

Personnel -- Certified/Non-Certified

Recruitment and Selection

The Marlborough Board of Education recognizes the diversity 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.

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

The school 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 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 reviews as required by law shall be conducted annually.

The Board of Education authorizes the Superintendent to employ teachers. (A Superintendent not authorized to employ teachers will submit to the Board of Education nominations for individuals to be hired by Board action. Boards shall accept or reject such nominations not later than thirty-five (35) calendar days from such submission.

Hiring of Retired Teachers

A **retired** teacher receiving benefits from the Teachers Retirement System (TRS) may be reemployed by the Board for up to one full school year in a position (1) designated by the Commissioner of Education as a subject shortage area, or (2) at a school located in a priority school district for the school year in which the teacher is being employed. Such employment may be for up to one full school year. Such reemployment may be extended for an additional school year, provided the Board (a) submits a written request for approval to the Teachers Retirement Board, (b) certifies that no qualified candidates are available prior to the reemployment of such teacher and (c) indicates the type of assignment to be performed, the anticipated date of rehire and the expected duration of the assignment.

The salary of such teacher shall be fixed at an amount at least equal to that paid other teachers in the District with similar training and experience for the same type of service. Upon Board approval of such employment, the retired teacher shall be eligible for the same health insurance benefits provided to active teachers employed by the District. No retirement benefits shall be paid during this period of reemployment.

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Recruitment and Selection

Hiring of Retired Teachers (continued)

Except as indicated below, and in the first paragraph in this section, a certified educator receiving retirement benefits from the Teachers Retirement System (TRS) may not be employed in a certified position receiving compensation paid out of public money appropriated for school purposes except that such educator may be employed in such a position and receive no more than forty-five percent of the maximum salary level for the assigned position. Any certified educator who receives in excess of such amount shall reimburse the Board for the amount of such excess.

Commencing July 1, 2016, to June 30, 2018, the exemption from the limitation on the compensation of a reemployed certified educator apply to an educator who (A) is receiving retirement benefits from TRS based on thirty-four or more years of credited service, (B) is reemployed in a district designated as an alliance district (pursuant to C.G.S. 10-262u), and (C) was serving in the district on July 1, 2015.

On and after July 1, 2016, a certified educator receiving retirement benefits from the system may be employed and receive compensation, health insurance benefits, and other employment benefits provided to active teachers employed by such school system provided such teacher does not receive a retirement income during such employment. Payment of such teacher's retirement income shall resume on the first day of the month following the termination of such employment.

Legal Reference: Connecticut General Statutes

10-151 Employment of teachers. Notice and hearing on termination of contract (as amended by P.A. 12-116 An Act Concerning Educational Reform)

10-153 Discrimination on account of marital status.

10-183v Reemployment of teachers, as amended by P.A. 10-111. An Act Concerning Education Reform in Connecticut and P.A. 16-91, An Act Making Changes to the Teachers' Retirement System..

10-220 Duties of Boards of Education. (as amended by PA 98-252)

46a-60 Discriminatory employment practices prohibited.

Policy adopted: August 24, 2000
Policy revised: August 25, 2005
Policy revised: January 27, 2011
Policy revised: February 28, 2013
Policy revised: January 26, 2017

MARLBOROUGH PUBLIC SCHOOLS
Marlborough, Connecticut

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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.

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.

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
The Arts (music, fine arts, dance and theater)	Economics

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Recruitment and Selection (continued)

Determining “Highly Qualified” Teachers (continued)

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
 - 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 teacher; 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.

Determining “Highly Qualified” Teachers

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).

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Recruitment and Selection (continued)

Determining “Highly Qualified” Teachers (continued)

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.

10-220 Duties of Boards of Education. (as amended by PA 98-252)

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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’ **H**igh **O**bjective **U**niform **S**tate **S**tandard of **E**valuation (HOUSSE) Plans.

Regulation adopted: August 25, 2005

MARLBOROUGH PUBLIC SCHOOLS
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Affirmative Action

It is the policy of the Marlborough Board of Education that no persons shall be discriminated against with regard to their race, color, sex, sexual orientation, national origin, ancestry, religion, age, physical disability, mental retardation, marital status, present or past history of mental disorder or learning disability. Such action includes, but is not limited to, employment, upgrading, demotion or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation and selection for training including apprenticeship.

Legal Reference: Connecticut General Statutes

10-153 Discrimination on account of marital status.

46a-60 Discriminatory employment practices prohibited.

Title VII, Civil Rights Act 42 U.S.C. 2000e, et seq.

PA 91-58 An act concerning discrimination on the basis of sexual orientation.

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Minority Recruitment Plan

In accordance with Sections 10-4A(3) and Section 10-220(a) of the Connecticut General Statutes, the Marlborough Board of Education has developed the following written plan for minority staff recruitment:

1. All recruiting sources will be informed in writing of the Board's non-discrimination policy.
2. The Board representatives or their designees will contact local training and education institutions, including those with high minority enrollments, to publicize job openings within the school district and to solicit referrals of qualified minority candidates.
3. The Board representatives or their designees will expand its help-wanted advertising to include Connecticut Regional Education Applicant and Placement Program (CT REAP), and electronic career placement system that streamlines the hiring process for both the applicant and the human resource professionals in school districts throughout the state and which will include electronic applications from anywhere in the world.
4. As possible, Board representatives or their designees will participate in local job fairs, including those that are sponsored by minority community organizations or otherwise directed toward minorities.
5. The Board's designee will maintain records documenting actions taken pursuant to this plan, including correspondence with recruitment agencies and other referral sources, job fair brochures and advertising copy.
6. The Board will review, on an annual basis, the effectiveness of this plan in increasing minority applicant flow and attracting candidates for employment.

Legal Reference: Connecticut General Statutes

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