

(OBJECTIVE 1) Good Shepherd School will expand and enhance its curriculum and programs to support the needs of every student.

(Strategy 1) Evaluate and improve assessment practices.

	Timeline	Responsibility	Progress Report
(Action Step 1) Provide ongoing professional development to teachers on how to interpret MAP results and communicate to parents.	Fall 2017 Ongoing	Assessment Coordinators	<i>2017-18 Fall workshop technology teacher presented information regarding MAP testing and professional development opportunities. In February, teachers met with a MAP representative in small groups to discuss grade level needs in this area. In April, teachers received training and resources for sharing results with students and parents.</i>
(Action Step 2) Develop a formalized plan for using assessment results and other resources to guide instruction.	Winter 2020 and Spring 2022	Assessment Coordinators	<i>2019-2020 Teacher committee dedicated to NWEA/Assessment results was formed and met to discuss testing results and ways to improve scores/meet learner needs. Staff meetings held to analyze Family Reports, Online Reports, Student Individual Reports, and how to share results at conferences. Formalize plan was to be completed during school in service training in Spring 2020, but was cancelled due to Covid19, so unable to complete formalized plan – moving to Winter 2020. 2021-22 Used grade level assessment data for grouping and reporting results to teachers and community. Used data to help identify students needing enrichment and remediation. Began a focus on goal setting with students for NWEA. Utilized IXL and other programs to enhance testing support.</i>
(Action Step 3) Begin implementing plan for using assessment results and resources to differentiate learning.	Fall 2020	Assessment Coordinators Teachers	<i>2020-21 Teachers began utilizing MAP data and other classroom assessments, both formal and informal to seek out tools to reach all learners. Several grades opted in to use IXL to enrich math, as well as Freckle. We began problem solving a way for small groups to meet for math pullout beginning fall of 2022 (utilizing parent volunteers and licensed teachers). Some teachers began more small groups for reading. More time is needed in this area for the coming fall of 2021.</i>
(Action Step 4) Develop a plan to evaluate kindergarten and transfer students before they enroll at Good Shepherd.	Summer 2018 and Fall 2021	Teachers/Learning Specialist	<i>2018-19 Kindergarten & Transfer student/families are required to: 1) have a family tour, 2) shadow for a school day spending time with grade level teachers and specialists, 3) be assessed by our Learning Specialist, 4) review of student file from previous schools 5) grade level teachers & specialist meet with principal to discuss, 6) family meets/discusses with principal to determine if student needs can be met, 7) final decision made on enrollment. 2021-22 With preschool fully implemented, data from current Good Shepherd preschool students (end of year assessments) are used to make classes for Kindergarten and provide Kindergarten teachers with information before the year begins. The preschool team and Kinder team work together to assess and meet student need for a successful start to Kindergarten.</i>

(Strategy 2) Evaluate and improve curriculum and programs.

	Timeline	Responsibility	Progress Report
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(Action Step 1) Evaluate our Science program and assess how our current STEM program fits our needs.	Winter 2018	Teachers	<i>2017-18 Starting in January 2018, Teachers reviewed the Science curriculum in conjunction with Minnesota and Next Generation Science Standards. A new curriculum was chosen based on these standards and will be implemented in the 2018-19 school year. Teachers met with STEM teachers in June to plan how to better align the Science and STEM curriculums next year.</i>
(Action Step 2) Evaluate how differentiated instruction meets the needs of our students with Special Needs/Gifted & Talented/Social Needs.	Fall 2019	Learning Specialist	<i>2019-2020 Teacher committee formed to focus on Gifted Talented Needs and Special Needs. Items for growth identified, and began researching Groves Method: Literacy Curriculum for All. Learning Specialist attended CSCOE's conference in gifted/talented and gained tub of resources for teacher implementation. Specialist teacher also attended NOEL (Network of Exception Learners) to offer more tools for teachers. Due to COVID19 this step needs more consideration for 2020-2021. GS was not selected for implementation of Groves Method for 2020, but will continue to pursue for the following year.</i>
(Action Step 3) Evaluate and enhance the faith formation opportunities of our faculty, staff, and students.	Spring 2021 -Spring 2022	Principal/Pastor	<i>2019-2020 Due to Covid19 early end of school, will re-focus this to Spring 2021 and give adequate time for new principal to meet with pastor regarding this. 2020-21 Faith Formation Coordinator was hired. Parish and school unified on more events, and added an outdoor worship space. 2021-22 Youth ministry and young adult coordinator higher, many new opportunities for the school and parish community to participate in faith events. Hosted all day staff faith retreat in the fall. Added virtue and Saint-like recognition for students. We are becoming a host site for catechetical institute and plan for Catechesis of the Good Shepherd in the renovations we are fundraising for. 6th grade students able to participate in NET retreat again. School Mass Sunday with student readers has become integral and First Communion and sacramental preparation is not only student focused, but family focused.</i>
(Action Step 4) Evaluate standards and benchmarks to ensure continuity and avoid overlap of curriculum.	Fall 2017	Teachers	<i>2017-18 Teachers averaged one staff meeting a month and a workshop day in April to evaluate benchmarks within their grade level and between grade levels in the areas of math and language arts. Science and Social Studies will be evaluated next year, as well as continued evaluation in math and language arts.</i>
(Action Step 5) Develop an annual curriculum review process that includes meeting regularly during faculty meetings.	Fall 2017	Teachers	<i>2017-18 While Good Shepherd has a Curriculum Renewal Process, it was not being used consistently to guide instruction. One staff meeting a month is now set aside for curriculum alignment. A workshop day each year will also be used to work on curriculum alignment and review. 2021-22 Continue with curriculum MAPS across all grade levels and focus on vertical alignment. Assess new standards and implementation.</i>
(Action Step 6) Develop gifted and talented program to meet needs of diverse learners.	Fall 2021	Principal, Learning Specialist, Teachers	<i>2020-21 We have problem solved a way to allow for math groups based upon ability, while also implementing more rigorous curriculum where needed- most specifically for grades 4-6. This will begin happening in the Fall of 2021 and will continue to be worked upon. 2021-22 Beast Academy Math groups met together and taught by technology teacher for grade 3-6 for students achieving high in mathematics. Accelerated Reader introduced in Kindergarten for high reading achievers.</i>
(Strategy 3) Evaluate and implement a formal Professional Development Plan for teachers that addresses identified curriculum enhancements.			
	Timeline	Responsibility	Progress Report

(Action Step 1) Evaluate best teaching practices, determine areas that need development, and create a plan for training.	Spring 2021	Teachers	<i>2020-21 Little time during the pandemic year was spent on specific teacher practices, as so much was about survival. However, during formal observations and through integration of new teaching techniques due to balancing in-person and distance learners, teachers were reviewed on their best practices, and a formal review happened as well as a reflection. Teachers are participating in strategic goal setting and measurable results. This will continue into the Fall of 2021.</i>
(Action Step 2) Provide training in teaching practices in areas identified for development.	Fall 2022	Principal	<i>2021-22 Used a professional development coach to work with specific teachers on differentiating instruction, though Northshore coaching. Will continue to utilize coaching models to help enhance teacher skills and keep it more focused on the direct classroom and whole child. Also partnered with CSCOE and Groves to begin Believe and Read which is a literacy program and teacher coaching program.</i>
(Action Step 3) Develop a peer-mentoring (teaching enrichment) program for all teachers.	Spring 2023	Teachers	<i>2021-22 Have implemented multi-grade level meetings to discuss each individual learner, their needs, and goals. Working to implement a program for teachers to observe each other - goal is to do this by 2023.</i>

(OBJECTIVE 2) Good Shepherd school will provide an environment and facilities that are safe and welcoming.

(Strategy 1) Develop a comprehensive safety plan for all students and families at Good Shepherd.

	Timeline	Responsibility	Progress Report
(Action Step 1) Evaluate the current character development programs (discipline and bullying) and implement school wide changes as needed.	Fall 2017	Teachers	<i>2017-18 In the Fall of 2017, staff and parents were given training for Top 20, a new character education/discipline program. Each month classroom teachers teach one of the topics to their students using the curriculum lessons provided. 2021-22</i>

			<i>We have pivoted from Top20 (still use many ideals from program) but are in the process of selecting SEL programs for more specific grades, in addition to researching behavior procedures for preschool-sixth grade. Preschool and Kindergarten implemented Second Step SEL curriculum. 1st-6th are using faith based and virtue approaches to SEL, with support from the School Counselor and offering small/whole group instruction. We became a Peace of Mind School and will be partnering with parents and teachers to support SEL in the school.</i>
(Action Step 2) With student safety in mind, analyze pick up and drop off procedures and make modifications as necessary.	Summer 2019	Administration	<p><i>2019-2020 Student drop off and pick up was enhanced with more precaution, cones set up to better delineate where students may walk and drivers may proceed. Parent pick-up/drop off was modified to adjust for new preschool families and also so that parents wait in an area for an office person to get student for early dismissals or tardiness. Modifications were made to better serve all students' safety.</i></p> <p><i>2020-21- This was analyzed at length with the school pandemic preparedness response plan and for the addition of another preschool room. Modifications were successfully made and will continue to be in review each year.</i></p> <p><i>2021-22 Continued evaluation of processes and procedures. Had Golden Valley PD look over all policies, practice evacuations and procedures. Updated cameras and door locking fobs for the year. This is always ongoing and a continual topic with all happening around safety. Our building is secured, but we are reviewing if there is more we can do.</i></p>
(Action Step 3) Institute productive grade level transition meetings concerning each student that is advancing to the next grade level.	Fall 2021	Teachers	<i>2021-22 Implemented grade level transition meetings in the Fall of 2021, and this provided to be fruitful for the teachers. Allowing time for assessing and discussing each student prior to the year starting and having time during the year to do this.</i>
(Action Step 4) Review and update safety/security procedures to be consistent with best practices.	Spring 2021	Facilities Director/Principal	<p><i>2019-2020 Due to Covid19 and not being on site, unable work on this at length. Will continue to revise into Spring of 2021.</i></p> <p><i>2020-21- The entire academic year the principal, and office admin worked as COVID-19 coordinators and stayed up-to-date on policy, as well as met with the PPRP team and sought advisement from the priest and diocese.</i></p> <p><i>2021-22 Continual updates throughout whole pandemic. Created own Good Shepherd Decision Making Tree in alignment with state and archdiocese. Principal CLIA certified to be able to administer tests to allow students to be in school easier, and allow for staff and community to test if possible. Ongoing process.</i></p>
(Action Step 5) Review and adopt procedures to safeguard faculty, staff, students, and volunteers from Covid19.	Summer 2020	Task Force	<i>2020-21- A COVID-19 Pandemic Preparedness Response Planning Team met and worked all year to review and implement protocols in alignment with the archdiocese, CDC, and MDH. Weekly reports were sent to families during the academic year 2020-21.</i>

(Strategy 2) Enhance our welcoming procedures/practices with current and new families.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Develop strategies to welcome the 30% demographic that is non-Catholic, and pursue ways to attract and welcome all families.	Spring 2019	PR Committee	<i>2018-19 Our strategies include all non-Catholic students come up to receive a blessing during communion. Our third graders visit a Jewish school (we have Jewish students) and a Jewish school visits our school to learn about each other's faith. In the spring, we had a holocaust survivor speak to our students. Band band students visit neighboring Christian and non-denominational preschools and perform. Many parish nights, activities & education opportunities planned with intent of welcoming all families: Monthly Pints with the Pastor (faith talks) and First Friday night prayer, Drinking with Saints evenings (3 or 4 talks about</i>

			<i>Saints and the regions there from), and educational opportunities. Piloted Cocoa with Pastor with our 5/6th graders (questions/answer format) we will expand to all grades.</i>
(Action Step 2) Establish a plan and process to more effectively use social media to promote activities that encompass all aspects of Good Shepherd School.	Summer 2020	Administration/ Teachers	<i>2019-2020 School administrative assistant monitors and promotes the school via updating the Good Shepherd Facebook page and Instagram page. Classroom teachers provide updates and the images of students (with parent permission) which are shared to promote the school community and learning happening. During the pandemic Live Stream was utilized for mass, graduation, and announcements. The plan is to continue to utilize social media platforms to positively share about the school.</i>
(Action Step 3) Establish a uniform process for welcoming transfer students and their families before and during the school year (welcome in the school newsletter, phone calls from classmate).	Spring 2018	Home & School /Principal	<i>2017-18 Our new process now includes tour, apply, shadow, review records, evaluate if needs can be met, test if needed, meet with learning specialist and/or principal, accept/decline.</i> <i>2020-21 We welcomed several transfer students and maintained the above practices. We added two informal covid-19 friendly events as well, and offered in-person opportunities for families to safely meet.</i>

(OBJECTIVE 3) Good Shepherd School will incorporate technology in meaningful ways to enrich teaching and learning.

(Strategy 1) Staff will receive ongoing professional development on technology integration in the classroom.

	Timeline	Responsibility	Progress Report
(Action Step 1) Research available technology training opportunities for teachers (e.g. Tierney Brothers PD.)	Spring 2018	Technology Coordinator	<i>2017-18 This spring teachers were provided with multiple training opportunities in a variety of technology areas. These training opportunities were provided to all teachers for free or reduced cost with administrative approval.</i>
(Action Step 2) Conduct a survey of staff regarding current technology needs.	Winter Spring 2018	Technology Coordinator	<i>2017-18 In December, a survey was taken of all 2-6th grade teachers regarding the technological support needs for MAP testing. This survey was used to guide MAP testing training on April 20th. An additional and more comprehensive technology survey was given in May to all teaching staff. The purpose of this survey was to guide future technology needs, both training and equipment.</i>
(Action Step 3) Create a plan and an annual schedule of professional development days for teachers.	Spring 2018	Principal/Technology Coordinator	<i>2017-18 After evaluating the results of the technology survey (conducted in May), the professional development plan will provide trainings at fall workshop, staff meeting, professional development day workshops, and out of house workshops. Individual teacher technology trainings may also be provided as specific teacher needs are identified.</i>
(Action Step 3) Support implementation of new practices by providing additional funding, training, and technical assistance.	Fall 2018	Principal/Technology Coordinator	<i>2018-19 No action taken due to lack of funding. Adding an action step to do a needs assessment with goal to determine needs in this area.</i> <i>2019-2020 Staff received workshop opportunities to enrich their skills in Google Classroom/Meet and specific areas in the beginning of 2019, and end of year during the pandemic in 2020. Remote training was optional to receive and in person training. Numerous new technology practices were implemented school wide on the pivot to distance learning, and significant training and technical assistance was provided.</i>

(Strategy 2) Assess current technology use and compare standards to identify gaps.

	Timeline	Responsibility	Progress Report
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(Action Step 1) Assess how our use of technology aligns with technology standards.	Fall 2019	Technology Coordinator	<i>2019-2020 Technology specialist aligned state and national standards with ISTE standards to develop a working document to see where the school can continue to enhance learning. This needs to continue to be revised yearly in coordination with STEM and current standards available.</i>
(Action Step 2) Evaluate and create technology refresh plan.	Winter 2019	Technology Coordinator/Principal	<i>2019-2020 A technology replacement schedule has been created to continue updates of our school tech uses. This is a dynamic plan adjusted on an as need basis. Generally our refresh program for computers is based upon a ¼ year cycle, and Smartboards approximately 8-10 years. 2021-22 Working alongside our technology director we have implemented a school wide technology re-fresh plan, continually cycling new chrome books in fourth. A tech fee has been added to all students enrolled to support the tech in the classrooms and programing.</i>
(Action Step 3) Evaluate 5 th and 6 th grade 1:1 laptop program along with needs of additional grade levels.	Fall 2020	Technology Coordinator/Principal/Teachers	<i>2020-21 With the pandemic especially, all tech was reviewed. We now have a formal plan moving forward of technology in grades K-6. We are not replacing interactive whiteboards, rather going a different route that still utilizes tech, but is more cost effective. 5 and 6 will have chrome books, as well as grade 4. Younger grade students have a tiered plan of devices. K-2 have ipads, not 1:1.</i>
(Strategy 3) School website will become user friendly, informative, and attractive.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Research websites to identify possible features and enhancements.	Winter 2018	Website Committee	<i>2017-18 WordPress was chosen as the platform of choice for creating our new website. New website is currently being created and will be up and running for 2018-19 school year with new features and enhancements.</i>
(Action Step 2) Hire a website developer and involve constituents in designing new site.	Fall 2019	Principal	<i>2019-2020 A website designer was hired to create the new Good Shepherd website, alongside a committee of parents/admin that reviewed the site before brining it public. Constituents involved came from teachers, parents and staff during the design process.</i>
(Action Step 3) Launch our new website and seek feedback from community members.	Summer 2020	Principal	<i>2019-2020 The website was launched in the year 2019. The administrative assistant was trained to update and keep the new website current. The website is live and updated regularly.</i>

(OBJECTIVE 4) Good Shepherd School will ensure longevity by strengthening and developing fiscal sustainability.

(Strategy 1) Implement new marketing strategies to attract new students and families.

	Timeline	Responsibility	Progress Report
(Action Step 1) Draft a marketing plan to increase brand recognition and attract prospective families.	Fall 2018	PR Committee	<i>2018-19 Annual marketing plan created as part of submission requirement for CSCOE marketing grant. Plan included new venues to reach market areas we have been unable to reach in the past. Also, with decision to add a preschool the plan will be updated accordingly</i>
(Action Step 2) Enhance outreach by marketing to neighboring parishes and other identified organizations.	Spring 2018	Administration	<i>2017-18 Advertised in neighboring parishes bulletins, parents spoke at masses at St. Mary of the Lake Church, band students performed at five preschools, marketing materials were distributed to eight preschools, a banner is displayed through Golden Valley Little League at a neighborhood baseball field.</i>
(Action Step 3) Evaluate current grade level offerings. Do a feasibility study to consider preschool.	Spring 2019	Principal/ School Advisory Board	<i>2018-19 Discussion at September School Advisory Board meeting resulted in decision to form a preschool committee, conduct survey with goal to determine need of preschool. Results of survey indicated interest and support. Decided to proceed with opening a faithful beginnings preschool at Good Shepherd in the fall of 2019.</i>
(Action Step 4) Evaluate staffing needs for long-term marketing personnel.	Fall 2019	PR Committee	<i>2019-2020 After evaluation, short-term contract hires were made to help with flyers, mailers, posters, yard signs, and more. Responsibility shifted from PR hire, to instead the administrative assistants, principal, and teachers. In conjunction with PR committee a small teacher committee was formed to share ideas and continue to promote the school in the best fiscal way possible due to available funds.</i>
(Action Step 5) Development of curriculum and creation of schedule for Preschool	Fall 2019	Preschool Staff Administration	<i>2019-2020 Preschool Curriculum (The Creative Curriculum) was implemented and began in fall 2019. The curriculum included social emotional, physical, cognitive, and language development goals and objectives. The schedule included opportunities for music, physical education, and technology. The schedule was aligned with the K-6 school day..</i>
(Action Step 7) Update Marketing Plan to include addition of Preschool	Winter 2019	PR Committee	<i>2019-2020 The marketing plan was updated to include preschool. Preschool was marketed very well and a second room is opening in the fall of 2020. The preschool grew from one class to two classes from marketing efforts, open houses, the website, and word of mouth.</i>
(Action Step 8) Evaluate and Review preschool offering and plan for year two	Spring 2020	Preschool Committee	<i>2019-2020 Preschool program and procedures were reviewed throughout the year. Evaluation and review confirmed the notion that the preschool indeed needed to be closely aligned and in sync with the K-6 school, in addition to current specialist subjects adding Spanish. The plan for year two is to continue to look for even more opportunities to integrate the preschoolers and make the families feel like they are part of the school, to help them want to stay for Kindergarten and beyond.</i>
(Action Step 9) Evaluate first two years of Preschool and do feasibility study to expand the preschool	Spring 2021	Preschool Committee	<i>2020-21 The preschool has expanded to two rooms, with a current waitlist. We are out of space for another classroom. We may begin capital campaign funding and consider if early childhood learning is where we want to expand. We are out of space currently, but did add an entire preschool play area.</i>
(Action Step 10) Needs assessment on adding a daycare in addition to the preschool program.	Fall 2023	Preschool Staff Administration	<i>2021-22 Needs of the preschool adding a daycare have been deeply assessed. We do not have current space and have launched a Capital Campaign project to increase our school</i>

			<i>footprint for our capacity. Daycare is not an item of consideration at this point any longer. We are at capacity with two full preschool rooms. School Advisory and the Feasibility Study team has been researching this.</i>
(Strategy 2) Develop a plan to retain current students.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Draft a strategy and talking points to share with 4 th and 5 th grade parents about the sixth grade “culture” and experience.	Fall 2018	Principal/ Gr. 4-6 Teachers	<i>2107-18 No action was taken at this time due to new teacher, mid year teacher turnover, and new administration. Timeline adjusted to Fall 2018.</i> <i>2018-19 Action taken to update talking points that meet current 6th grade experience. Current strategy is to weave those talking points into conversations with parents at open houses, conferences and communications when appropriate.</i>
(Action Step 2) Explore ways to strengthen 5 th and 6 th grade experience.	Spring 2018	5 th and 6 th Grade Teachers	<i>2017-18 In the Fall of 2017 fifth and sixth grade teachers departmentalized (math, social studies, science, English). Fifth and sixth grade students now rotate through four teachers daily. This format helps strengthen and prepare our students for their middle school experience when they leave here.</i>
(Action Step 3) Conduct a study to understand attrition from 5 th and 6 th grade.	Spring 2019	Administrative Assistants	<i>2017-18 No action was taken at this time due to new teacher, mid year teacher turnover, and new administration. Timeline adjusted to Spring 2019.</i> <i>2018-19 No study required. Attrition from fifth grade to sixth grade down significantly for second year in a row and now at lowest levels historically.</i>
(Strategy 3) Establish a school advancement program.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Develop an advancement strategy and draft a plan to address critical needs.	Fall 2021	Principal/ School Advisory Board	<i>2021-22</i> <i>A building and ground committee, alongside finance and School Board have assessed many needs for the building and created a plan to fix and improve things. Many updates have been made in the last two years. The advancement program for connecting to alumni and beyond is still in the works.</i>
(Action Step 2) Launch an alumni program (plan, data base, marketing materials, events)	Fall 2021	Principal/ School Advisory Board	<i>2021-22</i> <i>We have invited back our senior graduates to come walk the hallways, and are working to update our data base with alumni contact and email, in addition to grandparent data. We have some, but this area needs additional work.</i>
(Action Step 3) Create an endowment program strategy (plan, data base)	Fall 2022	School Advisory Board	<i>2021-22</i> <i>Meetings were held with Parish finance about endowment programs, especially with the new Capital Campaign on the brink. Our current endowments are very small and consideration to grow these, for possible teacher pay, student aide, and other elements is being considered and needs more work.</i>
(Action Step 4) Establish a plan for long-term parish investment/financial support.	Spring 2019	Pastor/Business Administrator	<i>2017-18 Business Administrator resigned in January. No replacement was hired until May. Action step changed to Spring 2019.</i> <i>2018-19 Lighthouse solutions hired as business administrators. Implementation of GAAP accounting practice implemented. Currently conducting a long-term needs assessment of church and school. Plan long term is continued parish subsidy of \$250,000 and more if needed which has happened the past few years.</i>
(Action Step 5) Assess need (feasibility) for a capital campaign for Good Shepherd School	Fall 2023	School Advisory Board	<i>2021-22 We have launched a Capital Campaign! We are seeking 7 million dollars to improve the Parish Center, Church, and School. This is a bold and faith filled goal.</i>

(Strategy 4) Develop strategies to recruit and retain quality faculty and staff.

	Timeline	Responsibility	Progress Report
(Action Step 1) Identify methods of providing incentives to teachers to reward excellence.	Fall 2018	Principal/Building Coordinator	<i>2017-18 New principal was hired this year. Action Step changed to Fall 2018. 2018-19 Action taken at last workshop of school year to create a committee with teachers to help identify methods of providing incentives to reward excellence. First meeting will be determined at workshop week 2019.</i>
(Action Step 2) Assess current HR practices and policies to ensure compliance with employment standards.	Summer 2019	Principal/ Business Administrator	<i>2019-2020 New faculty handbook implemented for July 2020. Policies comply with employee standards and archdiocesan standards. Practices and policies were assessed to ensure employee and business needs. Addition of Parental Leave.</i>
(Action Step 3) Evaluate teacher compensation and benefits packages of competitive schools.	Spring 2022	Principal/ School Advisory Board	<i>2021-22 All teacher compensation, job descriptions, and review process has been evaluated and updated. The board and finance councils weighted in on this, along with our HR consulting firm Lighthouse. This will continue to be a topic.</i>