



2020 School Consolidation Action Plan

7-11 Committee Presentation
10/1/19

Staffing Implications



All staffing procedures are driven by Collective Bargaining Agreements with

- NVEA (Certificated Staff) includes teachers
- CSEA (Classified Staff) includes custodians, clerical, instructional support/paraeducators
- NAPS (Pupil Support Staff) includes psychologists, speech therapists

Managers are an exception. They are on year-to-year contracts.

NVEA (teachers)



9.4.1 An administratively initiated transfer shall apply:

9.4.1.1 As a result of enrollment changes, either an increase or decrease or if there is a closure of a school

9.4.5 Placements of teachers who are administratively transferred shall be based on the following list of priorities:

9.4.5.1 Credential limitation and qualifications

9.4.5.2 Professional Preparation

9.4.5.3 Specific program skills

9.4.5.4 When all else is equal in items 9.4.5.1 through 9.4.5.2, District seniority will resolve the selection

CSEA (classified employees)

11.3 Displacement Rights

11.3.1 Employees whose positions are eliminated, and there is no vacant position available, maintain the right to displace another employee in the class with less seniority.

11.3.2 If an employee is offered a vacant position in the same class having equal or greater number of hours, similar shift, and no additional travel, then that employee will not have displacement rights to another position

Paraeducator Appendix: “Reassignments” shall mean a change in assignment, between schools, initiated by the administration for non-disciplinary reasons including change in enrollment, change of IEP, or to meet the needs of the program or student

NAPS (psychologist, speech therapist)



7.1 Assignment of Psychologists and Speech Language Pathologists:

7.1.1 The assignment for each unit member will be based on:

7.1.1.1 The needs of the District

7.1.1.2 The expertise of each unit member in meeting those needs

7.1.1.3 Years of experience in a special program or special services

7.1.1.4 The seniority of the unit member within the District

Instructional Support Services



Parent, Teacher and Student Engagement around Instructional Programs and Services

Establish Site Transition Team

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Address programmatic logistical issues: curriculum, support materials and libraries, professional development, technology, transportation, before/after school programs

School Culture and Climate



Site leadership team takes the lead

Establish school culture and climate priorities (student, staff, parents)

Build/Design new traditions

Provide opportunities for staff, parents and students to engage around school celebrations and activities

Ensure representation on schoolwide committees and groups

Staff forums for continuous input and assessment of progress

