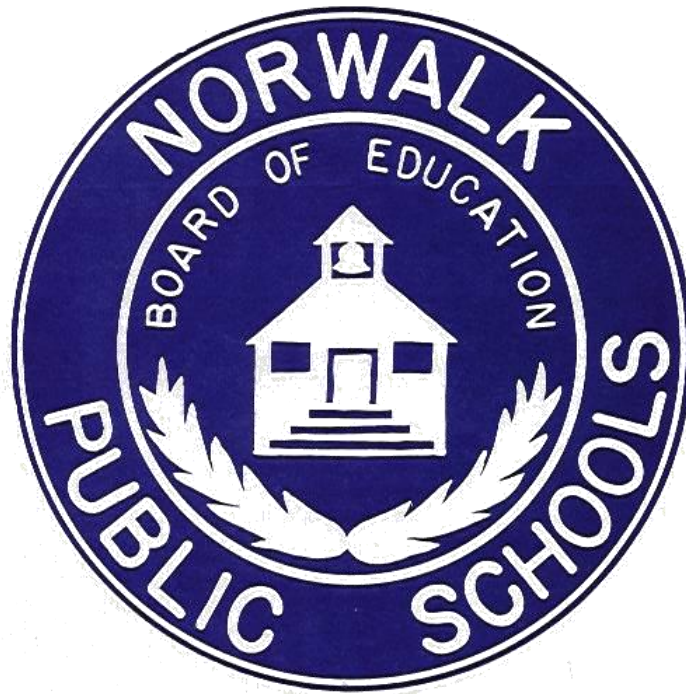


NORWALK PUBLIC SCHOOLS

Diversity Employment Plan and Commitment to Affirmative Action



November, 2002
Revised February 3, 2004

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Background Information

The Diversified Recruitment Task Force was established in October 1998 in response to CGS #10-220(a) (Appendix A.) which required the development of a minority staff recruitment plan. The Board of Education has also adopted a policy governing Equal Opportunity. (See Appendix B.) In November 1998, the Task Force, consisting of certified staff, non-certified staff, and Board of Education and community members initiated a survey of staff from underrepresented groups. The certified staff cited a need to address issues of support, specifically in the area of professional development and a reduction in feelings of isolation. The non-certified staff cited the need for job clarification and career advancement.

In the intervening years, attempts were made to address these needs through improvements in professional development, staff orientation, and support for obtaining teacher certification.

The Task Force continues to meet and provides this update of the original Diversified Recruitment Plan that was presented to the Board of Education in April, 1999. The District's Affirmative Action Plan (See Appendix C.) has also been incorporated into this document.

The Task Force, now called the Diversity Employment Task Force, focuses on the recruitment and support of the most qualified staff to work with Norwalk Public School students. Norwalk is a community with a rich tradition of diversity that is reflected in the composition of the public schools. Across the district, students and staff represent Caucasians, African Americans, Hispanics, and other ethnic groups. The long-term goal is to have the certified and non-certified employees of the school system reflect the rich diversity of our city.

As the world marches forward in the 21st century, people of color will grow to be the majority in America. Norwalk is fortunate to be representative of that future. We recognize that children from African-American, Hispanic, Asian, and other underrepresented groups have a history of being disenfranchised and our intent in enhancing the diversity of our staff is to address that by providing role models who will be exemplars for all children. From the lessons we have learned, we intend to create an employment model that will celebrate our appreciation for diversity in our staff.

MINORITY RECRUITMENT TASK FORCE

<u>NAME</u>	POSITION	PHONE #/EXTENSION
Dewey Amos	Principal, Norwalk High School	838-4481 ext.200
Salvatore J. Corda, Ph.D	Superintendent of Schools	854-4001
Caroline Fuller	Staff, Ponus M.S.	899-2920
Frances Hernandez	Assistant Principal, Roton M.S.	899-2930
Eva Maldonado	Community Representative	858-1558
Bruce L. Mellion	NFT Representative	914-761-8549
Bruce Morris	Director of Human Relations Central Office	854-4013
Debbie Plonowski	Human Resources Assistant Central Office	854-4018
Fay T. Ruotolo	Human Resources Officer Central Office	854-4016
John Saunders	Staff, Nathan Hale M.S.	899-2910
Linda Sumpter	Principal, Ponus M.S.	899-2920
Joseph Vellucci	Principal, Roton M.S.	899-2930
Barbara Williams	Community Representative	838-9729
Brenda Penn Williams	Community Representative	854-6824

Two fundamental general principles of this committee are:

- All children, regardless of ethnicity, benefit from the presence of qualified professionals of different ethnic backgrounds.
- The staff is enhanced when its diversity is congruent with that of the student population.

Consider the dilemma of hypothetical Hispanic children attending a school with a sizable Hispanic population that has no Hispanic professionals on its teaching staff. Where are the role models that they can aspire to emulate? To whom do they turn to learn how to interface with a culture outside their own? How do these children learn to handle the questions of hair type, skin color, or other cultural myths and stereotypes that innocently asked in ignorance can, nonetheless, sting and wound?

Consider the plight of staff faced with a student sea of diversity. To whom do they turn to understand this diversity in their students? How are they sensitized to the comments that wound those of different cultures? Are there better ways to communicate with students? If one lives exclusively in a world dominated by a single culture, how does one ever learn the answers to questions one never thought to ask?

Consider the lone staff member from a particular race or culture working in a diverse school. Imagine the burden of that individual to be the only one to speak to colleagues to defend or explain the behavior of students from that same race or culture. How isolating it must be to have to confront or stifle feelings every day as it relates to issues of race; to think, “Am I always the one under scrutiny?”

These examples are reflections of issues that are real and current in the Norwalk schools.

Work of the Committee

The Diversity Employment Task Force focused on the following areas:

- Recruitment
- Orientation programs
- Retention and Support

- Interview Processes
- Mentorship programs
- Professional support
- Human relations

We need to increase the presence of underrepresented teaching professionals from various ethnic, racial, and cultural groups in Norwalk so that all students will have qualified, inspirational leaders; so that all staff will be able to work collaboratively with each other and with all students, irrespective of race or ethnicity, and so that no individual staff member will be professionally isolated.

Committee's Mission

The mission of the Norwalk Public Schools is to create a supportive learning community rooted in the belief that all children can learn. Our educators will challenge all students to demonstrate high levels of achievement on a wide variety of clearly defined standards. Our students will graduate with the skills, knowledge, attitudes and experiences necessary to ensure their highest potential for success and life-long learning.

The Norwalk Public Schools recognizes the need to provide all students with an opportunity to interact with students and staff from different racial and ethnic backgrounds.

Consistent with the Norwalk Public Schools Mission Statement to create a supportive learning community, the Diversified Recruitment Plan is designed to hire the most qualified candidates, to ensure equitable treatment of all qualified candidates, and to increase the number of staff from underrepresented racial and cultural groups.

The Hiring Process

The components of the Hiring Process are: (A) a process of identification of candidates and (B) a process of interview and recommendation.

Federal and State governments use the term minority to mean African American, Hispanic, Asian, American Indian or Alaskan Native. We have chosen to affirm our belief in the contributions that people of different races and cultures bring to our schools by specifically not using the term “minority” but choose, instead, to be more specific in our description of the different groups that comprise our school system.

The term recruitment refers to any action taken for the purpose of obtaining applicants for positions and, once employed, to retain them.

A. Process for Identification of Candidates

- Establish a database of contacts.
- Advertise in a wide variety of local and regional newspapers as well as in ethnic publications.
- Maintain contacts with college placement offices.
- Establish and maintain contacts with college Minority Affairs Offices.
- Establish and maintain contacts with community-based organizations.
- Establish and maintain contacts with churches and spiritual groups in the community.
- Establish contacts with minority organizations including the NAACP, ASPIRA, The Urban League, and student organizations that serve groups that are underrepresented in our community.
- Maintain a Human Resources website that will announce vacancies and allow the applicant to fill out and download an application from the website that may be completed and sent to Human Resources.
- Utilize the websites of colleges and universities, particularly those known to have significant student populations that are underrepresented in our community.

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- Utilize the Capitol Region Education Council's Minority Teacher Recruiting program website.
- Establish Y.E.S. clubs (future teacher clubs) in the middle schools and high schools to nurture potential teachers.
- Hold open houses and tours of the schools for potential teachers who are juniors and seniors in college.
- Participate in recruitment fairs at colleges and universities throughout the year.
- Develop a coaching program for substitutes and interns to prepare them for hiring.
- Pursue grant opportunities to fund the efforts of non-certified employees to become certified teachers.
- Develop a hiring packet that includes housing information, social activities, churches, banks, town services, etc.
- Work with the Norwalk Federation of Teachers, the Norwalk Federation of Educational Personnel and the Norwalk Association of School Administrators.

All vacancy announcements will specify the nature of the position, the information needed from applicants, and that applications and inquiries are to be directed to the Human Resources office. Every announcement or listing of the position will include the statement that the District is an Affirmative Action Plan/Equal Opportunity Employer. Notification of all vacancies will be made, in writing, to all personnel in the District in accordance with contractual requirement.

All application forms will collect only that information directly related to job performance and one form shall be used for all applicants for specific job categories. Applicants are invited to self-identify their racial and cultural background on a form provided by the District. (See Appendix E.)

B. Screening, Interviews, and Recommendations

Each school will establish Interview Committees for certified and non-certified positions. All committee members will serve on a voluntary basis and there will be no compensation for

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service. Every effort will be made to assure that one adult member of the committee is a member of an underrepresented cultural or racial group. The Office of Human Resources will forward the resumes of candidates with proper certification for interview. Whenever possible, candidates from diverse groups will be included.

The principal will select candidates for interview through a review of applications. When there are large numbers of qualified candidates, the principal may screen prospective candidates in a one-on-one interview prior to the committee interview.

Teaching Positions

The Interview Committee for certified positions will include the principal, up to three parents, up to three teachers, a subject area supervisor, where applicable, and a housemaster/assistant principal, where applicable. A district administrator, up to three parents and up to three teachers will conduct interviews for itinerant positions.

Non-Certified Positions

The Interview Committee for non-certified positions will include the principal and a staff member.

Administrative and Supervisory Positions

Applications for Administrative and Supervisory positions below the Cabinet level will be paper screened by the Office of Human Resources for proper certification. For vacancies in principalships, assistant principalships, and housemaster positions, a central office committee will interview qualified candidates and forward selected candidates to a school based interview committee. Up to three teachers, up to three parents, a building administrator/ supervisor, and student where appropriate, will be included on the school based interview committee. For vacancies in central office instructional supervisory positions, a central office committee consisting of the Assistant Superintendent for Instruction and appropriate central office supervisory staff will serve on the interview committee. For operational central office supervisory positions, the District's Chief Operating Officer and, when appropriate, other operational staff shall serve on the interview committee.

The names of recommended candidates will be forwarded to the Superintendent. The Office of Human Resources will complete reference checks.

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The Board of Education may, at its discretion, interview those candidates recommended by the Superintendent for approval.

For the appointment of cabinet level positions, the inclusion of parents and staff is encouraged.

Training of Interview Committees

The Office of Human Resources and/or the Office of Human Relations will train the interview committees. To the extent possible, the same committee should interview all candidates for the same position, including the expedited interview of internal candidates. The interview protocol is attached as an amendment to this document.

A staff member of the Office of Human Resources and/or the Office of Human Relations may be present at each interview to act as a process observer. Confidentiality will be respected and practiced. Committees shall also review the Interview Guidelines (See Appendix F.)

The Recommendation Process

The Interview Committee will assess each of the certified or non-certified candidates. The principal or district administrator will check references and return the results to the Office of Human Resources along with recommendations for hire. All recommendations will be made on the Recommendation to Hire Form. (See Appendices G and H.) This form shall indicate if no candidates from underrepresented groups have been identified. If necessary, additional references and qualifications will be checked by the Office of Human Resources. If no problems arise, the number one (1) in rank order will be recommended to fill the vacancy.

For administrative positions, the committee shall forward to the superintendent at least two, and preferably three, candidates, each of whom would be acceptable to the committee for appointment. (See Appendix I.) The committee shall not rank the candidates with their order of preference. Assuming a candidate meets with the superintendent's approval, the superintendent shall make a recommendation to the Board for appointment.

Retention and Support

Maintaining a successful and productive relationship between the Norwalk Public Schools and its teachers is a critical component of this diversity recruitment plan.

The Human Resources Officer will conduct diversity training for all staff in each school.

The Norwalk Public Schools will provide support for new teachers who are enrolled in the State of Connecticut Beginning Educator Support and Training program. Periodic meetings of new teachers will be held to review and discuss academic and non-academic issues. In addition, support will be provided for candidates who are seeking to qualify for or renew teacher certification.

The Office of Human Resources will work with the NFT, NFEP, and NASA to review support and retention practices.

Plan Assessment and Review

The Diversity Employment Task Force will monitor the Plan's implementation and will meet annually to review and to refine the Plan as needed. The Superintendent and his/her designees are responsible for the Plan's implementation and for making periodic reports to the Board of Education. The District's Compliance Officer will ensure that all regulations and requirements are being followed.

An applicant flow record will be maintained in the Human Resources Office. This record shall indicate the name, race (if self-identified), gender, job applied for, if a job offer was made, and if the job offer was accepted.

An annual assessment of all hiring will be conducted by the Human Resources Officer and reported to the Board of Education. The Board shall be advised of each position that has been filled by title and the percentages of underrepresented groups filling all vacancies. These groups shall include African American, Hispanic American, Asian American, American Indian, and Other. Each member of the Task Force shall also receive a copy of this report. Copies of this

report shall be made available to all employees, concerned individuals, and community groups at no charge. The Board of Education shall also receive annually federal forms EEOC 168 A and B for its review. The District's Human Relations Officer has the responsibility to review the data and to convene the committee as necessary to review the data and to facilitate the work of the Task Force in refining the plan.

Complaint Procedure

The Human Relations Officer is the designated Complaint Officer for the Norwalk Public Schools. Each school has a designated staff member (Human Relations Building Representative) who serves as an investigating contact person within that building for students, parents, and employees who may feel that they have been subjected to discrimination. Names of these people will be annually publicized within the building to staff and students and to parents through communications from the school to the home. The complaint procedure is identified in Board policy 521.3. (See Appendix E.)

Summary

Each component of this plan is critical to reaching the goal of having a staff that reflects the diversity of the City of Norwalk and providing the best possible opportunities for students to succeed. This plan is designed to attract and retain the very best staff for the Norwalk Public school system—from many racial and cultural groups.

When approved, this plan shall be widely publicized internally through the various employee bargaining groups, through faculty and parent meetings, and through the various means of communication used in the District.

This is a living document, open to re-design, revision and enhancement. This document replaces the 1996 affirmative action plan and the 1999 Diversified Recruitment Plan.

**Norwalk Public Schools
Board of Education**

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CONNECTICUT GENERAL STATUTES

Sec. 10-4a. Educational interests of state identified. For purposes of sections 10-4, 10-4b and 1-220, the educational interests of the state shall include, but not be limited to, the concern of the state that (1) each child shall have for the period prescribed in the general statutes equal opportunity to receive a suitable program of educational experiences; (2) each school district shall finance at a reasonable level at least equal to the minimum expenditure requirement pursuant to the provisions of section 10-262j an educational program designed to achieve this end; (3) in order to reduce racial, ethnic and economic isolation, each school district shall provide educational opportunities for its students to interact with students and teachers from other racial, ethnic, and economic backgrounds and may provide such opportunities with students from other communities and (4) the mandates in the general statutes pertaining to education within the jurisdiction of the State Board of Education be implemented.

Sec. 10-220 Duties of boards of education. (a) Each local or regional board of education shall maintain good public elementary and secondary schools, implement the educational interests of the state as defined in section 10-4a and provide such other educational activities as in its judgment will best serve the interests of the school district; provided any board of education may secure such opportunities in another school district in accordance with provisions of the general statutes and shall give all the children of the school district as nearly equal advantages as may be practicable; shall provide an appropriate learning environment for its students which includes (1) adequate instructional books, supplies, materials, equipment, staffing, facilities and technology, (2) equitable allocation of resources among its schools, and (3) a safe school setting; shall have charge of the schools of its respective school district; shall make a continuing study of the need for school facilities and of a long-term school building program and from time to time make recommendations based on such study to the town; shall report annually to the Commissioner of Education on the condition of its facilities and the action taken to implement its long-term school building program, which report the Commissioner shall use to prepare an annual report that he shall submit in accordance with section 11-4a to the joint standing committee of the General Assembly having cognizance of matters relating to education; shall advise the Commissioner of Education of the relationship between any individual school building project pursuant to chapter 173 and such long-term school building program; shall have the care, maintenance and operation of buildings, lands, apparatus and other property used for school purposes and at all times shall insure all such buildings and all capital equipment contained therein against loss in an amount not less than eighty per cent of replacement cost; shall determine the number, age and qualifications of the pupils to be admitted into each school; shall develop and implement a written plan for minority staff recruitment for purposes of subdivision (3) of section 10-4a; shall employ and dismiss the teachers of the schools of such district subject to the provisions of sections 10-151 and 10-158a; shall designate the schools which shall be attended by the various children within the school district; shall make such provisions as will enable each child of school age, residing in the district to attend some public day school for the period required by law and provide for the transportation of children wherever transportation is reasonable and desirable, and for such purpose may make contracts covering periods of not more than five years; may place in an alternative school program or other suitable educational program a pupil enrolling in school who is nineteen years of age or older and cannot acquire a sufficient number of credits for graduation by age twenty-one; may arrange with the board of education of an adjacent town for the instruction therein of such children as can attend school in such adjacent town more conveniently; shall cause each child five years of age and over and under eighteen years who is not a high school graduate and is living in the school district to attend school in accordance with the provisions of section 10-184, and shall perform all acts required of it by the town or necessary to carry into effect the powers and duties imposed by law.

Mission -Goals - Objectives

Equal Opportunity Policy

It is the policy of the Norwalk Board of Education to ensure equal educational opportunity for all students and to prohibit unlawful discrimination because of race, color, religion, creed, age, marital status, national origin, gender, sexual preference, or physical and mental disability in the school district's educational program and activities; and to prohibit unlawful discrimination in employment because of race, color, religion, creed, age, marital status, national origin, gender; sexual preference or physical and mental disability.

Compliance Officer

The Board of Education designates the Human Relations Officer (hereinafter, the "HRO"), as the compliance officer responsible for the implementation of this policy. The HRO will, at least annually, notify all students, parents and employees of this policy as well as the name, address and phone number of the HRO and the procedure for processing complaints of alleged unlawful discrimination in accordance with Board Regulation 0521.3.

Legal Reference: Connecticut General Statutes
Subsection 10-15c
Subsection 10-153
Subsection 10-226a
Subsection 46a-60
Subsection 46a-81c
Subsection 46a-81d
29 U.S.C. Subsection 794 (Subsection 504, Rehabilitation Act of 1973)
20 U.S.C. Subsection 1681 (Title IX, Education Amendments of 1972)
42 U.S.C. Subsection 2000e, et. seq. (Title VII of Civil Rights Act of 1964)

Policy Approved: 8/29/85
Revised, 9/15/92
Revised, 4/20/94
Revised, 2/17/98

Upon reviewing a work utilization study which indicated a relatively low percentage of minority professional employees, the board of education authorizes the following policy statement:

The Norwalk Board of Education recognizes the heterogeneity of the people who live in this school district and believes that this characteristic should have an important bearing on all aspects of the school system's activities.

The Board of Education believes it is especially important that this heterogeneity of population be recognized in the recruitment, hiring, promotion, and assignment of personnel.

The concept of an Affirmative Action Plan, as a means of increasing the number of minority staff members, is educationally sound and morally correct. Therefore, the Norwalk Board of Education is committed to the concept of its implementation. We will furthermore endeavor to educate student with a commitment to making equal opportunities a reality in our society.

The specific purposes of this Affirmative Action Plan are

1. to ensure equal opportunity in all personnel practices and collective bargaining agreements through the identification and elimination of practices or policies that discriminate on the basis of race, religion, color, national origin, sex, or age.
2. to increase the utilization of racial and ethnic minorities and gender minorities at all levels of employment where under utilization presently exists.
3. to design and implement continuing internal assessment, reporting and modification procedure for the evaluation of the plan.
4. to develop employee training programs designed to assist employees, particularly those with the responsibility for recruitment, hiring, training, and assigning to ensure the fullest compliance with the plan.
5. to establish procedures within the various grievance and complaint mechanisms for prompt processing of individual or group discrimination charges.
6. to provide for the publication and dissemination, internally and externally, of the Affirmative Action Plan and ensure its availability to interested citizens and groups.

The superintendent of schools is directed by the board of education to develop, implement, and monitor this plan and its procedures in order to facilitate attainment of its goals. In the development and implementation of this plan, the superintendent shall seek the advice of community, employee, and minority group representatives.

The superintendent is also directed to report annually to the board of education on minority representation with the staff, the effectiveness of the plan authorized by this policy, and the need for continuation of the plan

OPTIONAL

Submission of this information is voluntary, and refusal to provide it will not subject you to discharge, disciplinary treatment or any other adverse consequences. Information obtained concerning individuals will be kept confidential and will be used only in accordance with federal regulations.

INVITATION TO SELF-IDENTIFY

Last Name	First	Middle	Social Security Number
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City	State	Zip Code
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The Civil Rights Act of 1964 (title 42, United States Code, Section 20000e et seq.) and related laws and regulations require employers to monitor their equal employment opportunity compliance on a continuing basis. To aid in this review process, you are requested to identify your gender and group on this form. The information you furnish will be maintained only for the purpose of monitoring compliance with applicable laws and regulations concerning equal employment and will not be used for any other purpose.

GROUP STATUS (Check One)

- American Indian or Alaskan Native
- Asian or Pacific Islander
- Black (not Hispanic)
- Hispanic
- White (not Hispanic)

GENDER

- Female
- Male

Applicant's Signature _____ Date _____

Mission-Goals-Objectives

Equal Opportunity Policy

Discrimination Complaint Procedure

Any student or employee of the Board of Education may file a complaint alleging unlawful discrimination, including sexual harassment. All formal complaints shall be filed with the Human Relations Officer (hereinafter, the "HRO"), who has been designated by the Board of Education as the compliance officer responsible for implementation of the Board's equal opportunity policy. The complaint shall state the name of the complainant, the nature and date of the alleged unlawful discrimination, and the name(s) of the individual(s) responsible for the alleged violation. A complainant requiring assistance in preparing the written complaint may request assistance from the HRO. The office of the HRO is located at the central office of the Board of Education at 125 East Avenue, Norwalk, Connecticut (telephone (203) 854-4013). In order to ensure the expeditious processing of a complaint, the complaint must be filed within thirty (30) business days of the event or condition upon which the complaint is based.

STEP ONE -INFORMAL LEVEL

The complainant may request a meeting to discuss the grievance with the building principal of his/her school in an effort to resolve the matter informally. The principal shall schedule a meeting promptly with the complainant to discuss the complaint, but in no event shall the meeting be held later than fourteen (14) days from receipt of the meeting request. If the matter is not resolved informally, the complainant may file a formal complaint.

STEP II -FORMAL LEVEL -HRO

If the complainant is not satisfied with the outcome of the informal complaint resolution process, he/she may file a formal complaint with HRO as provided above. The HRO will conduct a thorough investigation. This investigation will generally commence with an interview with the complainant after which the HRO will interview the person or persons against whom the complaint has been filed if the HRO believes that further investigation of the complaint is warranted. Prior to the interview with the complainant, the complainant should disclose the names of any witnesses to the alleged violation. The HRO will meet with any witnesses who have been identified as have information regarding the event or condition upon which the complaint is based.

The HRO's investigation will be completed within fifteen (15) business days of the initial interview with the complainant. The HRO will have the option of extending the investigation period for an addition ten (10) business days should circumstances warrant such an extension. The complainant will be notified if an extension is necessary.

Within ten (10) business days of the conclusion of the HRO's investigation, the HRO will issue a written decision to the complainant as to the disposition of the complaint.

If the HRO determines that there is insufficient evidence to support the complaint, the case will be closed. The HRO may also close the case if the complainant cannot be located, the

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complainant otherwise fails or refuses to cooperate with the HRO following the filing of the complaint, the complainant withdraws the complaint, the nature of the complaint is outside the scope of the HRO's authority, or the complainant and the person or persons against whom the complaint has been made to agree to a resolution of the complaint.

If the HRO determines that unlawful discrimination has occurred the HRO may attempt to mediate the complaint. If the complaint cannot be resolved through mediation, or if mediation is inappropriate in the judgment of the HRO given the nature of the complaint, the HRO will forward his written decision to the Superintendent of School for appropriate action.

If the complainant is not satisfied with the findings and/or recommendation of the HRO, within twenty (20) days of the issuance of the HRO's finding/recommendation, the complainant may appeal to the Superintendent of Schools. The Superintendent shall within fifteen (15) days of receipt of the appeal notify the complainant in writing of his/her decision.

If the complaint is not resolved to the satisfaction of the complainant after review by the Superintendent of Schools, and the complaint does not involve an employee of the Board of Education other than the Superintendent of Schools, the complainant may appeal to the Board of Education which shall determine, in its sole discretion, whether Board review of the complaint is warranted.

Legal Reference: Connecticut General Statutes
Subsection 10-15c
Subsection 10-153
Subsection 10-226a
Subsection 46a-60
Subsection 46a-81 c
Subsection 46a-81d

29 U.S.C. Subsection 794 (Subsection 504, Rehabilitation Act of 1973)
20 U.S.C. Subsection 1681 (Title IX, Education Amendments of 1972)
42 U.S.C. Subsection 2000e, et. seg. (Title VII of Civil Rights Act of 1964)

Regulation Approved: 2/17/98

NORWALK PUBLIC SCHOOLS
NORWALK, CONNECTICUT

Interview Process Guide

1. Assemble the interview committee.

The committee should be:

- Representative of parents, staff and administration and include at least one minority adult
- Available to attend all planning and interview sessions
- Trained in the interview process
- Aware of the need for confidentiality

2. Plan the Interview.

The committee should consider:

- Which candidates will be invited to interview?
- How will candidates be invited to interview?
- Where the interview will be conducted?
- How much time will be allotted for each interview?
- What questions will be asked and by whom?
- Who will keep the interview on track and on time?

3. Conduct the interview

Greet the candidate; introduce committee members.

- Provide water
- Describe the interview process: the number of questions and the time allotment for answers, other requirements (writing sample, demonstration lesson...)
- Describe the process which takes place after the interview
- Inform the candidate that s/he will have an opportunity to make a statement or ask questions at the end of the interview.
- Describe the job
- Give the candidate a chance to describe their background and experience
- Ask consistent questions in a consistent manner
- Do not ask questions about legally protected subject: family status, race, religion, residence, sex, age, national origin, or disability. Questions and comments should be limited to subject directly related to the job and the criteria you will use for selecting a candidate. (See the enclosed guides)
- Conclude the interview on time
- Describe the next step
- Do not guarantee a job, a salary, or a specific date by which a decision will be made.
- Make a recommendation for hire

The principal completes the confidential Interview Report for Teacher Applicants

The principal checks references

The principal makes a recommendation based on feedback from the committee, results of the demonstrations lesson, results of the writing sample, and the reference checks.

All recommendations must be made using the Affirmative Action Recommendation Form

OBSTACLES TO EFFECTIVE INTERVIEWING

Failing to establish rapport with the applicant. As a result, the interview never gets off the ground.

Not knowing what information is needed. Consequently, the interviewer does not know what questions to ask the applicant.

Concentrating exclusively on the applicant as a person. The perceptive interviewer specifically attempts to compare an applicant's demonstrated abilities and experience with the actual job requirements.

Not remaining silent, or listening long enough. The interviewer does too much talking and fails to obtain meaningful information from the applicant.

Not allowing sufficient time to observe the applicant's responses and behavior. The interview should not be too short and superficial. The longer the interview, the better the chances of gaining meaningful information from the applicant.

Incorrectly interpreting information obtained from the applicant and drawing the wrong conclusion about the applicant's ability to perform.

Being unaware of or not dealing directly with biases for or against certain types of applicants (stereotyping). This includes how you feel about hairstyles, clothing, educational background, etc. ("I have never hired a good research assistant from that university.")

Being overly influenced (either favorably or unfavorably) by one characteristic or trait of that particular applicant. This includes physical appearances, style or dress, personality, etc. ("I can't stand men who have mustaches," or "I'd hire her for this job no matter what her previous experience.")

Making a decision based only on intuition or "first impression," rather than careful insight and analytical judgment.

Using stress techniques designed to trap or fluster the applicant.

Conducting a poorly structured or unstructured interview.

Looking to see how an applicant's past life compares with the interviewer's. This results in substantial loss of time, because more effort is spent on the "halo effect" comparison than on obtaining information relevant to the job.

RECOMMENDATION FORM - TEACHER

School _____ Position _____

Posting # _____ Closing Date of Position _____

Name(s) of Person(s) Interviewed:	<u>Gender</u>	<u>Underrepresented Group</u>
1. _____	M__ F__	Yes__ No__
2. _____	M__ F__	Yes__ No__
3. _____	M__ F__	Yes__ No__
4. _____	M__ F__	Yes__ No__
5. _____	M__ F__	Yes__ No__

Reason(s) if fewer than 5 interviewed:

Reason(s) if no members of underrepresented groups included:

Names of Interview Team:	<u>Gender</u>	<u>Underrepresented Group</u>
1. _____	M__ F__	Yes__ No__
2. _____	M__ F__	Yes__ No__
3. _____	M__ F__	Yes__ No__
4. _____	M__ F__	Yes__ No__
5. _____	M__ F__	Yes__ No__

If no members of underrepresented group on interview team, explain:

Persons recommended for position (in priority order):

1. _____
2. _____
3. _____

Basis for Recommendation:

I certify this information to be accurate and that references have been checked.

Principal of School
Date : _____

Supervisor, if Secondary Position

RECOMMENDATION FORM - NON-CERTIFIED PERSONNEL
FULL AND PART TIME

School _____

Position _____

Closing Date of Posting _____

Name(s) of Person(s) Interviewed:	<u>Gender</u>	<u>Underrepresented Group</u>
1. _____	M__ F__	Yes__ No__
2. _____	M__ F__	Yes__ No__
3. _____	M__ F__	Yes__ No__
4. _____	M__ F__	Yes__ No__
5. _____	M__ F__	Yes__ No__

Reason(s) if fewer than 5 interviewed:

Reason(s) if no members of underrepresented groups included:

Names of Interview Team:	<u>Gender</u>	<u>Underrepresented Group</u>
1. _____	M__ F__	Yes__ No__
2. _____	M__ F__	Yes__ No__
3. _____	M__ F__	Yes__ No__
4. _____	M__ F__	Yes__ No__
5. _____	M__ F__	Yes__ No__

If no members of underrepresented group on interview team, explain:

Persons Recommended for Position:
(2 or 3 candidates in order of preference)

Basis for Recommendation:

Norwalk Public Schools

I certify this information to be accurate with references checked

Principal _____
Date _____

Supervisor or Director _____

Appendix I

RECOMMENDATION FORM - ADMINISTRATOR

School _____ Position _____

Posting# _____ Closing Date _____

Name(s) of Person(s) Interviewed:	Gender	Underrepresented Group
1. _____	M__ F__	Yes__ No__
2. _____	M__ F__	Yes__ No__
3. _____	M__ F__	Yes__ No__
4. _____	M__ F__	Yes__ No__
5. _____	M__ F__	Yes__ No__

Reason(s) if fewer than 5 interviewed:

Reason(s) if no members of underrepresented groups included:

Names of Interview Team:	Gender	Underrepresented Group
1. _____	M__ F__	Yes__ No__
2. _____	M__ F__	Yes__ No__
3. _____	M__ F__	Yes__ No__
4. _____	M__ F__	Yes__ No__
5. _____	M__ F__	Yes__ No__

If no members of underrepresented group on interview team, explain:

Persons recommended for position (list 3 candidates, not in order of preference)

1. _____

2. _____

Norwalk Public Schools

3. _____

I certify this information to be accurate and that references have been checked.

Signature of Principal or District Administrator

Date