

Consultation Committee

Submission of Proposal
July 17, 2012

1.	Topic:	Administration of medications of nurses in the morning
2.	Background Information:	Nurses are being required to give medications that should be given at home. This is usually medications for AD/HD and other mood altering drugs that are ordered to be given in the morning. Administrators are telling parents that they want the nurse to give them and sometimes it is being written in an ARD. According to the student handbook these medications should be given at home as it is the parent's responsibility and not the school. This could lead to increased errors and increased liability for the school and the nurse. Even though the district is protected from civil liability the nurse is not protected from professional liability that could affect their license. We need to protect our nurses.
3.	Solution:	We need board policy that will prevent this from happening. Houston ISD has the type of policy (see attached medication permission letter titled Medication School Hours) Attached is the Tex Ed Code that says only nurses and other licensed people can discuss the medications with parents, so teachers and administrators should not even be doing it. Also I have attached Chap 5 of the Department of Health School who creates our guidelines for school health. They also say that only medications that cannot possibly be given at home will be given at school.
4.	Proposal:	Create a policy that says no medications will be given in the morning. If we use a letter like Houston ISD uses, the doctor can order a medication to be given at school if there is an exception. Stop other staff from discussing medications with parents and have them refer any problems to the nurse (who is the professional trained in medication administration) Do not make medication administration a requirement in an ARD.

Supported by:

Joel Garcia
Co-Chairperson

Date:

Stephanie Guerrero

Elizabeth Diemert

Danny Canales

Liz Moreno

Lena Solis

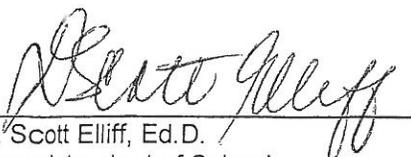
Cesarea Germain

Sandra Lee Taylor-Hernandez

John Gluth

Administration's Response:

FFAC (Regulation) was presented by administration at the meeting as the official response to this proposal. The regulation states that the morning dose of medication should be administered at home.



D. Scott Elliff, Ed.D.
Superintendent of Schools

Consultation Committee

Submission of Proposal
July 17, 2012

1.	Topic:	Data Entry Clerk Scheduled Work Year
2.	Background Information:	The elementary school Data Entry Clerk job description states that data clerks should work a total of 187 days. More than half the elementary campuses were surveyed. In most campuses, the data clerk is brought in to work anywhere from 5 to 10 days prior to their actual scheduled days. Clerks are either compensated by comp time or extra duty pay, depending on the campus' allotted budget. During the extra days, the clerk prepares registration packets, runs copies, helps with registration, enters student information into eSchoolPlus, works on campus rosters, and completes student cumulative folders and request student information from other campuses in and out of the city along with any other work related duties asked of the clerk. The extra days would allow the clerk to service the campus as necessary.
3.	Solution:	Increase the number of days to the Data Entry Clerks scheduled work year.
4.	Proposal:	Add a maximum of eight days to the Data Entry Clerks work year.

Supported by:

Joel Garcia
Co-Chairperson

Date:

Stephanie Guerrero

Elizabeth Diemert

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Lena Solis

Cesarea Germain

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John Gluth

Administration's Response:

The current work year for data entry clerks is appropriate. On an as-needed basis, when clerks are called in to work outside the scheduled work year, administration will ensure that they are compensated or provided compensatory time in accordance with appropriate guidelines.



D. Scott Elliff, Ed.D.
Superintendent of Schools

Consultation Committee

Submission of Proposal
July 17, 2012

1.	Topic:	Teacher's ability to attend School Board Meetings
2.	Background Information:	In the past School Board meetings were held late in the afternoon/early evening so teachers were able to attend and provide input on topics that usually affect us and it also allowed teachers the ability to know what was going on in our district.
3.	Solution:	<ul style="list-style-type: none">• Have School Board meetings later in the afternoon (after faculty meetings that are held on Mondays.• Mandate that on Monday's with School Board meetings no faculty meetings to be held to allow more teachers access to these meetings.• Allow teachers wanting to attend the Board meetings to leave the faculty meeting without penalty to attend.
4.	Proposal:	Make School Board meetings more accessible to school personnel.

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John Gluth

Administration's Response:

Administration and the Board President make a conscious effort to ensure that items of high public interest such as reports or action items are placed toward the end of the agenda so that members of the public, including teachers, will be able to be present. Little evidence exists to support the idea that significantly greater numbers of teachers were attending board meetings when they started at 5:00 p.m.

Agendas will continue to be developed with sensitivity to the work schedules of our employees and the public, in general.



D. Scott Elliff, Ed.D.
Superintendent of Schools



Office of the Superintendent
D. Scott Elliff
Superintendent of Schools

CORPUS CHRISTI INDEPENDENT SCHOOL DISTRICT
P.O. Box 110 Corpus Christi, Texas 78403-0110
Office: (361) 886-9002 Fax: (361) 886-9109
Website: www.ccisd.us

TO: Joel Garcia, Chair
Consultation Committee

FROM: D. Scott Elliff *D. Scott Elliff*

DATE: August 1, 2012

SUBJECT: RESPONSES TO CONSULTATION PROPOSALS

Following are responses to the proposals submitted at the July 17, 2012 meeting of the Consultation Committee:

Administration of Medications by Nurses in the Morning

Response: FFAC (REGULATION) was presented by administration at the meeting as the official response to this proposal. The regulation states that the morning dose of medication should be administered at home.

Data Entry Clerk Scheduled Work Year

Response: The current work year for data entry clerks is appropriate. On an as-needed basis, when clerks are called in to work outside the scheduled work year, administration will ensure that they are compensated or provided compensatory time in accordance with appropriate guidelines.

Teacher's Ability to Attend Board Meetings

Response: Administration and the Board President make a conscious effort to ensure that items of high public interest such as reports or action items are placed toward the end of the agenda so that members of the public, including teachers, will be able to be present. Little evidence exists to support the idea that significantly greater numbers of teachers were attending board meetings when they started at 5:00 p.m.

Agendas will continue to be developed with sensitivity to the work schedules of our employees and the public, in general.

cc: Consultation Committee Members
Organization Presidents
Administrative Representatives
Dr. Roland Hernandez

Consultation Committee

Submission of Proposal
November 13, 2012

1.	Topic:	Displacement of Auxiliary Employees
2.	Background Information:	This year a large number of PE Paraprofessionals were displaced in order to bring in certified teachers to those positions. Some of these PE Paraprofessionals were placed in a lower pay grade and allowed to keep their salary for one year.
3.	Solution:	PE Paraprofessionals should be moved back to their original pay grade as soon as an opening becomes available. This should be done as an administrative reassignment and by reverse order of seniority.
4.	Proposal:	It is _____ proposal that PE Paraprofessionals that were administratively moved to a lower pay grade be moved back to their original pay grade as soon as an opening becomes available. This should be done as an administrative reassignment and by reverse order of seniority in CCISD.

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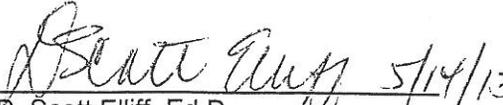
Sandra Lee Taylor-Hernandez

John Gluth

Administration's Response:

Paraprofessionals who are displaced to a lower pay grade will be automatically reassigned to the former pay grade when a position for which the paraprofessional is qualified becomes vacant. This does not guarantee placement in the same position or at the same campus.

A paraprofessional who declines such reassignment at the first opportunity forfeits the opportunity for automatic reassignment.



D. Scott Elliff, Ed.D.
Superintendent of Schools

Consultation Committee

Submission of Proposal
November 13, 2012

1.	Topic:	Excessive paperwork requirement in eChalk (Redundant Work-Paperwork Reduction Act)
2.	Background Information:	The Paperwork Reduction Act is meant to limit redundant and duplicating tasks for the educator. The use of technology is not exempt from additional data collection and reporting under the protection of this law. Teachers are chastised and criticized often for sitting at desk to work on the computer during the work day. A tremendous amount of the data must now be entered into a computer, and there is a need to scrutinize the volume of information required inputting. Moreover, the technology is often slow and the teacher must wait long periods to enter the information. This makes for an inefficient use of their time. Lesson plans are already entered into one technology tool, Eduphoria. The second tool eChalk should be optional and to be used at the educators discretion, not mandated.
3.	Solution:	eChalk is an optional tool to be used by the teacher as an enhancement to the overall class experience. The only thing required on eChalk is an electronic copy of the class syllabus.
4.	Proposal:	eChalk will be used by the CCISD educator as a voluntary electronic tool. The only piece required by the district is a copy of the class syllabus.

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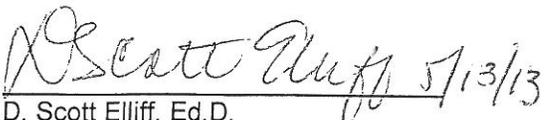
Sandra Lee Taylor-Hernandez

John Gluth

Administration's Response:

Based on input received from individual Consultation Committee members, DPDM members, and Principal Advisory Committee, revisions to EIA (Regulation) have been developed to establish minimum requirements for eChalk. These requirements consist of six items that should be updated annually, and one item (class page calendar) that should be regularly updated to reflect assignments and assessments that will have a major impact on class grade.

EIA (Regulation) is attached, will be reviewed with principals prior to the start of the 2013-2014 school year and will be communicated to teachers.


D. Scott Elliff, Ed.D.
Superintendent of Schools

ACADEMIC ACHIEVEMENT
GRADING/PROGRESS REPORTS TO PARENTS

EIA
(REGULATION)

natures by the campus planning and decision-making (PDM) team members.

- d. Determine a consistent late penalty for any assignment or project turned in after the due date.
- e. Maintain a copy of the District grading guidelines and a signed copy of the campus grading guidelines in the school's library and in the principal's office not later than five workdays after the beginning of a course. [See EIA(LOCAL)]
- f. Submit a copy of the campus grading guidelines to the appropriate school services director by the tenth day of the new school year.

CRITERIA FOR
PROMOTION

Students will be promoted or awarded credit based on the following:

- 1. For students in grades 1–3, a final grade of 70 or above in each of the following: language arts, reading, and mathematics.
- 2. For students in grades 4–5, a final grade of 70 or above in each of the following: language arts, reading, mathematics, science, and social studies.
- 3. For students in grades 6–8, a final grade of 70 or above in each of the following: language arts, mathematics, science, social studies, and a composite average of 70 or above in all courses taken. High school credit may be earned for certain courses taken in middle school based on a final grade of 70 or above in the course. Failure of a student to earn credit in one of the high school credit courses will not cause the student to be retained.
- 4. A student who fails any state-mandated assessment in grades 3–8 must receive accelerated instruction in the applicable subject area, which includes instruction outside of normal school operating hours.

A student in grade 5 or 8 who fails the state-mandated assessments in reading or mathematics and who is promoted to the next grade level must complete the required accelerated instruction as a condition of promotion by the Grade Placement Committee (GPC) and must be assigned a teacher in the next grade level who meets state and federal qualifications to teach the subject in which the student failed.

ACADEMIC ACHIEVEMENT
GRADING/PROGRESS REPORTS TO PARENTS

EIA
(REGULATION)

5. For students in grades 9–12, high school credit is earned based on a final grade of 70 or above in the course.

GRADE PLACEMENT
COMMITTEE

The District will notify the parent or guardian of a student who has failed to demonstrate proficiency on the first administration of a grade advancement test. This notification should be made within the first five working days of the District's receipt of the student's test results, a description of the District's grade advancement policy, the accelerated instruction to which the student has been assigned, and the possibility that the student might be retained at the same grade level for the next school year. In addition, the notice will encourage parents or guardians to meet immediately with the student's teacher to outline mutual responsibilities to support the student during accelerated instruction. [See also EIE(LEGAL)]

After a student fails to perform satisfactorily on an assessment instrument a second time, a GPC will be established to prescribe the accelerated instruction the student is to receive before the assessment instrument is administered a third time. All efforts of support and the accelerated instruction plan will be documented in the District's instructional management system.

WEBSITE PARENT
COMMUNICATION

In accordance with eChalk guidelines and requirements, teachers shall post a current teacher profile to include:

1. Teacher's work telephone number;
2. The hours teacher is available for calls or conferences;
3. Teacher's room number;
4. A short professional biography that outlines teacher's qualifications; and
5. Either an appropriate photograph of teacher or an acceptable grade and subject appropriate image in lieu of teacher photograph.

CLASS PAGE

At a minimum, teachers shall maintain one class page for every course they teach, *e.g.* if a teacher has six classes, but only two subjects, they would need two pages total. Requirements for class pages are:

1. Class pages posted for public view so no log in is required to access the page;
2. Class policies and grading guidelines are available on the page;
3. The annual "Year at a Glance" from the course curriculum guide, or other short course description that summarizes

ACADEMIC ACHIEVEMENT
GRADING/PROGRESS REPORTS TO PARENTS

EIA
(REGULATION)

the scope of the course for the year is available or linked on the page; and

4. Class page calendars containing any assignments and assessments that will individually or collectively have a significant significantly impact on a student's grade.

ADDITIONAL MEANS
OF COMMUNICATION
WITH PARENTS AND
STUDENTS

Although not required, the use of media, surveys, class discussion, drop boxes and other web tools are recommended so as to enhance the learning and communication for parents and students.

Consultation Committee

Submission of Proposal
November 13, 2012

1.	Topic:	Job Protection for Dual Contract Employees
2.	Background Information:	Coaches perform dual components to complete their jobs. They both coach and in most cases teach classes. Currently, if any one part of the dual contract can't be performed, then the entire job is lost by the employee. Coaches are both teachers and coaches and deserve to retain employment if qualifying health conditions prevent them from coaching. They should still be allowed to remain working with the district as a teacher in the subject area they are certified in if they choose to continue working with CCISD.
3.	Solution:	Provide flexibility to the dual coaching contract allowing coaches who can no longer coach to remain hired by the district as a teacher somewhere in the district where there is availability in their teaching field. The coach may not be assured employment at the current campus, but may accept a teaching assignment somewhere in the district in a certified position. The coach must meet a qualifying condition from a doctor stating that from a professional medical opinion, continuing coaching is a life threatening situation. The coach can't claim "I no longer want to coach", it must be a qualifying medical condition.
4.	Proposal:	The dual-contract for coaches has a medical qualifying exemption allowing for the continuation of employment with the district as a certified teacher only based on availability in a certified teaching field in the district.

Supported by:

Joel Garcia
Co-Chairperson

Date:

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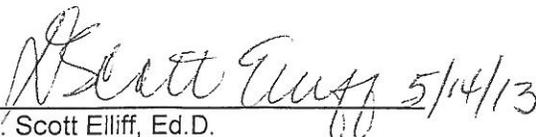
Cesarea Germain

Sandra Lee Taylor-Hernandez

John Gluth

Administration's Response:

District policies and procedures sufficiently address medical conditions that would impact an employee's ability to perform job-related duties. No change will be approved at this time.


D. Scott Elliff, Ed.D.
Superintendent of Schools

Consultation Committee

Submission of Proposal
November 13, 2012

1.	Topic:	LVN Compensation
2.	Background Information:	Although auxiliary personnel, LVN's, in most cases work independently and are assigned the responsibility of a campus. They are required to maintain hundreds of records, screen students for potential problems and provide routine and emergency care for hundreds of students daily. They do have an RN team leader but in a life threatening emergency, they are the only medical person available on the campus.
3.	Solution:	Compensate LVN's appropriately. They are required to maintain a license with the State of Texas and should be compensated the same as other licensed auxiliary employees. (ex. Journeyman electricians and plumbers)
4.	Proposal:	Raise the LVN pay from level 17 to level 18 (the same as journeymen electricians and plumbers)

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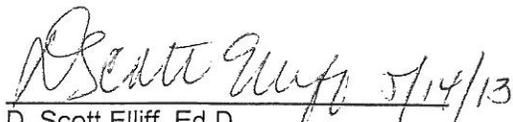
Cesarea Germain

Sandra Lee Taylor-Hernandez

John Gluth

Administration's Response:

The superintendent will approve a job worth and market analysis of the LVN position consistent with established district procedures.



D. Scott Elliff, Ed.D.
Superintendent of Schools

Corpus Christi Independent School District
Corpus Christi, Texas

Compensation Data for Registered Nurses and Licensed Vocational Nurses
TASB/TASA 2011-2012 District Personnel Report

District Name	Enrollment	Number of Staff	Duty Days	Pay Range		Incumbent Average
				Minimum	Maximum	
				RN's		
Amarillo ISD	31,483	28	187	42,673	65,985	46,761
Clear Creek ISD	38,468	43	187	44,600	66,735	47,556
Corpus Christi ISD	38,182	28	187	40,800	58,972	48,370
Edinburg CISD	32,841	43	187	42,140	59,106	53,117
Humble ISD	35,820	40	190	43,182	57,297	47,029
Irving ISD	34,834	35	187	49,300	69,185	53,715
Keller ISD	33,168	10	187	40,000	50,919	42,737
Leander ISD	33,209	21	187	42,000	63,775	45,326
Mansfield ISD	32,600	44	187	48,000	63,666	50,572
Mesquite ISD	37,100	47	187	47,323	57,545	50,133
Pharr-San Juan-Alamo ISD	30,870	36	187	41,620	53,120	47,730
Richardson ISD	36,890	66	187	45,500	61,028	48,994
Spring Branch ISD	33,417	46	195	46,839	75,405	55,621
Spring ISD	36,425	31	195	46,096	60,272	51,155

District Name	Enrollment	Number of Staff	Duty Days	Duty Hours	Pay Range		Incumbent Average
					Minimum	Maximum	
					LVN's		
Clear Creek ISD	38,468	5	187	37.5	15.97	20.13	16.67
Corpus Christi ISD	38,182	30	187	40.0	14.58	23.27	17.42
Edinburg CISD	32,841	2	187	40.0	10.93	20.20	16.42
Humble ISD	35,820	12	186	40.0	15.59	21.75	16.85
Irving ISD	34,834	3	187	40.0	17.22	21.52	18.65
Keller ISD	33,168	9	187	39.5	16.04	22.11	18.95
Leander ISD	33,209	12	184	40.0	17.80	25.60	19.52
Mansfield ISD	32,600	1	186	37.5	13.80	20.36	19.26
Pharr-San Juan-Alamo ISD	30,870	7	187	40.0	15.51	22.93	17.97
Spring ISD	36,425	14	195	40.0	15.41	25.45	20.54

Consultation Committee

Submission of Proposal
November 13, 2012

1.	Topic:	Microwaves in the classroom
2.	Background Information:	Teachers and school employees have always been allowed to keep personal microwaves in classroom. This is not a violation of fire code. Employees need this benefit due to the short lunch and lack of time. Removing them creates a hardship.
3.	Solution:	Ensure policy to keep personal microwaves
4.	Proposal:	Employees are allowed to have a personal microwave in workspace that is well maintained, clean and subject to inspection.

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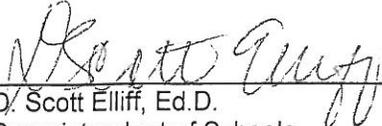
Sandra Lee Taylor-Hernandez

John Gluth

Administration's Response:

Procedures were modified earlier this fall to allow microwaves to be used in the classroom provided that student use and access were prohibited. Specific guidelines were communicated by the Office of Risk Management.

Procedures will be evaluated annually based on guidance from the Corpus Christi Fire Department and the Office of Risk Management.



D. Scott Elliff, Ed.D.
Superintendent of Schools



Office of Employee Benefits and Risk Management

CORPUS CHRISTI INDEPENDENT SCHOOL DISTRICT
P.O. Drawer 110 Corpus Christi, Texas 78403-0110 • 801 Leopard
Office: 361/695-7210 Fax: 361/886-9857
Website: www.ccisd.us

TO: All Principals/Supervisors
FROM: Clark Adkins
DATE: December 7, 2012
SUBJECT: Use of Microwaves in Classrooms

On August 27, 2012, all principals received communication via e-mail from the Office of Employee Benefits and Risk Management regarding the 2012-2013 Fire Inspection Schedule. Included in the e-mail was a letter to all principals, a schedule for 2012-2013 fire inspections, and a list of Fire Code Requirements.

The list of Fire Code Requirements included the elimination of all microwaves from classrooms due to a Life Safety concern. Microwaves were still allowed in common areas such as break rooms, cafeterias, and lounges. The District has since reviewed the Fire Code Requirements and changed the requirement of eliminating microwaves from classrooms.

The District will now allow microwaves in classrooms under specific, controlled conditions with the following guidelines:

1. The microwave must not be accessible to students.
2. The microwave must not be used by students.
3. The microwave must be plugged directly into the outlet (ie. No extension cords, power strips, or piggy backing.).

The District will review the use of microwaves in classrooms on an annual basis in accordance with the Corpus Christi Fire Prevention Bureau and is subject to change.

If you have any questions or concerns, please call Tara Pacheco or Laurel Ferri in the Office of Employee Benefits and Risk Management at 361.695.7210.

CA/tp

Consultation Committee

Submission of Proposal
November 13, 2012

1.	Topic:	Parent Facilitators with Split Campuses
2.	Background Information:	Parent Facilitators are now being asked to divide their time between campuses in the district. The purpose of building relationships and providing meaningful activities is diluted as a result.
3.	Solution:	Parent Facilitators need to develop their own time table and schedule to adapt to the needs and duties at each campus.
4.	Proposal:	Parent Facilitators in the district with split campus assignments will design their own plan and schedule for the best way to serve each campus equitably.

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John Gluth

Administration's Response:

A parent involvement plan for each vertical learning community is being developed to improve district performance related to *Board Goal 6. Enhance opportunities for parents and community to engage as partners in education.* These plans will include redefining the role of parent facilitators and liaisons.

Work schedules for these personnel will be determined by their supervisors, in accordance with established district procedures, and based on the needs of the campuses served.



D. Scott Elliff, Ed.D.
Superintendent of Schools

Consultation Committee

Submission of Proposal
November 13, 2012

1.	Topic:	Safe Schools Act, Placement Review Committee Campus Elections
2.	Background Information:	TEA Code Chapter 37. Mandates that each campus staff chooses a Placement Review Committee. CCISD consultation agreement necessitates an election at each campus annually to choose this committee of two teachers and one teacher alternate. Currently, the election process is different and confusing from campus to campus. An effort to streamline the election procedures is needed to simplify and protect that each campus is in compliance.
3.	Solution:	Adopt a standard election procedure to elect a Placement Review Committee at every campus.
4.	Proposal:	Each campus in CCISD will hold a Placement Review Committee election in the first 6 weeks of school that follows the standard election procedures adopted and approved by the district and consultation committee.

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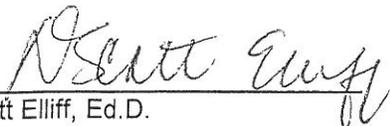
John Gluth

Administration's Response:

A consistent process is followed. The process for both Campus PDM Committee and Placement Review Committee elections is emailed annually to principals at the beginning of the school year. Each campus is to conduct an election for both committees before the end of the first six weeks of school. This year, the reminder to principals was sent on August 1, with a window of September 20-October 1. Principals were reminded to document and archive their election process and confirm with School Leadership Directors when the committees were in place.

Due to the various configurations of campus staffs, it is impractical to conduct the elections in exactly the same manner at each school. As discussed previously at Consultation, some campuses are challenged to even find candidates to run for positions on these committees, and volunteers must be sought.

At the least, District administration will continue to remind campus administrators that (1) the positions must be filled by election, not appointment, and (2) the committees must be established before the end of the first six weeks of school.



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Submission of Proposal
November 13, 2012

1.	Topic:	Teachers harassed and interrogated during the work day.
2.	Background Information:	Teachers are called from the classroom during the instruction time with children to answer the questions from the principal that do not rise to the level of justifying missing time teaching the students. Often, teachers return to the classroom distraught and disturbed which is not conducive to the learning environment for the entire day. Important discussion with the principal about job performance and protection should not occur during the work day while educating children. This is intimidating and a form of harassment against educators that in the end proves unproductive for students.
3.	Solution:	Teachers may be removed during instruction time to be questioned by a principal/administrator during class time for serious offenses only. Meetings regarding job performance issues should be addressed at a time not interfering with regular classroom instruction.
4.	Proposal:	A teacher may only be required to miss instructional class time to answer questions from an administrator if and only if probable cause that a misdemeanor or felony offense has occurred.

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Administration's Response:

Situations may require immediate questioning of students and staff in order to successfully complete an investigation; however, Board Policy DH (Local) will be revised to include the following statement:

As much as possible, investigative activities will be undertaken in such a manner as to minimize disruptions to instructional time.



D. Scott Elliff, Ed.D.
Superintendent of Schools

Consultation Committee

Submission of Proposal
December 18, 2012

1.	Topic:	The School Calendar
2.	Background Information:	In this technological age, teachers are being asked to do more than was ever expected before. Trainings, professional development, parent communication, special education evaluations, 504 evaluations, vocational evaluations, Eduphoria, E-chalk, E-school plus, and in some cases much more. Many teachers feel that there is not enough time to do everything that they need to do and would like work days and prep days to be brought back to the calendar.
3.	Solution:	Add work days and prep days to the calendar.
4.	Proposal:	Spread the intercession days throughout the year in the form of half days for students who need extra instruction in a particular subject, and give teachers the remainder of those days to plan and grade. It is our recommendation that those days come at the end of the six and nine week grading periods.

Supported by:

Joel Garcia
Co-Chairperson

Date:

Stephanie Guerrero

Elizabeth Diemert

Danny Canales

Liz Moreno

Lena Solis

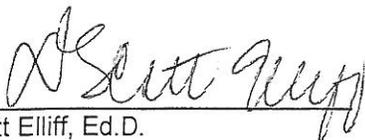
Cesarea Germain

Sandra Lee Taylor-Hernandez

John Gluth

Administration's Response:

Calendar had already been approved by the Board of Trustees. Various options were reviewed and discussed. Majority of the Consultation Committee ruled to leave the calendar as is.



D. Scott Eliff, Ed.D.
Superintendent of Schools