Monitoring Report

Policy Title: 2.2 Hiring and Treatment of Staff (FY18)

This is the annual report on compliance with the School Board's Executive Limitation policy 2.2 Hiring and Treatment of Staff for the FY18 School Year. I certify that the information contained in this report is true and validated by the Executive Director of Human Resources and In-House

    Yaw Obeng, Superintendent   October 9, 2018

Policy Statement:

With respect to the treatment of paid staff the Superintendent shall not:

1. Operate without written personnel rules that (a) clarify rules for staff, (b) provide for effective handling of grievances, and (c) protect against wrongful conditions.
2. Discriminate against any staff member for non-disruptive expression of dissent.
3. Fail to acquaint staff with the Superintendent's interpretation of their protections under this policy.
4. Allow staff to be unprepared for emergency situations.
5. Cause or allow the recruitment or hiring of administrators, faculty or staff outside of the district's inclusive recruitment and hiring processes designed specifically to increase and ensure a culturally proficient and diverse workforce in the District.

Limitation:	1. Operate without written personnel rules that (a) clarify rules for staff, (b) provide for effective handling of grievances, and (c) protect against wrongful conditions.
Status:	In Compliance

Interpretation:
The Superintendent interprets this to mean that all full and part-time District employees are provided clear job responsibilities and operating procedures to allow them to perform their jobs in a professional manner. All staff should have a copy of or easy access to the appropriate collective bargaining agreements, employee handbook, and/or job description. Procedures to effectively handle union and non-union grievances are included in bargaining agreements and employee handbooks. All employees must be protected against wrongful conditions including, but not limited to harassment and discrimination.

(a) Evidence: Written personnel policy that clarifies expectations for staff

- The District personnel policy is posted on the [Human Resource Services Department web page](#) and the Staff Portal which includes a grievance process for employees. It details expectations and processes for discipline.
- [An Annual New Educators' Orientation](#) is conducted by HR which includes information on HR functions and services, bullying and harassment, mandatory reporting, student support services, and EL services. The BEA also attends and shares pertinent information with its members.
- A New Administrators Training is conducted by the Executive Director of HR and the District Lead Principal. The Executive Director of HR works closely with all administrators and provides interpretation and support related to personnel policies and procedures. The District Lead Principal mentors new principals to ensure understanding of District policies and procedures.
- The Executive Director and associates of Human Resource Services routinely provide assistance to administrators, supervisors, and employees when there is a need to document and reinforce required work expectations.
- HR works with hiring administrator to update job descriptions as positions are posted. Job descriptions are required for all new positions. The job description lists each position's essential functions, required knowledge, skills, and abilities. It also lists specific responsibilities, requisite degrees, licenses, training, and/or certificates and physical requirements. HR is currently in the process of job descriptions for all positions.

(b) Evidence: Provide for effective handling of grievances
- All eight collective bargaining agreements are posted on the District [Human Resource Services Department web page](#),which contains informal and formal grievance procedures with clearly defined processes.
- The District personnel policy includes a complaint and grievance process for non-union employees.
- Executive Director of HR and the BEA Grievance Chairperson meet regularly to discuss pending grievances and/or emerging concerns for teachers and paraeducators.
- In FY18, HR handled approximately 38 grievances and 10 internal investigations.
- By restructuring the department, HR was able to develop an employee and labor relations role to provide additional support in managing complaints and grievances.

(c) Evidence: Protect against wrongful conditions
- Policy and legal updates are provided by the Executive Director of Human Resources and In-House Counsel at weekly Executive Council and monthly Systems Leaders meetings.
- A [Process](#) has been developed for employees to make harassment as well as general complaints. This can also be found on the [Human Resource Services Department web page](#).
- HR associates are attending trainings to develop mediation skills. HR is also utilizing services of mediation consultants to work with employees to resolve conflicts.
- Employees are offered a restorative practice model for addressing concerns and conflicts where appropriate. We continue to offer restorative practices as an avenue to resolving grievances.

As the District continues to transition to policy governance, the District will have comprehensive mandated policies and procedures for all areas of operations. In the meantime, we continue to utilize previous Board Policies and Regulations except in those cases where laws have changed. The personnel manual is currently being updated and is expected to be completed by the new year.

Limitation:	2. Discriminate against any staff member for non-disruptive expression of dissent.
Status:	In Compliance

Interpretation:
The Superintendent interprets this to mean that the Superintendent will not permit, directly or indirectly, by act or omission, any adverse action against an employee for any statement that indicates disagreement with any decision made by the administration that is nondisruptive, does not interfere with instruction and day-to-day operation of a school or Central Office, and is carried out in a professional and respectful manner.

Evidence:
- During the FY18 monitoring period, there were no grievances or lawsuits alleging unlawful discrimination for non-disruptive expression of dissent or retaliation for expressing a complaint or suggestion. There was one EEOC complaint alleging retaliation which was dismissed without hearing by the agency.
- Collective bargaining agreements and personnel policy give employees the formal right to question the placement of negative material in their personnel file as well as instances of non-promotion or step movement.

Limitation:	3. Fail to acquaint staff with the Superintendent's interpretation of their protections under this policy.
Status:	In Compliance

Interpretation:
The Superintendent interprets this policy to mean that employees of the District will be informed of the District's Executive Limitation Policy 2.2 and be encouraged to read and understand the policy and to know how the superintendent interprets their protections under the policy**.**

Evidence:
The Burlington Board of Commissioners adopted Policy Governance on March 16, 2017. Information about Policy Governance including District Ends Policies and Executive Limitation Policies are posted on the District's website.

When the Board passed the Policy Governance Policies staff was informed of this Board decision through a communication from the Superintendent's Office. Policy Governance policies and monitoring reports are posted on the District's website for staff and community to review.

Limitation:	4. Allow staff to be unprepared for emergency situations.
Status:	In Compliance

Interpretation:

The Superintendent interprets this to mean that the Superintendent will ensure that all staff are informed and trained in emergency response procedures. The Superintendent interprets "emergency situation" to mean any condition that threatens the safety and well-being of students and employees.

Evidence:

- In 2016 identified a need to improve safety and emergency response procedures. As a result, the District established an emergency response project to span over two years. To lead this project to ensure compliance and best practices, the District hired a Safety Coordinator to develop and implement this initiative.
- The BSD Safety Team, led by the District Safety Coordinator, meets on the third Monday of each month to discuss, review and develop protocols, procedures and strategies with regard to crisis, safety and emergency situations in our schools and community at large.

  The Safety Team is responsible for communicating and implementing changes in their buildings and departments. Members consist of, but are not limited to:

  District-Wide Staff:
    - Russ Elek - District Communications Specialist
    - Laura Nugent - Special Ed. Director
    - Marty Spaulding - Property Services Director
    - Cristy Gallese - Expanded Learning Opportunity Director
    - Stacie Curtis - Early Education Director
    - Pat Matton - Food Services
    - Nathan Lavery - Central Office

  School/Program Administrators:
    - Mattie Scheidt - Hunt M.S. Principal
    - Megan McDonough - Edmunds M.S. Principal
    - Bobby Riley - IAA Principal
    - Len Phelan - Smith Principal
    - Tracy Racicot - BTC Director
    - Shelley Mathias - Edmunds Principal
    - Dorinne Dorfman - Champlain Principal
    - Lashawn Whitmore-Sells - SA Principal
    - Fieh Chan - Edmunds M.S. Asst. Principal
    - Jim Kelley - Hunt M.S. Asst. Principal
    - Donald Van-Norstrand - Flynn Principal

- - - ○ Allen McMurray - OnTop and Horizons Coordinator
      - ○ Noel Green - Interim BHS Principal

    City of Burlington Collaboration:
      - ○ Barry Simays - Fire Marshall / Burlington Fire Department
      - ○ Gary Rogers - Parks and Recreation Director
      - ○ Jason Lawson - SRO Supervisor / Burlington Police Department
      - ○ Jessica Norris - SRO Burlington Police Department
      - ○ Michael Hemond - SRO BPD

- Each school has a Crisis/Safety Response Team in place. The team meets on a regular basis to ensure that crisis/safety procedures are in place and are being implemented school wide. The team also schedules mandated safety drills for the year. The Crisis/Safety Response team also meets following each drill or real live event to review how events were handled. This leads to developing strategies in an "After Action" mode to ensure future events are handled in an efficient, proactive manner. The team focuses on strengthening the school's crisis/safety response as it pertains to Before, During and After Action strategies and planning. Each school as at least one member of its Crisis/Response who attends monthly District Safety meetings as listed above.

- All buildings maintain an up-to-date and consistent Crisis/Safety Response Procedures Manual. The manual is physically disseminated by the District Safety Coordinator. Principals and Program administrators review the evaluation procedures and emergency preparedness/response procedures on an annual basis with all staff. District nurses are trained in emergency medical response procedures as well. Some aspects of the Manual include:
    - ○ List of School Crisis/Safety Response Team Members
    - ○ Crisis/Safety Response Log to be filled out in any emergency situation
    - ○ Central Office Crisis/Safety Response Procedures
    - ○ Central Office/District Administrators Contact Info
    - ○ BSD Crisis/Safety Response Dispatch Call Info
    - ○ Immediate Crisis and Response Procedures
    - ○ Definition of terms for appropriate and consistent responses as they relate to the Standard Response Protocols (see I Love You Guys foundation).
    - ○ Safety Drill Schedule & Log

- The Safety Coordinator orders and delivers red Classroom Emergency Guides to Emergency Preparedness to every classroom. They are hung up in an easily accessible location in the event of an emergency. The guide contains a list of definitions to re-enforce consistent and appropriate responses in the event of an emergency. Standard Response Protocol posters are hung in each classroom, hallways, cafeteria etc. and lobby areas. BSD uses the Vermont School Safety website and the I Love You Guys Foundation website as resources in guiding our best practices (schoolsafety.vermont.gov and iloveuguys.org).

- BSD Technology staff maintain a District telecommunications network to ensure immediate and effective communication between and among BSD employees. The

District's new VOIP System includes an updated staff extension directory located on every District Phone to ensure timely and efficient communication.

● An [Emergency Procedures webpage](#) has been broadcasted on every school site on our new website so staff and parents are familiar with terms used and who to contact for updates. Additionally our new website allows the District to put any emergency message in a red bar at the top of our website. Each school can put up their own emergency banner or one can be broadcasted across the entire District.

● The District uses robocalls to inform staff and parents as appropriate when an emergency has occurred or if weather conditions permit delayed or cancelled school. The District switched from Blackboard to School Messenger in October 2017. School Messenger will not only save the District money by $2000, but has a promised phone call delivery rate, is embedded into Powerschool for greater reliability of information, and has the potential for application integration in mobile devices. Additionally, the program is more user friendly.

● A collaboration occurred in Spring 2017 with Rob Evans who is the Vermont School Safety Liaison with Margolis Healy, the Safety Coordinator, and BSD Crisis/Safety Response Teams and the BSD Safety Team. Mini safety assessments were completed at all of our schools, free of charge. Each assessment involved approximately a 2 hour site visit by Rob Evans, where he met with each Principal and members of each school's Crisis/Safety Response Team. Please see the [School Security Visit Recommendations by Margolis Healy](#). The Opportunities for Improvement section of the analysis has been incorporated in many of District actions to improve safety throughout the district. One example of such action was accomplished in August 2017 with over 40 BSD employees receiving training in the Incident Command System. The Recommendations were shared with Executive Council and all Crisis/Safety Response Teams.

Limitation:	5. Cause or allow the recruitment or hiring of administrators, faculty or staff outside of the district's inclusive recruitment and hiring processes designed specifically to increase and ensure a culturally proficient and diverse workforce in the District.
Status:	Partially in Compliance

Interpretation:
The Superintendent interprets this to mean that the Superintendent will ensure that all recruitment and hiring will be done based on the established inclusive recruitment and hiring process. In all hiring decisions, consideration will be given to the goal of a diverse, culturally proficient and agile workforce.

Evidence:
● The District has an employment equity statement that is in compliance with the Equal Employment Opportunity Commission (EEOC) Policy, which is on the [Human Resource Services Department's website](#)**.**

- Annually, a written Hiring Procedure is updated for hiring administrators to use when hiring. We continue to struggle with getting full compliance on the Hiring Procedure from hiring administrators. To ensure a fair process that is consistent with the law, we must have consistent implementation of hiring procedures. Some of the noncompliance may be related to the lean employee market. The lean market has created for all employers a sense of desperation. In FY19, HR will be reviewing the process for opportunities to shorten the process while still maintaining its integrity and complying with collective bargaining agreements. Understanding that there will be times that adjustments may be necessary, Hiring Administrators may request an alternative staffing solution. This updated process will be reviewed with all hiring administrators in November. Where there is noncompliance, the hiring administrator will be sent a notice identifying the issue. A copy of the notice will be provided to the Superintendent or supervisor to be discussed with the hiring administrator during the evaluation process.
- All members of interview advisory teams are required to complete unconscious bias training and inclusive recruitment training prior to sitting on the team.
- Unconscious bias training and inclusive recruitment training is offered by HR several times throughout the school year to anyone who wishes to attend.
- A new recruiting and hiring software system (TalentED/Records) allows for improved data collection and better tracking of diversity candidates. The recent recruiting and hiring software system change has provided opportunity to improve our practices in all elements of recruiting and hiring.
- Collective bargaining agreements provide additional requirements for recruitment and hiring related to current union members and their ability to transfer or apply for open positions.

Efforts to attract underrepresented teachers continue to be impeded by the continuing shortage of teachers from all backgrounds (Please see charts below for demographic data). The low unemployment rate further complicates the hiring of underrepresented groups. To attract underrepresented teachers, we are putting additional emphasis on the retention of existing underrepresented teachers and staff.

We are implementing inclusive hiring strategies that will aid in reaching our employment equity goals. The following are **inclusive hiring strategies** that we have begun to implement.

1. **Consistent and Accurate Data**

    Tracking of underrepresented groups:
    - African-American
    - Black African
    - Asian
    - Latino, non-white
    - Native Indian or Alaska Native
    - Native Hawaiian or other Pacific Islander
    - Gender/Gender Identity
    - Veteran
    - Ability
    - Sexual Orientation
    - Others as identified

2.   **Tracking period:** The tracking period will continue to be September 1 - August 31. This ensures that we are comparing the same data periods for effective future comparisons.

3.   **Tracking diversity by job categories/departments:**
We are monitoring underrepresented groups in our hiring by job categories or departments. This will give us the ability to develop targeted strategies for any gaps.
   - Teachers
   - Paraprofessionals
   - Property Services/Busing staff
   - IT
   - Office Personnel/Administrative staff
   - Principals
   - Administrators
   - Food Services

4.   **Tracking where underrepresented applicants locate job postings:**
We are tracking sources of applicants from underrepresented groups which will improve recruitment efforts. Currently, Schoolspring/TalentEd is the primary source.

5.   **Tracking retention of underrepresented employees:**
We plan to have an annual data report issued that tracks underrepresented groups stated above, including turnover in those groups, which may help us to understand their retention needs. The annual data report will include summaries of exit interviews, categorized by demographics.

6.   **Tracking of Interviews:** We will continue to require hiring administrators to interview underrepresented candidates in the qualified pool. We will implement a process of accountability to the process, which will include a comprehensive data report of all interviews. This ensures that hiring administrators are accountable for employment equity goals in their buildings and departments and explicit outreach for underrepresented candidates.

Current Indicating Metrics
Sept. 1, 2017 - Aug. 31, 2018

	Total Applications	Total Hires for Vacancies	% Hired
All Positions	FY18 2966 FY17 3151	FY18 631 FY17 578	FY18 21.3% FY17 18.0%
*Certified	FY18 931	FY18 113	FY18 12.1%

Positions	FY17 842	FY17 114	FY17 14%

*Certified indicates that the applicant applied for a position that requires a teacher's license. This is inclusive of long term substitutes, limited teacher contracts, and principals.

Please see a demographic breakdown of this data on pages 10 - 13.

Elementary Application Pools

Each January, the District accepts applications by grade until the end of the hiring season. Principals select from this pool for the appropriate vacancy in their school.

The pools were as follows for this school year:

GRADE	NUMBER OF APPLICATIONS	NUMBER OF VACANCIES	PERCENT HIRED
Kindergarten	FY18 34 FY17 51	1 3	2.9% 6.0%
1st Grade	FY18 35 FY17 62	0 3	n/a 5.0%
2nd Grade	FY18 48 FY17 77	2 5	4.2% 6.0%
3rd Grade	FY18 33 FY17 56	0 2	n/a 4%
4th Grade	FY18 33 FY17 42	1 2	3% 5%
5th Grade	FY18 28 FY17 47	1 1	3.6% 2%

Total Applications (All Categories)	2,966

ETHNICITY	# OF APPLICANTS	RACE	# OF APPLICANTS	GENDER	# OF APPLICANTS
Not Hispanic/ Latino	1955 ~65.9%	White	1564 ~52.7%	Female	1793 ~60.5%
No Response	945 ~31.9%	No Response	1230 ~41.5%	Male	747 ~25.2%
Hispanic/ Latino	66 ~2.2%	Black or African American	81 ~2.7%	No Response	334 ~11.3%
		Two or more Races	50 ~1.7%	*Blank	36 ~1.2%
		Asian	28 Less than 1%	Declined to Identify	56 ~1.9%
		American Indian or Alaska Native	11 Less than 1%		
		Native Hawaiian or Other Pacific Islander	2 Less than 1%		

Total Certified Applications	931

ETHNICITY	# OF APPLICANTS	RACE	# OF APPLICANTS	GENDER	# OF APPLICANTS
Not Hispanic/ Latino	640 ~68.7%	White	560 ~60.1%	Female	603 ~64.8%
No Response	271 ~29.1%	No Response	342 ~36.7%	Male	229 ~25.1%
Hispanic/ Latino	20 Less than 1%	Black or African American	3 Less than 1%	No Response	75 Less than 1%
		Two or more Races	15 Less than 1%	*Blank	1 Less than 1%
		Asian	1 Less than 1%	Declined to Identify	23 Less than 1%
		American Indian or Alaska Native	10 Less than 1%		
		Native Hawaiian or Other Pacific Islander	0 n/a		

Total Hired for Vacancies (All Categories)	631

ETHNICITY	# OF APPLICANTS	RACE	# OF APPLICANTS	GENDER	# OF APPLICANTS
Not Hispanic/ Latino	425 ~67.4%	White	279 ~44.2%	Female	376 ~59.6%
No Response	196 ~31.1%	No Response	312 ~49.4%	Male	155 ~24.6%
Hispanic/ Latino	10 ~1.6%	Black or African American	25 ~4%	No Response	88 ~13.9%
		Two or more Races	4 Less than 1%	*Blank	3 Less than 1%
		Asian	10 ~1.6%	Declined to Identify	9 ~1.4%
		American Indian or Alaska Native	1 Less than 1%		
		Native Hawaiian or Other Pacific Islander	0 n/a		

Total Certified Hires	113

ETHNICITY	# OF APPLICANTS	RACE	# OF APPLICANTS	GENDER	# OF APPLICANTS
Not Hispanic/ Latino	76 ~67.2%	White	60 ~53.1%	Female	67 ~59.3%
No Response	36 ~31.8%	No Response	47 ~41.6%	Male	24 ~21.2%
Hispanic/ Latino	1 Less than 1%	Black or African American	1 Less than 1%	No Response	19 ~16.8%
		Two or more Races	2 Less than 1%	*Blank	0 n/a
		Asian	2 Less than 1%	Declined to Identify	3 Less than 1%
		American Indian or Alaska Native	1 Less than 1%		
		Native Hawaiian or Other Pacific Islander	0 n/a		

ANALYTICS

Filters

| Applications ▾ | All Job Categories ▾ | Custom ▾ | 09 / 01 / 2017 📅 | RUN ANALYSIS |

08 / 31 / 2018 📅

2,966 APPLICATIONS SUBMITTED BETWEEN 09/01/2017 AND 08/31/2018

Trends

Applications Submitted
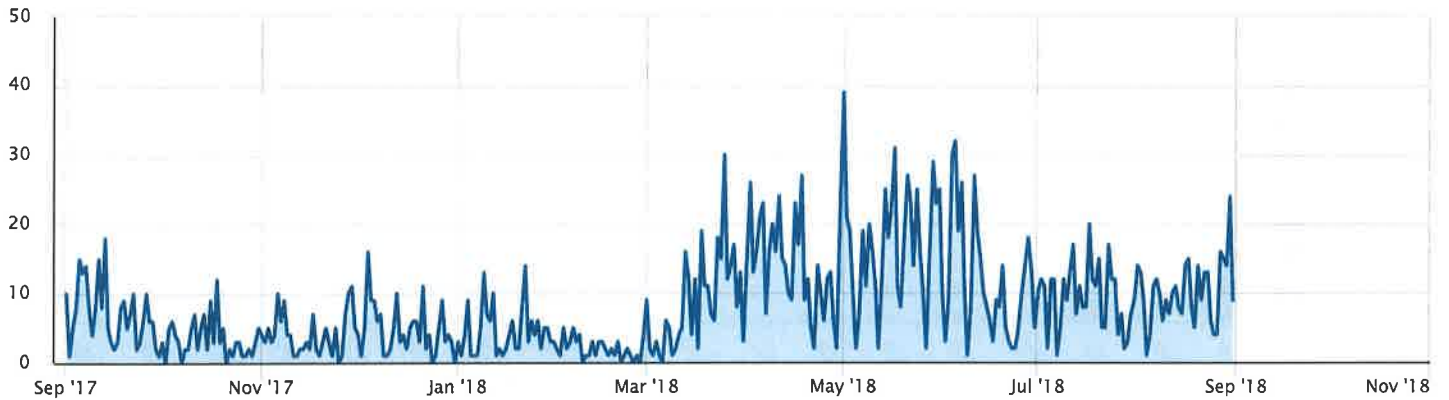
Demographics

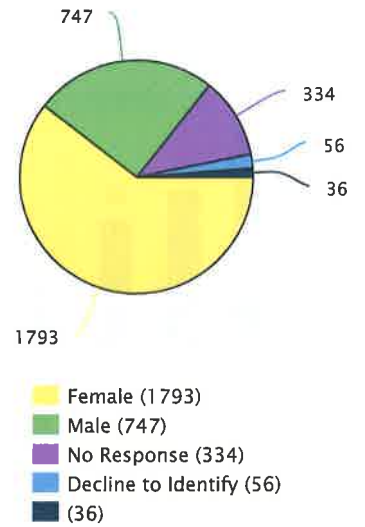**Ethnicity**

945

66

1955

■ Not Hispanic/Latino (1955)
■ No Response (945)
■ Hispanic/Latino (66)

Race

1230

81

50

28

11

2

1564

■ White (1564)
■ No Response (1230)
■ Black or African American (81)
■ Two or More Races (50)
■ Asian (28)
■ American Indian or Alaska Native (11)
■ Native Hawaiian or Other Pacific Islander (2)

Gender

747

334

56

36

1793

■ Female (1793)
■ Male (747)
■ No Response (334)
■ Decline to Identify (56)
■ (36)

Sourcing