



STAFFING ADJUSTMENT PROCEDURE (INS-P016)

Clarksville-Montgomery County School System

1.0 SCOPE:

- 1.1 This procedure outlines the steps taken by Principals and Teachers when staffing adjustments are necessary.

The online version of this policy is official.
Therefore, all printed versions of this
document are unofficial copies.

2.0 RESPONSIBILITY:

- 2.1 Level Directors
- 2.2 Principals

3.0 APPROVAL AUTHORITY:

- 3.1 Human Resources Director

4.0 DEFINITIONS:

- 4.1 Staffing adjustment: Placement of teachers to a new school or classroom to accommodated student enrollment. Placements are decided by the HR Director and level director.

Note: If possible, fall staffing adjustments occur before Labor Day. Principals of schools expecting to gain or lose teachers should consider notifying parents from the beginning of school that adjustments may have to be made. Non-tenured teachers should be used for staffing adjustments. A list of the teachers is given to and discussion is held with the level director by principals losing staff. This discussion includes teachers' abilities, aptitudes and any extenuating circumstances. The level director advises the principal in choices of personnel and building level staffing adjustments. These teachers should be polled as to their preference of grade levels and areas of the county. These preferences will be honored if at all possible.

5.0 PROCEDURE:

- 5.1 Principals losing teachers during staffing adjustments:
 - 5.1.1 Principals notify parents by letter of the teacher's reassignment.
 - 5.1.1.1 A letter from the teacher leaving could be attached.
 - 5.1.2 Principals make a personal or a ConnectEd telephone call.
 - 5.1.3 Classroom being vacated is secured.
 - 5.1.3.1 Permission from the principal is needed to take items from the room.
 - 5.1.3.2 If items taken are inventoried items, proper paperwork is required, i.e., laptops, teacher editions textbooks, etc (ref. [INV-P001](#)).
- 5.2 Principals gaining teachers during staffing adjustments:
 - 5.2.1 Principals make personal contact with new teachers to welcome them, let them know expectations and advise them of assistance available.



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5.2.2 Classrooms are prepared with appropriate furniture, equipment and materials.

5.2.3 A mentor is assigned to the new teacher.

5.2.3.1 Mentor and grade level teachers assist with making the room appealing for the students and provide at least two (2) weeks of plans for the teacher.

5.2.4 Plan with the new teacher how he/she will meet their students and make them feel welcome and comfortable with the move.

5.2.4.1 This may include visiting the classrooms, reading to the students and helping them move their belongings to the new room.

5.3 Selecting students to be moved to a new classroom:

5.3.1 Principals confer with teachers; however, the final decision is the principals.

5.3.2 Consideration is given to balance between gender, race, abilities and behaviors.

5.3.3 Principals confer with current teacher regarding students' abilities and aptitudes.

5.3.4 Principals research students' history, trying not to move students who were moved or in a difficult situation during the previous year.

6.0 ASSOCIATED DOCUMENTS:

6.1 List of teachers

6.2 Property Inventory Control ([INV-P001](#))

7.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
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None identified.

8.0 REVISION HISTORY:

<u>Date:</u>	<u>Rev.</u>	<u>Description of Revision:</u>
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1/10/2006		Initial Release
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*** End of Procedure ***