



STATE OF HAWAII
BOARD OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

May 15, 2012

TO: The Honorable Donald Horner, Chairperson
Board of Education

FROM: Douglas Murata, Board of Education Designee
Wilfred Keola, Board of Education Designee

SUBJECT: Approval of Leilehua High School's School Community Council (SCC) Exception
Regarding its Assessment Schedule

1. **RECOMMENDATION**

That the Board of Education (BOE) approve Leilehua High School's SCC Exception Request allowing the school to implement a modified school schedule to accommodate testing for the 2012-2013 school year.

Note: BOE approval of exceptions to the BU 05 Collective Bargaining agreement must include all stipulations agreed upon by its two (2) committee members to the SCC Exception Review Committee. The status quo shall remain should the BOE not agree with its committee members' recommendation(s).

2. **RECOMMENDED EFFECTIVE DATE**

Upon approval by the BOE.

3. **RECOMMENDED COMPLIANCE DATE**

Not applicable.

4. **DISCUSSION**

a. **Conditions leading to the recommendation**

Section 302A-1124 to 1127, Hawaii Revised Statutes (HRS), authorizes schools to request waivers from existing state agency rules, policies, regulations, and procedures as well as exceptions to collective bargaining agreements as negotiated in accordance with current collective bargaining agreements and the provisions of Chapter 89, HRS.

b. Previous action of the Board on the same or similar matter

Similar SCC exceptions were approved for Konawaena Middle School, Pearl City and Waiakea High Schools.

c. Other policies affected

Article VI, Teaching Conditions and Hours; Section R, Evaluation of Students/Grading Preparation.

Article VI, Teaching Conditions and Hours, Section CC, Work Time Distribution, Weekly Totals Within the 7-Hour Day, 5-Day Week.

Article XII, Academic Freedom.

Board Policy 1710-3, School Calendar Policy.

Board Policy 2412, School Community Council Waivers and Exceptions Policy.

d. Arguments in support of the recommendation

The change in bell schedule requested by Leilehua High School for 2012-2013 school year will allow the school to:

- Ensure timely reporting of grades to students and parents/guardians.
- Use assessment periods to administer a variety of assessment activities for students to demonstrate their mastery of the standards and the General Learner Outcomes (GLOs).
- Allow students and teachers to concentrate on the two (2) assessment periods scheduled for each day.
- Allow teachers to implement authentic project-based assessment activities in addition to the traditional paper and pencil type tests
- Allow teachers and students opportunities to prepare and review for the assessments.
- Allow assessments to be conducted for students who were absent earlier in the week, and/or provide supplementary learning activities to enhance student achievement of the standards.
- Allow teachers to input grades and report cards in a timely manner.
- Encourage students to use the afternoon periods to seek additional tutorial services.

e. Arguments against the recommendation

None.

f. Findings and conclusions of the Board committee

The BU 05 Committee on SCC Exception Review agreed to this exception on May 8, 2012.

g. Other agencies or departments of the State of Hawaii involved in the action

None.

h. Possible reaction of the public, professional organizations, unions, DOE staff and/or others to the recommendations

Positive.

i. Educational implications

As stated in the school's SCC exception request.

j. Personnel implications

None.

k. Facilities implications

None.

l. Financial implications

None.

5. OTHER SUPPLEMENTARY RECOMMENDATIONS

None.

DM/WK:JZ:ah

Attachments

c: Superintendent
Office of Curriculum, Instruction and Student Support

____ New Request

☒ Renewal

**SCHOOL COMMUNITY COUNCIL
WAIVER/EXCEPTION REQUEST FORM**

(Please use one form for each request)

SCHOOL: Leilehua High

DATE: December 2, 2011

DISTRICT: Central

COMPLEX: Leilehua

Achieved AYP: ☐ Yes ☒ No

School Status:

School Proficiency Levels:

Reading Gr 10 67%

Math Gr 10 43%

☐ In Good Standing, Unconditional

☐ In Good Standing, Pending

☐ Needs improvement Yr. 1

☐ Needs improvement Yr. 2

☐ Corrective Action

☐ Planning for Restructuring

☒ Restructuring

*****Attach Trend Report.**

- A. List the specific policy, regulation, rule, procedure or the specific article within the collective bargaining agreement from which the school is seeking relief.

Unit 5 Bargaining Unit agreement Article VI, Section R, Evaluation of Students/Grading Preparation "... submittal of grades shall be no earlier than the fourth student day following the end of each quarter except for the fourth quarter."

Policy 4160 Student's School Day "... shall be based on no less than 30 hours per week"

Regulation 4160.1 Student's School Day "... all exceptions shall be in accordance with established statutes, rules, regulations and procedures."

- B. Describe 1) the desired change, and 2) what the school hopes to accomplish as it relates to improving student learning and increasing student achievement. Include specific quantitative, qualitative and longitudinal data to support the need for the request.

1) The desired change:

- Continue to implement a modified 5-day assessment schedule during the last week of each quarter.
- Continue to adjust the school day schedule during the assessment week.
- Continue to adjust the school day schedule to make up for the instructional minutes lost during the assessment periods.
- Continue to provide for submittal of grades to insure timelier reporting of grades to students and parents/guardians.
- Assessment schedule:

Days 1 – 3:

8:30 a.m. Final assessment

10:00 a.m. recess

10:15 a.m. Final assessment
 11:45 a.m. student release time
 12:30 p.m. tutorial period

Day 4:

8:30 a.m. Final assessment
 10:00 a.m. make-up assessments

Day 5: make-up assessments (8:30 a.m. – 2:30 p.m.)

2) What the school hopes to accomplish as it relates to improving student learning and increasing student achievement:

- Students attend two ninety (90) minute periods the first, second, and third day of assessment week and one ninety minute assessment on the fourth day of assessment week. Teachers are able to use these assessment periods to administer a variety of assessment activities, providing students a variety of means to demonstrate their mastery of the standards and our General Learner Outcomes. Students and teachers are able to concentrate on the two assessment periods scheduled for each day without having the burden of preparing for additional classes. Teachers are able to implement more authentic, project based assessment activities, in addition to the traditional paper/pencil type tests. The last day of assessment week is designated for make-up assessment(s). This day allows assessments to be conducted for students who were absent earlier in the week, and/or provide supplementary learning activities which would enhance student achievement of the standards.
- At the end of each reporting period, teachers input grades prior to leaving for break. Report cards can then be generated in a timelier manner and distributed without delay. Ordinarily, report cards are distributed to students up to three weeks after the conclusion of the quarter. It is important to note that faculty members agreed to complete this critical task to insure that report cards can be prepared efficiently for distribution. As a result, the school is able to be responsive to the needs of parents by providing them with information on their child's progress in a timely manner. Please see the table below for specific data.

School Year 2011-2012		Report Cards in Homes	
Last day of quarter	With Assessment Week	Without Assessment Week	Difference:
1: Sept. 30, 2011	Oct. 7, 2011	Oct. 21, 2011	14 days later
2: Dec 15, 2011	Dec. 22, 2011	Jan. 17, 2011	27 days later
3: Mar. 8, 2011	Mar. 15, 2011	March 29, 2011	14 days later

- By knowing the grades at the end of the first semester, Leilehua High School is able to run a Credit Recovery program during the Winter Break for failing students. This is an additional program to support struggling students that would not be possible if it were not for the Assessment Week Schedule.
- Students are encouraged to use the afternoon periods following their final assessments to seek additional tutorial services. Teachers are required to be available for tutorial services upon request during the assessment week schedule. Assessment days are full workdays for faculty members. In addition,

the school also provides a Homework Center every day after school (2:45 p.m. – 4:30 p.m.) and SMARTS (Students Maximizing Academic Resources and Tutorial Services) every Tuesday and Thursday evenings from 6:00 p.m. – 8:00 p.m.

C. If a renewal, describe and evaluate the outcomes of the requested change. Explain what was achieved and the impact on student learning. (Include specific quantitative and/or qualitative data.)

- Opportunities for students to demonstrate their learning more realistically through a variety of assessment products, such as demonstrations, portfolio presentations, product displays, projects, etc. were provided more consistently.
- Students were able to better prepare for final assessments with the prescribed schedule, minimizing conflicts with being assigned more than two assessments on a given day.
- Absences, tardies and disciplinary infractions were essentially eliminated with the schedule. Most critical has been the very significant reduction in disciplinary incidents occurring during the end of each quarter. Prior to the initiation of this exception waiver, it was common for students to indulge in many inappropriate behaviors. The assessment schedule has focused attention on final exams and emphasized the importance of test taking on grades and learning.
- Teachers are provided more time to prepare student assessments, correct final papers, and finalize grades by the last day of the quarter. The grades are submitted and report cards are prepared and distributed shortly thereafter, providing students and parents/guardians timely notification of student progress.

School Year 2011-2012	Report Cards in Homes			
	Last day of quarter	With Assessment Week	Without Assessment Week	Difference:
	1: Sept. 30, 2011	Oct. 7, 2011	Oct. 21, 2011	14 days later
	2: Dec 15, 2011	Dec. 22, 2011	Jan. 17, 2011	27 days later
	3: Mar. 8, 2011	Mar. 15, 2011	March 29, 2011	14 days later

While a direct causal correlation between the Assessment Week Schedule and student achievement may not be able to be made, there is no doubt that education at Leilehua High School is realizing improvement over time. The Assessment Week schedule is an essential part of the many innovations that are in place that contribute to a school culture that focuses on student achievement.

There have been numerous discussions in different venues about the Assessment Week schedule and every role group supports its continuance. The School Community Council, who has the authority to make policy decisions for the school, unanimously supports the schedule. Overturning the decision of the School Community Council undermines the concept of site-based management. This will greatly demoralize all role groups in the Leilehua High School community.

- D. Please provide additional information (**data and narrative**) for the following type of request applicable:

D1.) Parent-Teacher Conferences:

For a waiver from the DOE Regulation 4510.3 Released Time for Conferences to Report Student Progress, the Superintendent requires that a parent satisfaction survey be conducted and the survey results submitted.

Number of surveys distributed	
Number of surveys returned	
Number of parents in favor	
Number of parents not in favor	
Number of parents undecided	

Summary:

D2.) School Attendance Procedures:

For a waiver from the DOE School Attendance Procedures, Revised August 2001, a comparison of attendance data over a three (3) year period of time is required. Explain the increase or decrease in attendance rates. Provide provisions for allowing students to make-up missed work.

School Year	% of average daily attendance

Rationale:

D3.) Reporting of Quarterly Grades:

For an exception from the collective bargaining contract for teachers for Reporting Quarterly Grades for Schools, an explanation of the interventions provided and the impact on student learning is required.

IMPORTANT NOTE: Because Leilehua High School's reporting of quarterly grades early is directly linked to our modified assessment schedule, one does not exist without the other. Thus, the explanation and data below applies not only to this section: D3) Reporting of Quarterly Grades, but also to section D4) Modified Assessment Schedule.

As explained earlier, the reporting of quarterly grades early only helps to keep our parents informed of their child's academic progress in a timely manner. Please review the table

that was presented earlier another time for more clarification on the importance of reporting grades early. It is presented below again.

School Year 2011-2012	Report Cards in Homes		
	With Assessment Week	Without Assessment Week	Difference:
1: Sept. 30, 2011	Oct. 7, 2011	Oct. 21, 2011	14 days later
2: Dec 15, 2011	Dec. 22, 2011	Jan. 17, 2011	27 days later
3: Mar. 8, 2011	Mar. 15, 2011	March 29, 2011	14 days later

Because Leilehua has had the modified assessment schedule for more than 12 years along with the reporting of quarterly grades early, it has become an expectation of our parents to be notified of their child's grades immediately after the conclusion of the quarter.

Also, as noted above, for the winter break, the posting of grades immediately at the end of the semester allows for Leilehua to offer an "extended semester" course during the winter break to allow students to improve their "F" grades in English and Math courses. Being able to provide this intervention at the semester helps students to prevent failure of an entire year credit. During the winter break of SY10-11, a total of 110 students (approximately) took advantage of the extended semester course for either English or Math.

Number of students failing	659*
Number of students who received tutorial assistance/interventions	1,074**
Number of students whose grades improved after receiving tutorial assistance/interventions	376***

* Number of students failing = number of students who had at least 1 "F" on mid-quarter progress report

** Number of students who received tutorial assistance/interventions = number of students who went in for extra help, tutoring, make-up opportunities during assessment week (does not necessarily mean 1,042 different students) according to a survey of teachers

***Number of students whose grades improved after receiving tutorial assistance/interventions = of the 659 students who had 1 "F" on the mid-quarter progress report, the number of students who improved to have NO "F" on 1st quarter report card.

NOTE: All statistics above are from the 1st quarter assessment week of SY2011-12

Explanation:

Leilehua provides tutorial services throughout the school year as well as during assessment week. It is important to note that we do not believe tutorial opportunities during assessment week contribute to student success at the end of the quarter *in isolation*. Instead, it is our belief that we must provide consistent support services throughout the school year to help our students achieve academic success. As a result, the school offers several formal tutoring opportunities to all students.

First Quarter – SY 2011-12

Total # of students with an F on mid-qr progress report	659	
Total # of students who received tutorial from formal school tutorial service throughout the first quarter (SMARTS, ELL Homework Center, CORE Homework Center)	415	
# of students who received tutorial AND who had an F on mid-qr progress report	95	$95/659=14\%$
# of students who received tutorial, had an F on mid-qr and NO F on qtr 1 report card (showed improvement with tutoring throughout the quarter)	34	$34/659=5\%$
# of students who did NOT receive tutorial during the quarter, had an F on mid-qr and NO F on qtr 1 report card (showed improvement without tutoring)	244	$244/659=37\%$
Total # of students who had an F on mid-qr but NO "F" on qtr 1 report card (showed improvement)	376	$376/659=57\%$
Total number of students who attended tutoring and did NOT have an F on 1 st qtr grade (shows that tutorial opportunities help student success)	353	$353/415=85\%$

While the data in the table above does not reflect activities that occurred during assessment week itself, it does indicate that other support systems exist at the school to help students. It is impossible to conclude that one particular activity, like assessment week, is the only contributing factor to student success or the lack of it. More importantly, the data above also shows that overall, there was a 57% improvement in the students that were failing at the mid-point of first quarter. Moreover of the 415 students who attended the formal tutorial services provided by the school, 85% of them ended the quarter by having NO "F's" on their report card. The tutoring services cannot be the only reason for the student success, but it certainly can be considered to be a positive contributing factor. Please note that the data for the tutorial services above does not reflect "informal" tutoring services that occur on a daily basis throughout the school by all of our teachers.

Furthermore, because Leilehua is committed to student success, assessment week is another opportunity to provide tutorial services to our students. All teachers are expected to provide tutoring opportunities to students during the assessment week. Please see the data table below for more information about the specific tutoring opportunities available during assessment week

Results of teacher survey – First Quarter Assessment Week – SY2011-12

Total # of classroom teachers	126
Total # of teachers who provided tutorial	68

services after the instructional day (after 11:45a.m.) during assessment week		
Total # of students who received tutorial services	1,074 (does not mean 1,074 individual students)	

Types of tutorial services provided by teachers after the instructional day (after 11:45a.m.) according to teacher survey:

- One-on-one tutoring
- Make-up late work
- Additional explanation of concept that was not understood
- Time to work on final projects
- Opportunities to present final projects during non-instructional time
- Organized study/review session for math with over 73 students in attendance
- Sectionals for band instruction
- Practice for performances by dance class
- Extra credit opportunities
- Lab work for science classes
- Make up of other tests / quizzes from throughout the quarter
- Begin on 2nd quarter work ahead of time
- Co-curricular leadership class conducted during the afternoon
- AP study sessions for final assessment and additional preparation for AP exam
- Type papers
- Learn how to use the computer to print visuals (ELL students)
- Check over projects before they are submitted so student can make necessary adjustments
- Retake quizzes and other assessments to show mastery of concepts

One-on-one tutoring with individual teachers for specific content areas and the making up of late work or missed work due to absence/illness was the most common form of tutorial provided during assessment week. However, as evidenced above, several teachers provide direct instruction during assessment week after the formal instructional day has concluded. The large number of students that are serviced during the non-instructional time in assessment week is a testament to the dedication of the faculty to our students' academic needs.

D4.) Modified Assessment Schedule:

For an exception from the collective bargaining contract for teachers for a Modified Assessment Schedule, an explanation of the interventions provided and the impact on student learning is required. Describe tutorial opportunities provided for students during the assessment week.

IMPORTANT NOTE: Because Leilehua High School's reporting of quarterly grades early is directly linked to our modified assessment schedule, one does not exist without the other. Thus, the explanation and data above applies not only to the section: D3) Reporting of Quarterly Grades, but also to this section D4) Modified Assessment Schedule. Please refer back to section D3)Reporting of Quarterly Grades for all of the pertinent data and explanation for this section.

Number of students failing	
Number of students who received tutorial assistance/interventions	
Number of students whose grades improved after receiving tutorial assistance/interventions	

Explanation:

E. All Other Requests:

Provide information and explanation as indicated in Sections A, B, and C, and other additional information applicable.

- F. Provide a chronology and summary of discussions and activities that document an inclusive, collaborative and consensus-building decision-making process.

Date	Type of Meeting	Summary of Outcome
November 3, 2011	Steering Committee	Discussion and decision to support continued request
November 9, 2011	Departments	Discussion and consensus
November 14, 2011	School Community Council	Discussion and decision to support continued request
December 1, 2011	Steering Committee	Confirmation of support for continued request
December 15, 2011	Faculty	Discussion of exception and attempt to reach consensus

G. SCC Waiver/Exception Signature Page

WAIVER/EXCEPTION SIGNATURE PAGE

The signatures on this page acknowledge that the decision to request the attached waiver/exception was reached through a collaborative process. If this request is an exception to a collective bargaining agreement, the decision by members of the bargaining unit was achieved through consensus. (Because exceptions to collective bargaining agreements involve the rights of other employees, consensus, specifically by affected unit members, is necessary to waive those rights. It is possible for these unit members to agree on a fallback decision-making option provided that the agreement on the fallback option was reached through consensus.)

Administration Alcofeman Date 11/14/11

Community Representative(s) Wayne Goshino Date 11/14/11

Parent Representative(s) [Signature] Date 11/14/11

Student Representative(s) [Signature] Date 12/9/11

Noncertificated Staff Representative(s) [Signature] Date 11/14/11

Teacher Representative(s) [Signature] Date 11/14/11
[Signature] Date 12/9/11

Complex Area Superintendent (CAS): Patricia A. Park (print name)
This waiver/exception request aligns with the goals and objectives of the school's strategic plan/academic and financial plan.

CAS Signature: Patricia Ann Park Date 12/6/11

HSTA PROCESS CHECK REQUIREMENT:

To ensure that the process to reach the decision for a contract exception request was followed, (the faculty either reached consensus or failing to reach consensus, the faculty held a secret ballot vote that resulted in active faculty members casting a ballot with 66-2/3% or higher affirmative vote), **the Teacher Representative should email the UniServ Director with a cc to Raymond Camacho (rcamacho@hsta.org). Please attach a copy of the email sent to the UniServ Director.**

RETURN FORM TO: School Renewal and Redesign Section
475 22nd Avenue, Building 302, Room 109
Honolulu, Hawaii 96816

Or FAX: 735-8379

FAILURE TO SUBMIT A COMPLETE AND TIMELY WAIVER/EXCEPTION REQUEST MAY RESULT IN THE REQUEST NOT BEING PROCESSED.

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Leilehua High**Trend Report:
Educational and Fiscal Accountability****School Report for School Year 2010-2011**

A Guide to Understanding Trend Reports explains the educational and fiscal measures and lists schools in each of the 42 complexes for school year 2010-11. The Guide is available on-line at <http://arch.k12.hi.us>.

Background

Student Enrollment	Total	SPED		ELL		Free & Reduced-Cost Lunch Program		Kindergartners Who Attended Preschool
School Year	#	#	%	#	%	#	%	%
2008-2009	1,884	289	15.3%	165	8.8%	729	38.7%	na
2009-2010	1,900	251	13.2%	109	5.7%	784	41.3%	na
2010-2011	1,958	271	13.8%	100	5.1%	827	42.2%	na

Teachers	Total	Licensed	Years Experience	5+ Years at This School	Classes Taught by Teachers Meeting NCLB Requirements	Advanced Degree	Early Childhood Endorsement (Gr. K teachers)
School Year	#	%	Average	%	%	%	#
2008-2009	122	83.6%	11.1	59%	68%	36.1%	na
2009-2010	126	91.3%	11.2	64%	76%	37.3%	na
2010-2011	127	90.6%	12.5	68%	81%	38.6%	na

Academic Achievement

Hawaii State Assessment Standards-Based	Reading % Proficient by Grade Level								Math % Proficient by Grade Level							
School Year	3	4	5	6	7	8	10	3	4	5	6	7	8	10	3	4
2008-2009	na	na	na	na	na	na	76.2	na	na	na	na	na	na	34.1	na	na
2009-2010	na	na	na	na	na	na	73.5	na	na	na	na	na	na	46.4	na	na
2010-2011	na	na	na	na	na	na	66.8	na	na	na	na	na	na	42.9	na	na

Hawaii State Assessment <i>Standards-Based</i>	Science % Proficient by Grade Level						
School Year	4	5	6	7	8	10	11
2008-2009	na	na	na	na	na	--	14.6
2009-2010	na	na	na	na	na	28.9	--
2010-2011	na	na	na	na	na	18.0	--

TerraNova Assessment		Reading							Math						
National sample scoring at Average & above = 77		% Average & Above							% Average & Above						
School Year	Grade Level	3	4	5	6	7	8	10	3	4	5	6	7	8	10
2008-2009		na	na	na	na	na	na	82.2	na	na	na	na	na	na	77.3
2009-2010		na	na	na	na	na	na	80.5	na	na	na	na	na	na	78.9
2010-2011		na	na	na	na	na	na	89.0	na	na	na	na	na	na	94.3

*Results suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA)

Academic Achievement (continued)

School Year	Proportion Ready for Kindergarten	Retention Rate %			Dropout Rate % (4-year rate)	Graduate On-Time %	Others %
		Elementary	Middle	Grade 9			
2008-2009	na	na	na	10.5%	16.1%	82.6%	1.3%
2009-2010	na	na	na	11.0%	18.1%	79.9%	2.0%
2010-2011	na	na	na	8.7%	¹ 14.9%	¹ 82.2%	¹ 2.9%

1- Starting in 2010-2011 the new Adjusted Cohort Graduation Rate methodology is used (for a brief explanation see Trend Report Guide)

Safety and Well-Being

Students	Average Daily Attendance %		Offenses by Type of Incident (number of citations per 1,000 students)					
			Violence		Property		Illicit Substances	
School Year	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
2008-2009	na	91.0%	na	30	na	4	na	16
2009-2010	na	92.6%	na	19	na	4	na	12
2010-2011	na	93.5%	na	39	na	4	na	16

School	Facilities Inspection	Persistently Dangerous Schools (NCLB)	Workers' Compensation Claims		Student and Teacher Perceptions on School Quality Survey		Transition from home/preschool to Kindergarten
School Year	Passed?	Yes/No	Total # of claims	% of claims resulting in loss-time	Positive Responses		School mean (range 1-3)
					% of student	% of teacher	
2008-2009	Yes	No	6	16.7%	58.0%	83.2%	na
2009-2010	Yes	No	4	25.0%	53.7%	82.4%	na
2010-2011	--	No	2	0.0%	50.9%	78.4%	na

Civic Responsibility

	Young Voter Registration	Kids Voting Hawaii		Students Who Are Not Suspended	Service to School/Community	Volunteer Hours
School Year	# of students participating	# of students participating	% of students participating	% of Enrollment	# of projects	# of PCNC volunteer hours per 100 students
2008-2009	157	721	38.3%	94.5%	32	0
2009-2010	149	--	--	95.6%	70	--
2010-2011	--	1,619	82.7%	93.3%	--	--

Fiscal Accountability

School Year	State General Funds				Significant Budget Changes*
	School Salaried Payroll	Allocation Excluding School Salaried Payroll	Expended	Carryover	
2008-2009	\$9,647,757	\$1,518,135	\$1,438,719	\$79,416	none
2009-2010	\$9,376,573	\$1,179,032	\$1,050,168	\$128,864	none
2010-2011	\$9,771,007	\$1,315,993	\$901,808	\$414,185	none

*Explanation of Significant Budget Changes



Leilehua High Assessment Week Waiver
Ray Rodriguez jtsuchiya
rcamacho
Aloha Coleman

12/09/2011 02:10 PM

Hello Ms. Tsuchiya,

This email is sent to inform you that the faculty at Leilehua High School reached a consensus to keep the Assessment Week waiver.

Respectfully yours,

Ray Rodriguez
English Language Arts Department Chair
Leilehua High School

HSTA PROCESS CHECK LIST

IMPORTANT: The APC should complete and return this form to Jeanine Tsuchiya, UniServ Director, and attach copy of exception requested.

Name: Carl Friedl Phone: 622-6550

E-mail: friedlc@hawaii.rr.com

Position on APC: ☒ APC ☒ Faculty Rep. ☐ Grievance Rep.

School: Leilehua High

Step	Action Needed by APC: What is the exception for?	Completed	
		Yes	No
	<u>Change or waive our right to turn grades in no earlier than the 4th student day following the end of each quarter.</u>		
1	<ul style="list-style-type: none"> ✓ A meeting with the faculty should be called by the APC to discuss exception, and achieve consensus. ✓ At least 48 hours notice should be given to faculty. ✓ The discussion should be open and collaborative, and reserved for Bargaining Unit 5 members only, to avoid appearance of undue influence. <p style="text-align: center;">Date of mtg. <u>December 15, 2011</u></p>	✓	
2	✓ If consensus reached, <i>please check "YES" box and stop here.</i>		X
3	<ul style="list-style-type: none"> ✓ If no consensus has been reached, prepare a secret ballot for each exception requested. ✓ Make sure the ballot question is clearly worded. 	✓	
4	<ul style="list-style-type: none"> ✓ Make the ballots available to all faculty members. ✓ Contact all BU 05 members on paid or unpaid leave informing them of the vote. 	✓	
5	<ul style="list-style-type: none"> ✓ Notify the faculty of the voting deadline and provide for five (5) working days to cast their votes. <p style="text-align: center;"><u>last day collected ballot 1/13/12</u></p>	✓	
6	✓ Have a roster to check off names for ballots. This helps to ensure all Bargaining Unit 5 members had opportunity to vote.	✓	
7	<ul style="list-style-type: none"> ✓ Count the votes after all ballots are in (including any ballots from teachers that are absent). ✓ Keep the ballot box in secure place until ready to count. ✓ Make sure you have a witness for the counting. ✓ Report the vote tallies to your UniServ Director. <p>Vote Tally: Yes <u>112</u> No <u>3</u> Blank <u>25</u></p> <p style="text-align: center;">Total votes cast <u>115</u> collected <u>140</u> issued</p> <p>Percentage of votes in Affirmative: <u>97 or 80</u> %</p> <p style="text-align: center;"><u>depending on how</u> <u>if you include those ballots</u> <u>not returned.</u></p>		