

## Personnel -- Certified

### Equity in Staff Assignments

Although recognizing that perceptions of equity in teacher assignments differ markedly from person to person, the Superintendent of Schools shall work with each principal or supervisor to develop teacher assignments which in the Superintendent's judgment are equitable. Because of inherent differences in teaching at each of the three educational levels (elementary, middle school, and senior high), differences among departments in secondary schools, and differences among and between grade levels and special subject teachers in elementary schools, administrative priorities in teacher assignments shall be:

1. Equity within each secondary school department; equity among regular elementary classroom teachers; and equity among special subject elementary teachers;
2. Equity among departments at secondary schools and equity among and between regular classroom teachers and special subject teachers in elementary schools;
3. Equity among teachers throughout the district.

In working toward equitable teaching assignments, the Superintendent and other administrators will give appropriate consideration to the following non-exclusive list of factors:

1. School levels (elementary, middle school, senior high);
2. Differing subject matter or special subject requirements;
3. Number of students taught;
4. Students' abilities;
5. Number of teacher preparations and teacher assignments;
6. Number of planning periods provided;
7. Extra class assignments--playground duty, bus duty, cafeteria duty, hall duty, home room assignments, department chairmanships, etc.;
8. Teachers' experiences and abilities;
9. Teachers' preferences;
10. Previous teaching assignments and extra class assignments.

Although providing consideration to all factors listed in this policy, the Superintendent and/or principals shall give the educational interests of students their first priority in making teacher assignments.