

EA Council/Superintendent Meeting

Date: May 03, 2024 @ Administration Center

Union Leadership in Attendance: Becky Roireauc, Jennifer Gentile, Rhondra Bass, Sandra Williams, and Alan Scott

District Leadership in Attendance: Dr. Jennifer Norrell, Amanda Sanderson [for part of the meeting], and Jalitza Martinez

Agenda Items	Union Notes	Discussion Status
1. Block: Itinerant Teachers Some teachers will be traveling back and forth from school to school on any given day. And some will be at REC on one day, then the high school on another. On days when there are meetings and a teacher is assigned to the REC or another school, the concern is that those teachers will be required to travel to the high school for those meetings. If so, they should be paid to travel; for instance, the equivalent of one sub pay per day. The same question exists for PLC time too. [1] Does the PLC need to change the days it's on each week to include that teacher, or do they miss them every other week? [2] Or maybe they could be excused with a summary email of what was covered? [3] Another option is it's streamed every time and I join the stream and stay at the rec till the meeting is over?	BECKY BEGAN BY GIVING CONTEXT ON THIS ISSUE. Norrell: I can't support putting that language in there. But here is the deal. Here is what is owed to traveling teachers. If you travel, we have to give you a period. We are still honoring what is in the contract. If you travel, you get a period. We have asked for additional FTEs, we have to hire someone else. We are not going to have an issue. Becky: But if they start their day, say, Hermes- Jennifer: Where they have different start times. Norrell: Right now they function differently (itinerants). Our nurses who travel, they will continue to do that. Where you start is where you start for the day. But I don't want to put it in that you are absolved from attending. In fairness, you should have to do what your colleagues do. ALAN ASKED CLARIFYING QUESTIONS AND SUGGESTIONS. Norrell: Do they not attend now? We have a lot of travelers. We have to do our due diligence. High school	Discussion ongoing

		travelers travel the least, quite honestly. Becky: Some travel to four buildings. Norrell: It hits elementary hard. I know they are still required to go. Let's do some more research on this. High school, they travel four minutes. ALAN SUGGESTED ZOOMING INTO PLC MEETINGS. Norrell: I know you are thinking about the high school but let's see what others who have been doing this for years are doing. Let's research this. Sandra: Where do itinerants travel? Only elementary? Becky: No. Sandra: The issue may be that they go to all different levels. Because if you come from elementary, there is such a time difference. It is easier if you stay at one level. Norrell: We need to look at all our travel people to make sure we're being fair.	
2.	Block Scheduling Description: Some AP courses [e.g., AP Bio, AP Chem] are currently 1.5 credits. How will these courses translate to block? The concern is that they'll be made into a double block, which would be 20 hours 20 minutes every other day, which is felt would be too, too much. The preferred set-up would be something like: Block A = 90, Block B = 45 min. Much more manageable for the students.	Norrell: I have an answer to this. They have to go with them everyday. They are paid for that period. AP teachers will go everyday. Part of that reason is that they must see the same group of students everyday. If they don't have enough labs, minimally, it would be AP study hall. AP chemistry and AP Bio. Normally, they see them M - F for 52 minutes. Plus, half that (26), so that is 77 minutes-ish x 5 = 385 minutes.	• Discussion ongoing

Resolution of the last meeting: We'd discussed that the class would be something like what is listed in the issue description: Block A = 90 minutes, Block B = 45 minutes. Total time = 135 minutes every two days. The concern of the teachers who spoke with me was that anything more than this would be excessive to the point of being detrimental to the learning environment. New Concern: However, the teachers I spoke with told me that their Department Chair had recently told them that the upcoming courses would be: A Day = 90 minute block plus a 45 minute period (after lunch), then also a B Day = 45 minute period. Total time = 180 minutes every two days. In conclusion: It is the hope of the AP staff I spoke with that this is just a miscommunication on the part of the DC and that in reality the courses will be only 135 minutes every few days. Would you please provide some clarity on this issue?	Next year it will be 42 minutes x 5 = 210. Some weeks, 390 minutes. Some weeks, 450 minutes. Now, 385. Some weeks it is exactly the same. Some weeks it's an extra hour. Block schedule committee said it has to be the same kids everyday. If they didn't see them, here is what would happen. If they went the other model, they'd be 40 minutes shorter than what they'd see them now. On the other week, it would be 80 minutes shorter. What they have now for AP lab classes is some weeks: Week 1 90 x 2 = 180 + 210 = 390 week 2 90 x 3 = 240 + 210 = 450 Currently 385 per week. If they only saw them for 42 minutes: Week 1 = 42 x 3 = 126 = 306 Week 2 = 42 x 2 = 84 = 324 So, that is further away than both scenarios. Plus, they'd have to see the same kids everyday. Otherwise, we'd have to assign them additional students which would be another assignment. To account for the extra hour, we can look at waiving their supervision. Or do something creative. I acknowledge it is more time. We have had community partners who wanted to come, pretty good programs, we've had them do the guest lecture approach.	
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		Some would go into a room to do attendance and supervision and the admin would be the teacher of record. We might have firemen come in, talking about different fields available. Different professionals. Different careers. A staff member could do that for a quarter. I'm not a big fan of having staff standing in the hallway. I'm just throwing it out there. We're trying to honor what we said.	
3.	PD for next year/2nd faculty meeting	Jennifer: Have you watched any of those Monday afternoon PDs? We already brought it up to Dr. Dallaqua + Guzman. The whole district is watching this godawful- Not horrible. But terrible. Whoever's in charge of the building principals, they're making them watch them in groups. Then you are watching one on screen - the big screens don't have cameras - it is a disaster. No-one has their cameras on. Part of it is that it is Zoom. But the people who are presenting- You should see my texts. They're horrible. Norrell: I have some ideas for next year. What if - this is one of the only groups that isn't scared to be honest - I have a solution, call on me: What if next year, one Monday a month, the Executive Cabinet could have time to talk about what is happening? Staff never get to hear the context of major things that are upcoming. What if staff got to hear from the district? They might actually find value. That would be the meeting not to miss.	• Discussion ongoing

		Becky: In-person would be good. Norrell: But people would complain about that. And I'd like to bring finance to the House of Delegates. Then there could be some targeted structure. And discussions. Dr. Engels is very nice. He would respond. He could bring his payroll person. Should we plan to do the 2nd faculty meeting? Jennifer: Yes. I mean, it is supposed to be about culture and climate. Norrell: What if we did some excellent speakers like adult SEL? We've got some very creative people. Like my monthly therapy. Life-work balance. I have some things I'd be saving. There are a lot of things if you are addicted to Instagram reels and Tiktok videos like I am, there are lots of interesting ideas being shared right now.	
4.	Transfers	Norrell: We'll call you guys over. We'll tell you first. Sandra: All the involuntaries? Norrell: Yes. But some of those being transferred have requested. We can do it next week.	• Discussion ongoing

5.	Evaluations	Jennifer: Did you give a directive not to give any excellents during evaluations? Norrell: No. Jennifer: There's so many people not getting excellent anymore. How many parent contacts do people need to do to get an excellent? Norrell: There is no set amount. I'll look at the evals. Jennifer: Two different schools are asking this. How many parent contacts? Becky: Each admin has a different number. Some say 20, some say way more. SPECIFIC EMPLOYEES WERE DISCUSSED. Jennifer: Staff are shocked when they are getting needs improvement. I don't know why we are waiting so long to get people help. By the time they hear, it is too late. Norrell: What about their mid meeting? Jennifer: They aren't hearing until the end. Norrell: Coaches should be used. Sandra: Where do they fit in before the eval is a problem? Norrell: Sometimes your most needed people aren't seeking help. Sandra: Maybe a different coach with a different approach. Norrell: Principals have subbed people out to observe stellar classrooms. There is	• Discussion ongoing
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		more than just one modality to support them. No more for three years. Jennifer: And some live with a low rating for all that time. Some get proficient overall but got needs improvement in some of the categories. Norrell: Let me get back to this question. Let's see if union leadership can sit in on future meetings. Do we want to give some teeth that principals can assign support? Jennifer: I don't think coaching is part of the plan. A mentor. Norrell: I'm talking about before. Jennifer: What are we doing about those with needs improvement in some categories but they get a proficient overall? What are we doing about that? Becky: People need to understand that coaches are a support, not evaluative. Jennifer: And some coaches are co-teaching.	
6.	Committees/Calendar	Alan: I've made a draft of a committee calendar. I used what we made last year as a template and transferred it over to next year's calendar. We need to talk about what worked and didn't work from this past year and make some revisions, but we can share that soon. And I've created a draft of our House of Delegates calendar too. But we need to finalize it. Jalitza: And we need to add PERA.	• Discussion ongoing

		Alan: Okay.	
7.	Mentors	Becky: If you had a mentee and they quit but you didn't do all the hours but they're saying you get your five hours, but not the rest of the twenty. Norrell: You get paid for what you did. Jalitza: They get \$540 upon completing twenty hours. But the second part is \$540 if you complete the next twenty hours. Becky: If you did seventeen of the twenty, you don't get paid? Jalitza: No, we wouldn't do that. Becky: But hypothetically. Jalitza: We take the training but if you don't get a mentee, you don't get paid for that. Norrell: No, we've got to pay them if they've been trained. Let's pay for the PD rate. Then you get paid for your time on the clock. Jennifer: People aren't coming because they're not- Norrell: \$31 per hour. It's not summer school or PD rate. But let's raise it from \$27 to \$31. If someone leaves you'll just get paid for what you did. \$27 per hour now. Pay the people for the hours they worked. Then we raise it next year. Jalitza: A lot of them are like 50-60 hours. Jennifer: Up to twenty hours. Jalitza: Next year goes to \$31 up to twenty hours.	• Informal agreement

		Jennifer: That's the PD rate. Norrell: Five hours at \$27. Jalitza: Should we go back and pay everyone who was at the training this summer? Jennifer: Yes. Norrell: We'll need a timesheet. We'll pay everyone for their five in the summer. Becky: That would be a win for you. Jennifer: That will help.	
8.	New teacher orientation dates	August 12 - 15th. Times unknown.	• Discussion ongoing
9.	Assignments for next year	Jennifer: As soon as possible for people who have to pack up their room? Norrell: Yes. And it's ten hours. We will set them up with the custodian. Becky: Ten total for the pack/unpack? Norrell: Yes. Ten total. Jalitza: I thought we gave them ten hours to pack? Everyone else gets unpack time. Norrell: Or, when you go back, some don't get paid anything but you moved in the same building. We never pay internal transfers. Just trying to think equitably.	• Informal agreement

		With construction, if you move yourself out, we have to pay them too. Five hours. Becky: Ten hours for packing, nothing for unpacking.	
10.	Salary Statements in IV vs district spreadsheet	Rhonda: Years ago, office staff, not sure about support staff, you'd get your upcoming assignments and salary statement, but we haven't had it for like five years. So the salary statement in IV is not matching. They are not matching the salary what is in IV against what Mr. Engels has on his spreadsheet. Your regular salary. Norrell: Can you show Mr. Engels? Rhonda: Yes. It should be matching.	• Discussion ongoing
11.	Explanation of the movement of 15 million dollars from education fund to operation and capital projects fund-receiving many member questions.	Norrell: I'm smuggling it out slowly. LAUGHTER. It was always supposed to be there, it just wasn't allocated to the right place. It is capital improvement money.	• Information given
12.	What is the protocol when the student makes contact with the teacher? Is it different at elementary, middle, and HS? What should be the level of admin involvement? What is an appropriate response time?	Norrell: Physical contact? It depends. A three-year-old? A high school student? The response is different depending on the level. Jennifer: There is a teacher at elementary who got six concussions. Becky: Let's be honest. Staff are getting really injured by students at the elementary level.	• Discussion ongoing

		Rhonda: A teacher in the bathroom was slapped. It was filmed. Becky: We really need to establish the procedures. Jennifer: There are lots of reports of students pushing teachers, putting their hands on their back. And the principals are just having them apologize. GO TO #16	
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13.	Gates issues persisting: intercom system class size issues	Norrell: We are going to work with new leadership.	• Discussion ongoing
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14.	List of codes in IC. new code popping up- BLDING	Becky: It's gray [Not red]. Norrell: Roaming. Sandra: If you are absent. Then there is also it says how many times you are absent from that class. But it makes them look like you are in class. Norrell: There are times they are roaming, this whole thing about attendance, most of my time was at the end of the year, I'd sign my gradebook, I'd deliver it, that is what we'd use. But now we use electronic for the court system. We try to be as specific as we can. We should denote if they are truly absent from school or if they are in the sweep room. Sandra: We should. But it looks like they are in class. Alan: I think Mitchell said this was a glitch. Norrell: It should count the same way as those other codes.	• Discussion ongoing
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		Becky: It appears as if we are boosting our attendance rate. Norrell: The teacher should really care about whether your record is accurate. Becky: But students who are chronically absent now appear as if their attendance is better. Alan: And this was discussed at our last union-principal meeting. Here is what Mitchell said: <i>So two things: First, the in-building code, we didn't make this up. It's a state code. It is used when students are in the sweep room, bathroom, the hallway, elsewhere, so we have information they're in the building but not getting instruction. Legally, they are on-campus but not in class.</i> <i>The issue is, and I'm trying to figure this out, in Infinite Campus it shows red, but it recalculates their absentee. It's a glitch. We're working on Infinite Campus people so it doesn't do that. It will still be red.</i> Norrell: And in three weeks we're changing the student management system.	
15.	No principal comments in Union-Principal meeting notes for issues not discussed during meeting due to time constraints.	ALAN GAVE CONTEXT ON THIS ISSUE. Sandra: Traditionally, we have many, many issues. At the elementary, an hour might be enough. But at the high school, there are just so many issues, one period just isn't enough. CONVERSATION WAS HAD ABOUT THIS ISSUE. Norrell: What if for those issues that didn't get addressed, you stop by and	

		talk with the principal? Sandra: The building is so huge. At the other schools, which are much smaller, it is more intimate. But to travel through the high school can take forever. And going all the way down to the principal's office to find them not there. It's hard. Norrell: What about if next year you switch to having a whole block? Alan: That would be good. That would give us more time to get to our issues. Extended time would be helpful. Norrell: We'll work on some ideas.	
16.	There are still issues with when you have a teach-in-place and announce over speaker- is there a district protocol? If so, can we share with building admin?	Becky: That is still not being consistent. Norrell: I'll find out. I really can't tell you.	• Discussion ongoing
17.	Interventionists losing large blocks of time due to assessments and being pulled for other reasons. This impacts MTSS process. Also, what happens to caseload of an interventionist if they are on leave?	Norrell: We're keeping kids for two years, check-in, check-out. On the academic side, they're stuck. If you don't get your interventions outside the classroom, they're stuck. Norrell: We'd have to sub teachers out. There's not enough subs. We'd love to hire them. Jalitza: We have a bunch who applied as subs but they go from district to district. Norrell: Not wanting to do day-to-day.	