

Human Resources Board Presentation



2025-2026 School Year

Presented September 15, 2026

Purpose



- Current staffing demographics and workforce trends
- Recruitment and retention efforts
- Licensure and certification update
- Benefits and leaves of absence update
- Department successes and challenges
- Goals and priorities for 26-27

Staffing and Workforce Trends

Staffing Snapshot (25/26 School Year)

- 1078 Average # Employees (950 FT)
- 345 New Hires (includes substitute teachers & PT)
- 155 Separations (includes retirements)
- 94 Promotions & Transfers
- 83 Leaves of Absence
- 17 Teachers Transferred to Another District
(end of contract - 82% to Kent and Sussex Districts)

Staffing Snapshot (26/27 School Year)

- 1100 Estimated Employees
- 156 New Hires (includes substitute teachers & PT)
- 0 Separations (1 upcoming retirement)
- 69 Promotions & Transfers
- 18 Leaves of Absence

Full District Demographics

- 82.0% White
- 12.4% Black or African American
- 3.8% Hispanic/Latino
- 0.9% 2 or More Races
- 0.6% Asian
- 0.1% Hawaiian/Pacific Island
- 0.1% American Indian/Alaska Native
- 81% Female

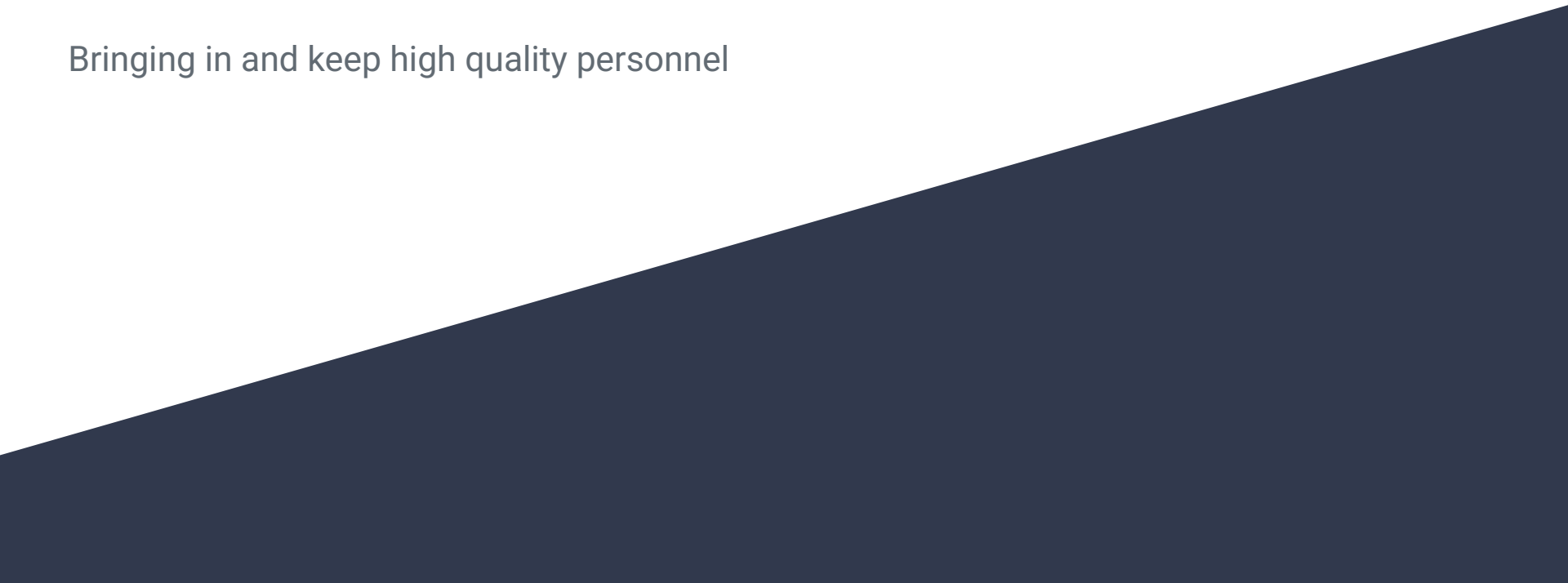
Statewide <https://data.delaware.gov/d/qq2z-iwsy>

Demographics (SSD Teachers and Paras)

- 83.78% White (496)
- 11.32% Black or African American (67)
- 3.55% Hispanic/Latino (21)
- 1.01% 2 or More Races (6)
- 0.17% American Indian/Alaska Native (1)
- 0.17% Asian (1)
- 85.47% Female (506)

Recruitment and Retention

Bringing in and keep high quality personnel

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Recruitment & Retention

Highlights from the 2025/2026 School Year

- Standardized job postings for a consistent look and feel
- Application review and distribution to administrative teams on a regular weekly basis
- 204 jobs posted for the 2025-2026 school year - 93 jobs posted for 26/27 school year (One posting could have multiple openings. Ex: SES Paraprofessional: 3 Openings)
- 132 resignations during the 2025-2026 school year (All District Employees)
- 23 retirements during the 2025-2026 school year (All District Employees)
- 155 substitute teachers hired for the 25-26 school year - 80 substitute teachers hired for the 26-27 school year
- Began weekly emails to distribute internal and external postings
- 11 career fairs to recruit potential teachers in high areas of need
- Began using social media to post hard to fill positions
- Streamlined the exit survey process

Recruitment & Retention

District Teacher Retention Data for 2025-2026

School	Total Number of Teachers	Number of Resignations/Retirements	Retention Rate
North Smyrna Elem	54	3/0	94.44%
Smyrna Elem	36	2/0	94.44%
Clayton Elem	35	1/2	91.42%
Sunnyside Elem	41	6/1	82.92%
JBM	57	7/1	85.96%
Clayton Middle	32	2/0	93.75%
Smyrna Middle	78	4/0	91.03%
Smyrna High	121	10/2	94.87%
District Total	454	35/7	91.10%
Date Range: 8/25/25 - 8/25/26			

Exit Survey Data Analysis

Data Comparison

24-25 Completion Rate = 23%

25-26 Completion Rate = 89%

24-25 Overall Positive Experience = 52%

25-26 Overall Positive Experience = 85%

Top 3 Reasons for Leaving

- ❖ Better Compensation
- ❖ Personal/Family Reasons
- ❖ Career Advancement

The Good

- ❖ Coworkers are like family
- ❖ The students
- ❖ Felt supported by administration

Areas for Improvement

- ❖ Salary
- ❖ Promotional Opportunities
- ❖ Job Satisfaction - more support for higher needs students and new teachers.



Workforce Development

Preparing Staff and Students for the next step of their career.



Workforce Development

Highlights from the 2025 - 2026 School Year

Workforce Development: Goals

1. Growing current staff into highly effective educators and developing leadership skills that will support their professional advancement
2. Running education programs that produce students that are college and career ready

Grow Your Own:

- The Grown Your Own initiative is doing well and is expected to continue to produce home grown educators.
 - 2025-26: We hired 4 teachers that are graduates of our **Early Childhood Education/K-12 Teacher Academy** programs.
 - 2026-27: This year 2 more educators that are SHS program graduates have been hired.

Leadership Pipeline

- 3 teachers completed the **Aspiring Instructional Leaders** program
- 2 educators completed the **Advanced Aspiring Leaders** program; 1 moved into an administrative role after completion

These two programs are designed to build leadership skills both within the classroom and on a larger scale.

- There is a focus on: Leadership structure, characteristics of a leader, interview skills, and leadership opportunities
- Program admission requires an application and letters of recommendation

Creation of the Profile of a Leader and Competencies

Workforce Development

Highlights from the 2025 - 2026 School Year

Secondary Education Partnerships

- **Wilmington University:** We partner with WilmU to certify paraprofessional as teachers.
 - 8 participants in 2025-2026
- This is a two year program. We have potentially 8 homegrown educators that will be available for hiring for the 2027-28 school year.
- **Delaware Technical Community College:** We pair education students with mentor teachers and they work together for one full school year.
 - We had 3 teacher Residents working through DTCC. Two of the three have been hired as full time teachers for this school year.
- **University of Delaware:** We partner with UD in order for Social Worker students in the practicum portion of their Masters in Social Work program can work in a school setting.
 - This is a new program and we have 2 practicum students, one at JBM and one at SHS
 - These future Social Workers will be available for hire after their two year masters program

Workforce Development: Part 2

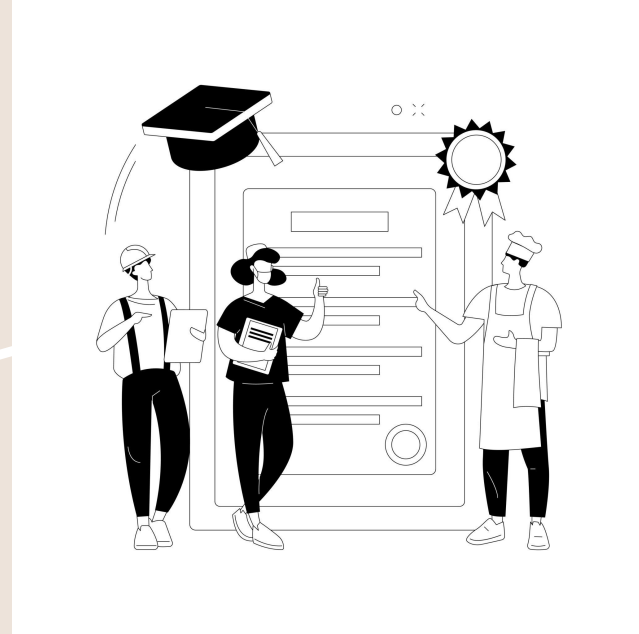
Career & Technical Education

Quick Update on our CTE programs

CTE at a Glance

2026 Graduation Statistics

- Work-Based Learning
- Certifications and Credentials
- Program Completers
- CTE Programs of Study



CTE Breakdown

2025-26 Graduation Class Statistics:

- 36% of Graduating Seniors participate in Work-Based Learning (164 students)
- 39% of Graduating Seniors earned at least one CTE Certification or Credential (174 students)
- 77% of Graduating Seniors completed at least one CTE Pathway (347 students)

The number of CTE students participating in Work-Based Learning and earning Certificates or Credentials has been steadily increasing over the past 5 years. Our focus is continuing the positive growth pattern and creating more opportunities for our students.

CTE Breakdown

Based on the 2025-26 Graduation Class

Number of Graduates in each CTE Program of Study Completing all 3 Courses

Program of Study	Number of Students	Program of Study	Number of Students
Early Childhood	53	Marketing	25
Allied Health	48	Animal Science	25
Culinary	36	AG Structures	24
Academy of Finance	36	Bus Info Mgmt*	22
K-12 Academy	35	Plant Science	19
Accounting	33	Digital Comm. Tech	15
AG Power	29	Computer Science	12
PLTW	27	Natural Res Mgmt*	12

* Program of study has been eliminated

Licensure & Certification Substitute Teachers Benefits

Human Resources

Licensure & Certification

Highlights from the 2025/2026 School Year

- 657 licensed educators in the Smyrna School District.
- Implementation of House Bill 97
Certification is now required for an additional 277 staff members.
- 39 Educators enrolled in ARTC programs.
- 51 Educators received salary increments for continuing their education.
- Department of Education PHRST coding project was completed in June. 147 staff members certification codes were changed.

Licensing & Certification Goals for the 2026/2027 School Year

- Increase the number of staff continuing their education by advertising more programs available to them.
- Offering additional one on one in person meetings in each building to discuss licensing issues, options and areas of concern.

Substitute Teachers

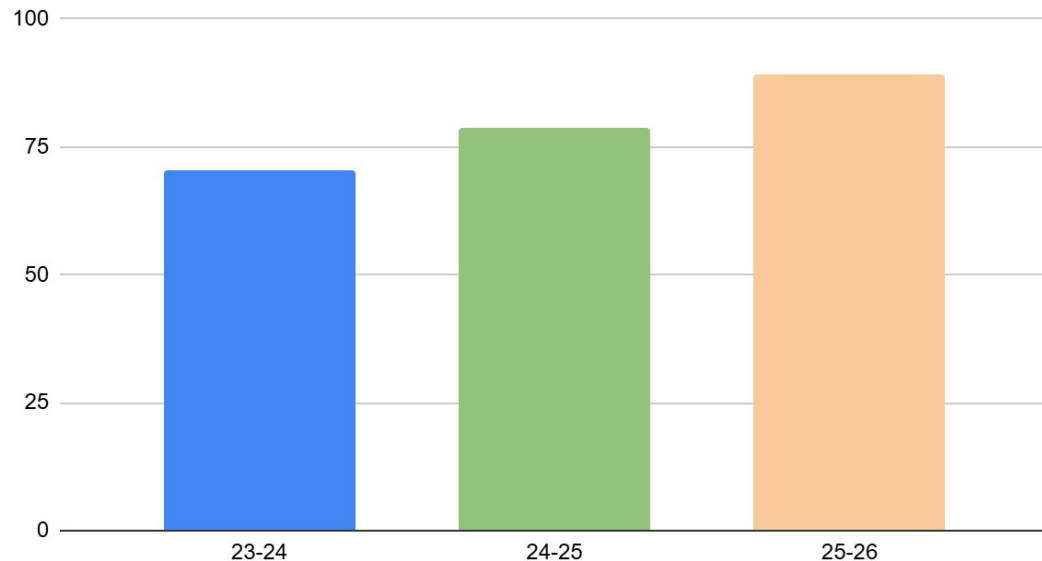
- We currently employ 155 substitute teachers.
- 17 SSD substitute teachers were hired as full time teachers or paraprofessionals in the 25/26 school year.
- The district covered the cost of background checks for substitutes who dedicated 35-44 days in the classroom. This helps tremendously with retention.

Substitute Goals for the 2026/2027 School Year

- Increase advertisement to bring more substitutes to the district.
- Increase the number of substitutes hired into full time positions and assist them through those processes. Thoroughly explain para to teacher, STS & ARTC programs as options.
- Increase fill rates with positive feedback for substitutes on a more frequent basis.

Substitute Teachers

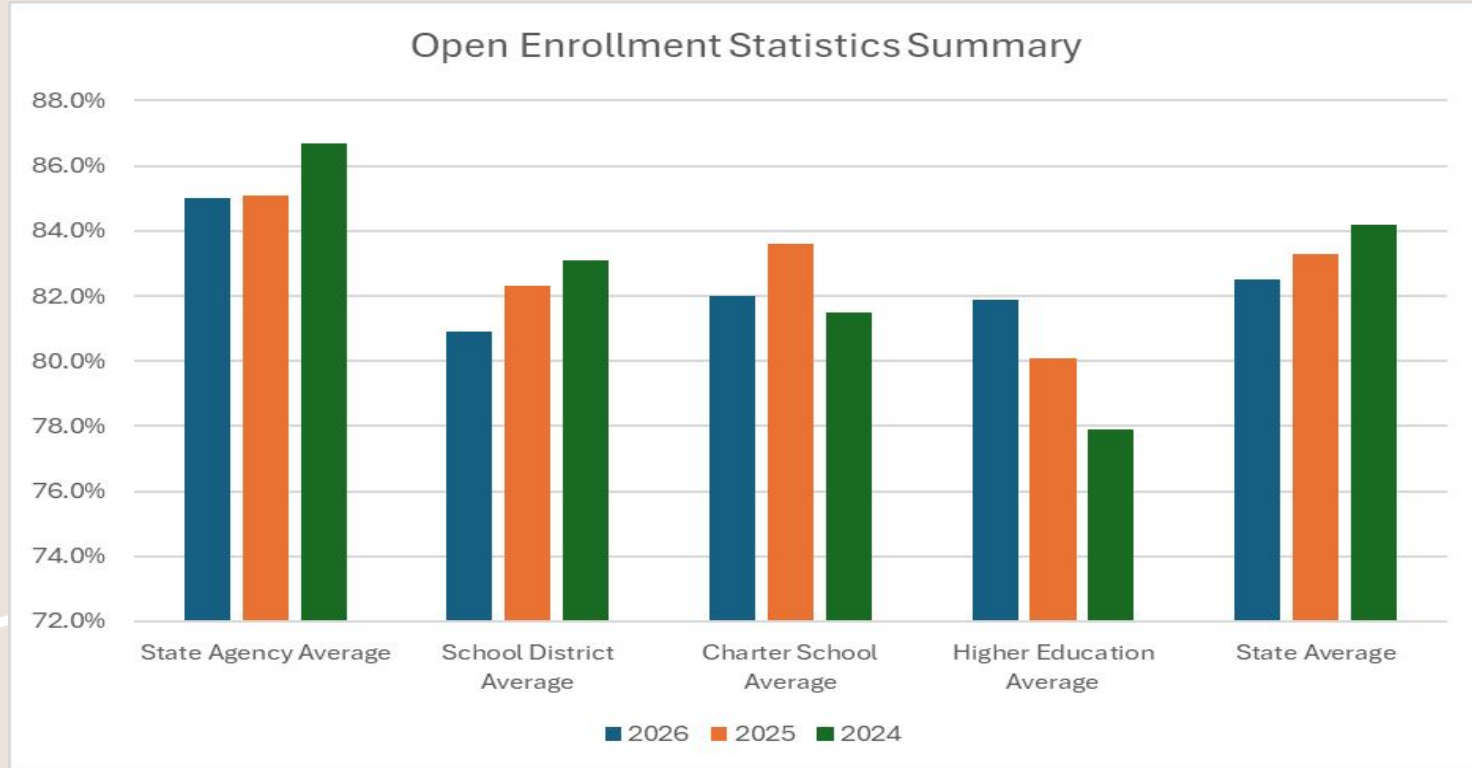
SSD Average Absence Fill Rates



% of openings filled by subs

	23-24	24-25	25-26
Sept	82	82	91
Oct	70	75	90
Nov	68	77	84
Dec	71	81	86
Jan	74	76	89
Feb	65	76	86
Mar	68	79	89
April	63	75	94
May	68	79	91
June	76	86	92
ANNUAL	70.5	78.6	89.2

Benefits



Leave of Absences

Types of leave used 2025-26 School Year :

49 employees on FMLA leave

6 Employees who have applied for DOL Paid Leave: 2 open, 1 incomplete, 1 paid, 2 ineligible

27 employees on Paid Parental Leave

49 Short Term Disability claims

7 employees transitioned to Long Term Disability

13 employees on workers' compensation

3 accommodations through the ADA

Successes

- HR Newsletter
- HR Website Revamp
- Updates to Policy & Procedures (implemented HB97, Paid Leave)
- Streamlining & Documenting Processes
- Increased job fair participation
- Increased participation in exit interviews and allow for online submission
- Increased substitute fill rate
- Continue to enhance communication and customer service
- Implemented SafeDE
- Continue to participate in OneDE statewide ERP initiative

Challenges

- The need for self-service technology
- Manual overload - too much time spent on paperwork
- Recruitment of licensed professionals for Special Services (SLP & Psych)
- Data collection
- Duplication of duties and overlap
- Partnerships with local colleges who offer pathways for minority interest groups both male and other affinity groups
- Frontline limitations

Goals & Priorities



Workforce Development

Board Priority - Academic & Career Readiness:

- ❑ Continue the positive momentum of our CTE programs by working to increase student opportunities for work-based learning, credentialing, and early college credits.

Recruitment and Retention

- ❑ Increase onboarding experience with periodic check in at 30, 60, 90 days
- ❑ Map Career Advancement Goals - track internal candidates career goals, skills and timelines for completion
- ❑ Implement Stay Interviews
- ❑ Increase employee recognition
- ❑ Continue to enhance communication and customer service experience
- ❑ Increase participation in virtual job fairs
- ❑ Increase social media presence for open positions
- ❑ Increase branding "employer of choice"

Licensure, Certification & Substitutes

- ❑ Increase face-to-face outreach efforts
- ❑ Continue to implement new permits and licensing requirements for HB97
- ❑ Continue to create new ways to incentivize substitutes to return and fill long-term assignments

Benefits and Leaves of Absence

- ❑ Revamp onboarding experience
- ❑ Create efficiency in processing and tracking LOA
- ❑ Increase communication between supervisor/bldg admin on case specifics

Goals & Priorities



Board Priority - Community & District Engagement:

- ❑ Continue to brand the District as an Employer of Choice by increasing communication, ensuring positive experiences at every stage of lifecycle, creating efficiencies and developing resources. Continue work with IT to finalize the Heart of the District resource page for administrators, new website design and HR Newsletter.
- ❑ Increase efficiency in all areas of human resources.
- ❑ Implement an anonymous reporting system for students and employees to report concerns through a web-based platform, SafeDE.
- ❑ Continue to participate in Statewide ERP system upgrades for the upcoming One DE project.
- ❑ Continue to participate in DOE sponsored workgroups.

Board Priority - Data Informed Decision Making:

- ❑ Track HR data in the areas of New Hires, Separations/Turnover, Retention/Exit Surveys, Onboarding Satisfaction, Absenteeism, Compliance/Labor Relations, and Recruitment Efforts, to increase efficiency in all major areas.

Board Priority - Fiscal Stewardship:

- ❑ Complete job analysis when needed to create career ladders and benchmark salaries
- ❑ Mitigate risk by getting in front of employee issues that could create legal, workplace safety and compliance issues by updating handbooks, policies, and procedures and relationship with the union leaders.

Questions?

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