

Staffing Committee Training Workshop - Common Scenarios in Staffing

Instructions: For each of the following scenarios, consider these two questions:

1. What would you do?
2. What language is in the Blue Binder to support you? Find the language.

Scenario 1

Teacher A has come to see you very upset that she is not teaching Art this year, despite having 15 years of experience in the department. Instead she is going to be teaching English, a subject she added to her Seniority Verification as an EBNC a long time ago. Teacher A tells you that Teacher Z is not qualified to teach art. It's the end of June and she wants this sorted out before school starts in September. When you speak to Teacher Z, they tell you that the principal pulled them into a meeting last week and told them to sign Mutual Consent right away or they could be bumped, so they did. Later, you find out that other teachers have had something similar happen to them. In fact, one teacher was told to sign Mutual Consent in April to avoid being surplus. None of this has ever been discussed at the Staffing Committee.

Scenario 2

A School Staffing Committee at Shady Glen Alternative, a small site containing only seven TTBU members, has a disagreement with their admin. Admin proposes that Sheryl be tentatively declared 0.5 surplus to school. Sheryl is senior to Carla, who is also declared 0.5 surplus-to-school in the admin model. Carla could be surplus 1.0 by massaging other assignments in the matrix, but admin takes the position that another member, Chitra, who is a POR, must stay timetabled in their departmental area of responsibility, which is Guidance. This prevents any alteration to the 0.5 surplus declarations of Sheryl and Carla. The Branch President and Workload Rep do not approve the Staffing Model proposed by admin which produces these surplus declarations, instead proposing that Chitra be moved out of their POR area, Sheryl be retained 1.0, and Carla be declared 1.0 surplus-to-school. The School admin submits their proposed matrix to Employee Services, over the Branch President's and Workload Rep's objections. In placement meetings during the summer, Sheryl is placed 1.0 at another school, and the Board proposes a pullback of Carla to 1.0 to Shady Glen, as a new vacancy there occurs.

Scenario 3

It is the first week of school in September and you notice that a teacher who was surplus to the school in June is back. As branch president, you are wondering why this has happened so you approach your Principal to inquire. Your Principal tells you not to worry - rules were followed. You are concerned because you know that teacher had the least seniority in the school and another teacher with higher seniority has not returned. You want to call a meeting of the staffing committee to discuss this. You also start wondering what else should be on the agenda of a staffing committee meeting in September.

Scenario 4

The Principal comes to the first meeting of the staffing committee with an already completed matrix (see reverse).

