STAFFING GUIDELINES
2019-2020

District Staffing Committee

Strother, Gary Chief Superintendent
Kishinchandani, Narin Superintendent, Finance & Business/Secretary-Treasurer
Diduch, Luba Superintendent, Area B Schools
Svoboda, Richard Superintendent, Human Resources, Chair Staffing Guidelines Committee
MacKay, Judy Superintendent, Area C Schools
Holowka, Andrea Superintendent, Specialized Program Schools/Instruction//Religious Education
Ross, Michael Superintendent, Area A Schools
Urquhart, Andrea Director, Human Resources
McDonald, John Director, Area A Schools
Nolan, Deneen Director, Area A Schools
Szumlas, Bryan Director, Area B Schools
Helton, Deana Director, Area C Schools

Staffing Guidelines Advisory Committee

Kishinchandani, Narin Superintendent, Finance & Business/Secretary-Treasurer
Svoboda, Richard Superintendent, Human Resources, Chair Staffing Guidelines Committee
Ross, Michael Superintendent, Area A Schools
Urquhart, Andrea Director, Human Resources
McFarland, Mike Executive Assistant, ATA Local #55
Krupa, Mike Director, Employee and Labour Relations
Helton, Deana Director, Area C Schools
Taylor, Christian Teacher
Berger, Mark Principal (10-12 representative)
Barber, Christa Teacher
Badzgon, Jessica Principal (7-9 representative)
Molyneaux, Jo Anne Teacher
Hickie, Donna Principal (K-6 representative)
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I. SCHEDULE FOR STAFFING CYCLES I – VI

Prior to each staffing round opening, Principals will:

1. Enter advertisements into the Electronic Staffing System for the current vacant positions at their school.
2. Review teaching assignments of staff after each cycle to ensure new vacancies reflect the needs of the school.

FRIDAY 12:00 P.M.: Cycle opens

- Details of all open advertisements are transmitted to each school. Advertisements can be viewed/accessed electronically through HR Self-Service.

MONDAY 9:00 A.M.: Cycle closes

- All applications will be accepted from teachers for the open advertisements until 9:00 A.M. on Monday morning. Please note that you will receive email confirmation for successful applications.
- All advertisements are closed by Human Resources. The Staffing Committee will complete the priority placements for each cycle. Human Resources will notify Principals when they can initiate the interview process at their school.

MONDAY:

- Applicant list will be transmitted to schools upon completion of priority placement decisions.

MONDAY-THURSDAY:

- Principals review the applicant list, short-list and interview to select a suitable candidate for each vacancy. Principals must complete reference checks before offering a candidate a position.

II. SCHEDULE FOR STAFFING CYCLES VII – VIII

(ONLY ACCESSIBLE BY GUEST TEACHERS WITH NO SCHOOL ASSIGNMENT OR TEACHERS WITH A 0.5 FTE STATUS)

These cycles occur in late August and early September. Please see the staffing calendar for dates and times of opening and closing.

- All advertisements are closed by Human Resources. Eligible teachers must use the Electronic Staffing System to apply.

III. STAFFING PROCEDURES FOR NEW SCHOOL OPENINGS

The Calgary Catholic School District has a strategic approach to the allocation of human resources for proposed new school sites. This approach will provide opportunities for existing staff to effectively serve at new school sites, as well as, support the vision of a new administrative team.

Certificated staff will be assigned to new school sites as follows:

1. Administrative teams at new school sites, supported by Human Resources, will advertise and select 75 per cent of teacher allocations assigned to the new school site. Advertisements will be posted electronically and all Continuous Contract teachers will be given the opportunity to apply. This will be a competitive process whereby Administrative
teams will select candidates based on program needs.

2. Administrative teams at new school sites, supported by Human Resources, will staff the remaining 25 per cent of teacher allocations and any new allocations that may arise during the staffing cycles, via the traditional staffing rounds, as outlined above.

IV. STAFFING PROCEDURES FOR TEACHER/COUNSELLOR ROLE

The goal of identifying counsellors is to develop individuals who will have the capacity and interest to serve the district in the role of teacher/counsellor. Individuals interested in this role MUST have completed the application process and have been successfully appointed to the counsellor pool. These individuals will be given access to apply to teacher/counsellor vacancies during the staffing process. It should be noted that district need is a key criterion for admission into the pool. All certificated staff who currently hold the title of teacher/counsellor will automatically be members of this pool. Please refer to the Counsellor Expression of Interest Guideline on the Intranet for details, as well as, the “Teacher” roles and responsibilities section of this document.

V. ROLES & RESPONSIBILITIES FOR STAFFING PROCESS

A. AREA SUPERINTENDENTS AND AREA DIRECTORS

1) Consult with Principals regarding staffing issues.
2) Approve priority placements requested by Principals.
3) Resolve any issues regarding the priority placement of teachers. Make every effort to respond to Priority Placement review requests within 48 hours.
4) Resolve any issues surrounding contentious placements, advertisements, interviews or selection process.
5) Work with Principals throughout the staffing process.

B. PRINCIPALS

1) Maintain accurate staff lists for the schools.
2) Confirm the teaching assignments for staff at the school.
3) Complete Priority Placements letters for those teachers who have been identified as surplus to program requirements or for whom a transfer is necessary.
4) In addition to submitting the paperwork, the Principals must indicate the request for priority placement on the Staffing System via the "Active Staff List". Please contact Human Resources if you are unable to complete this step.
5) Declare vacant positions that are to be advertised throughout the District. Designation of job classifications cannot be changed. The job assignment within the job class is determined by the Principal and may be changed as required.
6) Write and submit advertisements for positions that are brief and respect the integrity of the staffing process. Attributes that are expected of all teachers do not need to be identified in each advertisement (i.e., Catholic Role Model). Advertisements must include the following language when including extra-curricular information:

“Recognizing that extra-curricular activities are the collective responsibility of the staff
of the school, the successful applicant will have the opportunity to choose from these activities based on their knowledge, skills and interests. The current extra-curricular needs of the school include but are not limited to the following: (list at least four examples)"

For example, an advertisement for a music teacher will not only list band and choir but instead list a representative cross-sample of the current extra-curricular needs of the school, including things like coaching opportunities.

7) Begin the interview process once notification is received from Human Resources indicating the cycle has been closed and electronic lists are available.

8) Short-list/interview and select a suitable teacher from the list of applicants for a vacancy. **Principal** **s must complete reference checks before offering a position to a candidate.**

9) Contact all short-listed candidates to inform them of the competition result.

10) Balance the number and type of declared positions in their school to the number and type of positions allocated by District.

11) Keep teachers informed of all vacancies that are open for competition within the District.

12) Submit Staffing Request Forms to Human Resources for manual staffing rounds, then, short-list, interview, check references and select the selected candidate.

13) Indicate if vacancies at your school are short-term (less than one academic year) or long-term (full academic year). All maternity leaves will initially be considered as short-term leaves.

14) All self-identified 6/12 applicants in Cycle I must be interviewed, however, if a large number of 6/12 candidates exist within the pool, a process of short-listing 6/12 candidates can occur. The short-listed pool of candidates should include both 6/12 and priority transfer teachers.

C. TEACHERS

1) Teachers will prepare a current **one-page** resume if they intend to participate in the Staffing Cycles. This resume must be uploaded into your Careers home page. Please refer to the staffing user guide for certificated staff on the Intranet under: HR/Our Services/Staffing and Careers. 6/12 candidates MUST self-identify in Cycle I.

2) **ONLY use the Electronic Staffing System to apply** to any vacancy that appeals to them and for which they have the necessary qualifications. No emails to Principals. Teachers who have not been contacted within 48 hours after the closing of a cycle can assume that they have not been short-listed for the vacancy.

3) Provide relevant up-to-date contact information on the electronic staffing application. Short-lists will be created from the resumes received, however, **all applicant names must appear on the Electronic Staffing screen in order to be considered for an interview.**

4) Be available to attend interviews on short notice for vacancies for which they have applied.

5) Make a timely and informed decision when a vacant position is offered to them.
VI. GUIDELINES FOR TEACHER TRANSFER AND PLACEMENT

All matters in the staffing process will reflect the mission, value and vision statements of the District. As we live and learn in our Catholic faith, every employee of the District must value excellence in Catholic education, guided by shared responsibility and the moral authority of the church. Our District embraces fiscal responsibility, transparency and a shared responsibility for the success of students in our care. The following guidelines, govern the operation of the Electronic Staffing System.

A. TEACHERS RETURNING FROM LEAVE

Leaves can be classified as short-term (those that affect only part of a school year) or long-term (those that affect a full school year), such as sabbaticals, secondments and deferred salary leaves.

Principals must make every effort to contact teachers who are on leave from their school in order to provide them with the same considerations and opportunities that are available to teachers who currently work at the school.

Teachers who have been on short-term leaves (a leave that does not exceed one (1) school year), or combination of leaves not to exceed eighteen (18) months, will return to their original position or an alternative position of a comparable nature. Therefore, a teacher returning from such a leave(s) takes priority over the teacher who took their place. The teacher replacing any one of the aforementioned leave positions, will be reassigned if they hold a Continuous Contract with the District.

The Staffing Committee will undertake a review of this process on an annual basis prior to staffing.
B. CONTINUOUS SERVICE AT ONE SCHOOL (6/12 TEACHERS)

Any teacher who has been working with the District for a minimum of twelve (12) years and in the same school for the last six (6) consecutive years (currently in the 7th year) may declare him/herself as a 6/12. Eligible 6/12 teachers may apply using the electronic staffing process in Cycle I (see Staffing Timetable).

All self-identified 6/12 applicants in Cycle I must be interviewed, however, if a large number of 6/12 candidates exist within the pool, a process of short-listing 6/12 candidates can occur. The short-listed pool of candidates should include both 6/12 and priority transfer teachers.

C. PRIORITY TRANSFER OF TEACHERS

There are two (2) types of Priority Transfer of teachers within the District: Surplus Transfer and Administrative Transfer. Teachers who are priority transferred will qualify to participate in the Priority Transfer Rounds under the following circumstances:

1. Surplus Transfer

Surplus transfers will be considered when there is a significant change in a program at a school, or when there is a reduction in the allocation of teachers for a particular school, resulting in a position being declared surplus to their requirements.

Whenever possible, surplus transfers will not fill positions that are vacant for only one-year/18 months such as maternity, sabbatical, secondments, etc.

Surplus transfer teachers may also apply for any positions that are advertised in the Staffing Cycles, but may only accept one position after their surplus transfer placement.

Surplus transfers will only take place within the same job classification (K, 1-6, 7-9, 10-12). The Staffing Committee reserves the right to make exceptions based on availability and extraordinary circumstances.

Teachers who are Non-School-Based (i.e. Central Office or Instructional Services) who have been declared surplus, or who have completed their term in their current position, are eligible to participate in the Priority Transfer Staffing Round.

Declaration of Surplus Staff:

1) The Principal, having consulted with their Area Superintendent or Area Director, will discuss the matter of surplus staff with the staff members, indicating which program or grade(s) will be reduced for the following September. Principals must make every effort to contact teachers who are on leave from their school in order to discuss the matter of surplus staff.

2) A school program is described as being a specific service deemed necessary to offer the highest quality of education for the student population. Program includes curricular content, co-curricular and extra-curricular programs.

3) Any teacher in the identified program or grade(s) may volunteer to be declared "surplus".

4) If requests for transfer are not forthcoming, the Principal shall indicate to the eligible group of teachers the criteria to be applied.

5) Within that group of teachers declared eligible for transfer, the following process
will be followed:

a. Principal identifies program needs, chooses staff accordingly.
b. Of the teachers remaining, the teacher with the least years of continuous service to the District from the original date of hire, will be declared surplus.

6) Every effort will be made to keep the eligible group of teachers for surplus consideration as large as possible while ensuring that all program needs are met in the school (where the eligible group consists of only one teacher, the Principal should discuss this situation with their Area Superintendent or Area Director before proceeding with a priority placement letter).

7) Generally, when a teacher has been declared surplus the previous year and, as a result of that declaration, has only been in the school for a period of one (1) year, the teacher should not be declared surplus unless they are replacing a Continuous Contract Teacher returning from a leave. Due to large shifts in enrolment or other District circumstances this may not necessarily be possible.

8) When a teacher has been declared surplus the previous year and, as a result of that declaration, has only been in the school for a period of one (1) year, the teacher should not be declared surplus unless they are replacing a Continuous Contract Teacher returning from a leave.

9) Prior to notifying the teachers to be declared surplus, the Principal will review the teachers identified with their Area Superintendent or Area Director.

10) Any teacher identified as surplus by the Principal will be so informed in writing in a timely fashion by the Principal, with a copy to their Area Superintendent or Area Director.

11) Surplus Teacher Forms must be submitted by the teacher to the Principal who will then submit the forms to their Area Superintendent or Area Director within 48 hours.

12) Surplus Teacher Forms from Instructional Services teachers must be submitted by the teacher to their immediate Supervisor who will then submit the forms to the Superintendent, Human Resources.

13) Teachers who are Non-School-Based (i.e. Central Office or Instructional Services) who have been declared surplus, or who have completed their term in their current position, are eligible to participate in the Priority Transfer Staffing Round.

14) Surplus teachers, who wish to have the surplus decision reviewed, may do so in writing to the designated Area Superintendent or Area Director, within 48 hours of receiving their surplus letter. The review request must indicate clearly which step(s) of the surplus staffing guidelines, the teacher feels have not been adhered to. The Area Superintendent or Area Director will be in contact with the teacher within 48 hours.

2. Administrative Transfer – (Must be brought forward prior to staffing cycles Commencing)

In order to maintain the integrity of the staffing process, all eligible teachers must be given the opportunity to compete for vacancies, however, an Administrative Transfer may be necessary in exceptional circumstances. Each Administrative Transfer will be
reviewed on its own merit by the Staffing Committee and may or may not result in a transfer. Administrative Transfers will be considered for exceptional reasons such as:

1) Addressing the legitimate need of a teacher in good standing in order to facilitate an opportunity for a quasi career change in order to transfer out of specialized programming, etc.

2) Addressing unique staffing circumstances that have been reviewed in consultation with the Principal, Area Superintendent or Area Director and Superintendent, Human Resources.

3) Preventing teachers who are near relatives* from teaching in the same school if one has a supervisory role over the other, or if there is conflict of interest.

4) Any other exceptional circumstances may be considered via a request through the Area Superintendent or Area Director.

Administrative transfers should not fill positions that are vacant for only one (1) year (maternity, sabbatical, secondment, etc.). In extenuating circumstances, the teacher to be placed will be informed that it is a one (1) year position.

_________________

*Near relatives for this purpose is the definition as per Clause 6.7 of the Collective Agreement between the Board of Trustees of the Calgary Roman Catholic Separate School District No. 1 and The Alberta Teachers’ Association.

“... “near relative” shall be defined as the spouse of the teacher and the grandparents, parents, brothers, sisters, children, and grandchildren (and their respective spouses) of the teacher and of the teacher’s spouse and other persons at the discretion of the Superintendent or designate.”

Administrative transfers are lateral moves and must take place within the same levels or staffing category (i.e., elementary school to elementary school, junior high school to junior high school or senior high school to senior high school).

Principals should not request Administrative Transfers without first discussing their intentions with their Area Superintendent or Area Director.

Administrative Transfer teachers may apply to any positions that are advertised in the Staffing Cycles but may only accept one position after their Administrative Transfer placement in any staffing year.

D. PRIORITY TRANSFER STAFFING CYCLES

All Continuous contract teachers who are surplus to their school or have been approved for an Administrative Transfer will be eligible to participate in the Priority Staffing Cycles.

Cycle I:
Priority Transfer Teachers and 6/12 Teachers-Interview & Selection

Cycle II:
Priority Transfer Teachers, Continuous Contract Teachers-Interview & Selection

Cycle III:
Priority Transfer Teachers Only - Apply for positions and placements

Please note: Priority Transfer Teachers, who are surplus to their school or have been approved for an administrative transfer, will be able to view all the vacancies in Cycle III and put their name forward in the Electronic Staffing System for all the vacancies that they have the training or experience to teach. Priority Transfer Teachers must contact their Area Superintendent or Area Director by email to inform them of their order of preference for the positions that they have expressed an interest in being considered. No interviews will be required for Priority Transfer Teachers in Cycle III.

When the Priority Transfer Staffing Cycle closes, the Staffing Committee, in communication with the Principal will determine who would be the most qualified candidate to fill the position. If more than one Priority Transfer Teacher expresses an interest for the same position, program and then years of continuous service are used to establish the successful candidate.

All Priority Transfer Teachers who have not secured a position at the conclusion of the Priority Transfer Staffing Cycle will be contacted by a member of the Staffing Committee to discuss their options for securing other suitable and available positions.

Priority Transfer Teachers who have secured a position through the Priority Transfer process in Cycle III can continue to apply for other positions that come up in the cycles, but would need to be short-listed, interviewed and selected for the position.

VII. ELECTRONIC STAFFING PROCEDURES

A. POSTING WEEKLY ADVERTISEMENTS

Principals must ensure that their new advertisements are posted promptly. Teachers should note that the job description for an advertisement could change for a position from one cycle to the next due to program needs, enrolments, course requests and curriculum expertise of teachers already on staff.

B. INTERVIEWING

The Principal must interview a minimum of three (3) suitable teachers for each advertised vacancy, except in the situation where fewer than three (3) teachers apply. Even if there are only one or two applicants, principals must interview the teachers to determine their suitability for the position. If they are not suitable, they must be informed that the position will be re-advertised in the next cycle. The teachers are to be personally notified, by the Principal, of this decision.

Principals and/or their designates, are to interview each and every short-listed teacher face-to-face unless the teacher is out of town or housebound OR unless the teacher has already been interviewed in a previous cycle during the same year.

C. CONFIRMING COMPETITION RESULTS

Principals, or their designate, must contact all short-listed teachers within 48 hours of the interview to advise the successful and unsuccessful candidate. Principals will leave a phone message if they are unable to obtain personal contact with the candidates.
D. PLACING A TEACHER
A principal must never place a teacher in an advertised position without first interviewing a short-list of candidates as specified in point B above.

A principal must never place a teacher in an advertised position without first gaining the teacher's verbal acceptance of that position and reference checks have been completed.

E. FILLING A POSITION
A principal must ensure that teachers selected have the necessary qualifications and/or experience to fill the vacant position.

F. INTER-SUBJECT TRANSFERS
When a Principal changes a teacher's teaching assignment, it is the Principal's responsibility to ensure that the teacher has the necessary qualifications /experience to effectively handle the new assignment.

Teachers who are moved to a different “job class” in a school must have the training or teaching experience before accepting the change.

G. ALLOCATION BALANCING
Principals MUST balance the declared positions in their schools to their allocations. Except when they are in the process of altering their staff list, the school's declared FTE should equal its allocated FTE.

H. COMPUTER MALFUNCTION
Should the Electronic Staffing System at a given school not be operational, it is the responsibility of the Principal to make alternate arrangements. Neighbouring principals should make every effort to be as accommodating as possible when called upon by a school in this situation.

I. POSITION DESCRIPTORS
When describing a position for advertisement, the descriptor should:

- be brief and accurately describe the position
- ensure the vacancy, job classification and FTE allocation matches the descriptor

J. ASSIGNMENT CODES
All positions must have at least one responsibility code specified.

K. TEACHERS WISHING TO CHANGE FTE CONTRACT STATUS
Continuous contract teachers wishing to change their FTE contract status may do so by applying for a position with a different FTE status that is currently held in the Electronic Staffing system. The current FTE status of the teacher will not change until they have been successful in obtaining a new position with a different FTE allocation.

Principals cannot place a teacher on staff into a vacant position that is different from the FTE contract status that is currently held by the teacher until after the teacher applies and is selected for the vacant position.

Principals will work closely with part-time (.50 FTE) teachers in meeting the program
needs of the school, students and teachers. Professional duties such as Parent/Teacher Conferences, Staffing Meetings and Graduation Ceremonies should be assigned according to the parameters outlined in Clause 7.1 of Administrative Procedure 421. Attendance at these events should be assigned at half of the assigned time of a 1.0 FTE teacher within that school.

VIII. PROBATIONARY CONTRACT TEACHERS

1) All Probationary Contract teachers who have had a successful Professional Performance Evaluations may begin to apply for positions in the staffing rounds designated for Probationary Contract teachers. Contract status does not change until the probationary teacher is successful in obtaining a position in the staffing rounds for the following year.

2) Prior to the commencement of staffing rounds, a Principal may submit to their Area Superintendent or Area Director, a request to maintain a Probationary contract teacher based on program needs.

IX. SCHOOL BASED COORDINATING TEACHER POSITIONS

The Electronic Staffing System is not under normal circumstances, used to fill Coordinating Teacher positions since only those teachers assigned to the particular school are eligible to apply for the position.

School Based Coordinating Teacher positions are one-year (1) appointments and are allocated to select schools in keeping with the District’s allocation formula (e.g., high schools, special needs and Coordinating Teachers that are assigned to fill vacant Assistant Principal or Vice-Principal positions). The Coordinating Teacher works under the instructional leadership of the Principal. Program in this instance is understood to mean all the activities, both in and out of the classroom, which contribute to the life of the school.

The Principal will advertise the Coordinating Teacher position to their staff. Teachers applying for the position should have a minimum of five (5) years related experience, relevant coursework, a demonstrated contribution to the District and are required to supply a current Pastoral Leadership Letter. The Principal will short-list for the position, interview and select the successful candidate.

All new Coordinating Teacher applicants must submit a Pastoral Leadership Opportunity Letter completed by their Parish Priest with their application for this position. Principals are reminded to forward the Pastoral letter of the successful candidate to the Superintendent, Human Resources.

Each Coordinating Teacher will work under a “role-specific” job description developed annually with the principal. Duties specific in the job description shall form the basis of evaluations and shall be both selected and developed from the general roles and responsibilities described (see below).

Note: The responsibilities below are not ALL intended for use in a role-specific job description. Principals are expected to assess their school’s needs and to select the most appropriate roles for each Coordinating Teacher position.

- Program development, implementation and evaluation
- Professional development planning
- Budget development and control
- Communications to staff and public
- Staff and program scheduling
- School representation on district committees
- Dissemination of information
- School project tasks designed by Principal
- Assist school administration where required: growth supervision and evaluation, conflict management, discipline, supervision, planning, school management, budgeting, etc.

Principals are to indicate Coordinating Teacher designations by updating the “Assignments” values on their staff list in the District staffing module in HR self-service. Use assignment code CT0.5 Coordinating Teacher or CT1.0 – Coordinating Teacher to indicate FTE equivalent.

All Coordinating Teacher positions are required to have a current Position Profile (updated yearly).
REFERENCE DOCUMENT 1
PRIORITY TRANSFER OF TEACHERS

SAMPLE PRIORITY TRANSFER LETTER
Date

Teacher’s Name
Address

Dear Name:

**RE: PRIORITY TRANSFER**

This letter is to advise that I will be forwarding a request for a Priority Transfer to [Area Superintendent or Area Director]. The reason for this request is ________________.

I would like to express my sincere appreciation for all the work you have done and the dedication you have shown to the students at ________ School.

I am providing a *Priority Transfer Form* for you to complete and return to me within 48 hours. Please let me know if there are extenuating circumstances that prevent you from meeting this deadline. I will append your form to a copy of this letter which will be forwarded to the Staffing Committee to assist in your future placement.

I wish you all the best in your new placement. I will be happy to continue to be of assistance to you in this process.

Sincerely,

Principal

**PP: ss**

*attach: (Attach completed Priority Transfer Form)*

*cc: Area Superintendent or Area Director*
PRIORITY TRANSFER FORM:

Name: ____________________________ School: ____________________________

FTE: ____________________________

Home Address: ____________________________

Telephone (Residence): ____________________________ Cell: ____________________________

Current Position: ____________________________ Grade: ______ Subject: ____________________________

Area of Specialization (degree)
Major: ____________________________ Minor: ____________________________

Please list three teachable fields:


Previous three (3) teaching assignments (number of years at each school):

1. School: ____________________________ Grade: 
   Subject: ____________________________ Years: 

2. School: ____________________________ Grade: 
   Subject: ____________________________ Years: 

3. School: ____________________________ Grade: 
   Subject: ____________________________ Years: 

Geographical Location Preference: ____________________________

Grade/Subject Preference: ____________________________

Rationale for Preference: ____________________________

Please give a brief description of your current curricular strengths, specialized training and skills as well as your extracurricular talents and expertise:


Date: ___________ Employee Signature: ____________________________

For the Administrator:
☐ I have reviewed the completed Priority Transfer Form and attest to the accuracy of the information provided.

Date: ___________ Administrator Signature: ____________________________

*This request for placement is to be attached to the Priority Transfer Letter which is forwarded to the Area Superintendent or Area Director. Teachers are to be given up to 48 hours to complete this document and present it to the administrator for inclusion.