

EA Council/Superintendent Meeting

Date: September 19, 2025, at 11:30 AM - 2:30 PM

Location: Administration Center

Union Leadership in Attendance: Becky Roireau, Jennifer Gentile, Sandro Bonilla, Sandra Williams, and Alan Scott

District Leadership in Attendance: Dr. Halverson, Julie Swartzloff, Jon Simpson

1.	Agenda Items	Union Notes	Superintendent Notes	Discussion Status
	<p>We recommend that each school develop a plan to support staff who need to pump.</p> <p>Illinois' Nursing Mothers in the Workplace Act, [2] Pregnancy Discrimination Act, [3] PUMP for Nursing Mothers Act, [4] CIVIL LIABILITIES (740 ILCS 137/) Right to Breastfeed Act,</p>	<p>Dr. Halverson: I look forward to continuing these meetings.</p> <p>BECKY REVIEWED THE PLAN.</p> <p>Becky: I know some schools do this but it isn't consistent or across the board.</p> <p>Dr. Halverson: Which schools?</p> <p>Becky: Allen. They have a private place. Oak Park, they had someone relieve their staff. Don't know if they had a place.</p> <p>Jennifer: But it needs to be the same place.</p> <p>Alan: And the law says it shouldn't be a bathroom.</p> <p>Dr. Halverson: We'll bring this up at the principal meeting to see if we have a common understanding and where to go from there.</p> <p>Sandra: I'd like to know where that is at the high school.</p> <p>Jon: I know we had three when I was at the high school.</p> <p>Dr. Halverson: We'll reach out to the</p>	<p>Mr. Simpson has facilitated conversations with building administration to determine the location in each building. If a staff member is unsure of the location please have them check with the office staff.</p>	<p>Executive directors will create a plan regarding: [1] Coverage for pumping mothers, and [2] A location for mothers to pump. This info will be shared with the staff.</p>

		<p>executive directors to create a spreadsheet, then share something with the membership.</p> <p>Julie: Fully enclosed, locked, not a bathroom.</p>		
2.	<p>Grant Question:</p> <p>Since the adoption of the Pre-AP curriculum at the high school there has been a rumor that the district receives an annual grant through College Board that we maintain year-to-year by increasing either the number of students taking AP courses and/or taking AP exams.</p> <p>If so, guards against misplacing students in the interest of maintaining the grant should be in place.</p>	<p>BECKY READ THE ISSUE.</p> <p>Dr. Halverson: I'm not aware of it.</p> <p>Jon: There was no grant money that went through the high school.</p> <p>Dr. Halverson: I'll look into it.</p> <p>We had a former push under the previous superintendent for AP classes, but we are going to look into dual credit too, and we will look into how best to serve our students, and we'll continue to look at that.</p> <p>We met with Wabonsee last year. I found out we had less dual credit than other schools in the area.</p> <p>Becky: There was little choice.</p> <p>ALAN GAVE SOME CONTEXT ON THE HISTORY OF THE SHIFT TO PRE-AP AND AP.</p> <p>JON GAVE ADDITIONAL CONTEXT.</p> <p>Dr. Halverson: It isn't that we don't want to provide it but we want them to</p>	<p>I have confirmed with the finance department that there is not a grant associated with this.</p>	<p>Dr. Halverson will look into whether there is a grant.</p>

have classes they are interested in.

Our graduation rates have gone up but 60% are taking remedial math.

Becky: I know with my own kids, there was a threshold, they just didn't get into it.

Jon: Pre-AP used to be a gatekeeper. But College Board changed it to be for all. Then it was foundations for AP, so you could advance into AP.

College Board had a contract with the state at the time. But now we are ACT.

Sandra: It seemed like we've had an uptick in skipping since the AP push.

Jon: There is a big push in pathways. And it ties into the elective piece a bit.

The state had vastly increased the graduation requirements.

Alan: A lot of non-AP classes are struggling to stay afloat because students are being placed into AP or Pre-AP.

<p>3.</p>	<p>Here is what was shared with the high school staff regarding co-teaching planning pay: "In past years, co-planning has included the opportunity to receive compensation for meeting with your co-teacher outside of contractual hours. We are seeking clarity on this practice for this year. Please arrange your co-planning time during contractual hours until directed otherwise. We will not sign timesheets until we get additional clarity regarding whether we can continue with this practice."</p> <p>Can we get a definitive answer on this?</p>	<p>Dr. Halverson: As I'm analyzing the scheduling, depending on the light or heavy day, there is a lot of time already allotted there, but we do need time built into the day, so we'd need to take a look at that.</p> <p>If you can share that original communication so I can look at that.</p> <p>Jennifer: I just know when I co-taught, there are other teachers they are trying to meet with.</p> <p>Jon: Zero hour? Thinking out loud, I almost wonder if that time is very similar.</p> <p>Sandra: They've been doing timesheets for a long time.</p> <p>Alan: The zero hour time has been somewhat whittled down. There are PLCs on Tuesdays and Fridays, mandatory meetings here and there, meetings if you want to do PD, etc. A lot of staff have commented on how that time in the mornings is less and less.</p> <p>Dr. Halverson: We will look into this.</p>	<p>Discuss further at next meeting.</p>	<p>The original communication was shared. A definitive answer will be researched.</p>
-----------	--	---	---	---

<p>4.</p>	<p>A co-teacher handbook/packet was developed by the SPED and Gen-Ed over the summer. The project was completed. But then they were informed that admin were not sure if the project would be utilized.</p> <p>As of this writing, no updates have been provided, nor has it been used.</p> <p>For instance, there have been co-teacher PDs but the curriculum did not include the summer work done by these teams.</p> <p>Megan McEwen-Terry was the point person on this project.</p>	<p>Dr. Halverson: Jon will communicate with Megan and Amy Engel to see if there are next steps or why the project was paused or stopped.</p> <p>And we'll look into if it was officially approved.</p>	<p>Mr. Simpson has begun to communicate with the departments and will follow up at our next meeting.</p>	<p>Jon Simpson will communicate with Amy Engl and Megan McEwen-Terry to research this issue more.</p>
<p>5.</p>	<p>Can the middle schools start requiring that students wear lanyards? This will also help the high school with their students who should be wearing lanyards.</p>	<p>Jennifer: It's time. We tried it. But we never stuck with it. They'd lose them. Or forget them at home. But our middle school students need to wear them.</p> <p>Dr. Halverson: And the schools would support this?</p> <p>Jennifer: I think so.</p> <p>Dr. Halverson: At the high school?</p> <p>Sandro: They are not wearing them. They lose them.</p> <p>Jennifer: And that would help the high school, they'd have that routine.</p> <p>Becky: What is the purpose?</p>	<p>Checked with Andy Allen about the scanning system.</p> <p>Yes, in theory.</p> <ul style="list-style-type: none"> • Synergy has an attendance module that can automate the taking of attendance in the classroom by scanning a barcode id. (Not Tap). We plan on testing this soon in the HS with some teacher volunteers. • Taking what we know works, create a 0 (zero) hour in the morning; we may be able to accomplish the same thing with student entering 	<p>Will research with Andrew Allen about scanning IDs for attendance</p>

Jennifer: If the kid is in the hall, and they don't tell you who they are, you can see.

Becky: Gotcha.

Alan: It was said at the beginning of the year that this was a requirement at the high school, but the students aren't doing it.

Sandro: Sometimes they give a false ID #.

Dr. Halverson: How many wear them?

Sandro: Maybe 2% of Freshmen. Something that should take a minute takes ten or fifteen.

Jennifer: It was a nightmare trying to replace them, they'd rip them up.

Sandro: They have to have them at the high school.

Julie: I've never seen a high school successfully do it. It doesn't seem like a winnable battle.

Becky: You put a whole outfit together and it clashes.

Sandra: I made my child pin theirs in the backpack. To always have it on their person.

the building.
(Need to test)

- This could also be used with students entering lunch in the same fashion.

		<p>Sandro: To know where they are at, scan their ID, it will show their schedule.</p> <p>Sandra: When you are not where you are supposed to be, it is a safety issue.</p> <p>I'd like to see the money we spent on the cameras and put them into a tap system, having students tap into locations.</p> <p>Becky: When we looked at Synergy, the big selling point was that it could tap to take attendance.</p> <p>Dr. Halverson: Synergy has scanning capacity built into it.</p> <p>Jon: With IDs, there has to be a reason the students know they have to have it.</p> <p>Sandro: They know they need it to get into lunch.</p> <p>Dr. Halverson: Maybe swipe to get into class for attendance.</p> <p>I'll check with Andy Allen about the scanning system.</p>		
6.	Block schedule MOU language and other MOUs cannot be found not on the district website. Can they please be posted?	<p>Dr. Halverson: We found all the TAs but we are looking for the signed ones.</p> <p>Julie: Are there others that need to be posted?</p> <p>Becky: MOU has a very specific meaning in</p>	Dr. Halverson has worked with Lisa Morales and we can only locate the T.A.'s an MOU has not been located.	The website will be updated.

our constitution, but that which is out of the Committee, we can't call it a MOU.

If we meet once a year to add or subtract, cleaning up what the Stipend Committee does, but some of that isn't MOUs. No good deed goes unpunished.

Sandra: It should be called a side agreement.

Becky: We had our hearts in the right place.

All those stipends I've been working on since 2022. So then we finally cleaned all that up.

Jon: There are other sports out there that many people are interested in getting added.

Becky: We had a non-functioning Stipend Committee. If it was working, it would come from them and not me at all.

Jennifer: Stipends are hot. That committee was from back in Nestor. It has just...there are so many that are not used, it just needs to be done this year.

Becky: Stipend Committee will meet during the school year for additions and deletions to make

		<p>sure it is in accordance with CBA language, etc.</p> <p>I just appreciate that we eventually got that cleared off the docket.</p>		
7.	Missed Art pay	<p>Becky: Art at elementary. I wrote something up. Art is an hour. But considered one period. Originally we were paying double. When subbing happened, it was no, a half hour. But not across the board.</p> <p>It is two plan periods.</p> <p>Jennifer: It says 30 minutes.</p> <p>Dr. Halverson: Some might have a full hour, some 30 minutes here and 30 minutes there.</p> <p>Jennifer: But if I'm going to sub for my full hour...</p> <p>Becky: After this block schedule at the high school, it is hard to go back to the elementary and say, <i>You can't get the full pay.</i></p> <p>Jon: 7 for the week. 1 30 minute each day. PE and library. Say, Monday. Tuesday, 1 hour of art. Paid for 1 30 minute chunk, for 40 minutes of pay. That other 30 minutes you lost, you are not guaranteed.</p>	<p>During our Principal follow up zoom we confirmed with each school that this should be a single block sub payment.</p>	<p>Dr. Halverson will do additional research into this issue.</p>

Jennifer: That is what we were told.

Jon: In elementary:

PE = x3

Music = x2

Art = x1 (60 minutes)

With dual, it is becoming more of an issue.

Tech = x1.

And therefore:

8 30 minute chunks a week.

Let's say you missed Tech one day, that takes you to 7. Then you do not get paid.

Let's say you missed art, you go to 6. The contract says 7. So you need to get paid for 1.

Jennifer: It used to not be like this.

Dr. Halverson: How often are we having people sub?

Jennifer: All the time. 4 to 5 times already this year.

Becky: One teacher subbed 123 times.

Jennifer: \$42 an hour.

Becky: When I was in elementary, I wanted to cry like a baby when I didn't get art, because I'd lose an hour.

		<p>Jennifer: Elementary should have lots more prep time.</p> <p>The high school has way more and teaches way less.</p> <p>Sandra: I'd like to see those numbers, level by level.</p> <p>Dr. Halverson: Let's dig into it.</p> <p>Becky: You should be able to put in your timesheet right away, not wait until the end of the week.</p>		
8.	Field Trip protocol & forms	<p>Becky: There was a less cumbersome-</p> <p>Jennifer: Come on now, middle school starts at 7:15 AM. Kids in the classroom at 7:30. We feel field trips are valuable for students. We end at 2:30. But we have to be on the bus at 8:45. Back at 12:45.</p> <p>Magnet, they used to go to do labs, it was 8 - 2. Our science teacher works a week out there so our kids can go free.</p> <p>We have a partnership with Science and Industry.</p> <p>Drury Lane, but they miss the beginning of the play.</p> <p>Dr. Halverson: When did it change?</p> <p>Jennifer: If the bus company couldn't do</p>	<p>We have the potential to use an additional vendor, but the trips still would not be able to leave until around 8:00 a.m.</p>	<p>Dr. Halverson will discuss this issue with Gladys De Lucio to investigate possible solutions.</p> <p>The number of buses available. Or if other companies can cover the gaps.</p> <p>The form will be reviewed too.</p>

it, we'd go with another bus company.

The last two years, we'd get a memo, we'll be there at 9 AM.

But in the past, we'd contact another company.

Either we need to get a bus company just for field trips..

There are education extension opportunities. But we can't do any of that.

Dr. Halverson: Let me contact Gladys.

Jennifer: That form is still ridiculous. It takes twelve hours to fill out.

Every parent going with.

Not trusting the staff!

Sandra: ROTC we're having the same problem.

All the local stuff could go to the building level.

But not anymore. We can't go to Philips Park.

Dr. Halverson: I'll look into the busing side of things, and the form too.

Sandra: It is less pages.

Jennifer: For a bit, there were no field trips.

But these are field trips they'll remember forever.

No pumpkin patch. Lock us down. Because of test scores. But we can't live that again. Our children need to go out and have experiences.

Jon: We just approved a recent overnight field trip. And we're working with the high school to get their advanced ones done. Let's get it up. And if no-one goes, it's fine.

Band has New York. Done in June. Then working with them throughout the process.

I also asked the high school to connect with DECA. I know ROTC can be up in the air due to when certain competitions take place.

And if we don't qualify, no harm no foul.

To streamline day trips, we've been pumping those. If there are specific ones to look into, let me know.

Dr. Halverson: I need to look into the busing side first - the number of buses available - but if we have outside

		<p>contracts, we should have options.</p> <p>Becky: Forms, approvals, and buses. Three things.</p> <p>Becky: Pre-K, to have enough chaperones, people felt forced to participate, then they end up calling in sick. So a protocol, especially for the littles.</p>		
9.	Splitting classes to sub-Elementary	<p>Becky: Are we still doing this this year? Another mixed signal situation.</p> <p>When there wasn't a sub available, we'd split the kids and all put in a time sheet.</p> <p>Some principals said, <i>We aren't splitting at all.</i></p> <p>So then they were just sending different people in there.</p> <p>Dr. Halverson: 7 hour day, 14 people in there, we're paying \$600 of sub costs.</p> <p>Jon: \$240 per day. A six person team. \$1000 per day.</p> <p>We were told we were not supposed to split classes.</p> <p>Some did it. Some didn't.</p> <p>It adds up, especially in our bigger schools. That</p>	Discuss further at our next meeting.	The policies/practices of splitting will be researched.

is what was communicated.

Dr. Halverson: In the contract, it doesn't talk about splitting but dividing.

Becky: It is under the subbing.

Dr. Halverson: Let me dig into that too, Becky.

Jennifer: 9.6. It got taken out.

Jon: It used to be based on splitting the \$42. If you four were teachers, and one is out, you each got a 1/3rd of the class.

Dr. Halverson: Let's say 15 kids. If we split 5, 5, 5, and you are under the contractual amount...I want to be fair.

Becky: People were doing it, 2, 2, 2, 2.

Jon: One of the requirements was elementary teachers had to produce their split lists.

Julie: Can you tell me when the \$42 split occurred?

Becky: During Dr. Norrell.

Jennifer: You lost your own prep time.

We used to split all the time.

Dr. Halverson: I understand wanting to

		<p>be appreciative of teachers but also fiscally responsible.</p> <p>Becky: Just being consistent.</p>		
10.	Fulfilling hours for the stipend during lunch	<p>Becky: During their 30 minutes, some principals are saying you can't use your lunch, duty free.</p> <p>Kids don't have rides.</p> <p>Jennifer: Safety patrol after school, parents are waiting. When you can do that during lunch.</p> <p>Julie: We will never tell you to do something during your duty free lunch. But if you choose.</p> <p>Becky: But some are doing it as a punitive measure.</p>	<p>Duty Free lunch can be used for clubs as long as all students can attend. Example High School, but at elementary we would need to make sure that all students can have contact time. (Example: 3rd and 4th grade science club, all students would need to be able to attend)</p>	<p>Lunch is duty free, unless the staff member volunteers.</p>
12.	Principal meeting- brainstorm to communicate information to and from the principal meeting	<p>Becky: We just want to make sure to get the information out.</p> <p>We need to communicate in 72 ways to get the message out.</p> <p>That is just an ongoing thing to make sure info is going out.</p>	<p>We have followed up with principals and will keep analyzing ways to make sure information is disseminated in a timely manner.</p>	?
13.	Subbing	<p>Jennifer: I bring it up all the time. We should have put it all together.</p> <p>Interventionists? Coaches? Can they sub?</p>	<p>Mr. Simpson has followed up with the building admin to make sure that interventionists and coaches are part of the sub schedule at the elementary level.</p>	<p>Schools should have subbing rotation lists. Who subs need to be clarified.</p> <p>Long term subs getting paid to work their prep period will be researched.</p>

One prep a day, they can sub once a day.

They should have to sub like the rest of us.

Sandra: But not all day.

Jennifer: We get 1 prep. They should be able to sub that 1 prep. We are on rotation. But not all day.

Sandra: The money looks real good.

Jennifer: They want to. But then their kids aren't being seen.

Sandra: Those coaches end up subbing all day.

Jennifer: We have a lot. And the classroom teacher is getting pounded with attendance. It is 1 time. We are certified. If you are, you should be on that sub rotation.

Julie: It would seem the rationale is, all certified should sub.

Jennifer: They shouldn't do half day or whole day, but then they don't see their kids.

Dr. Halverson: Each building should have their own sub rotations created.

Interventionists and coaches should be

part of that rotation.

They should do it during their prep time, not during interventions.

Becky: This was a nightmare when I started, making \$28,000.

Dr. Halverson: A coach?

Becky: The rule of thumb, we all have a job to do. It is additive. More. Subbing during your prep.

Jon: \$240 a day.

Becky: It can happen really fast.

Dr. Halverson: We need to go back to principals. Have sub rotations in place.

Jennifer: We have a full time sub out there. She should be on the sub rotation and get paid for it.

Long term sub.

They tell them to sub but they aren't getting paid for it.

They should be on the rotation. And they should get paid.

Julie: If you sub for the day, all work is contained within that.

Jennifer: But you are assigned to a specific class.

		<p>Julie: Has there been a practice to pay them?</p> <p>Jennifer: Yes. We used to pay them.</p> <p>Becky: Long term subs work the teacher's schedule. So they get a prep.</p> <p>Jennifer: We have a lot of long-term subs.</p> <p>I'd love long-term subs to be union.</p> <p>We need them. If we don't treat them nicely, they'll leave us. If they are long-term, they get a prep, they sub, they should get paid.</p> <p>Dr. Halverson: I think we need to look into this.</p> <p>Jennifer: It would help morale. People are tired already.</p> <p>Becky: I don't think they are as beaten down as in the past.</p>		
14.	District meeting + events	<p>Jennifer: When you do district meetings 4 or 4:15 or 4:30, middle school teachers go less and less.</p> <p>Remember, we are out at 2:45.</p> <p>Becky: We staggered them the last few years.</p> <p>Jennifer: Starting at 7:15 AM, and they</p>	<p>We anticipate moving meetings up slightly to accommodate all schedules. This may be slightly different for each of the joint committees based on the makeup of the teams.</p>	<p>How to better accommodate Middle School staff who want to attend committees will be researched.</p>

didn't get out at
7:30 PM.

High school and
elementary seem to be
okay.

Becky: PERA
Committees, or other
committees, if we
could do some of them
during the day, that
is cumbersome for
them.

There are only so
many staff who are
willing to go to
committees.

Jennifer: You drop
your kids off so
early. Then you work
late.

Jon: If we moved
committees, would we
take a hit from
subbing?

Jennifer: 2:30- No
subs for them, then
sub for the other
schools.

Becky: Why can't they
stagger Curriculum
Council? Stagger the
start times.

Jon: With the joint
committees coming up-

If you start at 3:15
or 3:30-

Becky: You'd only
need coverage for 15
minutes.

Becky: The Curriculum
Committee is a great
idea to stagger that.

Dr. Halverson: Let's
investigate. I don't
know it will be

		perfect but we'll see what we can do.		
15.	Windows/screens: The plans for new ones	<p>Jennifer: We have two units out at our building. We can't open windows without screens.</p> <p>We were told by OSHA we could open them 6 inches.</p> <p>It can be 100 degrees in there. We have three fans blowing.</p> <p>But I can't find a law that says-</p> <p>Jon: How do they open? Slide ups or go out?</p> <p>Jennifer: Slides up. But we need help lifting them.</p> <p>Jon: And you've never had screens?</p> <p>Jennifer: We've had them. But they disappeared.</p> <p>We've heard this rotation. We have bugs. But I've never been told-</p> <p>Dr. Halverson: Are you saying there are two rooftop units out?</p> <p>Jennifer: Yes. As of this morning.</p> <p>Becky: But a lot of times the AC is out but no-one is saying anything.</p> <p>Jennifer: B+G said they may be able to get a screen.</p>		Adding screens will be researched.

		<p>Becky: One screen? Don't spend all your screens in one place.</p> <p>Dr. Halverson: The budget does change from year to year, but sometimes emergencies hit and we need to reallocate.</p> <p>Jennifer: Our cafeteria to this day still has elementary tables. And we have pretty big kids. I don't understand why they are so small. Some kids can't fit. And it is embarrassing to them.</p> <p>Dr. Halverson: It is good to know.</p>		
17.	Data Analyst request	<p>Jennifer: I'm happy you are letting teachers use it this year. We have a lot of data and we need help crunching it.</p> <p>But now we need to get approval. How long do we have to wait?</p> <p>One teacher up in September 4th. Still waiting.</p> <p>Dr. Halverson: And no communication has come in yet?</p> <p>Jennifer: No.</p> <p>We want to put all our data in a spreadsheet.</p> <p>Becky: You don't have any ownership when you are asked how you</p>	As the model shifts to a centralized location the supports will continue to evolve.	?

		<p>want to organize this data.</p> <p>Dr. Halverson: This year we went down to 10 or 11. We want to look at how well we're using them.</p> <p>Jon: At elementary, they'd build a student profile, including attendance and other pieces, that was one big thing they are working on.</p>		
18.	Toileting Stipend	<p>Becky: Last year we changed the stipend to-</p> <p>One of the things going on with DCFS, we wanted to make sure to have a proper place, not the floor, but to have diapering stations. There needs to be an audit: Are there a proper place?</p> <p>Sandra: And are there at least two people there.</p> <p>Dr. Halverson: I agree. It's got to be two.</p> <p>October 1 is our next Principal Meeting. But we'll do a Zoom early next week.</p>	We confirmed the toileting stipends with the buildings during the zoom.	October 1 is our next Principal Meeting. But we'll do a Zoom early next week.
19	The new school improvement plan	<p>Jennifer: The new school improvement plan, they are feeling very overwhelmed with what they have to do in 11 minutes.</p> <p>They have SEL, but also pledge and announcements.</p>		Jon will reach out to Dr. Jennifer Van Deusen to discuss this issue.

But there is no prep for SEL, yes, we'll do it, but share the slides.

But now we have Neptune Navigate. But they have 9 - 12 minutes.

Surveys, check-ins, additional planning.

Union leadership has been left off that planning.

We didn't know about this. But our building said it is coming down to all middle schools.

Track grades, administer weekly lessons in two sessions, create those lessons.

Jon: I'll meet with Dr. Jennifer Van Deusen about that.

We'll still have our universal screeners-

Jennifer: Those take a lot of time.

When it was pitched to them, it seems like a lot.

We've done Second Step. Neptune Navigate.

Dr. Halverson: We'll meet with Jen about that.

20	PLC Job Description dated	<p>Jennifer: Principals are requiring after school meetings.</p> <p>Coaches get dinged.</p> <p>It is not a good eval form. It is different than a Team Leader. They get paid a lot more than a PLC Facilitator.</p> <p>Coaching their members? That has never been.</p> <p>Some of the things on the evaluation should be n/a.</p> <p>Dr. Halverson: Can you share that with me?</p> <p>Jennifer: Yes.</p> <p>And Job Descriptions are not matching what principals are asking them to do.</p> <p>It is not fair.</p> <p>Becky: This is not an isolated incident. This is just how you get someone out of that position.</p> <p>Jennifer: Hopefully we'll fix that in our negotiations.</p>		We WILL bring it back next month to determine the appropriate committee to address.
----	---------------------------	---	--	---

District Issues

1.	<p>Rationale for Job Title and Qualification Adjustment</p> <p>The current position, titled <i>Early Learning Screening Technician</i>, has remained unfilled for over 2.5 years despite repeated recruitment efforts. The requirement for a Professional Educator License (PEL) has significantly limited the candidate pool, making it extremely challenging to identify qualified applicants willing and able to take on this role as Early Learning Screening Technician.</p> <p>Proposed Title Change:</p> <ul style="list-style-type: none"> From <i>Early Learning Screening Technician</i> → <i>Early Learning through 12th Grade</i>
----	--

Screening Technician

- Rationale: Expanding the title clarifies that the position supports students and families across the district continuum, not only in early learning. This broader title may appeal to more candidates and better reflect the scope of the registration and student support functions.

Elimination of PEL Requirement:

- While originally included to strengthen the position's professional qualifications, requiring a PEL has inadvertently restricted the applicant pool.
- Given that the core responsibilities are operational, scheduling, organizing, collecting documents, supporting families with registration, and entering data. The position can be effectively filled by candidates without a PEL, as the other technician does require a PELL and can be the sole assessment individual while this position will take care of the other responsibilities (scheduling, organizing, collecting documents, supporting families with registration, and entering data).
- Removing the PEL requirement will:
 - Open the role to a wider pool of qualified candidates.
 - Increase the likelihood of filling the position promptly.
 - Ensure smoother registration and screening processes for families and schools.
 - Allow the district to maintain consistent support to meet critical timelines for student enrollment.

Impact:

Adjusting the title and removing the PEL requirement will not only increase the number of viable applicants but will also ensure that the district can continue to provide efficient registration and screening services. This change will ultimately improve service to families, decrease wait time for student placement, and better support across the district.

[Early Learning Job Description](#)

2. Jon: We need to finalize our list of committee members.
Calendar? I want to start that one up.
Becky: It is two years, that is the holdup. Is six sufficient?
Jon: On our side? Your side?
Jennifer: We have early, middle, 12-month people, everyone should have a voice.
Becky: 2 elementary, 2 middle, 2 high school, 2 office (12 months), 2 early.
I'll have that tomorrow.

4.

5.