

# NEWTON

## PUBLIC SCHOOLS

100 Walnut Street, Newtonville, MA 02460

PHONE: (617) 559-6005

### Memorandum

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TO: David Fleishman, Superintendent

FROM: Heather A. Richards, Director of Human Resources

DATE: November 5, 2012

RE: Newton Public Schools Strategic Recruitment and Diversity Plan &  
Affirmative Action Report

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### Background

The Newton Public Schools have had a long-standing commitment to tolerance, diversity and the respect for human differences. One of the myriad ways to achieve this goal is to ensure that the system's workforce is representative of an increasingly diverse society.

While recruiting educators of color is a challenge in many parts of the country, it is a particular challenge in Newton and similar districts due to the suburban environment and the predominantly Caucasian population. However, it is vitally important that we do everything possible to ensure that our students are educated by a variety of talent with diverse backgrounds and demographics.

Over the past few years, the percentage of minority staff has remained in the 10% range, 9.5% in FY 10 to 9.7% in FY 13. However, there has been a steady decline in the percentage of minority educators in leadership positions at both the building and district levels. This decline has been steady over the past ten years, as a number of African American building and district leaders have retired. Currently, there are no African American or Latino building principals, although there are several African American administrators throughout the district.

## Current Efforts

Currently, our recruitment efforts consist of advertising in a range of publications and universities and participating in a network of school districts committed to minority recruitment. We have also participated in a number of traditional job fairs. Job fairs have allowed us to initiate contact with some minority candidates, but it has not yielded the results that we were seeking. Over the past year, we have started to develop our use of technological recruiting, it is now time to review and enhance our comprehensive recruitment plan with a focus towards improving our hiring efforts with educators of color.

## Next Steps

If NPS is going to grow the profile of staff and educators of color, we need to look at different means of impacting this goal. This requires that we develop and implement new strategies beyond the traditional methods that have been used. Below are several ideas.

- **Develop networking contacts**

While NPS should certainly continue online advertising, recruitment is ultimately about contacts and personal relationships. The decline in minority leaders at the building and district level has resulted in the loss of a network to recruit a diverse applicant pool. Given the importance of networking, we are redirecting resources and exploring the possibility of retaining a recruiter/consultant with an affinity network to assist in locating promising principal candidates who may be interested in Newton.

We also want to share with employees that this is a district priority and involve our current employees in the recruitment process, leveraging networks they are involved with to actively recruit educators of color.

- **Digital networks**

The digital world gives us new opportunities to connect directly with promising candidates at both the teacher and administrator level. Professional networking tools such as LinkedIn have been primarily used in the business community, but those tools are rapidly expanding in the field of education. Our online group for LinkedIn is still being enhanced as we build our group and our connections.

There are other online sources such as Facebook and Twitter that we can consider using as a means of communication and casting a wide net for candidates increasing our online presence. Online networks and recruitment blasts are a contemporary means of attracting candidates in a concise fashion.

In addition to online networks, we will continue to utilize online recruitment sources like monster.com, careerbuilder.com, schoolspring.com, DESE.com and other significant online recruitment sources. The best strategy for increasing visibility is to use both broad-based and targeted online recruitment methods, but to generate discussion about Newton Public Schools opportunities.

- **Cultivate relationships with universities**

NPS has strong partnerships with many of the schools of education in the Boston area and continues to be a highly desirable place of employment for educators. Our challenge is to intensify our recruitment efforts at these schools in order to attract promising educators of color. It is a priority for us to meet with those institutions and create new means for us to partner with them as we compete with other like districts that are also seeking top talent.

- **Identify and support internal educators of color with leadership potential**

NPS has a close relationship with the ELI leadership Program, which offers certification for teachers interested in administration. We will continue to identify, encourage, and find new ways to support educators of color with leadership potential to enroll in programs such as ELI.

- **Analyze our hiring and interview process**

We know that hiring and recruiting is a two-way process. It is vital that NPS do everything possible to ensure that it is a desirable place of employment for all individuals. A full review of our hiring processes will be conducted to make sure that we are perceived as a desirable employer.

- **Ensure that minority educators have a support system**

Organizations that are most successful in retaining a workforce, establish a culture that is safe and supportive for all. NPS will take steps to ensure that our system is doing everything possible to make that happen. One step that we are going to take is to create a focus group with a select number of employees to solicit feedback and input.

- **Measuring our progress**

Our goal for the next two years is to increase our educators of color by 1% per year. We will assess this target after the first year to ensure that it is realistic. Establishing a goal for administrator hiring is a bit more complex due to the limited number of vacancies. However, we will be certain to measure this goal carefully as we proceed.

It is important to reinforce that this plan is an evolving design as we respond to the changing nature of the district and the community. To be most effective, we will assess our needs and incorporate several strategies in the recruitment plan to increase the number of highly qualified educators. We will measure and regularly evaluate this plan and adjust as necessary.

## Affirmative Action Report - 2012-2013

October 15, 2012

**Table 1: Numbers and Percentages of Staff of Color**

Category	Total Staff *	American Indian		Asian		African American		Hispanic		Other		Total Staff * of Color	Percent Staff of Color
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
Central Staff	6	0	0	0	0	0	0	0	0	0	0	0	0.00%
Secondary Principals	6	0	0	0	0	0	0	0	0	0	0	0	0.00%
Elementary Principals	15	0	0	0	1	0	0	0	0	0	0	1	6.67%
Non-Aligned Staff & Administrators	29	0	0	0	2	1	0	0	0	0	0	3	10.34%
Unit A: Teachers, Specialists, Counselors, Social Workers, and Psychologists	1,249	1	0	8	38	14	16	4	30	1	2	114	9.13%
Unit B: Asst. Principals, Directors, Department Heads, Housemasters, Coordinators, and Supervisors	62	0	0	1	0	2	2	0	0	0	0	5	8.06%
Unit C: Teacher Aides	652	1	0	2	29	8	14	0	9	2	5	70	10.74%
Unit D: Instructional Support Staff	75	0	0	1	2	1	3	1	1	0	0	9	12.00%
Unit E: Admin. Technology Specialists, Community Education Employees, etc.	31	0	0	0	1	1	0	0	0	0	0	2	6.45%
Long Term Substitutes	17	0	0	0	0	0	0	0	0	0	0	0	0.00%
NESA: Secretaries	80	0	0	0	3	0	3	0	0	0	0	6	7.50%
Custodians	84	0	0	0	0	5	0	2	0	0	0	7	8.33%
Elementary Lunch Staff	30	0	0	0	1	1	4	0	1	0	0	7	23.33%
METCO Bus Monitors	4	0	0	0	0	0	4	0	0	0	0	4	100.00%
<b>Totals</b>	<b>2,340</b>	<b>2</b>	<b>0</b>	<b>12</b>	<b>77</b>	<b>33</b>	<b>46</b>	<b>7</b>	<b>41</b>	<b>3</b>	<b>7</b>	<b>228</b>	<b>9.74%</b>

\* Important Note: Total staff refers to the number of individuals on staff regardless of their FTE. For example, as of October 15, 2012 Newton employed 1,249 Unit A members with a total FTE of 1,151.80 and 652 Unit C members with a total FTE of 553.37. These numbers include staff who are paid through the general fund, state, federal and private grants as well as revolving accounts.

Table 2: New Hires \*\* Since November, 2011: Numbers and Percentages of Staff of Color

Category	Total New Staff *	American Indian		Asian		African American		Hispanic		Other		Total New Staff * of Color	Percent New Staff of Color
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
Central Staff	0	0	0	0	0	0	0	0	0	0	0	0	N/A
Secondary Principals	0	0	0	0	0	0	0	0	0	0	0	0	N/A
Elementary Principals	3	0	0	0	0	0	0	0	0	0	0	0	0.00%
Non-Aligned Staff & Administrators	4	0	0	0	1	0	0	0	0	0	0	1	25.00%
Unit A: Teachers, Specialists, Counselors, Social Workers, and Psychologists	131	0	0	1	2	0	2	2	4	0	0	11	8.40%
Unit B: Asst. Principals, Directors, Department Heads, Housemasters, Coordinators, and Supervisors	9	0	0	0	0	1	0	0	0	0	0	1	11.11%
Unit C: Teacher Aides	216	1	0	1	9	2	6	0	1	1	4	25	11.57%
Unit D: Instructional Support Staff	47	0	0	0	2	0	1	0	0	0	0	3	6.38%
Unit E: Admin. Technology Specialists, Community Education Employees, etc.	2	0	0	0	0	0	0	0	0	0	0	0	0.00%
Long Term Substitutes	10	0	0	0	0	0	0	0	0	0	0	0	0.00%
NESA: Secretaries	6	0	0	0	0	0	0	0	0	0	0	0	0.00%
Custodians	1	0	0	0	0	0	0	0	0	0	0	0	0.00%
Elementary Lunch Staff	10	0	0	0	0	0	1	0	1	0	0	2	20.00%
METCO Bus Monitors	0	0	0	0	0	0	0	0	0	0	0	0	N/A
<b>Totals</b>	<b>439</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>14</b>	<b>3</b>	<b>10</b>	<b>2</b>	<b>6</b>	<b>1</b>	<b>4</b>	<b>43</b>	<b>9.79%</b>

\*\* New Hires include anyone who moved into a different category.

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**Table 3 - Affirmative Action Report: Historical Data - School Years 2007-2008 through 2012-2013**

Category	Total Staff *						Total Staff * of Color						Percentage of Staff of Color					
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Central Staff	7	8	8	8	6	6	1	1	1	0	0	0	14.29%	12.50%	12.50%	0.00%	0.00%	0.00%
Secondary Principals	6	6	6	6	6	6	1	1	0	0	0	0	16.67%	16.67%	0.00%	0.00%	0.00%	0.00%
Elementary Principals	15	15	15	15	15	15	3	1	1	1	1	1	20.00%	6.67%	6.67%	6.67%	6.67%	6.67%
Non-Aligned Staff & Administrators	19	21	27	26	29	29	1	1	1	1	2	3	5.26%	4.76%	3.70%	3.85%	6.90%	10.34%
Unit A: Teachers, Specialists, Counselors, Social Workers, and Psychologists	1,218	1,168	1,189	1,208	1,201	1,249	107	103	107	111	115	114	8.78%	8.82%	9.00%	9.19%	9.58%	9.13%
Unit B: Asst. Principals, Directors, Department Heads, Housemasters, Coordinators, and Supervisors	65	63	64	62	60	62	7	7	7	6	6	5	10.77%	11.11%	10.94%	9.68%	10.00%	8.06%
Unit C: Teacher Aides	583	573	624	645	627	652	55	70	64	63	60	70	9.43%	12.22%	10.26%	9.77%	9.57%	10.74%
Unit D: Instructional Support Staff	76	57	63	71	67	75	6	5	5	8	9	9	7.89%	8.77%	7.94%	11.27%	13.43%	12.00%
Unit E: Admin. Technology Specialists, Community Education Employees, etc.	30	30	33	32	31	31	1	1	2	3	2	2	3.33%	3.33%	6.06%	9.38%	6.45%	6.45%
Long Term Substitutes	20	13	7	22	22	17	1	0	0	0	1	0	5.00%	0.00%	0.00%	0.00%	4.55%	0.00%
NESA: Secretaries	89	89	90	85	80	80	4	5	6	5	8	6	4.49%	5.62%	6.67%	5.88%	10.00%	7.50%
Custodians	84	83	83	83	81	84	5	5	7	7	7	7	5.95%	6.02%	8.43%	8.43%	8.64%	8.33%
Nutrition Workers Unit	73	80	74	43	N/A	N/A	9	10	11	4	N/A	N/A	12.33%	12.50%	14.86%	9.30%	N/A	N/A
Elementary Lunch Staff	106	103	16	24	27	30	23	25	4	8	6	7	21.70%	24.27%	25.00%	33.33%	22.22%	23.33%
METCO Bus Monitors	5	5	5	5	5	4	5	5	5	5	5	4	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
<b>Totals</b>	<b>2,396</b>	<b>2,314</b>	<b>2,304</b>	<b>2,335</b>	<b>2,257</b>	<b>2,340</b>	<b>229</b>	<b>240</b>	<b>221</b>	<b>222</b>	<b>222</b>	<b>228</b>	<b>9.56%</b>	<b>10.37%</b>	<b>9.59%</b>	<b>9.51%</b>	<b>9.84%</b>	<b>9.74%</b>

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**Table 4 - Affirmative Action: Historical Data - Numbers and Percentages of Staff By Gender - School Years 2009-2010 through 2012-2013**

Category	2009-2010					2010-2011					2011-2012					2012-2013				
	Females	Males	Total Staff *	Percent Females	Percent Males	Females	Males	Total Staff *	Percent Females	Percent Males	Females	Males	Total Staff *	Percent Females	Percent Males	Females	Males	Total Staff *	Percent Females	Percent Males
<b>Central Staff</b>	4	4	8	50.0%	50.0%	4	4	8	50.0%	50.0%	4	2	6	66.7%	33.3%	4	2	6	66.7%	33.3%
<b>Secondary Principals</b>	3	3	6	50.0%	50.0%	2	4	6	33.3%	66.7%	2	4	6	33.3%	66.7%	2	4	6	33.3%	66.7%
<b>Elementary Principals</b>	10	5	15	66.7%	33.3%	8	7	15	53.3%	46.7%	10	5	15	66.7%	33.3%	11	4	15	73.3%	26.7%
<b>Non-Aligned Staff &amp; Administrators</b>	21	6	27	77.8%	22.2%	20	6	26	76.9%	23.1%	19	10	29	65.5%	34.5%	20	9	29	69.0%	31.0%
<b>Unit A:</b> Teachers, Specialists, Counselors, Social Workers, and Psychologists	887	302	1,189	74.6%	25.4%	896	312	1,208	74.2%	25.8%	891	310	1,201	74.2%	25.8%	943	306	1,249	75.5%	24.5%
<b>Unit B:</b> Asst. Principals, Directors, Department Heads, Housemasters, Coordinators, and Supervisors	40	24	64	62.5%	37.5%	40	22	62	64.5%	35.5%	39	21	60	65.0%	35.0%	40	22	62	64.5%	35.5%
<b>Unit C:</b> Teacher Aides	526	98	624	84.3%	15.7%	531	114	645	82.3%	17.7%	518	109	627	82.6%	17.4%	538	114	652	82.5%	17.5%
<b>Unit D:</b> Instructional Support Staff	53	10	63	84.1%	15.9%	51	20	71	71.8%	28.2%	53	14	67	79.1%	20.9%	54	21	75	72.0%	28.0%
<b>Unit E:</b> Admin. Technology Specialists, Community Education Employees, etc.	15	18	33	45.5%	54.5%	15	17	32	46.9%	53.1%	14	17	31	45.2%	54.8%	16	15	31	51.6%	48.4%
<b>Long Term Substitutes</b>	6	1	7	85.7%	14.3%	18	4	22	81.8%	18.2%	20	2	22	90.9%	9.1%	15	2	17	88.2%	11.8%
<b>NESA: Secretaries</b>	90	0	90	100.0%	0.0%	85	0	85	100.0%	0.0%	80	0	80	100.0%	0.0%	80	0	80	100.0%	0.0%
<b>Custodians</b>	2	81	83	2.4%	97.6%	3	80	83	3.6%	96.4%	7	74	81	8.6%	91.4%	7	77	84	8.3%	91.7%
<b>Nutrition Workers Unit</b>	71	3	74	95.9%	4.1%	41	2	43	95.3%	4.7%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
<b>Elementary Lunch Staff</b>	13	3	16	81.3%	18.8%	20	4	24	83.3%	16.7%	21	6	27	77.8%	22.2%	23	7	30	76.7%	23.3%
<b>METCO Bus Monitors</b>	5	0	5	100.0%	0.0%	0	5	5	0.0%	100.0%	5	0	5	100.0%	0.0%	4	0	4	100.0%	0.0%
<b>Totals</b>	<b>1,746</b>	<b>558</b>	<b>2,304</b>	<b>75.8%</b>	<b>24.2%</b>	<b>1,734</b>	<b>601</b>	<b>2,335</b>	<b>74.3%</b>	<b>25.7%</b>	<b>1,683</b>	<b>574</b>	<b>2,257</b>	<b>74.6%</b>	<b>25.4%</b>	<b>1,757</b>	<b>583</b>	<b>2,340</b>	<b>75.1%</b>	<b>24.9%</b>

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