

**Policy Concerning Recruiting and Hiring of Administrative Staff
School Union #93**

In response to An Act to Promote Equity of Opportunity for Women in Administrative Positions in the Public School System (PL 1990, Chapter 889), the board reaffirms its commitment to the strict prohibition of discrimination in employment on the basis of race, national origin, religion, sex, age, or handicapping condition, and to the principle of affirmative action to obtain wide and representative candidate pools.

In accordance with 20A MRSA SEC. 1101.13, the superintendent shall prepare a procedure designed to ensure nondiscriminatory practice in recruitment, selection, and hiring for all positions requiring administrator certification. This procedure shall be reviewed periodically.

Moreover, upon each occasion of administrative vacancy, the superintendent shall review the procedure and make appropriate adaptations as may be warranted by special circumstances. In the case of a vacancy in the Superintendency, the board shall review the procedure, adapting as appropriate.

In accordance with 20A MRSA SEC. 4502.4-A, the unit's Affirmative Action Plan shall include: a description of the status of the unit's nondiscriminatory administrator hiring practice; plans for in-service training programs on gender equity for teachers, administrators, and the school board; and the relationship of the above to the State's 5-year goal for the employment of women in administrative positions.

Legal Reference: PL 1990, Chapter 889 (Title 5 MRSA Sec. 4576;
Title 20A MRSA SEC 6; 254.8-10; 256.1, 7;
1001.13; 4502.4A; 13011.6; 13019-A.1D;
13019-B.1C)

Adopted: Union #93 Joint School Committee - April 9, 1992

Reaffirmed: Union #93 Joint School Committee - March 2, 1995

Procedure for Recruitment and Hiring of Administrative Staff
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Job Description

When administrative vacancies occur, the Union #93 Joint School Committee will:

- conduct a review of the job description with input from those people affected by the position to ensure that the information contained in it is relevant to the position;
- review the criteria (skills, knowledge, and abilities) required to perform the duties and responsibilities of the position;
- reassess the minimum qualifications (training, education, and experience) for the position.

Recruitment

When administrative vacancies occur, the Union #93 Joint School Committee will advertise in newspapers, colleges, and in administrators' publications in an effort to attract a broad pool of candidates.

Screening

The Union #93 Joint School Committee will establish a screening committee comprised of membership from all towns in Union #93 who will use the following criteria:

- a. all applications will be reviewed by the screening committee,
- b. eliminate candidates who do not fit criteria,
- c. provide information on confidentiality and equity issues to screeners,
- d. conduct preliminary reference checks,
- e. select candidates for interview based on who meets the established criteria and demonstrates skills and knowledge as outlined in the job description.

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Interviewing

The Chairperson of the Union #93 Joint School Committee will appoint an interview panel that is representative of the various groups with whom the administrative candidate will be working with on a regular basis.

The Chairperson will provide information on the interview process.

Selection

The Union #93 Joint School Committee will conduct final interviews and employ the successful candidate.

Adopted: Union #93 Joint School Committee - April 9, 1992

Amended: Union #93 Joint School Committee - May 6, 1992

Reaffirmed: Union #93 Joint School Committee - March 2, 1995

Attributes/Qualifications for Superintendent of Schools School Union #93

The following thirteen attributes or qualifications are generally viewed as essential for an effective Superintendent of School Union #93.

- **Budgeting/School Finance:** Has demonstrated the ability to be a responsible steward of a school unit's resources, with a strong working knowledge of school finance -- including budgeted development and management. Has exhibited the ability and competencies to oversee management of business, facilities, and support services.

- **School Facility Planning and Construction:** Has displayed a working knowledge of the concepts involved in planning, designing, and constructing school facilities, including a strong commitment to developing facilities to meet the needs of the instructional programs.

- **Personnel Management:** Has exhibited the ability to interpret school system needs and to perceive in candidates the best qualified, potentially most competent teachers, administrators, and support staff. Has shown that he/she is able to recruit, nominate, assign, and retain quality staff by good personnel management practices. Has evidenced the understanding of collective bargaining and the superintendent's role in the process.

- **Organizational Management:** Has demonstrated the belief in and understanding of participatory management. Has verified organizational skills, working knowledge of school law, and knowledge of the effective operation of organizations, along with methods of resolving organizational conflicts when necessary.

- **Communications:** Has exhibited the ability to effectively articulate with the school board, faculty, and parents the successes of the schools, as well as the needs, and the capability to communicate equally well with audiences, groups, and individuals.

- **Community Relations:** Has evidenced the recognition of the importance of both stimulating and reflecting community needs/wants regarding the children's' education. Has shown the desire to involve the community in developing and implementing goals, and that he/she views the community/school relationship as a partnership that recognizes and involves the community as part of the school system.

- **Involvement In The Schools and Community:** Has demonstrated the understanding of the need for a superintendent to be visible in the individual schools, to visit the schools on a regular basis to remain aware of current developments, and to be visible and active in community affairs.

- **Superintendent/Board Relationships:** Has shown that he/she understands and honors the responsibilities of the school board, keeping the members well informed and articulating clear, specific recommendations for action which are well documented.

- **Leadership:** Has displayed the ability to inspire, motivate, and guide people. Has shown the capacity to influence, enhance, and implement a vision of educational excellence, direction, and progress.

- **Curriculum/Instruction:** Has the proven ability to work with staff to oversee the identification of skills or learning objectives which are appropriate to the student body, and to guide and assist the professional staff in planning and implementing instructional strategies that match the curriculum and student learning needs.

-**School Reform/Restructuring:** Has revealed knowledge of current practices and research which will enable the provision of direction and leadership for constructive change. Has demonstrated up-to-date knowledge of state and national educational trends and the ability to adapt those trends to the local school system, as appropriate. Has shown that he/she can move ideas and decisions into implementation.

- **Staff Development:** Has demonstrated the ability to provide an environment for professional growth and staff development that encourages the raising of staff aspirations. Has shown that he/she can capitalize on the strengths of staff members who are performing capably in the area of program evaluation, development and implementation, encouraging the use and development of other talents among staff members, when appropriate.

- **Supervision/Evaluation:** Has exhibited the knowledge and commitment to supervise and evaluate the effectiveness of school programs and the personnel responsible for their delivery. Has shown the ability to analyze duties, delegate authority, and provide for feedback and training to improve the performance of personnel. Has evidenced commitment to an evaluation process that establishes clear performance standards, acknowledges and rewards superior performance, and documents inferior performance while suggesting methods of improvement.

Adopted: Union #93 Joint School Committee - April 9, 1992

Reaffirmed: Union #93 Joint School Committee - March 2, 1995