

(School District or ISD)  
**STAFF EMPLOYMENT**  
(Policies/Guidelines – SAMPLE)

**PROFESSIONAL STAFF**

The Board of Education recognizes that it is vital to the successful operation of the District that positions created by the Board be filled with highly qualified and competent personnel.

The Board shall approve the employment, and also, when not covered by the terms of a negotiated, collectively-bargained agreement, fix the compensation and establish the term of employment for each professional staff member employed by this District.

Such approval shall be given only to those candidates for employment recommended by the Superintendent.

When any recommended candidate has been rejected by the Board, the Superintendent shall make a substitute recommendation.

All applications for employment shall be referred to the Superintendent.

Relatives of a Board member may be employed by the Board provided that member does not participate in any way in the discussion or vote on the employment when conflict of interest is involved.

Applications for employment will not be accepted from any current District Board member. If a Board member wishes to apply for a position, his/her resignation must be accepted by the Board prior to submitting an application.

The Board may employ administrators, without provision for tenure, by means of a written contract for a term not to exceed three (3) years.

Any professional staff member's intentional misstatement of fact material to qualifications for employment or the determination of salary shall be considered by this Board to constitute grounds for dismissal.

The temporary employment of professional staff members prior to approval by the Board is authorized when their employment is required to maintain continuity in the educational program. Employment shall be recommended to the Board at the next regular meeting.

A person who is employed as an administrator is not required to have a school administrator's certificate issued by the Department of Education but must confirm that she/he has met or is in the process of fulfilling the educational requirements for school administrators established by the State Board of Education.

No candidate for employment to the professional staff as a non-administrator shall receive recommendation for such employment without having proffered visual evidence of proper certification or that application for such certification is in process, except under the following circumstances:

A. The Superintendent may employ non-certificated, non-endorsed teachers to teach, in grades 9-12, a course in computer science, foreign language, mathematics, biology, chemistry, engineering, physics, robotics, or any other course approved by the State Board, providing they meet all of the conditions established by law and by the Superintendent.

B. The Superintendent may also employ a teacher without a valid teaching certificate if the person has at least ninety (90) semester hours of college credit from a college or university.

C. The Superintendent may hire an individual who does not hold a valid teaching certificate to serve in a counselor or social worker role provided she/he meets all the requirements established by law. Policies shall apply with respect to that individual in the same manner required for employing a person with a teaching certificate.

The Superintendent shall prepare administrative guidelines for the recruitment and selection of all professional staff.

## **SELECTION OF PROFESSIONAL PERSONNEL**

### **A. Introduction**

1. The Board of Education shall make all appointments to positions on the basis of a person's professional qualifications. To implement the desire of the Board to appoint on the basis of merit only, all those who have responsibility for staffing should search diligently within and outside the system for qualified candidates to fill staff positions.

2. Each position shall have a job description which shall include, but not be limited to, the following information:

- a. the position title
- b. its function
- c. a listing of the responsibilities and authorizations assigned to the position
- d. a description of the reporting and supervisory relationships of the position

3. When qualifications of candidates for a position are similar, preference shall be given to present staff members. Applications are invited for all staff openings from present staff members.

### **B. Qualifications**

1. The qualities desired beyond minimum certification requirements are:

- a. formal training appropriate to the duties and responsibilities of the particular position;
- b. experience, both quantitative and qualitative, related to the particular position;
- c. demonstrated ability in the particular position;
- d. demonstrated ability to work harmoniously with others, both with those of greater and lesser responsibility and authority;
- e. evidence of high educational and professional standards;
- f. demonstrated loyalty to the administration and other staff where presently employed;
- g. evidence of commitment to professional growth;
- h. evidence of professional work habits and conduct consistent with the ethics of the profession.

2. Each candidate shall submit the following information in the form requested by the District:

- a. personal statistics, limited to those allowed by law
- b. certificates held
- c. record of educational and professional training (including transcripts)
- d. record of experience applicable to the position, e.g. teaching, counseling, administration, etc.
- e. reports from references

### **C. Selection Process**

1. Application Procedure

All letters of application and all placement office credentials shall come through the Superintendent's Office which will note date of receipt, acknowledge the application, files those of promising candidates, and arrange for investigation and possible interview.

The applicant is to read and sign the "Unprofessional Conduct Report – Records Request" form which is then to be sent to the applicant's current or most recent employer along with a request for any records pertaining to the applicant's unprofessional conduct. No applicant may be hired if she/he refuses to sign this statement. Unprofessional conduct is defined as "one (1) or more acts of misconduct; one (1) or more acts of immorality, moral turpitude, or inappropriate behavior involving a minor; or commission of a crime

involving a minor." A criminal conviction is not an essential element in determining whether or not a particular act constitutes unprofessional conduct.

2. Investigation Procedure

a. Checking of credentials should include, in addition to letters of reference, direct telephone calls to the person's recent supervisor(s) or employer, and review of any records of unprofessional conduct sent by the applicant's current or most recent employer. Such information shall be maintained in a confidential file restricted to supervisory and official use only so as to protect the source(s) of the information and the privacy of the applicant. Official use shall include disclosure to persons directly involved in the process of evaluating the applicant's qualifications for employment.

b. A biographical sketch is compiled which outlines in brief the candidate's training and experience and other pertinent qualifications.

c. All necessary certification, training, and experience are documented.

d. Pre-employment tests which are directly related to the position responsibilities may be administered, if applicable.

3. Interview Procedure (Not for Principals/Directors or Central Office Positions)

a. Upon receipt of all relevant information, applications will be routed to the appropriate department for review.

b. The appropriate administrator(s) shall independently review the applications and then reach consensus on the applicants to be interviewed.

c. Qualified candidates shall be scheduled for personal interviews with the interview committee as soon after receipt and review of application as possible.

d. After all interviews have been completed, the Superintendent submits the recommended candidate to the Superintendent who shall conduct the final interview and make the selection of the person to be recommended to the Board. Prior to the recommendation, a criminal history record check will be conducted after the candidate submits a set of fingerprints and pays the investigation fee.

e. Both successful and unsuccessful candidates shall be notified of the District's employment decision.

4. Procedure for Principals/Directors: If the opening is for a principalship or directorship, a screening committee consisting of Board members, members of the professional staff, and parent(s) shall be selected to assist in the interview process.

a. The screening committee shall participate in the planning of the interview sessions and the questions that will be asked of all candidates.

b. At the end of the interview process, each member of the selection committee is to independently determine those candidates that s/he thinks should receive further consideration. Additional interviews and final recommendation shall be the responsibility of the Superintendent.

5. Procedure for Central Office Positions: The interview/selection procedure for professional staff with administrative responsibilities at the District level shall be established by the Superintendent, appropriate for the position.

During all phases of all screening, interviewing, and selection process, the (School District's) Equal Opportunity Employment Policy shall be adhered to by all personnel involved.

**D. Employment Procedure**

1. After the Superintendent's approval, and with Board acceptance, the Superintendent shall make an offer of employment and remuneration and, upon acceptance by the successful candidate, initiate a contract or memorandum of employment which will include:

a. terms of employment including wages;

b. length of contract;

c. fringe benefits;

d. job title and person to whom responsible

2. Upon acceptance, the new staff member shall report to the Business Office to fill out withholding tax, insurance, and any other necessary forms.

3. All documents concerning employment shall be attached to the application and filed in the Superintendent's Office.

4. The new staff member is to be properly oriented by his/her supervisor in accordance with the "New Employee Orientation Checklist" form.

### **EMPLOYMENT OF SUBSTITUTES**

The Board of Education recognizes the need to procure the services of substitutes in order to continue the operation of District programs as a result of the absence of regular personnel.

The Superintendent shall employ substitutes for assignment as services are required to replace temporarily absent regular teachers and fill new positions. Such assignment of substitutes may be terminated when their services are no longer required. Any substitute, however, who is employed for 150 days or more during a school year of not less than 180 days or for 180 days in a school year of not less than 220 days shall be given during the balance of that year as well as during the succeeding school year the first opportunity to accept or reject a contract for which the person is certified, provided that all other District teachers have been reemployed in accordance with the negotiated, collectively-bargained agreement.

Substitutes must possess a valid Michigan teaching certificate or a permit, if teaching a subject in which she/he is not certified, except under the following circumstances:

- A. The Superintendent may employ non-certificated, non-endorsed substitutes to teach, in grades 9-12, a course in computer science, foreign language, mathematics, biology, chemistry, engineering, physics, robotics, or any other course approved by the State Board, providing they meet all of the conditions established by law and by the Superintendent.
- B. The Superintendent may also employ a substitute without a valid teaching certificate if the person has at least ninety (90) semester hours of college credit from a college or university.

In order to retain well-qualified substitutes for service in this District, the Board will offer competitive compensation at a rate set annually by the Board.

A substitute employed in one specific teaching position, shall, after sixty (60) consecutive days in that assignment, be paid a salary not less than the minimum salary on the current salary schedule and granted the benefits provided regular staff.

A substitute shall be paid a minimum of one-half (1/2) day once the substitute is called.

### **Procedures Leading to Appointment**

The Superintendent is responsible for maintaining a list of qualified substitutes for all teaching and related positions.

Interested persons are to complete an application form and return it to the Superintendent's Office.

- A. The investigation and interview procedures described above will be used, as applicable to the position. Each substitute will be required to undergo a criminal history record check.
- B. Upon approval of the Superintendent, substitutes' names will be placed on the official substitute list.

### **SELECTING TEACHERS/INTERNS**

The Board of Education encourages cooperation with State approved colleges and universities in the training of teachers and interns, because District programs offer an essential ingredient - direct experience with students and teachers at work in the classroom, but certain safeguards have been found to be necessary for the best interests of all concerned.

Colleges and universities should first make contact with the Superintendent regarding placement of a teacher or intern.

The Superintendent shall make the final placement of teachers or interns.

Professional staff members who agree to serve as supervisors of teachers or interns may accept honoraria or stipends directly from the college/university for those services rendered outside the regular school day and above and beyond the duties and responsibilities specified in their contracts.

The following conditions shall also be met:

- A. The institution making the assignment shall provide on-going supervision in a manner suitable to the Superintendent.
- B. The supervising teacher or administrator must agree to work effectively with both the teacher or intern and the institutional supervisor.

If at any time the quality of teaching or internship is judged to be inferior or disruptive to the ongoing program, the Superintendent may request withdrawal of that person from the program.

The Board also authorizes the Superintendent to provide, in cooperation with appropriate colleges and universities, a "field experience" program in order for selected interns to gain first-hand knowledge of and experience in a school environment.

The Superintendent may terminate a teaching program if one (1) or more aspects of the program are not of high quality or meeting District needs or expectations.

In addition, to those described in the negotiated, collectively-bargained agreement, the following conditions shall also apply:

- A. The institution making the assignment shall provide adequate follow-up supervision.
- B. The supervising teacher must agree to work effectively with both the teacher and the institutional supervisor.
- C. If at any time the quality of teaching is judged to be inferior or disruptive to the on-going class program by the supervising teacher or principal, the Superintendent may request withdrawal of the original permit.

### **INTERVIEWING AND EVALUATING CANDIDATES FOR CLASSROOM TEACHING POSITIONS**

Evaluation is the key to successful hiring. Evaluation involves a number of important steps, each of which is important. Effective evaluation takes time and work and good cooperation and communication among those involved.

- A. **The first step** is developing a clear understanding of exactly what is desired or needed. Gather information about the current status and results of the classes, program, or activities for which you are hiring. Envision them operating in the way and getting the kinds of results most desired. Conclude about the key kinds of knowledge, skills, attitudes, and personality traits a teacher will need to achieve the kinds of results desired.
- B. **The second step** is gathering insight and information about the candidate(s). The evaluator normally has three (3) sources of information and insight: (a) the written application, (b) references, both written and oral, provided by the candidate and solicited by the evaluator, and (c) the interview(s). At times the evaluator will be able to take advantage of a valuable fourth, (d) direct observation of the candidate in a current position. In each case the focus should be on gaining insight into the degree to which the candidate possesses, or shows potential to possess the key factors identified as desired in the first step. The evaluator should also note other abilities or weaknesses not thought about which might substitute for, enhance, or detract from desired ones.

- C. **The third step** is comparing the candidate's abilities and characteristics with the desired ones and determining how good the match is.
- D. **The fourth step** is making a decision about whether the determined match is a good enough one. If there are multiple candidates, a decision should be made about which match is the best. If none are good enough, then the process is continued.

It is as important to ask good follow-up questions as it is to ask good initiating questions at each step of the evaluation procedure. They are important in gaining understanding of current status, in inferring needed qualities and characteristics, and in determining whether or not those are present. Four (4) important kinds of follow-up questions are:

A. *Clarifying Questions* - The evaluator asks clarifying questions when she/he is honestly not sure that she/he understands something. It is better to ask while the person who can answer is still there than to wonder later. Getting specific examples often clarifies what a candidate (or reference) means when she/he uses a term.

*You say that you have taught State History before. Was that in this State or while you were teaching in New York?*

B. *Expanding or Developing Questions* - When the evaluator needs to know more about something but doesn't want to guide the candidate (or reference) to "say what the evaluator wants to hear", she/he asks broad expanding or developing questions which merely invite the candidate (or reference) to "tell me more about that".

*I understand that you have experience with time-out and off-trust procedures. Please tell me more about that experience.*

C. *Focus Narrowing Questions* - The evaluator asks narrower focus questions to get the candidate (or reference) to talk about a specific aspect of a topic that bears on a desired quality or characteristic and which the candidate (or reference) did not bring up when asked expanding questions.

*What effects, specifically, did you find that the use of the off-trust procedure had on the subsequent behavior of the children?*

D. *Reasoning Questions* - Having the candidate (or reference) answer, "Why did you decide to?" or, "What led you to that conclusion?" questions provide information about priorities, attitudes, thinking skills, and quality of supporting evidence.

*What was the evidence and thinking that led you to decide that you would be more effective in a suburban district like this?*

The same kind of follow-up questions should be asked of all, including the evaluators themselves, involved in steps one, three, and four of the evaluation.

### **The Interview Process**

- A. When the interview is scheduled:
1. ensure that there is mutual understanding of time, place, and anticipated duration;
  2. provide the candidate with a description of the position to be filled and a copy of the job description for that position. Encourage him/her to be ready to ask for explanations of anything not clear in those documents.
- B. Before the interview:
1. review the application and references:
    - a. noting whether any further evidence of meeting eligibility qualification (e.g. appropriate teaching certificate) is needed;
    - b. identifying which desired qualities and characteristics are sufficiently demonstrated (or proven to be absent) by the documents;
    - c. identifying which desired qualities and characteristics will have to be determined by asking follow-up questions or initiating and then follow-up questions;
  2. prepare needed memory aids to ensure that information and insight needed will be obtained.
- C. The Interview
1. Establish an atmosphere that is businesslike but not intimidating.

2. Provide an overview of the sequence or procedure to be followed, e.g., *I would like to begin by asking some very broad questions to help us think about your basic priorities and procedures. Then I want to ask you some more specific questions about yourself and your strengths and experiences. Finally, I want to give you a chance to expand on anything you want to expand on and ask about anything that isn't clear in the job description, the position, or anything I have said today.*

3. Ask broad questions to get insight into the candidate's approach to teaching, priorities, and grasp of effective procedures, e.g., *Based on your experience and your understanding of the position we are talking about please give me your thoughts about the following. If you receive the position, what would you most like to accomplish by the end of the first year? What would you like your class(es) or students to be like by that time?*

Ask clarifying, expanding, and narrowing focus questions as needed. *Why would you think that would be the most important thing for you to accomplish?*

Ask clarifying, expanding, narrowing focus, and reasoning questions as needed. *How would you go about accomplishing it?*

Ask clarifying, expanding, narrowing focus, and reasoning questions as needed.

(Find out if the candidate has a framework or understanding that identifies important outcomes and sees how to put various kinds of knowledge, skills, and motivation together to accomplish them.)

4. Ask questions related to specific desired qualities and characteristics identified as the key or most important ones in the first step of the evaluation process. There will never be time to explore all areas so the interviewer should focus on those most important ones. Use appropriate follow-up questions. Ask:

a. questions relating to specific qualities and characteristics needed for the positions, e.g., *Developing the children's reading skills is an important responsibility in this position. What methods or techniques have you had experience with, and which have you found to be most effective?*

b. questions relating to specific qualities and characteristics needed to meet the requirements of the job description, e.g., *You will have the primary responsibility for discipline in the classroom. What would you say are your strengths and, if any, weaknesses in area of discipline?*

5. Ask questions related to the position and job description that provide insights into qualities and characteristics that could expand on, substitute for, or detract from desired qualities and characteristics, and appropriate follow-up questions, e.g., *Which, if any, items on the job description or statements about the specific position would you like me to clarify or expand on?*

*Which ones of them do you feel describe areas in which you are unusually strong?*

*What, if any, other areas of strength do you have that aren't mentioned in the description but will help you do an effective job?*

*Which, if any, of the items are areas in which you will need help or are ones you cannot, in good conscience, say you will do your best to meet?*

6. Give the candidate an opportunity to ask questions.

*What questions would you like to ask me about the community, the school, and/or the position?*

D. Immediately after the interview the evaluator should make notes on key information and insights gained. The evaluator should consciously ask himself/herself follow-up questions, especially reasoning ones (What led me to conclude that? Is there sufficient accurate information to support that statement?), when recording insights.

## **EMPLOYMENT OF CASUAL RESOURCE PERSONNEL**

It is the purpose of this policy to allow the casual employment of personnel in a consulting capacity for administration, in-service, or instruction.

In the general fund of the Board of Education, money is appropriated annually for special services. This may include resource persons in specialized fields of education that could offer consulting advice on the administration or instructional processes. The Superintendent shall negotiate a reasonable payment with the resource person.

Specialists from industry, business, agriculture, or health occupation fields may be employed in a consulting capacity to assist with program planning, in-services, or directly in the instructional program.

Professional staff members employed by the District may be used as casual resource personnel, outside of their regular assignment, at the discretion of the Superintendent.

The Superintendent shall prepare administrative guidelines to ensure proper implementation of this policy.

### **EMPLOYMENT OF SUMMER SCHOOL STAFF**

When not otherwise specified in the terms of a negotiated, collectively-bargained agreement, the following procedures will hold for selection of staff members for the summer school:

- A. An announcement will be made to all staff members listing those positions available, hours required, rate of pay, and procedure for making application.
- B. First priority will be given to District professional staff members serving in regular school programs and previous summer school programs.
- C. Consideration will be given to people outside of the District only when no qualified District professional staff members are available.
- D. Applicants are expected to have obtained the recommendation of their principal/director or immediate supervisor.
- E. Only those candidates who are best qualified to perform the duties of the position shall be recommended for employment.

Summer school assignments will be contingent upon having a minimum enrollment for the courses scheduled. The minimum enrollment for a course shall normally be that number of students necessary to cover the costs of the course.

Summer school assignments do not carry over automatically from year to year. All such positions will be reopened annually.

### **VOLUNTEERS**

The Board of Education recognizes that certain programs and activities can be enhanced through the use of volunteers who have particular knowledge or skills that will be helpful to members of the professional staff responsible for the conduct of those programs and activities.

The Superintendent shall be responsible for recruiting community volunteers, reviewing their capabilities, and making appropriate placements. She/He shall not be obligated to make use of volunteers whose abilities are not in accord with District needs.

The Superintendent is to inform each volunteer that she/he:

- A. shall agree to abide by all Board policies and District guidelines while on duty as a volunteer;
- B. will be covered under the District's liability policy but the District cannot provide any type of health insurance to cover illness or accident incurred while serving as a volunteer, nor is the person eligible for workers compensation;
- C. will be asked to sign a form releasing the District of any obligation should the volunteer become ill or receive an injury as a result of his/her volunteer services.

The Superintendent shall also ensure that each volunteer is properly informed of the District's appreciation for his/her time and efforts in assisting the operation of the schools.

### **JOB SHARING**

The Board of Education recognizes the value to the District to obtain the services of quality staff members who may not be available on a full-time basis but wish to offer their knowledge and skills part-time through a job-sharing process.

The District will consider job share requests only if the cost (including benefits) of employing two (2) staff members on a half-time basis does not exceed the cost of employing one (1) full-time staff member.

Half-time positions may be approved in which two (2) currently employed staff members will be allowed to share one (1) full-time position. Each staff member will be given credit for one (1) full year of seniority for this half-time job assignment.

The Board authorizes the Superintendent to create a job-sharing program provided it does not impact adversely on the District or any current staff member.

## **PRE-EMPLOYMENT INTERVIEW QUESTIONS**

Asking an applicant questions prohibited by the Equal Employment Opportunity Act during pre-employment interviews could open the door for a job candidate to take legal action against the District. The following guideline outlines the questions that are appropriate and those that should be avoided.

### **YOU CANNOT ASK:**

- A. any question that would indicate race or color;
- B. any question that would indicate gender, unless job-related;
- C. applicant's religion or religious customs and holidays; recommendations from church officials;
- D. if applicant, spouse, or parents are native-born or naturalized; date of citizenship; or for other proof of citizenship before hiring; (Proof of citizenship required on I-9 form)
- E. marital status before hiring, the number and age of children, who cares for them, and if applicant plans to have more;
- F. to see military service records, about military service with any country other than U.S.;
- G. nationality, racial, or religious affiliation of school attended;
- H. how foreign language ability was acquired;
- I. inquiries about arrests, (as contrasted with convictions), except pending charges (see below at F.);
- J. listing of all clubs to which the applicant belongs or has belonged;
- K. that a candidate provide a photograph before hiring or that one be taken during an interview;
- L. Height/weight or physical/mental characteristics which do not relate directly to the job specifications;
- M. whether applicant lives with a disabled individual (whether related or not);
- N. whether applicant plans to marry or plans to have a family;
- O. whether applicant has any military obligations.

### **YOU CAN ASK:**

- A. for applicant's current and previous address; phone number;
- B. whether applicant is eighteen (18) years of age or older;
- C. whether the applicant is lawfully authorized to work in the United States;
- D. if applicant has served in the U.S. armed forces including branch of service and rank attained; job-related experience acquired in the military;
- E. academic, professional, or vocational school attended; language skills such as reading and writing, foreign languages, grades, degrees, majors, etc.;
- F. criminal convictions; any pending felony charges; any misdemeanor charge related to sexual conduct or assault or abuse of a child;
- G. personal and professional and other work references not relating to race, color, religion, gender, national origin, or ancestry;
- H. professional and social organization membership, so long as affiliation does not identify and is not used to discriminate on the basis of gender, race, national origin, or ancestry;

- I. willingness to perform job functions;
- J. willingness to work required work schedule and under prescribed working conditions.

**AFTER HIRING, YOU MAY OBTAIN:**

- A. marital status and number/age of dependents for insurance and tax purposes;
- B. proof of age;
- C. status of citizenship (I-9 Form);
- D. race, if done pursuant to required or approved affirmative action plan and maintained separately from applicant file;
- E. a copy of military discharge certificate.

**CHECKING REFERENCES OF APPLICANTS**

The following procedure is to be used when conducting a check of references submitted by an applicant.

- A. Prior to any investigation, the applicant is to sign a waiver and a release granting the District permission to contact any person listed as a reference as well as any other person who may be familiar with the applicant's previous job performance or suitability for employment.
- B. Review the references with the applicant to ensure that those submitted are people with whom the applicant has worked on a regular basis either in a job setting or an academic setting or both. For administrators, it is important to have references from Superintendents and Board members with whom the applicant worked. Make sure the references have worked with the applicant within the last three (3) to five (5) years. Determine from the reference if other people who worked with the applicant are available to provide information concerning suitability for the job.
- C. Make telephone (not mail) contact with at least three (3) references particularly if there is discrepant information from the first two (2).
- D. Prior to contacting the reference, review "Pre-Employment Interview Questions" above regarding questions not to ask.
- E. Confine questions to the applicant's suitability for employment, work performance, including interpersonal skills. Ask "would you hire \_\_\_\_\_ again?" or "would you want to work with \_\_\_\_\_ again?" Ask the reference to give specific examples of what the applicant did well and/or to rate the applicant on various aspects of the job for which the person is applying.
- F. Make sure all licenses and academic degrees are valid by contacting the State Department or issuer.
- G. Take notes of each reference contact, including time and date of the call and the reference's name and position. Maintain a written summary of the comments for later use.

**UNPROFESSIONAL CONDUCT REPORT – RECORDS REQUEST**

Based on the authorization below, your district or company has a legal duty to complete the enclosed UNPROFESSIONAL CONDUCT REPORT and return to the (School District) at (Street Address), (City, State, Zip Code) within twenty (20) days from date of receipt.

I have applied for employment with the District. Pursuant to the requirements of Michigan law, I make the following authorization, release, and waiver.

I authorize all prior and current employers to disclose any and all information that the District believes is pertinent to my application for employment, including any unprofessional conduct in which I engaged while in their employ, and to make available to the District copies of all documents in my personnel record relating to my employment.

I release and hold harmless all prior and current employers, and the District, their agents and employees from any civil or criminal liability for providing such information. I waive any rights I may have under the Bullard-Plawecki Employee Right to Know Act to written notification from all prior and current employers regarding the release of the information described above.

For purposes of this Authorization and Release, the term “unprofessional conduct” means one or more acts of misconduct; one or more acts of immorality, moral turpitude, or inappropriate behavior involving a minor; or the commission of a crime involving a minor. A criminal conviction is not an essential element of determining whether or not a particular act constitutes unprofessional conduct.

I understand that the District will not hire me if I refuse to sign this Authorization and Release. I further understand that the District may require me to provide additional information not described in this Authorization and Release. I also understand that until the report is received and reviewed, I am considered as a conditional employee and my contract is considered voidable at the option of the District, based on information contained in the report.

The District will use any information it receives pursuant to this Authorization and Release only for the purpose of evaluating my qualifications for employment in the position for which I have applied. Except as required by law, the District will not disclose any information it receives to any person, other than me, who is not directly involved in the process of evaluating my qualifications for employment.

\_\_\_\_\_  
Applicant’s Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Applicant’s Printed Name

\_\_\_\_\_

\_\_\_\_\_  
By: The District

\_\_\_\_\_  
Date

Its: \_\_\_\_\_



## NEW EMPLOYEE ORIENTATION CHECKLIST

Please go over the following checklist with your new employee on the first day of the job. Check off the items as completed, sign this form and return it to (Designated Person) within \_\_\_\_\_ working days.

\_\_\_\_\_ Employee \_\_\_\_\_ Department

Position: \_\_\_\_\_

\_\_\_\_\_ Take employee on a tour of the school and/or other facilities and particularly the area(s) where she/he will be working.

\_\_\_\_\_ Introduce employee to all those working in the immediate area and to others with whom the employee may have to work.

\_\_\_\_\_ Review the job description and explain how fulfilling the responsibilities are important to the District.

\_\_\_\_\_ Explain probationary period, if applicable.

\_\_\_\_\_ Explain "Open-Door Policy."

\_\_\_\_\_ Provide and then review each section of the Staff Handbook or review all relevant Board policies, District guidelines, and forms in appropriate sections of school's handbook.

\_\_\_\_\_ Describe evaluation process.

\_\_\_\_\_ Explain procedure for reporting hours worked.

\_\_\_\_\_ Explain pay periods, paydays, and how paycheck is received.

\_\_\_\_\_ Make sure employee's questions are adequately answered.

\_\_\_\_\_ Help the employee feel welcome and at ease with the new work environment.

\_\_\_\_\_ Inform the employee who to contact with questions about job duties and/or company policies.

\_\_\_\_\_ Explain appropriate attire.

\_\_\_\_\_ Supervisor \_\_\_\_\_ Date

I have been oriented to my new position as indicated above.

\_\_\_\_\_ Staff Member \_\_\_\_\_ Date

**REQUEST FOR A CRIMINAL HISTORY RECORD CHECK**

\_\_\_\_\_ SCHOOL DISTRICT  
\_\_\_\_\_, MICHIGAN \_\_\_\_\_

Pursuant to State law, \_\_\_\_\_, represent that (check one):

- \_\_\_\_\_ A. I have not been convicted of, or pled guilty or nolo contendere (no contest) to any crimes.
  
- \_\_\_\_\_ B. I have been convicted of or pled guilty or nolo contendere (no contest) to the following crimes (use separate sheet to explain nature of conviction, date and court):
  - 1. \_\_\_\_\_  
\_\_\_\_\_
  - 2. \_\_\_\_\_  
\_\_\_\_\_
  - 3. \_\_\_\_\_  
\_\_\_\_\_

I understand and agree that, pursuant to the law,

- A. the Board of Education must request a criminal history check on me from the Michigan State Police and from the Federal Bureau of Investigation;
- B. until that report is received and reviewed by the District, I am regarded as a conditional employee; and
- C. if the report received from the State Police or the FBI is not the same as my representation(s) above respecting either the absence of any conviction(s) or any crimes of which I have been convicted, my employment contract is void at the option of the District.

I hereby authorize such a records check and agree to pay the fee charged by the State Police and any additional fees associated with an FBI check.

\_\_\_\_\_ Date

\_\_\_\_\_ Signature

**FORM LETTER REGARDING TEACHERS WHO ARE NOT HIGHLY QUALIFIED**

**NOTE: This form letter should be customized in each circumstance and should be reproduced on school letterhead (removing the form's title).**

Date \_\_\_\_\_

Dear \_\_\_\_\_:

The Federal *No Child Left Behind Act of 2001* requires that I notify you when a staff member who is teaching your child is not "highly qualified," as defined by Federal law. The purpose of my letter, then, is to inform you that \_\_\_\_\_, your child's \_\_\_\_\_ teacher, does not meet the definition of a "highly qualified teacher" in State and Federal law.

Although \_\_\_\_\_ is not a "highly qualified teacher," as defined by State and Federal law, I believe it is important that you know that [she/he] \_\_\_\_\_.

(discuss the teacher's qualifications, experience, licensure, et cetera. Make sure to let them know if she/he would be "highly qualified" in another assignment)

---

Please know that our district is working with \_\_\_\_\_ so that [she/he] can meet the criteria as established by Federal and State law to be designated a "highly qualified teacher." [She/He] \_\_\_\_\_

---

(describe what the teacher is doing to become "highly qualified")

---

In closing, I believe that \_\_\_\_\_ is providing effective instruction for your child. If you have any questions or concerns about this matter, please call.

Sincerely,

\_\_\_\_\_  
Principal

**AUTHORIZATION TO CONTACT EMPLOYMENT REFERENCES**

Name of Applicant \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Telephone \_\_\_\_\_

I hereby authorize the \_\_\_\_\_ School District to contact any references whose names I have submitted to discuss my willingness and ability to perform the job for which I am applying. I also release this School District and any of the persons providing information from any liability or legal claims for making such contact or from using or providing any of the information obtained.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Date

**INFORMATION FROM TELEPHONE REFERENCE**

\_\_\_\_\_  
Name of Applicant

\_\_\_\_\_  
Position

\_\_\_\_\_  
Name of Reference

\_\_\_\_\_  
Position

\_\_\_\_\_  
School or Organization

\_\_\_\_\_  
Telephone

**RECOMMENDATION:**

Strongly Yes       Yes       No       Noncommittal

**REFERENCES COMMENTS:**

\_\_\_\_\_  
Caller

\_\_\_\_\_  
Date of Call

**ACTIVITY ASSIGNMENT NONFACULTY PERSONNEL**

NAME: \_\_\_\_\_

ASSIGNMENT: \_\_\_\_\_

SCHOOL YEAR: \_\_\_\_\_                      TERMINATION DATE: \_\_\_\_\_

COMPENSATION: \_\_\_\_\_

DESCRIPTION OF DUTIES:

**AGREEMENT**

As a part-time staff member I agree to perform the responsibilities described above to the best of my ability.

I further agree to abide by all Board policies and District guidelines and understand I may be subject to disciplinary action if violated.

I understand the assignment may be temporarily or permanently discontinued. If the assignment is discontinued, I shall be paid for work performed prior to its discontinuance. I further understand that this agreement is terminated on the date specified in this agreement.

ACCPETED:

\_\_\_\_\_  
Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date