



## **Review of the Human Resources Department of the Richmond Public Schools**

**December 2014**

Dr. Dana Bedden, Superintendent of the Richmond Public Schools (RPS), requested that the Council of the Great City Schools (CGCS) provide a high-level management review of the school district's Human Resources operations.<sup>1</sup> Specifically, he requested that the Council—

- Review and evaluate the leadership and management, organization, and operations of the district's Human Resources Department
- Develop recommendations and proposals that would help the Human Resources organization achieve greater operational efficiencies and effectiveness and enhance its strategic value to the District.

In response to this request, the Council assembled a Strategic Support Team of senior managers with extensive experience in human resources from other major urban school systems across the country. The team was composed of the following individuals. (Attachment A provides brief resumes for each of the team members.)

Robert Carlson, Project Director  
Director, Management Services  
Council of the Great City Schools

David Koch, Principal Investigator  
Chief Administrative Officer (Retired)  
Los Angeles Unified School District

Karen R. Jackson  
Human Resources Director  
Milwaukee Public Schools

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<sup>1</sup> The Council has conducted over 250 instructional, management, and operational reviews in over 50 big-city school districts over the last 15 years. The reports generated by these reviews are often critical, but they also have been the foundation for improving the operations, organization, instruction, and management of many urban school systems nationally. In other cases, the reports are complimentary and form the basis for identifying “best practices” for other urban school systems to replicate. (Attachment E lists the reviews that the Council has conducted.)

## **Review of the Human Resources Department of the Richmond Public Schools**

Parker McKenna  
Chief Human Resources Officer  
Springfield (MO) Public Schools

Susan Thompson  
Chief Officer, Human Capital  
Metropolitan Nashville Public Schools

Naomi Wyatt  
Chief Talent Officer.  
School District of Philadelphia

The team conducted its fieldwork for the project during a four-day site visit to Richmond on November 2-5, 2014. The general schedule for the site visit is described below. (The working agenda for the site visit is presented in Appendix B.)

The team met with the Superintendent on the evening of the first day of the site visit to discuss expectations and objectives for the review and to make final adjustments to the work schedule. The team used the second and third days to conduct interviews with staff members (a list of individuals interviewed is included in Attachment C), to review documents, reports, and data provided by the district (a list of documents reviewed by the team is presented in Appendix D), and to observe the district's Human Resources operations.

The final day of the visit was devoted to synthesizing and refining the team's findings and recommendations, and to briefing the Superintendent on the team's preliminary findings.

The Council sent a draft of this document to team members for their review in order to ensure the accuracy of the report and obtain their concurrence with the final recommendations. This management letter contains the findings and recommendations that have been designed by the team to help improve the efficiency and effectiveness of the district's Human Resources functions and to enhance their strategic value to the school system.

### **The Richmond Public Schools Human Resources Department**

Richmond Public Schools (RPS) is one of the largest public school systems in Virginia. The district operates 48 schools with approximately 23,000 students. About 4,500 students qualify for special education services and 76.9 percent of RPS students receive subsidized meals under the Federal school lunch program. The school district employs approximately 3,500 people, of which almost 2,000 are teachers.

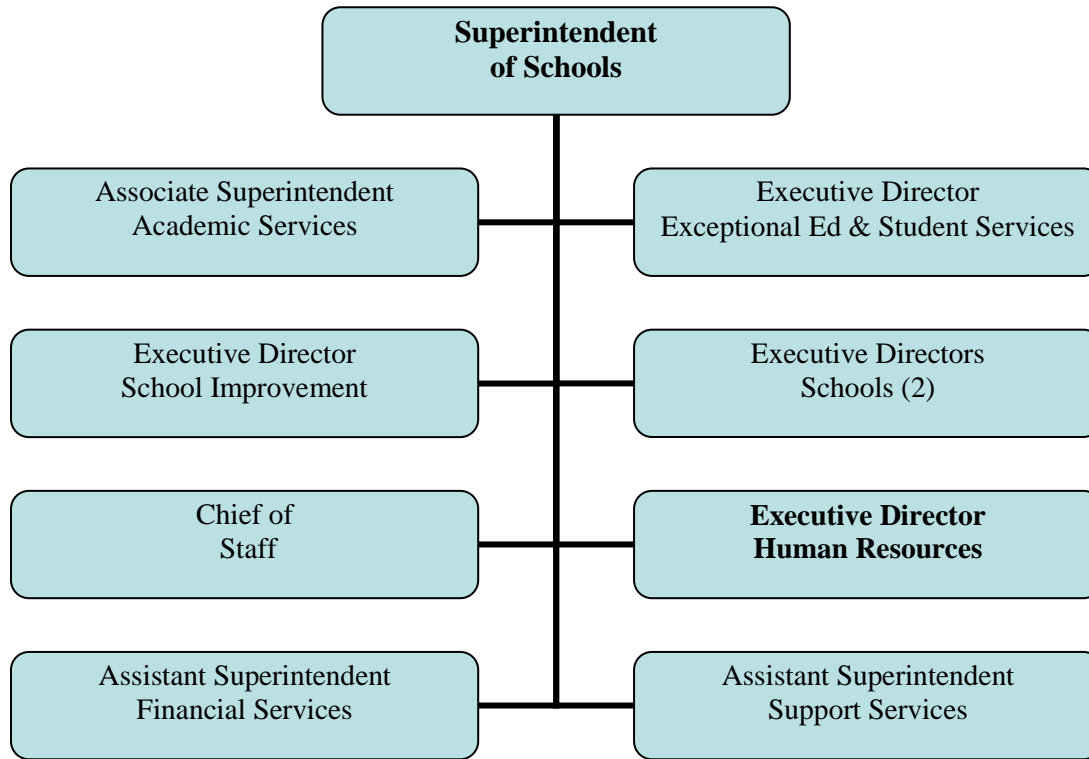
Richmond Public Schools is a fiscally dependent school division of the City of Richmond pursuant to state law. As a fiscally dependent school division, the Richmond Public Schools does not levy taxes or issue debt. RPS's operating budget amounts to approximately \$320 million, which is funded primarily by city appropriations from local

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taxation, state revenue based on student populations, supplemental federal funds targeted to specific needs, and other revenues such as school cafeteria sales, tuition, and building rental fees.

Exhibit 1 below displays an overview of RPS's organizational structure. The Superintendent has nine direct reports. These direct reports include the Executive Director of Human Resources.

**Exhibit 1. Richmond Public Schools - Organizational Chart**

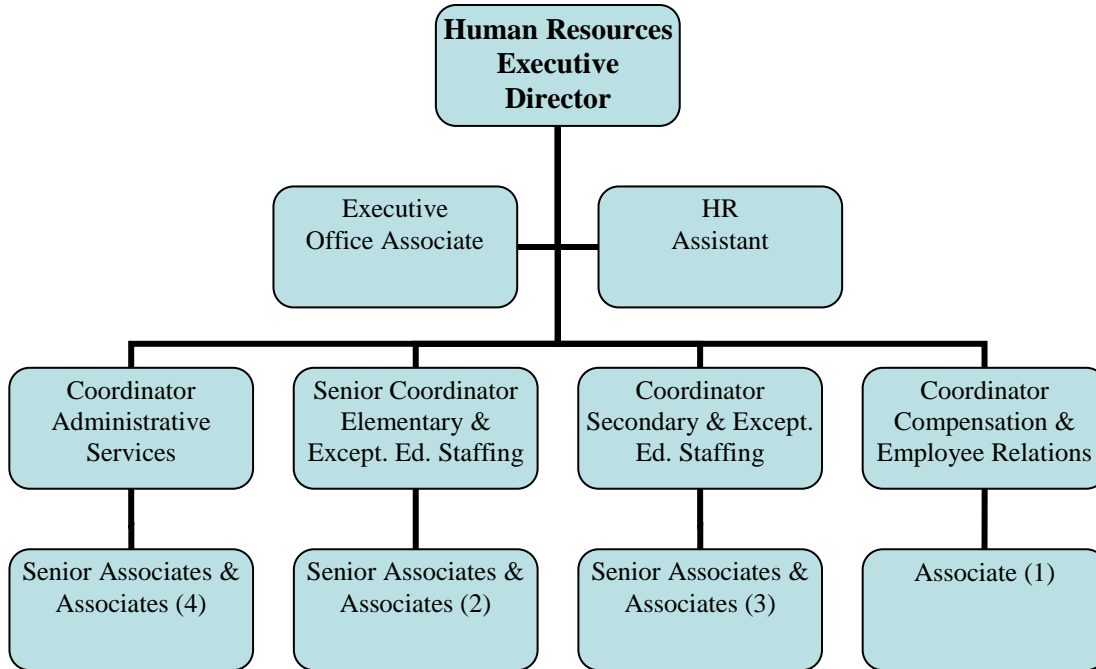


Source: Prepared by CGCS based on information provided by the RPS

Exhibit 2 below shows the organizational structure of the Human Resources Department (HR). The Executive Director of HR has four direct reports in addition to his administrative staff, which is composed of an Executive Office Associate and an HR assistant.

These direct reports include two Coordinators responsible for school staffing, a Coordinator for Compensation and Employee Relations, and a Coordinator of Administrative Services. The chart below does not reflect a new Coordinator for Exceptional Education staffing or an additional position for employee relations, which have been authorized but were not filled at the time of the team's site visit.

**Exhibit 2. Human Resources Organization Chart**



Source: Prepared by CGCS based on information provided by the RPS

Exhibit 3 below shows the Human Resources budget for the 2014 fiscal year, broken down by object of expenditure. The \$2.2 million budget provides funds for 20 positions, over \$110,000 in advertising, \$49,730 for supplies and printing, and \$65,000 for recruitment and travel associated with recruitment.

**Exhibit 3. Human Resources Budget – FY 2014**

<u>Object of Expenditure</u>	<u>Amount</u>
<b>Salaries (20 positions)</b>	\$1,173,544
<b>Employee Benefits</b>	598,878
<b>Purchased Services</b>	166,600
<b>Advertising &amp; Communications</b>	111,025
<b>Supplies &amp; Printing</b>	49,730
<b>Travel &amp; Awards</b>	65,500
<b>Capital Outlay</b>	0
<b>Total Human Resource</b>	<b>\$2,165,277</b>

Source: Prepared by CGCS based on information provided by the RPS

## **Findings and Observations**

The findings and observations from the team are organized into four general areas: Commendations, Leadership and Management, Organization, and Operations. These findings and observations are followed by a series of related recommendations.

### **Commendations**

- Staff members of the HR Department were found to be hard working and dedicated to their assigned tasks.
- School principals engage in the teacher recruitment effort by participating in job fairs and campus visits.
- School principals were generally satisfied with services and response times provided by the HR Department (with notable exceptions identified below).
- The district has implemented a mandatory automated payroll deposit system for all employees.

### **Leadership and Management**

- The leadership of the HR Department has not established a vision or direction for the organization and there is a general lack of foresight and planning. For example--
  - The department does not have a strategic business plan with objectives, activities, and milestones that are aligned with the district's overall strategic goals.
  - There is no performance-management process in place to hold HR personnel accountable for desired outcomes.
  - There is no recruitment, selection, and placement master plan to ensure schools are staffed with the best teacher applicants on a timely basis.
  - The Department does not have a recruitment calendar that establishes timelines for actions, activities, and events and assigns responsibilities.
  - There are no staff-retention strategies for teachers or other staff.
  - The department has no plan to deal with compliance issues related to health and medical coverage under the Affordable Care Act for substitutes and part-time employees.
- The department appears to suffer from a culture of complacency, stifles new ideas, and protects the status quo, all of which is compounded by a defeatist

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attitude that suggests that RPS is the “employer of last resort,” as one interviewee put it.

- HR staff members expressed concerns that they were overworked, which may in fact be the case. Still, there are no service-level standards, employee productivity is not measured, and there is no attempt to distinguish or identify efforts that add value to the enterprise.
- The HR department is bogged down in transactional activities and its systems, processes, and workflows have not been analyzed to improve operational efficiency, and effectiveness. As a consequence –
  - Many workflows are unclear, resulting in redundancies and other inefficiencies.
  - Decision points are not well defined.
  - Authorities and responsibilities are not clearly identified and do not appear to be delegated to the appropriate levels.
  - Certain functions, including licensure and background checks, create bottlenecks in the hiring process.
  - The Executive Director’s time is consumed with processing disciplinary actions.
- The HR Department is not a data-driven organization. For example –
  - Data are not used to actuate decisions.
  - Basic HR statistical and management information was not readily available, such as –
    - Number of employees by job classification
    - Turnover rates by job classification
    - Absentee rates by location and job classification
    - Substitute usage and cost by job type and location
    - Overtime usage and cost by job type and location
    - Vacancy rates by job classification and location
    - Number and location of out-of-field certified staff
    - Recruitment data (e.g., number of applicants by field, location, source, gender, ethnicity, and education level).

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- Analytical tools and techniques (such as cost/benefit analysis, risk assessment, and business case justification) are not used. For example –
  - The cost effectiveness of specific recruitment activities has not been analyzed.
  - A business case for improved workplace technology has not been developed and the department continues to believe that additional personnel are the only way to address their workload issues.
- The department does not perform any type of root-cause analysis to address the operational problems that it encounters.
- Key Performance Indicators (KPIs) developed by the Council of the Great City Schools or others are not used to measure and compare the performance and effectiveness of the department or its sub-units with other districts.
- The HR Department's internal and external communications are inadequate. For example –
  - There are no HR communications plans to inform employees of HR services or district personnel policies.
  - The department does not use surveys or exit interviews to evaluate employee satisfaction.
  - District staff expressed confusion about the rules governing salary schedule placement and compensation determination, leave policies, and promotional opportunities.
  - There are no collaborative efforts with instructional management to set professional standards, establish qualifications for new teachers, or define the responsibilities of various job classifications.
  - The HR Department does not make use of social media in its recruitment efforts.
  - There are no handbooks for new employees.
  - The HR department does not have regular staff meetings that include two-way communications between management and staff to resolve issues.
- The district has not considered alternative HR service-delivery models, such as analyzing the potential benefits of outsourcing the provision of substitute employees.

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- The HR department does not have a structured staff-development or training program. For example –
  - Staff members have reportedly been placed in positions without adequate preparation, training, or support.
  - There is no cross-training or succession planning for the continuance of critical HR functions.
  - The department has no program for coaching or mentoring staff.

### Organization

- Contrary to staff perceptions, the head count of staff in the HR department appears to be reasonable if one compares the unit to school districts of similar size and scope. Exhibit 4 below displays the HR staffing levels at selected CGCS districts of comparable size.<sup>2</sup>

#### Exhibit 4. Comparison of Human Resources Staffing Levels at Selected CGCS Districts with Between 20 and 30 Thousand Students

<u>School District</u>	<u>HR Staffing level</u>
Bridgeport, CT	4
Jackson, MS	10
Des Moines, IA	11
Birmingham, AL	11
Salt Lake City, UT	11
<b>Richmond, VA</b>	<b>17*</b>
Springfield, Mo	17
Providence , RI	20
Toledo, OH	20

\*While the HR budget allocates 20 positions, the HR department has 17 filled positions and two additional positions have been authorized that could bring the total to 19.

Prepared by CGCS

- The department is not structured to reflect the employment life cycle of staff on-boarding (recruitment, selection, hiring, and placement), retention (servicing, development, and promotion), and discharging (retirement, termination, and out-placement).
- The HR job titles and job descriptions provided to the team had little relationship to reported responsibilities and duties. For example, staff with

<sup>2</sup> It should be noted that varying HR staffing levels among these districts may result from the assignment of differing functions and responsibilities (such as employee benefits administration or staff training and development).



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“employee relations” or “compensation” in their titles had little to do with either.

- It was unclear whether there has been any effort by the HR Department to determine if the right people with the applicable skill sets are in appropriate positions.
- The team noted a number of instances where functions were misaligned, bifurcated, or redundant. For example -
  - The position control system, as it exists, is managed by the HR Department rather than more appropriately administered by the finance office.
  - The benefits function is fragmented between Risk Management, which sits in Finance, and HR, which provides benefits information.
  - Inquiries about State retirement system (VRS) eligibility, scheduled benefits, and filing processes are responded to by the district’s HR department, which may lack the necessary expertise.
  - HR provides substitute teachers to schools while support departments, such as food service, pupil transportation, and custodial operations, operate their own substitute systems.

### **Operations**

- While general personnel policies approved by the Board of Education can be viewed on-line at the district’s web site, these policies are not supported by procedural manuals and HR staff did not demonstrate a clear understanding of current policies, procedures, and practices.
- New hires do not receive an employment packet to facilitate the on-boarding process.
- RPS does not have a regular, formalized, and documented process for adjusting (“leveling”) school staff to reflect changes in enrollment.
- The personnel evaluation process is a *pro forma* exercise and evaluation tools are inadequate. For example -
  - The team was told that teacher performance documentation is inconsistent because principals do not have uniform coaching on how to conduct the process.
  - Evaluation instruments are not differentiated by type of position.

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- Evaluation tools do not incorporate agreed upon performance expectations or contain linkages to professional growth strategies.
- The department does not utilize its technology to increase operational efficiency and effectiveness. For example-
  - The district’s web site does not include an employee self-service component or a selection of HR e-forms.
  - There is no formal training program of staff on existing automated systems.
  - There is a lack of systems connectivity and coordination in the workflow between HR and payroll.
  - Principals are unable to view the personnel applicant pool on-line.
  - The HR Department does not have an automated call-management system.<sup>3</sup>
  - The HR director does not participate in an IT governance committee to establish system priorities.
- The substitute teacher ‘fill-rate’ is low, which may be attributable to the low rate of pay for these positions (the pay rate for a “degreed substitute teacher” is \$10.29 per hour, which is less than a substitute clerk or attendance helper).
- The investigative function reportedly impedes the timeliness of disciplinary actions.

## **Recommendations**

In an effort to improve HR Department leadership and management, organization, and operations, and its strategic value to the district, the Council offers the following recommendations:

1. Re-structure the HR Department to reflect the employment life cycle of on-boarding (recruitment, selection, hiring, and placement), retention (servicing, development, and promotion), and discharging (retirement, termination, and out-placement).
2. Relocate the position-control function to the Financial Services Department.
3. Consolidate employee benefits administration into a single unit.

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<sup>3</sup> Automated call-management systems route incoming calls to specific groups of personnel based on customer need, reduce incoming call time, and allow callers to service themselves.

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4. Consider alternative HR service-delivery models, such as the potential benefits of outsourcing the provision of substitute employees.
5. Update HR job titles and job descriptions to provide a more realistic portrayal of duties, responsibilities, and expectations.
6. Ensure that HR functions have qualified people, with applicable skill sets, in the appropriate positions.
7. Require and hold HR leadership accountable for establishing a vision and direction for the organization and changing the departmental culture to one focused on the successful achievement of goals and objectives.
8. Develop a strategic business plan for the HR Department, with the participation of staff and other stakeholders, which is specifically linked to the district's strategic plan, and contains measurable goals, objectives, and accountabilities.
9. Create a teacher recruitment/selection/placement master plan that includes –
  - a) A clear definition of the qualifications and attributes desired of applicants
  - b) A personnel cycle calendar identifying key dates and milestones for annual workforce forecasting, the early identification of needs and allocations, and timely authorization for the issuance of new contracts
  - c) Centralized vetting of applicants for quality assurance and to improve the efficiency of the selection process
  - d) Clearly defined procedures and processes for the selection and placement of teaching staff.
10. Develop and execute an HR communications plan that provides for –
  - a) Dissemination of federal and state laws, School Board Policies and administrative procedures relating to staffing formulas, recruitment, salary schedule placement, leave programs, required training, promotional opportunities, and employee benefits in a clear and user-friendly manor
  - b) Collaboration with customer organizations to set professional standards, establish qualifications, and define the responsibilities of various job classifications
  - c) Surveys of employee satisfaction and exit interviews
  - d) Collection of inquiry data and the posting of FAQs on the Department's web site
  - e) Use of social media in the recruitment effort
  - f) Handbooks and orientation materials for new employees

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- g) Regular two-way internal communications at meetings of HR management and staff.
11. Comprehensive review of systems, processes, procedures, and workflows of the HR Department to eliminate redundancies and improve operational efficiency.<sup>4</sup>
  12. Develop procedure manuals to document HR systems and procedures.
  13. Establish service-level standards and employee productivity measures.
  14. Create a data-driven organization that relies upon fact-based and analysis-centric justifications for decisions, including the use of tools and techniques such as –
    - Basic HR statistics, metrics, and management information (e.g., turnover rates, absentee rates, substitute usage, vacancy rates, out-of-field certified staff, Highly Qualified Teachers, and recruitment data)
    - Cost/benefit analysis, risk assessment, and business case justification
    - Root cause analysis to address operational problems
    - Key Performance Indicators (KPIs), such as those developed by the Council of the Great City Schools, to measure and compare performance and effectiveness with other urban school districts.
  15. Enhance the training of school based and central staff on HR technologies and systems, including cross-training of central staff to ensure the continuance of critical HR functions.
  16. Re-vamp the employee evaluation instruments and processes to incorporate expectations and performance measures, and train department and school-based supervisors on the effective and consistent use of these tools.
  17. Analyze and correlate employee evaluation data with school performance to provide direction for district-wide professional development programs.
  18. Establish a regular process for “leveling” of school staff to reflect enrollment changes.
  19. Review and evaluate the salary levels of substitute teachers to ensure they are competitive and adequate to ensure coverage of daily absences.
  20. Reassess the resources allocated to the investigative function to ensure the timely processing of disciplinary actions.

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<sup>4</sup> Based on CGCS inquiries, a review and documentation of current HR flows could be accomplished in about 100 hours by an independent consultant.

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21. Acquire and implement an automated call-management system for the HR Department.

**ATTACHMENT A. STRATEGIC SUPPORT TEAM**

**Robert Carlson**

**Robert Carlson** is Director of Management Services for the Council of the Great City Schools. In that capacity, he provides Strategic Support Teams and manages operational reviews for superintendents and senior managers; convenes annual meetings of Chief Financial Officers, Chief Operating Officers, Transportation Directors, and Chief Information Officers and Technology Directors; fields hundreds of requests for management information; and has developed and maintains a Web-based management library. Prior to joining the Council, Dr. Carlson was an executive assistant in the Office of the Superintendent of the District of Columbia Public Schools. He holds doctoral and masters degrees in administration from The Catholic University of America; a B.A. degree in political science from Ohio Wesleyan University; and has done advanced graduate work in political science at Syracuse University and the State Universities of New York.

**David W. Koch**

**David Koch** is the former Chief Administrative Officer for the Los Angeles Unified School District (LAUSD). The LAUSD is the nation's second largest public school system, with more than 700,000 students in grades K-12, an annual budget of more than \$9 billion, and more than 80,000 full- and part-time employees. Mr. Koch's responsibilities encompassed virtually all non-instructional operations of the District, including finance, facilities, information technology, and all of the business functions. Mr. Koch also served the LAUSD as Business Manager, Executive Director of Information Services, and Deputy Controller. Mr. Koch was also Business Manager for the Kansas City, Missouri Public School District and was with Arthur Young and Company prior to entering public service. He is a graduate of the University of Missouri and a Certified Public Accountant in the states of California, Missouri, and Kansas. Currently a resident of Long Beach, California, Mr. Koch provides consulting services to public sector clients and companies doing business with public sector agencies.

**Karen R. Jackson**

**Karen R. Jackson** is the Chief Human Capital Officer for the Milwaukee Public Schools. In this role she is responsible for Employment Relations, Employee Rights and Administration, Talent Management, Benefits and Retirement Services. Dr. Jackson is an experienced administrator who has worked with six highly regarded urban and suburban school districts and county government. Among her many accomplishments, she has directed the development the District employee handbook, established the New Educator Mentoring Center and initiated the Project Metro Teacher Residency program for MPS. Dr. Jackson has a Ph.D. in Urban Education from the University of Wisconsin-Milwaukee.

**Parker McKenna**

**Parker McKenna** is the Chief Human Resources Officer for the Springfield Public Schools. Mr. McKenna leads Springfield Public School's strategic initiatives related to human capital. He

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is responsible for the District's strategic initiatives related to human capital. In addition, Mr. McKenna is accountable for the Human Resources Division including employment, labor relations, compensation, benefits, and talent management. Joining Springfield Schools in 2005, Mr. McKenna began his tenure with the District managing the employee benefits function. In 2007, his responsibility expanded to include human resources operations and service delivery to the nearly 5,000 employees of the District. In 2011, Mr. McKenna was selected to serve as the head of the District's HR Division and a member of the executive team. Prior to his time with Springfield Schools, Mr. McKenna held a variety of HR and operational roles within the retail industry, managing recruitment, staffing, and the implementation of organizational change. Mr. McKenna holds a B.S. Degree in Business Management with an emphasis in Human Resources and an M.B.A with a concentration in Organizational Development, both from Missouri State University. He is a certified Senior Professional in Human Resources (SPHR) and teaches as an adjunct faculty member at a local university.

### **Susan Thompson**

**Susan Thompson** is the Chief Officer, Human Capital for the Metropolitan Nashville Public Schools (MNPS). MNPS is a district of 85,000 students with an annual budget of approximately \$760 million with 13,000 certified and support employees. Ms. Thompson leads a Human Capital Division of 54 employees with responsibilities for operations (payroll, benefits, employee relations, HRIS) and talent strategy (acquisition, substitutes, onboarding, performance). Prior to MNPS Ms. Thompson served in a variety of leadership roles in Texas (Assistant Superintendent for Curriculum, High School Administrator, Central Office Coordinator, Regional Senior Leadership Specialist). She is a graduate of Western Illinois University, University of Texas at Tyler and doctoral studies at Sam Houston State University

### **Naomi Wyatt**

**Naomi Wyatt** is the Chief Talent Officer for the School District of Philadelphia. She serves as the cabinet-level executive responsible for employee relations, benefits, recruiting, and human capital development for the District's 18,000 person workforce. Prior to joining the District Ms. Wyatt served as the Deputy Executive Director of a healthcare non-profit where she was responsible for the organization's strategic planning, operational and administrative functions, and board management. Ms. Wyatt also served on the cabinet of Governor Edward Rendell as the Secretary for Administration. In this position Ms. Wyatt was responsible for information technology, human resources, public safety radio, travel, diversity, continuity of government and cost savings operations for 40+ state government agencies, boards and commissions, and for the 80,000+ employee workforce. Ms. Wyatt earned her B.A. degree in English from Yale College and her J.D. from the University of Colorado.

**ATTACHMENT B. WORKING AGENDA**

**Strategic Support/Technical Assistance Team  
Human Resources  
Richmond Public Schools  
November 2-5, 2014**

**Contacts**

**Mr. Timothy Billups**

Executive Director of Human Resources  
(804) 780-7325; dbillups@richmond.k12.va.us

**Mr. Ralph Westbay**

Assistant Superintendent, Financial Services  
(804) 780-7095; rwestbay@richmond.k12.va.us

**Working Agenda**

Subject to Change as Required

**Sunday, November 2**

**Team Arrival**

6:15 p.m.

**Team to Meet in Hotel Lobby**  
Richmond Marriott  
500 East Broad Street  
804-643-3400

6:30 p.m.

**Dinner Meeting**  
Tarrant's Café  
One West Broad Street

**Dr. Dana Bedden**

Superintendent

**Andrea Kane**

Associate Superintendent,  
Academic Services

**Monday, November 3**

7:00 - 7:45 a.m.

**Continental Breakfast**  
Richmond Public Schools Office  
301 North Ninth Street

**Requirements**

Internet Connectivity  
White Board/Flip Charts  
LCD Projector

8:00 - 8:30 a.m.

**Team Interviews**

**Dr. Anthony Leonard**

**Mr. Abe Jeffers**

Executive Directors of Schools

8:45 - 9:15 a.m.

**Team Interviews**

**Mr. Ralph Westbay**

Asst. Supt., Financial Services

Mgr., Benefits & Risk Management

9:30 - 10:00 a.m.

**Team Interview**

**Mr. Thomas Kranz**

Asst. Supt., Support Services

10:15 - 10:45 a.m.

**Team Interview**

**Mr. Kavansa Gardner**



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Executive Director, ICTS

11:00 - 12:00 p.m.                      **Team Working Session**

12:00 - 1:00 p.m.	Working Luncheon
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1:00 - 2:00 p.m.                      **Team Interviews**                      **Mr. Timothy Billups**  
Exec. Dir., Human Resources  
**Mr. Timothy Williams**  
Senior HR Associate

2:15 - 3:00 p.m.                      **Team Interviews**                      **Mrs. Valerie Dupree**  
Coordinator ,Elementary/Exceptional  
Ed Staffing  
**Ms. Bernette Johnson**  
Coordinator, Secondary/Exceptional  
Ed Staffing

3:15 - 4:00 p.m.                      **Team Interview**                      **Ms. Alyson Davis**  
Coordinator, Administrative Services

4:15 - 5:00 p.m.                      **Team Interview**                      **Ms. Regina Switzer-Ellis**  
Coordinator, Compensation & Public  
Relations

5:15 p.m.	Team Discussion of Work Plan for Balance of Site Visit
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**Tuesday, November 4**

7:00 - 7:45 a.m.                      **Continental Breakfast**

8:00 - 8:30 a.m.                      **Team Interview**                      **Ms. April Pleasants**  
Senior HR Associate,  
Licensure

8:45 - 9:15 a.m.                      **Team Interview**                      **Ms. Tracy Harvey**  
Senior HR Associate,  
Employment Verification

9:30 - 10:00 a.m.                      **Team Interview**                      **Mr. Rickie Garland**  
Senior HR Associate,  
Substitutes

10:15 - 10:45 a.m.                      **Team Interviews**                      **Ms. Letitia Lampley**  
**Ms. VanShelton**  
Senior HR Associates,  
Employee Changes

11:00 – 11:30 a.m.                      **Team Interview**                      **Mr. John Evans**  
HR Investigator

12:00 - 1:00 p.m.	Working Luncheon
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1:00 - 2:30 p.m.                      **Desk Audits**

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1:00 - 2:30 p.m.	<b>Team Interview</b>	<u>Ms. Jonnell Lilly</u> School Board Attorney
3:30 - 4:30 p.m.	<b>Team Interviews</b>	<b><u>Building Principals</u></b> (Randomly Selected From Zones & Across Grade Levels)

Team Discussion of Work Plan for Balance of Site Visit

### **Wednesday, November 5**

7:00 - 7:45 a.m.	<b>Continental Breakfast</b>	
8:00 – 12:00 Noon.	<b>Team Meeting</b>	<b>Discussion of Findings &amp; Recommendations</b>
12:00 - 1:00 p.m.	<b>Working Luncheon</b>	<b><u>Dr. Dana Bedden</u></b> Superintendent <b><u>Others</u></b> (TBD)
1:00 p.m.	<b>Adjournment &amp; Departures</b>	

**ATTACHMENT C. DISTRICT PERSONNEL INTERVIEWED**

- Dr. Dana Bedden, Superintendent
- Anthony Leonard, Executive Directors Elementary Schools
- Abe Jeffers, Executive Directors Secondary Schools
- Andrea Kane, Associate Superintendent of Academic Services
- Ralph Westbay, Assistant Superintendent of Financial Services
- Thomas Kranz, Assistant Superintendent Support Services
- Kavansa Gardner, Executive Director, ICTS
- Timothy Billups, Executive Director of Human Resources
- Alyson Davis, Coordinator, Administrative Services
- Regina Switzer-Ellis, Coordinator, Compensation & Public Relations
- April Pleasants, Senior HR Associate, Licensure
- Timothy Williams, Senior HR Associate
- Tracy Harvey, Senior HR Associate, Employment Verification
- Rickie Garland, Senior HR Associate, Substitutes
- Letitia Lampley, Senior HR Associates, Employee Changes
- Van Shelton, Senior HR Associates, Employee Changes
- John Evans, HR Investigator
- Jonnell Lilly, School Board Attorney, Harrell & Chambers
- Antoinette Hopkins, HR Associate
- Michelle Owens, HR Associate
- Wanda Curry-Roberts, HR Associate
- Ethel M. White, HR Associate
- Maria Homes, HR Associate
- Indira S. Williams, Principal
- Virginia Loving, Principal
- Widad Abed, Principal
- Dana Hawes, Principal
- J. Austin Brown, Principal

**ATTACHMENT D. DOCUMENTS REVIEWED**

- RPS Organizational Chart, Revised 7/29/14
- HR Organization Chart, Updated 1/10/14
- Comprehensive Annual Financial Report for the Year Ended June 30, 2013
- Comprehensive Annual Financial Report for the Year Ended June 30, 2012
- Comprehensive Annual Financial Report for the Year Ended June 30, 2011
- School Board Adopted Budget for 2013-14
- RPS HR Job Descriptions, various dates 2006 to 2013
- RPS Administrative Procedures, dated 11/21/84, various revisions
- Salary Schedules, Effective July 1, 2014
- Human Resources Department Actions, July 14, 2014

**ATTACHMENT E. COUNCIL REVIEWS**

**Council of the Great City Schools**

The Council of the Great City Schools is a coalition of 66 of the nation's largest urban public school systems. Its board of directors is composed of the superintendent of schools and one school board member from each member city. An Executive Committee of 24 individuals, equally divided in number between superintendents and school board members, provides regular oversight of the 501(c) (3) organization. The mission of the Council is to advocate for urban public education and assist its members in the improvement of leadership and instruction. The Council provides services to its members in the areas of legislation, research, communications, curriculum and instruction, and management. The group convenes two major conferences each year; conducts studies on urban school conditions and trends; and operates ongoing networks of senior school district managers with responsibilities in areas such as federal programs, operations, finance, personnel, communications, research, and technology. The Council was founded in 1956 and incorporated in 1961 and has its headquarters in Washington, DC.

**Review of the Human Resources Department of the Richmond Public Schools**

**History of Council Strategic Support Teams**

<b>City</b>	<b>Area</b>	<b>Year</b>
Albuquerque		
	Facilities and Roofing	2003
	Human Resources	2003
	Information Technology	2003
	Special Education	2005
	Legal Services	2005
	Safety and Security	2007
	Research	2013
Anchorage		
	Finance	2004
	Communications	2008
	Math Instruction	2010
	Food Services	2011
	Organizational Structure	2012
Atlanta		
	Facilities	2009
	Transportation	2010
Austin		
	Special Education	2010
Baltimore		
	Information Technology	2011
Birmingham		
	Organizational Structure	2007
	Operations	2008
	Facilities	2010
	Human Resources	2014
Boston		
	Special Education	2009
	Curriculum & Instruction	2014
	Food Service	2014
Bridgeport		
	Transportation	2012
Broward County (FL)		
	Information Technology	2000
	Food Services	2009
	Transportation	2009
	Information Technology	2012
Buffalo		
	Superintendent Support	2000
	Organizational Structure	2000
	Curriculum and Instruction	2000
	Personnel	2000
	Facilities and Operations	2000
	Communications	2000
	Finance	2000

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	Finance II	2003
	Bilingual Education	2009
	Special Education	2014
Caddo Parish (LA)		
	Facilities	2004
Charleston		
	Special Education	2005
	Transportation	2014
Charlotte-Mecklenburg		
	Human Resources	2007
	Organizational Structure	2012
	Transportation	2013
Cincinnati		
	Curriculum and Instruction	2004
	Curriculum and Instruction	2009
	Special Education	2013
Chicago		
	Warehouse Operations	2010
	Special Education I	2011
	Special Education II	2012
	Bilingual Education	2014
Christina (DE)		
	Curriculum and Instruction	2007
Cleveland		
	Student Assignments	1999, 2000
	Transportation	2000
	Safety and Security	2000
	Facilities Financing	2000
	Facilities Operations	2000
	Transportation	2004
	Curriculum and Instruction	2005
	Safety and Security	2007
	Safety and Security	2008
	Theme Schools	2009
Columbus		
	Superintendent Support	2001
	Human Resources	2001
	Facilities Financing	2002
	Finance and Treasury	2003
	Budget	2003
	Curriculum and Instruction	2005
	Information Technology	2007
	Food Services	2007
	Transportation	2009
Dallas		
	Procurement	2007
	Staffing Levels	2009
Dayton		

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	Superintendent Support	2001
	Curriculum and Instruction	2001
	Finance	2001
	Communications	2002
	Curriculum and Instruction	2005
	Budget	2005
	Curriculum and Instruction	2008
Denver		
	Superintendent Support	2001
	Personnel	2001
	Curriculum and Instruction	2005
	Bilingual Education	2006
	Curriculum and Instruction	2008
	Common Core Implementation	2014
Des Moines		
	Budget and Finance	2003
	Staffing Levels	2012
	Human Resources	2012
Detroit		
	Curriculum and Instruction	2002
	Assessment	2002
	Communications	2002
	Curriculum and Assessment	2003
	Communications	2003
	Textbook Procurement	2004
	Food Services	2007
	Curriculum and Instruction	2008
	Facilities	2008
	Finance and Budget	2008
	Information Technology	2008
	Stimulus planning	2009
	Human Resources	2009
Fresno		
	Curriculum and Instruction	2012
Guilford County		
	Bilingual Education	2002
	Information Technology	2003
	Special Education	2003
	Facilities	2004
	Human Resources	2007
Hillsborough County		
	Transportation	2005
	Procurement	2005
	Special Education	2012
Houston		
	Facilities Operations	2010
	Capitol Program	2010
	Information Technology	2011



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	Procurement	2011
Indianapolis		
	Transportation	2007
	Information Technology	2010
	Finance and Budget	2013
Jackson (MS)		
	Bond Referendum	2006
	Communications	2009
Jacksonville		
	Organization and Management	2002
	Operations	2002
	Human Resources	2002
	Finance	2002
	Information Technology	2002
	Finance	2006
Kansas City		
	Human Resources	2005
	Information Technology	2005
	Finance	2005
	Operations	2005
	Purchasing	2006
	Curriculum and Instruction	2006
	Program Implementation	2007
	Stimulus Planning	2009
Little Rock		
	Curriculum and Instruction	2010
Los Angeles		
	Budget and Finance	2002
	Organizational Structure	2005
	Finance	2005
	Information Technology	2005
	Human Resources	2005
	Business Services	2005
Louisville		
	Management Information	2005
	Staffing study	2009
Memphis		
	Information Technology	2007
Miami-Dade County		
	Construction Management	2003
	Food Services	2009
	Transportation	2009
	Maintenance & Operations	2009
	Capital Projects	2009
	Information Technology	2013
Milwaukee		
	Research and Testing	1999
	Safety and Security	2000

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	School Board Support	1999
	Curriculum and Instruction	2006
	Alternative Education	2007
	Human Resources	2009
	Human Resources	2013
	Information Technology	2013
Minneapolis		
	Curriculum and Instruction	2004
	Finance	2004
	Federal Programs	2004
Nashville		
	Food Service	2010
	Bilingual Education	2014
Newark		
	Curriculum and Instruction	2007
	Food Service	2008
New Orleans		
	Personnel	2001
	Transportation	2002
	Information Technology	2003
	Hurricane Damage Assessment	2005
	Curriculum and Instruction	2006
New York City		
	Special Education	2008
Norfolk		
	Testing and Assessment	2003
	Curriculum and Instruction	2012
Orange County		
	Information Technology	2010
Philadelphia		
	Curriculum and Instruction	2003
	Federal Programs	2003
	Food Service	2003
	Facilities	2003
	Transportation	2003
	Human Resources	2004
	Budget	2008
	Human Resource	2009
	Special Education	2009
	Transportation	2014
Pittsburgh		
	Curriculum and Instruction	2005
	Technology	2006
	Finance	2006
	Special Education	2009
Portland		
	Finance and Budget	2010
	Procurement	2010

**Review of the Human Resources Department of the Richmond Public Schools**

	Operations	2010
Prince George's County		
	Transportation	2012
Providence		
	Business Operations	2001
	MIS and Technology	2001
	Personnel	2001
	Human Resources	2007
	Special Education	2011
	Bilingual Education	2011
Reno		
	Facilities Management	2013
	Food Services	2013
	Purchasing	2013
	School Police	2013
	Transportation	2013
	Information Technology	2013
Richmond		
	Transportation	2003
	Curriculum and Instruction	2003
	Federal Programs	2003
	Special Education	2003
	Human Resources	2014
Rochester		
	Finance and Technology	2003
	Transportation	2004
	Food Services	2004
	Special Education	2008
San Diego		
	Finance	2006
	Food Service	2006
	Transportation	2007
	Procurement	2007
San Francisco		
	Technology	2001
St. Louis		
	Special Education	2003
	Curriculum and Instruction	2004
	Federal Programs	2004
	Textbook Procurement	2004
	Human Resources	2005
St. Paul		
	Special Education	2011
	Transportation	2011
Seattle		
	Human Resources	2008
	Budget and Finance	2008
	Information Technology	2008

**Review of the Human Resources Department of the Richmond Public Schools**

	Bilingual Education	2008
	Transportation	2008
	Capital Projects	2008
	Maintenance and Operations	2008
	Procurement	2008
	Food Services	2008
	Capital Projects	2013
Toledo		
	Curriculum and Instruction	2005
Washington, D.C.		
	Finance and Procurement	1998
	Personnel	1998
	Communications	1998
	Transportation	1998
	Facilities Management	1998
	Special Education	1998
	Legal and General Counsel	1998
	MIS and Technology	1998
	Curriculum and Instruction	2003
	Budget and Finance	2005
	Transportation	2005
	Curriculum and Instruction	2007
	Common Core Implementation	2011
Wichita		
	Transportation	2009