

The Hiring Manager's Handbook

[School District Name]

Hiring Policies, Processes and Procedures for Equitable Hiring

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[School District Name] is an Equal Opportunity Employer committed to creating an inclusive environment for all employees. This handbook establishes the expectations for equitable and lawful hiring practices across the district for all positions.

Purpose, Objectives and Expectations of Supervisors and Hiring Managers

Supervisors and hiring managers are responsible for understanding the laws outlined in the handbook as well as following all processes, procedures and policies outlined within the handbook.

Equal Opportunity Employer Statement

[School District Name] does not discriminate in employment on the basis of race, color, religion, sex (including pregnancy and gender identity), national origin, political affiliation, sexual orientation, marital status, disability, genetic information, age, membership in an employee organization, retaliation, parental status, military service, or other non-merit factor.

Hiring managers may not fire or refuse to hire, limit employment opportunities, benefits or pay, or otherwise discriminate based on: Race, color, religion, sex, or national origin. Discrimination includes harassment based on any of the following protected characteristics in accordance with the law ([U.S. Equal Employment Opportunity Commission](#)).

- **Race, color, religion, sex, or national origin.** Discrimination includes harassment based on any of these protected characteristics. For example, sexual harassment is harassment based on sex. See [Title VII of the Civil Rights Act of 1964](#).
- **Age, if the worker is over 40 years of age.** See [Age Discrimination in Employment Act of 1967 \(ADEA\)](#).
- **Immigration status.** While employers are not allowed to hire anyone who is not authorized to work in the United States, they cannot discriminate against workers based on immigration status. See [Immigration Reform and Control Act of 1986 \(IRCA\)](#).
- **Genetic information** (genetic tests or other medical information of the worker or their family), including disclosures that are not properly business-related. See [Genetic Information Nondiscrimination Act of 2008 \(GINA\)](#).
- **Disability**, including by failing to provide a reasonable accommodation that would permit the worker to perform their core job duties. See [Americans with Disabilities Act of 1990 \(ADA\)](#).
- **The rights of employees to get together to discuss or try to improve working conditions** — even if they do not belong to a union. See [National Labor Relations Act \(NLRA\)](#).

Purpose

This handbook establishes expected policies, processes and practices in filling job positions with [School District Name]. The handbook may be periodically reviewed and updated in accordance with federal and state laws.

All hiring managers are responsible for following these policies, procedures, and practices to fill positions at [School District Name].

Objective

[School District Name] believes that hiring qualified individuals to fill positions contributes to the overall success of the company. Each employee is hired to make significant contributions to [School District Name]. In hiring the most qualified candidates for positions, the following process should be followed.

Hiring Process and Procedures

Hiring managers must conduct all aspects of the recruiting, interviewing and hiring process in a fair and legal manner. Federal and state laws protect job applicants from discrimination based on race, color, religion, gender, national origin, age, disability and other characteristics. From writing job descriptions and postings to screening calls and resumes to interview questions, hiring managers should know how to appropriately handle all aspects of hiring they are involved with. This will protect both the organization and the hiring manager as well as ensure the best candidates are selected for all positions.

Personnel Requisitions

Personnel requisitions must be completed to fill [School District Name] positions. Requisitions must be initiated by the department supervisor or manager, approved by the superintendent or school board and then forwarded to the human resource (HR) department (as appropriate).

Personnel requisitions should indicate the following:

- Position title.
- Position hours or shifts.
- Exempt or nonexempt status of the position.
- Reason for the opening.
- Essential job functions and qualifications (or a current job description may be attached).
- Any special recruitment advertising instructions.

Intake meetings

HR will arrange a meeting with the hiring manager to conduct an intake meeting prior to posting a job opening to learn more about the position, the requirements and the profile of the ideal candidate. The recruiting strategy will be set during this meeting and expectations established with all the key stakeholders.

Job postings

HR will create job postings that briefly describe the job opening and communicate the [School District Name] brand. All job openings will be posted concurrently on [School District Name] intranet and externally with sources appropriate for the position being filled. Jobs will remain posted until the position is filled or no less than two weeks unless explicit permission is given via the school board or superintendent. Requests to shorten the posting time should be made in writing or via email with the reasons for the request clearly documented. Approval should be filed with information about the job posting, interviews and final selection as well as other hiring documents related to filling the position.

The hiring manager will be responsible for tracking all applicants and retaining applications and resumés as required.

Internal Applicants

Current employees with a satisfactory employment status may apply for internal job openings. The consent of the employee's manager and the HR department may be necessary for employees with less than one year of service with [School District Name].

All applicants for a posted vacancy will be considered based on their qualifications and ability to perform the job successfully. Internal candidates who are not selected will be notified by the HR department.

Interview and Selection Process

The HR department and/or the hiring manager will screen applications and resumés prior to scheduling interviews.

1. A rubric will be used to rank the candidates
2. The HR department or the hiring manager will select the top three to five candidates to interview based on scores on the rubric

3. The hiring manager will attach rubric, resumés and applications of the top candidates along with scores of the candidates not moving forward to HR.
4. Interviews should be held by two or more interviewees with the standard being three persons on the hiring committee.
5. A rubric must be used for all interviews.
6. The same rubric should be used for all candidates of a single job opening to ensure equity and fidelity.
7. Each interviewer will use the rubric to rank interviewees
8. The committee will come to a consensus on each candidate's score at the end of each interview.
9. The interviewee with the highest score should be selected.
10. If the person with the highest score is not selected, the reasons must be valid and documented. No reasons outside of the law may be used as a reason for not selecting a candidate.
11. Scores of all interviewees, rubrics as well as the final candidate will be sent to HR.

Hiring managers may opt to have more than a one-step interview for a position as long as there is more than one person participating in the selection at each step. For example, there may be an initial interview that may use behavior-based questions followed by a second interview for the final two candidates. Candidate evaluation forms will be completed after each interview and retained with the application.

The HR department will notify applicants who are not selected for positions at [School District Name]. All efforts should be made to notify within 30 days of the closing date of the application, but only after the final selection process has been completed and the candidate has officially accepted.

Reference Checks

HR will conduct professional reference checks and employment verification on the top candidates based on the results of the candidate evaluation forms completed by the interviewers. A minimum of two professional references are required from each candidate. All references should fill out the same reference form.

Job Offers

After a decision has been made to hire a candidate, an offer will be made contingent on the satisfactory completion of required background checks and testing. Background checks will vary depending on the position and may include criminal history, credit history, driving record, drug testing or any other relevant information for the job. Internal applicants must complete required background checks or tests not previously completed.

Once the HR department receives satisfactory results from all required background checks and tests, candidates will be provided with a final job offer. If a candidate fails to accept an offer of employment within seven calendar days, the offer may be rescinded by the company.

Record Keeping

Keep all hiring documents in a secure location throughout a worker's employment and for three years if an applicant is not hired.

When requirements under state and federal laws conflict, always keep records for the longer timeframe.

1. Records must be scanned and submitted to HR via a secure method such as internal email or uploaded to a secure drive.
2. Hard copies should be submitted to HR via a clearly identified folder and include:
 - Hiring manager's Name
 - Department or division hiring

- Hiring committee
 - Name and number of position
3. HR is responsible for storing this information in a secure location in accordance with the law.
 4. Hiring documents include applications, cover letters, resumes, rubrics (with candidates and hiring committee names), etc.

Hiring Managers Training

All hiring managers will participate in a yearly training on equitable hiring practices and employment law. The training will occur in the spring of every year. Training may be offered in person, virtually and/or autonomously.

Copies of the updated Hiring Manager's Handbook will be made available for all hiring managers, employees, and the public once approved and adopted by the district.

Terms

Bias: A form of prejudice that results from our need to quickly classify individuals into categories.

Bigot: A person who is obstinately devoted to their own opinions and prejudices and is intolerant toward other diverse social groups.

BIPoC: An acronym used to refer to Black, Indigenous and people of color. It is based on the recognition of collective experiences of systemic racism. As with any other identity term, it is up to individuals to use this term as an identifier.

Cisgender: A term for people whose gender identity, expression or behavior aligns with those typically associated with their assigned sex at birth.

Cultural Appropriation: The non-consensual/misappropriate use of cultural elements for commodification or profit purposes – including symbols, art, language, customs, etc. – often without understanding, acknowledgment or respect for its value in the context of its original culture.

Disability: Physical or mental impairment that affects a person's ability to carry out normal day-to-day activities.

Diversity: Socially, it refers to the wide range of identities. It broadly includes race, ethnicity, gender, age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, veteran status, physical appearance, etc. It also involves different ideas, perspectives and values.

Discrimination: The unequal treatment of members of various groups, based on conscious or unconscious prejudice, which favors one group over others on differences of race, gender, economic class, sexual orientation, physical ability, religion, language, age, national identity, religion and other categories.

Equity: The fair treatment, access, opportunity and advancement for all people, while at the same time striving to identify and eliminate barriers that prevent the full participation of some groups. The principle of equity acknowledges that there are historically underserved and underrepresented populations and that fairness regarding these unbalanced conditions is necessary to provide equal opportunities to all groups.

Gender Identity: Distinct from the term "sexual orientation," refers to a person's internal sense of being

male, female or something else. Since gender identity is internal, one's gender identity is not necessarily visible to others.

Gender Non-conforming: An individual whose gender expression is different from societal expectations related to gender.

Harassment: The use of comments or actions that can be perceived as offensive, embarrassing, humiliating, demeaning and unwelcome.

Implicit Bias: Negative associations expressed automatically that people unknowingly hold and that affect our understanding, actions and decisions; also known as unconscious or hidden bias.

Inclusion: The act of creating an environment in which any individual or group will be welcomed, respected, supported and valued as a fully participating member. An inclusive and welcoming climate embraces and respects differences.

Institutional Racism: Institutional racism refers specifically to the ways in which institutional policies and practices create different outcomes and opportunities for different groups based on racial discrimination.

Intersectionality: A social construct that recognizes the fluid diversity of identities that a person can hold such as gender, race, class, religion, professional status, marital status, socioeconomic status, etc.

“Isms”: A way of describing any attitude, action or institutional structure that oppresses a person or group because of their target group. For example, race (racism), gender (sexism), economic status (classism), older age (ageism), religion (e.g., anti-Semitism), sexual orientation (heterosexism), language/immigrant status (xenophobia), etc.

LGBTQIA: An inclusive term for those who identify as lesbian, gay, bisexual, transgender, queer, intersex, and asexual.

Microaggression: The verbal, nonverbal and environmental slights, snubs, insults or actions, whether intentional or unintentional, that communicate hostile, derogatory or negative messages to target persons based solely upon discriminatory belief systems.

Multicultural Competency: A process of embracing diversity and learning about people from other cultural backgrounds. The key element to becoming more culturally competent is respect for the ways that others live in and organize the world and an openness to learn from them.

People of Color: A collective term for men and women of Asian, African, Latino and Native American backgrounds, as opposed to the collective “white.”

Prejudice: A preconceived judgement or preference, especially one that interferes with impartial judgment and can be rooted in stereotypes, that denies the right of individual members of certain groups to be recognized.

Privilege: Exclusive access or access to material and immaterial resources based on the membership to a dominant social group.

Queer: An umbrella term that can refer to anyone who transgresses society's view of gender or sexuality. The definitional indeterminacy of the word Queer, its elasticity, is one of its characteristics: “A zone of possibilities.”

Race: A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly race), ancestral heritage, cultural affiliation, cultural history, ethnic classification, and the social, economic and political needs of a society at a given period of time.

Safe Space: Refers to an environment in which everyone feels comfortable expressing themselves and

participating fully, without fear of attack, ridicule or denial of experience.

Sexual Orientation: An individual's enduring physical, romantic and/or emotional attraction to another person. Gender identity and sexual orientation are not the same. Transgender people may be straight, lesbian, gay or bisexual.

Stereotype: A form of generalization rooted in blanket beliefs and false assumptions, a product of processes of categorization that can result in a prejudiced attitude, critical judgment and intentional or unintentional discrimination. Stereotypes are typically negative, based on little information and does not recognize individualism and personal agency.

Structural inequality: Systemic disadvantage(s) of one social group compared to other groups, rooted and perpetuated through discriminatory practices (conscious or unconscious) that are reinforced through institutions, ideologies, representations, policies/laws and practices. When this kind of inequality is related to racial-ethnic discrimination, it is referred to as systemic or structural racism.

Tokenism: Performative presence without meaningful participation. For example, a superficial invitation for the participation of members of a certain socially oppressed group, who are expected to speak for the whole group without giving this person a real opportunity to speak for themselves, hiring someone of a particular race so it looks like there is equity. The goal is to reduce barriers to attracting and hiring qualified candidates from diverse backgrounds.

Sample Hiring Rubrics

See rubrics by Providence Public Schools: <https://idra-resource.center/PPSrubrics>

Serving 11 states and D.C., the IDRA EAC-*South* is one of four federally-funded centers that provide technical assistance and training to build capacity to confront educational problems occasioned by discrimination on the basis of race, national origin, sex and gender, and religion.

Intercultural Development Research Association

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