



MEMORANDUM

TO: Members, Board of Education

FROM: Peggy H. Thompson, Chief Human Resources Officer

SUBJECT: Opening of Schools – Staffing Adjustments

DATE: September 9, 2008

Each year during the first ten days of school, the Human Resources Department addresses teacher allocation issues by providing resources to schools that are over enrolled. This process is accomplished primarily by moving teachers from schools that may be under enrolled. The process is completed in collaboration with principals, the Offices of Finance, Human Resources, and Academic Improvement, and the Superintendent.

During the 08-09 school year, seventeen teaching positions have been provided to schools who have gained enrollment over their student enrollment projections. Most of the changes have occurred at the elementary level. This year, approximately 35% of the adjustments have been made to northern tier elementary, middle, and high schools.

Details regarding the moves and the processes used are provided in the attached report. For more information, contact Peggy H. Thompson, chief human resources officer, at 370-8340.

Attachment

Background

Each spring, the Human Resources Department provides teacher allocations to schools based on priorities developed by the GCS Board of Education and on projections provided by the Office of Planning. Principals determine the use of those allocations per their student registrations by grade level or subject area/electives, and school improvement needs. During the summer, the process of reviewing student enrollment projections and shifts occurs between the Offices of Human Resources and Planning. While most adjustments are made over the first ten days of school to ensure more accurate decisions with better, stable data, some adjustments are made during this timeframe.

During the first ten days, class sizes are monitored daily through our Student Information Management System (SIMS) to ensure that teacher allocations are sufficient to accommodate state and local class size compliance. State law (115C-301C) specifies that “the average class size for each grade span in a local school administrative unit shall at no time exceed the funded allotment ratio of teachers to student.” School systems report class size averages to the Department of Public Instruction in the second month of the school year.

The Department of Public Instruction provides the following regarding class sizes:

TABLE ONE: CLASS SIZE MINIMUM AND MAXIMUM

Grade Span	LEA-Wide Average	Class Size Maximum
K-3	21	24
4-9	26	29
10-12	29	32

Factors Affecting Teacher Allocations

There are several factors that affect teacher allocations including staffing formulas, district priorities, and shifts in student populations. One staff formula adjustment results from the Board of Education’s establishment of six schools as Equity Two and twenty five schools as Equity Three. Equity Two schools have class sizes of 15.75:1 to 18:1 in grades kindergarten through second. Equity Three schools have the aforementioned class sizes in grades kindergarten through third. The Human Resources Department works to maintain no greater than an average of 18:1 student-teacher ratio in these schools at the specified grade levels.

TABLE TWO: EQUITY TWO AND EQUITY THREE SCHOOLS

School Status	Schools
Equity Two	Alderman, Bluford, Guilford, Johnson Street, Murphey, Oak View
Equity Three	Allen Jay, Archer, Bessemer, Brightwood, Cone, Fairview, Falkener, Foust, Frazier, Gillespie Park, Hampton, Hunter, Kirkman Park, Montlieu, Northwood, Oak Hill, Parkview, Peck, Rankin, Sedgfield, Sumner, Union Hill, Vandalia, Washington, Wiley

Other factors include priorities such as the arts, foreign languages, and middle/early colleges. Finally, other issues that affect student enrollment include administrative reassignments, student opt-outs due

to Adequate Yearly Progress performance per the No Child Left Behind Legislation, and magnet enrollment.

Process Used to Make Adjustments

As student enrollment increases to affect class size issues, the Human Resources Department makes adjustments to teacher allocations. The process used for the 08-09 school year is detailed below. Key players in the process include principals, the Chief of Staff, Chief Finance and Human Resources Officers, Instructional Improvement Officers, and staff within the Departments of Human Resources and Finance. Historically those moves have occurred during the first few days of school. However, during the 08-09 school year, the movement of personnel was initiated after Labor Day to provide an opportunity for enrollment to stabilize.

10th Day Transition Plan

TABLE THREE: TEN DAY OPERATIONAL PLAN FOR TEN DAY TEACHER TRANSITIONS			
Issue	Description	Action Steps/Person Responsible	Timeline
Projection Review	Review projection data by school to determine over and under enrollment against projections	<ol style="list-style-type: none"> 1. Develop a spreadsheet to compare projection data and actual student enrollment 2. Examine specific school situations 	Weekly beginning in July
SIMS data	Reviewing SIMS data	<ol style="list-style-type: none"> 1. Gather data from GCS On-Line daily 2. Share data with Instructional Improvement Officers, Finance, and Chief of Staff. 3. Make recommendations for schools that will gain or lose positions to share with IIOs, Chief of Staff, and Finance personnel. 	3:00 DAILY Beginning August 26 th and running daily for 10 days
Reassignment of Personnel: Teachers, TAs	Based on SIMS data and recommendations for personnel movement, implement plan	<ol style="list-style-type: none"> 1. Communication with principal to determine criteria for identifying person to be moved 2. Verification of eligibility for person to be moved 3. Communication of individual with sending/receiving principal and IIO 4. Communication with facilities for moving teacher 5. Communication with all parties for position control 	Beginning AFTER Labor Day
Readjustment of other personnel: specials	Based on school adjustments, moving personnel to accommodate additional enrollment	<ol style="list-style-type: none"> 1. Review enrollment and examine the need for redistribution of specials 	After Labor Day

Principals who are making tenth day adjustment decisions are provided direction for teacher selection per GCS policy GBM: Assignment and Transfer-Licensed.

Outcomes

As a result of the tenth day adjustments, seventeen teacher and eight teacher assistant adjustments have been made. Of the seventeen, thirty five percent (6 positions) have been allocated to Northern Elementary, Middle or High School.

TABLE FOUR: SCHOOLS GAINING OR LOSING POSITIONS PRIOR TO AND DURING THE TEN DAY ADJUSTMENTS		
Receiving Schools	Number	Position
Alderman	1	Kindergarten plus TA
Bluford	1	Kindergarten plus TA
Claxton	1	Kindergarten plus TA
Foust	1	Kindergarten-First
Frazier	1	Kindergarten plus TA
Gibsonville	2	Kindergarten-First plus TA Second grade
Northern Elementary	4	First Grade Third Grade Fourth Grade Fifth Grade
Northern Middle	1	.5 Instructional Technology .5 Band/Orchestra
Northern High	1	.5 Math and .5 Social Studies
Sedalia	1	Kindergarten plus TA
Shadybrook	1	Second grade
Southern	1	Kindergarten plus TA
Sternberger	1	Kindergarten plus TA
Sending Schools		
		Number of Positions
Allen Jay	1	
Archer	1 plus TA	
Bessemer	1 plus TA	
Jesse Wharton	2 plus TA	
Madison	1	
Millis Road	1 plus TA	
Monticello-Brown Summit	2 plus 1 TA	
Northwood	2 plus 1 TA	
Oakview	2 plus 1 TA	
Parkview	1 plus TA	
Pearce	1	
Stokesdale	1 plus TA	
Sumner	1 plus TA	

Additional middle and high school adjustments are being made to accommodate scheduling needs. Further, fifth grades at several elementary schools are currently below class size maximums, but will be carefully monitored over the next ten days for enrollment changes.

Additional focus will also be provided for those schools that may need to gain additional personnel such as specialists, counselors or teacher assistants.