

Personnel -- Certified/Non-Certified

Recruitment and Selection

The CREC Council (CREC) recognizes the heterogeneity of the people who live in its region and believes that this heterogeneity should be recognized in the recruitment and assignment of personnel.

CREC believes that a skillful and diverse staff contributes significantly to high quality and engaging learning environments that are predicated on a climate of inclusion. CREC will assert its leadership within the community to achieve full employment and effective utilization of the capabilities and productivity of all persons without regard to race, color, religious creed, age, marital status, national origin, ancestry, ethnicity, sex, sexual orientation, gender identity or expression, present or past history of mental disorder, intellectual disability, learning disability, physical disability, pregnancy, veteran status, genetic information, status as a survivor of domestic violence, or any other basis prohibited by state or federal law.

CREC has developed and will implement a written Increasing Educator Diversity Plan (Plan) in accordance with state law and State Department of Education guidance.

The Administration shall be responsible for developing recruiting procedures and appropriate interviewing and evaluation instruments to implement this policy and the Plan, including utilizing the strategies and resources made available by the State Department of Education's Minority Teacher Recruitment Policy Oversight Council. All such procedures and instruments shall comply with state and federal laws and regulations. No advertisement of employment opportunities may by intent or design restrict employment based upon discrimination as defined by law.

The Administration shall ensure that CREC is in compliance with the provisions of Title I and the Every Student Succeeds Act. Postings shall comply with federal law as to the qualifications of instructional personnel. Notice of professional qualifications shall be provided to parents/guardians of students in Title I schools and staffing patterns shall be reviewed, as required by law.

Every level of supervision shall be held responsible for complying with this policy and Plan, and the accompanying regulation.

Legal Reference: Connecticut General Statutes

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

10-153 Discrimination on the basis of sex, gender identity or expression or marital status prohibited.

10-220 Duties of Boards of Education. (as amended by PA 23-167)

46a-60 Discriminatory employment practices prohibited.

Other

P.L. 114-95 Every Student Succeeds Act, S.1177-55, 56

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CAPITOL REGION EDUCATION COUNCIL
Hartford, 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, if requested.

The Executive Director/designee 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 Executive Director/designee 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 Executive Director/designee 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.

Affirmative Action

1. CREC programs are offered without discrimination against any person because of race, color, religious creed, age, marital status, national origin, ancestry, sex, sexual orientation, gender identity or expression, disability, pregnancy, veteran status, genetic information, or any other basis prohibited by state or federal law. CREC's Affirmative Action Program is designed to recruit as fully and as completely as possible for each employee opening. CREC's Executive Director is responsible for establishing, maintaining, and carrying out affirmative action efforts to promote equal opportunity.

2. A pool of applicants will be established when filling any position other than through internal program transfer. The pool is established through an online posting. Additional suggestions for posting may be received from the CREC Administrative Offices.
3. The online posting is the primary resource for affirmative action recruitment, and may be supplemented by: advertising within CREC, college interviewing, and soliciting assistance from interested citizens and groups. A newspaper ad in a local paper may be used to supplement the online posting.
4. A position must be posted through the online posting for a minimum of five (5) days before it can be filled internally or externally. Applicant pools may be used to fill comparable positions for no more than 90 days following the original online posting. Applicant pools are established by CREC Human Resources. The pool files resulting from the online posting are maintained at CREC Central.

If a selection committee is used in the interviewing process, efforts should be made to ensure that its membership is diverse.

Once a candidate has been selected, the hiring coordinator will submit electronically all associated hiring packet documents.

All staff involved in or responsible for hiring educators must complete the Connecticut State Department of Education's video training module on implicit bias and anti-bias in the hiring process.

Increasing Educator Diversity Plan

CREC will increase Educator Diversity by:

- Establishing relationships with Historically Black Colleges and Universities and Hispanic-serving institutions locally, nationally, and internationally
- Establishing relationships with Historically Black and Latino fraternities and sororities
- Leveraging the CREC Employee Network Groups to identify pools of applicants locally
- Leveraging programs that provide certification pathways to a diverse group of teaching candidates, such as the Connecticut Teacher Residency Program
- Establishing relationships with professional education associations

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