

Personnel -- Certified/Non-Certified

Recruitment and Selection

The Board desires the Superintendent to develop and maintain a recruitment program designed to attract and hold the best possible personnel who are “highly qualified” as defined by federal law in the District’s schools. Beginning in school year 2006-07 all District teachers teaching a core academic subject area, as defined in the No Child Left Behind Act, must be determined to be “highly qualified.”

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

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

To this end, the Board of Education shall develop and implement a written plan for minority staff recruitment. The administration is directed to make a serious effort to see that the recruitment procedures of the district produce a total staff representative of the total population of the district and that the assignment procedures of the district bring to each school staff members representative of the population represented by the student membership in each local school.

The schools shall engage in fair and sound personnel practices in the appointment of all district employees. The administration shall be responsible for establishing recruitment, selection and appointment procedures.

The Superintendent shall insure that the District is in compliance with the provisions of Title I, the No Child Left Behind Act. Manuals and handbooks shall comply with federal law as to the qualifications for instructional personnel. Notice of professional qualifications shall be provided to parents/guardians of students in Title I schools and staffing pattern reviews as required by law shall be conducted annually.

(cf. 4115 – Evaluation)

Legal Reference: Connecticut General Statutes

10-151 Employment of teachers. Notice and hearing on termination of contract.

10-153 Discrimination on account of marital status.

10-220 Duties of Boards of Education.

Personnel -- Certified/Non-Certified

Recruitment and Selection

Legal Reference: Connecticut General Statutes (continued)

31-126 Unfair Employment Practices

46a-60 Discriminatory employment practices prohibited.

Title IV Equal Employment Opportunities

20 U.S.C. Section 1119 No Child Left Behind Act

34 C.F.R. 200.55 Federal Regulations

Circular Letter C-6, Series 2004-2005, Determining “Highly Qualified” Teachers

Circular Letter C-9, Series 2004-2005, “No Child Left Behind” and Districts’ High Objective Uniform State Standard of Evaluation (HOUSSE) Plans.

Policy adopted:

June 14, 2005

HAMDEN PUBLIC SCHOOLS
Hamden, Connecticut

Personnel -- Certified/Non-Certified

Recruitment and Selection

In the employment of teachers and other certified personnel, special consideration is given to professional training, teaching experience, and personal characteristics desirable in good teachers.

Each candidate will:

1. Submit evidence of meeting the certification requirements of the state.
2. Submit an official college transcript to the personnel office.
3. Submit a record of teaching and other work experience to the personnel office. Salary increments are based upon years of creditable service.
4. Appear, unless unusual hardship prevents, for a personal interview.

The Superintendent will ensure that all employee manuals or handbooks are in compliance with federal law and include:

- The education and experience required of all new instructional employees;
- Any credentials that current instructional employees must acquire;
- A timetable for the satisfaction of any new requirements;
- The consequences for employees who fail to comply.

All employees are to be advised of the revisions of the handbooks or manuals and of any implications for existing personnel.

The Superintendent will ensure that parents/guardians of students in Title I schools are informed of their right to know the professional qualifications of their child's teacher and will describe where and how this information may be obtained. The Superintendent will monitor Title I schools to ensure that parents/guardians of all students are notified when those students are taught for 4 or more consecutive weeks by a teacher who is not highly qualified as defined by law.

Staffing patterns will be reviewed annually to ensure that poor and minority students are not, at higher rates than are other children in the district, taught by inexperienced, unqualified, or out-of-field teachers. If such patterns are noted, strategies to correct the problem will be developed.

Personnel -- Certified/Non-Certified

Recruitment and Selection (continued)

Determining “Highly Qualified” Teachers

Beginning in school year 2006-2007, all teachers teaching a core academic subject area must be “highly qualified.” As defined in the No Child Left Behind Act (NCLB), core academic subjects include:

English	World Languages
Reading/language arts;	Civics and Government;
Science;	History;
Mathematics;	Geography; and
The arts (music, fine arts, dance and theater);	Economics.

To be considered “highly qualified,” individuals who are **currently employed** must:

1. Hold full state certification; and
2. Hold a bachelor’s degree; and
3. Demonstrate competency in the core academic subject area(s) they teach using **one** of the following four methods:
 - Holds a major in the core academic subject area(s) that they teach; or
 - Holds a master’s degree in the core academic subject area(s) that they teach; or
 - Has successfully completed the Praxis II exam in the core academic subject area(s) that they teach; or
 - Has successfully demonstrated competency in the core academic subject area(s) using the district’s High Objective Uniform State Standard of Evaluation (HOUSSE).

The reauthorized IDEA law includes special education teachers as teachers of core academic content. Therefore, special education teachers must demonstrate competency in the core academic subjects that they teach to one or more students. IDEA has provided some flexibility for special education teachers hired subsequent to July 1, 2006. In order to hire a special education teacher who will be a primary teacher of core academic content knowledge either in a resource room or self-contained classroom, that person must be “highly qualified” in one of the following core academic content areas prior to being hired: reading/language arts/English, mathematics or science. Special education teachers then have up to two years to become “highly qualified” in the additional core academic subjects they will be teaching. The District may use the HOUSSE process for special education teachers to become designated as “highly qualified” in additional content areas.

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Recruitment and Selection

Determining “Highly Qualified” Teachers (continued)

Teachers who teach one or more core academic subject area(s) who have not successfully passed the CONNECT or Praxis II exam, must demonstrate competency in the core academic subject area(s) that they teach through one of the three remaining options provided under NCLB (e.g. hold a major in the core academic subject area(s), hold a master’s degree in the core academic subject area(s) or demonstrate competency through the district’s HOUSSE process).

Teachers who do not hold either a major or a master’s degree in the core academic subject area(s) they teach, must demonstrate competency in the core academic subject area(s) they teach through the District’s HOUSSE process. This applies to teachers who have not successfully passed a state approved teacher assessment, or who do not hold a major or master’s degree, or its equivalent, in all of the core academic content area(s) that they teach. These teachers can demonstrate subject matter competency in all core academic subjects that they teach to become “highly qualified” through the “High Objective Uniform State Standard of Evaluation (HOUSSE) process. HOUSSE is accomplished through the District’s teacher evaluation plan.

(cf. 4115 – Evaluation)

Legal Reference: Connecticut General Statutes
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 10-153 Discrimination on account of marital status.
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Regulation approved: June 14, 2005

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