



OBJECTIVES

By the end of this session participant will:

- demonstrate an understanding of the TUSD interview and hiring protocols.
- demonstrate an understanding of culture and diversity.
- identify key recruitment and retention strategies.



DIVERSITY



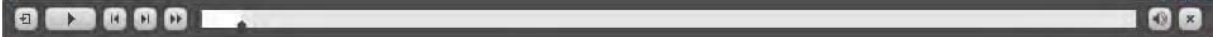
How would you define diversity? What characteristics makeup a diverse work environment?



DIVERSITY TUSD GOVERNING BOARD POLICY

Diversity –

The unique characteristics that all persons possess that distinguish them as individuals and that identify them as belonging to a group or groups.



TUSD GOVERNING BOARD DIVERSITY POLICY

- Diversity and diverse populations may include but not be limited to:

- education
- race and ethnicity
- gender, gender identity/expression
- sexual orientation
- ability/disability status
- religion and spirituality
- age
- social-economic status
- language/communication modality
- individual experiential background
- lifestyle (interest, hobbies, activities, affiliations, and family dynamics).



SUPPORTIVE AND INCLUSIVE LEARNING (SAIL)

All members of the TUSD community have a responsibility to create equitable learning environments emphasizing students' cultural assets, backgrounds, and individual strengths. All students are respected, included and valued in a culture of high expectations for behaviors and academics



CHECK FOR UNDERSTANDING

The TUSD Governing Board defines diversity as

- A. race and ethnicity
- B. unique characteristics that all persons possess
- C. affiliations and family dynamics
- D. all of the above



CHECK FOR UNDERSTANDING

Answer D

Diversity -“ the unique characteristics that all persons possess that distinguish them as individuals and that identify them as belonging to a group or groups. Diversity and diverse population may include but not be limited to: race and ethnicity, gender, gender identity/expression, sexual orientation, ability/disability status, religion and spirituality, age, education, social-economic status, language/communication modality, individual experiential background, lifestyle (interest, hobbies, activities, affiliations), and family dynamics.



OUTREACH, RECRUITMENT & RETENTION PLAN



OUTREACH, RECRUITMENT & RETENTION PLAN

Outreach



OUTREACH, RECRUITMENT & RETENTION PLAN

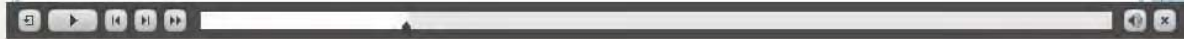
Recruitment



OUTREACH, RECRUITMENT & RETENTION PLAN

Retention

- Advisory Committee
- Mentor Program
- Focus Groups
- Retirees



CHECK FOR UNDERSTANDING

The District assesses teacher satisfaction through

- A. focus groups
- B. annual surveys
- C. both a and b



CHECK FOR UNDERSTANDING

Answer C

Teacher Focus Groups

Teacher focus groups enhance teacher interactions, communication, and support feedback sessions to improve TUSD's retention rates. Focus groups assess a teacher's overall job satisfaction and his/her interest in continued employment with the district.

Teacher Surveys

Annual surveys of personnel are conducted to determine their overall job satisfaction with the District and their interest to continue employment. This information will be captured when the annual School Quality Survey is administered.



HIRING AND INTERVIEW PROTOCOLS

- Administrative
- Certificated
- Classified
- Temp/Hourly



ADMINISTRATORS, SUPERINTENDENT LEADERSHIP TEAM (SLT), EXECUTIVE DIRECTORS, AND DIRECTORS

A third-party may be contracted for SLT hires. For all other non contracted hires the following processes will apply:

Deputy Superintendent of Curriculum and Instruction and Deputy Superintendent of Operations or their designees will screen applicant packets and may conduct phone interviews

The Deputy Superintendent of Operations or designee will schedule phone/ in-person interviews, complete reference checks, and compile the hiring packet for the Governing Board for all SLT, Executive Directors and Director level positions.

Candidates will be interviewed by District's Leadership (Deputy Superintendent of Curriculum and Instruction, Deputy Superintendent of Operations, and 2-3 other members of the SLT). Recommendations will be forwarded to the Superintendent.

Superintendent may interview recommended candidate(s) and submit recommendations to Governing Board for approval.



HIRING PROCESS FOR PRINCIPALS AND ASSISTANT PRINCIPALS

| | PRINCIPALS | ASSISTANT PRINCIPALS |
|--|--------------|----------------------|
| Applicants apply to Pools | yes | yes |
| District Leadership committee comprised of School Directors, will screen applicant packets and will conduct phone interviews. | yes | yes |
| HR sends notices to applicants vetted out and completes reference checks for applicants moving forward. | yes | yes |
| Candidates are placed in a pool to be interviewed by District Leadership (Deputy Superintendent, Assistant Superintendents for Secondary and Elementary Education, Assistant Superintendent Curriculum and Instruction and a Senior Leadership Team member | yes | yes |
| Candidates must create an entry plan based on a campus data packet, including student data academic, behavior, attendance, budget, staffing and etc. | yes | yes |
| District Leadership committee will select 2 to 3 candidates and send them to site interview: | Site council | Principal |
| The site interviews; council, principal and/or administrators, will submit the recommend candidate to the Superintendent for interview and he will submit his recommendation to the Governing Board for approval. | yes | yes |



HIRING PROCESS FOR CERTIFIED POSITIONS

- Diverse interview panels
- Consensus agreements compliance
- Administrator's recommend hire



HIRING PROCESS FOR CLASSIFIED POSITIONS

- Sites coordinates interviews
- Interview 3 of 5 most senior bargaining unit members



HIRING PROCESS FOR TEMP HOURLY POSITIONS



FINALIZING INTERVIEWS

- Employment Reference/Background Check Form
 - External – 3 inquiries
 - Internal – minimum 1
 - Supervisor inquiry – at least 1
- Completed Recruitment Action Form (RAF)
- Return all Interview Documents to HR



THE GOVERNING BOARD & THE HIRING PROCESS



- Final hiring authority
 - Information provided to GB: Name, Title, & Annual Salary
 - Contracts provided after GB approves hire



CHECK FOR UNDERSTANDING

Certified staff interview panels must consist of the following members

- A. 3 to 5 teachers and parents
- B. principal and secretary
- C. diverse group as defined by the Unitary Status Plan (USP)



CHECK FOR UNDERSTANDING

Answer C

The interview panels must be diverse and at minimum the Unitary Status Plan requires that each certificated interview panel include African American and or Latino members. Failure to comply with this requirement could delay the hiring of a certificated staff. The Interview Panel Recommendation Form must reflect that diversity.



CHECK FOR UNDERSTANDING

The interview process for all employees may include questions regarding

- A.sexual orientation
- B.marital status/ number of children
- C.age
- D.none of the above



CHECK FOR UNDERSTANDING

Answer D

During the interview the interview panel members must ask the same questions of all the applicants. Questions must be relevant to the vacant position. Questions about an applicant's personal life are off limits during the interview. That means you cannot ask applicant their age, martial status, sexual orientation, number of children or any other personal information that is not relevant to the job.



CHECK FOR UNDERSTANDING

The final hiring authority in TUSD is

- A. Principal
- B. Human Resources
- C. Governing Board



CHECK FOR UNDERSTANDING

Answer C

The TUSD Governing Board in the final hiring authority.



EEOC AND THE DEPARTMENT OF JUSTICE

Title VII - Department of Justice

Prohibited Discrimination

- Public Facilities
- Public Education
- Employment



TUSD NON-DISCRIMINATION GOVERNING BOARD (GB) POLICIES

- GB Policy AC – Non Discrimination
- GB Policy AC-R – Discrimination –Complaint Procedure
- GB Policy AC-R2 – Discrimination – Americans with Disabilities Act Notice
- GB Policy AC-R3 – Procedures for Open and Active Discrimination Claims
- GB Policy ACA – Sexual Harassment



REASONABLE ACCOMMODATIONS AND THE HIRING PROCESS

- Disabled or Impaired Applicants can request and receive assistance to participate in the application and interview process.



- **Inquiries should be made in advance to the Human Resources Department.**



CHECK FOR UNDERSTANDING

The district must comply with the following federal laws

- A. EEOC (Equal Employment Opportunity Commission)
- B. ADA (Americans with Disabilities Act)
- C. Title VII of the Civil Rights Act of 1964
- D. B and C



CHECK FOR UNDERSTANDING

Answer D

Applicant applying for vacancies with TUSD are protected within the purview of these policies. Hiring administrators must ensure compliance with established laws and policies to eliminate discrimination from the District.



HIRING PROTOCOLS AND WORKFORCE DIVERSITY TRAINING SUMMARY

- Annual Hiring Process Training
- TUSD's Goal is to Enhance Workforce Diversity
- Fair and Equal Treatment of all Applicants
- Compliance, Federal and District Policies

