-service faculty have opportunities for internships, student teaching and practicum experiences, network with expanded group of higher education faculty responsible for K - 12 partnerships; include pre-service faculty in the same professional learning experiences as RSD 10 faculty. Explore additional TEAM training for RSD 10 mentors to engage in cultural competencies.	Director of Teaching and Learning, Vonetta Romeo-Rivers and District Facilitator, Jillian Yantz	Annually, beginning 2024 - 2025 SY	Data regarding pre-service teacher placement from universities regarding feelings of belonging and professional growth at RSD 10 schools.	Collaboration time with higher education colleagues to share needs and observations made at both the K - 12 level and teacher preparation program level. Appropriate TEAM mentor/cooperating teacher trainings that evolve over time.	other than common meeting time, no obstacles anticipated.	University partners of existing and future colleges, Director of Teaching and Learning, Vonetta Romeo-Rivers and District Facilitator, Jillian Yantz. Annual review and revision of the partnership agreements.
Network with potential candidates and build awareness of our district while demonstrating our commitment to diversifying our faculty	Director of Teaching and Learning, Vonetta Romeo-Rivers; Director of Student Services: Deb Foley; Human Resources Coordinator: Carrie Howe	Send district representation annually to the RESC Alliance Increasing Educator Diversity recruitment conferences and fairs regardless of the number of current or anticipated openings. Establish a recruitment "season" with standard protocols and practices.	LSM Administration: Chris Rau, Jen Otte, Rebecca Lewis Stoll Har-Bur Administration: Joe Masi, Jesse Darcy HCS Administration: Jessica Bruenn LGS Administration: Kevin Barlow	Annually, beginning in Spring, 2024 recruitment season	Track the fairs that are attended by district personnel, the number of contacts made at the fair, the number of contacts that then submit applications, and the number of applicants eventually hired.	Human Resources Coordinator, school administrators with open positions, and/or Directors of Teaching and Learning and Director of Student Services will attend the fairs. We need to develop informational fliers about the Region or cards with QR codes that link to our employment page on our website. No additional technology is needed.	Being a small district, we do not have many openings on an annual basis, so we may be going to the fairs with no openings at the time. While this cannot be mitigated, our goal for this strategy can still be met.	Human Resources Coordinator, Carrie Howe and Director of Teaching and Learning, Vonetta Romeo-Rivers to communicate dates and times of the fairs/conferences and provide recruitment material.
Utilize the EdSight Secure Educator Diversity Dashboard resources and continue to analyze district data related to recruiting, applications, interviewing and hiring to inform our recruitment strategies.	Director of Teaching and Learning, Vonetta Romeo-Rivers; Director of Student Services: Deb Foley; Human Resources Coordinator: Carrie Howe	Review data annually and have as a standing item at leadership meetings throughout the year ( Admin Council, Leadership Institutes).	Director of Teaching and Learning, Vonetta Romeo-Rivers; Director of Student Services: Deb Foley; Human Resources Coordinator: Carrie Howe	Annually	Data shows increase in diverse applicants	EdSight platform and internal interview and hiring data	No obstacles anticipated.	Data reviewed annually as another data set reviewed and analyzed each year to determine both efficacy and change in practices.
Expand outreach and marketing efforts to raise the probability of attracting a more racially, culturally, and linguistically diverse pool of applicants	HR Coordinator, Carrie Howe and Director of Teaching, Learning, Vonetta Romeo-Rivers; Director of Student Services, Deb Foley	Expand the target area of job postings to include all states with certification reciprocity with Connecticut: Delaware, District of Columbia, Maine, Massachusetts, Maryland, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Virginia, and Vermont as well as Puerto Rico. And explicitly state in all employment postings that candidates of diverse backgrounds are highly encouraged to apply.	Human Resources Coordinator, Carrie Howe	All postings for the 2024-2025 school year and beyond.	Utilize Applitracks to monitor how our applicants were referred to us.	Identify the most used sites in the reciprocity states for education postings and post our positions there. Make adjustments to the Applitrack application to include all of the posting sites. Include in all job postings "Candidates of diverse backgrounds are highly encouraged to apply."	We are not able to offer financial incentives for the move, so we will depend on reaching candidates who are already planning to move, willing to travel, or who can relocate easily.	Human Resources Coordinator, Carrie Howe to maintain and share a list of sites where positions are posted, where marketing material is sent.



# Increasing Educator Diversity Plan

## RSD 10 HIRING & SELECTION PLAN

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?)
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Maintain an awareness of and mitigate our tendencies during the hiring process that result in bias.	Director of Teaching and Learning, Vonetta Romeo-Rivers with Building Principals, Chris Rau, Joe Masi, Jessica Bruenn and Kevin Barlow.	Offer ongoing professional learning sessions that focus on how to recognize and avoid biases in hiring.	All hiring administrators who facilitate the hiring process that includes posting, screening, interviewing, hiring decisions.	Incorporated into the 2024-2025 Professional Development calendar and Admin Councils.	When all Building administrators, Program Directors and all leadership involved in the hiring process are trained.	Access to quality professional development, literature and research on avoiding bias in the hiring process	The volume of quality professional development with a school calendar and professional development time. This will be mitigated by prioritizing the training and using summer months as well as other non-district PD days.	District leadership and administrative team communicating effectively to all stakeholders who participate in the hiring process about the goals of the professional learning and the hiring goals.
Incorporate culturally rich interview questions to gain an understanding of the applicant awareness of and experience with culturally rich teaching practices.	Director of Teaching and Learning, Vonetta Romeo-Rivers; Director of Student Services, Deb Foley and Building Principals, Chris Rau, Joe Masi, Jessica Bruenn and Kevin Barlow.	Develop a bank of interview questions related to pedagogy, curriculum and classroom management effective for diverse learners. Training hiring admins, who can then turnkey to interview committee members, on how to meaningfully interpret candidate responses about equity.	Director of Teaching and Learning, Vonetta Romeo-Rivers; Director of Student Services, Deb Foley	Interview questions developed to support all hiring processes in the 2024-2025 school year. (work to begin in the spring of 2024)	The bank of questions is developed shared amongst all hiring administrators and implemented. A system of accountability is also developed to ensure a consistent practice across the district. Data from this accountability	Subcommittee of faculty, time and model best practices to develop a high-quality question bank	Need to ensure that appropriate questions are included in each step of the hiring process. Need to develop a system of accountability for submitting first round questions that must include questions from the bank. The ability of the interview committee to meaningfully interpret candidate responses. We may need to develop a basic level of training and support for interview committee members.	Partnership between with Human Resources Coordinator and all members of the Administrative team to streamline what and how we communicate the importance of this to all stakeholders selected for interview teams.
Adopt procedures that ensure hiring practices prioritize candidates whose professional and personal experiences demonstrate a high level of cultural awareness and appreciation.	Director of Teaching and Learning, Vonetta Romeo-Rivers; Director of Student Services, Deb Foley and Building Principals, Chris Rau, Joe Masi, Jessica Bruenn and Kevin Barlow.	Revise open-ended questions in Frontline Applitrack for both certified and non-certified staff that encourages sharing of experiences that have provided personal growth in the area of cultural appreciation and diverse experiences.	Human Resources Coordinator, Carrie Howe	By December, 2024	The addition to the open-ended questions to Frontline Applitrack	Appropriately researched questions to be added that convey both the intent and impact of a diverse work force.	Ineffective or superficial questions added that do not bring about the desired outcome.	Review open-ended questions with the entire hiring team K - 12 so that there is a shared understanding of the purpose and goal of the questions being added to the front end of the selection process.
Develop an intentional protocol for the selection of diverse stakeholders on first round interview panels	Building Principals, Chris Rau, Joe Masi, Jessica Bruenn and Kevin Barlow.	Strive to create interview committees that reflect the diversity of the school, program and community in alignment with the RSD 10 broad definition of diversity.	Building Principals and K - 12 Coordinators	To be in effect for hires July 1, 2024 and beyond	Collect and monitor data on membership of our interview committees.	Time and technology to develop a tool to be used to collect data and identify trends.	The definition of diversity as applied to this goal might be too narrow. We need to provide supporting material around different types of diversity and the district/school demographics around diversity where available.	District leadership and administrative team will need to share the existing diversity of our students, families and professional staff. There are multiple identities that are diverse and they do exist here in RSD 10.
Promote the RSD 10 Diversity, Equity and Inclusion Statement as a core component of our hiring process and include talking points about the statement that support RSD 10 as an inclusive, equitable environment to work.	Director of Teaching and Learning, Vonetta Romeo-Rivers; Director of Student Services, Deb Foley and Building Principals, Chris Rau, Joe Masi, Jessica Bruenn and Kevin Barlow.	Develop a system by which the RSD 10 Diversity, Equity and Inclusion commitment is a living component of our hiring practices and can be identified as part of the process; including the statement as a component of our "here's who we are" introduction during the hiring process.	Building Principals and K - 12 Coordinators	To be in effect for hires December, 2024 and beyond	The presence of the statement at different steps of the process, data to reflect that candidates are aware of our commitments.	No additional resources as this is an existing, BOE-approved document.	No obstacles anticipated.	District leadership and administrative team communicating effectively to all stakeholders who participate in the hiring process about the goals of the statement inclusion the hiring process.



## Increasing Educator Diversity Plan

### RSD 10 RETENTION PLAN

Goal (What are we trying to do? How will you sustain educators in ways that increase their retention?)	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?)
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Create a pathway for conversations between educators of color working in districts with similar educator demographics.	Director of Teaching and Learning, Vonetta Romeo-Rivers	Provide affinity group conversation opportunities by pairing new linguistically and culturally diverse hires with veteran linguistically and culturally diverse educators already on staff, when possible, or with teachers in partnering school districts with similar demographics to Region 10 (Sharon, Cornwall, Kent, North Canaan, Falls Village/Canaan, Salisbury, Region 1, Region 14, Plymouth). We are partnering with EdAdvance to host these affinity conversations and they have also offered to facilitate the Affinity Groups once in place.	Director of Teaching and Learning, Vonetta Romeo-Rivers	Mid-year 2024-2025 and beyond	A structure will be in place to connect educators of color within identified districts in the region who share similar demographics. Meeting attendance, participant feedback/questionnaires, changes as a result of meeting outcomes will all be measures of success.	Collaboration with partner districts to create the conditions under which the conversations can flourish: release time, travel time/reimbursement, ongoing partnership with EdAdvance, flexibility for hybrid meetings - both in-person and virtual.	The conversations may need to be held virtually to increase participation and reduce the time commitment required; developing a level of comfort and safety for participants.	Director of Teaching and Learning will connect with representatives from similar districts to develop a network of opportunities. The RSD 10 leadership and faculty will need a shared understanding of the purpose, goals, and the rationale for Affinity Groups and the role they play as Professional Learning Communities for People of Color.
Make our DEI commitments explicitly visible through climate, culture, curriculum and pedagogical practices.	Administration Team Members: Director of Teaching and Learning, Vonetta Romeo-Rivers; Director of Student Services, Deb Foley; LSM Administration: Chris Rau, Jen Otte, Rebecca Lewis Stoll Har-Bur Administration: Joe Masi, Jesse Darcy HCS Administration: Jessica Bruenn LGS Administration: Kevin Barlow	Embed a DEI Module into our own RSD 10 TEAM Induction Programming. Internally train all TEAM Mentors and Cooperating Teachers in DEI best practices as part of the RSD 10 Professional Learning Calendar. Actively recruit diverse faculty to be TEAM certified as a component of teacher leadership. Continue and build the existing curriculum design process that includes our RSD 10 Equity Checklist, Differentiation Checklist and UDL Framework as a sign of DEI commitment throughout all access points for faculty.	Director of Teaching and Learning, RSD 10 TEAM District Facilitator, K-12 Coordinators, Building Administrators	Summer, 2024	The development and delivery of the TEAM DEI module, planned DEI content scheduled throughout the RSD 10 Professional Learning Calendar, evidence of the three checklists being used as requirements in the curriculum review process.	TEAM training time, curriculum writing hours, scheduled time on the professional learning calendar.	The definition of diversity as applied to this goal might be too narrow as it is currently understood. We will need to continue to provide supporting material around different types of diversity and the district/school demographics around diversity where available.	Ongoing communication of the BOE approved RSD 10 Diversity, Equity and Inclusion commitments and how these commitments manifest themselves in the professional practices of faculty and staff.
Increase efforts to welcome and retain multilingual faculty and staff	Director of Teaching and Learning, Vonetta Romeo-Rivers; Director of Student Services, Deb Foley	Adopt a multi-language translation platform for the district and school websites that is more accurately aligned to formal/professional standards of written world languages.	Director of IT, Joe Sousa	Summer, 2024	District and school websites will be accessible in multiple languages, with priority language options being those that represent our students and families.	Funding and appropriate technological integration between the language converter/translator and the website's platform.	No obstacles anticipated.	Full faculty needs to be aware of the language translation shift, RSD 10 families.
Further develop and sustain a climate and culture in which educators feel a sense of belonging, inclusion and safety where they are free to be their authentic selves in the professional environment.	Director of Teaching and Learning, Vonetta Romeo-Rivers; Director of Student Services, Deb Foley	Add specific questions to the annual RSD 10 faculty and staff climate survey that address feelings of belonging and inclusion. Develop specific questions for administrators to include about staff sense of belonging at MOY and EOY meetings with faculty.	Building Administrators, Assistant Director of Information Systems	May, 2025	Feedback gained from climate survey results, retention data, exit survey data, one-on-one meetings and focus group feedback.	Development of climate and exit surveys, time to analyze the results, leadership time to plan through the continuous improvement planning process.	Check-ins have been effective in ensuring this is occurring.	Full K-12 Admin team effectively communicating to the professional community the importance of true and meaningful feedback on these surveys as component of our commitment to the RSD 10 DEI Statement.
Incorporate equitable teaching practices and professional learning standards into the new RSD 10 Educator Growth Plan going into effect July 1, 2024.	Director of Teaching and Learning, Vonetta Romeo-Rivers	Create coherent alignments between equity, inclusion and belonging to the components of the Educator Growth Plan; ensure the rollout and unpacking of the plan includes training about those alignments.	RSD 10 PDEC Members	Implementation year 2024 - 2025 and beyond.	Conversations and reflections at goal-setting, mid-year and end of year meetings.	Professional learning time.	Superficial or rushed roll-out that does not allow for deep understanding of the connections between educator growth that includes equitable practices and the development of a caring learning community for all.	Thoughtfully crafted introduction of the surveys, an appropriate timeline that allows for meaningful input, and a timeline of action steps based on results that are transparently communicated to the professional community.
Identify any areas for improvement in retaining diverse faculty.	Central Office Cabinet: Superintendent, Howard Thiery; Director of Teaching and Learning, Vonetta Romeo-Rivers; Director of Student Services, Deb Foley; Director of Finance and Operations, Sue Laone; and Building Administrators, Human Resources Coordinator	Survey faculty each year to assess how supported they feel and identify any areas for improvement in retaining diverse faculty.	All Admin Team	May, 2025	Surveys will be received from at least 90% of the faculty annually	An internally developed survey based on best practices in soliciting genuine feedback on issues of diversity, inclusion and equity.	We have to ensure that time is given to the faculty to complete the surveys to increase the likelihood that all will respond thoughtfully and meaningfully.	Thoughtfully crafted introduction of the plan, an appropriate timeline that allows for meaningful input, and a timeline of action steps based on results that are transparently communicated to the professional community.