

## 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	
<b>District:</b>	Region 1 - Including these school districts - Canaan, Cornwall, Kent, North Canaan, Salisbury, Sharon and Region 1
<b>Vision:</b>	<p>In Region 1, we envision a community of educators that mirrors the changing population of our region and builds an even broader and more diverse community overtime. We are committed to fostering an inclusive and equitable environment where every student is supported by a diverse teaching staff that reflects their racial, ethnic, linguistic and gender backgrounds.</p> <ul style="list-style-type: none"> <li>- We believe that everyone should feel a sense of belonging and that no individual should be marginalized. Through intentional recruitment, hiring and retention strategies, we aim to cultivate a supportive environment where everyone feels valued.</li> <li>-- To attract and retain a more diverse workforce, we will actively engage in outreach efforts, highlighting the attractiveness of Region 1 and inviting others to join us in shaping the future of education. We believe that diversity should exist at all levels of our organization, from classrooms to leadership positions.</li> <li>- Continuous learning and cultural awareness are central to our commitment to diversity, equity, and inclusion. We recognize that this journey requires ongoing effort and dedication from all staff members.</li> <li>- We are dedicated to supporting individuals facing challenges in relocating to our area, providing information and assistance with respect to housing, community services, and integration into our community.</li> </ul> <p>In essence, our vision for Region 1 is one of inclusivity, equity, and belonging, where every individual is valued, supported, and empowered to thrive. Together, we are supporting a path forward towards a brighter, more inclusive future for all.</p>
<b>Theory of Action</b>	<p>If we implement the strategies noted below, then we will realize our vision of inclusivity, equity, and belonging at Region 1, so that every individual is valued, supported, and empowered to thrive.</p> <ul style="list-style-type: none"> <li>- <u>Build a Diverse Teaching Staff</u>: We will actively expand our recruiting efforts to attract a larger pool of highly qualified educators with a focus on attracting educators from diverse backgrounds who reflect the changing demographics of our region. This includes prioritizing candidates who are racially and ethnically diverse and who speak languages other than English to ensure language diversity among our teaching staff, as well as candidates who will contribute to increasing the racial, ethnic, and gender diversity of our teaching staff.</li> <li>- <u>Create an Inclusive Environment</u>: We will implement initiatives to foster a culture of inclusivity and belonging within our schools and communities. This includes providing training and resources for staff members on cultural responsiveness and equity, as well as creating spaces where all individuals feel valued and respected.</li> <li>- <u>Implement Retention Strategies</u>: We will develop and implement intentional retention strategies to ensure that our staff members from backgrounds that are traditionally underrepresented in education feel supported and valued in their roles. This may include mentorship programs, professional development opportunities, and support networks to address the unique needs of each staff member.</li> <li>- <u>Promote Continuous Learning and Cultural Competence and Responsiveness</u>: We will prioritize continuous learning and cultural competence and responsiveness among all staff members. This includes providing ongoing training and professional development opportunities for staff to enhance their ability to understand and interact with people from different social and cultural standpoints.</li> <li>- <u>Support Relocation and Integration</u>: We will provide comprehensive support to individuals facing challenges in relocating to our area. This includes information and assistance with respect to housing, services, and integration into our community to ensure a smooth transition and foster a sense of belonging.</li> <li>- <u>Engage in Outreach and Recruitment</u>: We will actively engage in outreach efforts to attract candidates who will contribute to increasing the racial, ethnic and gender diversity of our teaching staff in order to build and retain a more diverse workforce. This includes highlighting the attractiveness of Region 1 as a welcoming and inclusive community and inviting individuals from diverse backgrounds to join us in shaping the future of education in our region.</li> <li>- <u>Forge Partnerships for Wrap-around Services</u>: We will collaborate with towns and communities to provide wrap-around services for families. This includes establishing partnerships with local organizations and agencies</li> </ul>
<b>Team Lead:</b>	Lisa Carter, Superintendent
<b>Team Members:</b>	<p>Carolyn Corrado - DEI Consultant and Parent            Caroline Calhoun - EdAdvance Professional Services            Michelle Curtis - Human Resource Generalist            Samantha Flunnory - Special Education Teacher            Leanne Maguire - Principal, Cornwall Consolidated School            Jeanine Rose - Assistant Superintendent            Janna Siller - Parent and Community Member            Patricia Vanicky - Art Teacher, Housatonic Valley Regional High School</p>

Increasing Educator Diversity  
Plan Template



Goal  (What are we trying to do?)	Who Owns this?	RECRUITMENT			Indicators of Success (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 sure that this doesn't happen?)	Communication/Engagement  Effects (What needs to be communicated, engaged? What needs to be communicated to whom?)
		What?	Who Owns This?	When?				
Improve current data to accurately describe the demographics in each Region 1 school	Janine Rose, Assistant Superintendent, Michelle Carter, PB Coordinator, Carolyn Carrasco, DEI Coordinator	A. Ensure that the HRIS/HRIS data more accurately reflects the actual staff demographics (race, ethnicity, language, gender, sex)	Janine Rose, Assistant Superintendent, Michelle Carter, PB Coordinator, Carolyn Carrasco, DEI Coordinator	April 2024 and ongoing	Clear and complete non-friendly demographic reports for each Region 1 school	Funding for DEI Coordinator	<b>Challenges:</b> Employees may choose not to respond to requests for demographic data. <b>Mitigation:</b> Provide communication regarding why the need for this data is important. Explain the submission of personal demographic data (for applicants and current staff) helps with Region 1 efforts to build and support a diverse community of education.	Clearly communicate to all applicants and employees that accurate demographic data supports the development of a robust and diverse workforce. Communication should appear on position applications as well as on any requests to update information in the HRIS system.
		B. Share data with HRIS and administrators to raise awareness of the staffing needs in each school	Superintendent, Assistant Superintendent, Carolyn Carrasco, DEI Coordinator	Fall 2024	BOE members and administrators use the data to support budget/HRIS/Budget as well as professional development and management succession planning	Funding for DEI Coordinator	<b>Challenges:</b> BOE members and administrators may not see the data as relevant to their understanding of a system, which the current year's goals with respect to reporting a highly specified and diverse workforce. <b>Mitigation:</b> Promote discussion with BOE and administrators that includes the benefits of workforce, that centers equity, fosters a culture of inclusion, promotes innovation, and enhances organizational performance and competitiveness.	Review data with BOE in alignment with BOE policy and share plans for recruitment, hiring and professional learning based on the data and the current year's goals with respect to reporting a highly specified and diverse workforce.
1. Broaden outreach efforts to identify a more diverse group of candidates	Janine Rose, Assistant Superintendent, Michelle Carter, HR Coordinator	A. Form partnerships with one and local community colleges and universities	Janine Rose, Assistant Superintendent, Michelle Carter, HR Coordinator	Fall and Spring 2024 and ongoing	Identifiable and productive relationships with colleges and universities that result in candidates that apply for positions in Region 1	Funds to cover transportation costs to visit colleges and universities for meetings	<b>Challenges:</b> Compliance with other districts for a limited pool of candidates. <b>Mitigation:</b> Begin the outreach with colleges and universities in the summer and create a schedule to reach out to graduates early in the current year who will be candidates for employment in the following year.	Communicate with key individuals in colleges and universities who can make connections with future graduates.
		B. Attend job fairs that include outreach to a more diverse group of potential candidates	Janine Rose, Assistant Superintendent, Michelle Carter, HR Coordinator	Fall and Spring 2024 and ongoing	Attendance at job fairs that include outreach to a more diverse group of potential candidates	A. Funds to cover costs to attend job fairs. B. Release time and allocate teacher coverage for teaching staff who will attend job fairs.	<b>Challenges:</b> (1) Limited opportunities to apply for positions in Region 1, mostly with current employees based in the school district. (2) Outreach to new teachers at the time of the fair. (3) Outreach to new teachers at the time of the fair. <b>Mitigation:</b> (1) Create a list of effective personnel materials to distribute at the fair. (2) Send the fair with enthusiastic and welcoming education who can engage potential candidates. (3) Follow up with phone calls and/or email to candidates who showed interest in Region 1. (4) Create a schedule to reach out to graduates early in the current year who will be candidates for employment in the following year.	Promote the importance of employee support for the fair and recruit staff who will have experience Region 1 teachers at the fair. Provide them with effective marketing materials to complete the benefits of working in Region 1, including a commitment to equity and opportunity for all employees.
		C. Identify possible candidates for the teacher residency program	Janine Rose, Assistant Superintendent, Michelle Carter, HR Coordinator	Spring 2024 and ongoing	Available, certified candidates on the teacher residency program	Funds to support the individuals enrolled in the teacher residency program	<b>Challenges:</b> Advertising the teacher residency program to a wider audience. <b>Mitigation:</b> Supply for available grants to offset the cost. (2) Recruit BOE members and administrators of the benefits of a highly diversified workforce that centers equity, fosters a culture of inclusion, promotes innovation, and enhances organizational performance and competitiveness.	Communicate to all non-certified staff regarding the teacher residency program to attend meetings and individual conversations.
1. Spread the word about Region 1	Lisa Carter, Superintendent, Nancy Hagg-Martin, PB Coordinator, Carolyn Carrasco, DEI Coordinator	Develop marketing materials and media (radio and social media) that address Region 1 and highlight diversity, equity, and inclusion.	PB Coordinator and DEI Coordinator	Fall and Spring 2024 and ongoing	Print materials and social media campaigns designed to promote Region 1. The materials will include a description of quality of life, a commitment to diversity equity, and inclusion. - Career advancement opportunities. - Community support services (e.g. childcare, housing, etc.).	Funds to support the production of marketing materials	<b>Challenges:</b> Creating materials that are effective with a diverse group of individuals who apply to open positions in Region 1. <b>Mitigation:</b> Share details of the materials with a diverse group of current employees to ensure that the materials are authentic and persuasive.	See negotiations

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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?				
Develop intentional hiring and selection criteria that increase the population diversity beyond the 2% of the total current population. (It is difficult to identify a more precise goal as about 99% of our applicants are white)	Jeanine Rose, Assistant Superintendent, Michelle Curtis, HR Generalist, Carolyn Corrado, DEI Consultant	Develop a candidate application and screening protocol that considers the school demographics with respect to race, ethnicity, linguistic and gender diversity. 1. Develop position postings that incorporate language to communicate the need and desire to attract a diverse candidate pool 2. Ensure the presence of a clear and timely hiring timeline 3. Use Region 1 demographic data to guide the screening process 4. Create standardized, relevant questions that support equity as well as a rubric that is specific to the position to review candidate answers. 5. Ensure that all staff involved with the hiring process receive professional development regarding best hiring practices to recruit a more diverse workforce. 6. Audit job descriptions for underlying bias and make necessary corrections.	Jeanine Rose, Assistant Superintendent, Michelle Curtis, HR Generalist, Carolyn Corrado, DEI Consultant	1. Develop position postings that incorporate language to communicate the need and desire to attract a diverse candidate pool <b>Spring 2024</b> 2. Ensure the presence of a clear and timely hiring timeline. <b>Spring 2024</b> 3. Use Region 1 demographic data to guide the screening process <b>Fall and Spring 2024-2025</b> 4. Create standardized, relevant questions that are support equity as well as a rubric that is specific to the position to review candidate answers. <b>Spring and Fall 2024</b> 5. Ensure that all staff involved with the hiring process receive professional development regarding best hiring practices when developing a diverse workforce. <b>Fall 2024</b> 6. Audit job descriptions for underlying bias and make necessary corrections. <b>Spring and Fall 2024-2025</b>	-Completion and/or application of items 1-6 in the "Strategies" column. Selection of a diverse group of newly hired highly qualified staff each year. (This is difficult to quantify due to the challenges of recruiting a diverse group of candidates to come to Region 1)	Funds to compensate the DEI consultant.	<b>Challenge:</b> The other demands of the Assistant Superintendent and the HR Generalist may make it difficult to complete the actions for this goal. <b>Mitigation:</b> Set a timeline on the calendar that includes specific blocks of time to work on items 1-6 under "Strategies".	Communication with the Superintendent and the Business Manager (HR Generalist Supervisor) to ensure that they allow the Assistant Superintendent and the HR Generalist the time to complete the tasks associated with this goal.

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RETENTION								
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?)
		What?	Who Owns This?	By When?				
1. Create a welcoming and inclusive environment that serves a diverse community and where employees from underrepresented groups feel safe and have a sense of belonging.	Lisa Carter, Superintendent, Jeanine Rose, Assistant Superintendent, Michelle Curtis, HR Generalist, Carolyn Corrado, DEI Consultant	1. Provide outreach and support to all new staff members so that they feel welcomed and included. - Career development opportunities including continuing education, professional learning, mentorship, and promotional opportunities. - Relocation support services - realtor introductions, tours of neighborhoods , networking with community members. - Family support services - directory for religious community groups, food shopping, child care support, etc. 2. Informal check-ins with new staff from underrepresented groups	Lisa Carter, Superintendent, Jeanine Rose, Assistant Superintendent, Michelle Curtis, HR Generalist, Carolyn Corrado, DEI Consultant	Spring 2025 and ongoing	Meetings with educators from underrepresented groups report feeling included and happy in their work and life in Region 1. They stay in Region 1 and progress along their career paths and into administrative positions if that is their goal.	Funding for professional learning and support services. (The funding details will become clearer after the team understands what is needed for specific support services.)	<b>Challenge:</b> Lack of community support. Unwelcomed lived experiences and/or microaggressions are not reported until it is too late to address them. <b>Mitigation:</b> 1. HR support that is available to employees so that they can report and discuss reported incidents. 2. Regular check-ins with underrepresented employees 3. Follow-up with individuals who are not welcoming or are committing microaggressions 4. Restorative discussions within the community to promote understanding and healthy community relationships.	1. Communicate with community service providers (e.g. realtors, daycare, community organizations) to introduce new employees. 2. Create a directory of services to serve as a reference to new employees. 3. Communicate an HR contact so that employees have a person in Region 1 who can regularly check in as well as help them with any questions or challenges that they encounter as they settle and live in the community.
2. Develop a network of affinity groups within the Northwest Corner of CT to provide the space for a discussion of shared experiences and help create a sense of belonging and community.	Jeanine Rose, Assistant Superintendent, Michelle Curtis, HR Generalist, Carolyn Corrado, DEI Consultant	Work with administrators in Region 10, Plymouth, and Region 14 as well as with the staff from EdAdvance to create a regular meeting event so that members of various affinity groups (racial, ethnic, gender, etc.) can meet to make friends, share experiences, and build community.	Jeanine Rose, Assistant Superintendent, Michelle Curtis, HR Generalist, Carolyn Corrado, DEI Consultant	Fall 2025 and ongoing	1. Employees attend activities and report that they are broadening their network of friends and colleagues. 2. Employees report that the meetings are enjoyable and helpful to them.	Y	<b>Challenge:</b> 1. Scheduling a time that will work for all employees. 2. Perception of special benefits for the affinity groups that are not available to all employees. <b>Mitigation:</b> 1. Check with employees and plan meetings well in advance of when they will take place to maximize opportunities to attend. 2. Clearly communicate the purpose for the meetings and invite employees who may not be a part of the affinity groups from time to time.	1. Communicate with all employees from underrepresented populations about the meetings and their purpose and inquire as to their usefulness. 2. Use a Doodle poll or other scheduling program to schedule the meetings to ensure maximum participation. 3. Consider the use of a facilitator for the initial event to help people meet one another and to break the ice. 4. Gather feedback about the meeting events and make adjustments to best support the participants.