

EA Council/Superintendent Meeting**Date:** March 20, 2026, 11:45 AM**Location:** Administration Center**Union Leadership in Attendance:** Becky Roireau, Jennifer Gentile, Sandro Bonilla, Jessica Fisher, Sandra Williams, and Alan Scott**District Leadership in Attendance:** Dr. Halverson, Jon Simpson

Agenda Items		Union Notes	Superintendent Notes	Discussion Status
		Dr. Halverson: We don't have a ton on our plate. But if you want we can dive right in to honor our time.		
1.	Calendar	Becky: Going over calendars, we have our draft. 26-27, to share that. Is there a central place to not schedule on top of each other? Dr. Halverson: I've asked them to get a calendar going which could be used to check all those things. As our web masters are keeping this up-to-date. We are reaching out, <i>Please update</i>. That is simplest. I've seen it done in other districts. Our board is asking for that. Jennifer: And district meetings contradict. Dr. Halverson: We can improve on this. I'll look into that and get back to the PR Dept. Becky: And meetings always conflict with House meetings. Sandra: Is it possible to move those monthly House meetings here? Becky: This is a more central location. Jon: It depends on what after school events are planned.	I will continue the dialogue with our PR department as we move towards our new website hosting company.	A central calendar can/will be used to keep track of meetings all throughout the district (and to avoid overlaps). New space for House of Delegates meetings will be researched.

		As long as you know there will be others here. Sandra: Maybe the Little Theater? Or the library? Dr. Halverson: If you are comfortable, the board room? Jon: Or Barwell auditorium? Becky: Do we think reps would have an issue with the Board room? We are in the cafeteria. Other groups meet in there too. Alan: And sometimes the tables are dirty/grungy. Dr. Halverson: We can look into other spaces.		
2.	Buses for field trips	Jennifer: Recirculating, is that something we can solve for next year? Middle school starts, then we have to be back by noon. It ruins our field trips. Jon: They don't have the routes and times. We reached out to another. They can't do a 7:30 or 7:45 AM. Jennifer: 8:45 AM is killer for us. Next year, if we can- Dr. Halverson: If we reach out now, for next year, can we reserve some days. Jennifer: For Magnet, we are required to be there X time- Jon: If there are standing ones. Standing ones there. If we can get onto the calendar earlier. Not paperwork. But calendar. Certain key ones. Dr. Halverson: Jen, middle school, can you get a list of those standing ones? If we have a general idea, we could ask Gladys.	We have worked with transportation to find an alternative for middle school field trips when they need to leave earlier in the school day for their field trips.	Route and time options will be explored.

		We want those kids to get those experiences. Jon: You know, Jen, you could get your CDL after retirement. LAUGHTER Jon: To save money, back in the day, I was asked to drive an activity bus. But I didn't know the rules. I was stopping at every track. White buses don't need to stop. Yellow do. Jennifer: In Missouri, you needed to pass a bus test to be a teacher. It was part of the requirement. I had to test drive the bus with the superintendent. I couldn't get it in reverse. Those sticks were hard in the 80s. And they didn't have all those fancy mirrors. Too scary.		
3.	Principal Interview Process	Jennifer: Our process, there was a little glitch at the beginning, having an assistant principal sit in. But that was never explained to us. I think that is for our people. We have principal openings. It should continue, our people. Dr. Halverson: If we wanted to involve the AP, and I'm just thinking off the cuff, maybe they could be involved in the beginning. Becky: We've had HR there to observe. Jennifer: Just not the AP from the building. Dr. Halverson: I think there is some value in having Cabinet level, to have conversations that at the 30,000 foot level. They do a screener, make calls, ask around, then bring them in, then Executive Cabinet - I'm not	We have documented the processes we have been using since I became Superintendent and will share the document with union leadership.	The interview process will be reviewed. Generally, APs are involved at an earlier step.

		involved - and if there are three caucasians, we ask to have equal non-caucasians too. We want representation and to not let bias influence. Then I'll sit in to meet, 45-60 minute interview. AP level, I see them screening. And bringing in principals. But I'm open to dialogue. When I was hired as Director of Grants, it was a different process. I want something rigorous. We may shuffle APs, and we won't necessarily have full interview for that, but we'd involve union leadership. Jon: At the high school, we might have two process observers. But maybe the union might also have two process observers. Dr. Halverson: I'd like Julie there, and Jon. Sandra: And what was the union's process, filling out a form, we couldn't talk. Jennifer: We should always have conversations. Professional conversations. Dr. Halverson: A debrief afterwards? Sandra: There was a form. We all voted. But we don't know what others think. Jennifer: We used to have open dialogue. Filled out the form, then discussed. But we could change. Jon: And you are free to share more info if you realize afterwards.		
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		Dr. Halverson: You go home and reflect. Jennifer: You had time to send an email. Becky: People need to understand it will be a super-open dialogue process. Jennifer: We would have 30 minute training. Jon: That is a legal requirement. Dr. Halverson: If you can help share the info, we're going to have representation, teacher representation, but we also don't want to overwhelm the candidates coming into the room. Jennifer: Automatic, the Principal's Secretary. Ours has been there a long time. Jon: At the high school, ROTC union, and SEIU union. Dr. Halverson: In the past, at the elementary app, I got interviewed by 20 people. It was overkill. Becky: Making sure we have inclusive, representative groups. This is a great opportunity, like committees, to see it isn't the same ten people all the time. We have to model change. And document these. This is how we're doing it. Getting feedback. A SPECIFIC SITUATION WAS DISCUSSED.		
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4.	Dual language Update	Becky: We got a lot more feedback at the House of Delegates meeting. By the way, we got through like six qualitative agreements last night. We break it down then say, <i>Is there anyone who can't live with it?</i> So, feedback, teachers are saying, the parents don't know what they are signing up for. And then they get into dual, it will be the same thing. Everyone was shocked it was 80%. And SPED. Dr. Halverson: LBSI support means they could be in there. Becky: Here is what the IEP is, it isn't serving the student. Jon: If the parent says, <i>I want my child in dual</i>, we had town halls, virtual meetings. And on the teachers' side, <i>This kid might have been placed wrong</i>. We should then have a meeting to discuss it. Jennifer: Middle school is really worried. Dr. Halverson: They will hear soon. Standalone. We'll staff it 50% of each grade level at each building. It won't push into content. We'll have individual meetings with parents. It will come from Ami. We'll hit the Board first, then Cabinet, Principals, staff, then parents. Jon: We have a Zoom scheduled for parents. Like before Spring Break.	Information will be sent out to staff on 3/27/26 and to the guardians shortly after. We are going to add a second survey for staff now that we have more concrete numbers as requested by parents and guardians.	The plan for dual was laid out and steps are being taken to move forward.
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		Dr. Halverson: We are on a crunch timeline now. We've had conversations with building level administrators. It has been hard at times because of the lack of a finished product. But we've had those conversations. Elementary side, we've done as good as we could talking to parents. Most buildings will have dual language access. If they want monolingual, there are ten days. Jon: We've been doing push for elementary registration, when we get back from Spring Break, we'll be putting more emphasis on middle and high school. That is coming to those buildings after Spring Break. Dr. Halverson: We've allocated resources for this. But this benefits all of us. Getting the right number of students into seats. The commitment of everyone has helped. We will probably do this like this in the future. Becky: We went from implementing, to the uproar. We had a backlash, but now the pendulum is swinging back. Jon: Access, IAR. Maybe there is fatigue? Dr. Halverson: Staff survey, we'll come back one more time. But a majority who want to be monolingual, we want to honor that. But when we put people into seats, I don't think it'll be as big an issue. Jon: When dual was rolling out, English teachers were on the edge of their seat		
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		thinking they were being moved. But now things are looking like maybe Spanish-dom are concerned. Dr. Halverson: Let's look into who is having these concerns, so we can have those conversations. Becky: It is a blessing/curse. Alan: The official hip new term is blurse. Becky: Another survey, the teachers have asked one last time. Dr. Halverson: When we have section counts per building, we need to look at staffing sheets, have conversation, and put the puzzle together. Jon: Some APs are passionate in dual. Some have their degrees there. We should look at maybe placing them in those schools.		
5.	Optional Life Insurance	Jennifer: Do they have to do it? Not? Dr. Halverson: If you did it before, you need to do it again. Jon: Opt it. Let's say you do it. If you don't, daily, you get emails. Dr. Halverson: This is a third-party vendor. To keep it, use the new platform. We had a lot of issues with open enrollment. Alan: After the initial frustration, I did it and it went relatively quickly. Becky: It is showing up at having \$175,000 when \$150,000 is the limit. Jon: You are paying for \$150,000.		A clarification communication(s) will go out.

		Becky: My co-pays have slightly changed. They promised that nothing would change. Liar, liar, pants on fire. Optional life, there needs to be a physical now? Jon: A clarifying email needs to go out. Do we need to do a health screening - an EOI - we'll get that clarified. And why does it say \$175,000? Dr. Halverson: You shouldn't need an EOI. Mike: If you moved up to a level beyond a \$25,000 jump (then you need a physical). Jon: Who would approve or deny? Mike: The physician. Becky: Why does it say \$175,000. Dr. Halverson: We don't know why. We'll look into that. Mike: Basic is \$75,000.		
6.	Paycheck Stubs	Becky: There has to be a way to have a paycheck stub. Jessica: They don't want to have to request it. They say they cannot generate it. They said the salary thing is sufficient. Or that you can request it. Dr. Halverson: But in the past, you could print it. Sandra: And the other statement has way too much information. Dr. Halverson: We'll look into that.	Mr. Simpson will check with finance on this to determine next steps.	The paycheck stub situation will be researched: Can we get a real pay stub via Skyward?

		Sandra: My paycheck changed. And I didn't know if my benefits had changed.		
7.	Transfers-involuntary and voluntary	Dr. Halverson: As soon as we have that info, we will share that. As long as people know there might be one-offs. We are going to try to move on staffing a little earlier. Jennifer: Or sitting on PD for a job they aren't doing next year.		Info on transfers will be shared soon.
8.	Should staff use info@d131 or a particular person for lane changes, etc.?	Becky: It doesn't get answered. Jon: It should not be used. Becky: The forms should all be online. But the forms say, Info@d131. Dr. Halverson: Let's look into an update point of contact. We are going to have a new web posting website in July. Jon: The Info one is really for questions from outside the district about the district.		New document posting website coming in July. And a new updated point of contact will be shared too.
9.	Closing the loop on what info Principals should be bringing back to schools.	Jessica: It needs to be- Jon: We did restructure our principal meetings to end with an action list. That info won't go out to the masses. But it shares what should go back to APs and staff. Some are sharing better than others. But try to work with principals directly if things aren't going out. When the district calendar gets made, the principal meetings will go on there. It should be easy. If there is a specific building issue, perhaps put it on a union-principal meeting agenda.		Efforts will continue to be made to encourage and support principals in their communications of matters of import to the staff.

		Becky: But if you don't know what was talked about at the principal meeting how do we know if they aren't sharing anything? Dr. Halverson: We can share some of that important info with the union. Jon: We'll brainstorm this. Jessica: It is the simplest thing. It's a control piece. Dr. Halverson: In the past, they may have been leaving confused. But Jon has done a lot of great work about this.		
10 .	Training for IAR on my own time?	Becky: People at some buildings are being asked to do this training, but then are not being given any training. Jennifer: We used to do it paper/pencil. We no longer have a book. So we now need to print it. Jessica: We read it from the screen. Jon: I'll work with Ami on this. Jennifer: Videos we need to watch. Why aren't the booklets being printed? Jon: It's a ton of paper. Becky: When you come back in five years, look, it'll be back to pencil and paper. Jon: I personally prefer pen and paper.		The training process will be discussed.

11 .	PLC	Jessica: They are chomping at the bit, about doing it after school. Just leaders. Being told to meet after school. Jon: Almost all serve in ILT. I think it needs to go through the Stipend Committee. Jessica: They are the only group staying. Jon: When would the PLC leads meet as a full group? Doing work around common formatives, etc. Late start Tuesday. Jon: I'll talk about that. For the year, we'll stop the after school meetings but then they'll be pulled. Jessica: They'll be so happy about this. Jon: I'll talk to Gladys first.		For the year, the after-school meetings will be stopped.
12 .	Sports Times	Jon: I did meet with middle school principals. We do have inconsistent times. Some of it is principal driven, some coach driven. We need to come together with a time. My ask is that we keep it consistent across the buildings. And our middle school kids show up at 7 AM. That is a very long day. I'm fine with 4:30. But there are some activity bus issues we have to deal with. The legal requirement is that there be an AIC. But no admin in person but they should be available via phone call.		4:30 will likely be the time, but busing will need to be ironed out first.

		Jessica: No time provided, no updates given.		
13	AI 1) Defensive 2) Proactive 1 As students are using AI more and more, teachers need a district-sactioned app which can check to see if AI was used [e.g., Brisk]. 2 Can teachers get access to an AI which can be used to help with grading, creating materials, etc. Get staff to receive PD on how to teach students responsible and productive AI use?	Dr. Halverson: Back in September someone on the board asked about a policy. Ami brought together a committee - most from the Curriculum Council - so if we could table this and bring her back into the conversation. She'd got the most knowledge. Jon: I think this is a timely conversation. Dr. Halverson: I'd love Ami come to talk. Alan: I don't think most people know that a committee was formed. Dr. Halverson: Sometimes I think I've gotten so involved in the doing but haven't been as good about communicating what we're doing. That is an area of reflection for us.		More discussions will be had about how to best move forward in proactive ways regarding AI.
14	Custodian Checklist & how best to communicate issues	Becky: People are bringing issues to us. Maybe a checklist. What is chain of command? It shouldn't have to go to the union. Jon: Things have gone good at the high school. But in other schools, less custodians. We worked with B+G supervisors, made a new checklist, we brought in the union, because they say things in the morning. Here were the issues, a checklist. Dr. Halverson: How would you prefer this info comes through? Supervisor: Typically, building lead or administrator.		A checklist will be shared.

		The administrators addressing what's happening in their building. Becky: That is what I prefer. It shouldn't go up the chain because the conversations happen at the building level with the building leader. It comes up but it really isn't a union issue.		
15	Mentor/Nest Pay	Jessica: Rules about hours? Are there guidelines? Cap of people? Cap of ours? Jennifer: There was! Jon: It used to be one mentor could take two mentees. But now it is like 9.5. And we haven't done a great job of recruiting mentors.		The issue needs further research and proactive reform.
	PD	Jennifer: Middle school PD, the same lady, we had PPAs, everyone thrown together, not enough chairs, not enough tables, the poor lady from the ROE didn't have enough supplies, they are dragging things out while she was presenting. Everyone was miserable. We've heard restorative practices a million times. The newest books were from 2019. Our kids are different since Covid. Dr. Halverson: Let me ask, obviously we have teachers, PPAs, TAs, and they're restricted when they can do it- Becky: We talked about that at the table. Dr. Halverson: I will circle back to that. We were looking at unconscious bias, based on feedback from the community.		Our message was heard.

		And restorative practices- Jennifer: We've done that. Becky: But we have different groups, new teachers, older teachers, so what we need to choice. Dr. Halverson: We need to differentiate. Choice is important. But I don't know that we can provide that every time.		
	Two Factors Verification	Dr. Halverson: The concern, lack of trust, Paula will talk about this, why it is needed, we don't want to inconvenience, but we're out of compliance. Paula: We have had many incidents. We get phishing emails. If you click on it, someone outside copies our names into a totally different email. When you click in the link, they grab our credentials. A layer to add would be multifactor authentication. Bank accounts do this. It is the same thing. If you are in-district, it won't ask you. But if you are outside the district, it will ask if you are real. It will send you a phone call. Or a text message with a code. Or you can carry this (SHOWS A KEY). We can give these to all who want it. Some might say, I don't want to use my phone. But it is the same with my bank. I wanted to show within a month. HAS A REPORT OF SCAM ATTEMPTS. It is 137 pages.		An email is being drafted between admin and union regarding upcoming two-factor verification changes in the district.

		We check certain domains. There are some that come from Google, but I cannot say, <i>Don't let anything come from Google.</i> This week we had an account, a sender, a gmail.com, I cannot block that, I cannot block certain domains. Some we can, but some we cannot. Dr. Halverson: It takes a lot of manpower to monitor all this. Alan: Multi-level authentication is very common everywhere now. But let me ask: If I was at home, and I wanted to get into my Google Classroom, then into Synergy, then into my email, would I need to multi-factor authentication each time? Paula: No. Alan: Okay, so you won't have to do this for every different site? Paula: No. Dr. Halverson: What about insurance? Paula: They are asking, is everyone covered by multi-level? Right now, the answer is no. Dr. Halverson: Do you think if we educate on this, people would understand? Jennifer: Yes. If it is communicated well. Dr. Halverson: Paula - would you draft an email so we can look at it? Paula: Yes. Dr. Halverson: And then we can all review and work on it before it goes out.		
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		Paula: We are trying to set something up to report those emails. We are trying to set something up regarding phone calls. Trying to educate how we deal with those pieces.		
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