Monitoring Report

Policy Title: 2.2 Hiring and Treatment of Staff

This is the annual report on compliance with the School Board's Executive Limitation policy 2.2 Hiring and Treatment of Staff for the FY16 School Year. I certify that the information contained in this report is true and validated by the Senior Director of Human Resource Services and Equity Affairs.

Yaw Obeng, Superintendent   November 14, 2017

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 work force 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 and volunteers 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 agreement, 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 clarify expectations for staff

- The District personnel policy is posted on the [Human Resource Services Department web page](#) which includes a grievance process for employees. It details expectations and processes for discipline.
- [An Annual New Educators Orientation](#) is conducted by HR with the Diversity and Equity Team.
- An annual New Administrators Training has been conducted by HR and the District Lead Principal.
- The Senior 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.
- Job descriptions for each position are updated 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, trainings, and/or certificates.

(b) Evidence: Provide for effective handling of grievances

- All collective bargaining agreements are posted on the District [Human Resource Services Department web page,](#) which contain informal and formal grievance procedures with clearly defined processes.
- The District personnel policy includes a grievance process for employees.
- Biweekly BEA grievance committee meetings for teachers and paraeducators.

(c) Evidence: Protect against wrongful conditions

- Policy and legal updates are provided by the Senior Director of Human Resources and Equity Affairs at weekly Executive Council and monthly Systems Leaders meeting.
- [Process](#) has been developed for employees to make harassment complaints. This can also be found on the [Human Resource Services Department web page](#).
- Utilizing services of mediation consultants to work with employees to resolve conflicts.
- Employees are offered a restorative practice model for addressing concerns and conflicts. A number of grievances have been settled through the restorative practice process.

As the District transitions 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 next fall.

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 FY16 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.
- 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:
  - Erik Wells - 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

  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 - BHS Principal
  - Graham Clarke - Flynn Principal
  - 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
  - Carol Neary - School Nurse
  - Adam Provost - BTC Director

- - David Scibek - BTC Instructor
  - Jane Donahue-Holt - BTC
  - Allen McMurray - OnTop and Horizons Coordinator
  City of Burlington Collaboration:
  - Barry Simays - Fire Marshall / Burlington Fire Department
  - Gary Rogers - Parks and Recreation Director
  - Brian Difranco - SRO Burlington Police Department
  - Jason Lawson - SRO Supervisor / Burlington Police Department
  - Jessica Norris - SRO Burlington Police Department

- 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. E.g. Bomb Threats, Hold & Secure, Emergency Medical Incident, etc.
  - 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.
- 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 work force in the District.
Status:	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 hires, consideration will be given to the goal of a culturally proficient and diverse work force.

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.
- All members of interview advisory teams are required to have completed anti-bias training and inclusive recruitment training.

- 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.
- Our process must also consider collective bargaining agreements, which provide additional language outlining recruitment and hiring that is relevant to current union members and their ability to transfer or apply for open positions.

Currently, efforts are underway to creatively address the challenge of small applicant pools in hard to fill positions. To attract underrepresented teachers, we must put more emphasis on the retention of existing underrepresented teachers and staff. Efforts to attract teachers of color are impeded by the continuing shortage of teachers from all backgrounds (Please see charts below for demographic data). The historically low unemployment rate further complicates the hiring of much needed targeted groups.

We are developing inclusive hiring strategies that will aid in reaching our employment equity goals. The following are **inclusive hiring strategies** that we are currently developing and refining and plan to implement moving forward.

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 be September 1 - August 31. This will ensure that we are comparing the same data periods for effective future comparisons.

3.   **Tracking diversity by job categories/departments:**
        We will be monitoring diversity 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 will track sources of applicants from underrepresented groups which will improve recruitment efforts.

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 administrators to interview needed 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 administrators are accountable for employment equity goals in their buildings and departments and explicit outreach for underrepresented candidates.

Current Indicating Metrics

Sept. 1, 2016 - Aug. 31, 2017

	Total Applications	**Total Hires for Vacancies**	**% Hired**
All Positions	**3,151**	**578**	**18%**
*Certified Positions	**842**	**114**	**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.

BURLINGTON SCHOOL DISTRICT

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	51	3	~6%
Ist Grade	62	3	~5%
2nd Grade	77	5	~6%
3rd Grade	56	2	~4%
4th Grade	42	2	~5%
5th Grade	47	1	~2%

BURLINGTON SCHOOL DISTRICT

Total Applications (All Categories)	3,151

ETHNICITY	# OF APPLICANTS	RACE	# OF APPLICANTS	GENDER	# OF APPLICANTS
Not Hispanic/ Latino	2013 ~63%	White	2201 ~70%	Female	1857 ~59%
No Response	1024 ~32%	No Response	704 ~22%	Male	728 ~23%
Hispanic/ Latino	114 ~4%	Black or African American	73 ~2%	No Response	448 ~14%
		Two or more Races	69 ~2%	*Blank	72 ~2%
		Asian	64 ~2%	Declined to Identify	48 ~2%
		American Indian or Alaska Native	37 ~1%		
		Native Hawaiian or Other Pacific Islander	3 Less than 1%		

*Some applicants chose the "Blank" option instead of declining to identify. We have been working with the vendor to remove this option.

BURLINGTON SCHOOL DISTRICT

Total Certified Applications	842

ETHNICITY	# OF APPLICANTS	RACE	# OF APPLICANTS	GENDER	# OF APPLICANTS
Not Hispanic/ Latino	558 ~66%	White	630 ~75%	Female	472 ~56%
No Response	251 ~30%	No Response	158 ~19%	Male	264 ~31%
Hispanic/ Latino	33 ~4%	Black or African American	11 ~1%	No Response	70 ~8%
		Two or more Races	16 ~2%	*Blank	14 ~2%
		Asian	7 ~2%	Declined to Identify	22 ~3%
		American Indian or Alaska Native	20 ~2%		
		Native Hawaiian or Other Pacific Islander	0		

BURLINGTON SCHOOL DISTRICT

Total Hired for Vacancies (All Categories)	578

ETHNICITY	# OF APPLICANTS	RACE	# OF APPLICANTS	GENDER	# OF APPLICANTS
Not Hispanic/ Latino	306 ~53%	White	329 ~57%	Female	295 ~51%
No Response	256 ~44%	No Response	204 ~35%	Male	115 ~20%
Hispanic/ Latino	16 ~3%	Black or African American	18 ~3%	No Response	145 ~25%
		Two or more Races	6 ~1%	*Blank	11 ~2%
		Asian	18 ~3%	Declined to Identify	12 ~2%
		American Indian or Alaska Native	2 Less than 1%		
		Native Hawaiian or Other Pacific Islander	1 Less than 1%		

BURLINGTON SCHOOL DISTRICT

Total Certified Hires	114

ETHNICITY	# OF APPLICANTS	RACE	# OF APPLICANTS	GENDER	# OF APPLICANTS
Not Hispanic/ Latino	74 ~65%	White	79 ~69%	Female	69 ~61%
No Response	37 ~32%	No Response	32 ~28%	Male	28 ~25%
Hispanic/ Latino	3 ~3%	Black or African American	2 ~2%	No Response	13 ~11%
		Two or more Races	0	*Blank	2 ~2%
		Asian	1 Less than 1%	Declined to Identify	2 ~2%
		American Indian or Alaska Native	0		
		Native Hawaiian or Other Pacific Islander	0		