

SALEM SCHOOL SYSTEM  
Salem, Connecticut

PERSONNEL - CERTIFIED / NON-CERTIFIED

MINORITY RECRUITMENT PLAN - PROCEDURES

The ultimate goal in recruitment is to achieve an acceptable or a representative applicant pool. Acceptable applicant pools are achieved through outreach efforts designed to ensure that members of the underrepresented portions of our population are informed of employment opportunities.

In order to ensure this, the Salem School District will:

1. Establish by category the available vacancies, i.e., teachers, administrators, non-certified staff.
2. Attend minority teacher recruitment fairs, both state and regional.
3. Utilize current minority staff to assist in identification of minority candidates.
4. Utilize the Internet sites for minority recruitment.
5. Utilize the programs of the Community and four-year colleges, which place students in field studies or practices.
6. Utilize the Websites of various colleges and universities, particularly those known to have a significant minority population.
7. Advertise in minority publications, TV, radio and with minority organizations such as NAACP and the Urban League.
8. Utilize the services of CREC's Minority Teacher Recruiting program. CREC markets Connecticut districts in PR materials, establishes contact with colleges, recruits college teacher education candidates from Connecticut and the east coast, offers Praxis tutorial assistance, sponsors a Minority Teacher Recruitment Fair, provides file distribution of minority candidates, sponsors Y.E.S. (future teachers) club activities, offers a Summer Institute for Future Teachers, and coordinates a support group for minority educators.
9. Develop a marketing package that presents the strengths and qualities of Salem School to prospective applicants.
10. Develop a system for substitute and intern coaching to prepare for hiring.
11. Personally contact members of the underrepresented population and encourage them to apply for vacant positions.
12. Expand search for underrepresented candidates to include experts from nontraditional teacher training arenas such as the Alternate Route to Certification, in which teachers come from business, private practice, military, government or industry.

1<sup>st</sup> Reading: September 28, 1999

Procedure Adopted: October 12, 1999