STAFFING PROCEDURES FOR NEW HIGH SCHOOL & NEW ELEMENTARY OPENING IN AUGUST 2017

This procedure is a guide for the use of PfISD administrators in staffing the new high school and new elementary school, projected to open in August 2017. A basic assumption behind the suggested timelines is that the new buildings open at the beginning of the school year. A different building completion and occupation date would require corresponding modifications of timelines.

DETERMINING STAFFING NEEDS

Determination of the initial staffing allotment will be based primarily on projected enrollment for the new campus. Additional information to consider includes:

- enrollment in programs such as special education, career and technology classes, ESL, etc.;
- budget.

STAFF SELECTION FOR NEW SCHOOLS

Initial selection of staff for the new campus will come from any campus at which the staff must be reduced. Quality staff with PfISD experience will be maintained on all campuses. Teacher selection will be based upon instructional, extracurricular, and programmatic needs.

After the necessary staff reductions are made, consideration will then be given to transfer requests made by existing PfISD employees. Outside applicants may be recommended for employment after this process is complete. No new hires will be processed by HR until all identified excess staff is placed.

STAFFING REDUCTION DETERMINATION

Teachers who are under contract for the following school year and who are no longer needed on a specific campus as a result of a decline in projected enrollment, a program change, or a modification of staffing guidelines are defined as surplus. Campuses that are overstaffed may meet the staffing requirements through one of two methods:

1. A staff member may volunteer to relocate from a campus that is overstaffed to an understaffed campus.
2. A staff member from a campus that is overstaffed may be reassigned to an understaffed campus.

VOLUNTARY REASSIGNMENT DUE TO DECREASE IN ENROLLMENT

Upon receipt of the staffing allotment for the upcoming school year, if the school is determined to have staffing reductions, the principal of the overstaffed campus determines the positions for reduction, taking into consideration the projected enrollment by grade level, by department, and by subject. The principal determines whether a teacher of the grade level, department, or course affected wishes to be reassigned to an understaffed campus. In recommending a teacher for voluntary reassignment, the principal must consider the following criteria:

a. The teacher, during the appropriate timeline for voluntary reassignment, must advise the principal in writing by submitting a

signed and dated request indicating the desire of reassignment. Principals should not urge, solicit, or pressure teachers to become volunteers for reassignment.

b. Any teacher employed on an H-1B Visa will not be considered for reassignment.
c. Any teacher identified with performance concerns during the current and/or previous school year may not be considered for voluntary transfer. Both the sending and receiving principal must approve of a teacher in this situation.
d. In the case of multiple volunteers from an impacted area, the names of all such volunteers will be provided by the sending principal to the receiving principal, and the receiving principal will interview for the final determination.

SECONDARY SCHOOLS – REASSIGNMENT PRIOR TO OR AFTER THE START OF THE SCHOOL YEAR

Step I – Identify any teacher(s) in the subject area affected who volunteered for reassignment. If no volunteers, proceed to Step II.
Step II – Determine the teacher on the affected campus who has the least seniority on the campus based on uninterrupted service on the campus, and whose teaching assignment is in the affected subject area. In the event two or more teachers are equal in seniority, proceed to Step III.
Step III – Determine the teacher on the affected campus who has the least seniority in the District based on uninterrupted service and whose teaching assignment is in the affected subject area. If two or more teachers are equal in seniority, proceed to Step IV.
Step IV – Determine the teacher on the affected campus who has the least seniority based on uninterrupted service in the subject area affected. If two or more teachers are equal in seniority, proceed to Step V.
Step V – In the event there are still multiple teachers identified in the impacted area, the names of all affected teachers will be provided by the sending principal to the receiving principal, and the receiving principal will interview for the final determination.
NOTE: Any teacher identified with performance concerns during the current and/or previous school year may not be considered for reassignment. Both the sending and receiving principal must approve of a teacher in this situation.

ELEMENTARY SCHOOLS – REASSIGNMENT PRIOR TO OR AFTER THE START OF THE SCHOOL YEAR

Step I – Identify any teacher(s) who are volunteering for reassignment. If there are not enough volunteers, proceed to Step II.
Step II – Determine the teacher(s) on the affected campus who have the least seniority on that campus based on uninterrupted service on the campus and whose teaching certificate aligns with the affected grade level or area. In the event two or more teachers are equal in seniority, proceed to Step III.
Step III – Determine the teacher on the affected campus who has the least seniority in the District based on uninterrupted service and whose teaching assignment is in the affected grade level or area. If two or more teachers are equal in seniority, proceed to Step IV.
Step IV – Determine the teacher on the affected campus who has the least seniority based on uninterrupted service in the grade level or area affected. If two or more teachers are equal in seniority, proceed to Step V.

Step V – In the event there are multiple teachers identified in the impacted area, the names of all affected teachers will be provided by the sending principal to the receiving principal, and the receiving principal will interview for the final determination.
NOTE: Any teacher identified with performance concerns during the current and/or previous school year may not be considered for reassignment. Both the sending and receiving principal must approve of a teacher in this situation.

OPENING OF NEW SCHOOL

New campuses in the District are staffed using a combination of existing personnel and new employees to the District. The viability of all campuses is ensured when the quality of staff on each campus is maximized. All personnel are employed subject to assignment and/or reassignment by the Superintendent or designee. The assignment shall be based on the needs of the District.

For opening a new school, the following will apply:

1. District-level administrative personnel have a dual responsibility in staffing new campuses. They are responsible for assisting the new campus Principal in maximizing the quality of his/her staff while simultaneously assuring that existing campuses retain their own high quality personnel.
2. A current principal named as principal of a new school is limited to taking no more than the number of staff needed based on demographer projections and staffing ratios.
3. Human Resources will monitor the following criteria:
    a. Ensuring no single school loses excessive amounts of teachers in hard to fill areas (i.e. math, science, bilingual, ESL, and special education).
    b. Enabling new schools to successfully staff high needs areas.
    c. Ensuring a balance of experienced teaching staff to avoid a disproportionate number of inexperienced teachers.
    d. Ensuring that sending schools do not lose excessive number of teachers from a particular grade level or department.
    e. Projected enrollment will determine the number of administrative and counseling staff to be reassigned from a sending school.
    f. Ensuring that sending schools do not lose an excessive number of clerical/paraprofessional staff.

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