

# Policies

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## Westerly Public Schools Human Capital Management System

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### INTRODUCTION

The Rhode Island Department of Education reenacted and updated the Basic Education Program (BEP) as of July 1, 2010. The Westerly Public School Committee and Administration have a statutory responsibility to follow and implement the Department of Education's rules and regulations.<sup>1</sup> Two of the essential principles contained in the BEP require Westerly Public Schools to select, promote and retain only the most highly effective staff and to strategically deploy teachers, administrators and other staff based upon student need and qualifications. Under the BEP the management of the Human Capital system is "essential to the mission of implementing a statewide system of public education."<sup>2</sup> The following policy outlines the educational mission of Westerly Public Schools to recruit, support and retain highly effective staff.

### OBJECTIVE

To ensure the selection and hiring of highly qualified, effective, certified staff that best meets the needs of students.

Westerly Public Schools (WPS) shall regard a highly qualified, effective applicant as one who fulfills and best meets all Federal, State and District laws, rules, regulations and requirements for a particular position. The decision as to which applicant is selected for a particular position lies within discretion of the District's Administration, predicated upon the educational mission of Westerly Public Schools and upon the advice and consent of the School Committee. Such responsibility may not be delegated in any fashion through the collective bargaining process, and no bargaining agreement shall contain any express or implied language in derogation thereof.

This policy is intended to support the overarching goal of the BEP, as made clear by the Board of Regents' approval of the BEP effective July 1, 2010: continuous improvement of student learning must be the primary reference point for all decision making, including personnel assignment and evaluation. "In order to effectively meet these functions, each LEA shall maintain control of its ability to recruit, hire, manage, evaluate, and assign its personnel."<sup>3</sup>

<sup>1</sup> RIGL §16-2-9(3), (14), (15) and §16-2-11(x)(4).

<sup>2</sup> BEP G-15-1.2(c).

<sup>3</sup> BEP G-15-2.2(a).

This policy placing the final authority for the determination and recommendation of personnel to be employed by Westerly Public Schools should be its chief administrative agent, the Superintendent of Schools.

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The superintendent or his designee will interview all candidates suggested to him for hire before he makes a recommendation to the School Committee.

### **AUTHORIZATION**

The request to hire teachers and/or fill vacancies shall be initiated by the school principal, administrator, and/or superintendent and approved by the school committee.

### **PROMOTION**

School District employees shall be encouraged to apply for positions carrying greater responsibility and higher remuneration and shall be given due consideration by the district.

### **INTERNAL POSTINGS FOR POSITION OPENING(S)**

All Certified positions subject to the Collective Bargaining Agreements shall be posted internally for periods in accordance with respective negotiated contracts prior to being posted to the general public. Westerly Public Schools reserves the right to interview immediately after the closing date.

### **PUBLIC POST POSITION OPENING(S)**

The Office of the Superintendent will post necessary positions on the district website ([www.westerly.k12.ri.us](http://www.westerly.k12.ri.us)), at the school, the central office, and other appropriate online websites.

### **RECRUITMENT / SELECTION**

Every position in the Westerly Public School District, which in the judgment of the Superintendent must be filled to meet the needs of the school district, shall be filled by a candidate with the knowledge and skills that best matches the needs of Westerly Public Schools. Recruitment shall be directed both to those not currently employed by the district and to those currently employed by the district in other positions. Consideration of both internal and external candidates will allow Westerly Public Schools to place the most effective and experienced staff in the locations and positions where they are most needed in compliance with State and Federal Law as well as the BEP<sup>4</sup>. All applicants shall be given equal consideration as the District seeks to fill vacant positions. As part of the filling of vacancies the district shall allow input to include staff, parent and community involvement where appropriate.

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Following the closing of the application timeline, the superintendent's office and/or school-based screening team will conduct a first level screening of the applicant files. (See Appendix Exhibit A, applicant Screening Form, Level 1). The first level screening process will determine which candidates met the minimum job requirements and which candidates did not submit completed applications. All completed and approved applications will be forwarded to the school-based interview team. The school-based interview team will complete exhibit D (Appraisal Form) in Appendix.

<sup>4</sup>BEP G-15-2.2(b)(1), see also Commissioner of Education Letter to Superintendents dated October 20, 2009 re: Basic Education Program Regulations and Seniority Based Teacher Assignments.

### REFERENCE CHECK

All hires are conditional upon successful verification of reference checks and National BCI background checks. Reference verification shall be conducted by the superintendent and/or his/her designee.

After acceptance of employment and before beginning employment work, all new hires must submit:

- National BCI (Background Criminal Investigation)
- W-4 and 1-9 forms
- Mantoux (PPD) skin test (tuberculosis) must be done within twelve (12) months and other testing as required from time to time by RIDE or the Department of Health
- Evidence of appropriate certification from RIDE
- Evidence of appropriate prior certified experience with respect to step placement

### CERTIFIED PERSONNEL:

- Applications shall be made available, through the Human Resources Department, to all persons interested in vacant staff positions at Westerly Public Schools. For all teaching and administrative positions, electronic applications are to be made.
- For all other open positions completed applications shall be processed only after all related materials, (i.e. reference statements, and evidence of eligibility) have been received by the Human Resources Department. Specific application requirements are clearly identified in job postings and no additional notification will be provided to prospective applicants.
- Applicants will be notified electronically that their application has been received and is under review.
- Applicants will be notified electronically whether or not they are being invited for an interview.

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- All completed applications and related materials shall be reviewed by a screening committee. On the basis of preparation, experience, references, transcripts and certification, the best qualified applicants shall be identified by the screening committee.
- Preliminary interviews for teaching and administrative positions shall be held with those applicants who have been identified as the best qualified candidates. These preliminary interviews shall be conducted by committee including relevant administrators using a standardized interview document.
- Following the preliminary interviews, the results of these interviews shall be reviewed by the administrative staff to determine the best qualified of the candidates interviewed and a list of best qualified prospective candidates shall be developed.
- Teaching and administrative candidates may be asked to present a live model lesson or job-related leadership scenario (mock faculty meeting, professional development presentation, focus group) as appropriate to the position for which they have applied. If a live presentation is not possible, a candidate may be asked to submit a recorded lesson or scenario.
- The administrator shall make a recommendation to the Superintendent of the person deemed best qualified for the specific vacancy. The Superintendent shall review this recommendation and make a recommendation to the School Committee. The Superintendent's recommendation shall be based upon his/her best independent educational and judgment in conformance with state law, with input from the process described above .
- The School Committee shall be responsible to consider the Superintendent's recommendation and provide consent, if in their collective judgment, the recommended applicant is best qualified for the specific vacancy.

### **SUPPORT STAFF:**

- The preceding steps shall, in general and where appropriate, be applicable to candidates applying for positions in the District where certification is not required.
- Screening of such candidates will be determined through the utilization of Administrative employees involved in the specific areas of departmental designations of the position(s) to be filled.

### **POLICY STATEMENT FOR HIRING PUPIL PERSONNEL STAFF:**

The Westerly Public School District is committed to providing every child with access to a quality, cost effective education, consistent with the district's mission statement and applicable federal and state requirements.

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The essential elements to provide students with disabilities, at Westerly Public Schools, a free appropriate public education (FAPE) in the least restrictive environment (LRE) are:

- a. Recruiting and retaining highly qualified teachers, related service personnel, and support staff to implement each child's individualized education program (IEP); and
- b. Maintaining and providing quality professional development activities to support school personnel with the implementation of each child's educational program consistent with the requirements and intent of all regulations and research based practices used to provide an appropriate education for all students.

The School District recognizes that once established, a successful Human Resources Policy requires a Staffing Plan that aligns with the complements the underlying Policy. To that end, the Westerly Public Schools Special Education Program will maintain a Special Education Staffing Plan in conjunction with the District Strategic Plan that will ensure that appropriate personnel are available to deliver the services and instruction required to fully implement each student's IEP and provide FAPE in the LRE. The plan will be based on the needs of students and will follow the guidelines outlined in this policy. The staffing plan will follow these principles:

- The assignment of personnel will be based on student needs.
- Staffing decisions will support the availability of a full continuum of special education and related support services for students as determined by the IEP team, consistent with the Individuals With Disabilities Education Act (IDEA) and State Regulations of the Board of Regents Governing the Special Education of children with Disabilities.
- Staffing decisions will support the provision of a free appropriate public education for children as determined by their IEP Team.
- Staffing decisions will support placement of students with disabilities in the least restrictive environment as determined by their IEP Team.
- Special education staffing will be compliant with Federal and State law, regulation, and policies governing special education.

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1. INTERVIEWS:

It shall be the policy of Westerly Public Schools that, whenever possible, any qualified Westerly, RI resident applying for a position within the School District shall be interviewed for the position.

2. SELECTION OF EMPLOYEES:

It shall be the policy of the Westerly School Committee to employ personnel only upon the recommendation of the Superintendent. Should a person nominated by the Superintendent be rejected by the School Committee, it shall be the duty of the Superintendent to make another nomination.

### **CONFORMANCE**

This policy shall be in strict conformance with the rules and regulations promulgated by the Rhode Island Department of Education and the Rhode Island Board of Regents as well as all relevant Federal and State law as amended from time to time. In the event of a conflict between the stated terms of this policy and such laws, rules and regulations, this policy shall be considered automatically amended to be in conformance therewith.

Adopted: December 7, 2011

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### APPENDIX

#### EXHIBIT A

This form is unnecessary when selecting: Teachers, Administrators or Long Term Substitutes where specific certification is required as all employment application activity is performed through the Web site: School Spring.

#### APPLICANT SCREENING FORM (Level One)

Applicant Name: \_\_\_\_\_

DOCUMENTATION RECEIVED	YES	NO	COMMENTS
1. State of Rhode Island Certified Qualification (if applicable)			
2. Letter of Application			
3. Resume			
4. Official transcripts with degree			
5. Minimum of three (3) current letters of professional reference			
6. Praxis or National Teaching Exam (NTE)			
7. Philosophy of Education, one page (optional)			
8. Previous Evaluations (optional)			

Recommended for second level screening; YES / NO

To be completed by screening team and/or Superintendent or his/her designee.

\_\_\_\_\_  
Principal/Administrator Signature

\_\_\_\_\_  
Date

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### EXHIBIT B SELECTION TEAM RESPONSIBILITIES (Example)

Selection Team Activities	Superintendent	Central Administration	Principal/Asst. Principal	Department Head	Instructional Staff	Community & School support Team
Establish vacancies and requirements	X		X			
Select interview team	X	X	X			
Orient team to interview process	X	X	X			
Develop selection process		X	X			
Screen applications		X	X			
Select candidates for interview (letter Exhibit C)		X	X	X		
Schedule Interviews		X	X			
Interview applicants	X	X	X	X	X	X
Profile applicant's references		X	X	X		
Analyze and profile candidates	X	X	X			
Make recommendation for employment (Use Personnel Recommendation Form)	X	X	X			
Advise Human Resources of unsuccessful candidates.		X	X			
Make recommendation to Superintendent	X					



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### EXHIBIT C

#### APPRAISAL FORM (Level Two Screening)

	Highly Effective	Effective	Meets Expectation	Needs Improvement	
Performance Area	4	3	2	1	Comments
Communication Skills					
Enthusiasm					
Creativity					
Work Ethic					
Self-Confidence					
Organizational Skills					
Knowledge of Content					
Teaching Practices					
Developmental Knowledge of Students					
Participation in Special Program					
Job Specific/content questions					

\_\_\_\_\_  
Principal/Administrator Signature

\_\_\_\_\_  
Date

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### EXHIBIT C (Continued)

#### Appraisal Form Rubric:

<b>Highly Effective</b>	<b>Effective</b>
Candidate demonstrates <u>exceptional</u> abilities related to teaching and learning and expected professional performance	Candidate demonstrates <u>proficient</u> abilities related to teaching and learning and expected professional performance
<b>Meets Expectations</b>	<b>Needs Improvement</b>
Candidate demonstrates <u>average</u> abilities related to teaching and learning and expected professional performance	Candidate demonstrates <u>deficiencies</u> related to teaching and learning and expected professional performance

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## EXHIBIT C (Continued)

### Designing Interview Questions:

- Purpose of Education - Candidate exhibits the knowledge that teaching is a meaningful profession and receives satisfaction from seeing students learn and develop.
- Beliefs and Philosophy - Candidate focuses on what is best for student development (i.e., selecting materials, instructional strategies).
- Principles of Teaching - Candidate clearly exhibits knowledge and beliefs that organization and delivery of instruction is a teaching responsibility designed to meet the needs of student learning. Candidate reflects upon practice and seeks out professional support.
- Principles of Assessment - Candidate clearly defines expectation levels for student learning. Candidate believes that all students can learn and should be required to apply and demonstrate their knowledge.
- Student-Centered Beliefs - Candidate responds in ways that clearly reflect the belief that knowing individual student abilities and differences in levels of cognitive and social development provide for a better teaching and learning environment.
- Organizational Beliefs - Candidate demonstrates a sincere willingness to support and enhance school, district, state and federal guidelines and/or practices to improve the overall educational experience for all stakeholders.

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### EXHIBIT C (Continued)

#### Sample Questions:

1. How will you hold yourself responsible for student learning?
2. How would you manage and organize your classroom to accommodate students at different levels of learning?
3. What strategies would you implement to better understand individual student needs?
4. Briefly describe your classroom management strategies?
5. What techniques would you implement to create and/or maintain communication with parents?
6. Briefly describe the standards associated with your content area and how would you implement those standards?
7. Briefly reflect your knowledge of the Grade Level Expectations (GLE's).
8. Discuss/describe your intent relative to enhancing your Professional Development.
9. How important is community involvement? Explain.
  - Allow time for a closing statement (3 minutes).
  - Ask candidate if he/she has any questions.