

G-b-20 (GCKAA) Teacher Displacement

Consistent with the Board's authority to direct the district's educational programs, the Board may take action pursuant to a drop in enrollment; turnaround; phase-out; reduction in program; or reduction in building, including closure, consolidation or reconstitution. Displacement occurs when such Board action results in the removal of a nonprobationary teacher from the teacher's assigned school. This policy and accompanying regulation shall apply to the designation and reassignment of a displaced teacher.

This policy and accompanying regulation shall not apply to teacher dismissals, nonrenewals, reductions in force or other personnel actions that do not result in displacement of teachers.

Definitions

For purposes of this policy and accompanying regulation, the following definitions shall apply:

1. "Teacher" means a person who holds a teacher's license issued pursuant to the Colorado Educator Licensing Act, C.R.S. 22-60.5-101 et seq. and who is employed to instruct, direct or supervise the instructional program. "Teacher" does not include those persons holding authorizations or administrative positions within the school district.
2. "Displaced teacher" means any nonprobationary teacher who is removed from the teacher's assigned school as a result of Board action pursuant to a drop in enrollment; turnaround; phase-out; reduction in program; or reduction in building, including closure, consolidation or reconstitution.
3. "Mutual consent placement" occurs when a displaced teacher applies for a position under the supervision of another principal and the hiring principal consents. The hiring principal's consent must consider input from at least two teachers employed at the school and chosen by the teaching faculty at the school to represent them in the hiring process.
4. "Priority hiring pool" is a subgroup of displaced teachers who were actively employed and deemed satisfactory or effective in their performance evaluation preceding their displacement and who have not secured a mutual consent placement. Teachers in the priority hiring pool shall receive the first opportunity to interview for available positions for which they are qualified within the district.
5. "Hiring cycle" means the period of time during which the Board reviews the staffing needs of the district and acts to fill vacant positions, if any. The Board engages in two hiring cycles each calendar year: first, when the Board projects and fills staffing needs for the next school year (between approximately March and the day before the opening day of the next school year); and, second, as the Board reviews its current staffing and makes adjustments as necessary during the current school year (from the first day of school through the last day of the current school year).
6. "Transfer" means the reassignment of a teacher from one school, position or grade level to another in the district. Transfers that do not result from displacement will be addressed in accordance with the Board's Assignment of Personnel Policy (G-a-29).

Board of Education's determination and statement

If the Board determines a drop in enrollment; turnaround; phase-out; reduction in program; or reduction in building necessitates action that may require the displacement of one or more teachers, it shall adopt a statement that reasonably identifies the action and the reasons for that action.

To the extent possible, the Board shall direct the superintendent to establish the actual number of teacher positions to be displaced. The Board may issue a revised statement of action after receiving additional information and input from the superintendent.

Superintendent's action

After receiving the Board's statement, the superintendent shall prepare recommendations for appropriate personnel action, which may include teacher displacement, consistent with Board policy and state and federal law.

The superintendent shall cause notice of displacement and list of vacancies to be provided to all displaced teachers in accordance with this policy's accompanying regulation and state law.

Mutual consent placement

Displaced teachers shall have the right to pursue a mutual consent placement in the district. Any displaced teacher remains solely responsible for identifying available positions within the district and pursuing any and all vacancies for which the teacher is qualified. Displaced teachers who were deemed satisfactory or effective in their performance evaluation preceding their displacement shall be members of a priority hiring pool.

During the period in which the teacher is attempting to secure a mutual consent placement, the district may place a displaced teacher in a twelve-month assignment or other limited-term assignments, including, but not limited to, a teaching assignment, substitute assignment or instructional support role. Such assignment by the district is not a mutual consent placement.

If a displaced teacher is unable to secure a mutual consent placement in a school of the district after twelve months or two hiring cycles, whichever period is longer, the district shall place the displaced teacher on unpaid leave until such time as the displaced teacher is able to secure an assignment.

LEGAL REFS.: C.R.S. 22-60.5-101 *et seq.* (Colorado Educator Licensing Act of 1991)

C.R.S. 22-63-101 *et seq.* (Teacher Employment, Compensation, and Dismissal Act of 1990)

C.R.S. 22-63-202 (2)(c.5) (displacement and mutual consent provisions)

C.R.S. 22-63-202 (2)(c.5)(II)(B) (requirement to develop policies for Board adoption addressing displacement and mutual consent provisions)

C.R.S. 22-63-206 (permitting transfer of teachers from one school, position or grade level to another)

CROSS REFS.: GCE/GCF, Professional Staff Recruiting/Hiring

GCKA, Instructional Staff Assignments and Transfers

GCKB, Administrative Staff Assignments and Transfers

Adopted: August 27, 2014

G-b-20 (GCKAA) Teacher Displacement Guideline

Determination of Displaced Teacher

1. Professional Qualifications (licensing and/or endorsement for the position)

2. **If Qualified, then displacement is determined by the numerical system outlined below:**
 Teacher Performance as determined by the teacher’s performance rating over the previous three-year period as assigned pursuant to the school district’s performance evaluation system.
 - Rating refers to Final Effectiveness Rating (Highly Effective = 3, Effective = 2, Partially effective = 1, Ineffective = 0);
 - Ratings will be added over the three-year period *(for a total of 9 possible points)*

Contributions to and leadership in the district as determined by Teacher Effectiveness Standard 5 rating over the previous three-year period as assigned pursuant to the school district’s performance evaluation system.

- Rating refers to Standard 5 Effectiveness Rating (Exemplary = 4, Accomplished = 3, Proficient = 2, Partially Proficient = 1, Basic = 0);
- Ratings will be added over the three-year period *(for a total of 12 possible points)*

Length of service in the school district as a licensed staff member, defined by years of service of professional education but excluding any year-long leaves of absence and not counting years of probationary status. Length of service determined by bands as identified below:

- 4-10 years = 1
- 11-17 years = 2
- 18-24 years = 3
- 25 or more years = 4

Education as determined by degree status.

- Bachelor’s Degree = 1
- Master’s Degree in Education = 2
- Doctoral Degree in Education = 3

3. **If all above factors are equal by numerical value:**
 Length of overall service in the school district in any position.

Example Rubric for #2 above

Determination Factors	Teacher A	Teacher B	Teacher C
Teacher Performance Total			
Contributions/Leadership w/in District Total			
Length of Service			
Education			
TOTAL			

Adopted: January 25, 2017