



## Diversity and Inclusion Work Group

### **Committee Charge and Purpose:**

The purpose of this work group is to develop a long-term plan for increasing the diversity of the school district's workforce, and for establishing diversity and inclusion as a central pillar to the function of the District. The role of this work group is to expand upon the following action steps, and develop additional steps as needed. The work group will be responsible for each of the steps listed, in addition to any additional actions or steps not listed the work group may later identify as important or essential to creating a diverse and inclusive workforce:

- Establish a vision and belief statement regarding the importance and value of a diverse and inclusive workforce to the function and success of the school district, and its benefit to the community.
- Establish district wide goals for diversity and inclusion.
- Collect and evaluate data from a variety of sources to develop and establish specific, measurable, and attainable recruitment and development objectives.
- Determine and define desired impact on student performance by diversifying the Clark County School District (CCSD) workforce at all levels and in all departments.
- Commit CCSD resources through incentive programs and legislative priorities to develop teacher and administrator recruitment pipelines from our student population (through the Teaching and Training Academies) and our support professionals.
- Commit CCSD resources to develop programs to maximize and reward behaviors that foster diversity and inclusion.
- Review, revise, improve, and standardize the application, screening, selection, and hiring process in all areas of the organization to reduce and eliminate the effect of unconscious bias and eliminate barriers for diverse candidates.
- Review District schools and department policies, regulations, and practices for biased language and revise as necessary. For example, student dress code policies in schools that hold female students to different standards than male students.
- Review and revise job descriptions and job advertising to place emphasis on the importance of diversity to District operations, culture, and student achievement.
- Develop and implement training programs focused on diversity and inclusion.

### **Recommended Number of Members and Member Profile:**

Because of the nature of the work that is required, the work group must have input from multiple departments. The work group composition is projected to be administrators from Office of the Superintendent (one); Human Resources (two); College, Career, Equity, and School Choice (one); Student Services (one); Curriculum and Instruction (one); Education Services Division [ESD] (one); Assessment, Accountability, Research, and School Improvement (one); and principals/assistant principals (one each for HS, MS, ES). There will also be five additional non-administrator members (three teachers and two support professionals). Finally, there will be one position open to any employee in the District.

The committee's final composition includes: 12 administrators (eight administrators representing the departments/divisions listed in the document committee profile; three principals [one at each level]; and one principal representing ESD); three licensed/certified staff; two support professionals; one school police officer; and one substitute teacher.

Gender: ten males; eight females; one non-binary

Ethnicity/Race: three White; four Black/African American; eight Hispanic/Latino; one Asian; one American Indian/Alaskan Native; one - two or more races; one information not provided

The members of the **Diversity and Inclusion Work Group** committee are:

- Dr. Christopher Bernier, Chief of Staff
  - Steve Flak, Director II, School and Department Recruiting
  - Patty Rosales, Director II, Talent Acquisition
  - Snehal Bhakta, Coordinator III, CPD Curriculum and Instruction
  - Flor Mowrey, Director II, Dr. Beth Howe Center
  - Dr. Osvaldo Garcia, Coordinator III, Curriculum and Professional Development
  - Dr. Anthony Marentic, Alternative Program Principal, South Academic Center
  - Jose Linares, Coordinator IV, School Improvement Department
  - Allen Yee, Senior High School Assistant Principal, West Career Tech Academy
  - Marbella Alfonzo, Middle School Principal, Frank Garside JHS
  - Michelee Crawford, Elementary School Principal, C.C. Ronnow ES
  - Victor Smith, 3rd Grade Teacher, Laura Dearing ES
  - Dr. Nancy Alamo, School Psychologist, Dr. Beth Howe Center
  - Christian Harrison, Social Studies Teacher, Coronado HS
  - Shawina L. Tims, Title I Instructional Assistant Iii, Gwendolyn Woolley ES
  - Lucero Rodriguez, Title I Library Assistant Iii, Ruben P. Diaz ES
  - Stefanie Wilson-Palacio, School Police Sergeant, Police Services
  - William Thomas, Substitute Teacher, Substitute Services
  - Ignacio Ruiz, Assistant Superintendent, English Language Learner Division
- 
- All nomination forms were presented to a recommendation group for review and consideration. The recommendation group was made up of five members:
    - Dr. Christopher Bernier, Chief of Staff
    - Dustin Mancl, Region 1 Superintendent
    - Nadine Jones, Chief Human Resources Officer
    - Shana Venenga, Coordinator IV, Community Relations Department
    - Demetrius Johnson, Executive Director, Human Resources
  - The selection process took into consideration the diversity of the nominees, geographic representation of CCSD, and the variety of experiences or expertise needed to fulfill the committee's charge. Please refer to the inclusive checklist section below.
  - The recommendation group reviewed all applications and formally presented a recommendation through the Chief of Staff and/or designee for the work group.
  - All nominations for consideration were presented to the Superintendent for his review, consideration, and acceptance. The Superintendent has the discretion to request additional nomination(s) for his consideration.

- All nominees chosen to be members of the committee received an official letter from the Staff Liaison as appropriate, extending the invitation to participate.
- The committee's Staff Liaison contacted new members and provided an orientation prior to the members' participation in the next committee meeting.

### ***Inclusive Checklist***

The following checklist provided a suggested guideline for ensuring diverse and inclusive committees. Specific identities, experiences, stakeholder views, professional expertise were also considered to fulfill the specific committee goals. Limits on membership may also be necessary to generate effective conversations. If the committee membership requires additional diversity, other forms of inclusion and/or feedback, such as surveys and focus groups, can be utilized to complement and enhance inclusive voices.

- Geographical Diversity - Members come from different areas serviced by CCSD.
- Demographic Diversity - Members are representative of the CCSD community and the families it serves.
- School Level Diversity - Members are representing the different academic levels that comprise CCSD school.
- Employee Group Representation - Members are representative, or include the voices of CCSD employee groups.
- Seniority - Members are representative of CCSD team members with different levels of experience and seniority within the organization.
- Community Representation - Members represent communities with different needs and expectations. They represent, when appropriate, diverse government, business and community organizations that work with, serve, and interact with CCSD students, families, and/or employees.
- Parent/Guardian Representation - Members represent parents with children attending different schools and different levels of the school district. Members have different levels of involvement with the school or the District, may have children with different needs, and may represent themselves as parents/guardians or serve as a representative of a parent group.
- Student Representation - Members represent students from different schools and different levels of the school district. Members require parental permission to participate and may require engagement through their school leadership.