

INSTRUCTIONAL AND NON-INSTRUCTIONAL STAFF TIME ASSIGNMENT POLICY



CRITERIA FOR ASSIGNMENT

The principal will assign staff members' time in a manner that will:

1. Take into account specific student needs, including both developmental and academic, based on student data and student interests.
2. Facilitate the implementation of our Improvement Plan and our Student Assignment Policy.
3. Take into account different teachers' strengths and in-depth knowledge of specific topics and assign highly-effective staff in a fair and equitable manner based on student and school needs, assessment data, and local and state requirements.
4. Take into account staff members' requests to vary their work.
5. Put a priority on manageable class loads for all teachers, including program review area teachers.
6. Include formal and informal assignment processes that support and assist all new personnel and provide mentoring for new instructional personnel.
7. Meet certification requirements and the parameters of district job classifications.

ASSIGNMENTS BASED ON CRITERIA

To complete assignments, the principal will:

1. In March, invite all returning staff members to indicate their preference for continuing or changing assignments the next year, including classroom assignments, extra-duty assignments, and other responsibilities.
2. In April, meet with any individual staff members whose requests may be difficult to grant to discuss reasons for the staff member's interest, factors making it difficult to grant the requests, and possible solutions.
3. In May, assign staff members based on the criteria in the first section of this policy. Notify all staff members of their assignments.
4. In August, notify the council of how all staff members have been assigned.

ALTERING ASSIGNMENTS

After making assignments, the principal may alter them:

1. When necessary to respond to unanticipated enrollment or staffing changes.
2. When the principal and the affected teachers agree that a change is needed.
3. When the council changes other policies or the school improvement plan and recognizes in the minutes that those changes may require staff time assignment changes that cannot be put off until the next school year.

SUPERVISION OF STUDENTS

While on school property, students at Ewing Elementary will be under the supervision of a qualified adult who will hold them accountable for their conduct.

A. DAILY SUPERVISION PLANS

Prior to the opening of each school year, the principal (or designee) will have in place a plan of daily student supervision for the following areas:

- Cafeteria
- Restrooms
- Playground
- Locker areas
- Halls and stairwells
- Before and after school areas
- Bus loading and unloading zones

B. SUPERVISION OF EVENTS AND ACTIVITIES

The Principal (or designee) will ensure that all school-sponsored events and activities are supervised and chaperoned with a suitable number of qualified adults who will hold students to appropriate standards of conduct.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Adopted: _____

Date Reviewed or Revised: _____

Date Reviewed or Revised: _____

NOTES ON USING THIS POLICY

PRINCIPAL PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM (PPGES): The guidelines and procedures outlined in the sections CRITERIA FOR ASSIGNMENTS and SUPERVISION OF STUDENTS of this policy help support principals in their efforts to align their practice with PPGES (3.2, 3.3, and 4.3).

SUPERVISION OF STUDENTS: The council needs to make sure the section they have on supervision in this policy aligns with the required district policies on bullying and any requirements on supervision the district may have. This sample policy *must* be adjusted to fit your particular school situation and level; for example, the list of places that need a supervision plan may be different for your school.