

# Pine-Richland Annual Staffing Process



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# Overview



- Provide a timeline of the staffing process
- Identify key steps in the process
- Summary of data gathered and considered during the process
- Process Improvement Strategy:
  - Approach
  - Deploy
  - Cycles of Learning
  - Integration

# January



- Curriculum review process drives decisions regarding the H.S. Program of Studies.
- School Board approves the H.S. Program of Studies.
- Information regarding the Program of Studies is communicated to students and parents, including the process for the selection of courses.
- January 15<sup>th</sup> – PREA professional staff who are eligible and interested in taking advantage of the retirement incentive must provide notice to the school district.

# February



- Staffing survey is sent to both teachers and paraprofessionals.
  - Identifies individual requests or preferences for changes in assignments, buildings and certification areas.
- Paraprofessional Support Matrix is sent to building principals and special education teachers.
  - Identification of the level of paraprofessional support needed for students with IEPs (1 on 1, partial support or limited support).
  - Needs will fluctuate from year to year.

# February (Continued)



- The staffing and use of gifted/special education teachers at each building is assessed.
  - RTII – Look at capacity to provide appropriate interventions
- Review caseloads:
  - Nurses
  - Guidance Counselors
  - Special Education/Gifted Teachers
- Meetings are held with families of students transitioning to kindergarten from early intervention programs.

# March



- Kindergarten enrollment begins and is monitored on a weekly basis at each primary building.
- Identify possible increases to head count
- Staffing survey results are returned to the Human Resources Department for review.
- High School course selections are completed.
  - High School administrators begin to review course requests.
- Individual building meetings are held with the building principals, Mr. Pasquinelli, Mr. Hustwit and Dr. Davis to identify staffing trends or needs.

# April



- Building principals continue to review student enrollment data and build projected grade level/subject area sections.
- April 10, 2015 - Staffing meetings are held with Dr. Miller, Mr. Pasquinelli, Mr. Kenney, Mr. Hustwit, Dr. Davis and the building principals/assistant principals (Elementary/All/Secondary)
  - Number of grade level and course offerings/sections are determined.
  - Available staff is assessed in light of the student enrollment and course request data

# April (Continued)



- Staff whose positions will be changed or transferred, whether voluntarily or involuntarily, are identified.
- Meetings are held between the building principals and those staff who are scheduled to be transferred.



# May



- Vacant positions are posted for a period of ten (10) days.
- Principals engage in the interview process
  - 8-10 candidates
  - 2 rounds including a mock lesson with an adaptation
  - 3<sup>rd</sup> round consists of an individual meeting with Mr. Pasquinelli
- Current staff are notified of their anticipated assignment for the following year.

# June-July



- Recommended candidates are brought to the School Board for approval.
- Elementary grade level/sections are monitored on a weekly basis.
- Master schedules for High School and Middle School are completed.

# August



- On-boarding process begins for new staff.
  - Orientation meeting
  - Identify staff for induction program
- Students receive their final schedule.

# Thank You



## **QUESTIONS?**