

STAFF REDUCTION/RECALLS

Fitzgerald Public Schools believes that all personnel decisions shall be based on retaining effective teachers in situations involving a staffing or program reduction or any other personnel decision resulting in the elimination of a position, as well as for hiring after such reductions/position eliminations or recall to vacant positions. Length of service or tenure status may only be considered by the administration when all other factors, as listed below, are considered equal amongst the potentially affected teachers.

This policy shall not operate or be applied to retain or recall a teacher whose most recent performance evaluation contains an overall rating of Minimally Effective or Ineffective in preference to any properly certified and qualified teacher with a higher effectiveness rating as reflected in that teacher's most recent performance evaluation. This policy also shall not operate or be applied to retain or recall a probationary teacher who has received a rating of either Minimally Effective or Ineffective in preference to any properly certified and qualified teacher with a higher effectiveness rating. A probationary teacher who is rated as Effective or Highly Effective on his/her most recent annual performance evaluation is not subject to being displaced under this policy by a tenured teacher solely because the other teacher has attained tenure under the Teachers' Tenure Act.

The effectiveness of teachers shall be measured in accordance with the District's performance evaluation system developed under Section 1249 of the School Code, and the personnel decisions shall be based on the following factors:

- A. Individual performance shall be the majority factor in making the decision, and shall consist of but is not limited to all of the following:
 1. Evidence of student growth, which shall be the predominant factor in assessing an employee's individual performance.
 2. The teacher's demonstrated pedagogical skills, including at least a special determination concerning the teacher's knowledge of his/her subject area and the ability to impart that knowledge through planning, delivering rigorous content, checking for and building higher-level understanding, differentiating, and managing a classroom; and consistent preparation to maximize instructional time.
 3. The teacher's management of the classroom, manner and efficacy of disciplining students, rapport with parents and other teachers, and ability to

withstand the strain of teaching.

4. The teacher's attendance and disciplinary record, if any.
- B. Significant, relevant accomplishments and contributions. This factor shall be based on whether the individual contributes to the overall performance of the school by making clear, significant, relevant contributions above the normal expectations for an individual in his/her peer group and having demonstrated a record of exceptional performance.
 - C. Relevant special training. This factor shall be based on completion of relevant training other than the professional development or continuing education that is required by the employer or by state law, and integration of that training into instruction in a meaningful way.