

# Providence Schools

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*OUR SCHOOLS. OUR FUTURE.*

EQUAL OPPORTUNITY EMPLOYMENT PROGRAM

AFFIRMATIVE ACTION PLAN

FY 2015- FY 2018

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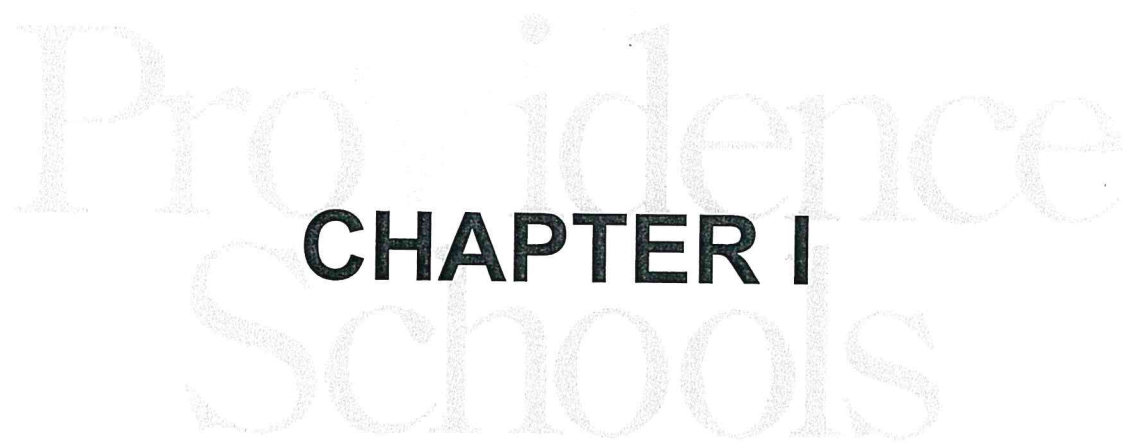
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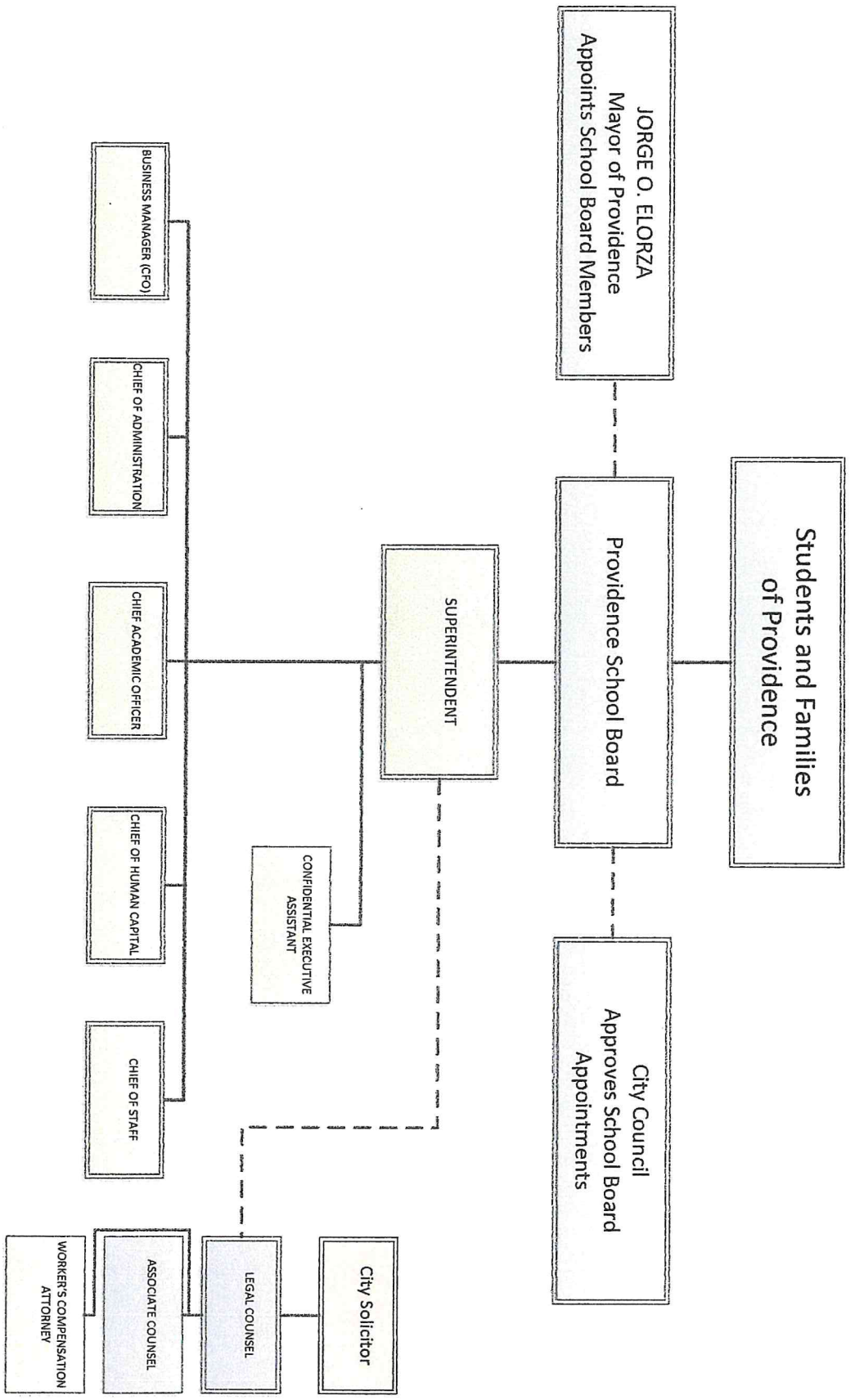
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# **CHAPTER I**

## **ORGANIZATION & STRUCTURE**



COLOR REPRESENTS A TITLE CHANGE OR NEW POSITION

Double line border: title holder has direct reports

**PROVIDENCE SCHOOL BOARD MEMBERS  
2018-2019**

**School Board Executive Officers**

Nicholas Hemond – Board President  
Term Expires – January 31, 2022

Nina Pande – Board Vice President  
Term Expires – January 31, 2020

Robert Gondola Jr. – Board Secretary  
Term Expires – January 31, 2020

**School Board Members**

Diagneris Garcia  
Term Expires – January 31, 2021

Muyideen Ibiyemi  
Term Expires – January 31, 2021

Travis Escobar  
Term Expires -- January 31, 2022

Lorraine Lalli  
Term Expires – January 31, 2019

Mark Santow  
Term Expires – January 31, 2021

Kinzel Thomas  
Term Expires – January 31, 2020

## **ABOUT PPSD**

### **Who We Are**

As the largest school district in the state, the Providence Public School District (PPSD) serves approximately 24,000 students and their families among 41 schools. Across our district each day, our educators, administrators, and staff are dedicated to our students and supporting their paths to success.

As the largest department within the City of Providence, accounting for approximately half of the City's operating budget, PPSD employs more than 3,200 hard-working men and women who support our many schools, including 22 elementary schools, 7 middle schools, 10 high schools and 2 public district charter schools. Of our employees, approximately 2,000 are educators and more than 600 others directly support our students in our schools. Additional staff members support students through a variety of roles, such as bus monitors, crossing guards, and central office administrators and staff that oversee PPSD functions, such as facilities and operations, human resources, academic oversight, finance and purchasing, and information technology.

### **Who We Serve**

In recent years, PPSD has experienced relatively stable enrollment. Our schools are diverse learning communities; approximately 65% of our students are Hispanic, 16% Black, 9% White, 5% Asian, 4% Multi-racial and 1% Native American. Approximately 31% of students are English Learners (ELs) and about 16% of students receive special education services. Approximately 55% of students come from homes where English is not the primary language spoken. Combined, students and families speak 55 different languages and hail from 91 countries of origin. Approximately 88% of students qualify for free or reduced-price meals.

## PPSD VISION

The Providence Public School District will be a national leader in educating urban youth.

## PPSD MISSION

The Providence Public School District will prepare all students to succeed in the nation's colleges and universities, and in their chosen professions.

## CORE VALUES

### RESPECT

Together, we operate as a team. We respect one another and work collaboratively as a team to support and serve our students and educators.

### EQUITY

We are guided by the conviction that all students can learn and achieve at high levels.

### EXCELLENCE

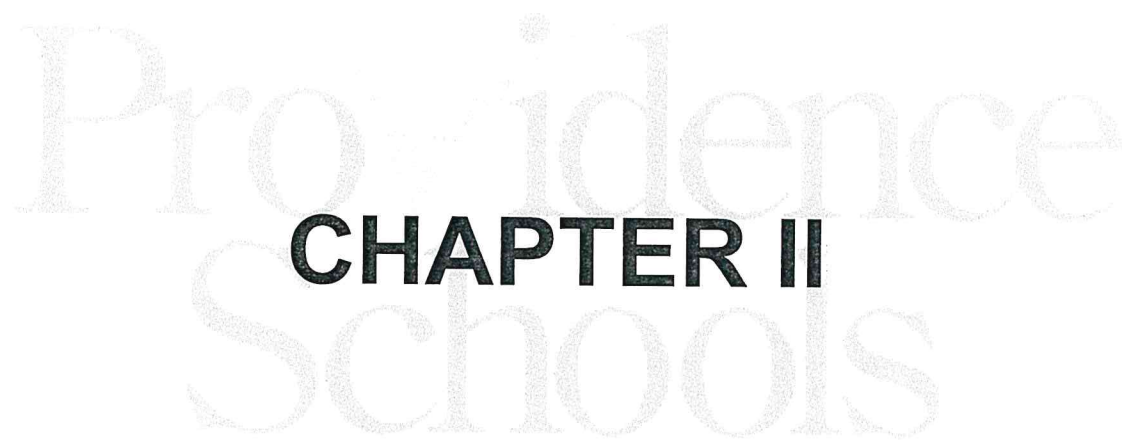
We strive for excellence in all that we do and maintain a positive attitude and unwavering focus on results.

### ACCOUNTABILITY

We share responsibility and accountability for the success of our students and our schools.

### APPRECIATION FOR OUR DIVERSITY

We are enhanced by the diversity of our school communities and staff; we embrace and celebrate our diversity



## **CHAPTER II**

*OUR SCHOOLS. OUR FUTURE.*

### **PPSD POLICIES**





**AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY  
PPSD POLICY**

<b>General Belief</b>	<p>The Providence School Board is committed to the principles of Affirmative Action and Equal Employment Opportunity and to compliance with all Federal, State and City regulations that prohibit discrimination on the basis of race, color, sex, sexual orientation, religion, age, gender identity or expression, national origin, disability, covered veteran status, and any other protected classifications.</p> <p>The Board also recognizes the imperative of identifying those classes of individuals, which are underrepresented within the Providence Public School District (PPSD or the District) workforce, with the goal of better reflecting the student population we serve.</p> <p>The Board recognizes that the pursuit of this goal, in conjunction with sustained cultural competency training and robust retention efforts is a good faith effort to increase student achievement in alignment with PPSD's Strategic Plan goals.</p>
<b>Purpose and Scope</b>	<p>The Affirmative Action and Equal Employment Opportunity policy applies to all employment decisions including, but not limited to, recruiting, hiring, training, promotions, pay practices, benefits, disciplinary actions, and terminations.</p>
<b>Definitions</b>	<p>The following definitions are provided to assist in understanding this policy.</p> <p><b>Affirmative Action:</b> Laws, policies, guidelines and administrative practices to improve the employment opportunities of members of designated protected classifications, intended to end and correct the effects of discrimination.</p> <p><b>Equal Opportunity:</b> Laws prohibiting job discrimination based on race, color, sex, sexual orientation, religion, age, gender identity or expression, national origin, disability, covered veteran status, and any other protected classifications.</p>
<b>Guidelines and Implementation Strategies</b>	<p>PPSD will ensure compliance with the Affirmative Action and Equal Employment Opportunity policy. This District will develop practices and guidance for implementation by establishing the following:</p> <ol style="list-style-type: none"><li>1) <u>Affirmative Action Plan</u><ol style="list-style-type: none"><li>a) The Affirmative Action plan will be distributed District-wide.</li></ol></li></ol>

	<p>b) The plan will establish practices and procedures to ensure that the District's policy of non-discrimination and affirmative action for members of protected classifications is effectuated.</p> <p>c) The plan will set parameters for the District to collect and analyze employment data, identify problem areas, establish goals, timetables, monitoring mechanisms, and develop programs to allow for effective measurement of progress with regard to employment practices to include but not limited to recruiting, hiring, and advancement.</p> <p>2) <u>Reasonable Accommodation Practices</u>  Qualified individuals with disabilities will not be discriminated against because of their disabilities in regard to job application procedures, hiring, and other terms and conditions of employment. PPSD will provide reasonable accommodations to qualified individuals with disabilities in all aspects of the employment process, unless the accommodation will impose an undue hardship. Requests for accommodation should be directed to the Division of Human Resources.</p> <p>3) <u>Annual Reporting</u>  The plan will establish annual reporting requirements that include hiring and workforce demographics.</p>
<b>Training, Oversight, and Communication</b>	The EEO & Recruitment Officer, under the supervision of the Chief of Human Capital, is responsible for the development and implementation of the District's affirmative action plan. All managers are responsible for working in accordance with the task and responsibilities established under the plan.
<b>Compliance with Laws</b>	The Superintendent will ensure that all PPSD personnel and all PPSD contractors comply fully with all applicable laws, rules, and regulations, and with all Board policies. In the event any part of any policy is unlawful, the Superintendent will report such event to the Board as soon as practicable and request of the Board a modification of this policy.
<b>Legal Reference</b>	Title VI Civil Rights Act of 1964 The Educational Amendments Act of 1972, Title IX Section 504 of The Rehabilitation Act of 1973 Federal Executive Order 11246, issued 1967 The Americans with Disabilities Act (ADA) January 26, 1993
<b>Policy Revision and Adoption</b>	This policy shall supersede all previous versions, and all other previously adopted or amended policies, resolutions, or other documents addressing the same. All prior Board adopted or amended policies shall have no force or effect to the extent that they conflict with this newly adopted or amended policy.
<b>History</b>	Approved: Affirmative Action and Equal Opportunity Plan Issued:



### EEO/AA REPORTING SYSTEMS

The EEO/AA Officer shall prepare personnel records including but not limited to referrals, placements, transfers, promotions and terminations by race, sex and disability for preparation and presentation of annual reports. Such information shall be used to identify Affirmative Action problems to develop corrective actions designed to eliminate discriminatory employment procedures and practices when necessary.

1. Review applicant flow data for rejection ratios (minorities, females and disabled to total), reasons for rejections, and proper maintenance of such data
2. Review progress towards AAP goals and objectives numerical and non-numerical data
3. Review effectiveness of programs designed to assist in obtaining goals and objectives
4. Review promotions, transfers and terminations of minorities and females vs. non-minorities and males to determine whether there is a disparate treatment (this may be done on a sampling basis)
5. Review "Help Wanted" advertising policies-working, newspaper placement, maintenance of records, use of minority and females' interest media
6. Review participation by the department in community activities and measure effectiveness
7. Check technical phases of compliance such as bulletin board notices and EEO poster placement
8. Review effectiveness of recruiting sources in referring minority and female applicants

9. Analyze distribution of minorities and females in the workforce
10. Insure that job descriptions and specifications are accurate and current
11. Review application blanks for conformance to applicable state and federal laws and school department policy
12. Review seniority policies and practices for signs of disparate effect
13. Review all employee compensation and benefit programs to determine equal application
14. Review internal and external dissemination of EEO Policy

# **CHAPTER III**

## **DISSEMINATION OF THE EQUAL EMPLOYMENT OPPORTUNITY PROGRAM & AFFIRMATIVE ACTION PLAN**



### **Dissemination of the Equal Employment Opportunity Program/ Affirmative Action Plan**

To publicize the content of PPSD's Policy and Equal Employment Opportunity Program/Affirmative Action Plan (EEO Program/AAP), copies of the EEO Program/AAP will be distributed both internally and externally on PPSD's Division of Human Capital (DHC) webpage as well as in the Employee Manual, which will be available online for all employees.

All new employees will be notified of the Equal Employment Opportunity Policy at the time of hire.

Equal Employment Opportunity posters/media shall be strategically and prominently placed on various bulletin boards throughout PPSD.

# **CHAPTER IV**

## **PERSONNEL RESPONSIBILITY & ASSIGNMENT OF AAO**



## DESIGNATION OF PERSONNEL RESPONSIBILITIES

Both The EEO Officer and the Chief of Human Capital are responsible for effective implementation and monitoring of PPSD's Equal Employment Opportunity (EEO) Program/Affirmative Action Plan (AAP) as well as assuming responsibility for ensuring that management personnel carry-out the affirmative actions necessary to integrate the principles of EEO into all facets of PPSD's employment practices, as well as, support and promote the ultimate success of PPSD's EEO Program/AAP.

**CHAPTER V**

**WORKFORCE UTILIZATION ANALYSIS  
&  
ASSESSMENT**

## WORKFORCE UTILIZATION ANALYSIS & ASSESSMENT

The purpose of the utilization analysis is to identify the existence of underutilization within the Equal Employment Opportunity job categories, broken-down by gender and racial sub-categories benched against the workforce availability within the Civilian Labor Market (CLM). The analysis aids in establishing a framework for goals and timetables and other affirmative actions to current employment practices that contribute to underutilization.

### I. WORKFORCE COMPOSITION SUMMARY

At the end of FY 2018, PPSD's current total workforce consisted of 3,549 full-time employees (FTEs). The total number is down by 16 FTEs or fewer or by .05% from FY 2017 total of 3,565 total employees. Of the 2018 FTEs, 2,690 were females and 1240 were minorities. These figures represent 75.8% for women and 34.9% for minorities. The following utilization charts depict the composition of PPSD's internal workforce for FY 2015-2018 followed by the 2018 breakdown of individual jobs by category.

The data show that while PPSD has reached parity with the CLM in most cases where racial minorities are concerned, PPSD has not reached parity with the CLM where White females are concerned across job categories. A more detailed analysis is available in the following section.

## EEO JOB CATEGORY DESCRIPTIONS

The following category descriptions reflect the job categories represented in the Providence Public School Department.

**Officials/Administrators:** Occupations in which employees set broad policies; exercise overall responsibility for execution of these policies; direct individual departments or special phases of the agency's operations; or provide specialized consultation on a regional, district, or area basis. Includes: departmental heads; bureau chiefs; division chiefs; directors; deputy directors; controllers; examiners; wardens; superintendents; inspectors; and kindred workers.

**Professionals:** Occupations which require specialized and theoretical knowledge which is usually acquired through college training or through work experience and other training which provides comparable knowledge. Includes: Personnel and labor relations workers; doctors; dietitians; economists; lawyers; systems analysts; accountants; engineers; employment and vocational counselors;

**Technicians:** Occupations which require a combination of basic scientific or technical knowledge and manual skill which can be obtained through specialized postsecondary school education or through equivalent on-the-job training. Includes: computer programmers and operators; drafters; surveyors; licensed practical nurses; photographers; radio operators; technical illustrators; highway technicians; technicians (medical, dental, electronic, physical sciences); assessors; inspectors; police and fire sergeants; and kindred workers.

**Faculty:** Occupations which work directly with students; elementary and secondary teachers, guidance counselors, social workers, librarians, psychologists, registered nurses and kindred workers.

**Paraprofessionals:** Occupations in which workers perform some of the duties of a professional or technician in a supportive role, which usually requires less formal training and/or experience normally required for professional or technical status. Such positions may fall within an identified pattern of staff development and promotion under a “new careers” concept. Includes: library assistants; research assistants; medical aids; child support workers; police auxiliary; welfare service aides; recreation assistants; homemaker aides; home health aides; and kindred workers.

**Administrative Support Staff:** Occupations in which workers are responsible for internal and external communication, recording and retrieval of data and/or information, and other paperwork required in an office. Includes: bookkeepers; messengers; office machine operators; clerk/typists; stenographers; court transcribers; hearings reporters; statistical clerks; dispatchers; license distributors; payroll clerks; and kindred workers.

**Service/Maintenance:** Occupations in which workers perform duties which result in or contribute to the comfort, convenience, hygiene, or safety of the general public, or which contribute to the upkeep and care of buildings, facilities, or grounds of public property. Workers in this group may operate machinery. Includes: chauffeurs; laundry and dry cleaning operatives; truck drivers; bus drivers; garage laborers; custodial personnel; gardeners and grounds keepers; refuse collectors; construction laborers; and kindred workers.

Agency: Providence Public Schools

DATE:

30-Jun-18

		Male										Female				
EEO Job Categories	Total Employees	Total Minorities	Total Males	White	Black	Hispanic	Asian/ Pacific Islander	American Indian Alaskan	Total Females	White	Black	Hispanic	Asian/ Pacific Islander	American Indian Alaskan		
Officials/Managers/ Administrators	131	37	48	37	4	5	2		83	57	11	10	5			
Professionals	141	62	46	21	13	11	1		95	58	11	21	5			
Technicians	6	2	4	3	1				2	1		1				
Faculty	2194	488	604	471	71	50	12		1590	1255	114	178	38	5		
Para- Professionals	503	285	74	29	21	21	3		429	189	83	139	12	6		
Administrative Support	231	119	20	8	4	6	2		211	104	55	41	8	3		
Service Maintenance	315	257	57	11	24	21		1	258	47	100	107	3	1		
GRAND TOTAL	3521	1230	853	580	138	114	20	1	2668	1711	374	497	71	15		
Percentages by Category:																
		34.93%	24.23%	16.47%	3.92%	3.24%	0.57%	0.03%	75.77%	48.59%	10.62%	14.12%	2.02%	0.43%		

## Minority

Officials/Managers/ Administrators	28.24%	Black	14.54%
Professionals	43.97%	Hispanic	17.35%
Technicians	33.33%	American Indian	0.45%
Faculty	21.33%	Asian Pacific	2.58%
Para- Professionals	56.66%		
Administrative Support	51.52%		
Service Maintenance	81.59%		

Agency: Providence Public Schools

30-Jun-17

DATE:

			Male						Female					
EEO Job Categories	Total Employees	Total Minorities	Total Males	White	Black	Hispanic	Asian/ Pacific Islander	American Indian Alaskan	Total Females	White	Black	Hispanic	Asian/ Pacific Islander	American Indian Alaskan
Officials/Managers/Administrators	129	40	45	33	5	5	2	0	84	56	13	10	5	
Professionals	130	51	36	17	10	8	1	0	94	62	10	17	5	
Technicians	4	1	3	2	1			0	1	1				
Faculty	2225	476	617	474	75	56	12	0	1606	1273	116	176	36	5
Para-Professionals	529	294	74	34	20	17	3	0	455	201	90	145	13	6
Administrative Support	222	118	20	8	3	7	2	0	201	95	54	42	7	3
Service Maintenance	326	261	66	14	28	24		0	259	50	94	110	3	2
GRAND TOTAL	3565	1241	861	582	142	117	20	0	2700	1738	377	500	69	16
Percentages by Category:		34.81%	24.15%	16.33%	3.98%	3.28%	0.56%	0.00%	75.74%	48.75%	10.58%	14.03%	1.94%	0.45%

Minority

Officials/Managers/Administrators	31.01%	Black	14.56%
Professionals	39.23%	Hispanic	17.31%
Technicians	25.00%	American Indian	0.45%
Faculty	21.39%	Asian Pacific	2.50%
Para-Professionals	55.58%		
Administrative Support	53.15%		
Service Maintenance	80.06%		

Agency: Providence Public Schools

DATE: 30-Jun-16

		Male										Female					
		Total Employees	Total Minorities	Total Males	White	Black	Hispanic	Asian/ Pacific Islander	American Indian Alaskan	Other	Total Females	White	Black	Hispanic	Asian/ Pacific Islander	American Indian Alaskan	Other
EEO Job Categories																	
Officials/Managers/Administrators		120	34	46	35	3	6	2	0		74	51	12	7	4		
Professionals		118	45	32	15	9	6	2	0		86	58	8	15	4		1
Technicians		2	1	1		1			0		1	1					
Faculty		2183	469	595	462	70	53	10	0	2	1588	1254	114	171	40	5	4
Para-Professionals		521	297	71	32	20	16	3	0	1	450	193	90	143	14	5	5
Administrative Support		235	126	20	7	6	5	2	0		215	102	57	46	7	3	
Service Maintenance		322	251	68	16	26	26	0	0	1	254	56	86	107	3	1	1
GRAND TOTAL		3501	1223	833	567	135	112	19	0	4	2668	1715	367	489	72	14	11
Percentages by Category:			34.93%	23.79%	16.20%	3.86%	3.20%	0.54%	0.00%	0.33%	76.21%	48.99%	10.48%	13.97%	2.06%	0.39%	0.31%

## Minority

Officials/Managers/Administrators	28.33%	Black	14.34%
Professionals	38.14%	Hispanic	17.17%
Technicians	50.00%	American Indian	0.40%
Faculty	21.48%	Asian Pacific	2.60%
Para-Professionals	57.01%		
Administrative Support	53.62%		
Service Maintenance	77.95%		



Agency: Providence Public Schools

DATE:

30-Jun-15

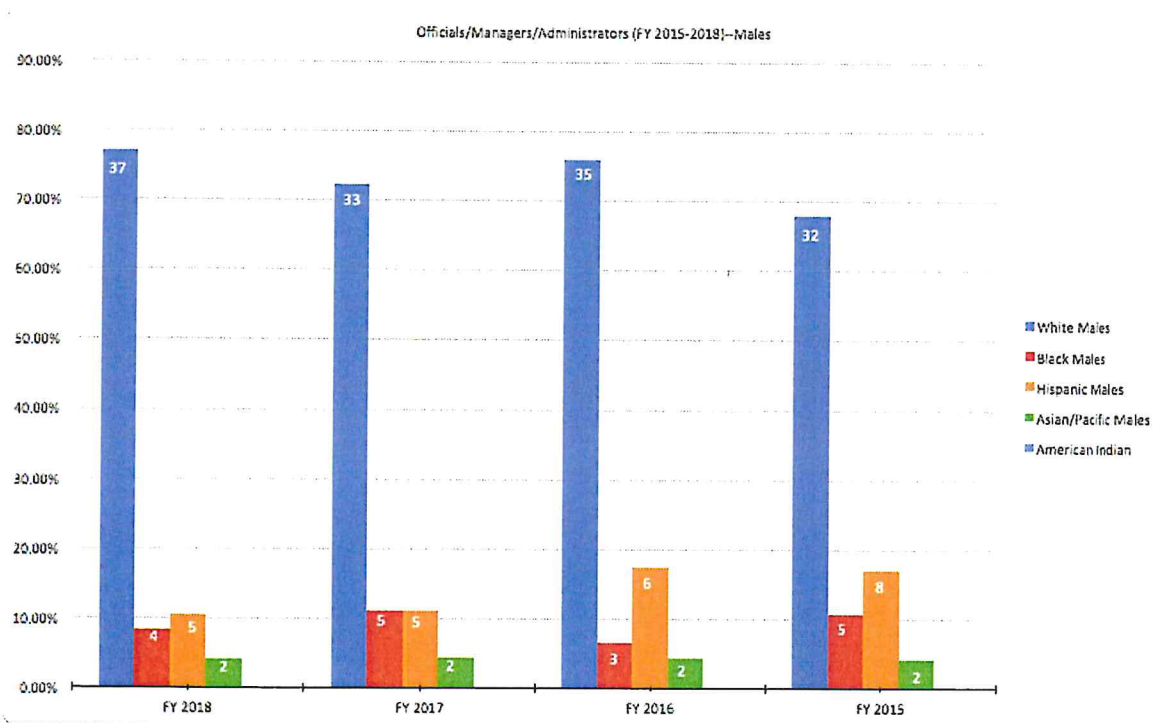
		Male										Female					
		Total Minorities	Total Males	White	Black	Hispanic	Asian/ Pacific Islander	American Indian Alaskan	Other	Total Females	White	Black	Hispanic	Asian/ Pacific Islander	American Indian Alaskan	Other	
EEO Job Categories																	
Officials/Managers/Administrators		116	34	47	32	5	8	2	0	69	50	11	5	3			
Professionals		114	36	35	22	7	5	1	0	79	56	8	12	3			
Technicians		2	1	1		1			0	1	1						
Faculty		2219	463	613	475	72	53	11	0	1606	1281	108	167	40	5	5	
Para-Professionals		557	311	75	32	21	17	4	0	482	214	93	151	14	5	5	
Administrative Support		229	119	18	8	5	4	1	0	211	102	55	44	7	3		
Service Maintenance		326	272	66	10	26	29		0	260	44	101	109	3	1	2	
GRAND TOTAL		3563	1236	855	579	137	116	19	0	2708	1748	376	488	70	14	12	
Percentages by Category:			34.69%	24.00%	16.25%	3.85%	3.26%	0.53%	0.00%	0.32%	76.00%	49.06%	10.55%	13.70%	1.96%	0.39%	0.34%

## Minority

Officials/Managers/Administrators	29.31%	Black	14.40%
Professionals	31.58%	Hispanic	16.95%
Technicians	50.00%	American Indian	0.39%
Faculty	20.87%	Asian Pacific	2.50%
Para-Professionals	55.83%		

## Workforce Composition Data by EEO Job Categories: Graphs (2015-2018)

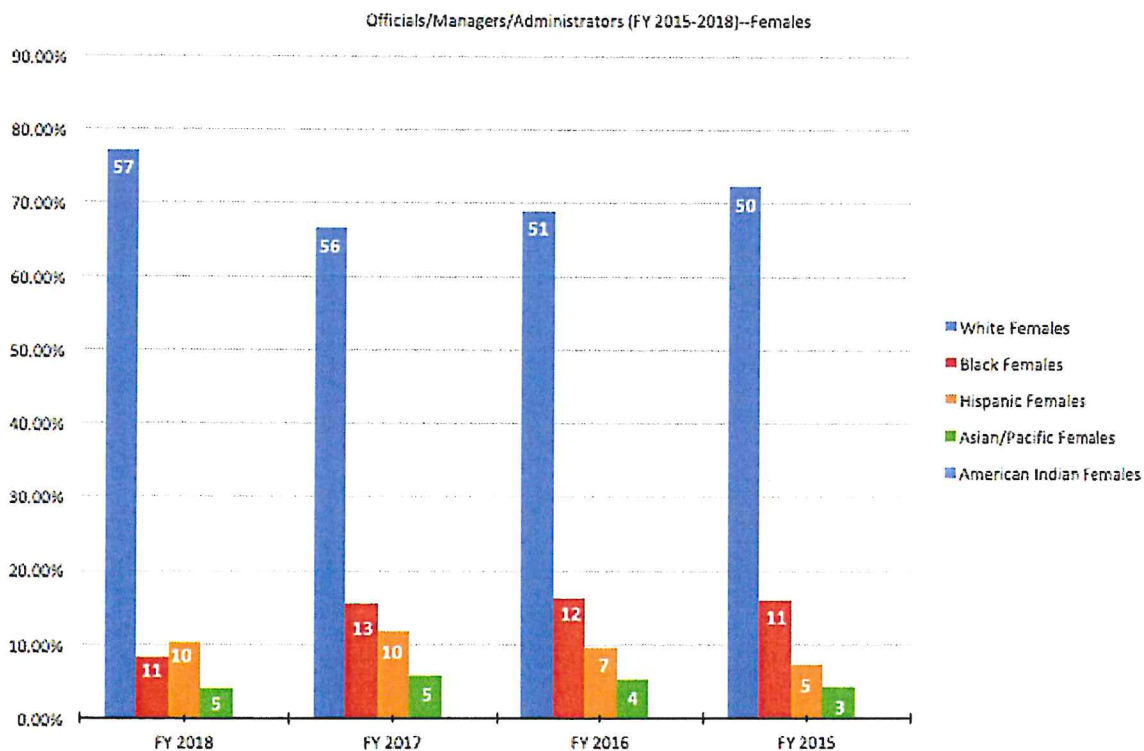
The graphs below provide visual representations of the minorities represented in the workforce composition represented in the data tables by EEO category. The graphs demonstrate the percentages of each racial sub-category by gender, and the accompanying numbers marked on each bar represents the number of employees represented within each percentage. By disaggregating data in this way, the graphs aid in explaining how many employees (males and females) were hired or retained year over year. These visual representations do not reflect applicant data, a problem that is further discussed in Chapter VI: Problem Areas & Goals: Recruitment & Retention. By maintaining better data during the applicant phase, future reports will target this information when setting hiring goals.



The above graph represents male Officials/Managers/Administrators from FY 2015-FY 2018. The number of White males represented in this category have remained around

75% over the last four years. The number of Black males represented over the last four years shows that the PPSD employed five Black males in FY 2015 and did not hire or retain two of those Black males in FY 2016. While the PPSD improved this number once again in FY 2017, the number of Black males in this category decreased by one employee in FY 2018. While the PPSD employed eight Hispanic males in FY 2015, the number decreased to six for FY 2016, to five for FY 2017, and to four for FY 2018. The number of Asian/Pacific males has remained steady over the last four years at two employees each year at around 4.00%.

It should be noted that across all four years, the number of Black, Hispanic and Asian/Pacific male employees exceeded current labor market availability, which is discussed in more detail in Chapter V: Utilization Analysis.

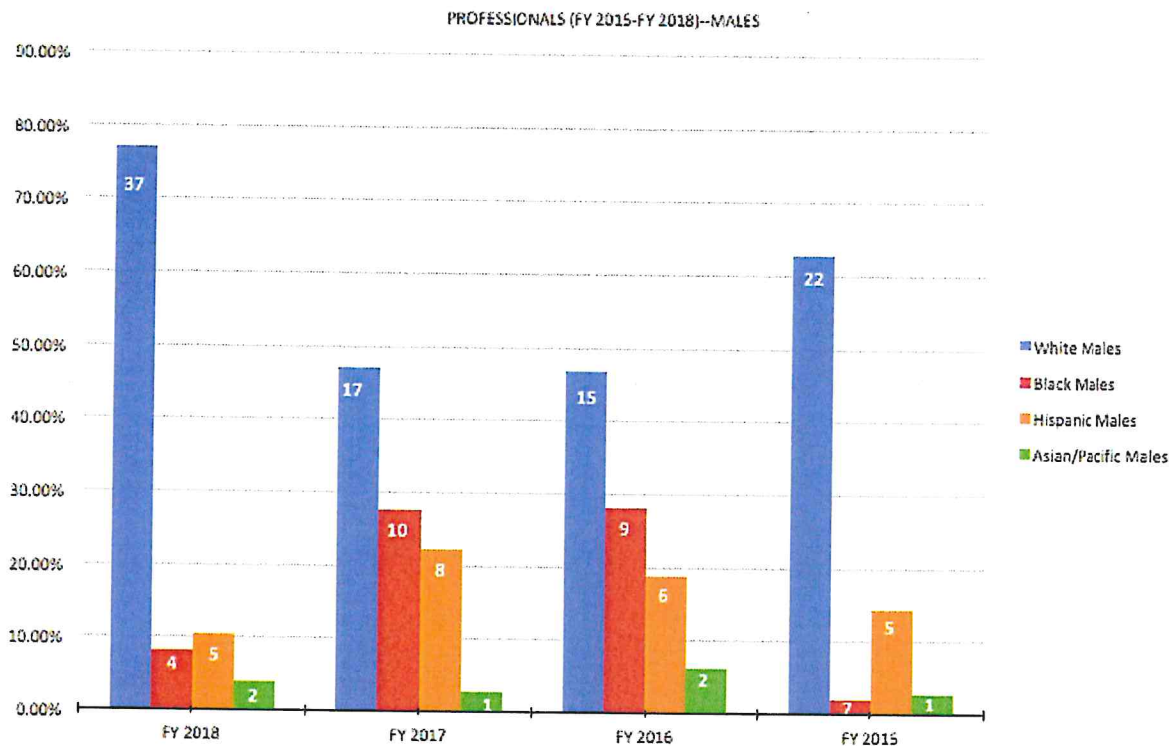


The above graph represents female Officials/Managers/Administrators from FY 2015- FY 2018. The number of White females represented in this category have risen from

fifty in FY 2015, to fifty-one in FY 2016, to fifty-six in FY 2017, and to fifty-seven in FY 2018. Black females in this category remained in the same general percentage range from FY 2015-FY 2017 at around 16% but show a steep decrease at 8.33% in FY 2018 despite having recruited or maintained eleven Black female employees.

The number of Hispanic female employees has grown from FY 2015 to FY 2018 where the PPSD has hired or retained ten Hispanic female employees for FY 2017 and FY 2018 (compared to five in FY 2015 and seven in in FY 2016). Similarly, the number of Asian/Pacific females has risen over the last four years where the PPSD has hired or retained five Asian/Pacific females for FY 2017 and FY 2018, an increase from three Asian/Pacific females (at 4.34%) in FY 2015 and four Asian/Pacific females (5.40%) in FY 2016.

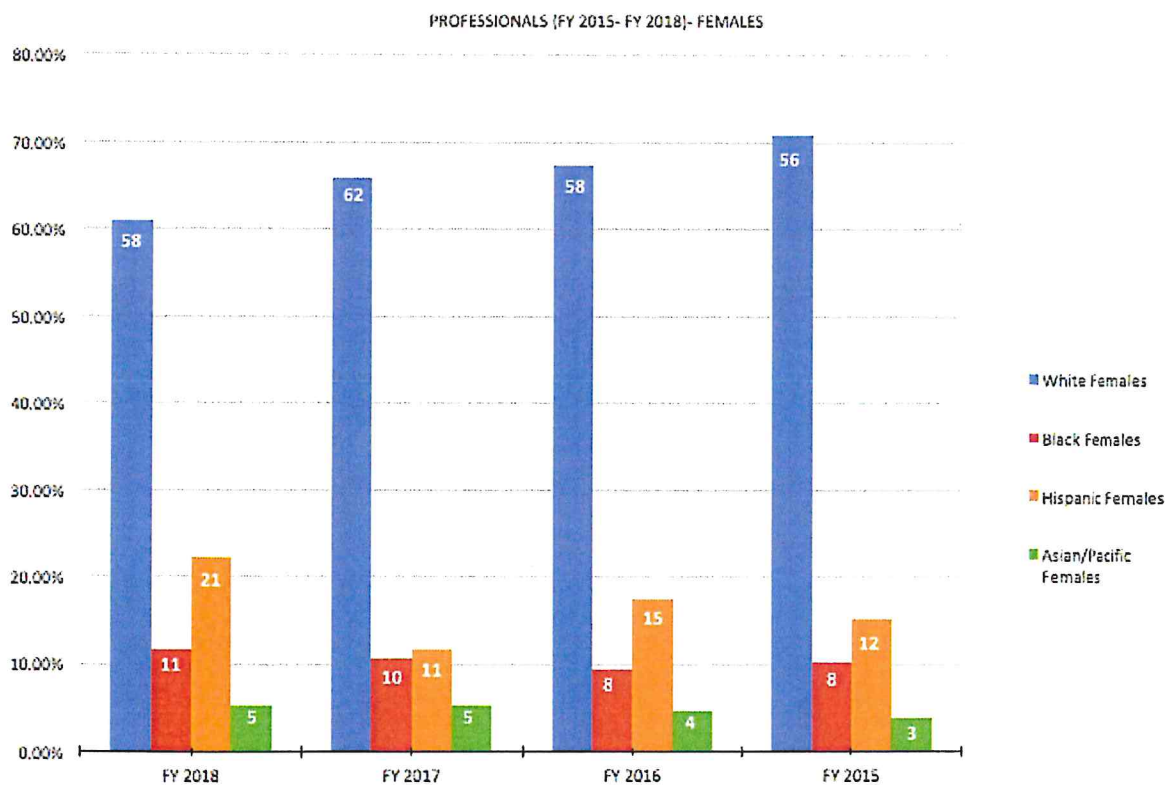
It should be noted that the PPSD has reached parity in this area with the percentages of minorities available in each racial sub-category. More detailed information can be found in Chapter V: Utilization Analysis.



Males in the Professionals EEO category show a decrease in the number of White males in the category from FY 2015 (22 males or 62.85%) to FY 2016 (15 males or 46.87%). A slight increase is noted for FY 2017 (17 males or 47.22%) followed by a notable increase in both number and percentage of White males in the category (37 males or 77.08%). There were seven Black males in FY 2015, which made-up a very small percentage (2.00%) of overall males in the category. This number increased by two males in FY 2016, which led to a significant increase in the overall percentage of Black males at approximately (28.12%). This number increased to ten Black males in FY 2017 where the percentage slightly decreased to 27.77%. However, in FY 2018, the number and percentage of Black males in this EEO category decreased to 4 males at approximately 8.5%. While there were five Hispanic males (14.28%) in FY 2015, there were six (18.75%) in FY 2016. The number of Hispanic males increased to eight (22.22%) in FY 2017, thus noting a steady increase over FY 2015-FY 2017 where a gradual increase in the overall percentage of Hispanic males for each year is noted.



The decline in Hispanic males in FY 2018 shows only five males comprising around 10% of the male employees in the category in FY 2018. This decrease mirrors the decrease in Black male employees in FY 2018 along with the dramatic increase of White male employees in FY 2018 in this category. To better understand this trend in FY 2018, the PPSD must adopt better hiring practices where demographic information is collected during the onboarding and offboarding processes in order to uncover the root causes for the decrease in Black and Hispanic males and increase in White males in the EEO Professionals job category. It should also be noted that the PPSD reached parity within all racial minority sub-categories when the data is benched against availability in the CLM. More information is available in Chapter V: Utilization Analysis.

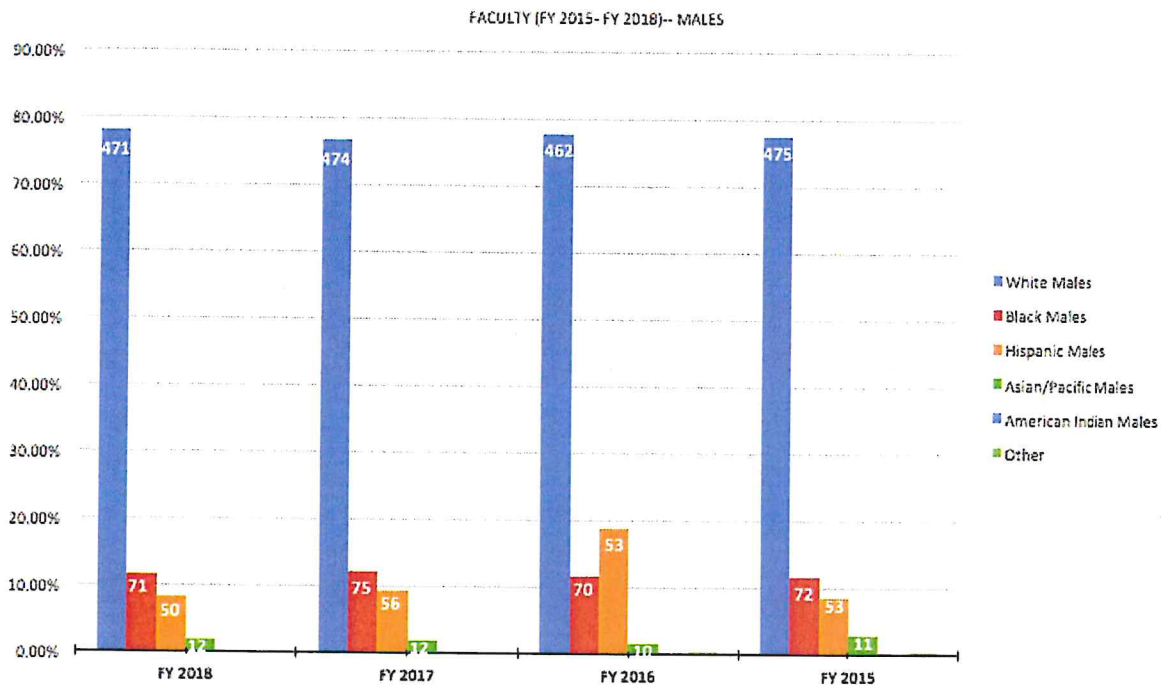


The number of White females in the Professionals job category have remained generally steady ranging from 56-62 females and between approximately 61.05%-

70.88% of the total females represented in the EEO Professional category where the percentage has steadily decreased from FY 2015-FY 2018. The number of Black females in the category remained the same at eight females in FY 2015 and FY 2016 where a slight percentage decrease is noted from 10.12% to 9.30%. This number increased to ten employees (10.63%) in FY 2017 and to eleven female employees (11.57%) in FY 2018.

There were twelve (15.18%) Hispanic females in FY 2015 and fifteen (17.44%) Hispanic females in FY 2016. This number decreased slightly to eleven females in FY 2017, which led to a decline in overall percentage of Hispanic females in the category from around 11.70%. The number of Asian/Pacific females increased from three (3.79%) in FY 2015, to four (4.65%) in FY 2016, and to five (5.31%) in FY 2017. The number has remained at five (5.26%) in FY 2018.

The fluctuations and trends represented in this analysis support the district's need to further uncover additional implication from applicants during the initial hiring phase as well as off-boarding information to aid in understanding the trends around the reasons minority employees cite for leaving their respective positions. It should be noted that the PPSD has reached parity with the CLM in all racial minority sub-categories within this job category.

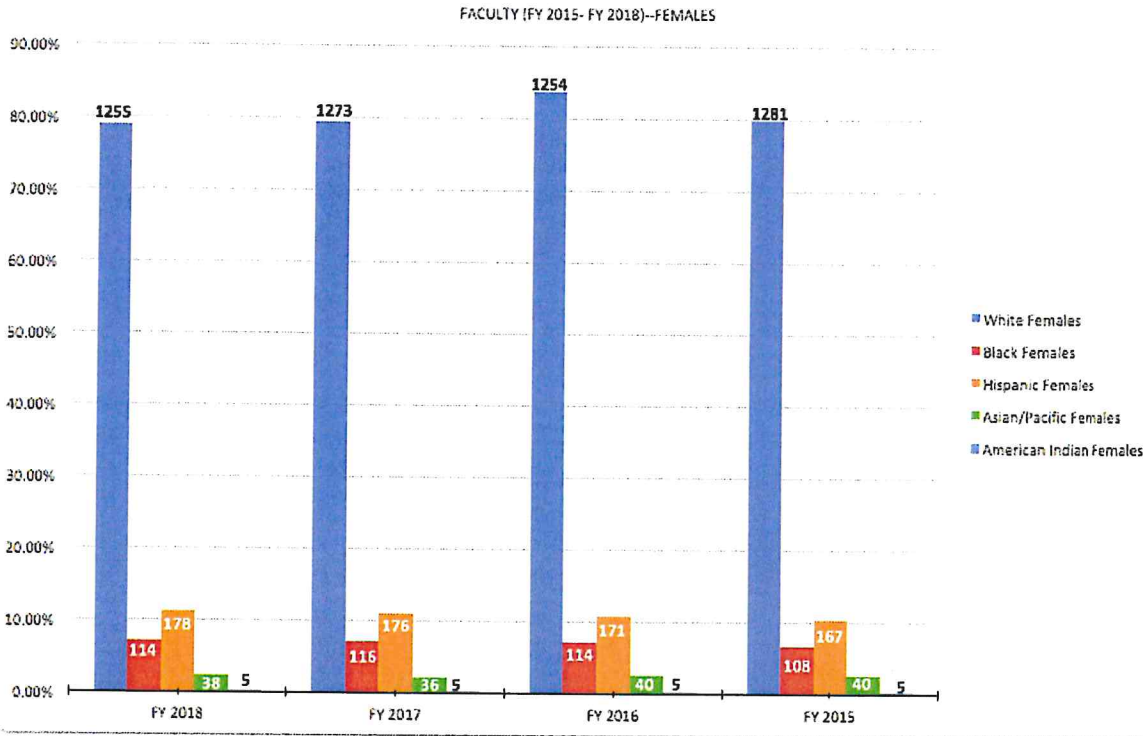


Both the percentage and number of male faculty employees have remained consistent from FY 2015-FY 2018 (at around 76% and approximately 470 males respectively). The number of Black male faculty declined from seventy-two in FY 2015 to seventy in FY 2016 with a slight decrease in percentage. However, the number of Black male teachers increased to seventy-five in FY 2017 and decreased to seventy-one in FY 2018 with overall percentage of Black males remaining around the same at around 11%.

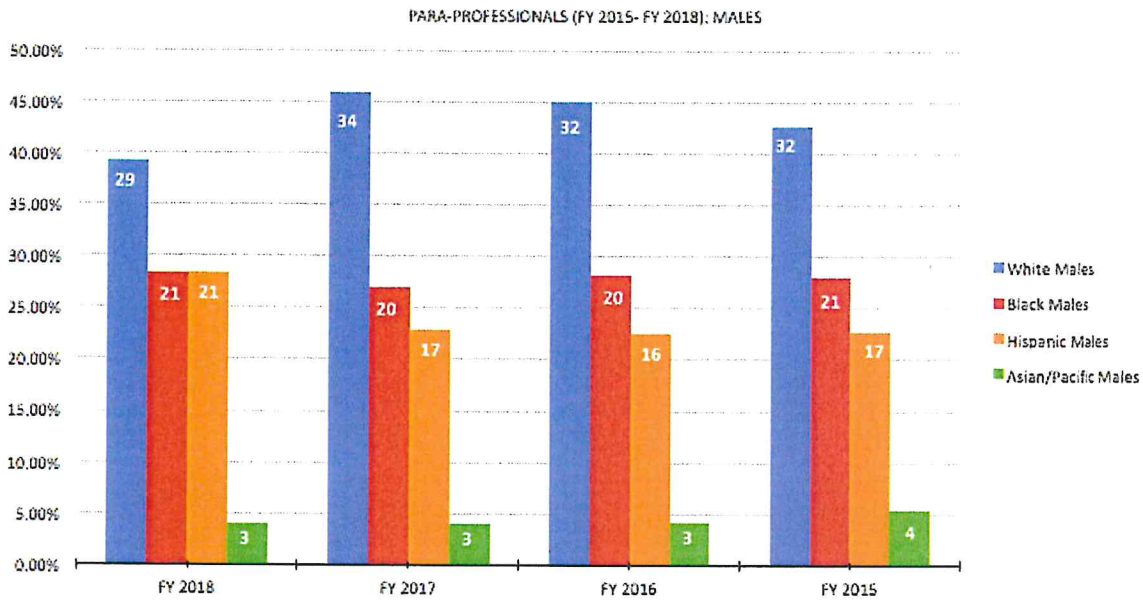
While the number of Hispanic male teachers remained the same at fifty-three for FY 2015 and FY 2016, the overall percentage of Hispanic males in the Faculty EEO category increased from around 9% in FY 2015 to approximately 18% in FY 2016. This increase in the percentage of Hispanic males in FY 2016 directly correlates with the decrease in number of White males from 475 FY 2015 to 462 in FY 2016. While the actual number of Hispanic male teachers increased in FY 2017 from fifty-three to fifty-six, Hispanic males only comprised just under 10% of overall males in category for FY 2017 due to the increase in the number of both White and Black males during the year. The number of Hispanic male teachers decreased to fifty in FY 2018, a decrease



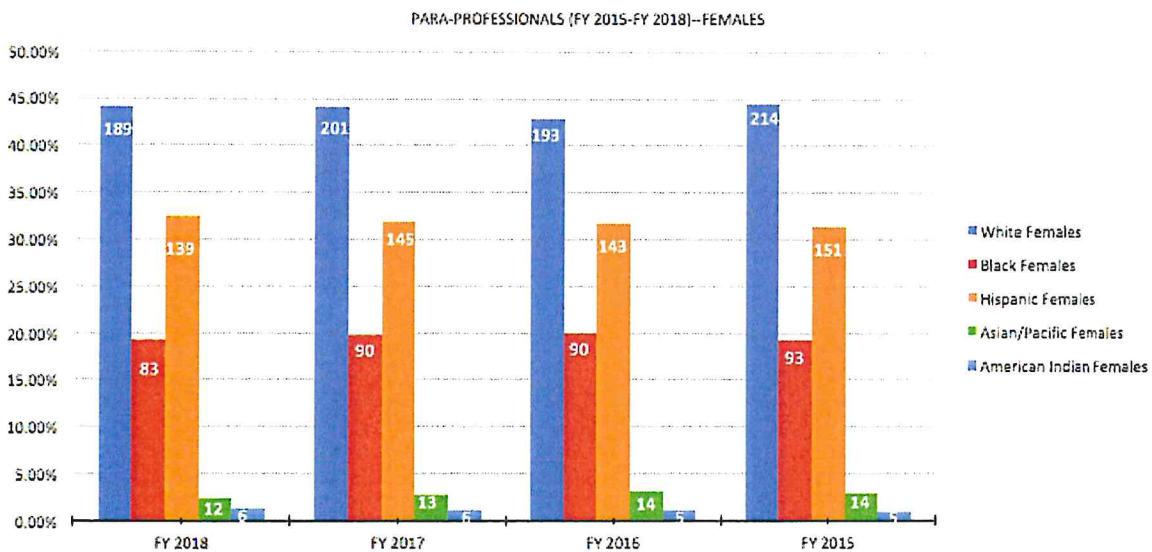
aligned with the decrease in Black male teachers for FY 2018 at seventy-one from seventy-five in FY 2017.



The overwhelming majority of faculty members are White females. As the graph demonstrates, the number of White female faculty members has ranged between 1254-1281 (78.93%-83.60%) over the last four years with percentages for minority female teachers remaining around the same from FY 2015-FY 2018. While the numbers are far from the PPSD's goal of recruiting and retaining numbers of minority faculty members that better reflect the student population, the CLM data indicates that the PPSD is employing fewer White females compared to what is available in the CLM for teachers. The PPSD has also reached parity with the CLM where female minorities in all racial sub-categories are concerned. A more detailed analysis is available in Chapter V: Utilization Analysis.

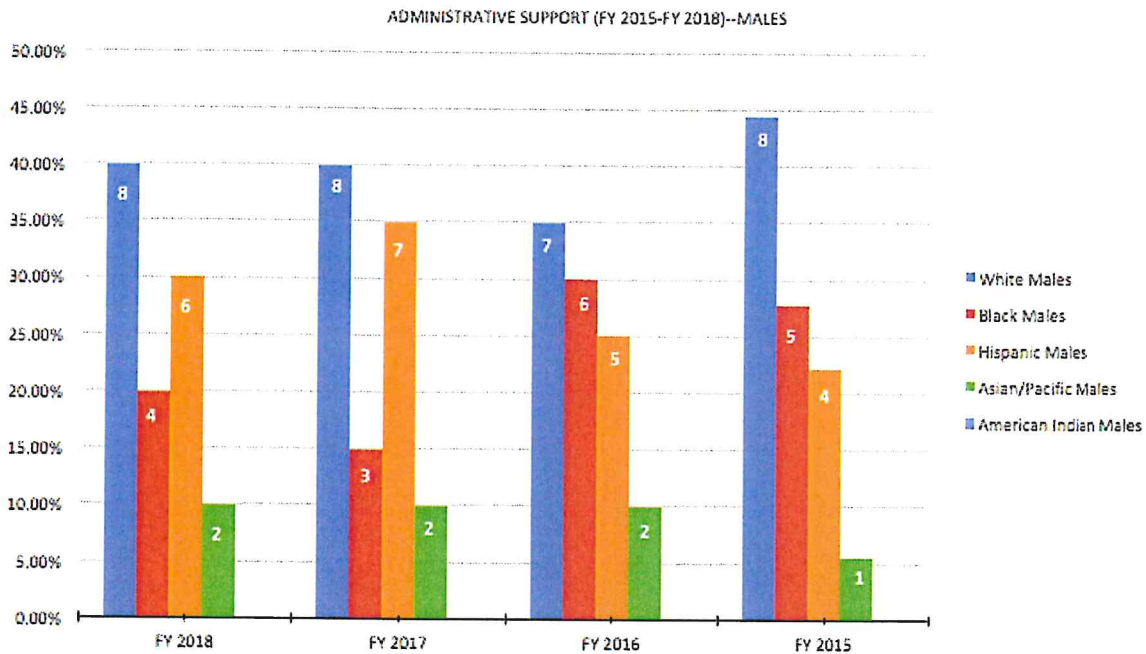


The number of males in each racial sub-category has remained steady from FY 2015- FY 2018. It should also be noted that the PPSD has achieved parity with the CLM in all minority sub-racial categories in this particular job category.



Similar to males in the Para-Professionals EEO job category, the number of females in each racial subcategory has remained steady from FY 2015-FY 2018. It should also be

noted that the PPSD has achieved parity with the CLM in all minority racial sub-categories.

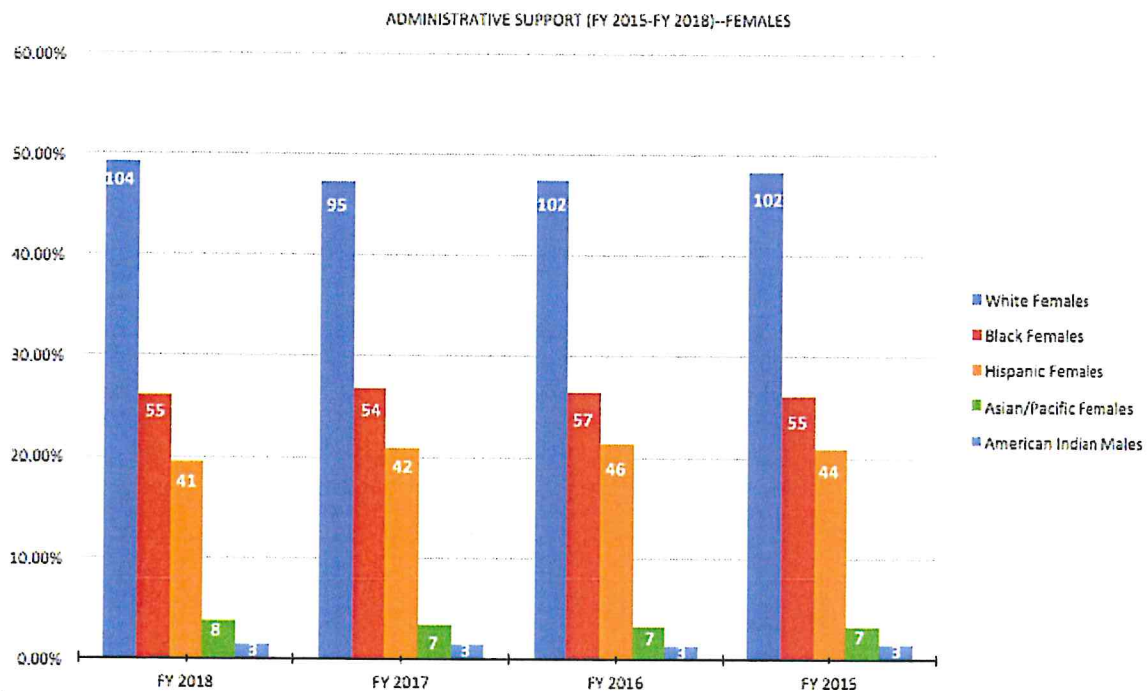


While the number of White males represented in the Administrative Support category has been steady at seven or eight males, the overall percentage of White males in the Administrative Support EEO job category has decreased from 44.44% in FY 2015 to 35.00%-40.00% in FY 2016-FY 2018. Black males in the Administrative Support job category increased by one employee from FY 2015-FY 2016 but decreased by three employees (or by 50%) in FY 2017 before increasing by one employee in FY 2018.

The PPSD employed four Hispanic males in FY 2015 (four males or 22.22% of the category) and increased the number of Hispanic males by one employee in FY 2016 (six males or 25.00% of the category), and increased by two employees in FY 2017 (seven Hispanic males at 35.00%). The number of Hispanic males in FY 2018 decreased by one employee. The number of Asian/Pacific males in the category

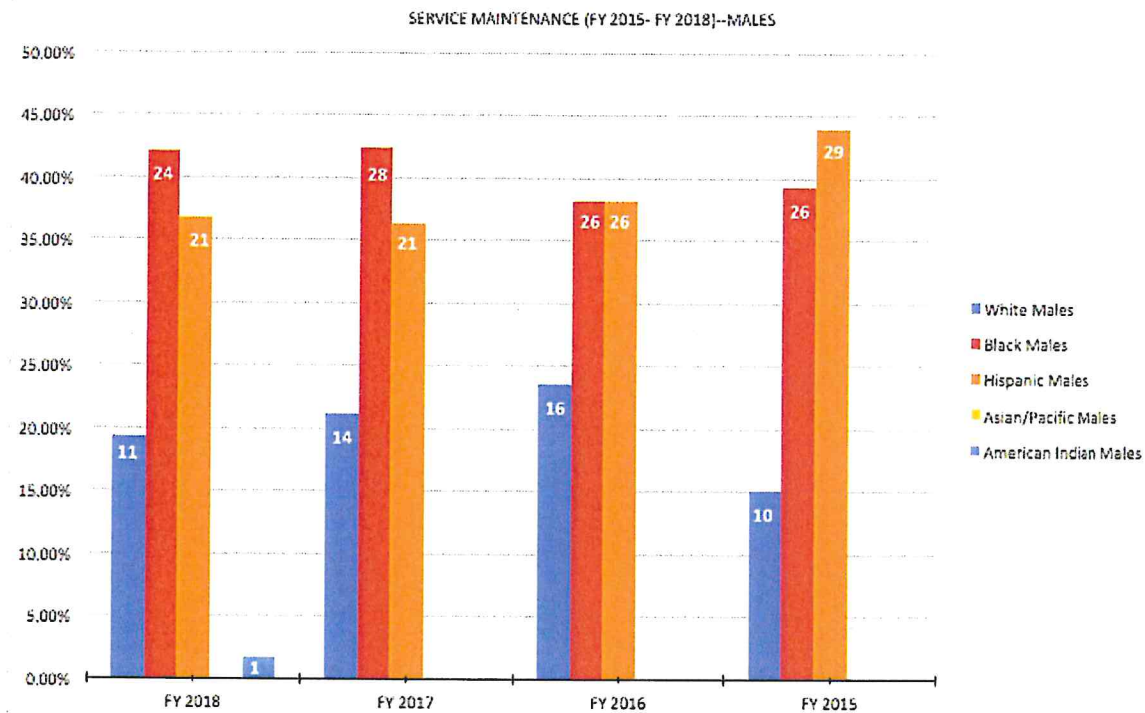
increased from one employee (5.55%) in FY 2015 to two employees in FY 2016-FY 2018 (10%).

It should be noted that the PPSD has reached parity with the CLM in all racial minority sub-categories within this EEO job category.



The number of females in each racial sub-category has remained steady from FY 2015-FY 2018. It should also be noted that the PPSD has achieved parity with the CLM in all minority sub-racial categories in this particular job category.



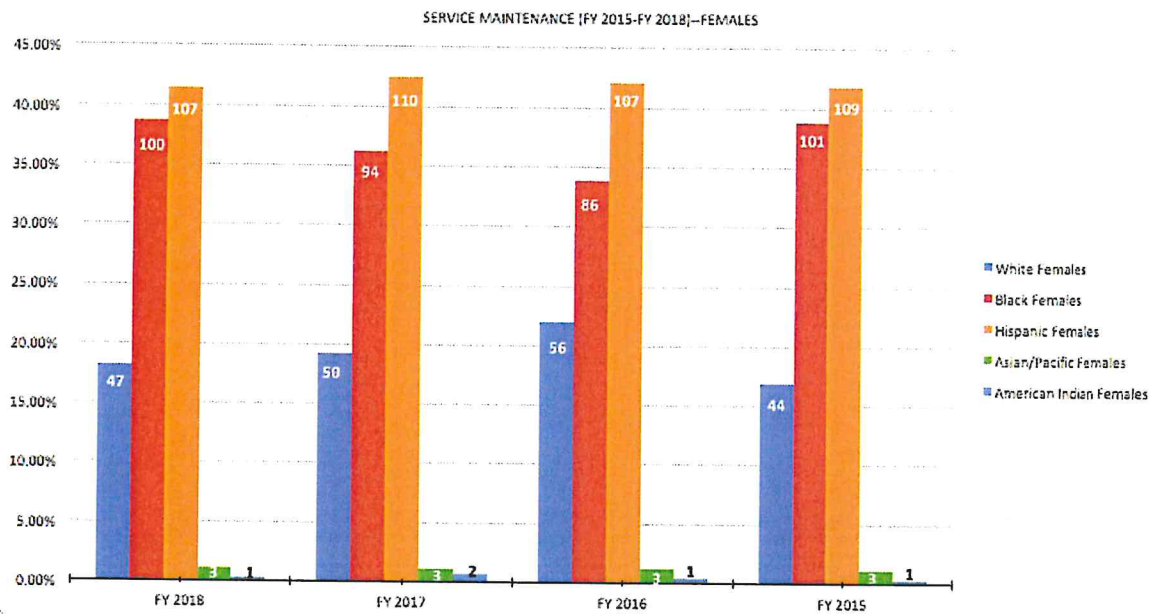


White males in the Service Maintenance EEO job category increased from ten employees (15.15%) to sixteen (23.52%) in FY 2016. This number decreased to fourteen males (21.21%) in FY 2017 and to eleven males (19.29%) in FY 2018. The number of Black males remained steady at twenty-six males in FY 2015 and FY 2016 while the overall percentage decreased due to the increase in White males from FY 2015-FY 2016. However, the number of Black males increased in FY 2017 to twenty-eight employees (42.42%) and decreased to twenty-four males (42.10%) in FY 2018.

While the number of Hispanic males was highest in FY 2015 with twenty-nine males (43.93%), this number decreased to twenty-six (38.23%) in FY 2016. This number decreased by five employees in FY 2017 (twenty-one males or 36.36%) and remained at twenty-one males in FY 2018.

The PPSD has reached parity with the CLM across all racial sub-categories in this job category as a deeper analysis reveals that where there could be slight disparate impact

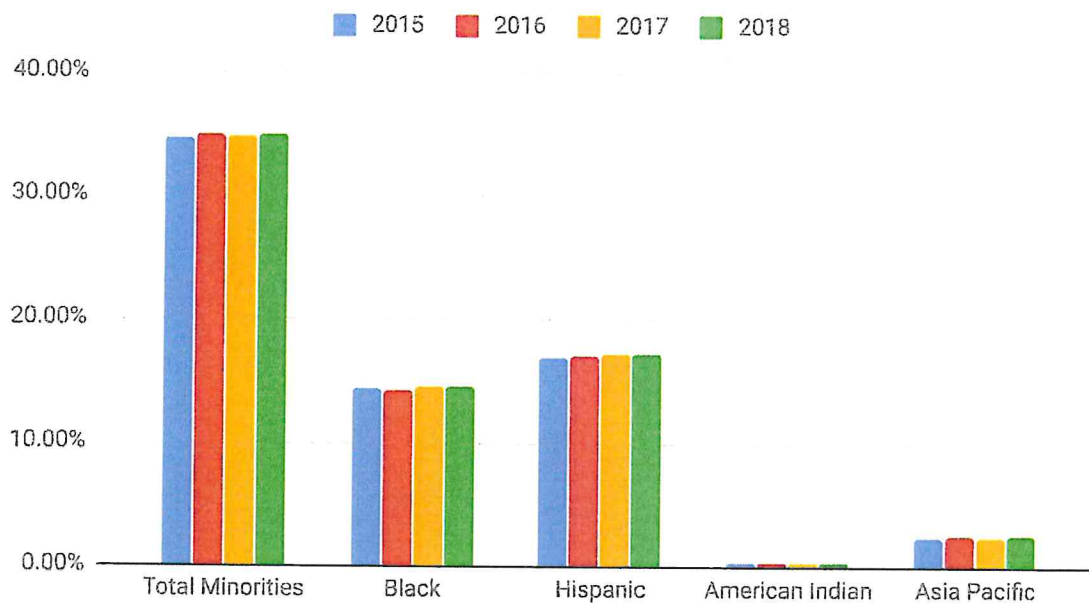
where Asian/Pacific males are concerned in this EEO job category, the sample size is less than 2%, which is statistically negligible. Additional analysis is available in Chapter V: Utilization Analysis.



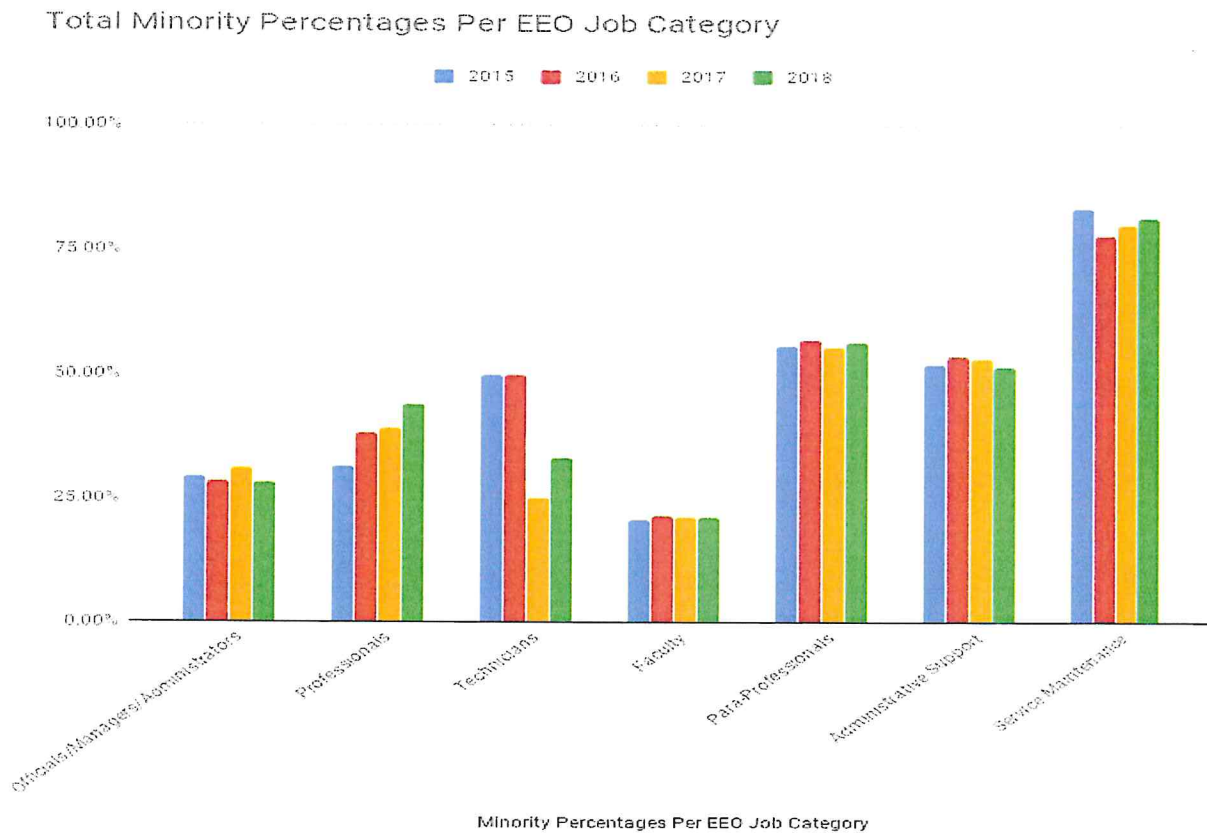
The number of females in each Service Maintenance sub-category has remained relatively stable from FY 2015-FY 2018. The number of White females in the job category has ranged between 44-47 employees (ranging from 16.92%-22.04%). While there were 101 Black females (38.84%) in FY 2015, the number decreased to eighty-six females (33.85%) in FY 2016. The number of Black females increased in FY 2017 to ninety-four (36.29%) and to one-hundred (38.75%) in FY 2018. The number of Hispanic female employees ranged from 107-110 females (41.47%-42.47%) from FY 2015-FY 2018. This data shows that the PPSD hired or retained consistent numbers of Hispanic females from FY 2015-FY 2018. Additionally, the PPSD has hired or retained three Asian/Pacific females for FY 2015-FY 2018 as well as at least one American Indian female for each year.

It should also be noted that the PPSD has reached parity in this job category for all racial minority sub-categories when the PPSD's data is benched against the CLM. Additional information is available in Chapter V: Utilization Analysis.

Minority Data by Subgroups (Race) 2015-2018



The above graph represents the overall minority sub-category data across all EEO job categories. This data shows that of all of the minorities employed by the PPSD, most minorities are Hispanic followed by Black. Because this data only reflects minorities employed by the PPSD from FY 2015-FY 2018, the PPSD aims to track applicant data throughout all phases of the application process to view the minority applicant demographics compared to those who are actually hired by the PPSD. More detailed goals and plans are outlined in Chapter VI: Problems & Goals: Recruitment & Retention.

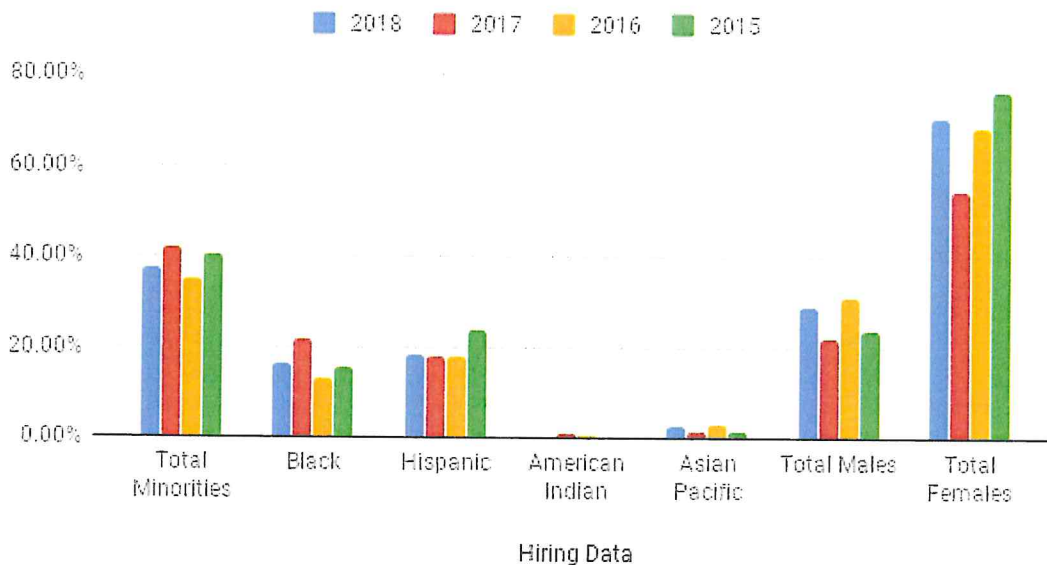


The overall minority percentages for each separate EEO job category from FY 2015-FY 2018 are represented in the graph above. The graph shows an increase in overall percentage of minorities hired in the Professionals category for FY 2018 and a decrease in the percentage



of minority Technicians from approximately 50% minorities in FY 2015 and FY 2016 to around 25% in FY 2017. There has been a slight increase of minorities in the Technicians category in from 25% in FY 2017 to around 30% in FY 2018. The minority Faculty, Para-Professionals, and Administrative support staff show percentages that have remained steady from FY 2015-FY 2016.

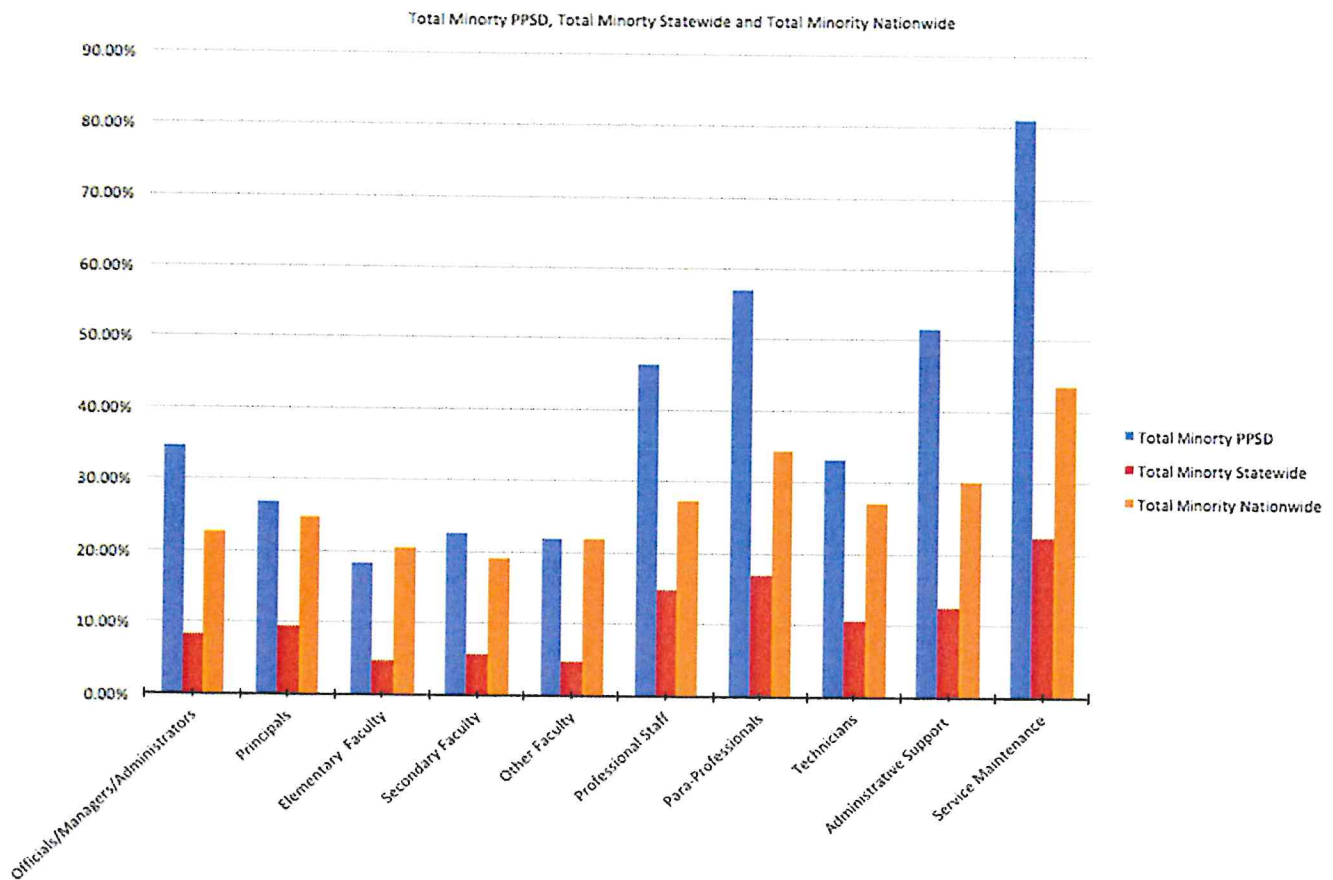
Hiring Data by Subgroup 2015-2018



The above Hiring Data by Subgroup graph demonstrates the breakdown of minority representation by racial subcategories for all EEO categories combined. The hiring data does not represent every phase of the hiring process. Therefore, the PPSD is committed to developing mechanisms to track data at all phases of the hiring process to aid in a deeper understanding and analysis of the PPSD's data in order to insure equitable processes throughout each phase of the hiring process. More information can be found in Chapter VI: Problem Areas & Goals.

## Minority Hires: PPSD, the State of Rhode Island, and National Data

The graph below reflects the total minorities employed by the PPSD benched against total minorities available in the statewide and nationwide current labor market. The graph is based on the EEO-5 PPSD 2018 Nationwide/Statewide 2012 comparison data. While the PPSD is always striving to expand its minority workforce, the below graph demonstrates that the PPSD is either in-line with or exceeding both the statewide and national minority representation in the listed EEO categories.



EEO-5 Comparison	Total Minority PPSPD	Total Minority Nationwide	Total Hispanic PPSPD	Total Hispanic Nationwide	Total Black PPSPD	Total Black Nationwide	Total Asian PPSPD	Total Asian Nationwide	Total AI/AN PPSPD	Total AI/AN Nationwide	Total HWP/PI	Total Two or More
PPSPD 2018												
Nationwide/Statewide												
ide 2012												
1. Officials, Administrators, Managers	34.78%	22.68	14.58%	8.62	16.67%	10.64	4.17%	0	2.23	0.00%	0.00%	0.00%
2. Principals	26.83%	24.86	5.13%	8.12	15.38%	14.39	5.13%	0.47	1.31	0.00%	0.00%	0.00%
3. Assistant Principals, Teaching	27.27%	31.38	16.67%	10.91	9.52%	16.63	7.14%	0	2.27	0.00%	0.00%	0.00%
4. Assistant Principals, Non Teaching	0.00%	32.13	0.00%	9.77	0.00%	19.65	0.00%	2.24	1.6	0.00%	0.00%	0.00%
5. Elementary Classroom Teachers	18.44%	20.48	11.88%	9.27	6.32%	8.15	1.72%	0.52	2.05	0.19%	0.00%	0.00%
6. Secondary, Classroom Teachers	22.57%	19.02	12.09%	7.24	7.60%	8.49	3.26%	0.83	2.22	0.16%	0.00%	0.00%
7. Other, Classroom Teachers	21.90%	21.97	7.75%	6.94	10.08%	11.42	1.91%	0.64	2.71	0.32%	0.00%	0.00%
8. Guidance	25.37%	27.85	6.45%	1.1	11.29%	14.82	3.23%	1.46	1.93	0.00%	0.00%	0.00%
9. Psychological	33.33%	20.42	18.52%	9.41	11.11%	7.62	0.00%	0	2.46	0.00%	0.00%	0.00%
10. Librarian/Audio Visual Staff	16.67%	12.99	5.41%	4.89	8.11%	6.11	2.70%	0.6	0.99	0.00%	0.00%	0.00%
11. Consultants and Other Supervisors of Instruction	11.11%	23.76	0.00%	8.78	100.00%	12.76	0.00%	0	1.34	0.00%	0.00%	0.00%
12. Other Professional Staff	46.56%	27.34	19.83%	9.79	14.66%	13.59	6.03%	1.25	2.63	0.00%	0.00%	0.00%
13. Teachers Aides	57.00%	34.48	31.14%	13.55	20.70%	17.67	3.09%	1.15	1.95	1.16%	0.00%	0.00%
14. Technicians	33.33%	27.05	0.00%	10.89	100.00%	10.77	0.00%	1.18	3.78	0.00%	0.00%	0.00%
15. Administrative Support Workers	51.74%	30.14	21.12%	15.93	26.29%	11.08	3.88%	0.9	1.84	1.29%	0.00%	0.00%
16. Service Workers	81.07%	43.66	40.97%	16.98	33.69%	22.39	0.81%	0.42	2.39	1.62%	0.00%	0.00%
17. Skilled Crafts	0.00%	29.31	0.00%	13.73	0.00%	11.97	0.00%	0	2.02	0.00%	0.00%	0.00%
18. Laborers, Unskilled	0.00%	42	0.00%	22.36	0.00%	16.82	0.00%	0.91	1.4	0.00%	0.00%	0.00%
Total 1-18	35.29%	26.42	17.31%	10.77	14.65%	12.32	2.66%	0.77	2.17	0.55%	0.00%	0.00%

## II. UTILIZATION ANALYSIS: INTRODUCTION

In this section, PPSD analyzed the FY 2018 internal workforce composition and benched it against the external workforce from 2012. The purpose is to determine if PPSD is under-represented in terms of employment within each EEO job category broken down by gender and racial subgroups. The outcome of this analysis will be used to inform hiring goals within any area where under-representation is shown to exist. The analysis further assists the PPSD in developing or enhancing its outreach efforts within the affected populations in order to create a workforce that is better reflective of Rhode Island's labor market and the district's diverse student population.

The following Utilization Analysis table and data analysis reflects the number of employees within PPSD's workforce, the percent of availability within the EEO job categories, the percent of the EEO workforce that PPSD is currently utilizing, the presence of under-utilization and the number of employees needed to be hired in order to achieve parity with the CLM availability.

### FOUR-FIFTH ANALYSIS

The following data tables depict the ratio between the total number of employees within the Department broken down by gender and then by sub-racial category compared to the number of employees.

### UTILIZATION ANALYSIS FOR EEO JOB CATEGORIES

**Official/Managers/Administrators:** During FY 2018, the PPSD employed 131 individuals within this EEO-4 job category. The most predominant group was White females with 57 employees in varying positions. Under-utilization was present amongst White females at 5% benched against 48.6% availability in the CLM. Because availability of American Indian or Asian males and females is less than 2% in the CLM, under-utilization data for these subgroups is statistically negligible.

**Professionals:** During FY 2018, the PPSD employed 141 individuals within this EEO-4 job category. The most predominant group was White females at 41.1% of the category with 48 employees. The table shows under-utilization among White females at 16.0% benched against 57.5% CLM availability. 23 White females are needed to reach parity with the CLM. There is no statistically negligible data for the presence of under-utilization among American Indian or Asian males or females.

**Technicians:** During FY 2018, the District employed 6 individuals within this EEO-4 job category. The most predominant group was White males comprising 50.0% of the category or 3 employees. The table shows the existence of under-utilization among Black males as well as White females. Because availability of American Indian and Asian males and females and Hispanic males is less than 2%, under-utilization data is statistically negligible. Three Black males and one White female are needed to reach parity with the CLM. It should be noted that the majority of positions held within this EEO-4 job category tend to attract males more often than females. As there is no statistical relevance for the presence of under-utilization within the remaining sub-racial categories by gender, hiring goals were set for both White and Black females.

**Faculty:** During FY 2018, the PPSD employed 2,194 individuals within this EEO-4 job category. The predominant group was White females at 57.2% or 1,255 employees. The table shows the existence of under-utilization among White females at 16.6% benched against 73.8% CLM availability. All other sub-racial groups where under-utilization potentially exists are statistically negligible. It should be noted that the majority of positions held within this EEO-4 job category tend to attract females more often than males, and that White females are the most largely represented group by more than half. Although this particular analysis reveals a need for more White females due to availability in the CLM, the District aims to focus its hiring practices on recruiting and retaining minority teachers to better represent the demographics of the District's overall student population.



**Para-Professionals:** During the FY 2018, the PPSD employed 503 individuals within this EEO-4 job category. The predominant group was White females with 37.6% of the category or 189 employees. The table reflects under-utilization among White females at 41.4% benched against 79.0% CLM availability. Although White females have emerged as the predominant group, 208 additional White females would be needed to reach parity with the CLM. The PPSD contends that all other racial sub-categories by gender where under-utilization could potentially exist are statistically negligible due to low sample sizes of employees in those categories.

**Administrative Support:** During FY 2018, the PPSD employed 231 individuals within this EEO-4 job category. The highest percentage group was White females at 45.0% or 104 employees. The table demonstrates under-utilization exists among White females at 40.8% benched against 85.9% CLM availability where 94 White females are needed to reach parity. All other sub-racial groups by gender where under-utilization potentially exists are statistically negligible where CLM availability is less than 2%.

**Service Maintenance:** During the fiscal year 2018, the PPSD employed 343 individuals within this EEO-4 job category. Hispanic females emerged as the predominant group comprising 32.4% of the category or 111 employees. The table reflects under-utilization for White females at 11.4% benched against 29.8% CLM availability.

Overall, the Utilization Analysis shows that PPSD has little to no major under-utilization issues aside from a need to recruit, hire and retain a (minority) faculty population that is more reflective of the district's overall student population.

PPSD

Utilization Analysis by Job Category

June 30, 2017 compared to  
2012 statewide EEO5

Raw Statistics											
Job Category	TOTAL WORKFORCE	Male					Female				
		W	B	H	A	AI	W	B	H	A	AI
<b>Officials/ Managers &amp; Administrators</b>											
Current # Workforce	129	33	5	5	2	0	56	13	10	5	0
% in Category		25.6%	3.9%	3.9%	1.6%	0.0%	43.4%	10.1%	7.8%	3.9%	0.0%
% of Availability			1.2%	2.5%	0.0%	0.0%	48.6%	2.5%	2.1%	0.0%	0.0%
% Utilization			2.6%	1.4%	1.6%	0.0%	-5.1%	7.6%	5.7%	3.9%	0.0%
Underutilized (Yes/No)			N	N	N	N	Y	N	N	N	N
# Needed to Reach Parity											
<b>Professionals</b>											
Current # Workforce	130	17	10	8	1	0	62	10	17	5	0
% in Category		13.1%	7.7%	6.2%	0.8%	0.0%	47.7%	7.7%	13.1%	3.8%	0.0%
% of Availability			3.3%	2.3%	0.5%	0.0%	57.5%	5.6%	7.7%	1.8%	0.0%
% Utilization			4.4%	3.8%	0.3%	0.0%	-9.8%	2.1%	5.4%	2.1%	0.0%
Underutilized (Yes/No)			N	N	N	N	Y	N	N	N	N
# Needed to Reach Parity											
<b>Technicians</b>											
Current # Workforce	4	2	1	0	0	0	1	0	0	0	0
% in Category		50.0%	25.0%	0.0%	0.0%	0.0%	25.0%	0.0%	0.0%	0.0%	0.0%
% of Availability			4.7%	3.5%	1.2%	0.0%	28.2%	1.2%	0.0%	0.0%	0.0%
% Utilization			20.3%	-3.5%	-1.2%	0.0%	-3.2%	-1.2%	0.0%	0.0%	0.0%
Underutilized (Yes/No)			N	Y	Y	N	N	Y	N	N	N
# Needed to Reach Parity											
<b>Faculty</b>											
Current # Workforce	2225	474	75	56	12	0	1273	116	176	36	5
% in Category		21.3%	3.4%	2.5%	0.5%	0.0%	57.2%	5.2%	7.9%	1.6%	0.2%
% of Availability			0.7%	0.7%	0.2%	0.0%	73.8%	1.6%	2.1%	0.5%	0.1%
% Utilization			2.7%	1.8%	0.3%	0.0%	-16.6%	3.6%	5.8%	1.1%	0.1%
Underutilized (Yes/No)			N	N	N	N	Y	N	N	N	N
# Needed to Reach Parity											
<b>Para-Professionals</b>											
Current # Workforce	529	34	20	17	3	0	201	90	145	13	6
% in Category		6.4%	3.8%	3.2%	0.6%	0.0%	38.0%	17.0%	27.4%	2.5%	1.1%
% of Availability			1.4%	1.0%	0.2%	0.0%	79.0%	5.7%	7.5%	1.0%	0.4%
% Utilization			2.4%	2.2%	0.4%	0.0%	-41.0%	11.3%	19.9%	1.5%	0.7%
Underutilized (Yes/No)			N	N	N	N	Y	N	N	N	N
# Needed to Reach Parity											
<b>Administrative Support</b>											
Current # Workforce	222	8	3	7	2	0	95	54	42	7	3
% in Category		3.6%	1.4%	3.2%	0.9%	0.0%	42.8%	24.3%	18.9%	3.2%	1.4%
% of Availability			0.5%	0.3%	0.1%	0.0%	85.9%	6.1%	4.4%	0.8%	0.3%
% Utilization			0.9%	2.8%	0.8%	0.0%	-43.1%	18.3%	14.5%	2.4%	1.0%
Underutilized (Yes/No)			N	N	N	N	N	N	N	N	N
# Needed to Reach Parity											
<b>Service Maintenance</b>											
Current # Workforce	326	14	28	24	0	0	50	94	110	3	2
% in Category		4.3%	8.6%	7.4%	0.0%	0.0%	15.3%	28.8%	33.7%	0.9%	0.6%
% of Availability			2.0%	2.6%	0.1%	0.2%	29.8%	4.2%	12.6%	0.3%	0.4%
% Utilization			6.6%	4.8%	-0.1%	-0.2%	-14.4%	24.6%	21.2%	0.6%	0.2%
Underutilized (Yes/No)			N	N	Y	Y	Y	N	N	N	N
# Needed to Reach Parity											



## PPSD

## Utilization Analysis by Job Category

June 30, 2018 compared to 2012 statewide EEO5

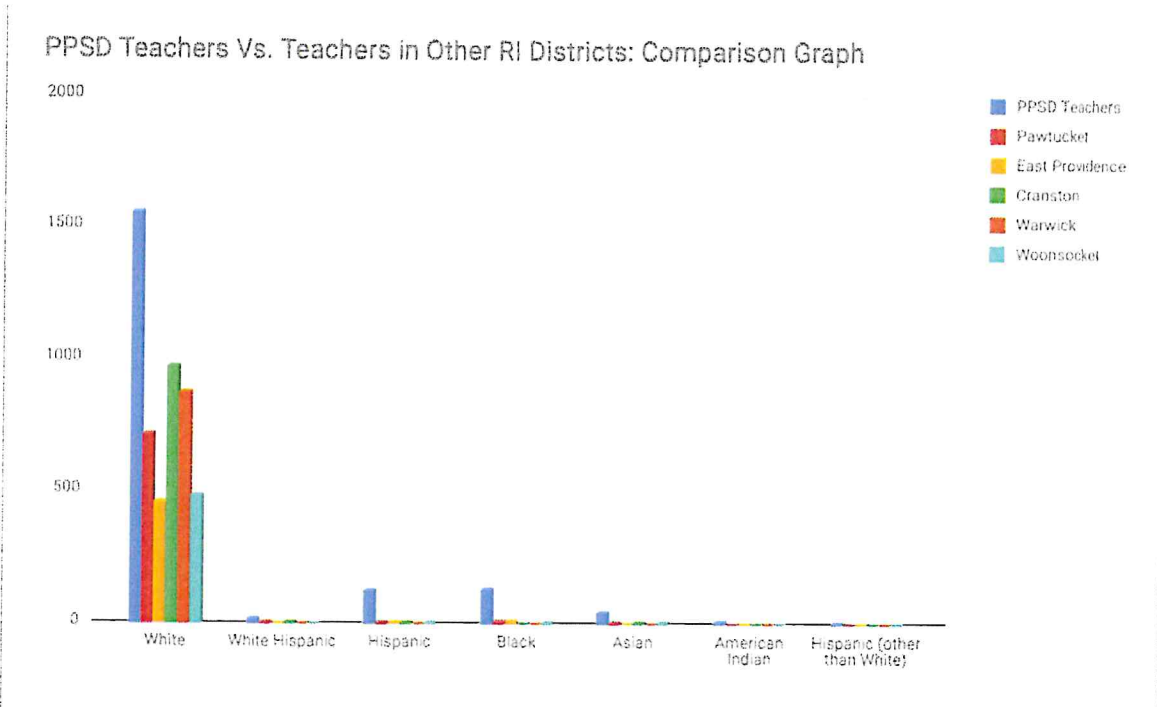
Job Category	TOTAL WORKFORCE	Raw Statistics									
		Male					Female				
		W	B	H	A	AI	W	B	H	A	AI
Officials/ Managers & Administrators											
Current # Workforce	131	37	4	5	2	0	57	11	10	5	0
% in Category		28.2%	3.1%	3.8%	1.5%	0.0%	43.5%	8.4%	7.6%	3.8%	0.0%
% of Availability			1.2%	2.5%	0.0%	0.0%	48.6%	0	0	0	0
% Utilization			1.8%	1.3%	1.5%	0.0%	-5.0%	5.9%	5.6%	3.8%	0.0%
Underutilized (Yes/No)			N	N	N	N	Y	N	N	N	N
# Needed to Reach Parity							7				
Professionals											
Current # Workforce	141	21	13	11	1	0	58	11	21	5	0
% in Category		14.9%	9.2%	7.8%	0.7%	0.0%	41.1%	7.8%	14.9%	3.5%	0.0%
% of Availability			3.3%	2.3%	0.5%	0.0%	57.5%	5.6%	7.7%	1.8%	0.0%
% Utilization			5.9%	5.5%	0.2%	0.0%	-16.4%	2.2%	7.2%	1.8%	0.0%
Underutilized (Yes/No)			N	N	N	N	Y	N	N	N	N
# Needed to Reach Parity							23				
Technicians											
Current # Workforce	6	3	1	0	0	0	1	0	1	0	0
% in Category		50.0%	16.7%	0.0%	0.0%	0.0%	16.7%	0.0%	16.7%	0.0%	0.0%
% of Availability			4.7%	3.5%	1.2%	0.0%	28.2%	0	0	0	0
% Utilization			12.0%	-3.5%	-1.2%	0.0%	-11.6%	-1.2%	16.7%	0.0%	0.0%
Underutilized (Yes/No)			N	Y	Y	N	Y	Y	N	N	N
# Needed to Reach Parity							1				
Faculty											
Current # Workforce	2194	471	71	50	12	0	1255	114	178	38	5
% in Category		21.5%	3.2%	2.3%	0.5%	0.0%	57.2%	5.2%	8.1%	1.7%	0.2%
% of Availability			0.7%	0.7%	0.2%	0.0%	73.8%	1.6%	2.1%	0.5%	0.1%
% Utilization			2.5%	1.6%	0.3%	0.0%	-16.6%	3.6%	6.0%	1.2%	-0.1%
Underutilized (Yes/No)			N	N	N	N	Y	N	N	N	N
# Needed to Reach Parity							365				
Para-Professionals											
Current # Workforce	503	29	21	21	3	0	189	83	139	12	6
% in Category		5.8%	4.2%	4.2%	0.6%	0.0%	37.6%	16.5%	27.6%	2.4%	1.2%
% of Availability			1.4%	1.0%	0.2%	0.0%	79.0%	5.7%	7.5%	1.0%	0.4%
% Utilization			2.8%	3.2%	0.4%	0.0%	-41.4%	10.8%	20.1%	1.4%	-0.8%
Underutilized (Yes/No)			N	N	N	N	Y	N	N	N	N
# Needed to Reach Parity							208				
Administrative Support											
Current # Workforce	231	8	4	6	2	0	104	55	41	8	3
% in Category		3.5%	1.7%	2.6%	0.9%	0.0%	45.0%	23.8%	17.7%	3.5%	1.3%
% of Availability			0.5%	0.3%	0.1%	0.0%	85.9%	6.1%	4.4%	0.8%	0.3%
% Utilization			1.3%	2.3%	0.8%	0.0%	-40.8%	17.7%	13.4%	2.7%	-1.0%
Underutilized (Yes/No)			N	N	N	N	Y	N	N	N	N
# Needed to Reach Parity							94				
Service Maintenance											
Current # Workforce	343	13	24	25	0	1	63	102	111	3	1
% in Category		3.8%	7.0%	7.3%	0.0%	0.3%	18.4%	29.7%	32.4%	0.9%	0.3%
% of Availability			2.0%	2.6%	0.1%	0.2%	29.8%	4.2%	12.6%	0.3%	0.4%
% Utilization			5.0%	4.7%	-0.1%	0.1%	-11.4%	25.5%	19.8%	0.5%	0.1%
Underutilized (Yes/No)			N	N	Y	N	Y	N	N	N	
# Needed to Reach Parity							39				



## RIDE DEMOGRAPHICS FOR CERTIFIED TEACHERS

The below graph reflects the RIDE Demographic Statistics for Certified Teachers as of 12/2016. This data shows the number of minority faculty members working for the PPSD compared to other Rhode Island public school districts. The data should be analyzed against the state's data for all minority certified teachers working in Rhode Island as well as their respective districts of employment.

As of December 2016, the overall percentage of minority certified teachers working in Rhode Island was 5.16%. The PPSD employs 49.65% of all certified minority teachers and 50.49% percent of certified Hispanic teachers working in Rhode Island.



RIDE Demographic Statistics for Certified Teachers 12/2016

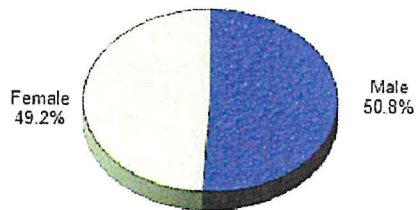
District/Race	White	White Hispanic	Hispanic	Black	Asian	Am Ind	NH PI	2 or more Non Hispanic	Hispanic Other than white	No Response	Total	Minority Percentage	No Response Percentage
Achievement First Rhode Island	28		4	1	1			1	1	6	42	19.05%	14.29%
Barrington	281	1	2		2			1		18	305	1.97%	5.90%
Beacon Charter School	24									3	27	0.00%	11.11%
Blackstone Academy	23		1		2			1		4	31	12.90%	12.90%
Blackstone Valley Prep, A RI Mayoral Academy	115	1	5	5	2					13	141	9.22%	9.22%
Bristol Warren	298									12	310	0.00%	3.87%
Burrillville	207		1							12	220	0.45%	5.45%
Central Falls	207	4	15	5		1		3	2	10	247	12.15%	4.05%
Chariho	329	1				1		1		16	348	0.86%	4.60%
Coventry	394			1	2					8	405	0.74%	1.98%
Cranston	976	4	4	3	5			3		55	1050	1.81%	5.24%
Cumberland	373		6		3				1	26	409	2.44%	6.36%
Davies Career and Tech	65		4	6						9	84	11.90%	10.71%
East Greenwich	230					1				12	243	0.41%	4.94%
East Providence	464	1	4	13	1					33	516	3.68%	6.40%
Exeter-West Greenwich	166			1						9	176	0.57%	5.11%
Foster	25									1	26	0.00%	3.85%
Foster-Glocester	117			1						4	122	0.82%	3.28%
Glocester	49							1		6	56	1.79%	10.71%
Highlander	32		4	4					1	6	47	19.15%	12.77%
International Charter	18		7	1				1		2	29	31.03%	6.90%
Jamestown	57									2	59	0.00%	3.39%
Johnston	312		4	1	2					11	330	2.12%	3.33%
Kingston Hill Academy	13							1		2	16	6.25%	12.50%
Learning Community	42	1	4	2	2					6	57	15.79%	10.53%
Lincoln	287		1	1	2					15	306	1.31%	4.90%
Little Compton	31									3	34	0.00%	8.82%
MET Career and Tech	54	1	5	8	3	1			2	10	84	23.81%	11.90%
Middletown	224		1	1						13	239	0.84%	5.44%
Narragansett	158									10	168	0.00%	5.95%
New Shoreham	30									1	31	0.00%	3.23%
Newport	196		4	5	1	1		1		15	223	5.38%	6.73%
North Kingstown	363		2		1	1		1		21	389	1.29%	5.40%
North Providence	311		3	1	1		1			22	339	1.77%	6.49%
North Smithfield	165						1	1		13	180	1.11%	7.22%
Northern RI Collaborative	28										28	0.00%	0.00%
Paul Cuffee Charter Sch	68	4	5	3	1		1			7	89	15.73%	7.87%
Pawtucket	718	4	6	13	6	1	1	3		36	788	4.31%	4.57%
Portsmouth	216			1	2	2		7		12	240	5.00%	5.00%
Providence	1560	22	127	133	47	9	1	7	7	168	2081	16.96%	8.07%
R.I. Sch for the Deaf	24				1					3	28	3.57%	10.71%
Rhode Island Nurses Institute Middle College	22	1		5						4	32	18.75%	12.50%
RISE Prep Mayoral Academy	12										12	0.00%	0.00%
Scituate	140				1					3	144	0.69%	2.08%
Segue Institute for Learning	19	1	3	1				1		4	29	20.69%	13.79%
Sheila Skip Nowell Leadership Academy	8	1								1	10	10.00%	10.00%
Smithfield	233		1		1	1				17	253	1.19%	6.72%
South Kingstown	314	1	4	4	4	2		1		14	344	4.65%	4.07%
SouthSide Charter School	1									1	2	0.00%	50.00%
The Compass School	16									4	20	0.00%	20.00%
The Greene School	24									2	26	0.00%	7.69%
The Hope Academy	11		1							1	13	7.69%	7.69%
Tiverton	183		2		1					12	198	1.52%	6.06%
Trinity Academy for the Performing Arts	13				1	1		1		5	21	14.29%	23.81%
Urban Collaborative	17		1		1						19	10.53%	0.00%
Village Green Virtual	15				1		1			3	20	10.00%	15.00%
Warwick	870	1	3	1		1		3		29	908	0.99%	3.19%
West Bay Collaborative	17			2						4	23	8.70%	17.39%
West Warwick	319	1		3	2	1				13	339	2.06%	3.83%
Westerly	298		3		1					10	312	1.28%	3.21%
Woonsocket	486	2	5	4	6	2	1		1	19	526	3.99%	3.61%
Grand Total	12296	52	242	230	106	27	7	32	15	781	13788	5.16%	5.66%

Total Minority	711	
PPSD Minority	353	
	49.65%	
Total Hispanic	309	% of total
PPSD Hispanic	156	2.24%
	50.49%	

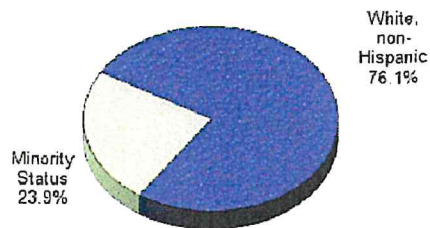
### Rhode Island 2015 Census Labor Force Sex and Race & Ethnicity

	Number of People			Percentages		
	Total	Male	Female	Total	Male	Female
<b>Total Civilian Labor Force, Aged 16+</b>	559,733	284,313	275,420	100.0%	50.8%	49.2%
<b>One Race, Any Ethnicity</b>						
White Alone	461,061	233,348	227,713	82.4%	41.7%	40.7%
Black or African American Alone	35,084	16,915	18,169	6.3%	3.0%	3.2%
Asian Alone	17,271	9,168	8,103	3.1%	1.6%	1.4%
Some Other Race Alone*	32,941	19,048	13,893	5.9%	3.4%	2.5%
<b>Two or More Races, Any Ethnicity</b>	13,376	5,834	7,542	2.4%	1.0%	1.3%
<b>Hispanic, Any Race</b>	69,087	37,944	31,143	12.3%	6.8%	5.6%
<b>Total Civilian Labor Force, Aged 16+</b>	559,733	284,313	275,420	100.0%	50.8%	49.2%
White, non-Hispanic	426,155	214,556	211,599	76.1%	38.3%	37.8%
All Others, including Hispanic	133,578	69,757	63,821	23.9%	12.5%	11.4%

Rhode Island 2015 Labor Force  
Sex



Rhode Island 2015 Labor Force  
Race and Ethnicity



Source: US Census Bureau, 2015 American Community Survey(ACS), 1-Year Estimates  
Tables C23001, C23002A, C23002B, C23002C, C23002D, C23002E, C23002F, C23002G, C23002H & C23002I

\*Some Other Race: American Indian or Alaskan Native Alone, Native Hawaiian or Other Pacific Islander Alone, or Some Other Race Alone

JORGE O. ELORZA  
*Mayor*

CHRISTOPHER N. MAHER  
*Superintendent*



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## PPSD UNIVERSAL REQUEST TO POST AND HIRING PROCESS

January 2019

### Personnel Action Request Phase

- The Hiring Manager completes the Personnel Action Request (PAR) form through the online Providence Applicant Tracking System hosted by Frontline ("PATS").
  - a. If a current job description does not exist, the Hiring Manager creates/updates/revises the job description in consultation with Human Resources, which entails:
    - I. Reviewing and identifying the role, responsibilities, and assignments;
    - II. Reviewing and identifying required abilities, experience, and skills;
    - III. Reviewing and identifying education and training requirements.
- The PAR form is automatically sent to the Finance Office to determine if the funds are available. The Finance Office has 10 days to review the request and determine whether the funds are available. The Finance Office must respond in writing through PATS with a rationale and proposed alternate solution if the funds are not available. If no alternate solution, that must be documented.
- The PAR form is then sent to the Office of Human Resources (HR) to determine the staffing need. HR has 10 days to review the request and determine whether it meets the staffing need. HR must respond in writing through PATS with a rationale and proposed alternate solution, if one exists that does not violate a collective bargaining agreement and/or any applicable laws, if the request does not meet the need.

- If approval is not obtained from either the Finance Office or HR, a meeting may be convened to work through the rationale and alternative solution with the Hiring Manager. The Hiring Manager is responsible for scheduling this meeting.

### Posting

- Once approval from the Finance Office and HR is obtained, HR will update the information in PATS and submit it for your review. After your review and approval, HR will post the position online.
- All positions will be posted for a maximum of seven (7) calendar days. Extensions to the posting period will be granted based on completion of a Request for Extension form, which must be submitted by the Hiring Manager to HR to explain why the current applicant pool does not meet minimum qualifications. If no request for extension is made, the posting will automatically expire by 11:59 p.m. on the 7th day.
- Interviews may commence after the posting period of fourteen (14) calendar days elapses.

### Application Phase

Note: The only official means of applying for a position in PPSD is PATS. Any applicant who does not apply via PATS will not be considered. Additionally, incomplete applications will not be considered by the Hiring Manager.

- In order to be considered, applicants must provide all required documentation as outlined in the posting. For example, if a resume and cover letter are required according to the posting, applicants must include both in order to be considered.

### Qualification Phase

- The Hiring Manager screens all applications using the Application Screen Rubric and determines qualified versus non-qualified applicants benched against the requirements outlined in the job description and, when applicable, contractual



and Criterion-Based Hiring process constraints by no later than five (5) days after the posting closes.

- From the list of qualified applicants, the Hiring Manager determines who will progress into the interview phase and documents the rationale for this decision.
- The Hiring Manager composes the list of predetermined questions that will be asked of all interviewed candidates at each interview phase. Candidates' responses to the questions will be scripted onto interview response sheets during interviews. Interview response sheet templates are available on the HR website.
- Depending upon the level and/or type of the position, interview exercises (including but not limited to a presentation, scenario-based assignment, problem of practice prompt, etc.) will also be created at this time for use at the appropriate interview phase(s). Hiring Managers are responsible for developing such exercises.
- The Hiring Manager develops a selection committee of no more than 4 members, in consultation with HR if necessary. The composition of the selection committee must be consistent during each phase of the interview process.

### Interview Phase

Note: Depending on the position, Hiring Managers may determine that not all interview phases will be used.

- Interview Phase I: Phone Screens
  - a. The Hiring Manager creates a phone interview event for the position in PATS and uses the system to send invitations to selected candidates. Interviews should be scheduled such that they will be completed by no later than 10 days after the date invitations are sent to candidates. Candidates use PATS to reserve an available interview time. If needed, the Hiring Manager follows up directly with candidates as well to ensure they are aware of the invitation.

- b. The Hiring Manager and, if needed, another member of the hiring team engage in 20- to 30-minute phone interviews with shortlisted candidates by no later than 10 days after the date on which the invitation is sent.
  - c. The Hiring Manager and other interviewers present complete the Phone Screen Rubric for each interviewed candidate. Note that all application phase rubrics are available on the HR website.
  - d. The Hiring Manager determines candidates to move on to Phase II.
- Interview Phase II: Face-to-Face Interviews
  - a. No later than 5 days after phone screens are completed, the Hiring Manager creates an in-person interview event for the position in PATS and uses the system to send invitations to selected candidates. Interviews should be scheduled such that they will be completed by no later than 10 days after the date invitations are sent to candidates. Candidates use PATS to reserve an available interview time. If needed, the Hiring Manager follows up directly with candidates as well to ensure they are aware of the invitation.
  - b. The Hiring Manager and selection committee engage in interviews as scheduled with candidates moved forward from Phase I.
  - c. The Hiring Manager and each member of the selection committee complete Face-to-Face Interview Rubric for each interviewed candidate.
  - d. If applicable, the candidate completes the performance task during this phase.
  - e. The Hiring Manager and selection committee determine candidate(s) to move on to Phase III, if applicable.
- Interview Phase III: Final Interviews (as needed)
  - a. Depending upon the level and type of the position, a small number of finalists may be interviewed by District and City leaders – potentially including but not limited to the Superintendent, School Board

members, and the Mayor of Providence – after the completion of in-person interviews as outlined in Phase II above. In this case, the Hiring Manager proceeds as outlined below.

- b. No later than 5 days after first-round in-person interviews are completed, the Hiring Manager creates a final interview event for the position in PATS and uses the system to send invitations to selected candidates. Interviews should be scheduled such that they will be completed by no later than 10 days after the date invitations are sent to candidates. Candidates use PATS to reserve an available interview time. If needed, the Hiring Manager follows up directly with candidates as well to ensure they are aware of the invitation.
- c. Anyone conducting final interviews completes the Final Interview Rubric for each interviewed candidate and submits these rubrics to the Hiring Manager.
- d. A candidate is recommended for hire no later than 5 days after the last final interview.
- e. Selection Phase
  - The Hiring Manager and selection committee identify a candidate recommended for hire by no later than 5 days after completion of the last phase of the interview process used. Once a candidate is selected by the Hiring Manager and interview committee, the Hiring Manager generates a contingent offer letter through PATS.
  - The candidate replies to the Hiring Manager accepting or rejecting the position in writing. If the candidate accepts the position, a memorandum articulating the hiring process and recommendation for hire must be sent to HR. The memo includes:
    - a. The name of the position.
    - b. The names of the members of the selection committee at each phase and the date(s) on which each phase occurred.
    - c. The pool of candidates selected to participate in each phase with a rationale for the decision.



- d. The name of the final candidate selected and recommended for hire and a summary of why that candidate is the most superiorly qualified.
- The Request to Hire will be electronically sent to HR:
  - a. HR will review the memorandum to make sure it has been completed and all interview notes have been updated.
  - b. HR requests transcripts to verify reported credentials of the recommended candidate.
  - c. HR generates a detailed offer letter contingent upon verification of reported credentials.
  - d. Once the BCI check is complete and no disqualifying information is found, HR invites the candidate in to be on-boarded. Once onboarding is complete, HR informs the candidate about the School Board appointment timeline and instructs the candidate to contact the Hiring Manager for detailed information about starting employment.
  - e. The HR Onboarding Specialist informs HR's departmental secretary that the candidate's hiring process is complete and the departmental secretary adds the candidate to the next School Board agenda.
  - f. When appropriate, HR instructs the Hiring Manager to prepare a brief statement of the candidate's experience and qualifications for the position to be read at the School Board meeting.
  - g. Once the School Board approves the new hire, the Hiring Manager uses PATS to generate regret letters to non-selected candidates.
  - h. The Hiring Manager or direct supervisor works with all appropriate PPST staff to arrange for the new employee's arrival (technology, building access, payroll, etc.).
  - i. The Hiring Manager completes or HR submits a [System Access Form](#) for the candidate specifying access requirements.

- If the candidate does not accept the position, the Hiring Manager confers with the selection committee and either (a) extends a new offer or (b) restarts the interview process.
  - a. If necessary, the Hiring Manager works with HR to reopen and/or extend the posting at this time.
  - b. Once a candidate has been identified and selected, the process is completed as outlined above.

## **Criterion-Based Hiring Summary for Teachers**

The Criterion-Based Hiring, Transfer and Assignment procedures represents the manner in which teachers are newly-hired or assigned to a teaching position as a result of a consolidation, voluntary transfer, rescission from layoff, or return from an unpaid leave of absence. The Providence Public School District and the Providence Teachers Union recognizes the value to students of having qualified, certified, experienced and effective teachers in every classroom as well as continuity of instruction. The Union and the district are committed to working together to provide a quality teacher in every classroom by implementing a fair, reliable and transparent teacher hiring and transfer system. As such, Criterion-Based Hiring, Transfer and Assignment Procedures shall be an evolving and dynamic process that will be jointly developed by the Providence Teachers Union and the Providence Public School District.

This Plan provides a mechanism and establishes the processes for placing qualified candidates (internal and external) in teaching vacancies and assignment of displaced teachers. It does not address intra-building assignment changes. Intra-building assignments shall be made in accordance with Article 13, Teacher Programs, of the PTU Collective Bargaining Agreement. This document also does not address positions for which additional compensation is provided and school based positions (e.g. athletic coach, school treasurer, etc) as defined and detailed in Article 11 of the PTU Collective Bargaining Agreement.

### FY 2015--2018 Hiring Data Analysis

The below table and graph capture the findings of PPSD's Hiring Data Analysis for FY 2015-2018. The total minority and female hires combined decreased from 76.7% in FY 2015 to 68.9% and 64.8% in FY 2016 and FY 2017 respectively. Data does indicate an increase in total Minority and Female hires for FY 2018 at 70.85%.

The highest percent of overall Minorities represented in the PPSD's hiring data was during FY 2017. More specifically, FY 2017 showed the highest percentage of total Black hires in FY 2017 at 21.50%. The highest number of total Hispanic hires was in FY 2015 at 23.56% where the number of Hispanic hires for 2016-2018 have been hovering slightly above 18%. The highest number of Asia Pacific males were represented in FY 2016 at 3.15% before decreasing to 1.37% in FY 2017. FY 2018 shows an increase in hiring of Asian Pacific males at 2.51%.

**FY 2015-2018 Minority and Female Hires**

<b>FY</b>	<b>Total Hire</b>	<b>Minority Hire</b>	<b>Total Hire (%)</b>	<b>Female Hire</b>	<b>Total Hire (%)</b>
<b>2018</b>	<b>319</b>	<b>119</b>	<b>37.30</b>	<b>226</b>	<b>70.85</b>
<b>2017</b>	<b>293</b>	<b>123</b>	<b>41.98</b>	<b>190</b>	<b>64.8</b>
<b>2016</b>	<b>222</b>	<b>77</b>	<b>34.68</b>	<b>153</b>	<b>68.9</b>
<b>2015</b>	<b>210</b>	<b>86</b>	<b>40.95</b>	<b>161</b>	<b>76.7</b>

JOB TITLE	TOTAL EMPLOYEES	TOTAL MINORITIES	Male						Female					
			Total Male	White	Black	Hispanic	Asian/ Pacific Islander	American Indian Alaskan	Total Female	White	Black	Hispanic	Asian/ Pacific Islander	American Indian Alaskan
Acting Elem. Assistant Princip	1	0	0						1	1				
Assistant Head of School	1	0	0						1	1				
Budget Director	1	0	1	1					0					
Director of Development	1	0	0						1	1				
Director of Student Support	1	1	0						1				1	
Elem. Principal	1	0	1	1					0					
HS Assistant Principal	1	0	1	1					0					
MS Assistant Principal	3	1	2	1	1				1	1				
<b>SUBTOTAL</b>	<b>10</b>	<b>2</b>	<b>5</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>1</b>	
PERCENTAGES BY CATEGORY:		20.00%	50.00%	40.00%	10.00%	0.00%	0.00%	0.00%	50.00%	40.00%	0.00%	0.00%	10.00%	0.00%

Black 10.00%  
Hispanic 0.00%  
American Indian 10.00%  
Asian Pacific 0.00%

JOB TITLE	TOTAL EMPLOYEES	TOTAL MINORITIES	Male						Female					
			Total Male	White	Black	Hispanic	Asian/ Pacific Islander	American Indian Alaskan	Total Female	White	Black	Hispanic	Asian/ Pacific Islander	American Indian Alaskan
Computer Management Spec	1	1	1			1			0					
COTA Certified Occ Ther Asst.	2	0	0						2	2				
Creative Technology Specialist	1	1	1			1			0					
CTE Program Coordinator	2	0	1	1					1	1				
Fiscal Officer - Fixed Asset A	1	0	1	1					0					
Fiscal Officer non cert	1	1	0						1			1		
Grant Writer	1	1	0						1			1		
Human Resource Officer	3	0	0						3	3				
Human Resources Manager - Perf	1	0	1	1					0					
Human Resources Manager - Prof	1	1	0						1		1			
Human Resources Manager - Tale	1	0	1	1					0					
Occupational Therapist	1	0	0						1	1				
PK-12 Physical Therapist	2	0	0						2	2				
School Board Member	1	1	1		1				0					
School Culture Coordinator	5	4	4	1	2	1			1		1			
Sub. Bus Trans. Nurse	2	1	2	1	1				0					
Technology Service Coordinator	1	0	1	1					0					
Translator	1	1	0						1			1		
<b>SUBTOTAL</b>	<b>28</b>	<b>12</b>	<b>14</b>	<b>7</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>9</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>0</b>
PERCENTAGES BY CATEGORY:		42.86%	50.00%	25.00%	14.29%	10.71%	0.00%	0.00%	50.00%	32.14%	7.14%	10.71%	0.00%	0.00%

Black 21.43%  
Hispanic 21.43%  
American Indian 0.00%  
Asian Pacific 0.00%

JOB TITLE	TOTAL EMPLOYEES	TOTAL MINORITIES	Male						Female					
			Total Male	White	Black	Hispanic	Asian/ Pacific Islander	American Indian Alaskan	Total Female	White	Black	Hispanic	Asian/ Pacific Islander	American Indian Alaskan
Data Support Technician	1	0	1	1					0					
<b>SUBTOTAL</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
PERCENTAGES BY CATEGORY:		0.00%	100.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Black 0.00%  
Hispanic 0.00%  
American Indian 0.00%  
Asian Pacific 0.00%



EEO JOB Category Faculty

DATE: 7/1/17 to 6/30/18

JOB TITLE	TOTAL EMPLOYEES	TOTAL MINORITIES	Male						Female					
			Total Male	White	Black	Hispanic	Asian/ Pacific Islander	American Indian Alaskan	Total Female	White	Black	Hispanic	Asian/ Pacific Islander	American Indian Alaskan
CTE Computer Technology	1	0	1	1					0					
CTE Data Science	1	1	0						1		1			
CTE Engineering	1	0	0						1	1				
CTE Graphic Communicatons	1	0	1	1					0					
CTE Interactive Media	1	0	1	1					0					
Dean of Social Emotional Learn	1	0	0						1	1				
ECH K-2 Sp.Ed. BD Disorder	1	0	0						1	1				
ECH KG Bilingual Inclusion	1	1	0						1			1		
ECH KG Sp.Ed. Inclusion	1	0	0						1	1				
ECH Pre K Sp.Ed.	1	1	0						1			1		
ECH Pre K Sp.Ed. Resource	1	0	0						1	1				
Elem. 3 Gen.Ed.	1	0	0						1	1				
Elem. 4 ESL	4	0	1	1					3	3				
Elem. 5 ESL	2	0	1	1					1	1				
Elem. 5 Gen.Ed.	1	0	0						1	1				
Elem. Sp.Ed. Autism	1	0	0						1	1				
Elem. Sp.Ed. Self Cont	1	0	0						1	1				
Humanities Learning Facilitato	5	2	1	1					4	2	1	1		
Instructional Facilitator/PAR	1	0	0						1	1				
Long Term Sub in Pool	13	4	3	1	1	1			10	8	1	1		
Math Coach	1	0	0						1	1				
MS 6 English	1	0	0						1	1				
MS 7-8 ESL English	1	0	0						1	1				
MS English	4	1	0						4	3	1			
MS ESL English	1	0	0						1	1				
MS ESL Science	2	1	1				1		1	1				
MS ESL Social Studies	1	0	0						1	1				
MS LEP/ESL Math	2	0	1	1					1	1				
MS LEP/ESL Science	2	0	0						2	2				
MS LEP/ESL Social Studies	1	0	1	1					0					
MS Math	8	1	4	3	1				4	4				
MS Science	3	0	1	1					2	2				
MS Social Studies	6	0	2	2					4	4				
MS Sp.Ed. Hybrid	4	0	0						4	4				
Per Diem Sub	67	22	26	20	4	2			41	25	6	6	4	
Physical Education TCH (Health	1	0	1	1					0					
PK-12 Art Teacher	4	0	0						4	4				
PK-12 Bilingual Social Worker	1	1	0						1			1		
PK-12 Dance	1	0	0						1	1				
PK-12 Guidance	1	1	0						1			1		
PK-12 Library	2	0	0						2	2				
PK-12 Music	1	0	0						1	1				
PK-12 Nurse	1	0	0						1	1				
PK-12 PE/Health/Adaptive	1	0	1	1					0					
PK-12 Psychologist	1	1	1		1				0					
PK-12 Social Worker	5	2	0						5	3	2			
PK-12 Speech Pathologist	1	0	0						1	1				
PK-12 Theater	1	0	0						1	1				
Sec. Biology	1	0	0						1	1				
Sec. Chemistry	1	0	0						1	1				
Sec. Eng. Lang. Develop.	1	1	0						1		1			
Sec. English	5	1	2	1		1			3	3				
Sec. ESL	2	0	0						2	2				
Sec. ESL English	2	1	0						2	1		1		
Sec. ESL Math	1	0	0						1	1				
Sec. French/Spanish	1	0	0						1	1				
Sec. Math	6	2	5	4	1				1		1			
Sec. Social Studies	1	0	0						1	1				
Sec. Sp.Ed. English	2	0	1	1					1	1				
Sec. Sp.Ed. Except'l Child Svc	2	0	0						2	2				
Sec. Sp.Ed. Exct'l Child Svc	1	0	0						1	1				
Sec. Sp.Ed. Generalist	2	1	0						2	1			1	
Sec. Sp.Ed. Inclusion	3	0	0						3	3				
Sec. Spanish	1	1	1			1			0					
Sec. Special Education	1	1	0						1			1		
Student Support Counselor	2	2	0						2			2		
World Lang. Learning Facilitat	1	1	0						1		1			
SUBTOTAL	201	50	57	43	8	5	1	0	144	108	15	16	5	0
PERCENTAGES BY CATEGORY:		24.88%	28.36%	21.39%	3.98%	2.49%	0.50%	0.00%	71.64%	53.73%	7.46%	7.96%	2.49%	0.00%

Black	11.44%
Hispanic	10.45%
Asian Pacific	2.99%
American Indian	0.00%

EEO JOB Category Para-Professionals

Detail Hires 17 - 18

DATE: 7/1/17 to 6/30/18

JOB TITLE	TOTAL EMPLOYEES	TOTAL MINORITIES	Male						Female					
			Total Male	White	Black	Hispanic	Asian/ Pacific Islander	American Indian Alaskan	Total Female	White	Black	Hispanic	Asian/ Pacific Islander	American Indian Alaskan
CTE Construction CTA	1	1	1		1				0					
ECH KG Gen.Ed. CTA	1	1	0						1			1		
ECH PK Sp.Ed CTA	2	1	0						2	1				1
Elem. 3 & 4 Sp.Ed. Co Teach CT	2	1	0						2	1			1	
Elem. K-3 Sp.Ed. Int Res CTA	1	0	0						1	1				
Elem. Sp.Ed. Autism TA 2:4	1	1	0						1			1		
Elem. Sp.Ed. Autism TA 2:6	1	1	0						1			1		
Elem. Sp.Ed. Int. Resource CT	1	1	0						1			1		
Elem. Sp.Ed. Self cont (Autis	1	0	0						1	1				
Elem. Sp.Ed. Self Cont CTA	1	1	0						1			1		
Elem. Sp.Ed. TA 1:1	1	1	1			1			0					
Elem. Sp.Ed. TA 1:3	1	0	1	1					0					
MS Sp.Ed. Exct'l child Svc CTA	1	1	1			1			0					
MS SpEd Autism Enhan Staff CTA	1	1	1			1			0					
Per Diem Sub TA	7	3	1			1			6	4	1	1		
Sec. Sp.Ed. TA 1:1	1	1	1			1			0					
Sec. Sp.Ed. TA 1:2	1	1	1		1				0					
<b>SUBTOTAL</b>	<b>25</b>	<b>16</b>	<b>8</b>	<b>1</b>	<b>2</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>17</b>	<b>8</b>	<b>1</b>	<b>6</b>	<b>0</b>	<b>0</b>
PERCENTAGES BY CATEGORY:			64.00%	32.00%	4.00%	8.00%	20.00%	0.00%	68.00%	32.00%	4.00%	24.00%	0.00%	0.00%

Black 12.00%  
 Hispanic 44.00%  
 American Indian 0.00%  
 Asian Pacific 0.00%

Detail Hires 17 - 18

EEO JOB Category Administrative SupportDATE: 7/1/17 to 6/30/18

JOB TITLE	TOTAL EMPLOYEES	TOTAL MINORITIES	Male						Female					
			Total Male	White	Black	Hispanic	Asian/ Pacific Islander	American Indian Alaskan	Total Female	White	Black	Hispanic	Asian/ Pacific Islander	American Indian Alaskan
Accounting Clerk	1	0	0						1	1				
Day Sub Clerk	18	9	2	1	1				16	8	5	2	1	
Human Resources Associate	1	0	0						1	1				
Part-time Temporary	1	0	0						1	1				
Secretary, Coord/Super/Adm	1	1	0						1			1		
<b>SUBTOTAL</b>	<b>22</b>	<b>10</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>20</b>	<b>11</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>0</b>
PERCENTAGES BY CATEGORY:			9.09%	4.55%	4.55%	0.00%	0.00%	0.00%	90.91%	50.00%	22.73%	13.64%	4.55%	0.00%

Black 27.27%  
 Hispanic 13.64%  
 Asian Pacific 4.55%  
 American Indian 0.00%

EEO JOB Category Officials Managers & AdministratorsDATE: 7/1/16 to 6/30/17

JOB TITLE	TOTAL EMPLOYEES	TOTAL MINORITIES	Male						Female					
			Total Male	White	Black	Hispanic	Asian/Pacific Islander	American Indian Alaskan	Total Female	White	Black	Hispanic	Asian/Pacific Islander	American Indian Alaskan
Asst Principal Middle Sch	1	0	0						1	1				
Deputy School Controller	1	0	0						1	1				
Director 12 Months	1	1	0						1		1			
Director of Student Support Se	1	1	1		1				0					
Director Sch Operations & Supp	1	0	1	1					0					
EEO Admin-Affirmative Action	1	1	1		1				0					
Principal High Sch	1	1	0						1			1		
Spec Asst to Supt & Sch Brd	1	1	0						1		1			
SUBTOTAL	8	5	3	1	2	0	0	0	5	2	2	1	0	
PERCENTAGES BY CATEGORY:		62.50%	37.50%	12.50%	25.00%	0.00%	0.00%	0.00%	62.50%	25.00%	25.00%	12.50%	0.00%	0.00%

Black	50.00%
Hispanic	12.50%
American Indian	0.00%
Asian Pacific	0.00%

EEO JOB Category ProfessionalsDATE: 7/1/16 to 6/30/17

JOB TITLE	TOTAL EMPLOYEES	TOTAL MINORITIES	Male						Female					
			Total Male	White	Black	Hispanic	Asian/Pacific Islander	American Indian Alaskan	Total Female	White	Black	Hispanic	Asian/Pacific Islander	American Indian Alaskan
Assessment Coord- Literacy	1	0	1	1					0					
Customer Service Specialist	1	1	0						1			1		
Data Specialist	1	0	1	1					0					
Human Resource Officer	2	0	1	1					1	1				
Innovation Specialist	2	1	1	1					1		1			
Occ Therapist Spec Ed	1	0	0						1	1				
Public and Parent Info Spec	1	1	1			1			0					
Research Specialist	1	0	0						1	1				
Sch Board Member	1	1	1		1				0					
School Based Coordinator	2	1	0						2	1		1		
School Board Policy Writer (Ad	1	0	0						1	1				
SUBTOTAL	14	5	6	4	1	1	0	0	8	5	1	2	0	
PERCENTAGES BY CATEGORY:		35.71%	42.86%	28.57%	7.14%	7.14%	0.00%	0.00%	57.14%	35.71%	7.14%	14.29%	0.00%	0.00%

Black	14.29%
Hispanic	21.43%
American Indian	0.00%
Asian Pacific	0.00%

EEO JOB Category TechniciansDATE: 7/1/16 to 6/30/17

JOB TITLE	TOTAL EMPLOYEES	TOTAL MINORITIES	Male						Female					
			Total Male	White	Black	Hispanic	Asian/Pacific Islander	American Indian Alaskan	Total Female	White	Black	Hispanic	Asian/Pacific Islander	American Indian Alaskan
Data Manager	1	0	1	1					0					
Data Support Technician	1	0	1	1					0					
SUBTOTAL	2	0	2	2	0	0	0	0	0	0	0	0	0	
PERCENTAGES BY CATEGORY:		0.00%	100.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Black	0.00%
Hispanic	0.00%
American Indian	0.00%
Asian Pacific	0.00%



			Male						Female					
JOB TITLE	TOTAL EMPLOYEES	TOTAL MINORITIES	Total Male	White	Black	Hispanic	Asian/ Pacific Islander	American Indian Alaskan	Total Female	White	Black	Hispanic	Asian/ Pacific Islander	American Indian Alaskan
Career & Tech. Ed. Engineering	1	0	1	1					0					
Dean of Students	1	0	1	1					0					
Dept Teacher Leader - Science	2	0	0						2	2				
Dept Teacher Leader - Social S	1	0	0						1	1				
Elem. Biling. Spanish	4	3	0						4	1		3		
Elementary Math Coach	2	0	0						2	2				
English Sec Lang Elem	3	1	1			1			2	2				
English Sec Lang Middle	2	0	0						2	2				
English Sec Lang Sec.	6	3	1			1			5	3	1		1	
GE with Supts & Svc Sch YR	7	3	1	1					6	3		3		
Guidance Counselor	5	2	2	1	1				3	2		1		
Librarian	1	0	0						1	1				
Literacy Coach Elementary	1	0	0						1	1				
LTS Filling Vacancy	8	1	2	2					6	5	1			
LTSP	15	1	7	6		1			8	8				
Middle Sch English 5-8	1	1	0						1			1		
Middle Sch Mathematics 5-8	9	2	2	1		1			7	6		1		
Middle Sch Science 05-08	1	0	0						1	1				
Middle Sch Science 07-08	1	0	0						1	1				
Middle Sch Social Stud 5-8	2	0	1	1					1	1				
Non Certified Teachers	58	35	34	18	13	2	1		24	5	8	10		1
Reading Coach	1	0	0						1	1				
ROTC Officer	1	0	1	1					0					
Sch Nurse TCH Pre K-12	3	0	0						3	3				
Special Class - Extend Sch YR	1	0	0						1	1				
Special Class - School Year	4	0	3	3					1	1				
Speech/Lang Pathol PreK-12	3	0	0						3	3				
Substitute Nurse - Long Term	3	1	0						3	2		1		
TCH Phys Ed Pre K-12	1	0	1	1					0					
TCH Art Pre K-12	3	0	1	1					2	2				
TCH Early Child Pre K-02	1	0	0						1	1				
TCH Elem. 01-06	2	0	0						2	2				
TCH Music Pre K-12	1	0	0						1	1				
TCH Sec. Biological 7 -12	1	0	1	1					0					
TCH Sec. Chemistry	1	0	1	1					0					
TCH Sec. English	2	0	1	1					1	1				
TCH Sec. General Science	1	0	0						1	1				
TCH Sec. Italian	1	0	0						1	1				
TCH Sec. Mathematics	6	1	4	3	1				2	2				
TCH Sec. Social Stud	3	1	0						3	2			1	
TCH Sec. Spanish	2	1	1	1					1		1			
TCH Technology Ed Pre K-12	1	1	1		1				0					
TCH The Sec. Sciences	1	0	0						1	1				
TCH Voc. AC Refrigeration	2	0	2	2					0					
TCH Voc. Carpentry	1	0	1	1					0					
TCH Voc. Plumbing	2	0	2	2					0					
SUBTOTAL	179	57	73	50	16	6	1	0	106	72	11	20	2	1
PERCENTAGES BY CATEGORY:		31.84%	40.78%	27.93%	8.94%	3.35%	0.56%	0.00%	59.22%	40.22%	6.15%	11.17%	1.12%	0.56%

Black 15.08%  
 Hispanic 14.53%  
 American Indian 1.68%  
 Asian Pacific 0.56%

EEO JOB Category Para-Professionals

Detail Hires 16-17

DATE: 7/1/16 to 6/30/17

JOB TITLE	TOTAL EMPLOYEES	TOTAL MINORITIES	Male						Female					
			Total Male	White	Black	Hispanic	Asian/ Pacific Islander	American Indian Alaskan	Total Female	White	Black	Hispanic	Asian/ Pacific Islander	American Indian Alaskan
Behavior Support Assistants	1	1	0						1			1		
Long Term Sub Aide	9	4	0						9	5	1	3		
Special Ed Aide	5	3	1	1					4	1	1	1		1
Sub TA's	23	11	6	4	2				17	8	4	4	1	
Teacher Aide	1	0	0						1	1				
<b>SUBTOTAL</b>	<b>39</b>	<b>19</b>	<b>7</b>	<b>5</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>32</b>	<b>15</b>	<b>6</b>	<b>9</b>	<b>1</b>	<b>1</b>
<b>PERCENTAGES BY CATEGORY:</b>		<b>48.72%</b>	<b>17.95%</b>	<b>12.82%</b>	<b>5.13%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>82.05%</b>	<b>38.46%</b>	<b>15.38%</b>	<b>23.08%</b>	<b>2.56%</b>	<b>2.56%</b>

Black 20.51%  
 Hispanic 23.08%  
 American Indian 2.56%  
 Asian Pacific 2.56%

EEO JOB Category Administrative Support

Detail Hires 16-17

DATE: 7/1/16 to 6/30/17

JOB TITLE	TOTAL EMPLOYEES	TOTAL MINORITIES	Male						Female					
			Total Male	White	Black	Hispanic	Asian/ Pacific Islander	American Indian Alaskan	Total Female	White	Black	Hispanic	Asian/ Pacific Islander	American Indian Alaskan
Day Sub Clerk	4	4	2			2			2			2		
Executive Assistant	1	1	0						1		1			
<b>SUBTOTAL</b>	<b>5</b>	<b>5</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	
<b>PERCENTAGES BY CATEGORY:</b>		<b>100.00%</b>	<b>40.00%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>40.00%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>60.00%</b>	<b>0.00%</b>	<b>20.00%</b>	<b>40.00%</b>	<b>0.00%</b>	<b>0.00%</b>

Black 20.00%  
 Hispanic 80.00%  
 American Indian 0.00%  
 Asian Pacific 0.00%

EEO JOB Category Service Maintenance

Detail Hires 16-17

DATE: 7/1/16 to 6/30/17

JOB TITLE	TOTAL EMPLOYEES	TOTAL MINORITIES	Male						Female					
			Total Male	White	Black	Hispanic	Asian/ Pacific Islander	American Indian Alaskan	Total Female	White	Black	Hispanic	Asian/ Pacific Islander	American Indian Alaskan
Crossing Guards	1	0	0						1	1				
Safety Services Officer	29	21	8	3	4	1			21	5	6	9		1
Substitute Child Care Worker	13	12	1		1				11	1	10			
<b>SUBTOTAL</b>	<b>43</b>	<b>33</b>	<b>9</b>	<b>3</b>	<b>5</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>33</b>	<b>7</b>	<b>16</b>	<b>9</b>	<b>0</b>	<b>1</b>
<b>PERCENTAGES BY CATEGORY:</b>		<b>76.74%</b>	<b>20.93%</b>	<b>6.98%</b>	<b>11.63%</b>	<b>2.33%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>76.74%</b>	<b>16.28%</b>	<b>37.21%</b>	<b>20.93%</b>	<b>0.00%</b>	<b>2.33%</b>

Black 48.84%  
 Hispanic 23.26%  
 American Indian 2.33%  
 Asian Pacific 0.00%

### **Four-Fifths Analysis: Training**

A selection rate for any race, sex, or ethnic group which is less than four-fifths ( $4/5$ ) (or eighty percent) of the rate for the group with the highest rate will generally be regarded by the Federal enforcement agencies as evidence of adverse impact, while a greater than four-fifths rate will generally not be regarded by Federal enforcement agencies as evidence of adverse impact. Smaller differences in selection rate may nevertheless constitute adverse impact, where they are significant in both statistical and practical terms and where a user's actions have discouraged applicants disproportionately on grounds of race, sex, or ethnic group. Greater differences in selection rate may not constitute adverse impact where the differences are based on small numbers and are not statistically significant, or where special recruiting or other programs cause the pool of minority or female candidates to be atypical of the normal pool of applicants from that group.

Where the user's evidence concerning the impact of a selection procedure indicates adverse impact but is based upon numbers which are too small to be reliable, evidence concerning the impact of the procedure over a longer period of time and/or evidence concerning the impact which the selection procedure had when used in the same manner in similar circumstances elsewhere may be considered in determining adverse impact. Where the user has not maintained data on adverse impact as required by the documentation section of applicable guidelines, the Federal enforcement agencies may draw an inference of adverse impact of the selection process from the failure of the user to maintain such data, if the user has an underutilization of a group in the job category, as compared to the group's representation in the relevant labor market or, in the case of jobs filled from within, the applicable workforce. The goal is as data becomes available to use this analysis across every Human Resource function.

## **TRAINING & EDUCATION: FOUR-FIFTHS ANALYSIS**

The Providence School Department has and will continue to make available training experiences, both in-service and pre-service, to all employees on a non-discriminatory basis.

Prior to September 2019, all managers and supervisors will receive training designed to provide awareness, management responsibilities and procedures for dissemination of same. Administrators will then provide, on schedule, in-service training for staff relative to Departments legal responsibilities and commitment to Equal Employment and Educational Opportunities. This in-service will also encompass the Departments established policies and procedures for assurance of fair equitable treatment to all employees without regard to race, age, sex, color, religion, sexual orientation, national origin or disability.

### **FY 2018 FOUR-FIFTHS ANALYSIS FINDINGS: TRAINING**

**Officials/Managers/Administrators:** The findings show that during FY 2018, the total number of Officials/Managers/Administrators consisted of 45 males and 84 females. A total of 25 males and 54 females participated in Training. The participation rates were 55.56% and 64.29% for males and females respectively. No adverse impact is shown to exist between females and males overall. However, the Four-Fifths Analysis does show that Black males in this EEO-4 category are the most adversely impacted (20.00%). The other groups demonstrating adverse impact include: Asian American females (40.00%), Hispanic females (50.00%), Black females (53.85%), and White females (71.43%) when benched against an 80% 4/5th comparison rate from the group with the highest participation rate; Hispanic males at 80.00%.

**Professionals:** The overall data shows that during FY 2018, the total number of employees in the Professional category amounted to 36 males and 94 females. A total

of 10 males and 34 females participated in Training. Males had a 27.78% participation rate while females had a 31.91% participation rate. No adverse impact exists between females and males overall. Asian American males have the greatest adverse impact when benched against an 80% 4/5th comparison rate from the group with the highest participation rate, which was Black males at 80%. It should be noted, however, that the number of Asian American males is based on one total employee who did not participate in training, a sample that is too small to be considered statistically relevant. Adverse impact also exists for: Hispanic Males (50.00%), White Females (58.06%), and Hispanic Females (58.82%).

**Faculty:** The category data amounted to 617 total Males and 1606 total females. 241 of the 617 total males participated in training compared to 1019 of the total 1606 females who participated in training. This resulted in a participation rate of 39.06% for males and 63.45% for females. Adverse impact exists between females and males overall in this EEO-4 category. Adverse impact exists within the following sub-racial categories: Black Males (38.77%), Hispanic males (49.45%), Asian American Males (57.69%), and finally Black females (75.20%).

**Para-Professionals:** The category data amounted to 74 total Males and 449 total females. 50 males and 354 females participated in the Training leading to a 67.57% participation rate for males and a 78.85% participation rate for females. Adverse impact between overall males and females does not exist. Adverse impact does exist by a small margin for Asian American Males (78.79%). It should also be noted that there were only a total of 3 Asian American males in this particular category and that 2/3 of them participated in training. Therefore, PPSD contends that the sample is too small to be statistically relevant.

**Administrative Support:** No adverse impact exists overall between females and males in this job category. There are a total of 20 males and 201 females in this category where only 1 male participated in training while 29 females participated. This led to a

5.00% participation rate for males and a 14.43% participation rate for females. Because only 1 out of 20 males participated in training, adverse impact is shown for Black, and Hispanic males at 0.00%. Due to the small sample sizes in all of the Male sub-racial categories, the PPSD contends that there is little to no statistical relevance due to the small sample sizes. Furthermore, adverse impact also exists for: American Indian Females (0.00%) where it should be noted that there are only 3 total employees in the category where 1/3 attended training, White females (20.26%), Black females (22.69%), and Hispanic females (29.17%).

**Service Maintenance:** No adverse impact exists overall between females and males in this job category. There are a total of 66 males and 259 males employed in this category where 24 males and 117 females engaged in Training. This is reflected in 36.36% and 45.17% participation rates for males and females respectively. Adverse impact exists for White females (42.20%), Asian American females (63.95%), and Hispanic males (79.93%). There are only 3 total Asian American females in that category where 1/3 participated in training. Therefore, the data is statistically negligible due to the small sample size. Notably, adverse impact exists for Hispanic males only by 0.07%.



### Training--Four-Fifths Rule Application

JOB GROUP: Officials/Managers,Administrators

	Total		White		Black		Hispanic		Asian American		American indian	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total Employees Officials/Managers,Administrators	45	84	33	56	5	13	5	10	2	5	0	0
Total # participated in training	25	54	18	40	1	7	4	5	2	2	0	0
Training Participation Rate	55.56%	64.29%	54.55%	71.43%	20.00%	53.85%	80.00%	50.00%	100.00%	40.00%	#DIV/0!	#DIV/0!
4/5 Comparison Rate		43.81%							80.00%			
Ratio to Highest Rate	86.42%		54.55%	71.43%	20.00%	53.85%	80.00%	50.00%		40.00%		
Potential Adverse Impact (Yes/No)	N		Y	Y	Y	Y	N	Y		Y	N/A	N/A

\*Employees in this category comprise less than 2% of total.

Ratio to Highest Rate in the "Total" column is a comparison of the Selection Rates within that column.

Potential Adverse Impact exists where Ratio to Highest is less than 80%

### Training--Four-Fifths Rule Application

JOB GROUP: Professionals

	Total		White		Black		Hispanic		Asian American		American indian	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total Employees Professionals	36	94	17	62	10	10	8	17	1	5	0	0
Total # participated in training	10	30	4	18	4	5	2	5	0	2	0	0
Training Participation Rate	27.78%	31.91%	23.53%	29.03%	40.00%	50.00%	25.00%	29.41%	0.00%	40.00%	#DIV/0!	#DIV/0!
4/5 Comparison Rate		25.53%				40.00%						
Ratio to Highest Rate	87.04%		47.06%	58.06%	80.0%		50.0%	58.82%	0.00%	80.00%		
Potential Adverse Impact (Yes/No)	N		Y	Y	N		Y	Y	Y	N	N/A	N/A

\*Employees in this category comprise less than 2% of total.

Ratio to Highest Rate in the "Total" column is a comparison of the Selection Rates within that column.

Potential Adverse Impact exists where Ratio to Highest is less than 80%

### Training--Four-Fifths Rule Application

JOB GROUP: Faculty

	Total		White		Black		Hispanic		Asian American		American indian	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total Employees Professionals	617	1606	474	1273	75	116	56	176	12	36	0	5
Total # participated in training	241	1019	195	822	21	63	20	105	5	26	0	3
Training Participation Rate	39.06%	63.45%	41.14%	64.57%	28.00%	54.31%	35.71%	59.66%	41.67%	72.22%	#DIV/0!	60.00%
4/5 Comparison Rate		50.76%								57.78%		
Ratio to Highest Rate	61.56%		56.96%	89.41%	38.77%	75.20%	49.45%	82.60%	57.69%		N/A	83.08%
Potential Adverse Impact (Yes/No)	Y		Y	N	Y	Y	Y	N	Y		N/A	N

\*Employees in this category comprise less than 2% of total.

Ratio to Highest Rate in the "Total" column is a comparison of the Selection Rates within that column.

Potential Adverse Impact exists where Ratio to Highest is less than 80%

### Training--Four-Fifths Rule Application

JOB GROUP: Para-Professional

	Total		White		Black		Hispanic		Asian American		American Indian	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total Employees Professionals	74	449	34	201	20	90	17	145	3	13	0	6
Total # participated in training	50	354	19	152	16	72	13	114	2	11	0	5
Training Participation Rate	67.57%	78.84%	55.88%	75.62%	80.00%	80.00%	76.47%	78.62%	66.67%	84.62%	#DIV/0!	83.33%
4/5 Comparison Rate		63.07%								67.69%		
Ratio to Highest Rate	85.70%		66.04%	89.37%	94.55%	94.55%	90.37%	92.92%	78.79%			98.48%
Potential Adverse Impact (Yes/No)	N		Y	N	N	N	N	N	Y			N

\*Employees in this category comprise less than 2% of total.

Ratio to Highest Rate in the "Total" column is a comparison of the Selection Rates within that column.  
Potential Adverse Impact exists where Ratio to Highest is less than 80%

### Training--Four-Fifths Rule Application

JOB GROUP: Administrative Support

	Total		White		Black		Hispanic		Asian American		American Indian	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total Employees Professionals	20	201	8	95	3	54	7	42	2	7	0	3
Total # participated in training	1	29	0	11	0	7	0	7	1	4	0	0
Training Participation Rate	5.00%	14.43%	0.00%	11.58%	0.00%	12.96%	0.00%	16.67%	50.00%	57.14%	#DIV/0!	0.00%
4/5 Comparison Rate		11.54%								45.71%		
Ratio to Highest Rate	34.66%		0.00%	20.25%	0.00%	22.69%	0.00%	29.17%	87.50%		N/A	0.00%
Potential Adverse Impact (Yes/No)	N		Y	Y	Y	Y	Y	Y	N		N/A	Y

\*Employees in this category comprise less than 2% of total.

Ratio to Highest Rate in the "Total" column is a comparison of the Selection Rates within that column.  
Potential Adverse Impact exists where Ratio to Highest is less than 80%

### Training--Four-Fifths Rule Application

JOB GROUP: Service Maintenance

	Total		White		Black		Hispanic		Asian American		American Indian	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total Employees Professionals	66	259	14	50	28	94	24	110	0	3	0	2
Total # participated in training	24	117	1	11	13	49	10	56	0	1	0	0
Training Participation Rate	36.36%	45.17%	7.14%	22.00%	46.43%	52.13%	41.67%	50.91%	#DIV/0!	33.33%	#DIV/0!	0.00%
4/5 Comparison Rate		36.14%				41.70%						
Ratio to Highest Rate	80.50%		13.70%	42.20%	89.07%		79.93%	97.66%	N/A	Y	N/A	N/A
Potential Adverse Impact (Yes/No)	N		Y	Y	N		Y	N	N/A	Y	N/A	N/A

\*Employees in this category comprise less than 2% of total.

Notes:

Ratio to Highest Rate in the "Total" column is a comparison of the Selection Rates within that column.  
Potential Adverse Impact exists where Ratio to Highest is less than 80%

## **SALARY ANALYSIS: FOUR-FIFTHS RULE APPLICATION**

The job group salary charts reflect the salary information broken down by gender and racial sub-categories. The chart shows that there are a total of 867 male employees and 2,700 female employees reflected in the chart.

Of the 3,567 total employees represented, there are 47 males (5.42% of the EEO category) and 86 females (3.19% of the EEO category) earning \$100,000 or more. When the four-fifths analysis is applied to this group, it is apparent that potential adverse impact exists for Black males (69.03%), Black females (59.68%), Hispanic females (40.38%), and White females (60.78%). Due to a small sample size, the numbers for American Indian males and females are statistically negligible.

For the job group chart that reflects salary information for employees earning between \$75,000-\$99,999, there are a total of 372 males (42.91% of the EEO category) and 1,064 females (39.41% of the EEO category). Potential adverse impact does exist for Black males (48.19%), Black females (46.06%), and Hispanic females (57.65%). Due to a small sample size, the numbers for American Indian males and females are statistically negligible.

The job group chart that shows salary information for employees earning \$50,000-\$74,999 includes 96 males (11.07% of EEO category) and 288 females (10.67% of EEO category). Disparate treatment potentially exists for Black females (62.75%), Hispanic males (60.51%), and Hispanic females (58.27%). The sample sizes for Asian males, American Indian males, and American Indian females are less than 2% and are thus statistically negligible.

The job group chart that highlights salary information for employees earning \$25,000-\$49,999 includes 155 males (17.88% of EEO category) and 685 females (10.67% of EEO category). Potential adverse impact does exist for Hispanic males (63.68%) and

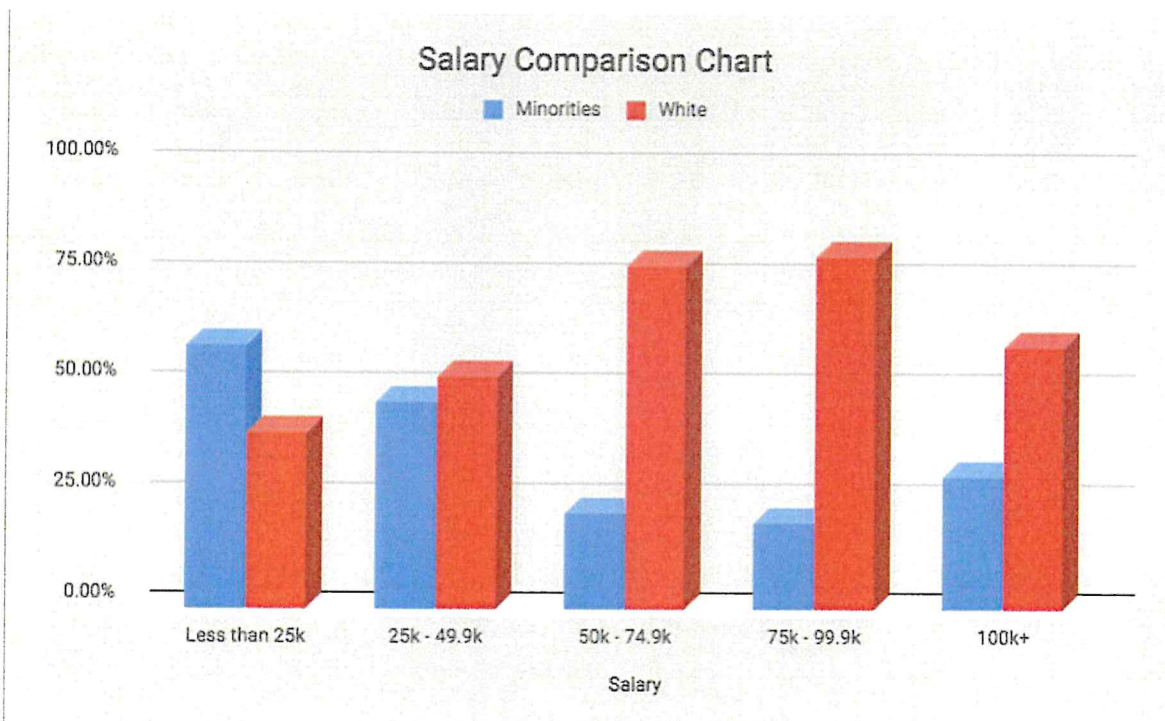
White females (57.22%). The sample size for American Indian males is less than 2% and is therefore considered to be statistically negligible.

The job group chart for employees making less than \$25,000 shows that there are 173 males (19.95% of EEO category) and 519 females (19.22% of EEO category).

Disparate impact is shown to exist for Black females by a small margin (79.41%), Asian females (65.85%), and Asian males (41.53%).



The salary comparison graph below reflects the total number of minority employees in each each bracket compared to their White counterparts. It should be noted that 97.56% of employees in the 75k-99.9k category are teachers. Therefore, the data confirms that the disproportionate number of White female teachers overlaps with salary data for this category, thus leading to mostly White females earning wages in this salary category. The same is true for employees represented in the 50k-74.9k category where 83.37% of employees in the salary category are also teachers where White females are over-represented. Therefore, as the PPSD targets a goal for recruiting, hiring and retaining a larger number of minority teachers to better reflect the PPSD's diverse student population, the number of minorities in these salary categories will also increase.





# Salary Four Fifths Rule Application

JOB GROUP: 100k +

	Total		Asian / Pacific Islander		Black		Hispanic		American Indian		White	
	Male	Female	Male*	Female	Male	Female	Male	Female	Male*	Female*	Male	Female
Total Employees	47	86	2	5	5	12	5	11	0	0	35	57
Total Employees	867	2700	22	74	134	372	112	504	1	15	598	1735
Percentage of EEO Category	5.42%	3.19%	9.09%	6.76%	3.73%	3.23%	4.46%	2.18%	0.00%	0.00%	5.85%	3.29%
4/5 Comparison Rate	4.34%			5.41%								
Ratio to Highest Rate		73.45%	168.18%		69.03%	59.68%	82.59%	40.38%	0.00%	0.00%	108.28%	60.78%
Potential Adverse Impact (Yes/No)		Y	N	N	Y	Y	N	Y	Y	Y	N	Y

Notes:

Employees in this category comprise less than 2%

Potential Adverse Impact exists where Ratio to Highest is less than 80%

JOB GROUP: 75k -99.9

	Total		Asian / Pacific Islander		Black		Hispanic		American Indian		White	
	Male	Female	Male*	Female	Male	Female	Male	Female	Male*	Female*	Male	Female
Total Employees	372	1064	8	25	26	69	37	117	0	3	301	848
Total Employees	867	2700	22	74	134	372	112	504	1	15	598	1735
Percentage of EEO Category	42.91%	39.41%	36.36%	33.78%	19.40%	18.55%	33.04%	23.21%	0.00%	20.00%	50.33%	48.88%
4/5 Comparison Rate	34.33%										40.27%	
Ratio to Highest Rate		114.81%	90.31%	83.90%	48.19%	46.06%	82.04%	57.65%	0.00%	49.67%		121.38%
Potential Adverse Impact (Yes/No)		N	N	N	Y	Y	N	Y	Y	Y		N

Notes:

Ratio to Highest Rate in the "Total" column is a comparison of the Termination Rates within that column.

Potential Adverse Impact exists where Ratio to Highest is less than 80%

JOB GROUP: 50k -74.9k

	Total		Asian / Pacific Islander		Black		Hispanic		American Indian		White	
	Male	Female	Male*	Female	Male	Female	Male	Female	Male*	Female*	Male	Female
Total Employees	96	288	2	9	17	31	9	39	0	1	96	288
Total Employees	867	2700	22	74	134	372	112	504	1	15	598	1735
Percentage of EEO Category	11.07%	10.67%	9.09%	12.16%	12.69%	8.33%	8.04%	7.74%	0.00%	6.67%	16.05%	16.80%
4/5 Comparison Rate	8.86%											13.28%
Ratio to Highest Rate		120.42%	68.46%	91.59%	95.53%	62.75%	60.51%	58.27%	0.00%	50.20%	120.89%	
Potential Adverse Impact (Yes/No)		N	Y	N	N	Y	Y	Y	Y	Y	N	N

Notes:

Ratio to Highest Rate in the "Total" column is a comparison of the Termination Rates within that column.

Potential Adverse Impact exists where Ratio to Highest is less than 80%

JOB GROUP: 25k - 49.9

	Total		Asian / Pacific Islander		Black		Hispanic		American Indian		White	
	Male	Female	Male*	Female	Male	Female	Male	Female	Male*	Female*	Male	Female
Total Employees	155	685	7	22	31	163	25	137	0	8	91	348
Total Employees	867	2700	22	74	134	372	112	504	1	15	598	1735
Percentage of EEO Category	17.88%	25.37%	31.82%	29.73%	23.13%	43.82%	22.32%	27.18%	0.00%	53.33%	15.22%	20.06%
4/5 Comparison Rate		20.30%				35.05%						
Ratio to Highest Rate	88.08%		90.77%	84.81%	66.00%		63.68%	77.55%	0.00%	152.15%	43.41%	57.22%
Potential Adverse Impact (Yes/No)	N		N	N	N		Y	N	Y	N	Y	Y

Notes:

Ratio to Highest Rate in the "Total" column is a comparison of the Termination Rates within that column.  
 Potential Adverse Impact exists where Ratio to Highest is less than 80%

JOB GROUP: Less than 25k

	Total		Asian / Pacific Islander		Black		Hispanic		American Indian		White	
	Male	Female	Male*	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total Employees	173	519	3	16	55	97	36	200	1	3	75	194
Total Employees	867	2700	22	74	134	372	112	504	1	15	598	1735
Percentage of EEO Category	19.95%	19.22%	13.64%	21.62%	41.04%	26.08%	32.14%	39.68%	100.00%	20.00%	12.54%	11.18%
4/5 Comparison Rate	15.96%				32.84%							
Ratio to Highest Rate		120.42%	41.53%	65.85%		79.41%	97.89%	120.85%	304.55%	60.91%	38.20%	34.05%
Potential Adverse Impact (Yes/No)		N	Y	Y		Y	N	N	N	Y	Y	Y

Notes:

Ratio to Highest Rate in the "Total" column is a comparison of the Termination Rates within that column.  
 Potential Adverse Impact exists where Ratio to Highest is less than 80%

#### FOUR-FIFTHS ANALYSIS: DISCIPLINE DATA

The discipline data tables depict the ratio between the total number of employees within the PPSD broken down by gender and then by racial sub-categories in order to compare the number of employees who have received a disciplinary action.

There are five levels of discipline analyzed; counseling, oral reprimand, written reprimand, suspension and termination. The PPSD looked at discipline from the positive point-of-view; those employees who have not been disciplined. Employees can be disciplined for a wide range of activities. Some examples include, but are not limited to; attendance issues, insubordination, job performance, sexual harassment, bullying, discrimination and violent acts.

When calculating the potential adverse impact of negative actions, the utilization of the selection rate for the most favorably treated group because the benchmark for comparison. Across the board, no adverse impact exists as it relates to each level of discipline within the PPSD.



Level: Oral Counseling

	Total		White		Black		Hispanic		Asian / Pacific		American Indian	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total Employees	853	2668	580	1711	138	374	114	497	20	71	1	15
Total Employees Orally Counseled	62	175	32	87	10	32	16	43	4	8	0	5
Total Employees not Orally Counseled	791	2493	548	1624	128	342	98	454	16	63	1	10
Non Oral Counseling Rate	92.73%	93.44%	94.48%	94.92%	92.75%	91.44%	85.96%	91.35%	80.00%	88.73%	100.00%	66.67%
4/5 Comparison Rate		74.75%		75.93%								
Ratio to Highest Rate												
Potential Adverse Impact (Yes/No)	N		N		N		N		N		N	

Notes:

4/5 Comparison Rate is a comparison within that column

Potential Adverse Impact exists where Ratio to Highest is less than 80%

Level: Oral Reprimand

	Total		White		Black		Hispanic		Asian / Pacific		American Indian	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total Employees	853	2668	580	1711	138	374	114	497	20	71	1	15
Total Employees Orally Counseled	5	10	6	42	3	17	9	20	0	1	0	1
Total Employees not Orally Counseled	848	2587	574	1669	135	357	105	477	20	70	1	14
Non Oral Counseling Rate	99.41%	96.96%	98.97%	97.55%	97.83%	95.45%	92.11%	95.98%	100.00%	98.59%	100.00%	93.33%
4/5 Comparison Rate	79.53%		79.17%									
Ratio to Highest Rate												
Potential Adverse Impact (Yes/No)		N		N	N		N		N		N	

Notes:

4/5 Comparison Rate is a comparison within that column

Potential Adverse Impact exists where Ratio to Highest is less than 80%

Level: Written Reprimand

	Total		White		Black		Hispanic		Asian / Pacific		American Indian	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total Employees	853	2668	580	1711	138	374	114	497	20	71	1	15
Total Employees Orally Counseled	42	98	18	25	2	6	3	8	0	0	0	1
Total Employees not Orally Counseled	811	2570	562	1686	136	368	111	489	20	71	1	14
Non Oral Counseling Rate	95.08%	96.33%	96.90%	98.54%	98.55%	98.40%	97.37%	98.39%	100.00%	100.00%	100.00%	93.33%
4/5 Comparison Rate		77.06%				78.84%						
Ratio to Highest Rate												
Potential Adverse Impact (Yes/No)	N		N		N		N		N		N	

Notes:

4/5 Comparison Rate is a comparison within that column

Potential Adverse Impact exists where Ratio to Highest is less than 80%

**Level: Suspension**

	Total		White		Black		Hispanic		Asian / Pacific		American Indian	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total Employees	853	2668	580	1711	138	374	114	497	20	71	1	15
Total Employees Orally Counseled	5	12	7	5	3	7	2	0	0	0	0	0
Total Employees not Orally Counseled	848	2656	573	1706	135	367	112	497	20	71	1	15
Non Oral Counseling Rate	99.41%	99.55%	98.79%	99.71%	97.83%	98.13%	98.25%	100.00%	100.00%	100.00%	100.00%	100.00%
4/5 Comparison Rate		79.64%						80.00%				
Ratio to Highest Rate												
Potential Adverse Impact (Yes/No)	N		N	N	N	N	N		N	N	N	N

**Notes:**

4/5 Comparison Rate is a comparison within that column  
 Potential Adverse Impact exists where Ratio to Highest is less than 80%

**Level: Termination**

	Total		White		Black		Hispanic		Asian / Pacific		American Indian	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total Employees	853	2668	580	1711	138	374	114	497	20	71	1	15
Total Employees Orally Counseled	3	5	0	1	7	0	0	3	0	0	0	0
Total Employees not Orally Counseled	850	2664	580	1710	131	374	114	494	20	71	1	15
Non Oral Counseling Rate	99.65%	99.85%	100.00%	99.94%	94.93%	100.00%	100.00%	99.40%	100.00%	100.00%	100.00%	100.00%
4/5 Comparison Rate		79.88%										
Ratio to Highest Rate												
Potential Adverse Impact (Yes/No)	N		N	N	N	N	N	N	N	N	N	N

**Notes:**

4/5 Comparison Rate is a comparison within that column  
 Potential Adverse Impact exists where Ratio to Highest is less than 80%

**Level: No Administrative Action**

	Total		White		Black		Hispanic		Asian / Pacific		American Indian	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total Employees	853	2668	580	1711	138	374	114	497	20	71	1	15
Total Employees Orally Counseled	10	16	37	41	16	9	9	6	1	0	0	0
Total Employees not Orally Counseled	843	2612	543	1670	122	365	105	491	19	71	1	15
Non Oral Counseling Rate	98.83%	97.90%	93.62%	97.60%	88.41%	97.59%	92.11%	98.79%	95.00%	100.00%	100.00%	100.00%
4/5 Comparison Rate		79.06%						79.03%				
Ratio to Highest Rate												
Potential Adverse Impact (Yes/No)		N	N	N	N	N	N		N	N	N	N

**Notes:**

4/5 Comparison Rate is a comparison within that column  
 Potential Adverse Impact exists where Ratio to Highest is less than 80%



## RETENTION & TERMINATIONS: FOUR-FIFTHS RULE APPLICATION

**Officials/Managers/Administrators:** No adverse impact exists for total females and males in this EEO-4 job category. FY 2018 data shows that 43 total males and 75 total females were retained with only 2 Males and 9 Female terminations. Therefore, males hold a 95.35% retention rate while there is an 88.00% retention rate for females. While the chart indicates adverse impact for Asian American Females (75.00%) and Black Males (75.00%) when benched against the ratio to the highest rate, which was 100%, the sample size for Asian American females was based on 1 termination where 3/4 employees in this sub-racial category were retained. Similarly, the sample size for Black Males was 4 employees where 1/4 was terminated thus meaning that 3/4 employees were retained. Therefore, the PPSD contends that this data is statistically insignificant due to the small sample sizes in these racial sub-categories.

**Professionals:** No adverse impact exists for total Females and Males in this EEO-4 category. FY 2018 data shows that the PPSD retained 34 males and 79 females in this job category. There were 2 total terminations for males and 6 total terminations for females. Therefore, males hold a 94.12% retention rate while females show a 92.41% retention rate. Notably, no adverse impact exists for any racial sub-categories.

**Faculty:** No adverse impact exists for total Females and Males in the Faculty category. This category contains 570 total males and 1487 total females where 47 males and 90 females were terminated during FY 2018. Males and Females show respective retention rates at 91.75% and 93.95%. No adverse impact for any of the sub-categories exists.

**Para-Professionals:** The PPSD retained 74 Males and 449 Females in this EEO-4 job category. There were a total of 2 males and 19 females terminated, thus leading to a 97.30% retention rate for Males and a 95.77% retention rate for Females. Adverse

impact does not exist for total Females and Males in this job category, nor does it exist within any of the sub-groups represented.

**Administrative Support:** There are 17 Males and 197 Females retained in this category where 3 males and 17 females were terminated. The retention rates for Males and Females are 82.35% and 91.37% respectively. Therefore, adverse impact does not exist for total Females and Males nor does it exist within any of the sub-categories represented.

**Service Maintenance:** No adverse impact exists overall between females and males in this job category. There are a total of 57 Males and 255 Females retained while a total of 9 Males and 33 Females were terminated. This data leads to a 84.21% retention rate for males and an 87.06% retention rate for females. The only sub-category where adverse impact potentially exists would be for White males (44.44%) where 9 males were retained and 5 were terminated but due to the small sample size, the finding is statistically negligible.

**Technicians:** Based on the four-fifths analysis, adverse impact may exist. A total of two Male employees and one Female employee were retained while one male and 0 females were terminated. This led to a 50.0% ratio (based on 1/2 males) to the highest rate (100.00%). Due to the small sample size, this data is statistically insignificant.

# Terminations--Four-Fifths Rule Application

JOB GROUP: Officials/Managers/Administrators

	Total		White		Black		Hispanic		Asian American		American Indian	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total Terminations	2	9	1	8	1	0	0	0	0	1	0	0
Total Employees Retained	43	75	32	54	4	13	5	10	2	4	0	0
Retention Rate	95.35%	88.00%	96.88%	85.19%	75.00%	100.00%	100.00%	100.00%	100.00%	75.00%	#DIV/0!	#DIV/0!
4/5 Comparison Rate	76.28%					80.00%						
Ratio to Highest Rate		92.29%	96.88%	85.19%	75.00%		100.00%	100.00%	100.00%	75.00%		
Potential Adverse Impact (Yes/No)		N	N	N	Y		N	N	N	Y	N/A	N/A

Notes:

Ratio to Highest Rate in the "Total" column is a comparison of the Retention Rates within that column.

Potential Adverse Impact exists where Ratio to Highest is less than 80%

JOB GROUP: Professionals

	Total		White		Black		Hispanic		Asian American		American Indian	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total Terminations	2	6	1	5	1	0	0	0	0	0	0	0
Total Employees Retained	34	79	16	57	9	10	8	17	1	5	0	0
Retention Rate	94.12%	92.41%	93.75%	91.23%	88.89%	100.00%	100.00%	100.00%	100.00%	100.00%	#DIV/0!	#DIV/0!
4/5 Comparison Rate	75.29%							80.00%				
Ratio to Highest Rate		98.18%	93.75%	91.23%	88.89%	100.00%	100.00%	100.00%	100.00%	100.00%		
Potential Adverse Impact (Yes/No)		N	N	N	N	N	N	N	N	N	N/A	N/A

Notes:

Ratio to Highest Rate in the "Total" column is a comparison of the Retention Rates within that column.

Potential Adverse Impact exists where Ratio to Highest is less than 80%

JOB GROUP: Technicians

	Total		White		Black		Hispanic		Asian American		American Indian	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total Terminations	1	0	0	0	1	0	0	0	0	0	0	0
Total Employees Retained	2	1	2	1	0	0	0	0	0	0	0	0
Retention Rate	50.00%	100.00%	100.00%	100.00%	0.00%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
4/5 Comparison Rate		80.00%	80.00%									
Ratio to Highest Rate	50.0%											
Potential Adverse Impact (Yes/No)	Y		N	N	Y	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Notes:

Ratio to Highest Rate in the "Total" column is a comparison of the Retention Rates within that column.

Potential Adverse Impact exists where Ratio to Highest is less than 80%

JOB GROUP: Faculty

	Total		White		Black		Hispanic		Asian American		American Indian	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total Terminations	47	90	30	56	5	9	4	13	1	5	0	0
Total Employees Retained	570	1487	444	1217	70	107	52	163	11	31	0	0
Retention Rate	91.75%	93.95%	93.24%	95.40%	92.86%	91.59%	92.31%	92.02%	90.91%	83.87%	#DIV/0!	#DIV/0!
4/5 Comparison Rate		75.16%		76.32%								
Ratio to Highest Rate	97.67%		97.74%		97.34%	96.01%	96.76%	96.46%	95.29%	87.92%		
Potential Adverse Impact (Yes/No)	N		N		N	N	N	N	N	N	N/A	N/A

Notes:

Ratio to Highest Rate in the "Total" column is a comparison of the Retention Rates within that column.

Potential Adverse Impact exists where Ratio to Highest is less than 80%

JOB GROUP: Para-Professionals

	Total		White		Black		Hispanic		Asian American		American Indian	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total Terminations	2	19	0	4	2	4	0	6	0	0	0	0
Total Employees Retained	74	449	34	201	20	90	17	145	3	13	0	0
Retention Rate	97.30%	95.77%	100.00%	98.01%	90.00%	95.56%	100.00%	95.86%	100.00%	100.00%	#DIV/0!	#DIV/0!
4/5 Comparison Rate	77.84%		80.00%									
Ratio to Highest Rate		98.43%		98.01%	90.00%	95.56%	100.00%	95.86%	100.00%	100.00%		
Potential Adverse Impact (Yes/No)		N		N	N	N	N	N	N	N	N/A	N/A

Notes:

Ratio to Highest Rate in the "Total" column is a comparison of the Retention Rates within that column.  
Potential Adverse Impact exists where Ratio to Highest is less than 80%

JOB GROUP: Administrative Support

	Total		White		Black		Hispanic		Asian American		American Indian	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total Terminations	3	17	0	7	2	5	1	5	0	0	0	0
Total Employees Retained	17	197	8	88	1	49	6	37	2	7	0	3
Retention Rate	82.35%	91.37%	100.00%	92.05%	33.00%	89.80%	83.33%	86.49%	100.00%	100.00%	#DIV/0!	100.00%
4/5 Comparison Rate		73.10%	80.00%									
Ratio to Highest Rate	90.13%			92.05%	33.00%	89.80%	83.33%	86.49%	100.00%	100.00%		
Potential Adverse Impact (Yes/No)	N			N	Y	N	N	N	N	N	N/A	N/A

Notes:

Ratio to Highest Rate in the "Total" column is a comparison of the Retention Rates within that column.  
Potential Adverse Impact exists where Ratio to Highest is less than 80%

JOB GROUP: Service Maintenance

	Total		White		Black		Hispanic		Asian American		American Indian	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total Terminations	9	33	5	5	1	15	3	12	0	0	0	0
Total Employees Retained	57	255	9	45	25	79	24	98	0	3	0	2
Retention Rate	84.21%	87.06%	44.44%	88.89%	96.00%	81.01%	87.50%	87.76%	#DIV/0!	100.00%	#DIV/0!	100.00%
4/5 Comparison Rate		69.65%								80.00%		
Ratio to Highest Rate	96.73%		44.44%	88.89%	96.00%	81.01%	87.50%	87.76%				
Potential Adverse Impact (Yes/No)			Y	N	N	N	N	N	N/A		N/A	N/A

Notes:

Ratio to Highest Rate in the "Total" column is a comparison of the Retention Rates within that column.  
Potential Adverse Impact exists where Ratio to Highest is less than 80%

## **LAYOFFS & RECALLS**

The PPSD had zero layoffs or recalls from FY 2015-FY 2018. Therefore, there is no disparate treatment.



# **CHAPTER VI**

## **IDENTIFICATION OF PROBLEM AREAS & GOALS**

## **PROBLEM AREAS & GOALS: RECRUITMENT & RETENTION**

As articulated in PPSD's current *Strategic Plan*, The PPSD is "cultivating a superior workforce by developing its current staff, building a pipeline of high-quality candidates from the external labor market, and implementing programs to retain high-quality staff across the district" (Strategic Plan, 2018). The findings of this EEO report reflect the PPSD's need to cultivate its workforce with key diversity goals in mind. The average PPSD teacher is 47-years-old with an average length of service of 16 years. The percent of Minority teachers employed by PPSD has increased from 20.9% in June of 2015 to 21.33% in June of 2018. This increase reflects PPSD's commitment to continued growth in recruiting and retaining Minority teachers to best reflect the demographics of the District's overall student population.

While it is evident that PPSD is moving in its intended direction, PPSD is further committed to expanding its recruitment and retention outreach by (1) forming/maintaining partnerships with local colleges and universities to expand the pipeline for those entering teacher preparation programs and other positions needed within the organization, (2) developing a HRIS system to track EEO data/demographics during all phases of the hiring process, (4) to define promotions and to determine mechanisms to provide a platform for opportunities to exist, (5) improving HRIS system to track promotions, (6) reviewing implications of RIDE certification requirements on out-of-state teacher recruitment, (7) reviewing RIDE regulations of college requirements to enter teacher preparation programs (8) expanding Cultural Competency Training efforts for teachers and other staff who work directly with PPSD's diverse student population, and by (9) developing and implement a Management Training Program for supervisors throughout the District.

Forming/Maintaining Partnerships & Creating Pathways:

GOAL TIMELINE: end-of-year of FY 2020

The Utilization Analysis for the Faculty EEO job category reflects PPSD's need to recruit and retain more staff members of color to better reflect the demographics of the student population. In order to target improvement in this particular area, PPSD has formed partnerships with several local colleges and universities and community organizations to recruit more staff members of color by (a) expanding the pipeline in order to create pathways for entry into various positions in Education, (c) creating avenues for employment in the district, (d) collaborating with teacher education programs to better align teacher preparatory programs with PPSD's educator evaluation guidelines and expectations, and by (d) building capacity of both PPSD and community organizations to provide support for and recruit community members who are potentially interested in pursuing a career in Education.

In order to expand the pipeline to create pathways for entry into various positions in the District, PPSD has engaged in collaborative discussions with Roger Williams University, Providence College, Rhode Island College, University of Rhode Island, Salve Regina University, and Brown University. These institutions agreed to share PPSD's goal to create an opportunity/job fair where PPSD could interview currently enrolled students at each respective institution. This opportunity would allow for students who are currently enrolled in teacher preparation programs to simultaneously work for PPSD as substitute teachers. The potential benefits of this arrangement extend beyond these important recruitment goals and touch upon PPSD's need to employ a larger number of substitute teachers. The District has also been working closely with Rhode Island College to develop a "TA to BA" pathway program that lends itself to one of the District's current Career and Technical Education (CTE) pathways into teaching. This pathway would help to create a pipeline into the profession for PPSD's high school graduates to access appropriate training in order to return to the District as employees.

While the initial discussions have been effective in setting the shared goals mentioned above, PPSD's Office of Human Capital is committed to forming a committee with representatives from each institution to collectively improve the alignment of teacher preparation programs to reflect PPSD's hiring goals. For example, sharing the District's teacher evaluation materials and rubric with teacher preparation programs would aid the programs in better understanding of what is expected of PPSD's teachers upon hire.

PPSD recognizes the need to identify and apply for grant opportunities to fund better infrastructure at both the school department and community organizational levels. The monies sought would fund the additional staff needed to manage recruitment efforts throughout the community where potential employees in the community could be identified, supported/trained and recruited to join PPSD's workforce. The community organizations the PPSD are committed to collaborate include (but are not limited to) Dorcas International Institute of Rhode Island, Skills for Rhode Island's Future, the Rhode Island Welcome Back Center, RI Coalition of Educators of Color, EduLeaders of Color RI, and Breakthrough Providence. Upon receipt of potential additional grant-funded resources, PPSD and the aforementioned community centers would also look to hold informational sessions in the community for potential future employees. This process would allow for the PPSD to emerge as a leading education partner in the state of Rhode Island.

#### Developing HRIS Systems to Track EEO Hiring Data

PPSD has identified a need to gather additional data throughout each phase of the hiring process. The implications of gathering additional information would provide the PPSD with the data needed to perform a more detailed analysis of our current hiring processes. Although the PPSD's purchase of the Frontline system for Applicants has helped to streamline the application process, PPSD has identified the need to become more deliberate in its efforts to track EEO data. For example, it would be helpful to for prospective applicants to fill-out an EEO form to track the data from the moment of contact throughout subsequent phases. At this time, there is no known automated

mechanism in place to track the data. Therefore, PPSD would need to manually track the information during the initial phase.

GOAL TIMELINE: end-of-year of FY 2020

Initially, the PPSD did not have a system set up to capture EEO data at the applicant phase. However, the Division of Human Capital (DHC) recently set-up a mechanism within the Frontline system to gather EEO data at the applicant phase. The next goal is to track the information for each applicant within every job posting to better understand which applicants are actually responding to the system's request for EEO information. The PPSD further suggests that additional staff in PPSD's DHC would be needed in order to manually send additional emails to applicants during the applicant and interview phases of the process where providing EEO information is optional. Overall, PPSD's goal is to develop a monitoring mechanism to track potential hires from the moment contact is made throughout each subsequent stage of the process to determine which potential applicants translate into hires.

Defining Promotional Opportunities & Improving HRIS System to Track Promotions

PPSD does not currently have a mechanism in place to track promotions for employees.

GOAL TIMELINE: end-of-year of FY 2020

In order to retain quality employees, PPSD recognizes that promotions and awards/recognition programs are necessary in order to provide opportunities for rewarding employees who go well above and beyond their required professional responsibilities. In order to focus on creating a mechanism for promotions in various positions, PPSD will first look to identify which systems are already in place for promotional opportunities to occur within.



The next goal would be to create a “desk audit” system where employees can submit documentation and evidence that they have performed outside of their respective job classifications. This could result in promoting a particular job title/classification to a higher classification if the job requirements have expanded or that an employee with evidence of exemplary performance that meets certain criterion could be promoted within their current position to receive a higher rate of pay. This is a process that could be benched into the performance review system. In order to define Promotion and to determine the implications of what the agreed upon definition would mean for PPSD’s process going forward, the PPSD needs to develop a working group.

Notably, tracking promotions has implications for conducting a two-factor analysis, a key analysis that PPSD is currently unable to conduct as a result of not having promotional data. The two-factor analysis would allow for PPSD to investigate the variable relationships between EEO data and promotions within the District. While the Utilization Analysis is used to determine whether or not disparate treatment exists when PPSD’s numbers are benched against that of the current labor market, the two-factor analysis would allow for PPSD to determine whether or not disparate treatment exists within the PPSD’s workforce based on data reflecting promotions.

#### RIDE Regulations: Implications for Out-of-State Recruitment & Access to Teacher Preparation Programs

According to RIDE, the new implementation guidelines reflect a perceived need to take the new version of the SAT and the “release of additional information regarding the Praxis Core” into consideration when admitting aspiring teachers into teacher education programs. As a result, RIDE’s updated regulations beginning with the 2018-2019 cohort year to include the Praxis Core as an assessment that is “comparable to the SAT and ACT” and established a minimum SAT or ACT score as a “college and career benchmark” needed for admission to a teacher preparation program. This decision works to establish the cohort average to “reflect the 60th percentile of a national

GOAL TIMELINE: Ongoing Effort and Development of a workgroup to be established for Fall 2020

PPSD is interested in examining the data from the colleges to understand the implications of these benchmarks more deeply. It would be beneficial to uncover how many students who did not meet the minimum benchmark requirement would have pursued a teaching career otherwise.

Expand Cultural Competency Training:

While PPCSD acknowledges its responsibility to recruit a diverse teacher population to best reflect the needs of its current student population, the District also recognizes the importance of building capacity of its current teaching staff to better meet the needs of the students they serve. Regardless of the fact that 21% of PPCSD's teachers are Minorities, which exceeds the 17.6% of Minority teachers available in the CLM and far exceeds the 5.2% available in the state of Rhode Island, the number is far below that of PPCSD's student population. As a result, the teachers working with a student body where the majority of students identify as students of color, the PPCSD is committed to building the capacity of its non-minority teachers to meet the needs of their minority students. In order to make progress toward this goal, the PPCSD has partnered with Roger Williams University to provide an affordable pathway opportunity for teachers to become English Learner (EL) certified. This initiative reflects the Department's data that reflects the rapidly increasing numbers of ELs coming into the District. Furthermore, PPCSD is prepared to provide a district-wide Cultural Competency Training program. PPCSD has made progress in beginning to craft the framework for the program as of 2019.

GOAL TIMELINE: RFP Implementation by Spring of FY 2020 (pending major budget considerations)

The goal is to provide training to teachers first in order to target the group that works most directly with the student population. PPCSD has also set a goal to collaborate with

various stakeholders to determine the curriculum/competencies the training will target and to set specific and measurable benchmarks to determine the impact the trainings have on the student population and the instructional core.

Develop a Comprehensive Management Training Program

GOAL TIMELINE: Full implementation by end of FY 2020

As emphasized in PPSD's Strategic Plan, the PPSD is in the process of developing a Management Training Program to support Managers and Aspiring Managers in the district that will address core competencies and improve overall staff culture and engagement (Strategic Plan Strategy 3B). The first cohort will include 200 current managers. Like the Cultural Competency Training series, the Management Training Program will extend well beyond a single training session and will include benchmarks and milestones within the training to ensure that the intended outcomes are achieved and that the candidates have demonstrated mastery of the targeted core competencies.

**PROBLEM AREAS & GOALS: POLICY**

Develop Sexual Harassment and Non-Violence Policies

PPSD does not currently have sexual harassment or non-violence policies in place.

GOAL TIMELINE: Policies will be established by July 1, 2020

PPSD will develop a sexual harassment policy and non-violence in the workplace policy.

## **PROBLEM AREAS & GOALS: SALARY**

### Developing a Mechanism & Policy for Determining Starting Pay

While the Compensation Ordinance is provided by City Council by law, specific guidelines for determining salary steps and pay grades are not provided. Such ambiguity has the potential to lead to disparate treatment. For non-union staff, there is currently no mechanism in place for determining which starting pay grade a new employee might begin on. Therefore, managers may be making arbitrary decisions and as there are currently no procedures in place for how a new employee might advocate for a different starting pay grade.

### GOAL TIMELINE: Fall of FY 2020

As a result, PPSD is committed to developing a mechanism for determining starting salaries for new employees as well as processes and procedures for new employees to self-advocate for an increase in starting pay. This would allow the PPSD to disaggregate and review data comparatively (year-over-year) by both gender and racial sub-categories. It should also be noted that the 1033 bargaining unit has developed a mechanism for wage equity that the PPSD will review to determine if a similar mechanism could be developed for employees who are not part of this particular bargaining unit.

### Hire an EEO Data Analyst:

PPSD does not currently have adequate staffing to achieve the goals outlined in the EEO plan.

### GOAL TIMELINE: Hire for FY 2020

In order to achieve the goals outlined in this EEO plan, an EEO Analyst is needed in order to leverage the audit function of the EEO practices. This position would provide the resources needed to randomly select positions within each EEO category to audit in order to better insure that there is no disparate treatment. This goal overlaps with other hiring practices as it has the capacity to insure that PPSD is recruiting a rich pool of diverse candidates and that interview questions are without bias. Furthermore, this position would inform hiring managers in all areas where their hiring needs would be so that each manager could make a good-faith effort to hire minority candidates.

#### Collect EEO Data for Workers' Compensation & FMLA:

PPSD would benefit from analyzing Workers' Compensation and FMLA data from an EEO perspective in order to evaluate whether or not disparate treatment in these areas exists. Therefore, the PPSD aims to collect and analyze data from these key HR practice areas in order to insure such practices are equitable.

### **PROBLEM AREAS & GOALS: PERFORMANCE MANAGEMENT**

#### Develop Performance Management systems across all job classifications at the PPSD

While teachers and building administrators are reviewed on a cyclical basis, equitable competency-based performance reviews are needed across all classifications.

#### GOAL TIMELINE: full implementation by FY 2020

Therefore, by July 1, 2019, PPSD will make a good-faith effort to create competency-based performance reviews for all employees along with an implementation plan. This process will require every employee to undergo a performance review under their respective managers and will thus require training and detailed timelines for all employees.



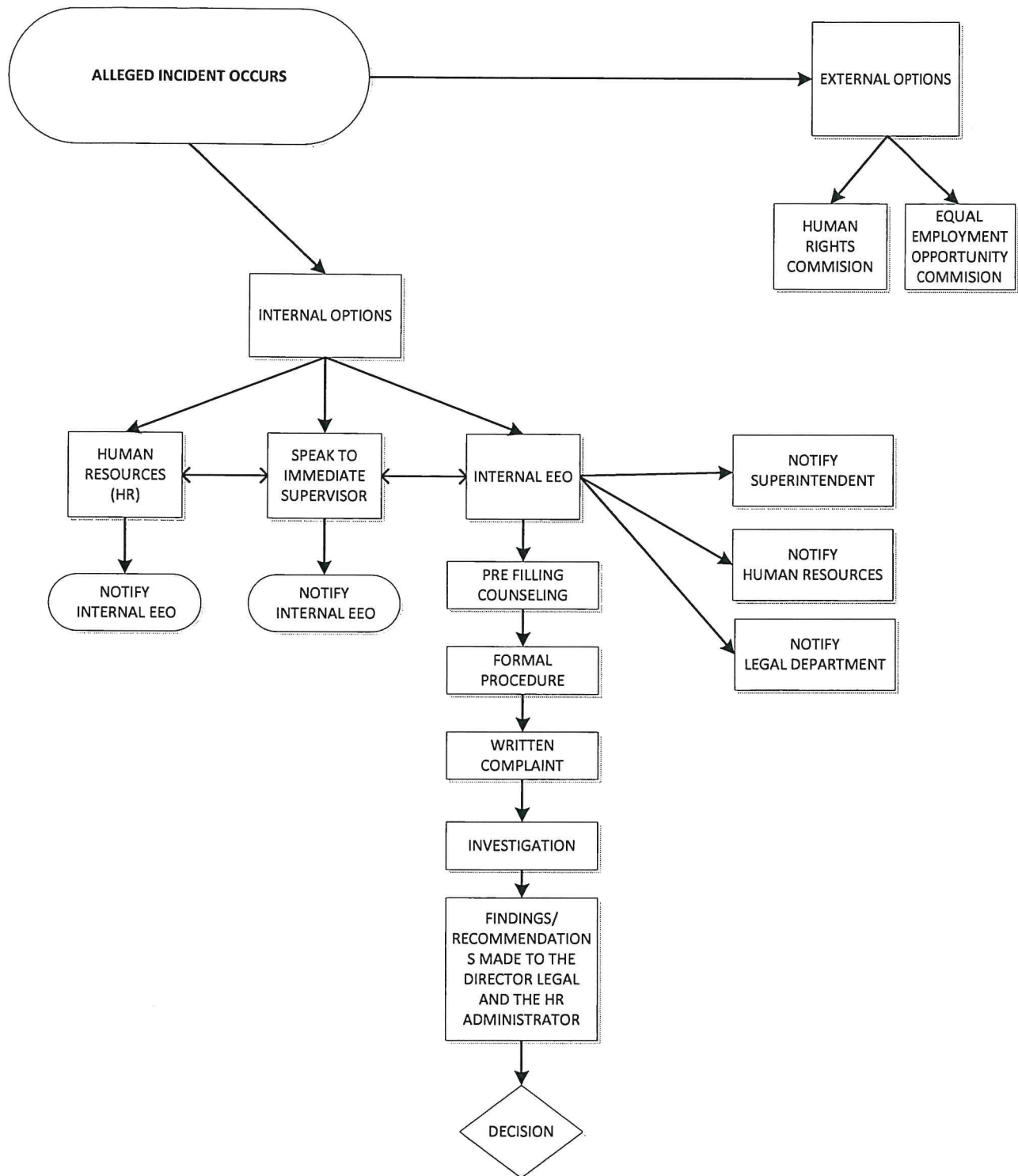
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# **CHAPTER VII**

## **COMPLAINT PROCEDURES**

**PROVIDENCE PUBLIC SCHOOL  
INTERNAL EQUAL EMPLOYMENT OPPORTUNITY  
COMPLAINT PROCESS FLOW CHART**



**WHEN APPROPRIATE UNION WILL BE NOTIFIED**

**PROVIDENCE PUBLIC SCHOOL DEPARTMENT  
EQUAL EMPLOYMENT OPPORTUNITY  
COMPLAINT PROCEDURE**

**I. REPORTING AND FILING COMPLAINTS**

This procedure provides guidelines for individuals whose rights may have been violated under Title VII of the Civil Rights Act of 1964, Rhode Island General Law § 28-5 and Executive Order 05-01. No person shall be discriminated against because of their race or color, religion, sex, sexual orientation, gender identity or expression, disability, age, or country of ancestral origin. Additionally, no person shall be sexually harassed or be subjected to a biased work environment.

Complaints may be brought to the Providence Public School Department (PPSD) employee's manager or supervisor, at any time, as soon as possible after the alleged incident occurs. Managers and supervisors who receive such complaints shall immediately report them to the PPSP's EEO Officer and the PPSP's Division of Human Capital (DVC). Employees should file a complaint with the EEO Officer, who will then notify the Superintendent, Chief of Human Capital, and the Legal Department.

**II. CONFIDENTIALITY**

Whenever possible, all complaints, counseling and investigations will be handled in a confidential manner in order to protect the privacy interests of those involved and avoid unnecessary disruption in the workplace. Additionally, it may be necessary to disclose certain information to persons with a legitimate need to know about the matter. All persons interviewed shall be requested not to discuss their statements with others.

### **III. FILING A COMPLAINT**

#### Who May File a Complaint?

A complaint may be filed by any current PPSD employee or applicant who believes that there has been a violation of discrimination, sexual harassment, and/or an unbiased work environment has occurred.

#### EEO Counseling

The EEO Officer provides EEO counseling to any PPSD employee concerning any alleged violation of discrimination, sexual harassment, and/or an unbiased work environment at any time. EEO counseling is provided to PPSD employees by the EEO Officer.

### **IV. COMPLAINT PROCESS**

A resolution is pursued through a written complaint. The complaint process will begin when a PPSD employee files a written complaint with the EEO Officer. The EEO Officer will then notify both the Chief of Human Capital and the Superintendent of the complaint. A detailed investigation will be conducted, and the EEO Officer will report violations of discrimination, sexual harassment and/or unbiased work environment to the Superintendent, the Chief of Human Capital, and the Legal Department.

The complaint shall include the following information:

1. A detailed description of the alleged harassing or discriminatory activity, including dates, times and locations;
2. The alleged protected category of the complainant that forms the basis for the complaint;
3. The harm sustained as a result of the alleged harassment or discrimination;
4. Whether a violation occurred; and



5. The EEO Officer must sign and date the form, and give a copy to the PPSD employee.

## **V. REMEDIES**

Following the results of the investigation, the EEO Officer shall make recommendations to the Division of Human Capital and the Legal Department before a final decision can be reached.

## **AMERICANS WITH DISABILITIES/ 504 GRIEVANCE PROCEDURES**

The Providence Public School Department has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by (ADA/504).

Complaints should be addressed to the PPSD's EEO Officer who has been designated to coordinate ADA/504 Compliance efforts.

**A complaint should be filed in writing or verbally. They should contain the name and address of the person filing the complaint and a brief description of the alleged violations of the regulation.**

An investigation, as may be appropriate, will follow the filing of a complaint. The investigation will be conducted by the EEO Officer. These rules contemplate informal but thorough investigations affording all interested persons and their representative, if any, an opportunity to submit evidence relevant to a complaint.

A written determination as to the validity of the complaint and a description of the resolution, if any, will be issued by the EEO Officer and a copy forwarded to the complainant.

The ADA/504 Coordinator will maintain the files and records relating to the complaints filed.

# **CHAPTER VIII**

## **PPSD FORMS**

***Employee Self-Identification of Disability Form and Request for Reasonable Accommodation***

**CONFIDENTIAL**

**NAME:** \_\_\_\_\_

**DEPARTMENT:** \_\_\_\_\_

**JOB TITLE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

Please Check the category that best describes your disability. (Upon request, verification of Disabling conditions include, but are not limited to:

AIDS  
Alcoholism  
Blindness or Visual Impairment  
Cancer  
Cerebral Palsy  
Deafness or Hearing Impairment  
Diabetes  
Drug Addiction  
Epilepsy  
Heart Disease  
Mental Retardation  
Mental or Emotional Illness  
Multiple Sclerosis  
Muscular Dystrophy  
Orthopedic  
Perceptual Disabilities such as: Dyslexia, Minimal Brain  
Dysfunction, Development Aphasia or Speech Impairment  
Other

Yes, I request a Reasonable Accommodation Needs Assessment Review.  
No Reasonable Accommodation is needed at this time.

Additional Comments:

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

JORGE O. ELORZA  
Mayor

CHRISTOPHER N. MAHER  
Superintendent



Providence Public School District  
Office of Human Capital  
797 Westminster Street  
Providence, RI 02903-4045  
tel. 401.456.9100  
fax 401.456.9284  
[www.providenceschools.org](http://www.providenceschools.org)

### COMPLAINT FORM

Filed with: Providence School Department  
Office of Human Capital  
797 Westminster Street  
Providence, Rhode Island 02903  
Phone: (401) 456-9100 x11187; Fax: (401) 456-9284  
Raymond.Lambert@ppsd.org

Intake Date: \_\_\_\_\_

Complainant's Name: \_\_\_\_\_

School: \_\_\_\_\_

Home/Mobile Telephone: \_\_\_\_\_ Work Telephone: \_\_\_\_\_

Name and position of person(s) against whom the charge is made:

\_\_\_\_\_

Statement of alleged facts:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Witness(es) to the alleged facts: \_\_\_\_\_

Have you filed a complaint with any other office or agency? ( ) YES ( ) NO

If YES, please list name: \_\_\_\_\_

The above statement is true to the best of my knowledge and belief.

\_\_\_\_\_  
Signature of Complainant Date

\_\_\_\_\_  
Person receiving complaint Date

An Equal Opportunity Employer. The Providence School Department does not discriminate on the basis of race, age, sex, religion, sexual orientation, gender identity or expression, national origin, color, disability or veteran status. Vision: The Providence Public School District will be a national leader in educating urban youth. Mission: The Providence Public School District will prepare all students to succeed in the nation's colleges and universities, and in their chosen professions.



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**AUTHORIZATION FOR RELEASE OF PROTECTED HEALTH  
INFORMATION**

Print Patient Name: \_\_\_\_\_ Date of  
Birth \_\_\_\_\_

**I authorize the use and/or disclosure of the above-named individual's health information  
as described in this authorization.**

Person/Organization Releasing the information:

\_\_\_\_\_/\_\_\_\_\_

Address/Phone:

\_\_\_\_\_/\_\_\_\_\_

Release Information to:

**Providence School Department  
Division of Human Capital  
797 Westminster Street  
Providence, RI 02903  
Tel: 401-456-9100 x11173**

**Fax: 401-456-9284**

The information to be used or disclosed:

**Medical Treatment History**

The purpose of the request is described below (each purpose must be listed):

**Request for job accommodation under the Americans with Disabilities Act (ADA)**

I understand that the information in my health record may relate to the results of diagnostic tests used to determine if I am infected by the human immunodeficiency virus (HIV) and/or treatment for alcohol or drug abuse. Unless I have indicated otherwise above, I specifically authorize the release of this information.

I understand that I have the right to revoke (cancel) this authorization at any time. I understand that to revoke this authorization, I must do so in writing and send my written revocation (cancellation) to the medical provider listed above and it will not apply to information that has already been released to this authorization.

Unless earlier revoked in writing, this authorization will expire at the conclusion of my treatment for injuries sustained on the above-mentioned date.

I understand that if I authorize the above-named medical provider to disclose information, the recipient of the information might disclose it to others and that any information disclosed by the above medical provider may no longer be protected by the federal rule on the privacy of medical records.

\_\_\_\_\_  
Signature of Patient or Authorized Representative

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name of Authorized Representative and relationship to patient

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# PROVIDENCE SCHOOL DEPARTMENT EMPLOYEES

## Americans with Disability Act – Accommodation Request Form

### REFERRAL

DATE: \_\_\_\_\_

#### A. ORIGINATING DATA

NAME: \_\_\_\_\_ SOC. SECURITY #: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

WORK LOCATION: \_\_\_\_\_ ASSIGNMENT: \_\_\_\_\_

TELEPHONE (Home): \_\_\_\_\_ (Work): \_\_\_\_\_

- B. STATEMENT OF THE PRESENTING ISSUE (Be specific as to how your condition is affecting your work; state the accommodation being requested– attach additional information, if necessary):

- C. SUPPORTING DATA: (attach all documents submitted by your physician, including authorization form and medical treatment history)

#### D. MEDICAL/HEALTH PROFESSIONAL DATA

Name of health provider: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_ Fax: \_\_\_\_\_

#### E. MEDICAL RELEASE

I hereby release to the Office of Human Resources at the Providence School department, all information concerning my medical condition, only as it relates to my request for an Accommodation. I understand that this form will be utilized only to assist the Providence School Department solely for that purpose.

Employee's Signature/Date: \_\_\_\_\_/

**PPSD**

[illegible]





Filter

## Job Postings

Job Postings

Job Postings Dashboard

Search Job Postings

List All Active Postings

Create New Posting

Open Postings By Category &gt;

Active Postings By Category &gt;

All Postings By Status &gt;

## Requisitions

Requisition Inbox

Create New Requisition

My Draft Requisitions

My Requisitions In Process

My Open Requisitions

My Closed Requisitions

My Denied Requisitions

Approved By Me -Active

Approved By Me -Inactive

Close An Approved Posting

All Active Requisitions

All Inactive Requisitions

## Posting Templates

Create New Template

List Existing

## Requisition

Edit/Create your Requisition below.

Submit Requisition

[Main](#) | [Description](#) | [Assigned Application Pages](#) | [Per Posting Questions](#) | [Posting Tools](#) | [Forms](#) | [Advertise](#) | [Approval Process](#)

## Title

Tip: Be as descriptive as possible in less than five words.

Translate

☐ Override the sort order of this listing.

## Position Type

Recruitment Type:

## Location

This job posting must have a valid location for cross posting.

☐ Is this position in a high-needs school as defined by NCLB?

## Requisition

Date vacancy will occur:

Budget Code:

Position Control Number

Salary Rate Range

Certification Requirements/Endorsements

Reports To:

Job Type

Reason for vacancy:

If other, explain:

Last to own:

Assignment Type:

☐ Full time ☐ Part time

Indicate FTE and/or hours per day:

Assignment Tenure:

☐ Permanent ☐ Temporary

If temporary, indicate the end date:

## Minimum requirements for position:

Education:

Experience:

Special Skills:

## If teaching position:

Major(s):

Minor(s):

License Required:

Other position information or requirements:

## Display Info

Define how and when this posting appears on your website.

Does this posting appear to applicants?

☒ Open

☐ Closed

☐ Based on Schedule

☐ Depends on Internal/External

Preview

Save

Save &amp; Next --&gt;



# APPENDICES

## ACRONYMS

AA	Affirmative Action
AAP	Affirmative Action Plan
AAO	Affirmative Action Officer
ADA	Americans with Disabilities Act
AF/AM	Asian Female/Asian Male
BF/BM	Black Female/Black Male
CLM	Civilian Labor Market
DVC	Division of Human Capital
EEO	Equal Employment Opportunity
FY	Fiscal Year
FTE	Full-time Employee
HF/HM	Hispanic Female/Hispanic Male
PPSD	Providence Public School Department
WF/WM	White Female/White Male



## **GLOSSARY OF TERMS**

**Affirmative Action:** Laws, policies, guidelines and administrative practices to improve the employment opportunities of members of designated protected classifications, intended to end and correct the effects of discrimination.

**Affirmative Action Plan:** A written plan with a specific program to eliminate or prevent discrimination and to encourage inclusion at all levels.

**Aggrieved Person:** A person who believes that he/she has been discriminated against in some way and makes his/her concerns known.

**Availability:** The percentage of women and minorities in the labor force surrounding the employer.

**Civilian Labor Market (CLM):** Data derived from the decennial census reflecting persons, 16 years of age or older who were employed or seeking employment, excluding those in the Armed Services.

**Complainant:** An employee, a former employee, or an applicant for employment who files a formal complaint of discrimination based on race, color, sex, sexual orientation, religion, age, gender identity or expression, national origin, disability, covered veteran status, and any other protected classifications.

**Discrimination:** Any act or failure to act, impermissibly based in whole or in part on a person's race, color, religion, sex, national origin, age, physical or mental handicap, and/or reprisal, that adversely affects privileges, benefits, working conditions, results in disparate treatment, or had a disparate impact on employees or applicants.

**Disparate Impact:** Under EEO law, less favorable effect for one group than for another. Disparate impact results when rules applied to all employees have a different and more inhibiting effect on women and minority groups than on the majority. For example,

nonessential educational requirements for certain jobs can have a disparate impact on minority groups looking for work, as they often been limited in their access to educational opportunities.

**Disparate Treatment:** Inconsistent application of rules and policies to one group of people over another. Discrimination may result when rules and policies are applied differently to members of protected classes. Disciplining Hispanic and Afro-American employees for tardiness, while ignoring tardiness among other employees, is an example of disparate treatment. Such inconsistent application of rules often leads to complaints.

**Equal Employment Opportunity:** Laws prohibiting job discrimination based on race, color, sex, sexual orientation, religion, age, gender identity or expression, national origin, disability, covered veteran status, and any other protected classifications.

**Ethnic Group:** A group of people who share a common religion, color, or national origin. Irish-Americans, Mexican-Americans, German-Americans, Italian-Americans, Hindus, Moslems, and Jews are examples of ethnic groups. Some members of ethnic groups participate in the customs and practices of their groups, while others do not. Discrimination based on these customs and practices may be illegal under EEO law. See Minority.

**Female:** It should be noted that women are not classified as a minority. However, they have experienced the same kind of systematic exclusion from the economy as the various minorities. Thus, they are considered as having "minority status" as far as the law is concerned.

**Formal Complaint:** A written complaint alleging that the complainant's rights protected by the Providence School Department Equal Employment Opportunity (EEO) Policy have been violated.

**Informal Complaint:** A matter of alleged discrimination which an aggrieved person brings to the attention of the EEO Office before a formal complaint is filed.

**Minority:** The smaller part of a group. A group within a country or state that differs in race, religion or national origin from the dominant group. According to EEOC guidelines, minority is used to mean six particular groups who share a race, color or national origin.

These groups are:

**American Indian or Alaskan Native (AI/AN):** A person having origins in any of the original peoples of North America, and who maintain their culture through a tribe or community.

**Asian (A) (Not Hispanic or Latino):** A person having origins in any of the original people of the Far East, Southeast Asia, India.

**Native Hawaiian or Other Pacific Islander (PI) (Not Hispanic or Latino):** A person having origins in any of the peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

**Black or African American (Not Hispanic or Latino) (B):** - A person having origins in any of the black racial groups of Africa.

**Hispanic or Latino (H):** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

**Numerical Goal:** A target number of qualified women and minorities hired and advanced within a given period of time through an EEO Program/AAP. A numerical goal is not a quota, as it may not be reached within the time frame. It does not permit the hiring or advancement of unqualified employees. Numerical goals provide a standard which allows an activity to measure the effectiveness of its EEO Program/AAP. When numerical goals are reached, the percent of women and minority group members working at appropriate grade levels and classifications will be closer to their percentage in the labor market.

**Protected Class:** The groups protected from the employment discrimination by law. These groups include men and women on the basis of race, color, sex, sexual orientation, religion, age, gender identity or expression, national origin, disability, covered veteran status, and any other protected classifications.

**Reasonable Accommodation:** Any change in the work environment, in the way things are customarily done, or in the application process that enables a person with a disability to enjoy equal employment opportunities. The three general categories of reasonable accommodation are changes to: (1) job application process to permit people with disabilities to be considered for jobs; (2) enable people with disabilities to perform the essential functions of a job; and (3) give people with disabilities equal access to the benefits and privileges of employment.

**Religion:** For the intention of this AAP/EEO plan, religion is defined as all aspects of religious observance and practice as well as beliefs.

**Sexual Harassment:** Unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature based on one or more of the following

conditions a) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment b) Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual c) Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive work environment.

**Under Represented:** Inadequately represented in the work force of a particular activity. This term is used to describe the extent to which women and minorities are represented in

particular grade levels and job categories. The percentage of women and minorities in the

labor market is used as a standard to determine under representation.

**White (W) (Not of Hispanic origin):** - All persons having origins in any of the original peoples of Europe, North Africa or the Middle East.

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*Superintendent*



Providence Public School District  
School/Department Name  
School/Department Address 1  
School/Department Address 2  
tel. PHONE  
fax FAX  
www.providenceschools.org

### Request for Extension

Hiring manager name:

Hiring manager position and title:

Posting for which extension is requested (include posting number):

Original posting period:

New posting period requested:

Rationale for extension:

***This form must be submitted to Karin Leon ([karin.leon@ppsd.org](mailto:karin.leon@ppsd.org)) in the Office of Human Resources by no later than the date on which the posting is set to expire.***



## APPLICATION SCREEN RUBRIC

	Below expectations	Meets expectations	Ex
Cover letter/resume/application packet	<ul style="list-style-type: none"> <li>Poor formatting</li> <li>Many spelling/grammar errors</li> <li>Does not express enthusiasm for position</li> <li>Does not demonstrate knowledge of PPSD and position requirements/expectations</li> </ul>	<ul style="list-style-type: none"> <li>Clear, reader-friendly formatting</li> <li>Few, minor spelling grammar errors</li> <li>Provides adequate level of detail about experiences</li> <li>Expresses enthusiasm about position</li> <li>Demonstrates some knowledge of PPSD and position requirements/expectations</li> </ul>	
Educational background	<ul style="list-style-type: none"> <li>Does not hold all of the required educational credentials</li> </ul>	<ul style="list-style-type: none"> <li>Holds all of the required educational credentials</li> </ul>	
Work history	<ul style="list-style-type: none"> <li>Does not have relevant and/or sufficient work experience</li> </ul>	<ul style="list-style-type: none"> <li>Has sufficient, relevant work experience</li> </ul>	
Qualifications/experience	<ul style="list-style-type: none"> <li>Does not present evidence of possessing necessary skills to perform satisfactorily in the position</li> </ul>	<ul style="list-style-type: none"> <li>Presents evidence of possessing necessary skills to perform satisfactorily in the position</li> </ul>	
Leadership ability	<ul style="list-style-type: none"> <li>Does not demonstrate history of and/or potential for positive leadership</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates history of leadership positions</li> </ul>	
Customer service skills	<ul style="list-style-type: none"> <li>Does not demonstrate and/or mention customer service orientation</li> </ul>	<ul style="list-style-type: none"> <li>Discusses importance of providing excellent service to internal and/or external customers</li> </ul>	
Overall impression	<ul style="list-style-type: none"> <li>Application does not required skills and/or experiences to perform satisfactorily in position</li> </ul>	<ul style="list-style-type: none"> <li>Application demonstrates that applicant has required skills and experiences to perform satisfactorily in position</li> </ul>	

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## PHONE SCREEN RUBRIC

	Below expectations	Meets expectations	Ex
<b>First impressions</b>	<ul style="list-style-type: none"> <li>Does not answer phone at appointed time of phone interview</li> </ul>	<ul style="list-style-type: none"> <li>Answers phone at the appointed time of phone interview</li> </ul>	
<b>Oral communication skills</b>	<ul style="list-style-type: none"> <li>Does not consistently use proper grammar</li> <li>Does not consistently have good pronunciation and enunciation</li> <li>Does not consistently use a pleasant voice and tone</li> </ul>	<ul style="list-style-type: none"> <li>Uses proper grammar at all times</li> <li>Has good pronunciation and enunciation</li> <li>Uses a pleasant voice and tone at all times</li> </ul>	
<b>General attitude</b>	<ul style="list-style-type: none"> <li>Demonstrates lack of interest in and enthusiasm about the position</li> <li>Appears passive and indifferent; provides short, closed responses to questions</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates interest in and enthusiasm about the position.</li> <li>Provides complete responses to questions and makes appropriate connections between relevant experience/skills and questions</li> </ul>	
<b>Preparation</b>	<ul style="list-style-type: none"> <li>Does not demonstrate any knowledge about or research into position and PPSD</li> </ul>	<ul style="list-style-type: none"> <li>Has at least a superficial understanding of the position and PPSD, and asks questions to fill in gaps in knowledge as appropriate</li> </ul>	
<b>Responses</b>	<ul style="list-style-type: none"> <li>Provides incomplete and/or non-responsive answers to questions</li> <li>Does not demonstrate clear understanding of the position</li> </ul>	<ul style="list-style-type: none"> <li>Responds with appropriate answers</li> <li>Demonstrates knowledge of potential position</li> <li>Demonstrates enthusiasm through responses</li> </ul>	
<b>Work history</b>	<ul style="list-style-type: none"> <li>Does not have sufficient relevant work experience</li> </ul>	<ul style="list-style-type: none"> <li>Meets the minimum stated requirements for relevant work experience</li> <li>When prompted, makes connections between previous experience and the open position</li> </ul>	
<b>Qualifications/experience</b>	<ul style="list-style-type: none"> <li>Does not demonstrate how prior experience has provided the</li> </ul>	<ul style="list-style-type: none"> <li>Explains how prior experience has provided the appropriate</li> </ul>	



<b>Leadership ability</b>	<p>appropriate qualifications and/or skills for the position</p> <ul style="list-style-type: none"> <li>Does not provide evidence of leadership ability</li> </ul>	<p>qualifications and/or skills for the position</p> <ul style="list-style-type: none"> <li>Demonstrates qualities that contribute to leadership ability</li> </ul>
<b>Customer service skills</b>	<ul style="list-style-type: none"> <li>Does not mention customer service orientation voluntarily</li> <li>When asked, provides substandard evidence of customer service skills</li> </ul>	<ul style="list-style-type: none"> <li>Mentions customer service orientation when appropriate and/or when asked</li> </ul>
<b>Overall impression</b>	<ul style="list-style-type: none"> <li>Phone screen does not demonstrate that applicant should move on to next phase of selection process</li> </ul>	<ul style="list-style-type: none"> <li>Phone screen demonstrates that applicant meets the minimum requirements to continue in the selection process</li> </ul>

## FACE-TO-FACE INTERVIEW RUBRIC

	Below expectations	Meets expectations	Exceeds expectations
<b>First impressions</b>	<ul style="list-style-type: none"> <li>Arrives late and/or unprepared for interview</li> <li>Does not shake hands and/or make eye contact</li> <li>Demonstrates poor hygiene</li> <li>Is dressed overly casually and/or inappropriately</li> </ul>	<ul style="list-style-type: none"> <li>Arrives on time for interview with all required materials</li> <li>Shakes hands and makes eye contact with all interview committee members</li> </ul>	
<b>Preparation</b>	<ul style="list-style-type: none"> <li>Does not demonstrate adequate preparation for interview</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates adequate preparation for interview</li> </ul>	
<b>Communication skills</b>	<ul style="list-style-type: none"> <li>Candidate mumbles, mispronounces terms, and makes serious and persistent grammatical errors throughout interview</li> <li>Candidate speaks too quietly to be heard by many interview committee members</li> <li>Candidate's body language is negative and/or inappropriate</li> </ul>	<ul style="list-style-type: none"> <li>Candidate speaks clearly</li> <li>Candidate makes relatively few grammatical errors, stumbling on uncommon or unfamiliar PPSP-specific terms</li> <li>Body language is neutral or positive and appropriate</li> </ul>	
<b>Critical thinking ability</b>	<ul style="list-style-type: none"> <li>Lacks careful thought</li> <li>Makes weak or unsupported arguments</li> <li>Shows closed-mindedness and inflexibility</li> </ul>	<ul style="list-style-type: none"> <li>Makes appropriate connections</li> <li>Provides evidence to support arguments</li> <li>Shows open-mindedness and flexibility</li> </ul>	
<b>General attitude</b>	<ul style="list-style-type: none"> <li>Demonstrates lack of interest in and enthusiasm about the position</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates interest in and enthusiasm about the position</li> </ul>	
<b>Responses</b>	<ul style="list-style-type: none"> <li>Candidate provides yes/no or short, closed answers to questions</li> <li>Candidate uses slang or general words like "things," "stuff," etc.</li> <li>Candidate's hiring exercise is poorly written and/or presented,</li> </ul>	<ul style="list-style-type: none"> <li>Candidate provides appropriate responses but may sometimes need to expand on/clarify answers at interview committee's prompting</li> <li>Candidate's hiring exercise meets expectations and is</li> </ul>	

	and/or is non-responsive to the question/task posed	responsive to the question/task posed
Work history	<ul style="list-style-type: none"> <li>• Candidate does not refer to applicable strengths/skills</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate refers to applicable strengths/skills multiple times throughout interview</li> </ul>
Qualifications/experience	<ul style="list-style-type: none"> <li>• Does not demonstrate how prior experience has provided the appropriate qualifications and/or skills for the position</li> </ul>	<ul style="list-style-type: none"> <li>• Provides evidence of how prior experience has provided the appropriate qualifications and/or skills for the position</li> </ul>
Leadership ability	<ul style="list-style-type: none"> <li>• Does not provide evidence of leadership ability</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates qualities that contribute to leadership ability</li> </ul>
Customer service skills	<ul style="list-style-type: none"> <li>• Does not mention customer service orientation voluntarily</li> <li>• When asked, provides substandard evidence of customer service skills</li> </ul>	<ul style="list-style-type: none"> <li>• Mentions customer service orientation when appropriate and/or when asked</li> </ul>
Performance Task, <i>if applicable</i>	<ul style="list-style-type: none"> <li>• Performance task does not respond to question posed and/or demonstrates lack of mastery of topic</li> </ul>	<ul style="list-style-type: none"> <li>• Performance task responds to question posed</li> <li>• Performance task shows adequate understanding of topic</li> </ul>
Overall impression	<ul style="list-style-type: none"> <li>• Interview does not demonstrate that applicant should move on to next phase of selection process</li> </ul>	<ul style="list-style-type: none"> <li>• Interview demonstrates that applicant meets the minimum requirements to continue in the selection process</li> </ul>



## FINAL INTERVIEW RUBRIC

	Below expectations	Meets expectations	Ex
<b>First impressions</b>	<ul style="list-style-type: none"> <li>Arrives late and/or unprepared for interview</li> <li>Does not shake hands and/or make eye contact</li> <li>Demonstrates poor hygiene</li> <li>Is dressed overly casually and/or inappropriately</li> </ul>	<ul style="list-style-type: none"> <li>Arrives on time for interview with all required materials</li> <li>Shakes hands and makes eye contact</li> </ul>	
<b>Preparation</b>	<ul style="list-style-type: none"> <li>Has not integrated information from previous steps of interview process in order to prepare for final interview</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates understanding of position, expectations, and PPSD context and has used that information to prepare for final interview</li> </ul>	
<b>Critical thinking ability</b>	<ul style="list-style-type: none"> <li>Lacks careful thought</li> <li>Makes weak or unsupported arguments</li> <li>Shows closed-mindedness and inflexibility</li> </ul>	<ul style="list-style-type: none"> <li>Makes appropriate connections</li> <li>Provides evidence to support arguments</li> <li>Shows open-mindedness and flexibility</li> </ul>	
<b>General attitude</b>	<ul style="list-style-type: none"> <li>Demonstrates lack of interest in and enthusiasm about the position</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates interest in and enthusiasm about the position</li> </ul>	
<b>Responses</b>	<ul style="list-style-type: none"> <li>Provides yes/no or short, closed answers to questions</li> <li>Language often obscures meaning</li> <li>Grammar, syntax, or other errors are distracting and/or repeated</li> </ul>	<ul style="list-style-type: none"> <li>Provides appropriate responses but may sometimes need to be prompted to expand on/clarify answers</li> <li>Language does not interfere with communication</li> <li>Errors of grammar or syntax, if present, are not distracting or frequent</li> </ul>	
<b>Work history</b>	<ul style="list-style-type: none"> <li>Candidate does not refer to applicable strengths/skills</li> </ul>	<ul style="list-style-type: none"> <li>Candidate refers to applicable strengths/skills multiple times throughout interview</li> </ul>	
<b>Qualifications/experience</b>	<ul style="list-style-type: none"> <li>Does not demonstrate how prior experience has provided the appropriate qualifications and/or skills for the position</li> </ul>	<ul style="list-style-type: none"> <li>Provides evidence of how prior experience has provided the appropriate qualifications and/or skills for the position</li> </ul>	



Leadership ability	<ul style="list-style-type: none"> <li>Does not demonstrate understanding of leadership or potential to lead successfully</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates personal voice and mentions goals, but has lack of depth regarding leadership experience/potential</li> </ul>
Customer service skills	<ul style="list-style-type: none"> <li>Does not mention customer service orientation voluntarily</li> <li>When asked, provides substandard evidence of customer service skills</li> </ul>	<ul style="list-style-type: none"> <li>Describes customer service orientation and recognizes the primacy of providing superior customer service</li> </ul>
Performance Task, <i>if applicable</i>	<ul style="list-style-type: none"> <li>Performance task does not respond to question posed and/or demonstrates lack of mastery of topic</li> </ul>	<ul style="list-style-type: none"> <li>Performance task responds to question posed</li> <li>Performance task shows adequate understanding of topic</li> </ul>
Overall impression	<ul style="list-style-type: none"> <li>Interview does not demonstrate that applicant is an appropriate candidate to fill the position</li> </ul>	<ul style="list-style-type: none"> <li>Interview demonstrates that applicant is an appropriate candidate to fill the position</li> </ul>

JORGE O. ELORZA  
*Mayor*

CHRISTOPHER N. MAHER  
*Superintendent*



Providence Public School District  
School/Department Name  
School/Department Address 1  
School/Department Address 2  
tel. PHONE  
fax FAX  
www.providenceschools.org

**INTERVIEW PHASE Note-Taking Sheet**  
**Position: POSITION TITLE**

**Candidate's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Interviewer:** \_\_\_\_\_

**Position Overview:**

- TO BE COPIED FROM KEY DUTIES/RESPONSIBILITIES OUTLINED IN JOB DESCRIPTION/POSTING

1. Question 1

--

2. Question 2

--

3. Question 3

4. Question 4

5. Question 5

6. Question 6

7. Question 7
8. Question 8
9. Question 9

10. Do you have any questions for us?



JORGE O. ELORZA  
*Mayor*

CHRISTOPHER N. MAHER  
*Superintendent*



Providence Public School District  
School/Department Name  
School/Department Address 1  
School/Department Address 2  
tel. PHONE  
fax FAX  
[www.providenceschools.org](http://www.providenceschools.org)

### Memorandum of Hiring Process

Hiring manager (name, title):

Position being hired for (include posting number):

Selection committee members (names, titles):

Results of initial application/resume review:

Date(s) phone interviews were conducted:

Summary of selection/de-selection process following phone interviews:

Date(s) face-to-face interviews were conducted:

Summary of selection/de-selection process following in-person interviews:

If applicable, date final interviews were conducted:

Summary of selection/de-selection process following final interviews:

\_\_\_\_\_  
**Signature of Hiring Manager**

\_\_\_\_\_  
**Date**

# **Criterion- Based Hiring ~ and ~ Transfer & Assignment Procedures**

**2018-19**

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## **Introduction**

The Criterion-Based Hiring, Transfer and Assignment procedures represents the manner in which teachers are newly-hired or assigned to a teaching position as a result of a consolidation, voluntary transfer, rescission from layoff, or return from an unpaid leave of absence.

The Providence Public School District and the Providence Teachers Union recognizes the value to students of having qualified, certified, experienced and effective teachers in every classroom as well as continuity of instruction. The Union and the district are committed to working together to provide a quality teacher in every classroom by implementing a fair, reliable and transparent teacher hiring and transfer system. As such, Criterion-Based Hiring, Transfer and Assignment Procedures shall be an evolving and dynamic process that will be jointly developed by the Providence Teachers Union and the Providence Public School District. This manual will guide you through the various phases of the hiring process.

## **Scope of this Plan**

This Plan provides a mechanism and establishes the processes for placing qualified candidates (internal and external) in teaching vacancies and assignment of displaced teachers. It does not address intra-building assignment changes. Intra-building assignments shall be made in accordance with Article 13, Teacher Programs, of the PTU Collective Bargaining Agreement. This document also does not address positions for which additional compensation is provided and school based positions (e.g. athletic coach, school treasurer, etc) as defined and detailed in Article 11 of the PTU Collective Bargaining Agreement.

## Transfer, Assignment & Hiring Timeline

<b>Phase I: Pre-Planning</b>	
11/28/18	Meeting with principals and lead counselors to review scheduling guidelines for the 2019-20 SY. (MS & HS)
12/12/18	Schools determine their schedule structure. (MS & HS)
12/12/18	Schools to vote on proposed schedule, if necessary. (MS & HS)
12/12/18	School capacities determined by Executive Directors & Supervisor of Scheduling and Guidance. (ES, MS & HS)
12/12/18	School counselors begin scheduling current students to create course tallies in Skyward. Principals receive the HS Program of Studies, staffing forms, staffing directions and 2019-20 capacities. (MS & HS)
12/12/18	School capacities determined by Elementary Executive Directors. (ES)
1/11/19	Principals and staffing sheets to Executive Directors (and Supervisor of Scheduling and Guidance for review. (MS & HS)
1/15/19 – 1/25/19	Executive Director and Supervisor of Scheduling and Guidance meet with principals and lead counselors to review staffing sheets and student scheduling requests to determine the staff needed. (MS & HS)
1/23/19 – 2/1/19	Executive Directors and Supervisor of Scheduling and Guidance meet with Human Resources and Principals to verify staffing needs to be posted for CBH. (ES, MS & HS)
2/8/19 & 5/10/19	Layoff notifications, if necessary
2/27/19 & 5/22/19	Layoff recommendations presented to School Board, if necessary
<b>Phase II: Identification of Vacancies, Displaced Teachers and Interview Committees</b>	
Jan. 4-25	Identify Interview Committee Members
Jan. 4-11	Dept. Teacher Leader Opt-out
Jan. 4	Preference sheets distributed
Jan. 4-9	Mutual Consent Process for eligible positions
Jan. 10	Preference sheets due.
Feb. 15	Completion of staffing/Displaced teachers notified
Feb. 26 – Mar. 5	Interview Committee Training
<b>Phase III: Tenured/Probationary Teacher Criterion-Based Hiring</b>	
March 5	Vacancies posted after clearing Recall Layoff list, candidates begin application process and teams begin application screening process
March 11	Application deadline
March 12	Most senior applicant identified
March 19	Deadline for extending interview invitations

March 21	Deadline for scheduling interviews
<b>March 28 &amp; March 30</b>	<b>Internal Hiring Fair</b>
March 30	Offers/Acceptance process begins at the conclusion of the last interview
April 6	Deadline for extending offers
24 hours from date of offer/April 8	Deadline for accepting offers
<b>Phase IV: Displaced Teacher Assignment</b>	
April 12	Reassignment of remaining displaced teachers to former school, if position becomes available
April 15	Displaced Teacher Assignment Process begins
April 30	Posting of vacancies where no appropriately certified displaced teacher exists
May 7 (Middle & High & Sp. Ed.) May 8 (Elementary & Special Groups)	Displaced Teacher Assignment Meetings
<b>Phase V: Criterion-Based Hiring</b>	
May 13	Identify vacancies after forced placements for displaced teachers and clearing Recall Layoff list
May 14 – Last Day of School	Utilization of school-based hiring committees
July 1	Teacher Placement by Human Resources

**\*Note: All deadlines are effective midnight.**



## **Infrastructure/Communication/Training**

The majority of information, workflow, and communication associated with the transfer and hiring processes will be managed via the Providence Applicant Tracking System (PATS).

Access to PATS via the internet and the ability to receive e-mail notifications (e.g. notification of all new Postings) from PATS will be available to all candidates.

### **Phase I: Pre-Planning**

Phase I will consist of a review of programmatic requirements and current staff at each building. This phase will conclude when each building has a final staffing structure identified and each building teacher expected to remain in the building for the subsequent school year is paired with an identified position.

### **Phase II: Identification of Vacancies, Displaced Teachers and Hiring Committees**

Departmental Teacher Leaders will have an opportunity to opt-out from their Departmental Teacher Leader position during Phase II. Any Departmental Teacher Leader choosing to opt-out will relinquish his/her Departmental Teacher Leader position effective the last day of the current school year. A Departmental Teacher Leader who does not opt-out during Phase II is not precluded from participating in Phase III or applying for positions with additional compensation throughout the school year.

Staffing and intra-building assignments shall be completed by February 16 at which time displaced teachers shall be notified. Teachers with one-year temporary placements shall be considered displaced and shall also be notified. Any emergency/expert residency certified teacher who is not assigned to a one-year temporary placement and who demonstrates to the Office of Human Resources by February 4, 2019 that he/she has complied with RIDE certification requirements for either full certification or renewal of emergency/expert residency certification or who can demonstrate that he/she will have complied with certification requirements prior to the beginning of the 2019-20 school year, shall not be displaced from his/her position as long as said position exists for the subsequent school year. The Office of

Human Resources shall provide each emergency/expert residency certified teacher with written notice prior to the beginning of Phase III.

Hiring Committees for the Tenured/Probationary Teacher Mutual Consent Hiring (Phase III) will be identified at each school prior to the commencement of Phase III.



### **Phase III: Tenured/Probationary Teacher Criterion-Based Hiring**

The Tenured/Probationary Teacher Criterion Based Hiring is the transfer and assignment process for full-time teachers either seeking a voluntary transfer or seeking a new assignment as a result of a displacement. **At the conclusion of the internal hiring fair (Phase III), tenured/probationary teachers who have a full-time assignment for the subsequent school year may not seek an internal transfer except for positions with additional compensation such as academic coaching, central office or school-based leadership positions.**

### **Postings**

Phase III begins with all known vacancies (including vacancies at the Innovation schools, central office and teacher leader positions) posted for tenured and probationary teachers. Vacancies will be identified based on building staffing plans developed jointly by Level Directors, Principals and the Office of Human Resources. Positions classified as “one-year only” will be cleared via in-house preference sheets. All identified vacancies will be published in the form of Postings in PATS. Postings will be created jointly by the Office of Human Resources and Principals/Hiring Managers. All Postings will be open for seven (7) calendar days and will set forth the duties and responsibilities of the position and will specifically identify any RIDE requirements and qualifications for the position. In addition to responsibilities, qualifications and requirements, Postings shall also identify the specific location, Hiring Manager, and any materials that must be brought to the interview.



## **Application Process**

Any tenured or probationary teacher may apply for any posted position provided he or she meets the qualifications enumerated in the posting. All applications will be submitted via PATS. Application materials will include a resume and cover letter. Any applicant who successfully submits an application for a position will have his/her application reviewed by the Hiring Committee. Incomplete applications will not be reviewed by Hiring Committees.

A displaced teacher must submit a complete application to all available positions in the certification area that he/she was displaced from, at a minimum. Any displaced teacher who fails to do so, will not be allowed to participate in the Displaced Teacher Meeting assignment process and will be forced placed by the Office of Human Resources at the conclusion of the Displaced Teacher Meeting, if a position is available.

## **Qualifications**

Applicants applying for positions during Phase III must possess appropriate certification and qualifications at time of application. Emergency certified/Expert Residency applicants may not apply for positions utilizing the Emergency/Expert Residency certificate until Phase V.

## **Hiring Committee**

Recognizing the value of experience and the recommendations of potential future colleagues in the process of selecting teachers for a given position, a Hiring Committee consisting of teachers currently working in the relevant building (home based) will be established and utilized. All teachers working in a building will be given the opportunity to volunteer their service as a member of the Committee. A Hiring Committee will be comprised of a Principal/Hiring Manager and two (2) teachers selected by building staff vote. The Committee members must be the same for each position hired. The Committee's term of service will expire at the conclusion of the hiring season.

If a school has a large number of positions open, the Assistant Principal may serve as a Hiring Manager and/or administration may designate a hiring manager other than the Principal or Assistant Principal to lead supplemental interview teams (roughly one hiring manager for every five positions).

Each Committee will designate one member as the Committee's Representative. The Representative will be responsible for compiling the Committee's feedback and entering the Committee's feedback and recommendations into PATS.

The Principal/Hiring Manager shall be present at all interviews. Committee feedback and recommendations shall reflect the consensus views of the Committee.

The Hiring Committee may request advisory support (e.g. the participation of a teacher or administrator with relevant expertise such as a content area supervisor) in the application review and/or interview process. A subject area specialist shall serve in an advisory capacity only.

School-based teams may be staffed or supplemented by certified PPSD teachers and administrators designated by the Superintendent from outside the school in instances such as the opening of a new school or other circumstances where staffing a complete school-based team would be impractical.

In the event a building Principal is unable to perform hiring manager duties, the Superintendent shall designate an alternative Hiring Manager. Hiring Committees not headed by a Principal will include the Principal in final deliberations including final screening and in offer decision meetings.

The Hiring Committee for Central Office positions will be comprised of an appropriate administrator acting as the Hiring Manager and a committee of teachers serving in assignments similar to the position being filled.

## **Hiring Committee Compensation**

Teachers serving on a school based Criterion Based Hiring Committee (Phase III & V) shall receive an annual stipend of \$500 payable in a lump sum at the conclusion of the annual CBH process. Payment shall be made no later than thirty (30) days after the last day of Phase V (school level). Compensation shall be pro-rated between a hiring committee member that is substituted by an alternate hiring committee member.

## **Committee Application/Selection Process**

Hiring Committees will review applications, conduct interviews, and make selections. Screening and hiring decisions will be made by a fair and transparent process as identified by the Joint PTU/PPSD CBH Committee. Said process shall be communicated by the Office of Human Resources to hiring committees and candidates prior to the commencement of Phase III

## **Scheduling an Interview**

Principals will extend interview invitations to selected candidates by designated dates per the 2018-19 Transfer, Assignment & Hiring Timeline. Interview invitations will be extended electronically via email and interviews will be scheduled electronically via PATS by the teacher. The most senior qualified applicant for each position submitting an application will be invited to interview. A minimum of three candidates per position will be interviewed unless fewer than three people apply. Principals may not invite more candidates than interview schedules permit.

## **Hiring Fairs/Interviews**

Hiring fairs will take place on designated dates and times and at a central location where interviews can be held in suitable private spaces. Interviews will be scheduled at half-hour intervals utilizing the following format:

- (a) 20-minute question and answer format. Primary thematic interview questions will be chosen prior to the interview and will come from a centrally-approved interview question bank of questions pre-approved by the district. Secondary questions are permissible provided that they expand upon primary thematic questions.



(b) 10-minute deliberation and short break before next interview

Candidates may bring whatever materials they feel are appropriate to the interview. **At a minimum, a copy of their teaching certificate demonstrating full certification for the position for which they are interviewing must be provided. In the event that a hard copy is not available, candidates may demonstrate full certification utilizing an electronic device.** Candidates will be interviewed once per school and will be considered in that interview for all positions at that school for which they are certified. In the event that the Joint CBH Committee deems it appropriate, an administrator and a union representative may be present at any interview as an observer.

### **Extending/Accepting an Offer**

The Principal/Hiring Manager may extend an offer as soon as all interviews are completed at each round of hiring but no later than the designated deadline at each round of hiring. If there are extenuating circumstances preventing a Principal/Hiring Manager from extending offers by the designated deadline, the Principal/Hiring Manager must notify the Office of Human Resources as soon as possible. Any deadline extension must be mutually agreed to by the day-to-day CBH oversight committee

Offers will be communicated via PATS and followed-up with phone calls by Principals/Hiring Managers. Within twenty-four (24) hours after receiving the Offer via PATS, the teacher may accept the offer by contacting the Principal/Hiring Manager by e-mail. Principals/Hiring Managers will document candidate acceptance in PATS. The Office of Human Resources will follow up with teachers accepting positions and successful candidates will receive an official award letter from the Office of Human Resources.

A candidate's acceptance of an offer will trigger automatic email notification to unsuccessful candidates. Principals/Hiring Managers may rescind the offer and make an offer to another candidate in the event of no response from the initial candidate after twenty-four (24) hours. Candidates accepting positions in Phase III may not engage in further job seeking except for positions with additional compensation such as academic coaching, central office or school-

based leadership positions. Assignments shall be effective the first day of the subsequent school year.

New vacancies that arise from the internal Hiring Fair (either as they are vacated by teachers accepting other offers or from unforeseen retirements, resignations, etc.) shall be made available to any teacher who was consolidated from his/her building should said teacher remain displaced at the conclusion of the internal hiring fair. The position must be in the same building and certification area from which the teacher was displaced.

Central office vacancies, Departmental Teacher Leader vacancies and vacancies in hard-to-fill certification areas, provided there no properly certified displaced teachers available, not filled during Phase III will proceed directly to Phase V, Criterion Based Hiring.



### **Itinerant/Support Staff Positions**

An itinerant teacher is a teacher who services two or more schools. The itinerant teacher's home-base shall be that school with the greatest amount of assigned time. In the event that the greatest amount of service is the same in two or more schools, the itinerant teacher shall elect the home-base school from among said schools.

Vacant itinerant positions (i.e. Physical Education, Art, and Music, etc.) will be filled by the Principal/Hiring manager from the school with the majority teaching assignment in accordance with the Criterion-Based Hiring Transfer and Hiring Procedures. Postings for itinerant positions shall identify each school location, percentage of assignment and home-base.

The Office of Special Education shall be responsible for designating percentages at each school/work site for support staff positions (i.e. Speech Pathologists, School Psychologists, and Social Workers). Vacant itinerant support staff positions shall also be filled by the Principal/Hiring manager from the school with the majority assignment in accordance with the Criterion-Based Hiring Transfer and Hiring Procedures, except that a representative from the Office of



Special Education shall be present for all support staff interviews and shall serve on hiring committees in advisory capacity only. Any Special Education support staff position that is not posted prior to Phase IV and assigned to displaced support staff shall be for the subsequent school year only and said position shall be posted during the subsequent year's support staff transfer/hiring season if the position exists.

### **Phase IV: Displaced Teacher Assignment Process**

Teacher displacement reflects changes to the programmatic needs of the district and does not reflect on teacher quality, performance, or effectiveness. Clear communication of this fact shall be included in all interview committee training.

Displaced teachers who have applied for available positions within his/her certification area(s) and are not successful in obtaining a position during Phase III, will participate in the Displaced Teacher Assignment Process (Phase IV) in accordance with the following:

- (1) All remaining school-based vacancies (except for Departmental Teacher Leader Positions and Academic Coaching Positions) unfilled in Phase III will be identified.
- (2) Displaced teachers will be ranked by current certification area and seniority ranking.
- (3) Teachers will be provided with a list of remaining school-based vacancies no later than 48 hours prior to the Displaced Teacher Assignment meeting. Any new vacancy that becomes available after the distribution of the vacancy list shall be provided to displaced teachers prior to the selection process. These assignments will be for one-year only and are not eligible for mutual consent.
- (4) Teachers will select positions at the Displaced Teacher Assignment meeting in their current certification area by seniority ranking. If there is no position for a teacher to select in his/her current area of certification, he/she shall select a position in an alternate certification for which he/she is fully certified to teach. If the alternate certification has not been utilized within the previous five (5) years, appropriate supports shall be provided to the teacher.

- (5) Displaced teacher assignments will be for the 2019-20 school year only unless the teacher requests a Mutual Consent conference with the school's hiring committee prior to the 2019-20 Internal Hiring Fair (date to be determined by the CBH Committee). Mutual consent is only available for those positions identified as mutual consent eligible.
- (6) If mutual consent is reached by the teacher and the members of the school's hiring committee, the teacher's assignment becomes permanent without the need for further posting and interview.
- (7) If mutual consent is not requested or reached, the teacher will be displaced at the conclusion of the school year and the position will be posted as a vacancy during the internal hiring fair.

Any displaced teacher who did not submit a complete application for available positions within his/her certification area during Phase III will not be allowed to participate in the Displaced Teacher Meeting. Said teacher will be forced placed into an assignment by the Office of Human Resources at the conclusion of the displaced teacher meetings if a position within his/her area of certification is available.

Vacancies remaining or arising following the conclusion of the Displaced Teacher Process will be posted for Criterion-Based Hiring unless a fully certified displaced teacher or laid off teacher exists. Forced placed assignments will be made by administration and will be for the subsequent school year only.

Any teacher who does not have a teaching assignment, shall be notified of their building assignment for the subsequent school year no later than ten (10) days prior to orientation day. When applicable, except for forced placed assignments, the assignment of remaining displaced teachers shall be reviewed by the Criterion-Based Hiring Committee. Displaced teacher assignments may change during the course of the school year should a vacancy (full-time or LTS) become available where a displaced teacher is fully certified to teach.



## **Phase V: Criterion-Based Hiring**

Criterion Based Hiring positions will be open to internal and external candidates. Internal candidates will include all Providence Schools employees including substitute teachers (LTSP/LTS). As indicated on the Transfer, Assignment & Hiring Timeline, the Criterion-Based Hiring period will begin May 6 and conclude by the last day of the school year. Any school-based position that was not posted during the internal hiring fair and filled after the last day of the school year will be for the subsequent school year only and shall be posted at the subsequent year's internal Hiring Fair, if the position exists.

### **Postings**

Vacancies will be identified based on building staffing plans developed jointly by Level Directors, Principals and the Office of Human Resources. All identified vacancies will be published in the form of Postings in PATS. Postings will be created jointly by the Office of Human Resources and Principals/Hiring Managers. All Postings will set forth the duties and responsibilities of the position and will specifically identify any RIDE requirements and qualifications for the position. Postings will be open for seven (7) calendar days. In addition to responsibilities, qualifications and requirements, Postings shall also identify the specific position, location, Hiring Manager, and any materials that must be brought to the interview. There shall be no hiring decision made while a posting remains open.

The Office of Human Resources may choose to also advertise some or all Postings for CBH positions through other means including print and online media as well as online employment sites but Posting via PATS is an absolute requirement.

### **Application Process**

All candidates (internal and external) will use PATS to create and submit all applications. Application materials may include any or all of the following if appropriate: essay, resume, professional artifacts, certification information, transcripts and assessments (where applicable). Applicants may be required to complete language, technology and/or subject-related assessments. If the total number of applications for a given closed Posting is less than five (5) at



any time, the Principal may choose to reopen the Posting for an additional seven (7) days. Incomplete applications will not be reviewed by Hiring Committees.

## **Qualifications**

Applicants applying for positions during Phase V must possess appropriate certification and qualifications at time of application or have reasonable assurance of certification (including emergency certification) by the position's start date.

## **Hiring Committee**

The same members of the hiring committee selected for the internal hiring fair will be utilized during Phase V.

A quorum is achieved when one (1) teacher elected by the faculty and an administrator is present. The Principal/Hiring Manager shall be present at all interviews and all meetings of the Committee.

School-based teams may be staffed or supplemented by certified PPSD teachers and administrators designated by the Superintendent from outside the school in instances such as the opening of a new school or other circumstances where staffing a complete school-based team would be impractical.

The Hiring Committee may request advisory support (e.g. the participation of a teacher or administrator with relevant expertise such as a content area supervisor) in the application review and/or interview process. A subject area specialist shall serve in an advisory capacity only.

The Hiring Committee for Central Office positions will be comprised of an appropriate administrator acting as the Hiring Manager and a committee of teachers serving in assignments similar to the position being filled.

In the event a building Principal is unable to perform hiring manager duties, the Superintendent shall designate an alternative Hiring Manager.

### **Hiring Committee Training and Support**

Committees and Principals/Hiring Managers shall receive training and support that facilitates the goals of the hiring, transfer and assignment processes including the importance of teamwork, tools for conflict resolution, Committee responsibilities (to include professionalism, confidentiality, legal and EEO considerations), PATS, and evaluation criteria. The Office of Human Resources shall designate personnel to manage and conduct training and to serve as a resource to Committee members and Principals throughout the process, as needed.

### **Committee Application Review**

Upon completion of the application questionnaire, applications submitted by qualified applicants shall be scored by the Hiring Committee. The four (4) highest scoring internal applicants, including substitute teachers (LTSP/LTS), shall be invited to interview. The scoring rubric shall be made available in advance to candidates. The Principal/Hiring Manager will enter each qualified candidate's application score and Interview/Do Not Interview recommendations into PATS. Committees will extend no fewer than four (4) interview invitations, unless fewer than four (4) applications are received in which case all qualified applicants will be invited to interview.

### **Scheduling an Interview**

Principals/Hiring Managers will develop plans and allocate staff time to ensure scheduling proceeds smoothly. Principals may choose to handle this personally or may train and instruct clerical staff to perform this function provided that candidates receive a reasonable level of customer service (e.g. candidates should be able to call/e-mail to confirm or request a change to an interview timeslot and receive a timely, accurate response.)



The Principal will extend interview invitations to candidates via PATS. Candidates who are invited to interview and who schedule interviews within 48 hours of the PATS generated invitation to interview will be interviewed. If a candidate has not scheduled an interview within 48 hours of invitation, the candidate will be presumed to be uninterested in interviewing and may be rejected. Committees will make reasonable attempts to accommodate a candidate's schedule and circumstances but the Committee is not obligated to interview all invited candidates if such an accommodation cannot be reasonably made.

## **Interviews**

For Criterion-Based Hiring positions, the interview process shall include a 45-minute question and answer interview which includes a classroom management scenario-based question.

Fairness and adequacy of the interview process is the responsibility of the Principal/Hiring Manager. Primary thematic interview questions will be chosen prior to the interview and will come from a centrally-approved bank of questions and criteria pre-approved by the district. Secondary questions are permissible provided that they expand upon primary thematic questions.

The interview process for certain Arts and Technical positions designated by the Chief Academic Officer may require an additional technical interview in the application process where no more than three (3) candidates are called back following the interview. The purpose of such session shall be limited to demonstration of technical proficiency to the Committee.

In the event that the Joint CBH Committee deems it appropriate, an administrator and a union representative, may be present at any interview as an observer.

## **Recommendation for Offer**

Hiring decisions will be made by hiring team consensus. The Committee Representative shall enter Committee consensus and supporting rationale notes for each candidate.

## Final Offers

At the completion of all interviews for a specific position, the Principal/ Hiring Manger may extend an offer. Principals/Hiring Managers will extend offers verbally (either by telephone or in person). All offers will be logged into PATS by Principals/Hiring Managers.

Principals/Hiring Managers may rescind the offer and make an offer to another candidate in the event of no response from the initial candidate after twenty-four (24) hours.

Assignments shall be effective the first day of the subsequent school year. Newly-hired candidates will be presented as soon as is practical to the Providence School Board for official appointment. Candidates who accept positions for a subsequent school year will have the first day of the fiscal year (July 1) as their effective date of hire; the effective date of hire for candidates who accept positions after the commencement of the fiscal year will be the date they accepted their offers (as documented in PATS by the Principal following acceptance of their offers). Candidates hired through Phase III and Phase V are obligated to serve in their positions for the duration of the 2018-19 school year.

## Offer Acceptance

Within twenty-four (24) hours after receiving the Offer via PATS, the candidate may accept the offer by contacting the Principal/Hiring Manager by e-mail. Principals/Hiring Managers will document the candidate's acceptance in PATS. The Office of Human Resources will follow up with candidates accepting positions and successful candidates will receive an official award letter from the Office of Human Resources.

Acceptance of an offer will automatically withdraw any of the teacher's other in-progress applications and end the teacher's participation in the CBH process for the year and commit the teacher to serve in the new position for at least one (1) full school year; however, a teacher who obtains a teaching position through CBH may continue to seek and accept positions with additional compensation, such as academic coaching, central office or school-based leadership positions.

Acceptance of an offer by a current teacher constitutes relinquishing the teacher's current position (if applicable) and will trigger appropriate notification to the teacher's current Principal.

## **Offer Rejection/Withdrawal**

Immediately upon receiving the Offer, the teacher must respond by accepting or rejecting the offer in writing or by withdrawing his/her application. If the offer has not been accepted or rejected, or the application withdrawn within twenty-four (24) hours, the Principal/Hiring Manager may rescind the offer, provided that the Office of Human Resources has made reasonable attempts to contact the teacher by telephone if no response is indicated on PATS. A record shall be kept of all attempts to contact the teacher. When an offer is rescinded, all on-hold applications for the position will be reinstated.



## **Appeals**

The Office of Human Resources shall monitor the processes described in this document. Complaints related to the process will be logged and investigated in a timely manner. Data on complaints will be compiled and regular reports on the process will be provided to the Superintendent and the Union President. An applicant may appeal the procedural basis of a hiring decision. The Office of Human Resources shall immediately forward a copy of such appeals to the PTU. Internal applicants shall make their appeals through the PTU, with a copy to the Office of Human Resources. A description of the alleged procedural flaw must be filed with the Office of Human Resources or the PTU within seventy-two (72) hours of the alleged process violation or official notification of not being selected for the position and must contain a detailed description of the circumstances under which the alleged procedural violation occurred, a description of what would have been done differently had procedure been followed, a description of how the candidate making the appeal was harmed, and what specific remedy is being sought. The district and the Union shall have access in advance to all pertinent information relating to the appeal.

Within forty-eight (48) hours of the complaint being received by the PTU and Human Resources, the PTU shall file, on behalf of the teacher, a copy of the complaint with a two-member Appeals Committee (one member selected by the district and one member selected by the Union). Within two (2) business days of receipt of the complaint, the Appeals Committee shall render its



decision and such decision shall be binding and not subject to further appeal. If the Appeals Committee cannot reach an agreed upon decision on the validity of the teacher's claim (procedural flaw) within two (2) business days of receipt of the complaint, the Superintendent shall render a decision and such decision shall be binding and not subject to further appeal or review. In no event will an actual teacher placement be altered unless the Appeals Committee or Superintendent finds that the process was seriously flawed and warrants such action.

Objections related to the CBH, Transfer and Assignment process shall be addressed using the procedure outlined herein.

Objections alleging discrimination based on race, age, gender, sexual orientation, gender identity or expression, national origin, color, disability, or veteran status, or which challenge the fundamental integrity of the CBH, Transfer and Assignment process, such as allegations of nepotism, favoritism or fraud, may be filed under Article 15, Grievance Procedure of the Collective Bargaining Agreement.

Committee notes and recommendations shall be made available to the PTU, on a confidential basis, in the event of an appeal pursuant to the Appeals process to the Joint CBH Committee.

## **Layoffs**

In the event layoffs are necessary, teachers shall be notified no later than March 1, 2019.

Except that, any emergency or expert residency certified teacher who fails to demonstrate to the Office of Human Resources by February 4, 2019 that he/she will be eligible to obtain either full certification or renewal of his/her emergency certification prior to the commencement of the subsequent school year, may be subject to layoff no later than June 1, 2019.

## **Oversight**

Day-to-day process oversight will be monitored by one (1) PPSD staff member and one (1) representative of PTU who will meet regularly to discuss the process and any issues that may arise in implementation of the CBH, Transfer and Assignment procedures. These individuals will make recommendations for any necessary modifications to the process through regular updates to a larger joint PPSD/PTU oversight committee (the Joint CBH Committee). These individuals will also collect feedback from process participants (including applicants, Committee members, and Principals) when the process concludes in a given school year.





**RI Department of Labor and Training  
Workforce Development Division  
Business Workforce Center**



# Recruitment - NOW HIRING New Positions!!!

**Providence  
Schools**

Positions

**All Positions are  
available**

---

Full time Teaching Positions in all areas, especially in Math and Science; Long Term Substitute Teachers in Pool; Per Diem Substitute Teachers, Substitute Teacher Assistants. Also needed are School Nurse Teachers, School Psychologists, and Speech Pathologists. As well as Bus Monitors and Crossing Guards.

For more information, visit [www.employri.org](http://www.employri.org)  
and search **Job # 753505**

**May 15th**

**10:00 AM  
to  
2:00 PM**

**Providence  
netWORKri,  
One Reservoir  
Avenue**





**Welcome to MERC 2019!** Our career fair is your premier source for recruiting highly-qualified education candidates from over 40 colleges and universities across Massachusetts. Our day-long event brings together a nationwide and international array of public and private school systems and organizations with candidates from a wide range of fields in education and educational services including counseling, administration, speech therapy, occupational therapy, social work, etc.

**MERC Education Career Fair**

**Thursday, April 18, 2019**

**George Sherman Union, Boston University**

**775 Commonwealth Avenue, Boston, MA**

**10 AM - 3 PM**

Event features include:

- Online registration - fast and easy!
- Open career fair format for maximum candidate interaction with highly-qualified students and alumni
- Meet 600+ candidates from over 40 public and private Massachusetts institutions in one day!
- Network with colleagues at a continental breakfast and catered lunch
- New mobile app - cost-effective marketing at its best!



# Providence Schools

## VISION STATEMENT

The Providence Public School District will be a national leader in educating urban youth.

## MISSION STATEMENT

The Providence Public School District will prepare all students to succeed in the nation's colleges and universities, and in their chosen professions.

*The Providence Public School District (PPSD) serves approximately 24,000 students and their families among 42 schools. Across our district each day, our educators, administrators and staff are dedicated to our students and supporting their paths to success.*

*As the largest department within the City of Providence, accounting for approximately half of the City's operating budget, PPCD employs more than 3,200 hard-working men and women who support our many schools. Of our employees, approximately 2,000 are educators and more than 600 others directly support our students in our schools.*

DLT is an equal opportunity employer/program.  
Auxiliary aids and services available upon request. TTY via RI Relay: 711

Providence  
Schools  
Human Resources  
797 Westminster Street  
Providence, RI 02903-3405

# Providence Schools

## Employment Opportunities

TEACHERS  
are the CORE  
OF EDUCATION

*Hiring the best to teach our brightest!*

Providence Schools  
Human Resources  
797 Westminster Street  
Providence, RI 02903-3405





# **-Recruitment- NOW HIRING**

## **The Providence School Department needs 300 Per Diem Substitutes Monday-Friday**

- Do you have a Bachelor Art or a Bachelor of Science Degree?
- Do you want to help students in an Urban School?
- Do you want to make a difference?
- Would you like to earn \$100 a day?

### **Requirements:**

- **Need to COMMIT to be available 5 days per week**
- **RIDE website and Phone number:**  
**[www.RIDE.ri.gov](http://www.RIDE.ri.gov)**  
**401-222-4600**
- **No fringe benefits**
- **Federal Background (fingerprints) Check required**

**TEACHERS**  
*are the* **Core**  
**OF EDUCATION**  
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TTY via RI Relay: 711



## ANTICIPATED VACANCIES SCHOOL YEAR 2017-2018

Middle and High School Math  
Secondary Special Education  
Chemistry  
Physics  
Early Childhood/ECH Special Educator  
Early Childhood Bilingual  
Speech Pathologists  
Speech Pathologist/Bilingual  
Middle and High School Science  
Middle/Secondary ESL all Content areas  
Middle/Secondary Bilingual all Content areas  
Psychologists  
Librarians  
Reading Specialists  
School Nurse Teachers  
ECH ESL  
Elementary ESL  
Elementary Bilingual

### THE COMMUNITY

The city of Providence has a population of approximately 178,042 as of 2010. It was founded in 1636 and incorporated in June, 1832. There are 7 hospitals, 21 libraries, 24 museums and galleries, 135 parks and playgrounds and 24 fire stations. It is a desirable location for commuters. It is only one hour from Boston, three and one half hours from New York and one hour and 45 minutes from Hartford.

#### The district is made up of 40 schools:

• 22	Elementary
• 3	Elementary Annexes
• 6	Middle
• 8	High
• 2	Charter
• 1	Special Education Center

#### The Staff for the 2017-2018 school year is as follows:

• Teachers	1940
• Administrators	126
• Clerical Support	205
• Aides and Monitor	648
• Others	202

## Providence Schools

## BENEFITS OF WORKING IN PROVIDENCE

In addition to a salary schedule that allows for frequent salary increases as teachers work toward advanced degrees, the Providence School Department has an "Aspiring Principals Program." A candidate who successfully completes the program will be fully certified as a school administrator with a Master's Degree in Education.

Providence Schools has a "balanced literacy" program in its elementary schools to ensure all students meet or exceed National Standards. Providence Schools has a category of substitute teachers called "Long-Term Substitute in Pool." The LTSP receives \$150/day for the 1st year. The teacher is eligible for fringe benefits. LTSP's are now eligible for paid PD up to 24 hours/year.

**Providence Schools** provides staff development opportunities including conferences, professional development system-wide days, paid summer workshops and seminars.



### SPECIAL POPULATIONS

As of March 2017, over 4524 students, ages 3-21 were identified as having disabilities in the City of Providence.

• 1804	Learning disabled
• 206	Autism
• 427	Developmental disability
• 384	Emotional Disturbed
• 173	Intellectual disability
• 453	Other Health Impaired
• 864	Speech
• 20	Hearing Impaired
• 66	Multi-Handicapped
• 12	Traumatic Brain Injury
• 11	Visually Impaired
• 06	Orthopedically Impaired
• 09	Deaf

### BILINGUAL

As of, March, 2017 over 4605 students have been provided with ELL (English Language Learners) services, and 31 Languages are spoken with countries represented.

• Bilingual students	1394
• ESL students	2686
• ENE	525
Total in program	4605
Monitored students	633



# **-Recruitment- NOW HIRING**

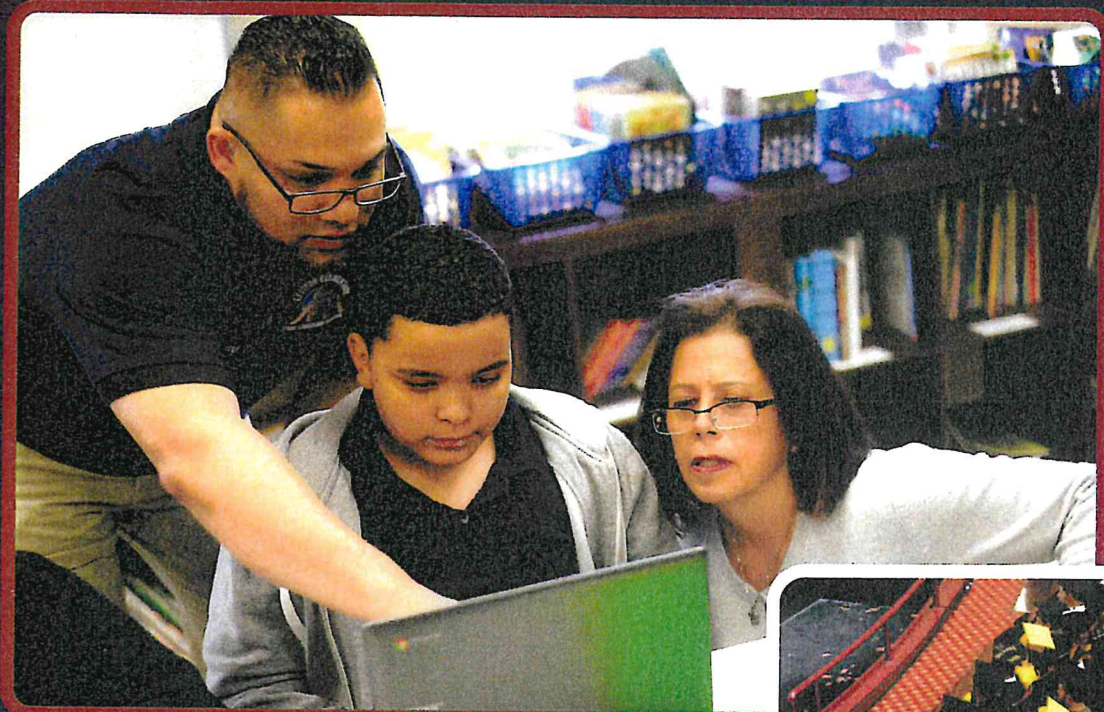
## **CATEGORIES FOR LONG TERM SUBSTITUTE TEACHERS**

- RIDE-ISSUED FULL TEACHING CERTIFICATE REQUIRED
- AVAILABLE 5 DAYS/WEEK TO WORK IN PROVIDENCE SCHOOLS
- PAID A DAILY RATE OF \$150/DAY FOR THE FIRST YEAR AND \$200/DAY BEGINNING IN SECOND YEAR. (MUST COMPLETE A MINIMUM OF 68 DAYS PER SEMESTER FOR TWO CONSECUTIVE SEMESTERS TO RECEIVE CREDIT. INCREASES OCCUR WITH THE NEW SEMESTER FOLLOWING QUALIFICATION).
- GIVEN PREFERENCE OVER PER DIEM SUBSTITUTE TEACHERS FOR LONG-TERM ASSIGNMENTS
- ELIGIBLE FOR FRINGE BENEFITS INCLUDING HEALTHCARE
- ELIGIBLE FOR PAID PROFESSIONAL DEVELOPMENT (UP TO 24 HOURS/YEAR)
- ANNUAL CONTRACT, EXPIRES

**TEACHERS**  
*are the* **Core**  
**OF EDUCATION**  
*Hiring the best to teach our brightest!*

DLT is an equal opportunity employer/program. Auxiliary aids and services available upon request. TTY via RI Relay: 711





## Empowering Students & Schools

Providence Public School District

**Five-Year Strategic Plan 2016-2021**

Superintendent Christopher N. Maher

Providence  
Schools



## Providence School Board

Nicholas Hemond, President  
Nina Pande, Vice President  
Robert Gondola Jr., Secretary  
Yamil Baez\*  
Diagneris Garcia  
Muyideen Ibiyemi  
Lorraine Lalli  
Mark Santow  
Jr. Neville Songwe  
Kinzel Thomas

\*term ended in December 2016

## Providence Public School District

*Strategic Planning Committee*

Christopher N. Maher, Superintendent  
Malika Ali

Marco Andrade  
Roxanne Archibald  
Soledad Barreto  
Danielle Bercovicz  
Cameron Berube  
William Black  
Kiara Butler  
Marc Catone  
Susan Chin  
Jessica Cigna  
Michael D'Antuono  
James DeCamp  
Doris De Los Santos  
Chiara Deltito  
Joseph DiPina  
Thomas Flanagan  
Peggy Grullon  
Nora Guyer  
Laura Hart  
Lori Hughes  
Alicia Jones  
Andrea LaRocca  
Jennifer Lepre  
Jael Lopes  
Gail Mastropietro  
Cheryl McCreight  
Donna O'Connor  
Danielle Parrillo  
Christopher Petisce  
Judith Petrarca  
Gina Picard  
Janet Pichardo  
Manuela Raposo  
Clayton Ross  
Sam Saltz  
Simona Simpson-Thomas  
Dorothy Smith  
Jennifer Stoudt  
Wobberson Torchon  
Ramon Torres  
Heather Tow-Yick  
Lisa Vargas-Sinapi  
Anthony Vescera



School Board President Nicholas Hemond, Superintendent Christopher N. Maher, Providence Teachers Union President Maribeth Calabro and Mayor Jorge Elorza present awards to recent retirees at the annual employee appreciation reception.

An orange L-shaped graphic element, consisting of a vertical line on the left and a horizontal line at the bottom, framing the 'MISSION' and 'VISION' sections.

## **MISSION**

The Providence Public School District will prepare all students to succeed in the nation's colleges and universities and in their chosen professions.

## **VISION**

The Providence Public School District will be a national leader in educating urban youth.



## Empowering Students and Schools

The Providence Public School District is committed to fostering a generation of engaged and successful learners who are prepared for college and career. Our students have diverse backgrounds and share different challenges and strengths. With this in mind, the district strives to meet each child where he or she is academically, socially and emotionally. To accomplish this, we provide our schools with resources, systems and authority so that they may personalize student learning.

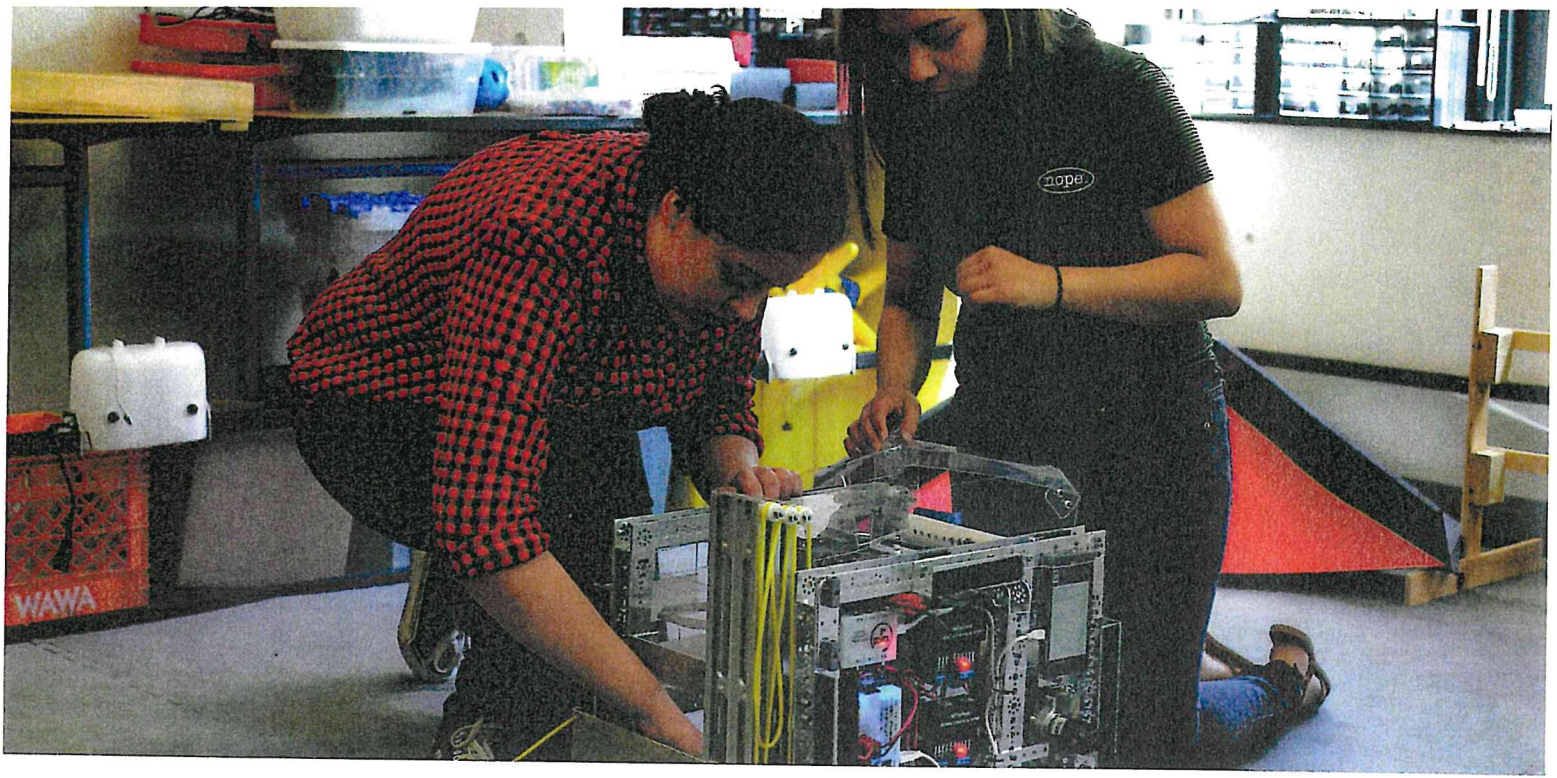
This strategic plan addresses the most pressing needs and priorities of the school district, so that Providence can empower its students and its schools.

In early 2016, our strategic planning process began with the Teaching and Learning team gathering input from 70 community partners, families and students. In the summer, a cross-functional district team attended Harvard University's Public Education Leadership Project Summer Institute, where they worked with faculty from Harvard Business School and Graduate School of Education to build on the work of Teaching and Learning and to develop new strategies for addressing our district's needs.

In a separate collaboration with Harvard's Education Redesign Lab, the City of Providence was one of a handful of cities to participate in the nationally recognized By All Means initiative that encourages citywide collaboration to tackle educational issues. Under the leadership of Mayor Jorge O. Elorza and Superintendent Christopher N. Maher, this initiative has and continues to support the district in connecting the larger community to our efforts in the areas of personalized learning, social-emotional learning and out-of-school time.

A 40-member internal team synthesized and expanded on the district's earlier work to create a five-year strategic framework. The School Board and the Mayor's Office approved this framework after the district had solicited feedback from staff, including representatives from the Providence Teachers Union, Local 1033 and Local 1339.





"Empowering Students and Schools" represents the culmination of that feedback process. Guided by five major goals, the strategic plan includes 21 key strategies that are linked to metrics to ensure accountability. Today, our priority is the implementation of these five overarching goals:

**1. Ensuring Academic Achievement**

*Ensure high academic standards to prepare all students for college and career.*

**2. Maximizing Learning Time**

*Ensure our students are ready to learn and able to access additional academic supports.*

**3. Growing a Strong Workforce**

*Foster and maintain a diverse workforce that is supported and engaged.*

**4. Providing Improved Service**

*Raise the level of service to internal customers and the larger school community.*

**5. Allocating Resources Strategically**

*Generate and allocate resources aligned to school-based needs, goals and priorities.*

# GOAL #1

## Ensuring Academic Achievement

Ensure high academic standards to prepare all students for college and career.

To ensure that our students graduate from high school prepared for college and career, the Providence Public School community is developing and implementing a comprehensive, standards-based framework inclusive of curriculum, instruction, assessment and professional learning. The district is ensuring that this framework is individualized in order to empower students with diverse learning needs.

**1A:** *Personalize instruction using data to empower students and increase student achievement.*

Standards-based instruction refers to the vast array of personalized learning experiences through which students can make progress toward mastering content standards. Educators design instruction that reflects the needs of 21<sup>st</sup>-century learners and includes opportunities to collaborate, innovate, create and solve problems. Instructional strategies, aligned to the Framework for Effective Teaching, focus on personalization through blended learning, sheltered English instructional strategies and culturally responsive teaching, as well as a focus on student agency and voice.

**1B:** *Provide every student with aligned curriculum, instruction and assessment.*

Curriculum and assessment can work together as a partnered system for change. The district will move its focus away from resource-driven curriculum and assessment towards a standards-based curriculum and assessment system.

**1C:** *Improve quality and type of language acquisition supports and services for all English language learners.*

The district is identifying and implementing innovative, research-based language acquisition programs and ensuring that the quality of instruction within those programs addresses students' language development needs. This strategy includes building programs to address the unique needs of English Language Learners (ELL) who have recently arrived in the district. The district is also empowering schools to lead and take ownership of their ELL programming and instruction.



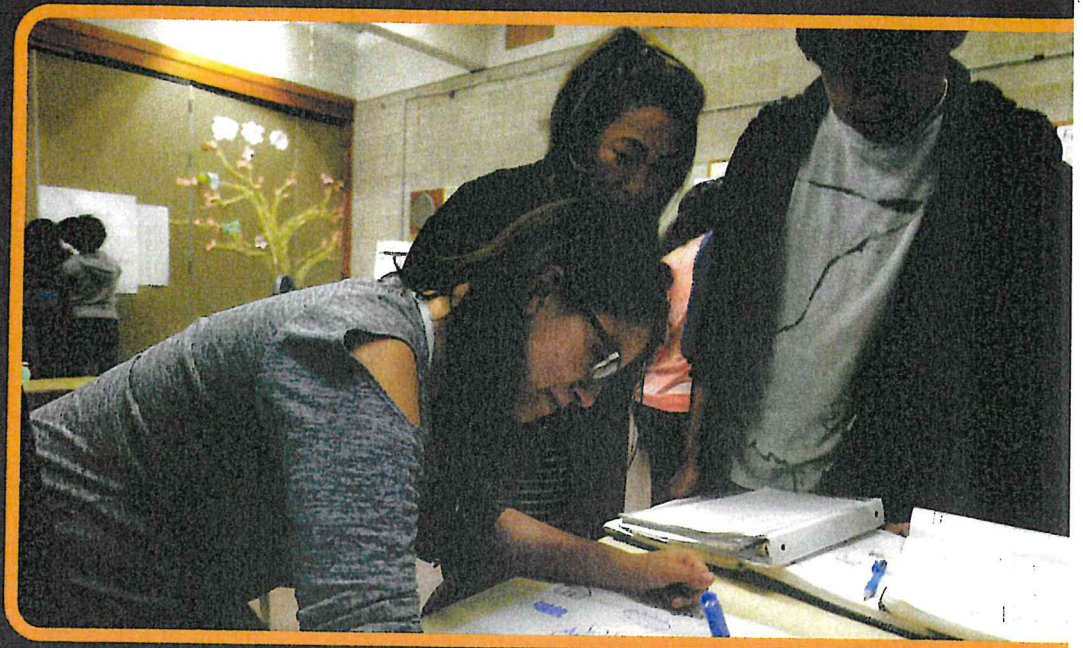
WHERE WE ARE GOING:  
**FIVE-YEAR  
PROPOSED TARGETS**

INCREASE PERCENTAGE  
OF STUDENTS PROFICIENT

IN ELA BY  
**13 POINTS** **65%**  
A CHANGE OF

IN MATH BY  
**11 POINTS** **79%**  
A CHANGE OF

INCREASE PERCENTAGE  
OF STUDENTS GRADUATING  
IN FOUR YEARS  
BY **5 POINTS** **7%**  
A CHANGE OF



**1D:** *Improve the quality  
of services for students  
with disabilities.*

The district is working with schools to ensure that the quality of instruction and programming addresses and meets the academic, language and social-emotional needs of students with disabilities. Through increased support and the strategic use of data, the district is empowering schools to increase their decision-making and ownership of special education services and programming.

**1E:** *Provide multiple  
pathways that prepare  
students for both  
college and career.*

The district is developing and implementing quality programs, such as the Advanced Course Network, dual enrollment and Advanced Placement courses, to prepare students for college. The district is also developing and implementing quality programs, such as career and technical education, internships and expanded learning opportunities, to prepare students for careers. This supports our work in building multiple pathways for college and career.

WHERE WE ARE:  
**BASELINE  
METRICS**

**20%** OF STUDENTS  
proficient in ELA SY 15-16\*

**14%** OF STUDENTS  
proficient in math SY 15-16\*  
\*Percentage meeting or exceeding expectations  
as reported by the R.I. Dept. of Education

**75.3%**  
of students entering  
grade 9 in SY 11-12

# GOAL #2

## Maximizing Learning Time

Ensure our students are ready to learn and able to access additional academic supports.

To maximize learning time for our students, the district is developing school-time and out-of-school-time systems to support students' social-emotional learning needs, to address some of the root causes of chronic absenteeism and to develop plans that support increased learning time, as well as afterschool and summer learning opportunities.

**2A:** *Build district capacity and systems to meet the social-emotional needs of students.*

The district is supporting social-emotional learning by articulating and focusing on social-emotional learning standards and expectations. In adopting national standards of school-based mental health supports and employing a multi-tiered system of supports for academics and behavior, the district is supporting greater student achievement.

**2B:** *Increase and strengthen out-of-school programming for summer and afterschool time.*

Through community collaboration and strong partnership opportunities, the district will ensure student access to quality year-round learning opportunities that provide enrichment and help stem summer learning loss.

**2C:** *Ensure student health and wellness.*

Focus on student wellness through nutrition, exercise and a commitment to overall health.



# WHERE WE ARE GOING • • • • • FIVE-YEAR PROPOSED TARGETS

DECREASE PERCENTAGE OF  
CHRONICALLY ABSENT STUDENTS BY

**7 POINTS** - A CHANGE OF **23%\***

DECREASE THE NUMBER OF  
SUSPENDED STUDENTS BY

**960** - A CHANGE OF **28%\***

\* Skyward electronic records

DOUBLE THE  
NUMBER OF SEATS TO

**1,700**

FOR PPSD STUDENTS IN  
CITY-AND DISTRICT-SPONSORED  
ACADEMIC SUMMER PROGRAMS.



## WHERE WE ARE: BASELINE METRICS

**30%**

OF STUDENTS  
ARE CHRONICALLY  
ABSENT, SY 15-16

Defined by a student being  
absent for 10% of the school  
days they are enrolled in school.  
As reported by RIDE

**3460**

SUSPENSIONS  
ADMINISTERED  
IN 2015-2016

**850**

TOTAL SUMMER PROGRAM  
SLOTS AVAILABLE THROUGH CITY- AND  
DISTRICT-SPONSORED PARTNERSHIPS



# GOAL #3

## Growing a Strong Workforce Foster and maintain a diverse workforce that is supported and engaged.

The Providence Public School District is cultivating a superior workforce by developing its current staff, building a pipeline of high-quality candidates from the external labor market and implementing programs to retain high-quality staff across the district.

### **3A:** *Increase staff engagement and attendance.*

Through the collection and analysis of qualitative and quantitative data, the district will develop targeted interventions to improve staff engagement.

### **3B:** *Develop and design a management training program to support improved culture.*

The district will implement a training program for all its managers and aspiring managers that addresses core competencies and improves staff culture and engagement.

### **3C:** *Create a targeted recruitment strategy and plan for teachers with a focus on reflecting student diversity.*

The district is adopting an Equal Employment Opportunity/ Affirmative Action plan that provides analysis of our workforce and human resource processes in order to inform and support the development of intentional recruitment plans.



# WHERE WE ARE GOING • • • • • FIVE-YEAR PROPOSED TARGETS

INCREASE STAFF ENGAGEMENT RESULTS  
TO **3.9** ON A SCALE 1-5 - A CHANGE OF **15%\***

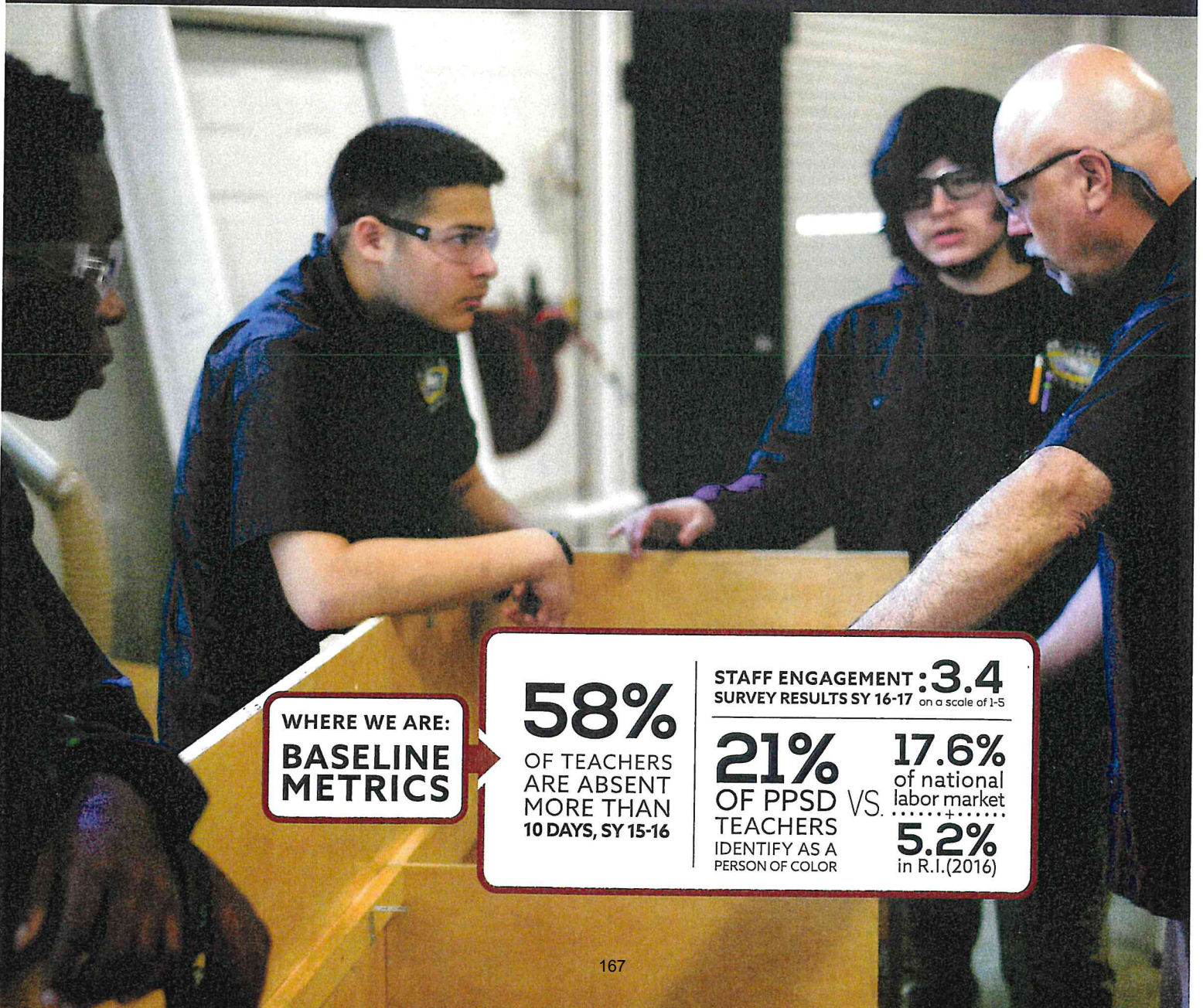
\*PPSD annual staff engagement survey • • • • •

DECREASE TEACHER ABSENTEEISM BY  
**4** PERCENTAGE POINTS - A CHANGE OF **7%\*\***

\*\*AESOP attendance data/Lawson employee count • • •

CONTINUE TO OUTPACE  
THE LABOR MARKET  
IN TERMS OF TEACHERS  
WHO IDENTIFY AS  
PERSONS OF COLOR.\*\*\*

\*\*\*Bureau of Labor Statistics/RIDE



WHERE WE ARE:  
**BASELINE  
METRICS**

**58%**  
OF TEACHERS  
ARE ABSENT  
MORE THAN  
10 DAYS, SY 15-16

STAFF ENGAGEMENT: **3.4**  
SURVEY RESULTS SY 16-17 on a scale of 1-5

**21%**  
OF PPSD  
TEACHERS  
IDENTIFY AS A  
PERSON OF COLOR

VS. **17.6%**  
of national  
labor market  
+ • • • • •  
**5.2%**  
in R.I.(2016)



# GOAL #4

## Providing Improved Service Raise the level of service to internal customers and the larger school community.

The Providence Public School District is identifying service functions that have the greatest connection to the public and is actively working to improve its response, both in timeliness and customer satisfaction. These areas include student registration, transportation, facilities, communications, and family and community engagement.

### **4A:** *Improve student registration efficiency.*

The district is implementing a streamlined registration process to reduce the average placement time for all students and strives to place students within two business days if their applications are complete.

### **4B:** *Improve transportation effectiveness.*

The district is leveraging real-time data to improve transportation services and related communications with families and schools.

### **4C:** *Implement an operations audit that personalizes operational support based on school needs.*

The district will prioritize operational needs for all schools based on individual site visits that include meetings with building leadership and comprehensive tours of the facilities.

### **4D:** *Strengthen communications to encourage awareness and to promote the PPSD brand.*

Improve communications both externally and among our family, student and staff stakeholders, to build awareness of the district's mission, initiatives, supports and resources.



WHERE WE ARE GOING:  
**FIVE-YEAR  
PROPOSED TARGETS**

INCREASE FAMILY  
SATISFACTION BY

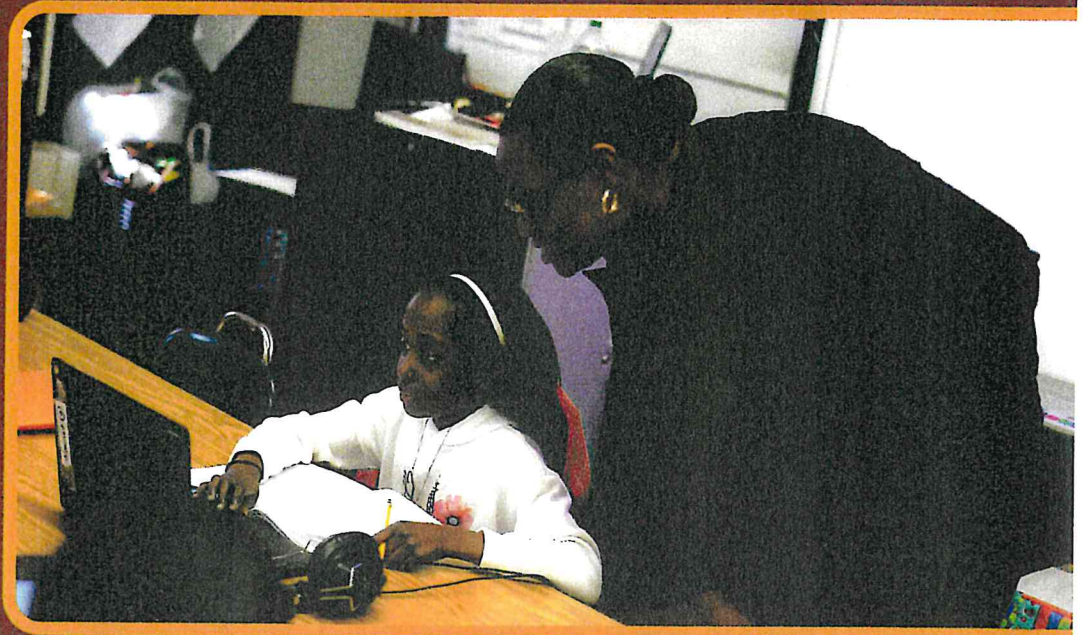
**4** PERCENTAGE  
POINTS **6%\***  
A CHANGE OF

INCREASE PRINCIPAL  
SATISFACTION SURVEY RESULTS

TO 3.7 **19%\***  
A CHANGE OF

\*percentage of favorable responses  
in RIDE Annual Family Culture and  
Climate Survey

\*PPSD Principal Survey, SY 16-17



**4E:** Increase  
efforts with family  
engagement.

Families are important partners in supporting student success. The Office of Family and Community Engagement is creating new opportunities for parents and families to be informed, involved and empowered, with the goals of improving student attendance and academic outcomes.

**4F:** Implement and  
support the school  
autonomy policy.

Autonomy allows schools the flexibility to tailor their resources to best serve the unique needs of their communities. The district is designing and implementing mutual responsibility guidelines to define, enable and support school-based decision-making.

WHERE WE ARE:  
**BASELINE  
METRICS**

**71%**  
FAMILY  
SATISFACTION  
SY 16-17

**PRINCIPAL  
SATISFACTION  
SURVEY RESULTS:** **3.1**  
on a scale of 1-5  
SY 16-17

# GOAL #5

## Allocating Resources Strategically Generate and allocate resources aligned to school-based needs, goals and priorities.

This goal area is focused on identifying and assigning additional resources to schools in alignment with the district's goals, priorities and district needs.

**5A:** *Revamp the annual budgeting process in support of school-based decision-making.*

Key to supporting school autonomy is providing transparent and accessible financial planning tools. The district will change its budget process so that resources align with school priorities.

**5B:** *Provide ongoing fiscal management training and support for principals and team leads at the Central Office.*

Principals and team leads are responsible for directing resources to strategic initiatives. The district will implement fiscal management training in order to build capacity, promote accountability and maximize strategic resource usage.

**5C:** *Strengthen partnerships in support of schools needs and district goals.*

By identifying, expanding and developing relationships with community partners, the district is able to leverage community resources to support students' personal and academic growth and to create a shared investment in Providence's youth and families.

**5D:** *Leverage public funding sources and partners to increase financial resources for the district.*

Aligning fundraising efforts with the district strategic plan increases the resources allocated to schools and district.



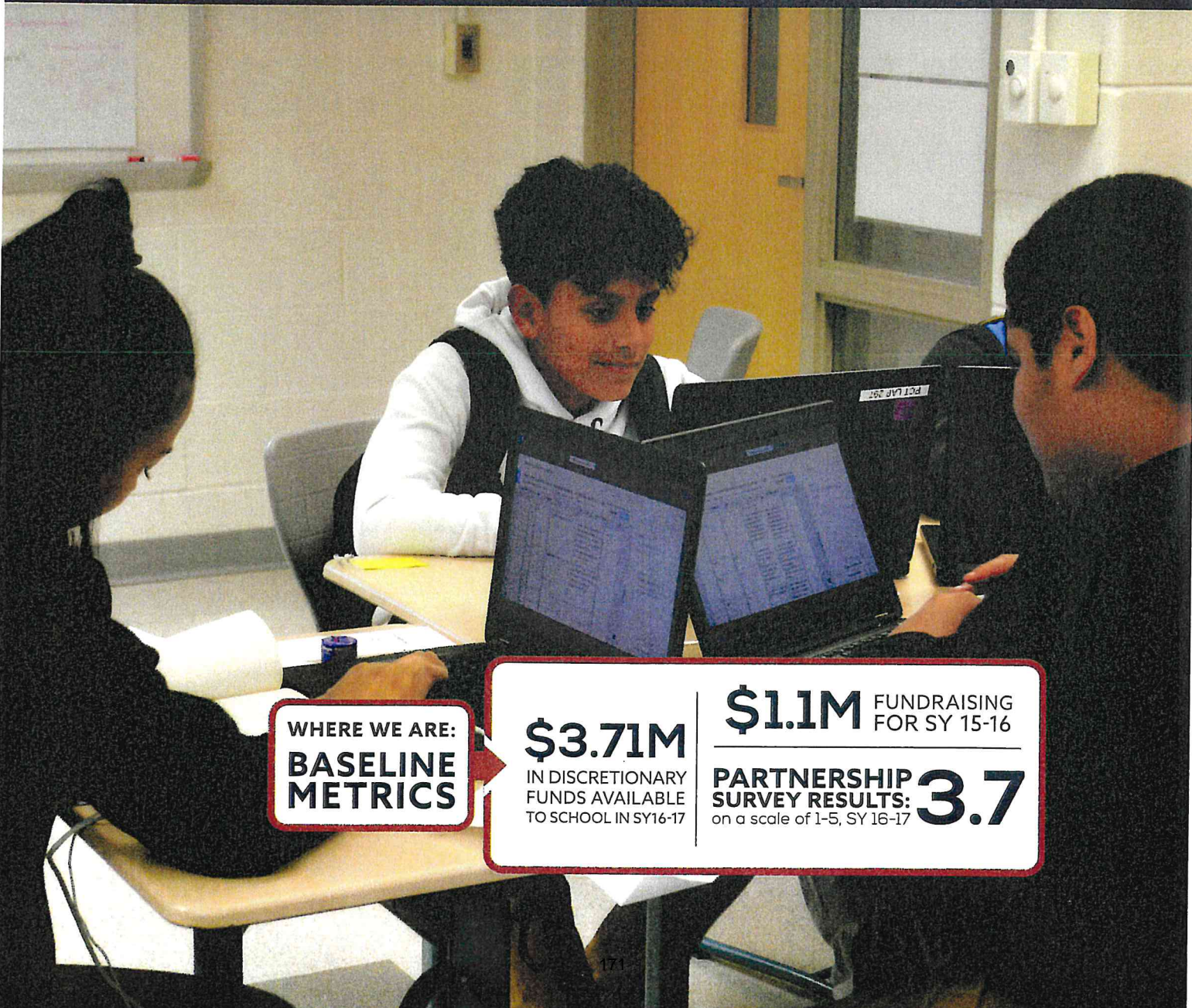
# WHERE WE ARE GOING • • • • • FIVE-YEAR PROPOSED TARGETS

INCREASE  
discretionary  
resources available to  
schools by **2%**  
per year to reach  
**\$4.02M\***

INCREASE FUNDRAISING  
TO **\$2.50M** – A CHANGE OF **127%**  
Dollars raised through district development efforts

INCREASE PARTNER  
SATISFACTION SURVEY  
RESULTS TO **4.1** A CHANGE OF **11%\*\***

\*local discretionary dollars allocated to schools on a per pupil basis  
\*\*percentage of favorable responses in PPSD partner survey



WHERE WE ARE:  
**BASELINE  
METRICS**

**\$3.71M**  
IN DISCRETIONARY  
FUNDS AVAILABLE  
TO SCHOOL IN SY16-17

**\$1.1M** FUNDRAISING  
FOR SY 15-16


**PARTNERSHIP  
SURVEY RESULTS:**  
on a scale of 1-5, SY 16-17 **3.7**



## Providence Public School District

Administrative Offices  
797 Westminster St., Providence, RI  
(401) 456-9100

Visit us on Facebook

 @Providenceschools

Follow us on Twitter

 @PVDschools

[www.providenceschools.org/strategy](http://www.providenceschools.org/strategy)