



RECRUITING & HIRING



MANUAL

**OUR MISSION IS TO ENSURE LEARNING WHILE CHALLENGING AND
SUPPORTING EACH STUDENT TO ACHIEVE FULL POTENTIAL**

The Pullman School District Board of Directors and the Pullman School District shall provide equal educational opportunity and treatment for all students in all aspects of the academic and activities programs without regard to race, religion, creed, color, national origin, age, honorably discharged veteran or military status, sex, sexual orientation (including gender expression or identity), marital status, the presence of any sensory, mental or physical disability, participation in the Boy Scouts of America or the use of a trained dog guide or service animal by a person with a disability. The district will provide equal access to the Boy Scouts of America and all other designated youth groups listed in Title 36 of the United States Code as a patriotic society. District programs will be free from sexual harassment. The following employees have been designated to handle questions and complaints of alleged discrimination: Civil Rights Coordinator and Title IX Coordinator, Assistant Superintendent, (509) 332-3144, compliancecoord@psd267.org, and Section 504/ADA Coordinator, Assistant Superintendent (509) 332-3144, compliancecoord@psd267.org, 240 SE Dexter Street, Pullman, WA 99163. Applicants with disabilities may request reasonable accommodations in the application process by contacting the Personnel Coordinator at (509) 332-3584. Title IX inquiries may also be directed toward the U.S. Department of Education, Office for Civil Rights (OCR): <https://www2.ed.gov/about/offices/list/ocr/index.html>. Information about the nondiscrimination and sex-based discrimination policies and grievance procedures, and how to report a concern or complaint: https://www.pullmanschools.org/families/hib-and-discrimination/discrimination_sexual_harassment.

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Introduction

The Pullman School District Board of Directors recognizes its responsibility for creating conditions districtwide for student and staff success. It therefore requires and supports the recruitment and hiring of a highly-effective staff, with the necessary skills and experiences to meet the learning needs of all students (Board Policy 5000). Hiring an effective staff may be the single most critical factor in improving student learning, as well as promoting a positive learning community. Pullman Public Schools is committed to a selection process that is inclusive and collaborative; furthermore, the district is committed to research-based practices for guiding its hiring process. The purpose of this manual is to provide you with the knowledge you need to be an effective participant in the Pullman School District hiring process.

A clearly-defined recruitment and hiring process, including a structured interview process, will help to identify effective staff members and will provide an interview team with reliable information on which to base a recommendation. Additionally, a clearly-defined process reduces the likelihood of a lack of preparation or an incongruence between the interview process and the job expectations of a specific position, while assuring adherence to federal regulations, state laws, and collective bargaining agreements.

Federal guidelines concerning the evaluation of selection instruments indicate that the interview is regarded as a “test”. Because the interview is a test, it is important for it to have the positive qualities associated with a good test – reliability and validity. To be a reliable test, it is essential that interviews generate consistent information for decision-making. Research shows that in order to have a reliable interview, it is vital that the interviewers use a structured process. Having a structured interview means that you, the interviewer, have a series of preplanned interview questions that are tied specifically to the job requirements. Then, as an interviewer, it is essential that you gain meaningful information about the person’s ability to do the job, accomplished by using structured quality interview questions and tasks.

A second consideration regarding the use of the interview in selection is validity. Specifically, validity means that the interview meaningfully and accurately measures an applicant’s skill for a specific job. Stated another way, the interview generates information that will predict the candidate’s future job performance. It is possible to make a case for the validity of an interview if that interview: 1) is based on a thorough job analysis; 2) utilizes questions which will provide evidence regarding important job-related skills; and, 3) systematically relates interview information to a specific job.

Pullman School District Board Policies & Procedures

The Pullman School District Board of Directors has several policies and procedures to help support and guide the important processes of recruitment and selection of staff. A list of The Board Policies and Procedures applicable to the recruiting and hiring process can be found in Appendix G. Complete versions of the policies and procedures can be found on the district’s website.

Identifying Needs

Administrators and/or supervisors that will ultimately be the direct manager of a new employee generally hold the most critical role in the hiring process. Often referred to as the Hiring Manager or Hiring Administrator, this individual is not only a key member of the interview team but is also responsible, in conjunction with Human Resources, for carrying out the duties outlined below.

Identify Staff Needs (Certified & Classified Positions)

Current and projected needs provide the basis for staff recruitment and selection. Once needs are identified, the recruitment and selection process should result in employing a staff member who is the **most qualified** to fulfill the need based upon the candidate's skill, training, experience and past performance.

- Collect enrollment projections from each school building (use spring registrations to estimate "K" enrollment).
- Compare building projections with long-range district projections using the cohort survival ratio.
- Establish staffing needs using the lowest projections.
- Identify returning staff members, including returns from leave of absence and excluding retirees.
- Identify staff needs (replacement, new position, modified position and an analysis of requested positions).
- Identify openings (recognizing the new requirements, goals and priorities of the district and including possible co-curricular assignment needs).
- Review voluntary transfer requests in overstaffing situations in relation to the provisions of the collective bargaining agreement.
- Identify possible involuntary transfers in relation to provisions of the collective bargaining agreement.

Identify Staff Needs (Administrative Positions)

In accordance with Policy 6130: Assignment and Transfer of Administrative Staff, the superintendent will:

- Identify if there exists a need to reorganize and/or rearrange specific responsibilities of administrative or supervisory staff (including replacement, new position, modified position and an analysis of requested positions)
- Identify returning staff members (including returns from leave of absence and excluding retirees)
- Identify the need to hire new or replacement administrator(s) or supervisor(s)

Develop Recruitment Plan

- Assign personnel to oversee process
- Determine timeline
- Identify individuals who will have interaction with the applicant during the course of the job to participate on the interview team
- Establish date for training the interview team members

Job Description: Review, Revise, Create, Eliminate

- Review current job description
- Revise job description as needed, or

- Create new job description which addresses the following items:
 - ✓ Job identification
 - ✓ Essential functions
 - ✓ Required and/or desired skills
 - ✓ List of qualifications
 - ✓ Work environment issues
 - ✓ Determine staff to prepare job description

Recruiting

Recruiting is the set of activities that seek and attract job applicants with the necessary knowledge, skills, and abilities to perform the job successfully. It is important to know a particular position's qualifications and requirements and also the interpersonal skills and attributes required of the person being hired. Recruiting is divided into two specific activities: 1) ongoing recruitment for "hard to fill" and projected job openings and 2) time-bound recruitment for current job openings.

Recruiting follows the following steps:

- Review affirmative action plan and goals (5010P: Non-Discrimination and Affirmative Action)
- Develop job announcement using information from job description including experience, preparation, salary range, duration of position (continuing, one-year only, leave replacement, long-term substitutes, etc.), and other related information
- List vacancies with intention to reach potential applicants from protected employment groups in order to achieve affirmative action goals

Human Resources determines the typical outlets for advertising positions. All job openings are posted on the Pullman Public Schools website. Other sources, such as specific newspapers, publications or professional associations may also be used, as appropriate. In addition, staff members may also attend various career fairs to recruit and hire potential candidates.

The department/building administrator and Human Resources are responsible for coordinating the hiring process for all positions with the department or at the school site. Staff members who work in the department or at the site may be invited to participate on the interview team. Often, teachers who will work closely with the position hired are invited to be members of the interview team. Qualified candidates should be encouraged to apply; however, never promise a job to any candidate.

Screening

Once an opening has been posted, staff members can help spread the word that qualified individuals should apply. Yet, DO NOT promise individuals a job ***or even an interview*** if they apply. Please choose your words carefully when discussing a particular opening with a potential candidate.

Using the identified selection criteria, applications are initially screened by Human Resources. All completed applications meeting the minimum requirements are then forwarded to the hiring manager for further review and consideration. Hiring managers are responsible for ensuring that each application is carefully reviewed using the following process:

- Identify members of the screening team which must include one district level administrator and one or more building/department administrator
- Review the Guidelines for Evaluation Applications (5110F:8) document and sign the Screening Team Hiring Transmittal form
- Review the criteria for screening (Appendix C)
- Screen applications paying specific attention to the following items:
 - ✓ Successful experience in the grade level, subject area or expected duties in the job description, including supplemental duties
 - ✓ Recent coursework, specialized training, or licensure
 - ✓ References from prior supervisors that address the candidate's ability to demonstrate teamwork, interpersonal problem solving and flexibility
- Enter screening scores on the **Application Screening Matrix** (5110F:10)
- Compile a screening summary report for each candidate to be considered, including specific reasons for eliminating candidates
- Select candidates to be interviewed
- Complete applicable sections of the **Screening and Recommendation Report** (5110F:11)
- Contact Human Resources with the list of selected candidates if assistance is needed with setting up the interviews

If at least two suitable candidates cannot be identified, Human Resources can re-advertise the position.

It is vital that all members of the screening team maintain strict confidentiality when screening. Any printed materials must remain in the screening area and must be returned to Human Resources at the completion of the process. Human Resources will be responsible for notifying those candidates not selected for an interview.

Certificated Positions

Applicants with a complete application and who best represent the selection criteria should be screened for a possible interview. Be certain candidates meet minimum qualifications before they are invited for an interview. If there is a question regarding the qualifications or certification of a particular candidate, please check with Human Resources before proceeding. The top candidates who fulfill the criteria should be given the opportunity to interview. The number of applicants interviewed will depend upon the applicant pool.

Classified Positions

Applicants with a complete application, and who meet all of the minimum qualifications, should be screened by the hiring manager and/or interview team based on measurable criteria as listed in the job posting. Once the top candidates have been identified, notify Human Resources so testing can be scheduled, if necessary. If tested, Human Resources will notify the hiring manager regarding the results and interviews can then be scheduled for those candidates who passed the tests. Not all classified positions will have a test component as part of the interview process.

Interview Team

Pullman Public Schools follows all state and federal regulations, as well as specific practices agreed to in our collective bargaining agreements in order to insure a fair hiring process.

Selecting a positive, motivated interview team establishes the foundation for successful selection and induction of new staff members. It is critical that selected individuals are unbiased and open to allowing the process to determine the best individual for the position. The interview team should be representative of the building/department as well as the district. The team of individuals selected should be among those who will ultimately work with the candidate and/or have a vested interest in the success of the person who is selected. For a teaching position, the team will be supervised by an administrator and should include 1-2 teachers from the related department or grade level. For a classified position, the team typically includes teachers and administrators who most likely will work with the person in the position. An interview team with four or five members is most manageable but may be larger, depending on the position (e.g. administrative positions or multiple teaching positions posted simultaneously).

Once positions are approved for hire, administrators should identify staff members who may be ***interested, qualified, and available for the entire interview process***. The interview team is responsible for the interview portion of the recommendation process. It is important for all interview team members to understand and accept that they represent larger constituent groups and the district as a whole, not their own interests.

Interview teams are typically comprised of principal, teachers, and/or classified and district level staff. In some instances, community members such as board members and/or parents may also serve as members of the interview team.

Members of the interview team volunteer their time to be involved in the process. Occasionally, substitutes can be used to free up teachers so that they may participate during a school day. This is usually dependent on the time of year, number of positions, or unique hiring constraints (such as an immediate opening).

Training the Interview Team

In order for a staff member to participate on an interview team, he/she must have completed an interview team training. Interview team members will need to be trained once every three years unless significant changes to the hiring process require that training be conducted sooner.

Administrators are responsible for ensuring that each member of the interview team has received the required training. A complete list of trained team members is available from Human Resources.

Interviewing

The following checklist is provided to guide the hiring manager as he/she focuses the interview team on the responsibilities of the selection process:

- Briefly review the facts about discrimination and disclosure regulations (Appendix A)
- Review Interview Team Guidelines and obtain signatures (Appendix B)
- Review the purpose, process, timelines, and calendar

- Discuss the candidate screening checklist (Appendix C)
- Review the following information:
 - Job posting
 - Minimum qualifications needed to perform the duties of the position
 - Interview questions, including what to look for in each candidate's response
 - Candidate's application materials
- Ask each candidate to respond to a predetermined set of questions developed from the established criteria for the position; to ensure fairness, all candidates will be asked the same set of questions
- Abide by the Human Rights Commission's published list of fair and unfair questions
- Ask one clear and concise question at a time
- Avoid cross-examination or pressure techniques
- Record the responses of each candidate
- Give the candidate an opportunity to ask any question(s)
- Inform the candidate of the timeline for the hiring process

Evaluating Candidates

After conclusion of the interviews, each member of the interview team will:

- Review answers and rate the candidate's responses to each question using the rating scale provided
- Discuss and record the strengths and/or weaknesses of each candidate as they relate to the job qualifications with the hiring manager providing his/her feedback last
- Consider all sources of information:
 - ✓ Applicant packet
 - ✓ Interview
 - ✓ Letters of recommendation
- Decide on a short list of top candidates and prioritize list as appropriate

Using the list of top candidates generated by the interview team, the hiring manager will then:

- Conduct reference checks
 - ✓ Contact candidate's previous supervisor(s) and ask a prepared list of job-related questions
 - ✓ Visit and/or observe candidate at his/her current place of employment (when/if possible)
 - ✓ Contact any personal acquaintances, or additional references listed on the candidate's application who would know about his/her qualifications
- Review all documentation obtained during the hiring process, including but not limited to the following:
 - ✓ Credentials, including training, experience and letters of recommendation
 - ✓ Letter of application and responses to topics on supplementary application
 - ✓ Responses to interview questions
 - ✓ Reference check results
 - ✓ Feedback from the interview team
- Make a hiring recommendation to the Superintendent

- Contact all candidates that were interviewed, but not selected for the position, to inform them of the hiring decision

If the Superintendent is in agreement with the interview team, the hiring recommendation will then be forwarded to the board for final approval.

The hiring manager will then contact the selected candidate to extend an offer of employment and discuss the terms of the employment contract or placement agreement. Candidates will be offered the position pending the following:

- Successful completion of a fingerprint background check revealing that the candidate/prospective staff member is free of any convictions of offenses against children and other persons
- Presentation of documents, and completion of Form I-9, which establish the candidate's identity and eligibility to work in the United States
- Signed letter of intent, if applicable

If an employee is hired on a non-continuing basis, this must be communicated with the candidate at the time of hire as indicated below:

- One-Year Only or Leave Replacement Positions: It is the responsibility of the building principal, or the employee's direct supervisor, to make sure that all individuals hired into leave replacement positions understand that their position is for one year only. No guarantee of future employment should ever be made to any individual in a leave replacement position, even if the individual has held that same position for more than one year.
- Long Term Substitute Positions: Building principals should inform all substitutes of the length of their assignment unless the duration is currently unknown. In that case, the substitute shall be made aware of the duration of the assignment as soon as is possible after it has been determined.

After the position has been filled, all interview and selection records, including but not limited to the following items, should be forwarded to Human Resources to be retained for three years:

- ✓ A copy of questions utilized during the interview
- ✓ A prioritized list of the top candidates with the recommended candidate(s) identified
- ✓ All applications of the interviewees
- ✓ All documentation from reference and telephone checks

Confidentiality

Washington State Public Disclosure rules and regulations specifically provide that all applicant information, including the applicant's name, is protected as confidential information. No party to a selection process can make known to another party, information about applicants, except to the extent necessary to solicit references or other pertinent information about the candidate. No person other than those who possess a need to know shall be offered information about candidates.

Current Staff Members as Applicants

Certificated Staff:

Please reference the current collective bargaining agreement located on the district website.

Classified Employees:

Please reference the current collective bargaining agreement located on the district website.

Administrative Positions:

Current certificated employees with the appropriate credentials may apply for a posted position.

Positions will be posted either in-district only, or both in and out of district simultaneously, depending on the bargaining agreement. Positions posted outside of the district may be open for a minimum of one week or they may be posted as "Open Until Filled" to allow the hiring manager to close the position earlier (or later) depending on the size of the applicant pool. Human Resources recommends that an "Open Until Filled" posting be used when one anticipates a position may be difficult to fill or when the time to hire is limited (i.e., when interviews need to occur as soon as application packets are submitted). All open positions are posted on the district's website at www.pullmanpublicschools.org.

Hiring Process Exceptions

The district may vary from the normal hiring process if any of the following conditions exist:

- A highly qualified candidate is available for a hard to fill position (special education teacher, school psychologist, speech language pathologist, etc.)
- A highly qualified candidate is contacted during a recruitment trip and/or career fair
- A position becomes available just before, or after, the start of the school year (within a couple of weeks)
- A large number of similar positions are available at one time
- Assignment and transfer of administrative staff as outlined in Policy 6130

Appendix A: Facts About Discrimination in the Selection Process

Title VII of the Civil Rights Act of 1964 protects individuals against employment discrimination on the basis of race as well as national origin, gender, or religion.

Title VII also prohibits employment decisions based on stereotypes and assumptions about abilities, traits, or the performance of individuals of certain racial groups.

Pre-employment Inquiries

Requesting pre-employment information that discloses or tends to disclose an applicant's race suggests that race will be unlawfully used as a basis for hiring. Solicitation of such employment information is presumed to be used as a basis for making selection decisions. However, employers may legitimately need information about their employees' or applicants' race for affirmative action purposes and/or to track applicant flow.

Nondiscrimination Statement

Pullman Public Schools does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, economic status, pregnancy, familial status, marital status, disability, or the use of a trained guide dog or service animal, and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination: Title IX Officer/Civil Rights Compliance Coordinator/ADA Coordinator: Assistant Superintendent, 240 SE Dexter St. Pullman, WA 99163, (509) 332-3581 Section 504 Coordinator: Assistant Superintendent, 240 SE Dexter St. Pullman, WA 99163, (509) 332-3581

Speak-English-Only Rule

A rule requiring employees to speak only English at all times on the job may violate Title VII, unless an employer shows it is necessary for conducting business. Any negative employment decision based on breaking the English-only rule will be considered evidence of discrimination if the employer did not tell the employees of the rule.

Accent

An employer must show a legitimate nondiscriminatory reason for the denial of employment opportunity because of an individual accent or manner of speaking. Requiring employees or applicants to be fluent in English may violate Title VII if the rule is adopted to exclude individuals of a particular national origin and is not related to job performance.

Cultural Issues

Patterns of communication vary from culture to culture. The predominant mode of communication in American culture involves a reflective listening approach when issues and concerns are discussed leisurely and in detail. Feelings and emotions are often stressed. There are normative patterns of verbal and nonverbal behavior.

Be sensitive to individual and cultural differences when interviewing someone whose background differs from your own. All cultures use listening skills but they use them in different ways. The

interviewer's task is to learn how listening skills are used in different settings and make appropriate adjustments in order to communicate with others.

Pregnancy Discrimination

The Pregnancy Discrimination Act is an amendment to Title VII of the Civil Rights Act of 1964. Discrimination on the basis of pregnancy, childbirth, or related medical conditions constitutes unlawful sex discrimination under Title VII. Women affected by pregnancy or related conditions must be treated in the same manner as other applicants or employees with similar abilities or limitations. An employer cannot refuse to hire a woman because of her pregnancy related conditions as long as she is able to perform the major functions of her job. An employer cannot refuse to hire her because of prejudices against pregnant workers, or the prejudices of co-workers, clients, or customers.

Religious Discrimination

Title VII of the Civil Rights Act of 1964 prohibits employers from discriminating against individuals because of their religion in hiring, firing, and other terms and conditions of employment. The Act also requires employers to reasonably accommodate the religious practices of an employee or prospective employee, unless to do so would create an undue hardship upon the employer. Flexible scheduling, voluntary substitutions or swaps, job reassignments, and lateral transfers are examples of accommodating an employee's religious beliefs.

Age Discrimination

The Age Discrimination in Employment Act of 1967 (ADEA) protects individuals who are 40 years of age or older from employment discrimination based on age. The ADEA's protections apply to both employees and job applicants.

The ADEA applies to employers with 20 or more employees, including state and local governments. The ADEA makes it unlawful to include age preferences, limitations, or specifications in job notices or advertisements.

The ADEA does not specifically prohibit an employer from asking an applicant's age or date of birth. However, because such inquiries may deter older workers from applying for employment or may otherwise indicate possible intent to discriminate based on age, requests for age information will be closely scrutinized to make sure the inquiry was made for a lawful purpose, rather than for a purpose prohibited by the ADEA.

Americans with Disabilities Act

Title I of the Americans with Disabilities Act of 1990 prohibits employers from discriminating against qualified individuals with disabilities in job application procedures, hiring, and other terms, conditions, and privileges of employment. An individual with a disability is a person who:

- Has a physical or mental impairment that substantially limits one or more major life activities;
- Has a record of such an impairment; or
- Is regarded as having such impairment

A qualified applicant with a disability is an individual who, with or without reasonable accommodation, can perform the essential functions of the job in question. Reasonable accommodation may include, but is not limited to: making existing facilities used by employees readily accessible to and usable by persons with disabilities, job restructuring, modifying work schedules, reassignment to a vacant

position, acquiring or modifying equipment or devices, adjusting modifying examinations, training materials, or policies, and providing readers or interpreters.

Employers may not ask job applicants about the existence, nature, or severity of a disability. Applicants may be asked about their ability to perform specific job functions. A job offer may be conditioned on the results of a medical examination, but only if the examination is required for all entering employees in similar jobs.

Appendix B: Interview Team Guidelines

(Confidentiality, Ethics & the Selection Process)

Confidentiality throughout the recruiting and hiring process is the highest priority. Employees and community members involved in any phase of the hiring process are not to divulge any information regarding individual applicants with any person except other hiring team members. This directive includes communication with any applicant outside the hiring process. All inquiries from candidates need to be directed to Human Resources. Employees who are unable to abide by this requirement should remove themselves participants in the hiring process. It is our obligation to protect the rights and preserve the self-respect of the candidate.

POSITION TO BE HIRED/LOCATION: _____

The issues of confidentiality and ethics are extremely important when taking part in selection of new staff. Each member of the selection team must make the commitment to have the process remain strictly confidential. The following issues are not for public consumption: 1) documents developed; 2) statements made by the team or applicant; 3) deliberations; 4) impressions; 5) opinions; and 6) ranking.

When questioning a candidate, The Civil Rights Act makes it unlawful to ask a candidate about his/her race, color, gender, age, religion, or national origin in the application process. In addition, the Americans with Disabilities Act prohibits discrimination based on disabilities; therefore, you may not ask questions regarding health or disability, union affiliation, language ability, personal finances, military experience, arrest record, dependents, marital status or sexual orientation.

As part of the interview team, you must agree to the following principles to ensure the success of our hiring process, thereby safeguarding the success of the individual hired.

1. I will communicate openly and directly, sharing any concerns with my fellow team members.
2. I will honor and respect points of view that may be different from my own.
3. I will agree to share equally the decision-making process with my fellow team members.
4. I will express my feelings and thoughts in a constructive way to facilitate and validate the process.
5. I will work to make this a positive, warm, welcoming, and professional experience.
6. I accept my obligation to support the selection process in a totally confidential and professional manner. I understand that the only people authorized to provide information are the administrator and team members chosen to give feedback during the post interview conference upon the request of the candidate.

INTERVIEW TEAM:

Signature of Hiring Administrator	Print Name	Date
Signature	Print Name	Date
Signature	Print Name	Date
Signature	Print Name	Date
Signature	Print Name	Date

Appendix C: Candidate Screening Checklist (Certified)

Applicant: _____

Certification/Endorsement	Score
4 Has current Washington certificate with all required endorsement(s) for position	
3 Might qualify for Washington Certification and required endorsement(s). (Has out-of-state certification)	
0 Does not have proper certification*	

Required Qualifications	YES	NO
-------------------------	-----	----

*If applicant does not meet required certification and qualifications, process terminates at this point. Please mark the applicant as not qualified with a score of zero.

Preferred Qualifications	Score
6 All	
4 Most	
2 Some	
0 None	

Grades	Score
3 3.50-4.00 GPA	
2 3.00-3.49 GPA	
1 Less than 3.0	

Professional Preparation	Score
3 Has had thorough, verifiable training in areas applicable to the position	
2 Has had some verifiable training in areas applicable to the position	
0 Little to no awareness of any	

Cultural Competence and Responsiveness	Score
2 Training and experience	
1 Training or experience	
0 No evidence	

Coaching/Advising Student Groups	Score
2 Qualified and willing	
1 Willing	
0 Not willing or qualified	

Letter of Application, Application Form and Resume	Score
6 Neatly typed or handwritten, containing no spelling or grammatical errors. Sentence structure is complete and varied. Content is appropriate as it relates to the position and is organized accordingly.	
4 Relatively neat; containing few if any spelling and grammatical errors and sentence structure is generally acceptable. Content is satisfactory.	

2 Lacks neatness and contains spelling and grammatical errors. Content unsatisfactory.	
Placement File References – Non-experienced Applicant	Score
6 Master teacher(s) and university supervisor and/or building principal rate as outstanding	
4 Rated above average and no negative comments by three	
2 Rated as average by three	
0 Rated as below average by three	

Placement File References – Experienced Applicant	Score
6 Rated as outstanding and a top member of the staff by principal/supervisor and/or other supervisors. Should have two letters from supervisors.	
4 Rated as above average and no negative comments	
2 Rated as average	
0 Rated as below average and one or more negative references	

Followed directions completing application	Score
2 Yes	
0 No	

Total Score	
--------------------	--

Check the appropriate box: (34 points possible) includes Coaching/Advising		Check the appropriate box: (32 points possible) does not include Coaching/Advising	
	4 (25+ points) recommend for interview		4 (24+ points) recommend for interview
	3 (17-24 points) retain for possible interview		3 (16-23 points) retain for possible interview
	2 (less than 17 points) weak candidate; not recommended for interview		2 (less than 16 points) weak candidate; not recommended for interview
	1 Not qualified		1 Not qualified

Screener:_____ **Date:**_____

Appendix D: Sample Interview Form

Pullman School District

Elementary Teacher Interview Questions

Candidate: _____

Hiring Administrator:

Explain position

Explain hiring process:

- All members of the team will be asking questions
- Team members will be taking notes during the interview
- Responses should be concise
- Candidates will be contacted personally by the hiring administrator as to the outcome of the interview
- Timeline for process

Rating Scale: 1 (unsatisfactory); 2 (average); 3 (above average); and 4 (superior)

1. Please take a couple of minutes to tell us about yourself, your education, and your experience.

- Includes information not on resume
- Shows warmth, friendliness, and caring
- Refers to students in nurturing manner

Total: _____

Rating: _____ 4 – Superior
_____ 3 – Above Average
_____ 2 – Average
_____ 1 – Unsatisfactory

Interviewer: _____ Date: _____

Appendix E-1: Certified Professional Reference Form

Name of Candidate:

Position:

References Contacted	Position	Date
a.		
b.		
c.		

How long have you known _____ (candidate's name) and in what capacity?

a.
b.
c.

What do you find to be _____ (candidate's name) greatest strengths?

a.
b.
c.

Are there any special or unique contributions they have made to your school?

a.
b.
c.

Please tell me about the relationships _____ (candidate's name) establishes and maintains with students, co-workers, and parents?

a.
b.
c.

How do students especially benefit from being in _____ (candidate's name) class or classes?

a.
b.
c.

What are their limitations/weakness/areas of growth?

a.
b.
c.

To your knowledge, has the applicant ever been dismissed or requested to resign from a position? Is there any known history in her/his professional or personal life that could be embarrassing to the school district (i.e. alcohol or drug abuse, sexual or child abuse, convicted of a crime, etc.)?

a.
b.
c.

Was their attendance outstanding, average, or poor? Were they punctual? Dependable?

a.
b.
c.

Would you want this person teaching your child?

a.
b.
c.

How would you rate the overall effectiveness of _____ (candidate's name) as a teacher/counselor/etc.?

a.
b.
c.

Would you hire this person again?

a.
b.
c.

Please rate on a scale of 1 (low) to 10 (high), how this person does the following:

	A	B	C
1. Possess and practice strong interpersonal skills with a wide variety of people both inside and outside the organization (staff, parents, community members, other agencies)			
2. Be a positive team builder who works in a collaborative manner			
3. Meet multiple demands in pressure situations and maintain high levels of quality work			
4. Maintain confidentiality			
5. Communicate clearly, orally and in writing			
6. Regularly demonstrate professionalism in appearance, actions, decisions, and overall performance.			
7. Work with minimal supervision and be flexible			

Additional Information: Is there anything else you would like to add to help us to understand (candidate's name) more fully?

Thank you for your assistance.

Does this information support the application/interview information? ☐ Yes ☐ No

Reference Checker Signature:	Date:
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Appendix E-2: Classified Employee Reference Form

Name of Candidate:

Position:

How long have you known _____ (candidate's name) and in what capacity?

a.

b.

c.

Would you hire _____ (candidate's name) again?

a.

b.

c.

How would you rate her/him on job performance (related skills, i.e. driving, custodial, clerical, computer, and ability to function independently without supervision)?

a.

b.

c.

Was her/his attendance outstanding, average, or poor? Was she/he punctual? Dependable?

a.

b.

c.

Do you recommend this person be employed where she/he will be contact with children?

a.
b.
c.

To your knowledge, has the applicant ever been dismissed or requested to resign from a position? Is there any known history in her/his professional or personal life that could be embarrassing to the school district (i.e. alcohol or drug abuse, sexual or child abuse, convicted of a crime, etc.)?

a.
b.
c.

What was _____ (candidate name) main strength?

a.
b.
c.

What are _____ (candidate name) limitations?

a.
b.
c.

Is she/he outstanding, average or below average in the ability to organize?

a.
b.
c.

Why did _____ (candidate name) leave your organization? (If still employed: why is she/he seeking other employment?)

a.
b.
c.

Please rate on a scale of 1 (low) to 10 (high), how this person does the following:

	A	B	C
1. Possess and practice strong interpersonal skills with a wide variety of people both inside and outside the organization (staff, parents, community members, other agencies)			
2. Be a positive team builder who works in a collaborative manner			
3. Meet multiple demands in pressure situations and maintain high levels of quality work			
4. Maintain confidentiality			
5. Communicate clearly, orally and in writing			
6. Regularly demonstrate professionalism in appearance, actions, decisions, and overall performance.			
7. Work with minimal supervision and be flexible			

Additional Information: Is there anything else you would like to add to help us to understand (candidate's name) more fully?

Thank you for your assistance.

Does this information support the application/interview information? ☐ Yes ☐ No

Reference Checker Signature:	Date:
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ELEMENTARY TEACHER

DEFINITION OF POSITION:

The elementary teacher will carry out the position performance requirements essential to provide the necessary services to assigned students in the Pullman School District.

IMMEDIATE SUPERVISORS:

Building Principal and Special Education/Resource Room Teacher

REQUIRED QUALIFICATIONS:

- Possess or be eligible for a Washington State Teaching certificate
- Demonstrate competence in each core academic subject area being taught
- Successful teaching, substituting, and/or student teaching experience with the elementary-age child

PREFERRED QUALIFICATIONS:

- Successful experience working and/or teaming with other adults/teachers
- Successful experience working with children in reading, writing, math, and science
- Knowledge of Common Core State Standards (English/Language Arts & Math), Next Generation Science Standards (Science), Washington State Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs)
- Experience and/or training in working with English language learners

ESSENTIAL JOB RELATED ACTIVITIES:

- Identify the learning needs of individual students
- Establish learning objectives and outcomes consistent with individual pupil's learning needs and the District and Washington State grade level expectations
- Plan and develop a variety of instructional experiences appropriate to the specified learning objectives and outcomes
- Conduct an effective instructional plan for individual or small group
- Integrate technology into the curriculum
- Assess pupils' achievement and use that assessment data to drive instruction
- Maintain effective communication with staff and families
- Organize the physical setting of the classroom so it contributes to learning and keep classroom materials well organized
- Provide a climate conducive to student learning
- Develop and maintain clear standards for student conduct with appropriate disciplinary action
- Understand and practice contemporary pedagogical practices such as developmentally appropriate practices, contextual teaching, integrated curriculum, inclusion practices, classroom based assessment, alternative assessment practices, individualized programs, global/multi-cultural education, differentiated instruction, and integration of Washington State Grade Level Expectations with current curricular materials

- Remain pedagogically current through continuing professional development
- Communicate effectively using district supported print and electronic media and related applications
- Subscribe to the professional code of ethics for educators
- Maintain an understanding of Affirmative Action, Title IX, and handicapped regulations
- Possess and practice strong interpersonal skills with a wide variety of people both inside and outside the organization (staff, parents, community members, other agencies)
- Be a positive team builder who works in a collaborative manner
- Meet multiple demands in pressure situations and maintain high levels of quality work
- Maintain confidentiality
- Communicate clearly, orally and in writing
- Regularly demonstrate professionalism in appearance, actions, decisions, and overall performance
- Work with minimal supervision and be flexible

TERMS OF CONTRACT:

- | | |
|-----------------------|--|
| • Salary: | Placement based on experience and level of education |
| • Length of Contract: | 1.0 FTE, 180 days plus professional development days |
| • Leaves/Benefits: | As per district policy |

The Pullman School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employee has been designated to handle questions and complaints of alleged discrimination: Assistant Superintendent, Pullman School District Administrative Offices, 240 SE Dexter Street, Pullman, WA 99163, (509) 332-3144, compliancecoord@psd267.org. Applicants with disabilities may request reasonable accommodations in the application process by contacting the Human Resources Manager at (509) 332-3584.

PULLMAN SCHOOL DISTRICT IS AN EQUAL OPPORTUNITY EMPLOYER

SPECIAL EDUCATION PARAEDUCATOR

DEFINITION OF POSITION:

The Special Education Paraprofessional will serve as an instructional assistant under the immediate supervision of the Special Education/Resource Room Teacher. A change in assignment and/or location may occur based on student specific needs and variances in school enrollment.

IMMEDIATE SUPERVISORS:

Building Principal and Special Education/Resource Room Teacher

REQUIRED QUALIFICATIONS:

- Completed at least 2 years of study (72 quarter credits or 48 semester credits) at an institution of higher education OR obtained an associate's (or higher) degree OR completed the ETS ParaPro Assessment; scoring 461 or higher
- Possess or be willing to complete the 14 core competencies: 1-6 within the first 6 months and 7-14 within the first year of hire
- Possess or be willing to complete Right Response Training within 3-5 months
- Evidence of in-service training and/or successful experience working with students with special needs
- Ability to lift 50 lbs

PREFERRED QUALIFICATIONS

- Experience/training in special education
- Experience working with students with physical disabilities
- Experience/training in alternative communication
- Experience/appreciation of diverse student population

ESSENTIAL JOB RELATED ACTIVITIES:

Depending upon individual assignment, the paraprofessional may perform all or a combination of several of the following duties.

- Instruct moderately to severely handicapped students individually or in small groups in a variety of learning activities to promote student understanding of materials presented
- Provide encouragement, reinforcement and achievement of educational objectives and goals defined by certificated staff
- Assist in the administration of objective tests or other measurements
- Work directly with students as defined by their individual programs
- Work in multiple settings, meet multiple demands in pressure situations and maintain high levels of quality work
- Attend to student physical and safety needs; monitor students for medical risks such as seizures and behaviors that may result in harm to themselves or others
- Correct behaviors and maintain discipline according to established policies and procedures

- Assist students with interpersonal and personal skills mastery; help feed students and teach social aspects of eating with others
- Assist students with basic living skills and pre-vocational activities
- Work with students to develop communication skills; facilitate integration of students with age-group peers to the extent possible
- Establish and maintains effective communication with students, staff and parents for student progress and safety, and community relations
- Possess and practice strong interpersonal skills with a wide variety of people both inside and outside the organization (staff, parents, community members, other agencies)
- Provide clerical and computer assistance to the special education personnel for record keeping and reporting; prepare, duplicate, collate and distribute materials; operate a variety of office equipment
- Work collaboratively under the direction of the Special Education/Resource Room Teacher
- Be a positive team builder who works in a collaborative manner
- Take directions and follow through without direct supervision
- Communicate with certificated staff concerning individual student progress; adjust methods to meet the needs of a wide variety of students; consult with certificated staff concerning remediation or enrichment activities
- Locate, prepare and/or modify materials for student use, enrichment activities and special projects under the direction of certificated staff
- Regularly demonstrate professionalism in appearance, actions, decisions, and overall performance
- Maintain confidentiality consistent with district ethical guidelines
- Maintain cleanliness and hygiene of classroom, implements and equipment; wash dishes, clean and disinfect tables and counters, and wash/dry clothes, towels, washcloths and bibs
- Assist certificated staff in maintaining records, logs, charts, assignments and other records for assessment of student progress
- Provide physical assistance to students such as lifting or positioning
- Use adaptive equipment to communicate with students; follow and document procedures established by physical/occupational therapist
- Assist students with toileting, which may include catheterization and diapering; attend to the personal hygiene needs of students, assists students in washing hands and face, brushing teeth and hair, and taking showers
- Work with minimal supervision and be flexible
- Willingness to be trained
- Perform related duties consistent with the scope and intent of the position

REPORTING RELATIONSHIPS:

Reports to the school principal or assigned administrator; receives guidance from certificated staff.

MENTAL DEMANDS:

May experience frequent interruptions; required to deal with a wide range of student behaviors and academic abilities; required to deal with a wide range of physical or emotional disabilities; may occasionally deal with distraught or difficult students.

PHYSICAL DEMANDS:

Potentially exposed to ordinary infectious diseases carried by students; exposed to student noise levels; required to lift and position students and their special equipment such as wheelchairs; required to work in non-routine positions for extended periods; may be required to attend to students' personal hygiene; may be exposed to biting behavior; may need to take precautions to avoid exposure to student bodily fluids; playground supervision requires working outdoors in inclement weather.

TERMS OF CONTRACT:

- Salary: Paraeducator: \$19.75/hour
- Leaves/Benefits Per district policy

The Pullman School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employee has been designated to handle questions and complaints of alleged discrimination: Assistant Superintendent, Pullman School District Administrative Offices, 240 SE Dexter Street, Pullman, WA 99163, (509) 332-3144, compliancecoord@psd267.org. Applicants with disabilities may request reasonable accommodations in the application process by contacting the Human Resources Manager at (509) 332-3584.

PULLMAN SCHOOL DISTRICT IS AN EQUAL OPPORTUNITY EMPLOYER

Appendix G: Board Policies & Procedures

Below, please find a list of the Pullman Public Schools board policies and procedures that pertain to the recruiting and hiring process. Full versions of the documents can be found on the [district's website](#).

Policies:

[5000: Recruitment and Selection of Staff](#)

[5001: Hiring of Retired School Employees](#)

[5111: Employment of Staff – Disclosures, Certification Requirements, Assurance and Approval](#)

[6130: Assignment and Transfer of Administrative Staff](#)

Procedures

[5000P: Recruitment and Selection of Staff](#)

[50001P: Hiring of Retired School Employees](#)