

Somers Board of Education Meeting

Monday, February 26, 2024 7:00 PM

Somers Board of Education Chambers, 1 Vision Boulevard, Somers, CT 06071

1. **CALL TO ORDER**
2. **PLEDGE OF ALLEGIANCE**
3. **APPROVAL OF MINUTES**
 1. Approval of the February 12, 2024 BOE Minutes 2
The Board to review and approve the BOE minutes from February 12, 2024.
4. **ADMINISTRATIVE REPORTS**
 1. Superintendent Update
 2. SHS Student Representatives' Report
Jocelyn Randall and Yanni Karaja, SHS students, will update the Board on recent SHS events.
 3. Stream Team Presentation
Kathryn Burnett, Amanda Trask, Juliette Mira, and Maya Serrano, SHS students, will update the Board on Stream Team, their collaboration with CTDEEP and Saint Joseph's University, and information they have collected.
5. **OPPORTUNITY TO ADD/DELETE AGENDA ITEMS**
6. **CONSENT AGENDA**
 1. Warrant of February 26, 2024 7
The Board to review and consent to the warrant of February 26, 2024.
 2. Retirement
Gail Bodine-Donahue, Grade 2 Teacher, will be retiring at the end of the 2023-2024 school. Mrs. Bodine-Donahue will have served in the Somers Public Schools for 27 years.
 3. Educator Diversity Plan (Mandated by the state) 11
The Board to consent to the Educator Diversity Plan. This plan needs to be submitted to the state by March 15, 2024.
7. **OLD BUSINESS**
8. **NEW BUSINESS**
9. **COMMITTEE REPORTS**
 1. Curriculum
 2. Policy
 3. Planning/Finance
 4. Salary & Negotiations
10. **CABE/CREC/State Dept. of Ed./SEF**
11. **AUDIENCE TO CITIZENS/STAFF/STUDENTS**
12. **ADJOURNMENT**

Somers Board of Education Regular Meeting
Somers Board of Education Chambers
Monday, February 12, 2024
7:00 PM

(The recorded livestream may be viewed on SPS' YouTube channel on the school website)

Present BOE Members: Anne Kirkpatrick, Mike Briggs, Dr. Ed DePeau, JT Galloway, Jan Martin, Kim Radziewicz, Carl Stebbins

Absent BOE Members: Shane Manning, Derek Zelek

Others: Dr. Sam Galloway, Stephanie Levin

1. CALL TO ORDER

The regular Board of Education meeting was called to order by Chair Kirkpatrick at 7:01 p.m. in the Board of Education Chambers.

2. PLEDGE OF ALLEGIANCE

3. APPROVAL OF MINUTES

3.1. Approval of the January 22, 2024 BOE Minutes

Rationale: The Board to review and approve the BOE minutes from January 22, 2024.

Motion to approve the minutes of 1/22/24 Board of Education Meeting. This motion, made by Jan Martin and seconded by JT Galloway, Carried. **Yea: 7, Nay: 0, Absent: 2 (Shane Manning, Derek Zelek)**

4. ADMINISTRATIVE REPORTS

4.1. Superintendent Update

The SES Winter Concert was held on 2/8/24. The elementary band and chorus performed to a large audience. It was noted that the band has grown in size to include 136 students. Superintendent Galloway commended the students and music department staff.

MBA is a finalist for Middle School of the Year, a state-wide competition. Principal Martello and her team put together a strong application earlier this year highlighting ways MBA demonstrates the nine indicators of school excellence. MBA will host a visiting team on 3/1/24.

Last Tuesday, SHS hosted an 8th grade night for students and parents. Eighth graders and families learned about course offerings and Capstone Projects while being welcomed into SHS.

Over 40 students attended the SAT prep on 2/10/24. Superintendent Galloway thanked SHS staff for their expertise and support. He thanked Ms. Duval, Ms. Fortini and Ms. McNamee for providing individualized support for students during the session, and additionally thanked Dan Clement for marketing the opportunity to students. The next session will be held on 2/24/24.

Superintendent Galloway reviewed achievements in winter athletics. The Girls' Basketball team record is 15-4, making the team the number 2 seed in the conference tournament. Eliana Wood met the 1,000 point mark at a recent game. The Boys' Basketball team has 3 regular season games left with a current record of 11-6. Troy Maia scored his 1,000th point on Senior Night. Tri-Town Hockey has won 3 of their last 4 games. The Wrestling Team participated in the NCCC tournament last weekend. William Accorsi and Harrison Accorsi won their weight class matches. The Indoor Track Team competed in the State tournament last weekend. The girls 4x800 relay won the title. Congratulations to Stephanie Burzynski, Ava DePeau, Dara Salka and Sara St. Germain. Stephanie Burzynski also qualified for the 1600-meter race.

4.2. Monthly Budget Report

Rationale: Stephanie Levin, Director of Business Services, will update the Board on the January budget.

Discussion: Stephanie Levin shared the monthly budget report. Budget transfers that were approved by the Board in January were reflected in the report. There were several other changes in line items for salaries and insurance.

The state annually provides reimbursement to districts for Special Education outplacements through the Excess Cost Grant. While these payments are intended to cover 100% of the cost, historically this has never occurred. Funding generally falls closer to 73-75% of the district's cost. Last year, the state introduced a tiered system based on the wealth of the district. It was expected that Somers would be reimbursed at 88% with this change; however, the district only received 76% last year. It is estimated that the district will receive closer to 70.5% this year. At 88%, the district would have been reimbursed approximately \$197,000; however, the actual reimbursement will likely be closer to \$158,000. This is the lowest reimbursement percentage in years. Payments to the district are split up and begin in February. The district sets the budget to cover the outplacement of existing students, as well as any anticipated outplacements of current SPS students. Unexpected outplacements are not reflected in the budget. The average cost per student, per year is between \$100,000-\$200,000 including tuition and transportation. There is potential that the percentage of reimbursement this year will change as districts submit their outplacement costs in the coming weeks.

The transportation budget was also reviewed. The district contract with First Student currently allows for a 4-hour per day bus run allotment. The district is charged \$62/hour beyond the 4-hour allotment. This hourly rate increases by 3%

annually. First Student runs 15 buses for the district. A subcommittee has met to discuss ways to stay within the allotted time, such as combining bus stops and adjusting routes. Stephanie Levin has also reached out to First Student to discuss potential solutions. Ensuring efficiency while maintaining a positive relationship between bus drivers and families is a priority.

5. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

6. CONSENT AGENDA

Motion to approve Consent Agenda. This motion, made by Kim Radziewicz and seconded by Carl Stebbins, Carried. **Yea: 7, Nay: 0, Absent: 2 (Shane Manning, Derek Zelek)**

6.1. Warrant of February 12, 2024

Rationale: The Board to review and consent to the warrant of February 12, 2024.

6.2. 2nd Posting DBS Code 3541.32 - Transportation: Special Transportation for School-Related Trips

6.3. Resignations

- Tracy Wyllie, SES Reading Tutor, will be resigning with her last day on February 6, 2024, after 17 years of service at SPS.
- Kyle MacFeat, SHS Custodian, will be resigning with his last day on February 16, 2024.

7. OLD BUSINESS

7.1. Approval of Proposed SPS 2024-2025 Budget

Rationale: The Board to approve the proposed 2024-2025 Board of Education budget to move to the Board of Finance and then to Public Hearing. Dr. Galloway will be available to answer any questions.

Motion to send the proposed Board of Education budget of \$29,188,833 for '24-'25 with a 6.48% increase to the Finance Board. This motion, made by Kim Radziewicz and seconded by Carl Stebbins, Carried. **Yea: 7, Nay: 0, Absent: 2 (Shane Manning, Derek Zelek)**

Discussion: The originally proposed budget was reduced from 6.84% to 6.48%. This equates to a proposed budget of \$29,188,833, based on a locked in rate of \$0.10 per kilowatt hour. Reductions were made through the medical expense budget (down from 5% to 4%) and a projected \$40,000 savings in retirement pay outs.

There has been little to no feedback from employees regarding the state plan for insurance that was adopted last year. If the district had stayed with UHC, there would have been a 26% increase in cost.

Superintendent Galloway will attend school PTO meetings to explain the budget and the main drivers.

8. NEW BUSINESS

8.1. Educator Diversity Plan (Mandated by the state)

Rationale: Dr. Galloway will brief the Board on the Educator Diversity Plan for future approval. This plan needs to be submitted to the state by March 15, 2024.

Discussion: Superintendent Galloway shared that according to Act 23-167, subsection 10, Boards of Education must submit an Educator Diversity Plan to the CSDE for review and approval by March 15, 2024. The proposed Somers plan was reviewed. Recruitment efforts, hiring and selection efforts, and staff retention were discussed. New marketing materials were well received by the Board. Superintendent Galloway, Lori Caron, Dina Senecal, and Jessica Wood have been instrumental in the branding and marketing efforts.

8.2. Open Choice Program - Open Slots

Rationale: The Board to review and approve the 20 slots on the Open Choice program. This is the same allocation as in the 2023-2024 school year.

Motion to approve 20 slots in the Open Choice program for '24-'25. This motion, made by Carl Stebbins and seconded by Jan Martin, Carried. **Yea: 7, Nay: 0, Absent: 2 (Shane Manning, Derek Zelek)**

Discussion: Administration recommended that the Board approve 20 slots for students in the Open Choice Program. This is the same allocation as the current school year. At this time, only 7 slots are filled. If these 7 students continue to fill the slots, this will leave 13 more openings. Filling openings for Open Choice in Somers is difficult due to the proximity of Somers to Hartford, which makes for a long bus ride for students. Another deterrent for enrollment is athletics. Community engagement events are scheduled throughout the year to help build relationships between families in Somers and Hartford.

9. COMMITTEE REPORTS

9.1. Curriculum

This committee met on 2/12/24 to discuss Kindergarten registration and the Summer Reading Program. SHS English teachers attended to present the rationale for summer reading. The team plans to meet with the whole school to modify the program and increase cohesiveness across departments. The next meeting will be held on 4/22/24 at 5:30 p.m.

9.2. Policy

The next meeting will be held on 2/26/24 at 6 p.m.

9.3. Planning/Finance

This committee is on hold.

9.4. Salary & Negotiations

This committee is on hold.

10. CABE/CREC/State Dept. of Ed./SEF

The next CREC meeting will take place on 2/14/24 at 11:30 a.m. The next SEF meeting is on 2/12/24. The public hearing for the budget will be held on 3/11/24 at 6 p.m. in the BOE Chambers. A waiver from the state was requested regarding the January 12th school closure. The Winter Concert scheduled for 2/13/14 will be rescheduled due to inclement weather.

11. AUDIENCE TO CITIZENS/STAFF/STUDENTS

12. ADJOURNMENT

Motion to adjourn the meeting at 8:05. This motion, made by Jan Martin and seconded by JT Galloway, Carried. **Yea: 7, Nay: 0, Absent: 2 (Shane Manning, Derek Zelek)**


Jan Martin, BOE Secretary Date
 Jenna McDermott, BOE Recording Secretary

SOMERS BOARD OF EDUCATION VOUCHER

Voucher No: 1155

Voucher Date: 02/26/2024

Prepared By:


Printed: 02/22/2024 10:14:54 AM

SOMERS BOARD OF EDUCATION is hereby authorized to draw warrants against SOMERS BOARD OF EDUCATION funds for the sum of \$254,732.32 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.


Stephanie Levin Director of Business Services

SOMERS BOARD OF EDUCATION

Fund	Amount
10 GENERAL FUND	\$254,732.32
	\$254,732.32

Somers Board of Education

Check Listing

Fiscal Year: 2023-2024

Criteria:

Bank Account: BOE AP CASH 1918032563

From Date: 2/26/2024
 From Check: 24528
 From Voucher: 1155

To Date: 2/26/2024
 To Check: 24572
 To Voucher: 1155

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
24528	02/26/2024	Adelbrook Inc	\$21,864.50	1155	Printed	Expense	<input type="checkbox"/>		
24529	02/26/2024	Alternative Access Assistive Technology	\$3,177.50	1155	Printed	Expense	<input type="checkbox"/>		
24530	02/26/2024	Amazon Capital Services	\$2,352.96	1155	Printed	Expense	<input type="checkbox"/>		
24531	02/26/2024	Boys & Girls Village, Inc.	\$4,770.00	1155	Printed	Expense	<input type="checkbox"/>		
24532	02/26/2024	BSN Sports LLC	\$577.02	1155	Printed	Expense	<input type="checkbox"/>		
24533	02/26/2024	Cummins Sales and Service	\$1,048.32	1155	Printed	Expense	<input type="checkbox"/>		
24534	02/26/2024	DDR Properties	\$770.00	1155	Printed	Expense	<input type="checkbox"/>		
24535	02/26/2024	Demco, Inc.	\$65.40	1155	Printed	Expense	<input type="checkbox"/>		
24536	02/26/2024	Environmental Systems Corp.	\$3,940.00	1155	Printed	Expense	<input type="checkbox"/>		
24537	02/26/2024	Eversource Energy	\$45,108.71	1155	Printed	Expense	<input type="checkbox"/>		
24538	02/26/2024	First Student, Inc	\$124,428.50	1155	Printed	Expense	<input type="checkbox"/>		
24539	02/26/2024	Frontier Communications	\$895.80	1155	Printed	Expense	<input type="checkbox"/>		
24540	02/26/2024	Gateway Enterprise Corporation	\$305.00	1155	Printed	Expense	<input type="checkbox"/>		
24541	02/26/2024	Geissler's Supermarket, Inc	\$390.04	1155	Printed	Expense	<input type="checkbox"/>		
24542	02/26/2024	Gopher Sport	\$111.94	1155	Printed	Expense	<input type="checkbox"/>		
24543	02/26/2024	Graduate Pest Solutions, Inc.	\$210.32	1155	Printed	Expense	<input type="checkbox"/>		
24544	02/26/2024	Grainger	\$27.38	1155	Printed	Expense	<input type="checkbox"/>		
24545	02/26/2024	Group Dynamic	\$66.60	1155	Printed	Expense	<input type="checkbox"/>		
24546	02/26/2024	Hartford HealthCare Corporation SBO	\$8,720.00	1155	Printed	Expense	<input type="checkbox"/>		
24547	02/26/2024	Herff Jones Inc.	\$1,074.31	1155	Printed	Expense	<input type="checkbox"/>		
24548	02/26/2024	High Grade Gas Service, Inc	\$3,392.18	1155	Printed	Expense	<input type="checkbox"/>		
24549	02/26/2024	Hillyard-New England	\$122.01	1155	Printed	Expense	<input type="checkbox"/>		
24550	02/26/2024	Intensive Education Academy, Inc.	\$12,762.66	1155	Printed	Expense	<input type="checkbox"/>		

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Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
24551	02/26/2024	J.W. Pepper & Son, Inc.	\$354.90	1155	Printed	Expense	<input type="checkbox"/>		
24552	02/26/2024	JP Climate Control LLC	\$270.00	1155	Printed	Expense	<input type="checkbox"/>		
24553	02/26/2024	K&S Distributors	\$1,345.71	1155	Printed	Expense	<input type="checkbox"/>		
24554	02/26/2024	Kelly Refrigeration & Freezer	\$100.00	1155	Printed	Expense	<input type="checkbox"/>		
24555	02/26/2024	Luginbugl Plumbing & Services LLC	\$265.00	1155	Printed	Expense	<input type="checkbox"/>		
24556	02/26/2024	MagnaKleen Services	\$217.22	1155	Printed	Expense	<input type="checkbox"/>		
24557	02/26/2024	Michael N. Fulco, Ph.D.	\$5,500.00	1155	Printed	Expense	<input type="checkbox"/>		
24558	02/26/2024	Microbac Laboratories, inc	\$225.25	1155	Printed	Expense	<input type="checkbox"/>		
24559	02/26/2024	MTE	\$237.74	1155	Printed	Expense	<input type="checkbox"/>		
24560	02/26/2024	NAPA Auto Parts	\$66.36	1155	Printed	Expense	<input type="checkbox"/>		
24561	02/26/2024	Nicholas Kosloski	\$35.16	1155	Printed	Expense	<input type="checkbox"/>		
24562	02/26/2024	Overdrive Education	\$1,000.00	1155	Printed	Expense	<input type="checkbox"/>		
24563	02/26/2024	Plimpton & Hills	\$237.24	1155	Printed	Expense	<input type="checkbox"/>		
24564	02/26/2024	Portland Pottery	\$1,268.85	1155	Printed	Expense	<input type="checkbox"/>		
24565	02/26/2024	School Specialty, LLC	\$95.67	1155	Printed	Expense	<input type="checkbox"/>		
24566	02/26/2024	Shipman & Goodwin, LLP	\$2,407.00	1155	Printed	Expense	<input type="checkbox"/>		
24567	02/26/2024	Somers Public Schools	\$448.85	1155	Printed	Expense	<input type="checkbox"/>		
24568	02/26/2024	Stafford Mechanical Services	\$1,604.00	1155	Printed	Expense	<input type="checkbox"/>		
24569	02/26/2024	The Home Depot Pro	\$109.64	1155	Printed	Expense	<input type="checkbox"/>		
24570	02/26/2024	Thomas Eaton Jr	\$300.00	1155	Printed	Expense	<input type="checkbox"/>		
24571	02/26/2024	USA Waste and Recycling	\$1,733.20	1155	Printed	Expense	<input type="checkbox"/>		
24572	02/26/2024	VEX Robotics Inc	\$729.38	1155	Printed	Expense	<input type="checkbox"/>		
Total Amount:			\$254,732.32						

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End of Report

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 pre-existing board or board equivalent policy expressly conferring authority on the superintendent or equivalent schools administrator to make any necessary Plan revisions, the school board or equivalent governing body will be expected to formally approve any necessary revisions to its Plan prior to resubmitting the revised Plan by May 15, 2024.

COVER PAGE	
District:	Somers Public Schools
Vision:	The Somers Public School district is committed to diversifying our faculty and staff to prepare each student to contribute and succeed in an ever-changing global society. We are looking to hire diverse faculty and staff members
Theory of Action	By implementing targeted strategies focused on enhancing recruitment efforts that expand our reach and attract a more diverse pool of talent, improving hiring practices establishing clear protocols and policies that promote diversity and inclusivity in the hiring process so we can mitigate biases and create a fair playing field for all candidates; and, fostering a culture of inclusivity and belonging creating opportunities for connection and community, we can enhance retention rates and promote a culture where diverse staff feel valued and supported. Then, we can achieve the goal of attracting, hiring, and retaining a more diverse pool of candidates within our organization.
Team Lead:	Dr. Sam Galloway, Superintendent
Team Members:	Mrs. Dina Senecal, Senior Director of Curriculum and Instructional Operations Mrs. Stephanie Levin, Director of Business Services Mrs. Lori Caron, Human Resources Specialist Dr. Hannah Dill, Assistant Principal

Increasing Educator Diversity Plan Template

Goal	Who Manages the Team, Position	Prerequisite/Key Activities	Who Owns This? By When?	Indicators of Progress	Resources Required	Risks and Mitigation	Communication/Engagement Efforts
<p>What are we trying to do? To try to increase the representation of diverse candidates within our organization by identifying and attending 50% more job fairs and college fairs that specifically attract a high number of diverse candidates using promotional materials and communications that have diverse representation and highlight diversity work.</p>	<p>Lon Carson, Human Resources Specialist</p>	<ul style="list-style-type: none"> Assembled a diverse committee to review promotional materials to ensure communications have diverse representation and highlight DEI work Recruited a diverse group of district administrators, building administrators, and other staff to go to college and job fairs Craft job descriptions that resonate with a diverse pool of candidates, utilizing inclusive language and emphasizing transferable skills over specific qualifications or experiences Purchase promotional materials for job and college fairs Make contact with various colleges in Massachusetts and Connecticut to attend Job Fairs and connect with diverse pre-service teachers Maintain relationships with candidates. Follow up with candidates met at job fairs and college fairs to maintain relationships and provide additional information about the organization. Send personalized emails or messages expressing appreciation for their interest and inviting them to explore available opportunities. Keep candidates informed about upcoming events, job openings, and opportunities 	<p>Human Resources Specialist Senior Director of Curriculum and Instructional Operations Director of Business Services District and building administration Assistant to Superintendent</p>	<p>How will we know if we are on track? A leader for this initiative is identified and a team is meeting to put together promotional materials that promote SPS belief in an inclusive and culturally responsive environment We have entered the necessary materials to attend a college or job fair We have made commitments to 5 unique diverse candidates We have measurable growth in the number of persons who identify as diverse candidates in the applicant pool</p>	<p>What people, time, money, etc. will we make use of? Time of staff members Money for promotional materials Brochures and Flyers Branded Promotional Items Branded Merchandise (i.e., bags with zippered pockets, pens, etc.) Business Cards Recruitment Materials for Team (Table materials/flyers) Job Postings List of Open Positions Provide detailed job descriptions Application Instructions Job support Photos Testimonials from diverse staff Feedback mechanism on recruitment materials</p>	<p>Risk: Some staff may not have the language or knowledge of the system to market the action steps to support diversity in the district Mitigation strategies include supporting staff who will attend the fairs with the language to promote the district in the way it is wanting to be represented There is a risk that there will be resistance or pushback from existing staff who may perceive diverse recruitment initiatives as preferential treatment Mitigation strategies include communicating the importance and value of having diverse staff. Additionally, it will be important to foster an inclusive culture by encouraging open dialogue and addressing concerns proactively within the community</p>	<p>Who needs to be consulted / engaged? What needs to be communicated? The Human Resources team members need to be consulted regarding promotional materials Partner with diversity-focused organizations, professional associations, and student groups to promote participation in job fairs and college fairs Communicate with Universities or organizations to connect with potential diverse candidates Superintendent, Curriculum Specialist, and Administration should communicate proactively with the community to prepare them and help them understand the need and desire to increase the number of diverse staff</p>
<p>In order to recruit diverse candidates, promote diverse representation and inclusivity within our organization by increasing the number of diverse student teachers and pens by 20 percent, and promote homogenous leadership for these students and staff members</p>	<p>Lon Carson, Human Resources Specialist Senior Director of Curriculum and Instructional Operations</p>	<ul style="list-style-type: none"> Start an outreach team that will be used to facilitate relationships with Universities with diverse pre-service teachers and promote SPS as the place they should do their cooperative teaching In order to hire more diverse pens, SPS will engage in purposeful posting to solicit more interest from diverse applicants SPS will expand our hiring reach through attending more diverse hiring fairs, posting on job recruitment websites that create more visibility for our district's positions Once SPS has increased its diverse pens representation, SPS will consider a partnership with CHEC's Teacher Residency Programs and ARC program to certify non-certified staff Once SPS has increased diverse staff, in order to increase diverse leadership, SPS will consider partnering with universities who will host an I92 program/cohort at SPS's campus 	<p>Human Resources Collaborative team from Human Resources, Superintendent, and Administrators</p>	<p>How will we know if we are on track? A person has been made the leader of this initiative Tracking Recruitment Numbers. Monitor the number of diverse student teachers and pens hired over a specific time period Compare this data to previous years to assess the percentage increase Track the career progression of diverse student teachers and pens within the organization Measure the percentage of promotions or advancements to teacher or leadership positions Conduct surveys or interviews with diverse student teachers, pens, and staff members to gather their perceptions of inclusivity and opportunities for advancement within the organization Assess the establishment and effectiveness of mentorship programs and support networks specifically tailored to diverse student teachers, pens, and staff members Conduct exit interviews with student teachers who get hired elsewhere and identify potential areas for improvement in retention strategies</p>	<p>Time for professional development Dedicated staff and leadership to oversee the program Training and Professional Development for participants Program Promotion Informational Sessions Mentorship Program Networking Opportunities Resource Centers Partnerships with Educational Institutions</p>	<p>Risk: Social media opens the district to "Risk. New hires or student teachers may feel isolated due to the lack of diverse representation currently Mitigation: Implement a mentorship program, provide regular check-ins, and create a supportive community through networking events, workshops, and peer connections Risk: Lack of awareness or interest among eligible diverse candidates Mitigation: Implement a robust marketing and communication strategy to raise awareness of action steps SPS is taking to create an inclusive and safe environment</p>	<p>Communication efforts will be needed between teachers, students, and parents Building relationships with external partners, such as community organizations, educational institutions, and diversity-focused networks, can help facilitate outreach efforts to attract diverse candidates Direct communication with diverse student teachers, pens, and staff members is crucial to ensure their voices are heard, their experiences are understood, and their needs are addressed Regular communication channels such as meetings, focus groups, surveys, and one-on-one conversations should be utilized to gather feedback, provide support, and foster a sense of belonging Administrators will need to pair current teachers with candidates and communicate supports in the district Transparent communication with all employees about the organization's commitment to diversity, equity, and inclusion is essential for fostering a culture of belonging and collective responsibility Regular updates, town hall meetings, newsletters, and internal communications platforms can be used to share progress, celebrate successes, and reinforce the importance of promoting diverse representation and inclusivity</p>

Goal	Who Implements the Initiative (Name, Position)	Essential/Key Activities	Who Owns This?	By When?	Resources Required	Timeline and Milestones	Communication / Engagement Efforts
<p>WestEd is working to help communities to diversity and inclusion. 50% of the leadership and staff participating in hiring committees should complete implicit bias training. This initiative aims to cultivate awareness, understanding, and mitigation of implicit biases among all staff, ensuring a more inclusive and equitable workplace.</p>	<p>Sam Galloway, Superintendent</p>	<p>All members of the administrative team will complete implicit bias training. This initiative aims to cultivate awareness, understanding, and mitigation of implicit biases among all staff, ensuring a more inclusive and equitable workplace.</p>	<p>Senior Director of Curriculum and Instructional Operations Director of Human Resources Director of Building Administration Assistant to Superintendent</p>	<p>April 2023</p>	<p>Training and professional development opportunities for administrators and hiring committee members on bias-free interviewing techniques, diversity awareness, and cultural competency.</p> <p>Time allocated for planning, implementing, and evaluating diversity and inclusion initiatives, including reviewing hiring practices, developing interview tools, and conducting training sessions.</p> <p>Financial resources allocated for training programs, professional development opportunities, and other initiatives aimed at promoting diversity and inclusion in the hiring process.</p> <p>Access to digital platform for tracking training completions, monitoring hiring processes, and collecting feedback from stakeholders.</p>	<p>Without ongoing support, participants may struggle to apply the concepts from the training in their day-to-day role.</p> <p>Offer different formats for training, such as interactive workshops, to cater to diverse learning preferences.</p> <p>Some employees may say they do not have time or resources to attend the training.</p> <p>Offer and make sure that the training is available to all employees.</p> <p>Provide guidance on how to assess and integrate the training materials, as well as support for any technical or logistical challenges that may arise.</p>	<p>School Board Members, Teachers and regular school board members on diversity and inclusion efforts, seek approval for budget allocations, and provide progress reports.</p> <p>HR Director, Collaborate with HR professionals to develop and implement diversity and inclusion training programs, recruit diverse candidates, and ensure equitable hiring practices.</p> <p>Principals, Directors, and Supervisors: Engage with hiring committees to communicate expectations for implementing bias-free hiring practices, share best practices, and encourage participation in initiatives.</p> <p>All Staff: Communicate with all staff members about the district's commitment to diversity and inclusion, provide training opportunities, and encourage participation in initiatives.</p>
<p>To strengthen the commitment to diversity within our district, the objective is to enhance hiring practices and establish protocols and policies to support a diverse hiring pool and ensure candidates are able to identify their commitment to equity and inclusive spaces. Hire from bias.</p>	<p>Sam Galloway, Superintendent</p>	<p>Enhance representation in district-wide interview committees.</p> <p>Implement comprehensive interview tools that include questions that are free of bias and aim at identifying strengths of candidates in the areas of equity, social justice and anti-racism.</p> <p>Ensure administrators are creating a welcoming environment in the hiring process and upon extending an offer to a candidate.</p> <p>Research for candidates outside of institutions we are familiar with, recruit who "fit best" candidate in the hiring process.</p> <p>Ensure hiring committees to practice work with diverse groups in representative ways.</p> <p>Validate hiring methods and ensure a system that prevents delays.</p>	<p>Collaborative team from Human Resources, Curriculum, Superintendent, and Administration</p>	<p>April 2023</p>	<p>Track the composition of district-wide interview committees to ensure representation from diverse backgrounds.</p> <p>Monitor the utilization of comprehensive interview tools and rubrics designed to assess candidates' strengths in equity, social justice, and anti-racism.</p> <p>Collect feedback from hiring committee members, candidates, and newly hired staff to assess their perceptions of the interview process and the extent to which bias-free questions and increases were utilized.</p> <p>Analyze hiring data to evaluate the diversity of candidates who progress through the hiring process and are ultimately selected for positions.</p> <p>Assess whether the implementation of comprehensive interview tools and rubrics has led to the selection of candidates who demonstrate strengths in equity, social justice, and anti-racism.</p> <p>Establish mechanisms for ongoing feedback and evaluation, such as post-hire surveys, focus groups, or debrief sessions with hiring committee members and administration.</p>	<p>Without ongoing support, participants may struggle to apply the concepts from the training in their day-to-day role.</p> <p>Offer different formats for training, such as interactive workshops, to cater to diverse learning preferences.</p> <p>Some employees may say they do not have time or resources to attend the training.</p> <p>Offer and make sure that the training is available to all employees.</p> <p>Provide guidance on how to assess and integrate the training materials, as well as support for any technical or logistical challenges that may arise.</p>	<p>School Board Members, Teachers and regular school board members on diversity and inclusion efforts, seek approval for budget allocations, and provide progress reports.</p> <p>HR Director, Collaborate with HR professionals to develop and implement diversity and inclusion training programs, recruit diverse candidates, and ensure equitable hiring practices.</p> <p>Principals, Directors, and Supervisors: Engage with hiring committees to communicate expectations for implementing bias-free hiring practices, share best practices, and encourage participation in initiatives.</p> <p>All Staff: Communicate with all staff members about the district's commitment to diversity and inclusion, provide training opportunities, and encourage participation in initiatives.</p>
<p>To enhance diversity and equity in our organization, we commit to:</p>	<p>Janet Caves, Human Resources Staff</p>	<p>Implement standardized procedures for evaluating demographics.</p>	<p>Human Resource Staff</p>	<p>April 2023</p>	<p>Implement standardized procedures for evaluating demographics.</p>	<p>Without ongoing support, participants may struggle to apply the concepts from the training in their day-to-day role.</p> <p>Offer different formats for training, such as interactive workshops, to cater to diverse learning preferences.</p> <p>Some employees may say they do not have time or resources to attend the training.</p> <p>Offer and make sure that the training is available to all employees.</p> <p>Provide guidance on how to assess and integrate the training materials, as well as support for any technical or logistical challenges that may arise.</p>	<p>School Board Members, Teachers and regular school board members on diversity and inclusion efforts, seek approval for budget allocations, and provide progress reports.</p> <p>HR Director, Collaborate with HR professionals to develop and implement diversity and inclusion training programs, recruit diverse candidates, and ensure equitable hiring practices.</p> <p>Principals, Directors, and Supervisors: Engage with hiring committees to communicate expectations for implementing bias-free hiring practices, share best practices, and encourage participation in initiatives.</p> <p>All Staff: Communicate with all staff members about the district's commitment to diversity and inclusion, provide training opportunities, and encourage participation in initiatives.</p>

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Increasing Educator Diversity Plan Template



RETENTION				
Goal (What are we trying to do? How will you sustain educators in their retention?)	Who Implements the (Name, Position)	Strategies/Key Activities What?	Who Owns This? By Whom?	Indicators of Progress (How will we know if we are on track for success?)
Enhance the sense of critical inclusion.	The School, District The School, District	*Align our climate and culture committee with building level *Develop surveys or questionnaire specifically tailored to gather feedback	Building Administrators District	*Climate Surveys Conduct regular climate surveys specifically tailored *Retention rates across all sites staff members compared to the overall
				*Communicate with the district's top leadership to earn buy-in *Communicate with stakeholders involved in data collection.

Who Owns This?
By Whom?

Indicators of Progress
(How will we know if we are on track for success?)

Strategies/Key Activities
What?

Who Implements the
(Name, Position)

Goal
(What are we trying to do? How will you sustain educators in their retention?)

Risks and Mitigations
(What could go wrong? How will we make that less likely to happen?)

Resources Required
(What people, time, money, and technology will be needed?)

Timeline and Evaluation
Start/End Date/Target Audience/Key Milestones/Checkpoints

Communication/ Stakeholder Briefs
(Who needs to be consulted / engaged? What needs to be communicated? To whom?)

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