SBCUSD
New Employee Onboarding Handbook

Employee Development Department
Human Resources

Digital Version: https://goo.gl/DiksUY
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Board Members

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District Police

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Student Services

Carla Cross
Assistant to the Superintendent
San Bernardino City Unified School District Mission Statement

The mission of SBCUSD, the leading expert in human learning, is to ensure all students, cradle to career, develop the knowledge, skills, and proficiencies required for college, career, civic, and economic success by inspiring and engaging them in a system distinguished by:

- High expectations for student and staff performance
- Vital partnerships with families, community, and employers
- Culturally proficient schools
- Learning experiences beyond traditional boundaries of where and when
- Safe, respectful, and welcoming environments

13 Speed of Trust Behaviors*

They are based on principles that govern trusting relationships and are based on the 4 Cores of Credibility: 1) Integrity  2) Intent  3) Capabilities  4) Results

1. Talk Straight - Be honest. Tell the truth. Don’t manipulate people or distort facts.

2. Demonstrate Respect - Genuinely care for others. Respect the dignity of every person and every role.


4. Right Wrongs - Make things right when you’re wrong. Apologize quickly.

5. Show Loyalty - Give credit to others. Don’t badmouth others behind their backs.

6. Deliver Results - Establish a track record of results. Don’t make excuses for not delivering.


8. Confront Reality - Acknowledge the unsaid. Confront the reality, not the person.

9. Clarify Expectations - Disclose and reveal expectations. Discuss them. Don’t assume that expectations are clear or shared.


11. Listen First - Listen before you speak. Understand. Diagnose. Listen with your ears, your eyes and heart.

12. Keep Commitments - Say what you’re going to do, then do what you say you’re going to do.

13. Extend Trust - Demonstrate a propensity to trust. Don’t withhold trust because there is risk involved.

* Adapted from the best-selling book The Speed of Trust by Stephen M.R. Covey

SBCUSD Meeting Guidelines for Excellence

1. We start and end meetings on time.

2. We focus on positive outcomes for students.

3. We are productive and focus on solutions for our stakeholders.

4. We have clear objectives and outcomes that are purposeful.

5. We collaborate honestly and in a way that encourages and engages each person to share his/her knowledge.

6. We value and respect the knowledge of our diverse group of participants.

7. We take ownership and responsibility for individual and group decisions.

8. Have fun!
**Community Engagement Plan**

**Statement of Beliefs**

- Every person has value and deserves to realize full potential.
- Learning liberates the mind, the heart, and the spirit and instills hope.
- Relevance inspires motivation and excellence.
- Emotional, psychological, and physical well-being is significant in the pursuit of life, learning, and happiness.
- Cultural proficiency leads to equity and removes barriers to opportunity.
- Strong interpersonal relationships based in trust empower individuals and communities.
- Individuals and communities thrive in environments of mutual respect, value, and worth.

**Key Strategic Objectives**

- Each student will develop and pursue an academic and career plan based on his or her interests and talents.
- Each student will demonstrate independent initiative, civic responsibility, and community pride.
- Each student will develop creativity through mastery of fundamental knowledge and applied skills.
- Each student will enjoy learning throughout life by learning how to learn.

**Focus on Results Together**

We work collaboratively to produce exemplary outcomes for our SBCUSD community.

**Service**

We achieve success by consistently and effectively serving others.

**Sense of Purpose**

Our actions are focused and contribute to the attainment of our mission.

**Positive Passion**

We experience enthusiasm and encouragement as evidenced by our excitement and joy in what we do every day.

**Emotional Commitment**

We exhibit inspired behaviors that reflect pride, motivation, and empowerment through involvement.

**Parameters of Trust**

We establish consistent parameters of trust that are characterized by honesty, transparency, and collaboration.

**Professionalism**

We exhibit professionalism by providing superior customer service while adhering to quality professional standards.
2018-19 DISTRICT OVERVIEW

50 elementary schools
11 middle schools
10 high schools
1 adult education

72 TOTAL schools
(Includes 2 alternative schools, 1 community day school, and Anderson School to serve our diverse students.)

K-12 Enrollment: 53,027 students

- 27.3% English Language Learners
- 11% Special Education
- 88.5% Socioeconomically Disadvantaged

Student Diversity

- 74% Hispanic
- 11.7% African American
- 7.4% Other
- 2.2% Asian
- 5.7% White

Graduation Rate Keeps Climbing

- 2016: 86.1%
- 2017: 89%
- 2018: 91.8%

California Gold Ribbon Schools
- Hillside Elementary School
- Kimbark Elementary School
- Norton Elementary School
- Roosevelt Elementary School
- Thompson Elementary School

California Honor Roll Schools
- Hillside Elementary School
- Kimbark Elementary School
- Kendall Elementary School
- Richardson PREP HI Middle School
- Middle College High School

College Board Gaston Caperton Award
- San Bernardino City Unified School District

International Baccalaureate (IB)
- Bob Holcomb Elementary School
- Cesar E. Chavez Middle School
- Arroyo Valley High School
- Cajon High School

Model Continuation High Schools
- San Andreas High School
- Sierra High School

California Green Ribbon School
- Kimbark Elementary School

California Distinguished Schools
- National Center for Urban School Transformation (NCUST) School
- Curtis, Golden Valley, King and Serrano Middle Schools

PBIS Implementation Awards
- 6 schools

9 Golden Bell Award-Winning Programs
- SANKOFA
- Customer Service
- BE STILL (Be Extra Stable to Increase Lifelong Learning)
- Cal-SAFE for Teen Parents (California School-Age Families Education Program)
- City of Readers
- Grow Our Own
- Middle College High School
- Operation Student Recovery
- San Manuel Partnership

School District Budget
$685,050,353 for 2018-19

$12,604
Spent Annually Per Student
(Nationally, California has ranked in overall per pupil spending 41/50)

(Rev. 3/2019)
Seventeen schools offer a Dual Immersion program. Beginning in kindergarten, students receive instruction and practice in the core curriculum in English and Spanish.

### Dual Immersion Schools

1. Anton Elementary
2. Belvedere Elementary
3. Brown Elementary
4. Jones Elementary
5. Lankershim Elementary
6. Lincoln Elementary
7. Marshall Elementary
8. Monterey Elementary
9. Muscoy Elementary
10. Riley College PREP Academy
11. Rio Vista Elementary
12. Roberts Elementary
13. Uriba Elementary
14. Wilson Elementary
15. Bing Wong Elementary
16. Arroyoview Middle School
17. Paakuma’ K–8 School
18. San Bernardino High School

### Dual Immersion Program

- Employees: 7,403
  - Certificated Staff: 2,994 (39%)
  - Classified Staff: 2,273 (31%)
  - Non-Classified Staff: 1,976 (27%)
  - Management: 260 (3%)

### Advancement Via Individual Determination (AVID)

- 94.3% of seniors in 2017-18 AVID program who graduated.
- 98.1% of seniors in last year’s AVID program who graduated.
- 70 AVID elective classes offered in SBCUSD.

### Offered at:

- **9 middle schools**
  - Arroyo Valley
  - Chavez
  - Curtis
  - Del Vallejo
  - Golden Valley

- **7 high schools**
  - Arroyo Valley
  - Cajon
  - Indian Springs
  - Middle College
  - Pacific
  - San Bernardino
  - San Gorgonio

### State Seal of Biliteracy

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>264</td>
</tr>
<tr>
<td>2016</td>
<td>309</td>
</tr>
<tr>
<td>2017</td>
<td>400</td>
</tr>
<tr>
<td>2018</td>
<td>462</td>
</tr>
</tbody>
</table>

### Annual Scholarship Report for 2017–18

- 1,601 students earned scholarships/grants
- Total Scholarships/Grants Awarded: $8,101,934

### MAKING HOPE HAPPEN FOUNDATION

- Scholarships Awarded:
  - 2016: $78,000
  - 2017: $210,000
  - 2018: $222,000

### LCAP Innovation Grants

- $1,504,711

### Competitive Grants Won by the District

<table>
<thead>
<tr>
<th>Year</th>
<th>Grant Amount (in millions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>$64,647,441</td>
</tr>
<tr>
<td>2016-17</td>
<td>$62,198,338</td>
</tr>
<tr>
<td>2017-18</td>
<td>$68,198,338</td>
</tr>
</tbody>
</table>
Introduction

Community Engagement Plan Strategy 2: We will strengthen human capacity through systems of coaching, internships, externships, and mentoring throughout the organization.

Onboarding is the process of welcoming, educating, connecting, and acculturating new employees. It helps assimilate them into work and team processes and into an organizational culture. It provides new employees with the necessary tools and resources to carry out their jobs and clear channels for ongoing knowledge acquisition and collaboration. It instills in them a sense of connection to individual, group, and organization goals and a drive to contribute (MIT). Consider that 90 percent of employees decide whether or not to stay with an organization within the first six months (Aberdeen Group). Consider further that the cost of losing an employee in the first year is often at least three times their salary (Wynhurst Group). As a manager, you play the most important role in the onboarding process. The relationship between a new employee and their manager is the determining factor in whether the employee chooses to stay with an organization (Aberdeen Group).

Research has found effective onboarding:
1. Helps employees contribute quickly
2. Enhances individual and group productivity
3. Fosters relationship building and networking
4. Fully transitions employees to the role, organization and culture

While there are numerous ways to structure an onboarding program, the recently developed framework in SBCUSD consists of four distinct elements:

1. Orientation: to provide new employees with a “big picture” understanding of the district and site, its strategic plans and its initiatives. This is the perfect chance to assimilate new employees quickly into the district by sharing expectations, making new employees feel comfortable and safe, and cultivating their enthusiasm as new members of the team.
2. Key Stakeholder sessions: the objective of the key stakeholder sessions is twofold: first, new employees gain strong networks of support quickly and second, internal stakeholders sessions are structured so new hires learn about any potential opportunities, challenges and priorities. Both types of sessions lead to early engagement and a sense of belonging.
3. Peer shadowing opportunities: new employees observe and interact one-on-one with high performing individuals in order to learn exemplary performance habits and to build relationships with these high performers.
4. Mentorship: all people benefit and grow through quality interactions with others. Mentorship strengthens capacity by cultivating the skills and knowledge of employees. Providing a mentor to new employees is a powerful way to create an environment where they feel comfortable sharing ideas and taking risks. This, in turn, increases outcomes and overall achievement.
Certificated Onboarding

Special Thanks to the Following Contributors:

Marlene Bicondova, Principal
Michelle Cleveland, Principal
Suzy Keidel Ed.D, Assistant Principal
Neil Hicken, TIP Mentor
Carmen Okoh, PAR Consulting Teacher
District Orientation

All new certificated employees are required to attend a one (1) day district orientation. This orientation will be held the day before certificated employees work year begins for employees hired at the beginning of the year and during non-student work days (Thanksgiving and/or Spring break) for employees hired after the school year has begun. Employees will be compensated for their time at the current hourly rate. The orientation provides a district orientation and stakeholder meetings with the following district departments:

- Accountability and Educational Technology
- Accounting Services
- Affirmative Action
- Student Wellness
- Benefits
- Employee Relations
- Guest Teachers
- Health Services
- Educational Services
- Payroll
- San Bernardino Teachers Association (SBTA)

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District Mentorship for Teachers

It is the mission of the Employee Development Department to supplement the support new teachers receive from their site. Teachers should be provided with a site mentor/coach in addition to the district mentor/coach to insure the availability of support at all times (see graphic below). The district’s Employee Development Department will provide mentors/coaches to the following teacher groups as supplementary support:

* **Preliminary Credential**: teachers who are hold a preliminary credential will be probationary for 2-years and will receive an induction mentor from the Teacher Induction Program (TIP) for 2-years in order to clear their credential. TIP mentors are funded by the district and may be full time released or classroom teachers.

* **Clear Credential**: teachers who have a clear credential will be probationary for 2-years and will receive support from a district-paid Onboarding Coach for their first year.

* **Intern Credential**: teachers who have an intern credential will not be probationary until they receive their preliminary credential. However, if they are an intern for a full year, they will be a P2 when they receive their preliminary. Interns will be provided a district-paid support provider with a like credential for the length of their internship. Intern support providers may be full time released or classroom teachers.

* **Emergency Permit**: teachers who have a Short-Term Staff Permit (STSP) or a Provisional Intern Permit (PIP) will be provided with a district-paid coach/mentor for the length of their permit.

### Tier 1 – All Teachers

**Primary Teacher Support:**
- Site Resources (Administration, Coaches, Peer Mentors, Teams, MOU, Professional Learning, etc.)

**Supplementary Teacher Support:**
- Demonstration Teachers and videos
- District Program Specialists/Coaches: Student Wellness, Special Education, English Learners, Elementary Instruction, Secondary Education, Assessment and Educational Technology, Equity and Targeted Student Achievement, etc.

### Tier 2 – New Teachers

**Primary Teacher Support**
- District Orientation
- New Teacher Academy
- Site Onboarding

**Supplementary Teacher Support**
- TIP (for P1, P2 Teachers with Preliminary Credential)
- District Coaches (for P1, P2 teachers with Clear Credentials, Emergency and Intern permit teachers)
- District Program Specialists/Coaches: Student Wellness, Special Education, English Learners, Elementary Instruction, Secondary Education, Assessment and Educational Technology, Equity and Targeted Student Achievement, etc.

### Tier 3 – P2 on Assistance Plans

**PAR Mandates**

**Primary Teacher Support:**
- Site Resources (Administration, Coaches, Peer Mentors, Teams, MOU, Professional Learning, etc.)

**Secondary Teacher Support:**
- Peer Assistance Review – PAR coordinated with Site Administrative Support

**Supplementary Support:**
- District Program Specialists/Coaches: Student Wellness, Special Education, English Learners, Elementary Instruction, Secondary Education, Assessment and Educational Technology, Equity and Targeted Student Achievement, etc.

*SEE BELOW FOR ADDITIONAL CREDENTIALING INFORMATION*

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Mentorship is a critical component of onboarding and the success of new educators. Mentorship is provided by district departments in the following ways:

**Speech and Language Pathologists:**
New Speech and Language Therapists (New Graduates) will be assigned a Clinical Fellowship Supervisor to ensure the completion of the Clinical Fellowship Year and the California required professional experience.

New SLPs to the district will be supported through a match with an experienced district Speech and Language Therapist for collaboration and consultation. In addition, there are regular opportunities for Speech and Language Therapists to collaborate with each other.

**Counselors:**
School Counselors are provided coaching and mentoring voluntarily, administrative request for support in developing a comprehensive counseling program, and/or new staff to counseling (could consist of new to the district, transition from teaching to counseling). Within Student Wellness and Support Services, we have Program Specialists who were former counselors within our district at the elementary and secondary levels.

**Psychologists:**
All new school psychologists will be paired up with a seasoned (3 or more years) school psychologist in order to learn and understand the role and how to function as a credentialed school psychologist. The mentor will support them as they are trained in school psychology practices, crisis intervention and multi-disciplinary collaboration.

**Nurses:**
New School Nurses will participate in a half-day orientation with the Coordinator of Health Services. School nurses will be assigned 1-2 experienced nurse mentors that will take them through the process of what school nursing is all about. They will be able to observe other school nurses as they do health screenings, presentations and nursing procedures/treatments. They will be supported through collaboration and consultation with their mentors as they are given feedback and helpful instruction regarding school nursing. In addition, they will be exposed to team nursing and given opportunities to gain insight from additional nurses and to create rapport with them as they continue to learn and service the school sites.

** Permit Teachers:**
New permit teachers will participate in a program orientation presented by the Child Development Coordinator and staff. During the orientation, teachers will receive important information needed to transition and acclimate to their new position. They will learn about the program philosophy, goals, curriculum, assessments and mandated regulations. Teachers will be assigned to a program specialist who will serve as their coach and mentor and will provide classroom support in a collaborative manner to assist them to have a successful and positive experience in our school district.
Provisional Intern Permit (PIP) Pathway

Description: Teacher is working on an emergency contract while enrolled in a university in order to get an *intern credential.

CTC Required Support and Supervision: The employer will provide orientation, guidance and assistance to the permit holder.

- The employing agency will assist the permit holder in developing a personalized plan through an agency-defined assessment that would lead to meeting subject matter competence related to the permit.
- The employing agency will assist the permit holder to seek and enroll in subject matter training, such as workshops or seminars and site-based courses along with training in test-taking strategies.
- The candidate has been apprised of steps to earn a credential and enroll in an intern program.
- The employing agency will ensure a notice of intent to employ the applicant in the identified position has been made to the governing body.

Human Resources Responsibilities:
- Notification of employment to school board
- Advice and assistance meeting for meeting subject matter competency and enrolling in an intern program
- Orientation

School Site Responsibilities:
- Peer Shadowing
- Stakeholder meetings
- Assign mentor
- Release time for onboarding if needed

Employee Responsibilities:
- Seek and enroll in subject matter training
- Enroll in an intern program
- Notify HR of credential status change
- Participate in all onboarding activities
- May self-refer to PAR

*when transition occurs see intern pathway

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Short Term Staff Permit (STSP) Pathway

Description: Teacher is working on a one-year emergency contract. Most teachers with a STSP will transition to a *preliminary credential once they have passed the appropriate test.

CTC Required Support and Supervision:
The employing agency will ensure the permit holder is placed in a position that matches the identified subject matter competency area and grade level.
The employer will provide orientation to the curriculum and to techniques of instruction and classroom management to the permit holder.
The employer has assigned a mentor teacher to the permit holder for the term of the STSP.

Human Resources Responsibilities:
• Appropriate placement
• Orientation

School Site Responsibilities:
• Peer Shadowing
• Stakeholder meetings
• Assign mentor
• Release time for onboarding if needed

Employee Responsibilities:
• Pursue the required preliminary credential
• Notify HR of credential status change
• Participate in all onboarding activities
• May self-refer to PAR

*If transition occurs after 25% of the school year, this pathway stays in effect; if transition occurs before 25% of the school year, see preliminary pathway

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Intern Credential

**Description:** Teacher is working on an intern credential and will qualify as a P2 after completion of an intern program (see Preliminary credential information).

**CTC Required Support and Supervision:**
Teachers hired on an intern credential must be enrolled in a Commission-approved intern program. The employing district and the Commission-approved intern program have shared responsibility for supporting and supervising the intern teacher:

- The employing agency will ensure the intern is placed in a position that matches the identified subject matter competency area and grade level.
- The employer must identify a mentor or other designated individual who meets the Commission’s specified criteria (see Coded Correspondence 14-04) prior to an intern assuming daily teaching responsibilities.
- Programs must ensure that a minimum of 144 hours of general support/mentoring and supervision is provided to each intern teacher per school year.
- An additional 45 hours of support/mentoring and supervision specific to meeting the needs of English learners shall be provided to an intern teacher who enters the program without a valid English learner authorization.
- The employer and Commission-approved Intern must collaborate in tracking the hours of support and supervision provided to the intern teacher as outlined in the required MOU.
- The employer and Commission-approved Intern program must communicate and collaborate regularly to ensure that a qualified mentor is selected and appropriately trained.

Additionally, the individual holding an Intern credential must complete coursework and/or observations of credentialed teachers to continue moving toward earning a preliminary teaching credential. The following should be addressed in the required MOU:

- Potential release time from teaching responsibilities to complete necessary classroom observations of credentialed teachers.
- Potential requirements of release time to attend classes at the teacher preparation institution.

**Human Resources Responsibilities:**

- Appropriate placement
- Mentor training and funding (required hours, EL support, communication)
- Advice and assistance meeting for meeting subject matter competency and enrolling in an intern program
- Orientation

**School Site Responsibilities:**

- Peer Shadowing
- Stakeholder meetings
- Assign mentor
- Release time for onboarding if needed

**Employee Responsibilities:**

- Pursue preliminary credential by meeting all university requirements
- Notify HR of credential status change
- Participate in all onboarding activities
- May self-refer to PAR

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Preliminary Pathway
Single Subject, Multiple Subject, Education Specialist

Description: Teacher has a preliminary credential and needs to clear it through induction.

Human Resources Responsibilities:
- Determine Induction eligibility
- Assign Induction mentor
- Orientation

School Site Responsibilities:
- Peer Shadowing
- Stakeholder meetings
- Release time for onboarding and induction activities
- Triad meeting (admin meets with teacher and mentor)

Employee Responsibilities:
- Attend New Teacher Academy or equivalency
- Participate in all onboarding activities
- Attend Induction Orientation Meeting (IOM)

*if hired after 25% of the school year, see clear/late hire preliminary pathway

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Preliminary Pathway
Designated Subjects, Career Technical Education

Description: Teacher has a preliminary credential and needs to clear it through the University.

Human Resources Responsibilities:
• Appropriate placement
• Orientation

School Site Responsibilities:
• Peer Shadowing
• Stakeholder meetings
• Assign mentor
• Release time for onboarding if needed

Employee Responsibilities:
• Participate in all onboarding activities
• May self-refer to PAR

*if hired after 25% of the school year, see clear/late hire preliminary pathway

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Clear and Late Hire Preliminary Pathway
(all credentials)

**Description:** Teacher is fully credentialed and does not qualify for induction support OR teacher has a *preliminary credential but was hired after the induction deadline

**Human Resources Responsibilities:**
- Appropriate placement
- Orientation

**School Site Responsibilities:**
- Peer Shadowing
- Stakeholder meetings
- Assign mentor
- Release time for onboarding if needed

**Employee Responsibilities:**
- Participate in all onboarding activities
- May self-refer to PAR

* teacher will repeat their P1 year the following school year

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Site Orientation Checklist

For employees to be successful in the on-boarding process, Administrators must play a vital role. The New Teacher Project has found that when administrators are engaged in a high-quality and focused on-boarding program that is aligned with a district orientation, there is a 93% retention rate of new teachers (NTC, 2016). SBCUSD has developed a two-fold on-boarding program that first starts at the district level and is completed at the site level that will orient the teachers to the school structure, culture, and protocols, provide the instructional expectations, clearly define the administrative expectations for staff members, and establish academic and professional goals so the school, staff, and students can thrive.

In addition, it is highly recommended that administrators make every effort to avoid placing new teachers/staff in the most challenging positions (combination classrooms, multiple grade levels, multiple prep periods, etc.). Building staff understanding of this policy will assist in moving veteran staff into these positions instead. Staff meetings that discuss the following will help build this understanding:

- Discuss Pros/Cons of new staff in most difficult positions
- Benefits to all if students receive the best quality instruction
- Possible incentives for veteran staff to volunteer for the more challenging assignment

The following is a checklist of what all administrators should review with new teachers before they are placed into their classroom. It is the district’s goal through this on-boarding process that “new hires will completely know, understand, and support the district’s core values and beliefs which will lead to productivity, engagement, and retention of employees while ultimately producing greater student outcomes.

SEE BELOW FOR SAMPLE CHECKLIST
Site Orientation Checklist

☐ Staff Introductions:
   ☐ Administration Team
   ☐ Secretaries
   ☐ Health Aid and School Nurse
   ☐ Site Technology Specialist/Technology Coach
   ☐ Program/Content Specialists
   ☐ Counselors
   ☐ Librarian
   ☐ Custodians
   ☐ Attendance Clerk
   ☐ Site Union Representatives
   ☐ Team Leads

☐ Site Tour

☐ Property, Equipment, Access Set-up:
   ☐ Computer or Laptop
   ☐ Aeries (Attendance and Gradebook),
   ☐ Outlook, Calendar, and District Email
   ☐ SmartFind Express and how to create an absence
   ☐ Illuminate
   ☐ Clever and It’s Learning
   ☐ Telephone Systems

☐ District Protocols:
   ☐ Daily reporting time
   ☐ Sick /Personal Business Time
   ☐ Dress Code
   ☐ PBIS and Discipline Matrix
   ☐ CUM's
   ☐ Evaluations

☐ Site Protocols:
   ☐ Staff Meetings
   ☐ Site Handbooks
   ☐ Adjunct Duties
   ☐ Class Schedules and Rotations
   ☐ Conference Period
Site Orientation Checklist Expanded

☐ Staff Introductions- Administrator will introduce the teacher to pertinent staff members that can assist in their transition to new site teacher. The following are staff members that the teacher should be personally introduced to:
  ○ Administration Team
  ○ Secretaries
  ○ Health Aid and School Nurse
  ○ Site Technology Specialist/Technology Coach
  ○ Program/Content Specialists
  ○ Counselors
  ○ Librarian
  ○ Custodians
  ○ Attendance Clerk
  ○ Site Union Representatives
  ○ Team Leads
  ○ Other members of Site Leadership

*If the new hire is going to be a member of the Teacher Induction Program (T.I.P.), they may want to complete the Site Resources and PLC Connections document at this time.

Potential Questions New Teachers May Ask:
  ➢ When is the principal available? About what should s/he be contacted?
  ➢ Whom do I contact to schedule a meeting with an Administrator?
  ➢ When is the school nurse available? What type of referrals are appropriate?
  ➢ What custodial services are available for my room? How do I make requests?
  ➢ When are counselors available? What types of referrals are available?
  ➢ Are aides available, and if so, when are they available?
  ➢ How do I sign-up for the library or computer lab?
  ➢ When am I required to meet with Team Leads/Program Specialists/Content Specialists?
  ➢ Do I have a buddy teacher or mentor on site that I can ask for help?

☐ Site Tour- In order for teachers to feel welcome and comfortable, they must be familiar with their surroundings and where all supplies and resources are located. A campus tour showing them the following will also allow them to be proactive in seeking out what they need to be successful in the classroom:
  ○ Location of Classroom
  ○ Cafeteria
  ○ Teacher’s Lounge
  ○ Recess area and/or any other areas where student are allowed to congregate during recess, breaks, or lunch, or before or after school
  ○ Dismissal areas
  ○ Duty Stations
  ○ Work Lounge
  ○ Location of photo copier, poster makers, etc.
  ○ Supply closets
  ○ Location of Buddy Teachers or Veteran Teachers that will assist in on-boarding

Potential Questions New Teachers May Ask:
  ➢ Where can I eat lunch?
  ➢ Where can I make photo copies? Is there a lamination machine? Is there a limit to how many copies I can make in a year?
Where can I make a request to order school supplies and materials? How much money do I get each school year?

Do I have a duty station? When am I required to fulfill this responsibility? What am I required to do?

Is there a dismissal procedure?

- Property, Equipment, Access Set-up - Before the new teacher enters the classroom, she/he should have full accessibility to any and all technology that will make the teaching experience more enriching and fulfilling for students. Additionally, teachers must be given support on how to use and log into websites and other equipment that is mandated by the district for all teachers to use.
  - Computer or Laptop that the teacher will use in her/his classroom
  - Aeries (Attendance and Gradebook)
  - Outlook, Calendar, and District Email
  - SmartFind Express and how to create an absence
  - Illuminate
  - Clever and ItsLearning
  - Telephone Systems

Potential Questions New Teachers May Ask:
- How do I take attendance?
- Where do I input my grades?
- Who can help me if I have problems with technology?
- How do I request a substitute teacher?

- Teacher Observations - Having the new teacher observe Veteran or Demonstration teachers is a great way to explicitly show what to incorporate specific management, engagement, and content protocols. Reflecting on how to implement these strategies, why they should implement them, and what modifications might need to be made in the moment will not only assist in the development of the new teacher but it will help in their acclimation to the site. Additionally, it is highly recommended that observations are conducted with a mentor or administrator.

- Planning Time - In order for teachers to be prepared for their first days in the classroom, the on-boarding process must include pointed time for the teacher to lesson plan and prepare resources for their first days with students. These lesson plans should be centered around classroom management, rules and expectations, ice breakers, and overall building a safe and respectful classroom culture. Administrators will want to give feedback on what is planned and may feel it appropriate to share what high-functioning teachers at the site do when faced with new students.

Potential Questions New Teachers May Ask:
- What are the school policies about rules and consequences?
- What are some effective positive and negative consequences used by Veteran teachers at this site?
- Is there a school wide management plan?
- Are there any school wide reward policies?
- Do I have any students that have a disability or a special need that must be accommodated for?

- Debriefing with Administrators - The teacher will need to be given time to reflect and debrief with an administrator, where they can share ideas about what they might institute in their classroom and receive feedback on what they plan to do.
District Protocols - Many of the district procedures and protocols will be covered with new teachers at the New Teacher Orientation and New Teacher Academy. However, to ensure that teachers clearly understand the complexity of these procedures and protocols, it is imperative for administrators to review the following:

- Daily reporting time
- Sick / Personal Business Time
- Dress Code
- PBIS and Discipline Matrix
- CUM's
- Evaluations

Potential Questions New Teachers May Ask:

- What time am I required to report to school?
- What time am I required to stay on campus until?
- How many sick days do I have each year? How many Personal Business days do I have per year? What is the difference?
- How do I go about requesting a Personal Business day?
- Is there a dress code at the school site? Do teachers wear certain attire on certain days?
- What do I need to know about PBIS and Restorative Justice at this school?
- Where are the CUM files? What is the process for me reviewing these?
- What is the evaluation process? What am I required to do first? When is my first observation?

Site Protocols - Each site naturally will have a set of procedures that are equally unique and important to that particular school. Reviewing these procedures will help the teacher feel a part of the school community and help in their transition.

- Staff meetings
- Site Handbooks
- Adjunct Duties
- Class Schedules and Rotations
- Conference Period

Potential Questions New Teachers May Ask:

- When are our Staff Meetings? Where are they located?
- Does our school have a Site Handbook?
- Do I have any Adjunct Duties?
- What is the daily schedule? What is the daily schedule for music, recess, P.E., lunch, library, and the computer lab?
- Does our schedule rotate?
- When is my conference period? Are there any weekly meetings that I must attend during my conference period?
- When are my team meetings?
- Are there any other meetings that I am required to attend?
- What is the instructional focus for this site?
Site Mentorship for Teachers

Mentorship is a critical component of onboarding and the success of new teachers. The New Teacher Center, a national non-profit organization in the U.S. dedicated to strengthening the practice of beginning teachers resource guide states:

**Give Every Educator a Mentor or Coach**

**Issue:** Today, one in five American teachers quits the profession within their first five years on the job (National Center for Education Statistics, 2015). Even the most promising new teachers are caught off guard by the realities of teaching, and often struggle with little support to overcome common struggles. And, unfortunately, the experienced teachers who do stay usually don’t get the types of opportunities they need to continuously improve their skills and adopt the latest best practices.

**Solution:** Providing every educator with a mentor or coach is critical not just for attracting and developing skilled teachers, but for their longevity within the profession and ultimately, for improving student learning. Research into retention rates in Chicago Public Schools found that new teachers were nearly twice as likely to say they wanted to remain in their school when they had strong mentoring based on New Teacher Center principles. When new teachers also had strong support from school administrators and other teachers, they were three to four times more likely to want to remain in their school. Importantly, these teachers also moved the needle for student achievement. Students of teachers in grades 4–8 who participated in NTC induction for two years achieved a greater annual gain in reading—3 to 5 additional months of learning—than teachers with traditional support (SRI International Evaluation, 2016).

In the table below, you will see that the design of mentorship starts with the site with supplemental support provided by the district.

<table>
<thead>
<tr>
<th>Tier 1 – All Teachers</th>
<th>Tier 2 – New Teachers</th>
<th>Tier 3 – P2 on Assistance Plans PAR Mandates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary Teacher Support:</strong></td>
<td><strong>Primary Teacher Support</strong></td>
<td><strong>Primary Teacher Support:</strong></td>
</tr>
<tr>
<td>Site Resources (Administration, Coaches, Peer Mentors, Teams, MOU, Professional Learning, etc.)</td>
<td>District Orientation</td>
<td>Site Resources (Administration, Coaches, Peer Mentors, Teams, MOU, Professional Learning, etc.)</td>
</tr>
<tr>
<td><strong>Supplementary Teacher Support:</strong></td>
<td>New Teacher Academy</td>
<td><strong>Secondary Teacher Support:</strong></td>
</tr>
<tr>
<td>Demonstration Teachers and videos</td>
<td>Site Onboarding</td>
<td>Peer Assistance Review – PAR coordinated with Site Administrative Support</td>
</tr>
<tr>
<td>District Program Specialists/ Coaches: Student Wellness, Special Education, English Learners, Elementary Instruction, Secondary Education, Assessment and Educational Technology, Equity and Targeted Student Achievement, etc.</td>
<td>Site Resources (Administration, Coaches, Peer Mentors, Teams, MOU, Professional Learning, etc.)</td>
<td><strong>Supplementary Support:</strong></td>
</tr>
<tr>
<td><strong>Supplementary Teacher Support:</strong></td>
<td>TIP (P1, P2 Teachers with Preliminary Credential)</td>
<td>District Program Specialists/ Coaches: Student Wellness, Special Education, English Learners, Elementary Instruction, Secondary Education, Assessment and Educational Technology, Equity and Targeted Student Achievement, etc.</td>
</tr>
<tr>
<td></td>
<td>District Coaches (P1, P2 teachers with Clear Credentials, Emergency and Intern permit teachers)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>District Program Specialists/ Coaches: Student Wellness, Special Education, English Learners, Elementary Instruction, Secondary Education, Assessment and Educational Technology, Equity and Targeted Student Achievement, etc.</td>
<td></td>
</tr>
</tbody>
</table>

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# Site Onboarding 2-day Plan

## Day 1

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staff Introductions (1 Hour)</strong></td>
<td>Site Mentor, Administration, Secretaries, Health aid, Technology Coach, Program/Content Specialists, Librarian, Custodian, Union Rep., Team Lead, etc.</td>
</tr>
<tr>
<td><strong>Site Tour (1 Hour)</strong></td>
<td>Campus Map, Emergency Drill locations, Classroom Location, Cafeteria/Teacher Lounge, Recess areas, Dismissal areas, Duty stations, Photo copier and work lounges, supply closets, locations etc.</td>
</tr>
<tr>
<td><strong>Property, Equipment, Access Set-up (1 Hour)</strong></td>
<td>Work Computer set-up, Aeries (Attendance and Gradebook), Outlook, SmartFind Express, Illuminate, It's Learning, Clever, Google Email &amp; Classroom, Clever, telephone systems.</td>
</tr>
<tr>
<td><strong>Teacher Observation (1 Hour)</strong></td>
<td>Time given to observe management and engagement practices of high performing/Demo/Veteran teacher with admin or mentor.</td>
</tr>
<tr>
<td><strong>Planning Time (1 Hour)</strong></td>
<td>Teacher is given time to prepare lesson plan(s) for the first days in the classroom.</td>
</tr>
<tr>
<td><strong>De-Brief (1 Hour)</strong></td>
<td>Teacher will be given time to de-brief with admin and/or site mentor, where they can ask follow-up questions and be guided through expectations for Day 2 of On-boarding.</td>
</tr>
</tbody>
</table>

## Day 2

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>District Protocols (1 Hour)</strong></td>
<td>Reporting Time, Sick/Personal Business Days, Dress Code, PBIS and Discipline Matrix, CUMS's, Evaluations, District Badge, Evaluation Notice and Orientation</td>
</tr>
<tr>
<td><strong>Site Protocols (1 Hour)</strong></td>
<td>Staff Meetings, Duty, Site Handbook, Adjunct Duties, Class Schedules and Rotations, Conferences</td>
</tr>
<tr>
<td><strong>Teacher Observation (1 Hour)</strong></td>
<td>Time given to observe management and engagement practices of high performing/Demo/Veteran teacher with admin or mentor</td>
</tr>
<tr>
<td><strong>Planning Time (2 Hours)</strong></td>
<td>Teacher is given time to prepare lesson plan(s) for the first days in the classroom.</td>
</tr>
<tr>
<td><strong>De-Brief (1 Hour)</strong></td>
<td>Teacher will be given time to de-brief with admin and/or site mentor, where they can ask follow-up questions and be guided through expectations first day in the classroom.</td>
</tr>
</tbody>
</table>
Onboarding 5-day Plan Curtis Middle School Example

Before the new employee arrives, take the time to prep the materials they will need during on-boarding. This saves critical time for all members involved. Consider the tools and materials does this employee need to be successful during on-boarding.

<table>
<thead>
<tr>
<th>Before Hiring</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Gather classroom books materials</td>
</tr>
<tr>
<td>✓ Harry Wong, First Days of School</td>
</tr>
<tr>
<td>✓ Doug Lemov, Teach Like a Champion</td>
</tr>
<tr>
<td>___ Confirm first date on site with HR</td>
</tr>
<tr>
<td>Prepare onsite instructional core items:</td>
</tr>
<tr>
<td>✓ Close Reading</td>
</tr>
<tr>
<td>✓ TPS</td>
</tr>
<tr>
<td>✓ Technology Best Practices</td>
</tr>
<tr>
<td>✓ First Days Resources</td>
</tr>
<tr>
<td>✓ Videos</td>
</tr>
<tr>
<td>✓ Power Point/Handouts</td>
</tr>
<tr>
<td>___ Prepare assignments (See page 2)</td>
</tr>
<tr>
<td>___ Welcome package with Curtis Gear</td>
</tr>
<tr>
<td>___ Staff Handbook</td>
</tr>
</tbody>
</table>

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This is the time during which the teacher learns new skills needed for the job and also the skills needed to match the particular programs at the schools site (such as the use of PBIS language). Also included in this training is purpose setting. This is the time that the teacher learns why particular skills are necessary to be successful on the job at this particular site. The teacher or employee is also responsible for doing some critical reading on key items like the staff handbook, classroom management, and grading systems.

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>__ Walk campus with principal (meet and greet)</td>
<td>__ Walk classrooms with VP or Principal looking for PBIS and basic instructional practices</td>
<td>__ Watch Effective Grading Practices video clip by Douglas Reeves <a href="https://goo.gl/8blgsy">https://goo.gl/8blgsy</a></td>
<td>__ Schedule time to create First Week of School Power Point with procedures and PBIS</td>
<td>__ Review Power Point with VP, make adjustments</td>
</tr>
<tr>
<td>__ Review 5-year data of school including test scores, suspensions, and high level referrals</td>
<td>__ Stay with master teacher for 2-3 days</td>
<td>__ Stay with master teacher for 2-3 days</td>
<td>__ Stay with master teacher for 2-3 days</td>
<td>__ Schedule time for teachers to write welcome/introduction to students on postcards to send, on syllabus, or make phone calls to parents.</td>
</tr>
<tr>
<td>__ What is PBIS? Language and interventions <a href="https://goo.gl/xY1zZd">https://goo.gl/xY1zZd</a></td>
<td>Practice skills: ✓ getting the student's attention ✓ transitions and small assignment task ✓ use of PBIS language</td>
<td>Practice skills: ✓ getting the student's attention ✓ transitions and small assignment task ✓ use of PBIS language</td>
<td>Practice skills: ✓ getting the student's attention ✓ transitions and small assignment task ✓ use of PBIS language</td>
<td>__ Evaluation Notice and Orientation</td>
</tr>
<tr>
<td>__ Watch and Review 1st Days of School Demonstration Teacher Video on Employee Development Website <a href="https://vimeo.com/178933304">https://vimeo.com/178933304</a> <a href="https://vimeo.com/179512179">https://vimeo.com/179512179</a></td>
<td>__ Read 2 articles on research based effective standards based grading practices <a href="https://goo.gl/YlkNRE">https://goo.gl/YlkNRE</a></td>
<td>__ Schedule time to create First Week of School Power Point with procedures and PBIS</td>
<td>__ Request email, AERIES, IPAD, LAPTOP, COPY Codes, Mailbox, update outlook groups -Tour time (copy/rizo machines, café, laminator)</td>
<td>__ Schedule time for teachers to write welcome/introduction to students on postcards to send, on syllabus, or make phone calls to parents.</td>
</tr>
<tr>
<td>__ Walk classrooms with VP or Principal looking for PBIS and basic instructional practices</td>
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<td>__ Evaluation Notice and Orientation</td>
</tr>
</tbody>
</table>

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Successful on-boarding is a process and does not stop on the first day of work. Plan check-in meetings, coaching sessions, and other trainings/readings that could not be done during the “during” process. Things that are critical for long-term success should be planned out in the “after” process.

<table>
<thead>
<tr>
<th>Follow-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>____ Classroom visit and coaching after day 1</td>
</tr>
<tr>
<td>____ Classroom visit and coaching after day 2</td>
</tr>
<tr>
<td>____ Classroom visit and coaching after day 5</td>
</tr>
<tr>
<td>____ Schedule face to face check in with teacher for needs assessment</td>
</tr>
<tr>
<td>____ Meet with Admin Team and/or PBIS interventionist to go over interventions and low level referral process</td>
</tr>
<tr>
<td>____ Watch and review It’s Learning: Alternative Programs PBIS Tier I videos</td>
</tr>
<tr>
<td>____ Read Vocabulary Best Practice List</td>
</tr>
<tr>
<td>____ Conduct After Action Survey</td>
</tr>
</tbody>
</table>
Sample Department Orientation Checklist

- Staff Introductions

- Building/Staff Walkthrough
  - Printers
  - Copy machines
  - Restrooms

- Professional Dress

- Badges/access button

- Business Cards

- Payroll (income changes)

- Get Connected
  - Internet
  - Email
  - Google Drive
  - Share Personal Contact
  - Join GroupMe for Teams/Department (communication thread for information/questions)

- Calendar
  - Department Meetings
  - Division Meetings
  - Scheduled Day Off (SDO) Calendar
  - Calendar invites (secretaries who need access)

- Attendance
  - Reporting procedure

- Mileage Vouchers

Resources (in department handbook):
  a. California Standards for the Teaching Profession
  b. District Stakeholder Contact List
  c. Phases of First Year Teaching
  d. Mitigating more challenging assignments (combos, multiple preps, etc.)
  e. Lesson Planning Examples and Strategies
  f. Social Emotional Learning
  g. Demonstration Teacher

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Mentorship

Mentorship is a critical component of onboarding and the success of new teachers. The New Teacher Center resource guide states:

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Given this information, departments should identify peer mentors immediately upon hiring new staff.
|
|---|
| **Day 1** |
| - Professional Dress |
| - Badges/access button |
| - Business Cards |
| - Payroll (income changes) |
| - Get Connected |
|   - Internet |
|   - Email |
|   - Google Drive |
|   - DropBox (PAR) |
|   - Share Personal Contact |
|   - Join GroupMe for Teams/Department (communication tread for information/questions) |
| - Calendar |
|   - Team Meetings |
|   - Department Meetings |
|   - Division Meetings |
|   - Mentor Meetings (TIP) |
|   - Flex |
|   - Calendar Invite TIP |
| - Open Calendar from Payroll |
|   - Turn in to secretary for supervisor signature |
| - Calendar invites to your calendar to |
|   - Secretary |
|   - Assistant Director |
|   - Team Lead (PAR)/Team Lead (TIP) |
| - Building/Staff Walkthrough |
|   - Printers |
|   - Copy machines |
|   - Restrooms |
| - Attendance |
|   - Spin System |
|     - Change site |
|   - Sick Leave |
|   - Personal Necessity |
|   - Bereavement |
| - Debrief |
### Day 2

- Mileage Voucher
  - Mileage form for calculations
- Stakeholders Meetings
  - Triad Schedules (TIP)
  - Mandate Meetings (PAR)
- Mandated Reporting Assessment
- Program Components
  - Mentor Google Drive (TIP)
  - Resource Binder (PAR)
    - Binder Scavenger Hunt
    - Descriptors for Participating Teachers
    - Introduce Vocabulary
    - View Initial Documents for Essential information from PT (PAR)
- PAR/EDD Informational Binder
- Steps needed to schedule teachers
  - Minimum day
  - PE (elementary)
  - Yard duty (elementary)
  - Staff/department/team meetings
  - Bell schedules
  - Conference period
  - Rotating schedules
- How to set up agenda with teachers for next teacher meeting
- Debrief

### Day 3

- Administrator Protocol
  - Email (Email Etiquette)
  - In person (Professional approach, language, respecting confidentiality of our teachers)
  - Scheduling meetings w/Admin (Intro, follow up, triad, etc.)
  - Teacher concerns-How to address administrator request for teacher support
  - Confidentiality
- CT/PT Interactions (PAR) and Mentor/Candidate Interactions (TIP)
  - Reflective Conversation (guide)
  - Observations
    - Focused
  - Modeling
  - Providing Feedback
- Site Visitation
  - Sign in and Out (District Folder)
  - School roster
  - School map
Day 4

- Contact Logs Protocol
  - Email
  - Language used (non-evaluative)
  - Submitting process
  - Due Dates
- Peer Shadowing
- Debrief

Day 5

- Set Goals for Evaluation-standard 6 self evaluation
- Peer Shadowing
- Debrief

Within the First Week

- Welcome Luncheon meeting with Mary Pierce, Shana Smith and Leads

Within the First Month

- Attend Mandate Meetings w/Mary (PAR)
- Schedule/Attend Triad Schedules (TIP)
- Set Goals with PT’s/Candidates
- Weekly Check-In Meeting
- Identify trainings available
- District Initiatives (Operation Student Recovery)
Classified Onboarding

Special Thanks to the Classified Onboarding Committee:

Zulma Abarca
Joseph Aceto
Traci Butts
David Chavez
Jason Evlynn
Whitney Hengesback
Keven Jahr
Alexis Jenks
Kari Nelson
Esmerelda Sassaman
John Simpson
Teresa Wilson
Christine Wright
General District Orientation

All new classified employees are required to attend a General District Orientation. This orientation will be held multiple times throughout the year. Employees will be compensated for their time. The orientation will provide district information and stakeholder meetings with the following departments/stakeholders:

- District Orientation Checklist
- District Resources (contacts, maps, personnel, etc.)
- District Policies: Sexual Harassment, Technology Use, Drug and Alcohol Use, Safety, etc.
- Payroll (Leaves, etc.)
- Customer Service
- Benefits
- Evaluations/Probation
- CSEA

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District Training Checklist

Steps to Implement the District Training Checklist
1. New classified employee attends New Employee Orientation and receives the District Training Checklist.
2. New classified employee meets with his/her supervisor to discuss which trainings he/she will attend as a part of onboarding - see Onboarding Handbook. (Check all that apply.)
3. Supervisor provides employee with options for a mentor. Employee chooses a mentor and lists their name on the District Training Checklist.
4. Supervisor and new classified employee sign the District Training Checklist.
5. Employee sends completed checklist to employeedevelopment@sbcusd.com and retains a copy.

<table>
<thead>
<tr>
<th>Instructional Technology (909) 386-2550</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Microsoft Office (Word, Excel, PPT)</td>
</tr>
<tr>
<td>□ Financial 2000</td>
</tr>
<tr>
<td>□ SAP</td>
</tr>
<tr>
<td>□ Google Suite</td>
</tr>
<tr>
<td>□ Outlook</td>
</tr>
<tr>
<td>□ For more trainings, visit:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Health Services (909) 880-6839</td>
</tr>
<tr>
<td>□ Physicals/Immunization</td>
</tr>
<tr>
<td>□ Medication Administration</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Records (909) 880-6615</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Enrollment/Registration of Students</td>
</tr>
<tr>
<td>□ Graduation Requirements</td>
</tr>
<tr>
<td>□ Records Management</td>
</tr>
<tr>
<td>□ Aeries</td>
</tr>
<tr>
<td>□ Transcripts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Accounting Services (909) 381-1152/</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Accounting (909) 381-1147</td>
</tr>
<tr>
<td>□ Attendance and Accounting</td>
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<tr>
<td>□ Payroll (including Best Net)</td>
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<tr>
<td>□ ASB</td>
</tr>
<tr>
<td>□ Budget</td>
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<tr>
<td>□ Purchase Requisitions</td>
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<tr>
<td>□ BU92</td>
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<td>□ Financial 2000</td>
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<td>□ Facilities Request</td>
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<td>□ REAFs</td>
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<tr>
<td>□ Absence Reporting</td>
</tr>
<tr>
<td>□ HR30/29</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Education (909) 880-6703</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Paraprofessional Training</td>
</tr>
<tr>
<td>(offered Mondays)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Maintenance and Operations (909) 388-6100</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Asbestos (AHERA)</td>
</tr>
<tr>
<td>□ Defensive Driving</td>
</tr>
<tr>
<td>□ Work Orders</td>
</tr>
<tr>
<td>□ Forklift</td>
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<tr>
<td>□ Lead Paint Awareness</td>
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<tr>
<td>□ Aerial Lift</td>
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<tr>
<td>□ Utility Cart Safety</td>
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<tr>
<td>□ Blood Borne</td>
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<tr>
<td>□ Respirator</td>
</tr>
<tr>
<td>□ Pathogens</td>
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</table>

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<tr>
<th>Nutrition Services (909) 881-8000</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Point of Sale (POS)</td>
</tr>
<tr>
<td>□ Recoding Training</td>
</tr>
<tr>
<td>□ Thermometer Use</td>
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<tr>
<td>□ Salad Bar Log</td>
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<tr>
<td>□ Productions Records</td>
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<tr>
<td>□ Proper</td>
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<tr>
<td>□ Using a Retherm</td>
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<tr>
<td>□ Handwriting</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Environmental Safety (909) 381-1192</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ CPR/First Aid</td>
</tr>
<tr>
<td>□ Lockdown/Lockout</td>
</tr>
<tr>
<td>□ Stop the Bleed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Printing Services (909) 388-6120</td>
</tr>
<tr>
<td>□ Customer Service Training – Charter School Office (909) 473-2095</td>
</tr>
<tr>
<td>□ ________________________________</td>
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Print New Employee’s Name Site New Employee’s Signature Date
Print Mentor’s Name Site Mentor’s Signature Date
Print Supervisor’s Name Title Supervisor’s Signature Date
# Classified Onboarding Plan

## Day 1: (These suggestions do not have to be in this order.)

<table>
<thead>
<tr>
<th>Team/Staff Introductions</th>
<th>Duties, Department/Site Mission, Vision and Goals, Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Tour</td>
<td>Campus Map, Emergency Drill locations, Cafeteria/Staff Lounge, Photo copier, Supply Closets, etc.</td>
</tr>
<tr>
<td>Site/Department Protocols</td>
<td>Work Computer set-up, Telephone System, Keys, etc.</td>
</tr>
<tr>
<td>Work Time</td>
<td>Reporting hours, Breaks, Lunch, Staff Meetings, Off-site Trainings, Vacation/Sick Time, etc.</td>
</tr>
<tr>
<td>Property, Equipment, Access Set-up</td>
<td>Employee is given time to settle into new work area and brainstorm questions/information still needed.</td>
</tr>
<tr>
<td>Debrief</td>
<td>Employee meets with Supervisor and Mentor to discuss concerns/questions and what is going well.</td>
</tr>
</tbody>
</table>

## Day 2: (These suggestions do not have to be in this order.)

<table>
<thead>
<tr>
<th>Peer Shadowing</th>
<th>Employee sits with or travels with another employee who is doing similar work.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stakeholder Meetings</td>
<td>Employee meets with other staff who they will interact with frequently. During stakeholder meeting with Supervisor, the Supervisor will conduct Evaluation Notice &amp; Orientation.</td>
</tr>
<tr>
<td>District Orientation</td>
<td>Orientation is in two parts: New Employee Orientation (3 hours) and itsLearning online course (1 hour). Supervisor will provide employee with 3 hours of release time to attend New Employee Orientation. Supervisor will also provide employee with 1 hour of release time and a device to complete itsLearning orientation course.</td>
</tr>
<tr>
<td>Site Mentorship</td>
<td>Employee, mentor and supervisor review District Training Checklist to select additional orientation trainings and review itsLearning course.</td>
</tr>
<tr>
<td>Debrief</td>
<td>Employee meets with supervisor and mentor to discuss concerns/questions and what is going well.</td>
</tr>
</tbody>
</table>

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Mentorship

All people benefit and grow through quality interactions with others. Mentorship strengthens capacity by cultivating the skills and knowledge of employees. Providing a mentor to new employees is a powerful way to create an environment where they feel comfortable sharing ideas and taking risks. This, in turn, increases outcomes and overall achievement.

Mentorship in SBCUSD should create a safe and welcoming environment that engages new employees by providing them with a connection to a more experienced employee who helps them feel welcomed, included on the team, provides them positive support and access to resources. Providing mentorship to new employees shows them that the district values them and has invested time and energy into their success.

Supervisors should provide the new classified employee with a list of appropriate mentors and provide them regular opportunities to accomplish the above. It is strongly encouraged that the new employee is consulted and is a part of the decision-making process in who his/her mentor will be. Mentors should be chosen based on their job-alike skills, proximity, performance level and experience. Choosing appropriate mentors may include the following:

Mentors should be chosen based on their job-alike skills, proximity, performance level and experience. Choosing appropriate mentors may include the following:

- Volunteers (have multiple names ready by using a survey or voting system)
- Identify high-performing employees willing to serve
- Rotate the role each year
- Provide release time

Department Onboarding Examples

Nutrition Services, Maintenance and Operations, Health Services and Family Engagement have implemented New Employee Onboarding that includes:

- Introduction to the district’s Mission, Basics for Excellence and Speed of Trust model
- Orientation to the department (meeting, Power Point, information)
- Giving a department handbook with information to all new employees that they keep
- Forms to sign (with samples in the handbook to keep) to turn into supervisors
- Variety of training opportunities (position dependent)
- Internal information for their specific department (absences, vacation requests, etc.)
- Variety of opportunities to shadow veteran employees in the same position
Manager
Onboarding
Manager Orientation

Orientation is a vital phase in any on-boarding program. Its purpose is to afford new school leaders a “big picture” understanding of the district, its strategic plans and its initiatives. This is the perfect chance to assimilate new leaders quickly into the district by sharing expectations, making new leaders feel comfortable and safe, and cultivating their enthusiasm as new members of the team.

Actor and author Harlan Hogan coined the well-known saying, “You never get a second chance to make a first impression.” A robust orientation communicates to a new hire that he or she is valued, important and worth an investment of time and resources. This early imprint naturally stimulates the highest level of commitment and engagement. Isn't that a workforce all organizations strive to create?

Orientation in SBCUSD begins the first day on the job. Participants receive the 10-day schedule and all core materials used over the course of the program. The orientation spends a great deal of time introducing new employees to the “San Bernardino Way,” and gives a summary of the district’s key goals and objectives.

In 2012, the district began a strategic planning process resulting in a comprehensive Community Engagement Plan. This blueprint for success demonstrates the direction of the district, guiding the day-to-day operations at all levels.

The “Basics for Excellence,” another important element of the orientation, outlines the district’s core values and beliefs. Finally, participants receive a copy of Stephen M.R. Covey’s book “Speed of Trust,” so they can participate in required readings and reflections built into the program. The behaviors “Speed of Trust” outlines are principles the district strives to exemplify.
Manager Key Stakeholder Sessions

Education is a people business. One cannot succeed without developing supportive, lasting relationships. The objective of the key stakeholder sessions is twofold. First, meetings with “external” stakeholders help new employees gain strong networks of support very quickly. Second, “internal” stakeholder sessions are structured so new hires learn about any potential opportunities, challenges and priorities. Both types of sessions lead to early engagement and a sense of belonging, which is why these sessions take up so many days of the onboarding program. It can pay big dividends.

External stakeholder sessions deal with the key individuals who predominantly operate and work outside of the new school leader’s assigned school or department. They may be district employees or partners in the community. For example, external stakeholders for a new principal may include district directors, executive cabinet members, union presidents, leaders from local universities or representatives from district advisory committees. These individuals can provide critical resources, strategies and information about the requirements of the job. The external stakeholder sessions typically last 45 minutes to an hour. The stakeholder delivers information and offers support, while the new school leader listens attentively, taking it all in. Obviously, it’s important to designate plenty of time for questions and answers.

Internal stakeholder sessions deal specifically with staff, students and parents within the new employee’s assigned school or department. As part of the onboarding process, employees must meet one-on-one with each staff member assigned to the school or department. In addition, new employees assigned to a specific school must conduct focus group sessions with select student and parent representatives. The one-on-one and focus group sessions are very brief, maybe 10-15 minutes, and include only three simple questions: 1) What are some opportunities for growth? 2) What are the greatest challenges? 3) If you were me, what would you focus on? These three questions were adapted from Michael Watkins’ book, “The first 90 days.” Once all the internal stakeholders have offered their feedback to each question, new school leaders must examine the data, identify emerging themes, and develop an action plan based on them.
Manager Peer Shadowing Opportunities

We all know every district has high performing leaders who exemplify the beliefs, mindsets and work ethic that produce great results. Wouldn’t it be great if all of our newly appointed leaders exhibited those same attributes? We can facilitate this by providing new school leaders with opportunities during their onboarding program to shadow high performing peers.

Not only do new school leaders further job-specific technical skills by observing high performers in day-to-day action, but the new relationship can also lead to ongoing coaching and support through a continual exchange of best practices. This can build a foundation for effective personal and professional growth.

In the SBCUSD Onboarding Program, new school leaders observe and interact one-on-one with two separate high performing individuals. These shadowing opportunities typically consist of two full days at pre-selected elementary and secondary schools. The newly appointed leaders can experience firsthand how to maneuver successfully through daily dealings. Expect questions to fly back and forth between the new leader and his or her high performing counterpart. When determining who visits whom, take into consideration school feeder patterns.

Peer shadowing helps onboarding participants quickly learn tips, strategies, and tools to move their work forward. But it also has benefits for their guides. Showcasing high performers for their work re-engages these seasoned leaders. Overall, the strategy creates a culture and climate in the district where the skills, knowledge and value of all employees are recognized and validated regularly.

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Manager Mentorship, Reflection and Planning

John F. Kennedy observed, “Leadership and learning are indispensable to each other.” Accordingly, the last element of the SBCUSD Onboarding Program includes a few culminating activities to reinforce the key learnings and processes each participant experienced during their 10 days of induction. The objective is to develop a thoughtful, practical written plan for success. We introduce participants to a mentor to assist with ongoing growth and development. The cost of employee turnover can be immense, so providing a mentor to offer new school leaders support is critical to the overall goals of the district and the long-term satisfaction of the employee.

**Mentorship:** All people benefit and grow through quality interactions with others. Mentorship strengthens capacity by cultivating the skills and knowledge of employees. Providing a mentor to new school leaders immediately is a powerful way to create an environment where new leaders feel comfortable sharing ideas and taking risks. This, in turn, increases outcomes and overall achievement. As the mentoring relationship develops, both school leaders mutually benefit by exchanging ideas and developing effective school leadership strategies.

**Reflection and planning:** In the final days of onboarding, new school leaders have structured time to reflect on their activities and learning. They are challenged to think deeply about their onboarding experiences. With his or her newfound awareness, each participant develops a personal leadership plan to guide his or her work for the first six to 12 months of the assignment. A major portion of the leadership plan arises from the opportunities, challenges and priorities extracted from the internal stakeholder meetings with staff, students and parents.

While we stress the saying “go slow to go fast” repeatedly to all new leaders, some small “quick win” opportunities can be included in the plans. The first several months on the job should predominantly focus on building lasting relationships with others and should regularly celebrate what is working well. Cultural and systemic change takes thoughtful and strategic decision making over time with people involved at a much deeper level.

The concluding activity of the SBCUSD Onboarding Program demonstrates a commitment to continuous improvement of the program as a whole. All new leaders who have completed the program participate in an After-Action Review (AAR). This is a brief, focused professional dialogue designed to provide feedback on intended and actual results. In other words, did the onboarding program produce the results the participants envisioned? How can the district improve the program? During this activity, the “graduates” answer three questions: 1.) What did you just experience in the onboarding program? 2.) What did you learn from those experiences? 3.) Based on your experiences and learning, what can the district do to improve the onboarding program.

The purpose of the AAR is two-fold. First, it is an opportunity to model an effective group process for improvement participants can use with their school staff. This promotes sharing and learning for continuous improvement. Second, it gives the district an opportunity to enhance the onboarding program by incorporating feedback and suggestions given by participants. The aim is to be the best at getting better, continuously. The resource “The change handbook” by Holman, Devane and Cady (2007) describes the AAR process, as well as many other methods for genuinely engaging small and large groups.
New Employee Onboarding Survey Questions

These items will be sent to all new employees in a survey four to six weeks after their hire date to measure the effectiveness of the SBCUSD onboarding program. All results will be distributed to the site or department of the employee and the Human Resources Assistant Superintendent for the purposes of getting better at onboarding new employees.

- I received a district orientation (yes/no).
- If yes above, the orientation was: 4 – Highly Effective, 3 – Effective, 2 – Somewhat Effective, 1 – Not Effective
  - Please justify your response.

- I received a site orientation (yes/no).
- If yes above, the orientation was: 4 – Highly Effective, 3 – Effective, 2 – Somewhat Effective, 1 – Not Effective
  - Please justify your response.

- I participated in stakeholder meetings at the:
  - District level
  - Site/department level
  - I did not participate in stakeholder meetings

- I participated in peer shadowing at the:
  - District level
  - Site/department level
  - I did not participate in peer shadowing

- I have a mentor assigned to me (yes/no).
- I feel I am successful in my new job: 4 – Strongly agree, 3 – Agree, 2 – Disagree, 1 – Strongly disagree
- I felt engaged and connected right from the start (yes/no).