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EXECUTIVE SUMMARY

BACKGROUND

To strengthen organizational excellence, the Superintendent of Schools, along with the Board of Education at Hinsdale Township High School District 86, retained the Chatfield Group in September 2013 to conduct a review of the Human Resources function.

At the time, significant change was occurring within the organization:

- Three top leaders of District 86 had resigned over the course of the summer
- Dr. Bruce Law was named Interim Superintendent of Schools
- A number of consultants were retained on an interim basis to stem the tide of vacant positions, including the Director of Human Resources and Business Manager roles
- The Executive Administrative Assistant to the Superintendent of Schools resigned unexpectedly in September, giving two weeks’ notice
- Negotiations with the Teachers’ Association were to begin in several months
- A tax levy issue was front-and-center on the minds of the community, teachers, parents, students, Board of Education and administration
- A key vacancy for the Principal of Central High School remained open and unfilled

PURPOSE

The purpose of this study was to perform an extensive review and analysis of HR policies, practices and processes in order to:

- Identify strengths to build upon
- Recognize areas for improvement
- Provide recommendations to shore-up weaknesses
- Ensure legal compliance
- Set the stage for developing an HR strategy and future operational goals
- Place a stake in the ground for measuring improvement
- Assess current HR metrics for reasonableness and results
Conversely, the study did not include an assessment of:

- Perceptions users have of the services HR provides
- Behaviors of staff that affect the HR function
- Skills, knowledge and abilities of HR staff
- Individual performance of HR staff

**PROCESS**

The methodology of the review included:

- Creating and utilizing a customized checklist to gather information
- Evaluating gathered information through benchmarking universal best practices
- Reviewing Board of Education Policies
- Examining the Educational Support Personnel handbook
- Reading source documents
- Observing
- Discussing
- Experiencing HR operations first hand
- Analyzing reports generated from the Business and HR Information System
- Reading current federal and state laws

**PAY OFF**

The benefits of completing the review of the HR function include:

- Keeping administrators current on HR activities
- Preventing expensive litigation and public relations problems
- Saving time on determining future actions to take and priorities thereof
- Strengthening the services the HR delivers to the workforce
- Reducing process cycle time and costs
MAJOR FINDINGS

GREATEST STRENGTHS

➢ Day-to-day administration of:
  ✓ COBRA
  ✓ IRCA
  ✓ OSHA
  ✓ Health and Welfare Plans
  
  ➢ Work-Life Program
  ➢ Wellness Program
  ➢ Recognition
  ➢ Talent Acquisition

GREATEST WEAKNESSES

➢ Business Office and Human Resources Information System
➢ Compensation
➢ Legal Compliance
➢ Talent Management
➢ Organizational Development
➢ Diversity
➢ HR Strategy
➢ HR Analytics
RECOMMENDATIONS

- Ensure that the new Business and HR Information System includes a benefits web portal.
- Institute an automated time reporting system for employees to record time worked.
- Develop a compensation strategy and pay philosophy.
- Develop a pay structure for salary administration purposes for educational support and central office personnel.
- Develop a strategic plan to foster a work environment where differences and diversity is understood, honored and respected.
- Distribute an anti-harassment policy annually that requires employee signature.
- Provide new hires an anti-harassment policy that requires their signature upon their first day of work.
- Create an HR Scorecard.
- Migrate to an HR Business Partner Strategy.
- Conduct Role and Responsibility Charting.
- Document all HR changes, including pay changes, utilizing an HR Change Notice.
- Purchase and roll-out a new Business and HR Information System.
- Conduct a salary and job duties test to determine what jobs are exempt and nonexempt from the requirements of the FLSA.
- Seek legal counsel on the practice of utilizing an employee advisory board for the administration of the Sick Bank.
- Create position descriptions prior to the start of the staffing process that clearly specifies the essential and nonessential job functions of the position.
- Provide training on the ADA/504 for employees involved in the recruitment process.
- Revise the employment application to remove the request for dates of graduation for colleges, universities and technical schools.
- Define the organization’s current culture, identifying attributes of a desired future state.
- Develop a strategic plan for the HR function.
- Conduct process improvement for staffing.
- Develop and implement an on-boarding program for educational support personnel.
- Require a job requisition be used that authorizes hiring a new employee.
- Create an offer letter that contains “at will” language.
- Train all employees who conduct employment interviews.
- Conduct a training needs analysis.
- Sell the District’s reasonable work hours in recruiting brochures and as part of the overall benefits communication strategy.
➢ Revise the employment application to remove the request for dates of graduation for colleges, universities and technical schools.

➢ Institute an automated time reporting system for employees to record time worked.

➢ Ensure that the new Business and HR Information System includes a benefits web portal.


➢ Develop and conduct a basic supervisory training course for recently promoted supervisors or high potentials.

➢ Train all employees who conduct employment interviews.

➢ Train all HR staff on report generation processes.

➢ Conduct Role and Responsibility Charting with HR and the Business Office. Role and Responsibility charting (RACI) identifies responsibilities (who does what), who is accountable, who should be consulted with or who merely needs to be informed.

NEXT STEPS

1) After reading the report, a meeting should be scheduled with the Superintendent of Schools, Director of HR and the HR Management Consultant to: 1) discuss the HR Review in greater detail and 2) set priorities with what recommendations should be implemented.

2) Consider building on the HR Review and augment the study to uncover:
   ➢ Perceptions users have of the services HR provides
   ➢ Behaviors of staff that affect the HR function
   ➢ Skills, knowledge and abilities of HR staff
   ➢ Individual performance of HR staff


CONCLUSION
The HR department is an ace in the hole, if used strategically. Good HR allows the people assets of an organization to appreciate in value with a meaningful return on investment. The functions of HR should focus on the company’s greatest resource of all – its employees. Without good employees, the best strategies and business plans are bound to fall short.
The Americans with Disabilities Act and Americans with Disabilities Act Amendment Act

Title 1 of the Americans with Disabilities Act of 1990 (ADA) prohibits discrimination applied to all terms, conditions and privileges of employment, including applicants and employees. In addition, the act requires that employers provide reasonable accommodations to qualified individuals to enable them to perform the essential functions of a job.

The Americans with Disabilities Act Amendment Act (ADAAA) broadens the term of disability as a mandate to end discrimination against individuals with disabilities.

FINDINGS

No ADA charges have been received by the District recently.

No recent training on the ADA is provided for employees involved in the recruiting and interviewing processes.

The essential and nonessential functions of a job have not been analyzed and documented on a position description before recruitment begins.

There is no process documented on how to handle an employee’s or applicant’s request for an accommodation.
No brochures and other recruitment literature exist to explain who to contact for further information for applicants with disabilities.

No formal guidelines are in place to ensure that records related to disabilities are disclosed only to those with a need to know.

Medical exam results are not kept in a separate and confidential file.

School Board Policy 8.70 addresses compliance with the ADA. However, the policy does not speak to Title 1 as compliance with the ADA in regards to all aspects of employment, from recruiting to termination.

**RECOMMENDATIONS**

1) Develop an employment brochure and include information on who to contact for further information for applicants with disabilities.
2) Develop and conduct training on the ADA for employees involved in the recruiting and interviewing processes.
3) Analyze, identify and document the essential and nonessential functions of a job prior to the commencement of the staffing process.
4) Create position descriptions prior to the start of the staffing process that clearly specify the essential and nonessential job functions of the position.
5) Develop and document a process on how to handle an employee’s or applicant’s request for a job accommodation.
6) Store medical exam results in a separate and confidential file.
7) Update School Board Policy 8.70 to comply with the ADAAA.
RESOURCES

Federal and State Laws:

http://www.ada.gov/2010_regs.htm
AGE DISCRIMINATION IN EMPLOYMENT ACT (ADEA)

The Age Discrimination in Employment Act prohibits age discrimination against employees and applicants who are age 40 or older. Passed by Congress in 1967, the Act addresses the difficulties older workers face in the workplace, including mandatory retirement and discrimination in the hiring process.

FINDINGS

The District’s employment application requests dates of graduation for colleges, universities and technical schools and therefore, the age of an applicant could be inferred.

A School Board policy exists to address compliance with the ADEA.

The employee handbook makes provisions for compliance with the ADEA.

There has not been any age discrimination law suits filed against the District in recent years.
RECOMMENDATION

1) Revise the employment application to remove the request for dates of graduation for colleges, universities and technical schools.

RESOURCES

*Equal Opportunity Commission:*
http://www1.eeoc.gov/laws/practices/index.cfm?renderforprint=1

*Society for Human Resources Management – Employment Applications:*
http://www.shrm.org/templatestools/hrqa/pages/applicationslegalissueswhatcommonlyaskedquestionsshouldnotbeonanemploymentapplication.aspx

*Posting Requirements:*
http://www.illinois.gov/idol/EmployerInformation/Pages/posters.aspx

*Illinois Department of Labor:*
http://www.illinois.gov/idol/Laws-Rules/EOW/Pages/default.aspx
**COBRA**

COBRA provides continuing coverage of group health benefits to employees and their families upon the occurrence of certain qualifying events where such coverage would otherwise be terminated. The qualifying events under which COBRA continuation health coverage can be extended include voluntary or involuntary job loss, reduction in hours worked, job transition, death, divorce and other life events. Group coverage under COBRA may be extended for a maximum of 18 months due to employment termination or reduction of hours worked, though coverage may be extended to 36 months under certain circumstances. COBRA covers health plans maintained by employers with more than 20 employees.

**FINDINGS**

Employee Benefit Corporation (EBC), the Plan Administrator, provides an initial notice to qualified employees when they are hired within 90 days after health coverage begins. The district provides a qualifying event notice to the EBC within 30 days of the qualifying event(s). An election notice is provided to the qualified beneficiaries, informing them of their right to select COBRA through EBC.
1 Qualifying events include:

- The employee voluntarily terminates employment
- The employer involuntarily terminates the employee for reasons other than gross misconduct
- The employee’s work hours are reduced, causing the employee to not be eligible for healthcare benefits
- The employee becomes eligible for Medicare
- The spouse and the employee become divorced or legally separated
- The employee dies

RECOMMENDATION

1. Maintain the strong administration of COBRA.

RESOURCES

United States Department of Labor: COBRA FAQs:

Detailed overview of the major provisions of COBRA:
“The FLSA establishes minimum wage, overtime pay, recordkeeping, and youth employment standards affecting employees in the private sector and in Federal, State, and local governments. Covered nonexempt workers are entitled to: 1) a minimum wage of not less than $7.25 per hour effective July 24, 2009 and 2) overtime pay at a rate not less than one and one-half times the regular rate of pay after 40 hours of work in a workweek.”

US Department of Labor Website

FINDINGS

The District has not conducted a salary and job duties test to determine what jobs are exempt and nonexempt from the requirements of the FLSA. Currently, all educational support staff are classified as nonexempt, meaning they are not exempt from the overtime pay requirement of the FLSA and therefore are entitled to overtime after working 40 hours. Albeit safe from a legal perspective, the organization may be paying unnecessary overtime to employees that could be classified as exempt from the FLSA.

The FLSA requires that nonexempt employees who work more than 7 1/2 or more continuous hours take an uninterrupted, 20 minute lunch, no later than 5 hours after beginning work. The Personnel Handbook does not state: 1) the length of a mandatory lunch and 2) that the lunch must be taken no later than 5 hours after beginning work.

The hours of work for nonexempt employees are recorded by completing the Hourly/General Overtime Timesheet and submitting it to Payroll. This is problematic in that it:
✓ Opens up the potential for employees to “work off the clock” and not report accurate start and end times. This poses a risk for a future wage claim by a disgruntled employee
✓ Creates paper work as the system is not automated; HR and Payroll input data by hand
✓ Demands the “honor system” to be used and therefore, time reporting may not be accurate
✓ Reduces management control
✓ Results in unnecessary overtime

RECOMMENDATIONS

1) Conduct a salary and job duties test to determine what jobs are exempt and nonexempt from the requirements of the FLSA
2) Revise the Personnel Handbook to state: 1) the length of a 20 minute, uninterrupted lunch is mandatory.
   3) Purchase and implement an automated time reporting system such as Kronos.

RESOURCES

http://www.dol.gov/dol/topic/wages/
FAMILY MEDICAL LEAVE ACT (FMLA)

The Family Medical Leave Act was passed in 1993 and requires that employers with 50 or more employees allow eligible employees to take up to 12 weeks of unpaid leave in a 12 month period. Eligible employees can take leave to:

- Bond with a new child
- Recover from a serious health condition or
- Care for a family member with a serious health condition

The FMLA was amended in 2008 to also allow eligible employees leave for a qualifying exigency relating to a family member’s covered active duty in the military.

District 86 is covered under the FMLA, as it employs 50 or more employees (Federal law) and 15 or more (Illinois law).

FINDINGS

The process for administering FMLA was documented in the fall of 2013. Newly adopted performance standards for the administration of FMLA have been implemented in order to meet FMLA compliance requirements.

The District has not received a charge from the Wage and Hour Division of the DOL or a private lawsuit in the recent past.
The District is not compliant with Illinois state FMLA law. The current policy and procedures do not address: 1) that employees who work at least half-time for 6 months are eligible; 2) provision for domestic violence leave for all employees; 3) school activities leave

Administrators are not trained on how to handle Family Medical Leaves.

A Board of Education policy exists for compliance with FMLA: Policy 5:185. However, the policy was adopted on January 24, 2005 and needs to be updated to be in compliance with the FMLA amendment of 2008.

Record keeping requirements under FMLA being are being met.

Posters are placed at inconspicuous places, thereby providing a notice approved by the DOL that explains employee rights and responsibilities under the FMLA.

The Employee Handbook contains no language regarding how the District will comply with the 2008 amendment to the FMLA.

RECOMMENDATIONS

1) Monitor the application of new FMLA procedures to ensure they are fully implemented.
2) Revise the current FMLA policy and procedures to address: 1) that employees who work at least half-time for 6 months are eligible; 2) a provision for domestic violence leave for all employees and 3) a school activities leave.
3) Train administrators on how to handle Family Medical Leaves.
4) Update the Board of Education FMLA policy to be in compliance with the FMLA amendment of 2008.
RESOURCES


HIPPA

“The Standards for Privacy of Individually Identifiable Health Information (“Privacy Rule”) establishes, for the first time, a set of national standards for the protection of certain health information. The U.S. Department of Health and Human Services (“HHS”) issued the Privacy Rule to implement the requirement of the Health Insurance Portability and Accountability Act of 1996 (“HIPAA”). The Privacy Rule standards address the use and disclosure of individuals’ health information—called “protected health information” by organizations subject to the Privacy Rule — called “covered entities,” as well as standards for individuals' privacy rights to understand and control how their health information is used. Within HHS, the Office for Civil Rights (“OCR”) has responsibility for implementing and enforcing the Privacy Rule with respect to voluntary compliance activities and civil money penalties.”

U.S. Department of Health & Human Services

FINDINGS

- A policy in the Educational Support Personnel Handbook calls for a committee comprised of employees appointed by the administration to serve as an advisory board to the administration to implement and administer the Sick Leave Bank. This practice may be a violation of the HIPPA Privacy Rule.

- The District acts in the capacity of a plan sponsor role and as such does not have the following in place:
  - Written Protected Health Information (PHI) procedures
  - A privacy officer
✓ Require business associates to ensure confidentiality of PHI through written contracts or agreements

➢ Establish administrative, technical and physical safeguards to protect the privacy of PHI

➢ Medical files are stored with employee personnel files and pose a potential violation of the HIPPA Privacy rule.

RECOMMENDATIONS

1) Seek legal counsel on the practice of utilizing an employee advisory board for the administration of the Sick Bank.

2) Develop and implement a written Protected Health Information (PHI) procedure, identify and train a privacy officer, require business associates to ensure confidentiality of PHI through a written contract or agreement and establish administrative, technical and physical safeguards to protect the privacy of PHI.

3) Refrain from filing medical information with personnel records.

RESOURCES

http://www.hhs.gov/ocr/privacy/hipaa/understanding/summary/index.html
The Immigration Reform and Control Act of 1986 controls and deters illegal immigration to the United States. In addition, the law stipulates three major provisions for employment: 1) verification that individuals are legally authorized to work in the US; 2) record keeping and 3) antidiscrimination. IRCA is enforced by the Department of Homeland Security (DHS), which includes United States Citizenship and Immigration Services (USCIS).

**FINDINGS**

The employee handbook makes no provisions for compliance with the IRCA.

No recent charges from the United States Citizenship and Immigration Services (USCIS) have occurred with District 86.

The District is complying with the stipulation that within 1 business day of the employee’s date of hire, the employee must complete his or her portion of the I-9.

The District is complying with the stipulation that the employer must physically examine documents presented by the employee to establish the employee’s identity and authorization to work in the US within: 1) 3 business days of the employee’s date of hire or 2) by the end of the first day of employment if hired for 3 days or less.

I-9 forms are not kept in a separate file versus in the employees’ personnel files.
The District is keeping the Form I-9 for: 1) 3 years after the date of hire or 2) one year after the date of termination, whichever is later.

RECOMMENDATIONS

1) Develop a Board of Education policy for compliance with IRCA.
2) Update the employee handbook to make a provision for IRCA compliance.
3) Store I-9 forms in a separate file versus in the employees’ personnel files. This will prepare the department to face an audit if one were to occur, as well as prevent managers who review personnel files from viewing confidential demographic information.

RESOURCES


The Occupational Safety and Health Act of 1970 was enacted to prevent employees from being seriously harmed or having a fatal accident while at work. The law requires employers to provide their employees with a work environment free of known hazards. The Act created the Occupational Safety and Health Administration (OSHA), which establishes and enforces protective workplace safety and health standards. The Occupational Safety and Health Act is administered by the Occupational Safety and Health Administration, under the United States Department of Labor.

FINDINGS

OSHA posters are placed in conspicuous areas.

An OSHA 300 Log is maintained.

The OSHA 300 Log was posted from February 1 — April 30, 2013.

RECOMMENDATION

Continue to administer OSHA compliance effectively.

RESOURCES

https://www.osha.gov/
TALENT MANAGEMENT (TRAINING AND DEVELOPMENT)

Training and Development is currently referred to as Talent Management, which is an HR discipline that specializes in building the knowledge, skills, behaviors and abilities of its workforce.

FINDINGS

The District’s training needs have not been regularly assessed.

The HR function has not projected strategic and tactical workforce requirements used to identify and plan what kind of training and development programs need to be offered.

There is no formal training and development plan in place for the workforce.

No training is currently offered for skills that are unique to District 86.

No basic supervisory training has been offered recently for new supervisors or those that have high potential for assuming a leadership role within the District.
It is uncertain, due to the lack of training records, to determine if employees have attended external training programs.

RECOMMENDATIONS

Conduct a training needs analysis.

Utilize the training needs analysis to create formal training and development plans for the workforce, focusing on leadership development initially.


Develop and conduct a basic supervisory training course for recently promoted supervisors or those that have high potential for assuming a leadership role within the District.

Institute a Professional Development System in the near future.
ORGANIZATIONAL DEVELOPMENT

Organizational Development is a body of knowledge and practice that enhances organizational, team and individual performance. The practice involves taking a high level view of the organization as a complex system that has smaller systems which either promote productivity or create barriers to performance. Some of the OD activities or “interventions” include action research, succession planning, strategic planning, organizational design, leadership development, change management, performance management, process improvement, coaching and team building.

FINDINGS

At this point in time, there is not a function within the HR department that has responsibilities for Organizational Development.

The District has not formally defined its current culture, identifying attributes of a desired future state.

Administrators have the ability to take training through the Regional Office of Education. However, a systematic leadership development program is not in place for the District, nor has needs analysis has not been conducted recently.

An employee engagement (opinion) survey not been conducted recently.
Performance management focuses on an annual performance evaluation at the exclusion of other aspects such as initial goal setting, a mid-year progress review and assessment of the degree to which the goals were accomplished.

RECOMMENDATIONS

1) Define the organization’s current culture, identifying attributes of a desired future state.
2) Institute a systematic leadership development program.
3) Conduct an employee engagement survey.
4) Revamp the Performance Management Program. Elements of the system are to include: setting direction (goal or objective setting), universal competencies unique to District 86, process for monitoring performance and goal attainment and evaluation of performance.
HR STRATEGY

Strategic means taking a "longer" term, "big picture" approach to HR. Being strategic means operating HR programs or initiatives with the goal of making a direct contribution toward meeting major organizational long-term objectives. Rather than focusing on internal HR "issues", a strategic focus means addressing and solving "business" problems through the effective use of people management programs. The primary goal of strategic HR is to increase employee productivity.

FINDINGS

The HR function does not have formal mission and vision statements.

A well-defined, formal strategic plan for the Human Resources function is not in place.

The most recent operating plan for the District was completed roughly five years ago. This prevents the HR department from analyzing an up-to-date operating plan as a means to:

1) “Map” the skills that the workforce needs in order to execute both short and long term business goals and
2) Align the HR platform and activities to the District’s strategic and operating plans

It appears that due to operational pressures, there has been little time devoted to developing and executing an HR strategy.
Formal short term and long term goals have not been established, monitored and assessed for the department as a whole.

RECOMMENDATIONS

1) Develop a Strategic Plan for the HR function.

RESOURCES

http://www.amazon.com/dp/0814432492/?tag=mh0b-20&hvadid=3525344353&ref=pd_sl_1rrzjg6vz1_e
TOTAL REWARDS

Total Rewards is the monetary and non-monetary return provided to employees in exchange for their time, talents, efforts and results. It involves the integration of five key elements that effectively attract, motivate and retain the talent required to achieve desired business results. The five key rewards elements are:
Total Rewards Strategy

- Compensation
- Benefits
- Work-Life
- Development & Career Opportunities
- Recognition

Attract, Motivate & Retain
Employee Satisfaction and Engagement
Business Results

Human Resources Strategy
Business Strategy
CASH COMPENSATION

NOTE: The focus of this section is on Educational Support Personnel and Central Office staff.

FINDINGS

No documentation was found to indicate that the District has a formal, overall compensation strategy and pay philosophy.

Employees have been supplied with little information about the District’s compensation system.

No source was found to indicate how educational support and central office positions have been evaluated for pay purposes.

The compensation system for educational support personnel utilizes a step structure. Step structures have a significant disadvantage with the fixed nature of the steps and guidelines that often accompany the structures. This results in giving managers little ability to truly reflect performance in the increases received by employees.

No salary structure for central office staff was found.

No documentation was uncovered as to the origin of the Educational Support Personnel Wage Placement Schedule, nor when it was last updated. Anecdotally, it is reported it has not been updated in a number of years.
A handful of position descriptions exist that have not been recently updated. A library of electronic position descriptions does not exist in HR.

No formal compensation study was found for educational support positions. Consequentially, without data, it is not possible to determine if the cash compensation program is competitive and has internal and external pay equity.

A job evaluation system is not in place for educational support personnel and central office staff.

By default, positions been identified as nonexempt. Potential overtime costs no doubt have been unnecessarily incurred.

Nonexempt employees are required to complete time sheets by hand to record their work time. No automation exists, including time-clocking.

RECOMMENDATIONS

1) Develop a compensation strategy and pay philosophy.
2) Update position descriptions for staff.
3) Conduct a compensation study to determine if the cash compensation program is competitive and has internal and external pay equity.
4) Develop a pay structure for salary administration purposes for educational support and central office personnel.
5) Select a job evaluation methodology.
6) Conduct a job classification test to determine nonexempt and exempt level employees.
7) Educate employees on the salient details about the District’s compensation system.
8) Institute an automated time reporting system for employees to record time worked.
9) **Explore a pay for performance or performance bonus program.**
HEALTH AND WELFARE PLANS

A group health plan is an employee welfare benefit plan established or maintained by an employer or by an employee organization (such as a union), or both, that provides medical care for participants or their dependents directly or through insurance, reimbursement, or otherwise. Providing health and welfare benefits to employees ensure their employees have access to services that help them manage time, stress and healthy lifestyles. Providing Health and Welfare Plans plays a vital element in the attraction and retention of top talent.

FINDINGS

There is no formal communication strategy to enable employees to understand the cost of their “hidden” paycheck.

A benefits web portal does not exist for employees to access, providing them with key information on the features of the health and welfare plans.

The health and welfare plans are very competitive. (See the following chart that provides benchmarking data from The Principal® 10 Best Companies for Employee Financial Security. The Principal® 10 Best Companies for Employee Financial Security is a national program that recognizes small and mid-sized companies that excel at giving their employees a financial edge. This source was utilized for benchmarking purposes due to time constraints, whereas a total rewards survey for local school district was not feasible.)
No employee engagement survey has been completed recently to obtain perceptions on how the health and welfare plans are valued by the workforce.
<table>
<thead>
<tr>
<th>BENEFITS THAT CONTRIBUTE TO EMPLOYEE FINANCIAL SECURITY</th>
<th>DISTRICT 86</th>
<th>PERCENTAGE OF THE PRINCIPAL 10 BEST OFFERING THESE BENEFITS</th>
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<td>HEALTH AND WELLNESS</td>
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<td>HEALTH BENEFITS</td>
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<tr>
<td>EMPLOYEE PREMIUMS PAID (75 %+) BY FIRMS</td>
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<td>WELLNESS PROGRAM</td>
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<td>FINANCIAL WELL BEING</td>
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<td>DEFINED CONTRIBUTION PLAN</td>
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<tr>
<td>AVERAGE PARTICIPATION RATE</td>
<td>WAITING FOR DATA</td>
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</table>
| OFFER EMPLOYER MATCH                                   | The employee contribution set by State of Illinois statue is 4.5%  
Currency employer rate for 2014 is 11.92%          |
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<tr>
<th>BENEFITS THAT CONTRIBUTE TO EMPLOYEE FINANCIAL SECURITY</th>
<th>DISTRICT 86</th>
<th>PERCENTAGE OF THE PRINCIPAL 10 BEST OFFERING THESE BENEFITS</th>
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<td>TRS – Certified Teachers</td>
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<td>IMRF – Educational Support Staff</td>
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</tr>
<tr>
<td>EDUCATION</td>
<td></td>
<td></td>
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<tr>
<td>SEMINARS, ETC.</td>
<td>YES</td>
<td>80%</td>
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</tbody>
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RECOMMENDATIONS

1) Develop a communication strategy to enable employees to understand the: a) cost of their “hidden” paycheck and b) superior quality and quantity of the benefits the District provides.

2) Ensure that the new Business and HR Information System includes a benefits web portal.

3) Conduct an engagement survey to obtain perceptions on how the health and welfare plans are valued by the workforce.
WORK – LIFE

Work–life balance is a concept including proper prioritizing between "work" (career and ambition) and "lifestyle" (health, pleasure, leisure and family).

FINDINGS

For custodial/maintenance/technical support/safety & security employees, the workweek consists of five, eight hour days. For student safety/student supervisors/instructional aides/clerical/central office staff, the normal work week consists of five 7.5 hour days. Work hours are reasonable and allow time outside of work for employees to find work – life balance.

An Employee Assistance Program is offered to employees that include services and counseling on work – life issues such as finding day care programs, family relationship issues, etc.

RECOMMENDATIONS

1) Sell the District’s reasonable work hours in recruiting brochures and as part of the overall benefits communication strategy. Stress that the current work hours and week enable employees to address:
   - Lifestyle issues
   - Personal and family commitments
   - Well being
RESOURCES

http://www.shrm.org/searchcenter/Pages/Results.aspx?k=work%20life%20balance
DEVELOPMENT AND CAREER OPPORTUNITIES

“Employee development is almost universally recognized as a strategic tool for an organization’s continuing growth, productivity and ability to retain valuable employees. If organizations neglect certain challenges, then the employee development process will be cumbersome for the organization, frustrating for employees and of uncertain value for both.”

Society for Human Resources Management

FINDINGS

A Professional Development System is not in place which provides employees feedback on their strengths and weaknesses.

RECOMMENDATION

1) Institute a Professional Development System which provides individuals with feedback on their strengths and weaknesses with universal competencies. The system should also include a format for creating personalized development plans complete with training and on-the-job projects that will capitalize on strengths and shore-up weaknesses.

RESOURCES

RECOGNITION

Awarding employees for achieving planned objectives, values, behaviors or work habits (e.g. attendance) that rewards employees in meaningful ways as to foster repeat performance and motivate other employees to achieve high standards.

FINDINGS

The District offers an End of Year Recognition Lunch for employees who have reached milestones in their years of service of with the District.

$50.00 gift cards are given to employees with perfect attendance.

RECOMMENDATION

1) Form a Reward and Recognition committee to develop additional, innovative ways to recognize excellence.
BUSINESS OFFICE AND HR INFORMATION SYSTEM

The Business Office and HR Information System enables the District to prepare, store and maintain employee records and information. Ultimately, reports are generated to aid decision making and problem solving.

FINDINGS

The District currently utilizes DCR, a DOS based, legacy system. The system is not perceived to be user friendly.

There is over-reliance on one employee to run non-routine reports, slowing down the ability for others to be responsive to employees’ compensation problems and questions.

Certain important demographic data is not in the system (e.g. race).

Due to perceived limitations of the system, an over-dependency on Excel spreadsheets has occurred.

Data has been saved to personal drives rather than on a confidential department drive, makes sharing of information difficult.
Data is entered into spreadsheets versus the HRIS, potentially increasing error rates.

Compensation reports in Excel are found to be overly complicated and centrally located in the previous HR Director’s drive.

Lack of documentation on how stipend pay was calculated created employee service issues.

Data from the HRIS is not readily available for HR staff, slowing down efficiency and responsiveness.

The organization is frequently dependent on DCR consultants to run reports, increasing costs.

Roles and responsibilities for users in the Business Office and HR are confused, overlap, unclear, misunderstood, and not agreed to.

**RECOMMENDATIONS**

1) **Purchase and roll-out a new Business and HR Information System.** Ensure that the following features are a part of the system:
   - User friendly report generation
   - Storage of all demographic data, including race
   - Transfer of HRIS data into Excel

2) **Utilize one central confidential HR department drive.** Generate guidelines for saving information to the department drive that include “Save As” protocols and so forth.

3) **Document all HR changes, including pay changes, utilizing an HR Change Notice.**

4) **Train all HR staff on report generation processes.**

5) **Conduct Role and Responsibility Charting which identifies who is to be accountable for a major process, which will be responsible for steps in the process, who needs to be**
consulted with and who needs to be informed.
DIVERSITY

Developing and implementing workforce programs to maximize the employment of productive people with different backgrounds, qualifications, and talents while recognizing the legal requirements and social responsibilities of equal treatment for all employees and the actions necessary to ensure that those requirements met.

FINDINGS

The District does not have a strategic plan to foster a work environment where differences and diversity is understood, honored and respected.

All required EEO and sexual harassment posters are prominently displayed to all employees and candidates to see.

The District has an equal employment opportunity and anti-harassment policy.

Employees do not receive an anti-harassment policy annually that requires their signature.

New hires do not receive an anti-harassment policy that requires their signature upon their first day of work.
Administrators have not been recently trained on anti-harassment practices, procedures and policy.

Employees have not received periodic anti-harassment training.

RECOMMENDATIONS

1) Create a strategic plan to foster a work environment where differences and diversity is understood, honored and respected.

2) Distribute an anti-harassment policy annually that requires employee signature.

3) Provide new hires an anti-harassment policy that requires their signature upon their first day of work.

4) Train administrators and employees on anti-harassment practices, procedures and policy.
TALENT ACQUISITION

Planning, implementing, and evaluating the process of obtaining and selecting qualified candidates from internal and external sources for positions throughout the District to fulfill the District’s performance requirements.

FINDINGS

The staffing process has not been reviewed recently to enhance its effectiveness and efficiency.

The staffing process is not documented.

A job requisition that requires authorization for hiring a new employee is not being utilized.

Not all employees who conduct employment interviews been trained in correct and legal interviewing techniques.
An employment brochure, which contains descriptive information about the District, benefits, culture, etc., has not been developed.

An offer letter that contains “at will language” is not being utilized.

New certified teachers receive an orientation program. However, no formal program for on-boarding educational support personnel exits.

Attempts are made to fill jobs through internal sources before outside resources are utilized.

There is a practice whereby external offers cannot be made until a waiting period for internal applicants to apply has elapsed.

Open positions are posted on the District’s Web site.

Employees are made aware of open positions via an email announcement by HR.

The Director of HR and hiring manager collaborate to generate sourcing methods used for obtaining external candidates for open positions.

The District considers employee referrals as a source of candidates. However, no formal employee referral program has been implemented.
Typically, the HR recruiter initially screens the resumes of candidates. When recruiting certified teachers, HR does not hold a telephone screen with candidates, however.

The District requires all candidates to sign a reference checking release that is a part of the application.

Reference checks are made of a candidate as one of the last steps in the hiring process, before a decision is made to hire the candidate.

People who interview a candidate are required to make an immediate assessment of the candidate’s qualifications for the position.

If assessments of the candidate’s qualifications for a position are made, they based on the identified requirements and competencies.

An applicant tracking system is used.

Drug tests are administered to all candidates prior to employment.

The hiring manager is the ultimate final decision maker regarding whether to hire or not to hire a candidate.

Candidates for a position are notified of the hiring decision, typically through a telephone conversation.
New employees receive an employee handbook.

Federal I-9 forms completed for new employees as part of the new hire packet, before the first day of employment.

IT is notified in advance of the hire, as well as other key people who need to know.

The District accepts unsolicited resumes and applications.

RECOMMENDATIONS

1) Conduct process improvement for staffing.
2) Require a job requisition be used that authorizes hiring a new employee.
3) Train all employees who conduct employment interviews
4) Develop an employment brochure.
5) Revise the offer letter that contains “at will language”.
6) Develop and implement an on-boarding program for educational support personnel.
HR STRUCTURE

HR Structure entails organizing a function that gets “the right people, in the right seats, on the right bus and going in the right direction.

FINDINGS

The District currently has the HR Department structured to deliver HR services in a traditional way:

![Activities Diagram]

- **Administration**: 75%
- **Business Partnering**: 20%
- **Strategy**: 5%
RECOMMENDATION:

1) Migrate to an HR Business Partner Strategy Delivery Model:

RECOMMENDATIONS

1) Consider up-grading the current opening in HR to an HR Generalist role.
2) Assess the skills, knowledge and abilities of the HR staff to ensure they are placed in the most appropriate role within the organization.
3) Migrate to a HR Business Partner Strategy Delivery model.
HUMAN RESOURCES ANALYTICS

What you measure is what you get.

FINDINGS

No tools are regularly utilized to set, monitor and measure success for the HR department.

RECOMMENDATIONS

1) Create an HR Scorecard. The following measures are the potential key performance indicators (KPIs) to be included on the “dashboard”:

- Days to fill positions
- Cost per hire
- Involuntary terminations during the first 90 days of employment (quality of hire)
- Direct expenses for group insurance, pension and recruiting
- Productivity
- Non-personnel costs
- Human Capital ROI
NEXT STEPS

4) After reading the report, a meeting should be scheduled with the Superintendent of Schools, Director of HR and the HR Management Consultant to: 1) discuss the HR Review in greater detail and 2) set priorities with what recommendations should be implemented.

5) Consider building on the HR Review and augment the study to uncover:
   - Perceptions users have of the services HR provides
   - Behaviors of staff that affect the HR function
   - Skills, knowledge and abilities of HR staff
   - Individual performance of HR staff


CONCLUSION

The HR department is an ace in the hole, if used strategically. Good HR allows the people assets to appreciate with a meaningful return on investment. The functions of HR should focus on the company’s greatest resource of all – its employees. Without good employees, the best strategies and business plans are bound to fall short.
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