

In order to serve the best interest of students and the educational program, the Board of Trustees authorizes the Superintendent or designee to assign certificated personnel to positions for which their preparation, certification, professional experience, and aptitude qualify them.

(cf. 4112.2 – Certification)

(cf. 4112.21 – Interns)

(cf.4112.22 – Staff Teaching Students of Limited English Proficiency)

(cf.4112.23 – Special Education Staff)

(cf. 4112.8/4212.8/4312.8 – Employment of Relatives)

Teachers may be assigned to any school within the district in accordance with the collective bargaining agreement or Board policy.

(cf. 4141/4241 – Collective Bargaining Agreement)

#### 1.0 Assignment to Courses/Classes:

1.1 The Superintendent or designee shall assign teachers to courses based on the grade level and subject matter authorized by their credentials.

1.2 When there is no credential authorization requirement for teaching an elective course, the Superintendent or designee shall select the credentialed teacher whose knowledge and skills best prepare him/her to provide instruction in that subject.

1.3 Teachers who are assigned to teach core academic subjects shall meet the requirements of the No Child Left Behind Act (NCLB) pertaining to qualifications of highly qualified teachers. (20 USC 6319, 7801; 5 CCR 6100-6126)  
(cf. 4112.24 – Teacher Qualifications Under the No Child Left Behind Act)

1.4 The Superintendent or designee may assign a teacher, with his/her consent, to a position outside his/her credential authorization when specifically authorized by law or regulation, and in accordance with the local teaching assignment options described in the Commission on Teacher Credentialing's Administrator's Assignment Manual. Assignments made pursuant to Education Code 44256, 44258.2, and 44263 shall be annually approved by Board resolution. In such cases, the Superintendent or designee shall reference in district records the statute or regulation under which the assignment is authorized.  
(cf. 3580 – District Records)

1.5 The Superintendent or designee shall periodically report to the Board on teacher assignments and vacancies, including the number and type of assignments made outside a teacher's credential authorization through a local teaching assignment option. Whenever district misassignments and

vacancies are reviewed by the County Superintendent of Schools or Commission on Teacher Credentialing, as applicable, the Superintendent or designee shall report the results to the Board and shall provide recommendations for remedying any identified issues.  
(cf. 1312.4 – Williams Uniform Complaint Procedures)

## 2.0 Equitable Distribution of Qualified Teachers:

In order to ensure that highly qualified and experienced teachers are equitably distributed among district schools, including those with higher than average levels of low-income, minority, and/or academically underperforming students, the Superintendent or designee shall:

- 2.1 Verify that all teachers of core academic subjects possess the qualifications of highly qualified teachers as required by NCLB or develop immediate and long-term solutions for ensuring that all core academic classes will be taught by highly qualified teachers.
- 2.2 Not assign teachers with provisional internship permits, short-term staffing permits, or credential waivers to schools that have 40 percent or higher poverty or are ranked in deciles 1-3 on the statewide Academic Performance Index.
- 2.3 Not place interns in high-poverty, low-performing schools in greater numbers than in schools with low poverty or higher academic achievement.
- 2.4 Compare teacher retention rates across district schools and develop strategies to recruit and retain experienced and effective teachers in hard-to-staff schools.  
(cf.4111 – Recruitment and Selection)

The Superintendent or designee shall annually report to the Board and the California Department of Education (CDE) comparisons of teacher qualifications across district schools. When required by the CDE, the Superintendent or designee shall develop an equitable distribution plan to identify strategies for recruiting, developing, and retaining highly qualified teachers in low-performing schools. As needed, the Board may direct the Superintendent to transfer teachers to high-need schools in accordance with law and the collective bargaining agreement, and/or may align district resources to improve the skills and collective bargaining agreement, and/or may align district resources to improve the skills and qualifications of teachers at those schools.

(cf. 4114 – Transfers)  
(cf. 4131 – Staff Development)

(cf. 4131.1 – Beginning Teacher Support/Induction)  
(cf. 4138 – Mentor Teachers)

Legal References:

Education Code

33126	School accountability report card
35035	Additional powers and duties of superintendent
35186	Complaint process
37616	Assignment of teachers to year-round schools
44225.6	Commission report to the legislature re: teachers
44250-44277	Credentials and assignments of teachers
44314	Subject matter programs, approved subjects
44395-44398	Incentives for assigning NBPTS-certified teachers to high-priority schools
44824	Assignment of teachers to weekend classes
44955	Reduction in number of employees

Government Code

3543.2	Scope of representation
--------	-------------------------

Code of Regulations, Title 5

6100-6126	Teacher qualifications, No Child Left Behind Act
80003-80005	Credential authorizations
80020-80020.5	Additional assignment authorizations
80335	Performance of unauthorized professional services
80339-80339.6	Unauthorized certificated employee assignment

United States Code, Title 20

6311	State plan
6319	Highly qualified teachers
6601-6651	Teacher and Principal Training and Recruiting Fund
7801	Definitions, highly qualified teacher

Code of Federal Regulations, Title 34

200.55-200.57	Highly qualified teachers
---------------	---------------------------

Board of Trustees  
August 27, 2009  
P