

Regional School District 13
Increasing Educator Diversity Plan (Revisions based on Feedback)

District	Regional School District 13
Vision	Regional School District 13 is committed to empowering learners to thrive and contribute as global citizens. We will develop a team of educators that reflects the racial, ethnic, cultural and linguistic composition of our school community.
Theory of Action	If Regional School District 13 actively engages in the implementation of evidence based practices that focus on intentional recruiting efforts, consistent and transparent hiring/selection protocols and effective retention strategies, then we will diversify our teaching staff and provide for an educator workforce that reflects our student population.
Team Lead	Kevin Brough - Human Resources Specialist
Team Members	Liza Siegel - Associate Director of Learning, Innovation and Accountability Cheryl Gonzalez - Principal; Strong Middle School Rebecca Suchy - English Teacher; Coginchaug Regional High School Jeff Landry - Special Education Teacher; Memorial School Steven Fitzgerald - Coordinator of Student Affairs; Strong Middle School Debra Murray - Principal; Brewster School
Monitoring of IED Plan	The Increasing Educator Diversity Team will meet four times per year to monitor progress on goals and to adjust strategies as appropriate.
Approval by the Regional School District 13 Board of Education	The Increasing Educator Diversity Plan for Regional School District 13 was approved by the Board of Education on Wednesday, March 13th, 2024.

Recruitment

Goal	Who Manages the Goal?	Strategies/Key Activities			Indicators of Progress	Resources Required	Risks/ Mitigation	Communication/Engagement Efforts
<i>(What are we trying to do?)</i>	<i>(Name, Position)</i>	<i>What?</i>	<i>Who Owns This?</i>	<i>By When?</i>	<i>How will we know if we are on track for success?)</i>	<i>(What people, time, money, and technology will be needed?)</i>	<i>(What could go wrong? How will we make that less likely to happen?)</i>	<i>(Who needs to be consulted/ engaged? What needs to be communicated ? To whom?)</i>
Recruit and hire high quality educators from underrepresented racial, ethnic and cultural backgrounds to better align our staff of educators with the make-up of our student population. By the end of the 2027-2028 school year the percentage of diverse candidates applying for positions in the district will be 15%.	Kevin Brough, Human Resources Specialist	<p>1) Develop and implement a communication plan that demonstrates the district's commitment to increase the racial and ethnic diversity in the district.</p> <hr/> <p>2) Develop partnerships with Central Connecticut and Southern Connecticut</p>	<p>Kevin Brough, Human Resources Specialist and Ashley Hillier, Human Resources Administrative Assistant</p> <hr/> <p>Kevin Brough, Human Resources and Ashley Hillier, Human Resources</p>	<p>May 2025</p> <hr/> <p>June 2025</p>	<p>1)The District 13 website is updated to include the newly approved Increasing Educator Diversity Policy and the RSD 13 IED Plan. 2) Notice of policy and Educator Diversity Plan is included in quarterly district community mailing.</p> <hr/> <p>1) An increase in the number of diverse student teacher and field experience placements in our</p>	<p>1) The district leadership team commits to the necessary funding and resources needed to implement the plan. 2) Information technology staff needed to complete the website update and district community mailing.</p> <hr/> <p>1) Outreach to CCSU and SCSU student teaching coordinators. 2. Involvement</p>	<p>1) Budgetary challenges relating to IED Plan implementation. Lack of funds to support elements of the plan. Mitigation: Prioritize IED Plan efforts in the budget process through active participation of all district stakeholders (Board of Education, District and Building Leadership.</p> <hr/> <p>1) Lack of available diverse student teaching and field experience candidates from</p>	<p>1) The Board of Education is provided with updates relating to the status of the plan twice per year. Community outreach takes place via quarterly mailing. 2. Prioritize information relating to our IED plan that needs to be communicated to our community. 3. Communication of our IED Plan to all staff in the district takes place on an annual basis.</p> <hr/> <p>1) Frequent communication by HR personnel with staff from CCSU and SCSU regarding student</p>

		<p>State Universities to promote field experiences and student teaching placement opportunities for future educators from diverse backgrounds. Attend relevant Recruitment Fairs offered through these universities and RESCs.</p>	<p>Administrative Assistant, Building Principals</p>		<p>district. 2) Increase in the number of TEAM trained mentors in the district. 3) Document the number of contacts with recent CCSU and SCSU teaching graduates from diverse backgrounds. 4) Document the increase in the number of racially, culturally and linguistically diverse candidates applying for positions in our district. 5) Analysis of data to determine next steps.</p>	<p>of administrators and teachers in each district school. TEAM training for mentors and supervising teachers. 3) Registration costs to attend recruiting fairs offered by colleges and RESC's. Costs for materials needed at recruiting events.</p>	<p>CCSU and SCSU. 2) Lack of supervising teachers in Regional School District 13. Mitigation: Contact CCSU and SCSU student teaching staff early in the student teaching assignment process to assign student teachers to our district and recruit supervising and mentor teachers at all levels of our district.</p>	<p>teaching placements in the district. 2)HR personnel consistently promote the importance of TEAM training and of teachers serving as cooperating teachers to certified staff twice per year. 3)Outreach to universities regarding dates and costs of recruiting fairs occurs annually in February.</p>
		<p>3) Post educator vacancies on the Diversity in Education website and three additional local recruiting sites to make candidates of color aware of district educator openings.</p>	<p>Kevin Brough, Human Resources Specialist and Ashley Hillier, Human Resources Assistant</p>	<p>By June 2025</p>	<p>1) Document the increase in the number of racially, culturally and linguistically diverse candidates applying for positions in our district through 3) Analyze the results of our efforts using our Frontline (application software). Use the results of this analysis to determine next steps.</p>	<p>1) Budgeting to pay for the cost of posting on recruiting sites 2) Time to research job posting sites to connect with racially diverse educators for openings in our district.</p>	<p>1) Due to the size of our district we have limited number of educator openings. Mitigation- Post vacancies early to increase access to diverse applicants. 2) Competition for applicants with larger, more diverse districts. Mitigation- By posting anticipated vacancies as soon as</p>	<p>1) Contact neighboring school districts (Middletown, Meriden) to identify local job posting sites. 2)Forge partnerships/ develop outreach to local organizations (NAACP) to produce information on RSD13 and openings to potential applicants from diverse backgrounds. 3.)Communication with local</p>

		<p>4) Coordinate with CSDE and PDK International to pilot and establish an Educators Rising Program in Regional School District 13 (CRHS) to support students of diverse backgrounds at CRHS in their efforts to become educators</p>	<p>Debra Stone, Principal of Cuginchaug Regional High School. CRHS teachers coordinating the Educators Rising Program</p>	<p>January 2025</p>	<p>1) Students from diverse backgrounds participate in the Educators Rising Program and pursue education majors and teaching careers at colleges and universities.</p> <p>2) Increased enrollment of our students from underrepresented backgrounds in the CRHS Educators Rising Program</p> <p>3) Document increase in the number of students majoring in education in college who were part of the Educators Rising Program.</p>	<p>1) Budgeting costs for Ed. Rising curriculum</p> <p>2) Teachers and other staff needed to recruit students and coordinate our Educators Rising Program.</p> <p>3) Funding for conferences, field trips and supplies</p>	<p>possible, we will reduce competition with other districts</p> <p>1)Low enrollment in our Educators Rising program. Mitigation- Active recruiting at the start of the 24-25 school year.</p> <p>2) Lack of budget to continue the program. Mitigation- Incorporation of the Ed Rising Program into the 2025-2026 district budget.</p>	<p>community agencies and Middlesex Community College regarding educator openings in the district takes place as openings arise.</p> <p>1)Communicate the Educators Rising Program to all high school students at the start of the school year.</p> <p>2)Make students aware of opportunities available through the Ed Rising Program through weekly advisory meetings.</p> <p>3)Consistent and ongoing communication with state and national Educators Rising staff to provide support and guidance to our start-up Educators Rising Program.</p>
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Hiring and Selection

Goal	Who Manages the Goal?	Strategies/Key Activities			Indicators of Progress	Resources Required	Risks/ Mitigation	Communication/Engagement Efforts
<i>(What are we trying to do?)</i>	<i>(Name, Position)</i>	<i>What?</i>	<i>Who Owns This?</i>	<i>By When?</i>	<i>How will we know if we are on track for success?)</i>	<i>(What people, time, money, and technology will be needed?)</i>	<i>(What could go wrong? How will we make that less likely to happen?)</i>	<i>(Who needs to be consulted/ engaged? What needs to be communicated? To whom?)</i>
<p>Increase the percentage of educators from diverse racial, ethnic, and cultural backgrounds in Regional School District 13 to 5% by the end of the 2027-2028 school year, and to 10% by the end of the 2028-2029 school year.</p>	<p>Doug Schuch, Superintendent of Schools</p> <p>Kevin Brough, Human Resources Specialist</p>	<p>1)Provide implicit bias training to all staff involved in hiring and selection through Partners for Educational Leadership to support a consistent and equitable interviewing and selection process</p> <p>2)Create a standard set of interview questions that allow diverse applicants to promote their qualifications and share experiences during the hiring process</p>	<p>Liza Siegel, Associate Director of Learning, Innovation and Accountability/ District and building administrators</p> <p>Kevin Brough- Human Resources Specialist/ District Hiring Committee composed of principals, teachers with input from a consultant.</p>	<p>June 2025</p> <p>June 2025</p>	<p>1)Increase in the number of ethnically, culturally and linguistically diverse candidates who are interviewed and hired; 2)Documentation of the completion rates of implicit bias training among hiring committees</p> <p>1)Hiring Committee develops a standard set of interview questions and incorporates these questions consistently in the hiring of all new educators</p>	<p>1)Hiring of a consultant (Partners for Educational Leadership) for Implicit Bias Training to district staff; 2)Funds to support training and time to provide training and follow-up through the 27-28 school year.</p> <p>1)Time for the Development of standardized banks of questions; Costs for the training of the hiring committees.</p>	<p>1)Not all members of hiring committee will be available to attend trainings; Mitigation- Offer multiple training sessions or utilize CSDE Anti-Bias Interview Training for staff missing training.</p> <p>1)Interview teams not implementing interview process consistently; Mitigation- Monitor district interview process to ensure consistency and fidelity to the process;</p>	<p>1)Inform Leadership Team and all individuals on hiring committees of the anti-bias training requirements. 2) Inform the school community of new district hiring protocols involving hiring committees.</p> <p>1)Changes to the district hiring process are communicated through district/building leadership team meetings and district website.</p>

		<p>3) Establish a district Recruitment and Selection Team that incorporates research based equity support strategies into all hiring procedures</p>	<p>Dr. Doug Schuch - Superintendent of Schools</p> <p>Dr. Liza Siegel Associate Director of Learning, Innovation and Accountability</p>	<p>June 2025</p>	<p>1) The District Recruitment and Selection Team will meet 3 times during the second half of the 24-25 school year to research and implement strategies to promote the hiring of diverse candidates.</p> <p>2) Documented increase in the number of diverse candidates hired between 2024-2025 school year and the 2027-2028 school year.</p>	<p>1) Time to plan and coordinate the District's Recruitment and Selection Team.</p> <p>2) Costs for Substitute coverage for team members.</p> <p>3) Professional learning and training for team members and training for all hiring committees.</p> <p>3) IT Team to update district technology hiring documents including our Frontline hiring software.</p>	<p>1) Lack of time to meet on a consistent basis, Mitigation-District Leadership ensures consistent meeting of the team and monitors the progress of the team.</p> <p>2) Lack of budget to support initiatives. Mitigation-District commitment to prioritizing funding for these initiatives.</p>	<p>1) District Recruitment and Selection Team responsibilities and membership are posted on the district's website</p> <p>2) Establishment of the district Recruitment and Selection Team is communicated to all levels of the district.</p>
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Retention

Goal	Who Manages the Goal?	Strategies/Key Activities			Indicators of Progress	Resources Required	Risks/ Mitigation	Communication/Engagement Efforts
<i>(What are we trying to do?)</i>	<i>(Name, Position)</i>	<i>What?</i>	<i>Who Owns This?</i>	<i>By When?</i>	<i>How will we know if we are on track for success?)</i>	<i>(What people, time, money, and technology will be needed?)</i>	<i>(What could go wrong? How will we make that less likely to happen?)</i>	<i>(Who needs to be consulted/ engaged? What needs to be communicated? To whom?)</i>
<p>By the end of the 2027-2028 school year we will retain 90% of our newly hired racially, ethnically, culturally and linguistically diverse educators by creating a supportive culture where individuals feel welcomed, engaged, and supported in Regional School District 13.</p>	<p>Kevin Brough, Human Resources Specialist</p>	<p>1)Provide 3 check-ins to monitor new staff throughout the year. Check-ins will provide data relating to supportive culture and engagement in the district.</p> <p>2)Development of a survey to administer to all district new staff to obtain feedback relating to the level of support in the district.</p>	<p>Kevin Brough, Human Resources Specialist, Building Principals and Jennifer Keane, Director of Student Services and Special Education</p> <p>Kevin Brough, Human Resources Specialist</p>	<p>November 15 February 15 May 15 of school year</p> <p>September 2025</p>	<p>1)Documentation of check-in meetings; 2)Leadership Team to monitor and analyze the results of meetings and survey results with Human Resources Specialist; 100% of new staff engage in check-ins throughout the school year</p> <p>1)Analysis of survey results indicates new staff feel supported and there is a positive climate for new diverse educators in the</p>	<p>1)Meeting times, HR staff will need to develop meeting guidelines and consistent check-in procedures to ensure fidelity. 2) The Leadership team will meet to ensure consistency across schools relating to the check-in procedure.</p> <p>1)Technology - Time to develop surveys. 2) Time to administer and analyze surveys, 3) Report feedback to administrators</p>	<p>1)Staff are not available for interviews. Mitigation- Scheduling of mandated meetings takes place well in advance of scheduled meetings. Leadership support is engaged to ensure meetings take place.</p> <p>1)Staff do not complete surveys, survey results are not analyzed nor is feedback acted upon. Mitigation- Review of survey</p>	<p>1)Leadership and new staff are made aware of schedule check-ins; 2)Communication of check-in expectations are provided annually at the district New Staff Orientation; 3)Outline leadership expectations of monitoring and support of new staff during summer leadership meetings.</p> <p>1)Leadership and staff are made aware of surveys and informed of the results of the surveys.</p>

		<p>3) Partner with area school districts with limited staff diversity to create regional support groups for educators from diverse backgrounds new to the partner districts.</p>	<p>Superintendent of Schools- Doug Schuch Human Resources Specialist - Kevin Brough</p>	<p>Start of 2025-2026 school year</p>	<p>district.</p> <p>1) Establishment of a support cohort with neighboring towns. 2) Monthly meetings scheduled at regular intervals during the school year for the regional support group. 3) Feedback obtained from new staff and date analyzed to determine next steps.</p>	<p>and district Recruitment and Retention Team.</p> <p>1) RESC support through ACES and/or CREC to hire a facilitator for the group. 2) Support of the Middlesex Consortium for identification of new staff from diverse backgrounds in the Consortium.. 3) Release time for new staff to meet during the school day.</p>	<p>results given to District Recruiting and Retention Team for Review and Analysis. Completion of surveys is documented by the Recruiting and Retention Team.</p> <p>1) Lack of cooperation from other districts, Districts not having diverse new educators Mitigation- The Middlesex Consortium facilitates the regional support group with assistance from a facilitator from CREC.</p>	<p>1) Engagement with local RESCs including ACES and CREC; Communication with local school districts in Middlesex County. Communication with the Middlesex Consortium</p>
		<p>4) Pair diverse staff with an experienced mentor (preferably from a diverse background)</p>	<p>Building Principals</p>	<p>Start of 2025-2026 school year</p>	<p>1) Document mentor and mentee meetings and obtain feedback based on these meetings. 2) Increased retention of staff from ethnically, culturally and linguistically diverse backgrounds. 3) Recruitment</p>	<p>1) Stipends and coverage for mentors 2) Release time for new staff 3) Budgeting to support stipend and staff coverage for the program.</p>	<p>1) Lack of diverse mentors - Mitigation Contact with diverse mentors from other school districts. Collaboration with RESCs for support and placement of mentors of color to support new staff.</p>	<p>1) Communication with local RESC's (CREC and ACES) and the Middlesex Consortium for possible funding RSD13 staff - New staff informed of mentorship at New Staff Orientation</p>

					and Retention Team meets to analyze survey results.			
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