

PCSB/PCTA Bargaining Meeting
PCTA Building
Minutes
July 14, 2021

In attendance: Paula Texel, Laurie Dart, Rita Vasquez, Nancy Velardi, Joanne McCall, Colleen Parker, Ginger, Thomas Lee Bryant, Bryan Bouton, Dan Perazzo, Paula Stephens, Janet Cunningham, Alisha Ford

Meeting started at 8:10 a.m. Introductions were held.

Nancy shared that PCTA wants to share their entire proposal that is prepared. Paula shared that PCSB shared with PCTA earlier in May that we have certain topics we would like to discuss first. Laurie clarified PCSB's expectations and concepts, that groupings were discussed in May so we would like to talk about that now since Rita is here.

Trade Days – PCSB is proposing to eliminate trade days (Article 14E) now that people are paid for training and menus of required, paid training would be created. Trade days began being offered over 10 years ago because there were no funds available to pay teachers to take training. Now we pay for training. The two days at Thanksgiving were originally offered as trade days, and those days have now been removed from the calendar as trade and workdays as it wasn't productive to have trade days that week and people like having that week off. It was shared that first and last days to offer trade days is less functional to a school as only part of staff will hear the information presented. Was requested to remove those days as trade options. Trainings that all staff need to have include BEST standards, equity and excellence for all, restorative practices, and mental health K-12.

PCTA stated that changes have to be ratifiable and this will not be ratified by teachers. Teachers want more trade days. They don't find trainings in schools helpful.

PCSB stated that school-based trainings are usually done by staff at the school, so if the trainings are not good then we may need to revisit who is doing the trainings. Deep drive into what works and what doesn't. School owned, and school based. Teacher lead and pertinent.

PCTA stated that teachers want to get in their rooms and get things done. Teachers aren't tuned into the training because they want to get in the room and get things done. Teachers are hyper-focused on getting things done.

One member shared that what she finds objectional is being forced into taking training during the summer when she needs to take that time off and the emails are intimidating. Another member stated that she wants the option to trade the February date.

PCSB asked to clarify the quality of training.

PCTA stated that it is the same trainings over and over and wants to avoid both because they are a waste of time.

PCSB asked for the trainings/things you find not valuable.

PCTA stated that it may not be "Not valuable," but instead the level of experience of the teacher needing to be considered.

PCSB stated so we are focusing on providing better trainings aligned to experience and PCTA agreed with that. A member stated that she could do the mental health training for all of us as it is so repetitive.

PCSB shared that we collect data after professional development and the data does not support dissatisfaction. If it's the quality and relevance of training, we need to address it head on and revamp.

PCTA stated that we should reduce the pre-school days and instead scatter them throughout the term. They are not responding to training because they are worried about getting ready. People resent opening days being packed with training.

PCSB asked how PCTA would design a pre-school schedule? It was shared that we should provide 4 or 5 and not 7 days. If you went back to 5 and 2 during the year and not more saturated during preschool. I've never agreed with 1 and 2nd days.

PCSB asked again and it was stated to go back to 5 days and instead of the 1st and last days do it on other days. Compromise. Maybe 1st have of day and then go to classroom to prepare. Put the other professional development days someplace else.

PCSB stated that was a lot of prep. A lot won't take the 1st day. It takes you at least a ½ day to put class back together. Elementary needs to get room set up. Some of this stuff needs to be more succinct. A lot of people like trade because of \$ to \$ per hour.

PCTA said to make it a compromise – they can take a trade day or take money. Spread it out and use it during the year when it is more appropriate. When you say no trade days you will have a hard time getting it ratified.

PCSB reiterated that there are trainings that need to happen. We do need our staff in front of us. Safety requirements. Teaching and Learning needs to have time available to provide training to all 7400 instructional staff members. Our best standards are coming. If we don't present, in 2 years if a teacher is not getting good results it could be an issue. Some people like to do it in the summer, so they can process it. Some teachers don't want to do anything in summer, but 100's do want to do it. Five trade days options take away from what we can do as we don't have 100 trainers. We hear you, but mandatory training will not go away. We need to make those days available.

It was asked if we could do optional time but everyone was talking about time being an issue. It was shared that people read faster than they hear it.

PCSB shared this is why we want to get the issues on the table. To recap it is being shared that there is not enough time and too much training, redundant training. There are quality and time issues. Need to figure out what is required and what is needed. For the next 2 years there are some funds available and this is why we thought we could get these ideas on the table. Trade days takes away the days we need for these trainings. We will go back and work on a response.

A member stated that a lot of people who did a training are getting emails about doing the survey. Daily. The training is done, I've taken the survey and I'm getting emails all the time.

William Aligood was in attendance and stated that one take the survey needed you won't get emails any longer. There might be 2 surveys needed. Other trainings through third party sites don't talk to our site, which leads to the confusion.

PCTA shared that offering additional trade days during the year encourages people to do summer training because you will gain training when you have the time. You aren't stressed over first days of school. Both upping pay for summer training and offering a choice will make summer training more appealing.

PCSB stated that summer training is an option; trade days can be earned throughout the year. Trainings are offered 2 or 3 times during the year. It was also shared that we are very fortunate to offer training for re-certification purposes. We could choose to not offer trainings and teachers would then have to pay to take a college course in order to keep their certification.

PCTA agreed with this, but said people aren't paid for all their extra time. And that this is appreciation for your value. Coming off COVID is hard. Taking trade days away is not the way to go. If needed, then move them to other days not the 1st or 2nd day. PCTA asked about the funds PCSB had mentioned earlier.

PCSB shared that this is not for the 21-22 school year, but instead will be available Summer 2022 through 2024. We know there are new standards coming in and an idea we have been discussing is to pay teachers to take this training. But, PCSB will go back and craft a document with your ideas. This is a unique opportunity for just the next 2 years. It was also noted that once something is added it is difficult to take it away.

PCTA restated to be cautious of classifications of teachers. Training should be relevant and differentiate between new training and seasoned teachers and it would be helpful not to have seasoned teachers in the same class.

Discussion was held around providing trade day for PCTA's Rep School. In the past, Lou attended the session and worked out great. It was shared that it was limited in approval and the feedback to allow that was not positive. PCTA stated that training the reps to work on problems together at the school. Keeping schools running smoothly. District and union reps working together. Relationship Colleen and Lee have with their principals keep schools on even keel. It's very valuable to the district and teachers.

It was asked to allow CEU (continuing.....) for trade days. All training that goes through our PLN needs to be approved. We would need to work on getting that worked out. Questions were asked about paying for the training, how work it out, etc.

Article 41 Use of Pre- and Post-School Planning Time

PCTA requested that teachers are provided 3 days or equivalent during pre-school, instead of current two days, and no meetings on the day before school begins. It was noted that some schools hold quick, last minute meetings the day before which could present an issue. Nancy stated that a lot of last minute things can be sent in an email but that a let's go team on the day before is good. Meet the teacher, etc. should be removed. Schools want different things. Nancy shared that 30 minutes in the morning and meet the teacher, etc. are at teacher's choice when we do that. The teachers could get together and pick a day. Should be their option. Paula shared that she will do some research on what has been received already and see what we are talking about. If it's just 2 schools, those can be addressed.

Article 27 School Schedules

Question has been raised about number of days for entering grade. In Article 27F there are no meetings at the end of the marking period. In Article 27R it states that there are 2 working days from the close of the grading period. The issue is where we post when grades are due. The last quarter the grades are due the last day of school. PCTA mentioned that that is an issue. In marking periods 1, 2, and 3 there is a week for inputting grades, but in period 4 there is only one day. Request is to have 2 days. It was mentioned that a trade day option is the last day for teachers, which compounds the issue and that raises an issue again about trade days. It was shared that the contract says 2 working days. We have identified that issue.

Article 31 Evaluations

PCTA shared that last year's evaluation system, with less observations and no DPP, was welcomed by everyone. The group hopes we can continue with that process as it worked well and the timelines were wonderful. PCSB stated that this can be discussed, but it needs to go through the appraisal advisory committee. In the meantime the deliberate practices should be completed based on agreed upon due date. Any adjustments needs to go back to group. PCTA stated again to keep the evaluations as it was. Conversation was held regarding deliberate practice plans and since it is not a state requirement they should be removed. It was suggested that deliberate practice plans should only be required for probationary teachers. For others it can be optional but they don't feel it is necessary for veteran teachers. Further discussion was held regarding how to implement the use of a deliberate practice for some teachers and not others in the iObservation system.

Further discussion was held in regards to evidence that teachers can bring to their administrator. Domains 2 and 3 limited to evidence on elements that were rated during the observation. Evidence for Domains 1 and 4 can be brought for any elements. Discussion was held regarding the importance of holding pre and post conferences. It was stated that at times this year teachers were not afforded the pre-observation. Pre and post conferences should always happen.

Further discussion was held and questions answered about the importance of holding pre and post conferences, forms used, who has to use them, what to do if the process isn't followed, training for all on this, timeline for having pre and post conferences, etc.

Laurie stated that what she is hearing the group say is to make it more prescriptive and we don't have time to do that. The appraisal advisory committee has done a good job. Adding more requirements in the contract is not something we are excited to do. We need to work to train our administrators. But to put it into the contract she doesn't think we will get a lot of traction. We answer to a lot of people.

Nancy said that it is not just new administrators. It does need to be a requirement to how to do the job properly. Laurie shared that there is a process in the contract about process violation and it needs to be addressed with that principal. Paula shared that if it doesn't come up we don't know about it and the language is clear about a process and it is clear on the remedy. Nancy shared they are in the process of discussing and signing off on no pre- would eliminate the issue. Paula stated that we don't want another process.

Discussion was held regarding deliberate practice plans, when the appraisal advisory committee would need to meet again (after school starts).

Joanne stated that the part that includes Rita and William are done. William left, but Rita stayed.

The group decided to start at the beginning of the contract to allow PCTA to present their proposal.

Meeting paused at 10:10 a.m.

Meeting restarted at 10:33 a.m.

Joanne reminded the group to be respectful of side bar discussions that makes it hard to hear what is being discussed.

PCTA Proposed:

Article 3 Recognition

Add Behavior Specialists and HHB; and increase the days in Section C to 45 days from 30. Laurie stated this was changed last revision and asked now you want it back? Nancy said yes. Bryan shared recently there was a request for a timeline for a FISH report. Laurie stated it was provided. Bryan stated that it had to go back and forth to reach clarity. Laurie asked to confirm that PCTA is requesting 45 working days to file a grievance and 24 hours for PCSB to provide any requested information.

Article 8

PCTA added Section C to reflect no virtually when on leave, Nancy stated it is necessary. 24/7 virtual teaching; we are trying to get ahead. Administrators will ask teachers to address that. Also added Sections D and E. Dr. note addition. Trying to prevent those Growing issue in asking notes for every single absence.

PCSB shared that there are times when a person occupies a position that makes it difficult to have coverage for specific events such as field days, events in music or drama. Requesting the ability to deny personal days if your job requires you be there for those specific events. Nancy stated that that seems fair and asked if PCSB would provide language. Yes.

Section B - removed personal leave issues request reason because why would they be denied for staff development day? Rita stated it was important for them to be there. Joanne stated that maybe it is the only day offered for something major. Nancy stated that maybe the teacher could offer a reason if it is so critical that they needed to be off. If you have a good relationship you don't have those issues.

Section B.1.d - discussed. Personal leave days roll over.

Section B.1.e – Discussion was held regarding bereavement days addition. Bereavement is addressed through the sick leave bank; Nancy asked If we get bereavement days it would be taken out. Joanne clarified that you would need to exhaust your days. Paula shared that we talked about this during last revision and that personal days can be used. The agreement at that time was that we could do it through the sick leave bank. She reminded everyone that we have a generous sick leave/personal and sick leave bank. Nancy stated that more people should be in the sick leave bank. Pinellas is one of the few counties that does not have this separated out. I know we are talking about higher salaries, this would help retain teachers. If you want to retain teachers, you need to have these kinds of benefits. That is my reason for coming back to this. I've been here for 18 years.

Further discussion was held regarding use of personal days and bereavement.

Section B.5 Union Leave was changed from 2 to 3 years ago and it was never changed in contract.

Article 10 Class Sanctity

Section A.

Paula asked for clarification - can administrators ask any questions? They can't speak with teacher at all? Nancy said no, not during class. Ginger clarified that no, not for non-emergency. Nancy shared that anyone who has taught unruly class an interruption can take 10 minutes to get class attention back. Do not interrupt class with non-emergency issues. Paula asked about the scenario of a teacher who hasn't taken attendance and Nancy said someone can email them. Joanne stated the office can see who has taken attendance? If attendance hasn't been taken there is no way to know who is on campus. Kids scattered and ran in MSD shooting. She said the first thing teachers do should be take attendance. Lee shared that what is happening is not reminding, it's questioning and there are too many coming in, interrupting.

Section F - added

Article 12 Teacher Assault Protection

Section A and throughout - Sexual Harassment was added

Laurie asked for an explanation. You are suggesting it should be put in a board agenda? Nancy shared just numbers, no names. The school board is unaware of how often these incidents take place. Not the specifics. Laurie asked if they are suggesting the board does not have knowledge. Nancy stated that it should be on the public record. Janet said it is not always on SESIR reports. Laurie asked if they wanted the district to contractually report on if a student touches a teacher. This is problematic. We understand you point that the public and school board understands the frequency.

Section E, Section F – Sexual Harassment was added.

Colleen shared that pressing charges is a way to agree if the state wishes to pursue it. Laurie stated that if a teacher is assaulted you want the board to (?) Charges are pursued because state wants it. Staff is charged at the insistence of parent because the parent wants it. She asked what support are you asking the school to provide? Colleen said they don't want the administration to tell the teacher not to pursue.

Laurie shared that law enforcement must do their job. State attorney's office will not file on the majority. We want law enforcement to do the right thing and only file if you believe a crime has been committed. Colleen said that if police are iffy and they refer to state attorney. Laurie said they are iffy if a parent is jumping up and down. It's a paper arrest. It has implications. Our advice is do the right thing which is worthy of filing. Same advice we get from state attorney.

Colleen asked what a teacher who has been battered should do when administration says we are not going to pursue through SRO or police? Laurie asked to tell us where it is a policy where a victim cannot call the police? Colleen said that it has happened. Laurie stated that the administrator has a role in having a student arrested. If you feel a teacher has been a victim, they can call the police.

Colleen asked how can we protect the teachers? She stated that we have administrators who just don't want it to go against the school.

Section H was added to state that “Teachers shall not be required to work under unsafe or hazardous conditions including having repeatedly violent students in their classroom.” Laurie said that this is hard to contractually agree to. We are a public school system and we have disruptive students. Nancy said the student should be removed from the class. Laurie asked what should be done if there is only one teacher, where does that student go? Discussion continued. Laurie shared that we have students that have violent proclivities. We don’t have anywhere else to put the kid. We have to serve that student. Janet shared that that happened to me one year and I was administratively moved to another school. Laurie shared that we understand the issue.

Nancy shared that we have a process in place to remove a student. When there is nowhere else to put the child maybe we find a way to remove the child despite her ESE qualifications. Laurie shared that sometimes the child can’t be moved. Janet said that sometimes the student can’t move; a teacher who is brutalized in a class shouldn’t be subject to this every day. Laurie shared that this would be difficult to put into a contract.

Article 13 Student Discipline

Section A was added. Discipline referrals J-M was added at the end.

Section B - Paula stated that she noticed PCTA struck through “reasonable.” What steps? A teacher may use such physical restraint..... Might be an ESE issue. Rita confirmed it is an ESE issue. Paula suggested that we might have Lynn Mowatt refer back to this.

Section G – Nancy shared that we were just trying to match some things to the Code of Student Conduct. Some things are handled differently from school to school. We want to make clear it is followed across the board. Paula stated that she heard that consistency from school to school was an issue now it is in a school. Lee shared that inappropriately dressed students is an issue if it wasn’t addressed early in the day. Paula shared that she has heard to stop having the district dictate process and now there is a request to dictate more. Lee said that if it is in the Code of Student Conduct he understands. Laurie stated that there are times when one teacher allows one thing, and another that doesn’t. Discipline can ensue for the teacher who is not following whatever it is that we create. You may not want that. Don’t want the burden of writing referrals. Nancy shared that we need to be in the same ballpark with the Code of Student Conduct. Another example is phone use in classroom. There was an example of appropriate use of phones in classroom, use of phone for educational purposes. Laurie stated that the Code of Conduct was amended to address those issues. Nancy stated that kids are taking videos when you aren’t enforcing Code of Student Conduct. It needs to be universal that phones can’t be used except for education. Colleen shared that her parent wants her to have the phone out is push back she gets. This can be addressed administratively with parents. Rita shared that the things we are talking about now are in the Code of Student Conduct. School needs to set the ground rules. Letter should be used by school to address issues. Sounds like, looks like, feels like. Conditions for teaching and learning already has a policy basis needs to be fine-tuned. Nancy stated that there should be no recording of teachers without their knowledge or consent. They do it and are very secretive. Teachers need protection from having their privacy protected. Dan said that we need uniformity. Rita stated that we have the policy, agreed to by staff and followed. Dan asked what if it is the administration that is not following through? Nancy said that teachers have been prosecuted for what is in a video but nothing is done to a student for breaking the rules. We are trying for consistency without harming either.

Nancy said there are schools who are creating their own referrals. There is no place for teachers putting consequences for teachers to put their input. Paula stated that schools need to come up with what works for them. Nancy said that elementary forms may look different from high school forms. It's not working. Teachers are losing autonomy and principals are getting it. Paula said input is one thing. To dictate what amount of time is another thing. Every situation is different. If it is in contract that....if the teacher wants them out for the full day then as the principal I have to keep the child out for the full day. At 8:51 what is that going to look if we have 35 kids sitting out the entire day when maybe they only needed a time out. Nancy said to process the referrals in an expedited manner. Paula said that as an administrator if I'm doing referrals for 35 people then I can't do it expedited. Colleen said to go back to the way it was. If I write a referral it gets handled and the student gets the consequence and can get back to class. Nancy said some teachers need to have a better handle and not use referrals for everything. That we all have to work together. Paula said she would take this back to the Area Supts for further discussion. Janet said we need to know what referrals are and where they go. We don't have 2 different systems going on for referrals.

Meeting broke for lunch at 11:50

Meeting resumed at 1:05

Article 46 – Pinellas Virtual Instruction Program

Discussion was held regarding updating the language in article 46. Mandy Perry joined us for this discussion. The following was discussed:

- Update to reflect that our contract is with Florida Virtual.
- Length of time for teachers to get grades in is 48 hours, which is required under their contract
- All 67 districts are using their curriculum.
- Joanne asked if the guidance counselors have to approve before students enroll in Florida Virtual because if they enroll in Pinellas Virtual we keep the funding.
- Compensation for adjuncts - When we discussed this a couple years ago our PBS program was not as competitive, and we were losing a lot of people. We tried to be competitive and we revamped it. Mandy tried to make us cost effective and competitive. Mandy shared that one teacher asks for additional courses. If a teacher comes to her and makes the request if its valid and helps students. When this was negotiated the amount of money the teachers were creating the curriculum. It wasn't cost effective. Adjuncts can be beneficial. We want the adjunct program but only if it is cost effective. The \$2,000 up front has been costly. We would like to see the teachers earn the pay based on the outcome. Money coming in and going out. \$2000 broke down. Some teachers want to earn additional funding. New courses start low and builds up. Great way for teachers to earn additional money without taking part time jobs. The \$2,000 up front was for creating curriculum, which doesn't happen now.
- Training for teachers - Live training for teachers is at 10:00 a.m. There are 2 parts of training. Self-paced training. Similar to Focus- can pull data. They have to talk to a parent monthly. Learning management system. Teaches them how to interact. Learn to use Zoom. Expectations. Live lessons are a reiteration which allows them time to ask questions. Live office hours.
- Goal is to take out 30, and will be capping at 45
- They don't get paid unless they successfully complete course. No penalty.

- Annual meeting on page 1 was struck out
- The contract is available to teachers and they are familiar with the expectations, many are familiar with it.
- Right now there are few vacancies in PVS. There are maybe 12 potential adjuncts. Our goal is to keep as many kids away from FL Virtual as possible. They take our kids and staff. Have a conversation of why Pinellas Virtual is better than FL Virtual. Rita shared that the law doesn't keep us from explain the benefits of Pinellas Virtual. We can't deny them FL Virtual. We meet with them before they pick.
- Students can be required to take the AP test and the adjunct will get the \$\$
- There are 245 full time students, increasing daily.
- Teachers who were displaced back have the first right to go back, by the 20th day of school.
- Part time adjuncts must commit to the full school year. We can't have teachers leave mid year because then the class has to be canceled (ex. Criminal justice). They may teach 5 hours per day. The bulk of their time is grading and then phone calls and discussion based assessments. Oral check-in. We are on a good path in what we are doing.
- Discussion was held that we are still unsure where the numbers will end up based on Covid numbers.
- FL Virtual has courses that we don't offer, such as specific foreign languages.
- We offer drivers ed, HOPE, Peer counseling, leadership.
- We need to make the teachers aware of the rules in language that teachers understand. They must know the expectations. Paula said that we can put in requirement about teachers understanding the contract. There is no problem putting in language about minor differences. We tried to get away from teachers signing off on language. Nancy wants certain language and it's in the handbook and she wants it in the contract. Laurie said we can bold and underline the language.

Article 15 Curriculum and Instructional Improvement

PCTA recommending to add language stating that "All changes in curriculum as well as all new curricular programs shall be voted on by the faculty at the school site, requiring a majority vote of those voting to approve before implementation." Rita shared that we need a definition of curriculum. What voice do teachers not have in curriculum now? Nancy said its more about the programs. Lee added, all the programs. Rita shared that in 5 schools it was voluntary at the school level to do the Pre AP curriculum. Colleen shared that they wanting teacher input on Pre-AP and others. She went on college board site and saw there was higher rigor or whatever. She said they lost teachers at her school because they don't want anything to do with Pre-AP. Nancy said that as the district said it was voluntary and schools did not talk to their schools. Rita felt it did happen, maybe not speaking to ever teacher, but they were consulted. They were told we are going to Pre-AP. Does it bring in college board pedagogy? Yes. Teachers have the option of which program. Principals did pull those teachers together. They volunteered for the Pre-AP program. Lee said he spoke to a handful of teachers who left due to Pre-AP because they felt pressured. Rita said the district is bringing that program to them. There was flexibility if they wanted to do it. It was not a do or die situation.

Laurie asked if it was because of the timing or they just didn't want to take the training. Lee said there was no flexibility, but they didn't want to take the training. Nancy shared that when she was asked to do the Pre-AP English, it was not presented to me as an option, then the course was dropped. There

were not options. Nancy said that if problems are arising at schools where there is good interaction I can't believe it isn't happening at more schools. Ginger said it impacts current teachers. Laurie agreed that all new programs impact teachers. This gives a veto power to teachers if they don't want to change. That is what E does. C & D are intended to be collaborative process. Nancy said then the school should take a vote. Laurie said that then there would be no pre-AP and we think it would be beneficial to have this course. Ginger said there should be discussion and there was no discussion.

Article 16

PCTA is requesting language to reduce paperwork. Laurie said this used to be in Article 27 and that PCTA is now asking to put language back in where we spent months negotiating to remove.

Nancy stated that the paperwork is increasing, and she doesn't understand why it was removed. She stated that she couldn't believe she missed the removal. It needs to go back in and the paperwork doesn't have anything to do with Article 27.

Laurie asked if those who are questioning this have spoken to their administrator? Nancy said this came out of the survey and there were multiple complaints. Laurie said they need to speak to their administrators, but understands they may not be talking to them about redundant forms. Whoever is assigning that should be told. Paula stated that she thought there is another part that is requesting another subcommittee being requested. Nancy agreed. Discussion was held regarding involving professional development, ESE, executive directors, etc on overall paperwork. Not every single issue that arises should be in the contract. Nancy asked why do we have a contract if not to ensure that things take place. You need a contract to cover things that arise. That is what they are asking for. Laurie stated that you are asking for additional committees when you spent the morning complaining about not having enough time. Colleen pointed out section G, that it handles the problem. She understands what the district is saying about committees. At least have Section E. Laurie stated that Section E is feel good language and is difficult to enforce, but if it makes you feel better we can add something.

Nancy asked if we have school schedules that follow this contract. There are holes and problems and that's where a contract comes in. Paula stated that she looks at all schedules that come in and if there are issues, we address. Nancy said this could be the same committee. Paula said there are some things that come down from the district. Data evolves every day. That is a project to get it centrally located. They are talking to teachers. I'm not disagreeing. We all look to have it be more efficient.

Paula said the district will take it back and work on it. Joanne stated that the district can bring it back to PCTA.

Article 17 - Transfers

Nancy stated that PCTA combined Articles 17 and 18 and put them together, trying to get rid of the negative connotation of involuntary. It takes away the negative connotation of the name. All the language follows. The change in that was towards the end under 10. We have another option if you believe that one is out of control. We want to do it with the least amount of disruption. Nancy shared that if someone sees a job they have always wanted, but it goes to someone else. Janet said Behavior Specialist is a good example. Joanne added that there are teachers who are not a good fit with their principals and we need to try to keep them in the system.

Paula shared that there could be unintended consequences that have impacts on students. 10 day counts are worse in KG. June – Tier 3 and 4 schools. In March they have a talk whether they will be coming back next year. Lots of them are doing great retaining their staff. They have to go first. If we continually until June it will cause disruption. Please understand that when grades come out we are forced to make a change. It is not always our decision. All little pieces that go into the puzzle. Every little adjustment will have a larger impact.

Nancy stated that she was glad Paula explained that for everyone's benefit. What has happened a few times is people in March don't know what may come up and maybe it's their dream job. Paula shared that she typically expects some turnover at those schools. They have longer day, additional pay and I'm compensating you for making an early decision. Let us take this information and go through it.

Ginger stated that sometimes it's the principal and are they allowed to do that? Paula said no. Ginger followed up with meaning within the building. Paula said she didn't think principals do that unless there is a lost unit.

Section C. District Transfer. The district shared that when we talk about transfers, every district does it differently. PCS has a really long transfer window. Some districts only have a 3 week transfer window. Other districts just cut and turn them loose. We don't do that. We find each teacher a position. Laurie shared at her daughter's school in Orlando they lost 16 units and we told they didn't have jobs next year. They could get out and look for positions on their own. And they are not going to put you on a type of recall list. PCS doesn't want to work it that way. We don't hear that is a benefit to our teachers.

Nancy shared that they say that to their members and we tell them it is a fair process. The things we want to change is more flexibility for teachers end of the year and move it in that direction. Once a teacher has lost out of that dream job they are not a great teacher at that point. They are disheartened. And also, when someone gets non-renewed they don't get clarification. Laurie said that information is not in this section. Nancy said she knows that and it will come together. Reading from District transfer changes 2, 3 (PESPA has in their contract);

Paula shared that the more criteria you put in, it narrows down the options. The 10 mile criteria is in PESPA, yes, but it is a different unit. In order to get someone to go 30 miles it is not going to work for them. Years of service in the district and school site/level.

Colleen asked are there unwritten protected positions ever enter into it and that was confirmed. Paula reminded everyone again that we are talking about district transfer processes. The transfer timeline is detailed in section 9. At this time there have been over 600 transfers so far this year. Nancy asked is a lot of people have come back from the COVID leave? Yes. More discussion was held in regards to specific examples. Laurie stated that the more complicated this gets the more we could go to the way Orange County handles this process (as mentioned earlier). Ginger asked what they wanted to move they, they interview instead of just moving. Paula shared that most are interviewing and we had to place 25 or 30 and we try to seek out positions they are certified and interested in. Joanne said we have had this conversation and they can say no, but at some point they need to agree to a position or move on. We give teachers multiple options and Joanne said if they don't select a position by start of school they are cut. Laurie stated that she is going to push back on that. They are renewed. It's complicated. We get it if it's a tough decision. You are going to be stuck with something you may not want.

Article 19 Seniority

PCTA requested to add ...and at a school/worksite. That is the district. "...of hire." The district can agree with that.

Article 20 Terminal Pay

PCTA proposed changed in retirement section and added section on resignation.

Colleen shared that she had done some research of the counties in FL and found that 12 are at 13 years and none go to 30 years. About half of these 17 it's a combo retirement/resignation they get the percentages. 2 follow FL Statutes. Dade, Broward, Palm Beach, Orange, Lee, Polk, etc. Laurie asked Colleen to scan that info to her and stated that we did reject that before and this time there are some different levels of retention. Your proposal does have some longevity built in. We had a change under retirement. We will take a look at that. Nancy shared that longevity is no longer valued by the legislature and we need to find a way to let them go that is dignified. Paula said that the district will take that and look at it. Dan shared that beyond the financial impact there is equity. We want to be more equitable to everyone in recruitment and retainment.

Article 21

Joanne shared that we Just wanted to add to section A – it's a feel good piece. Section B is language about when being cut for FTE reasons the teacher would get 3 days to make that change. Paula asked if they were talking about any and all moves including change of classroom to change of schools get 3 days. Any changes would be permitted 3 days.

Paula stated that we aren't doing simultaneous at all. Nancy said that she doesn't want to see that come back again.

Joanne said they struck through F and I and made a notation that we would get with the counselors. Nancy agreed and said that we would work that out with them. She knows there are some issues that have been brought and they are all working together and don't know if the counselors need their own section. She has not met with them.

Joanne stated they added language about sound educational practice and Laurie asked to define what is a sound education practice and who decides that? Ginger stated that if a teacher is performing well why are they getting moved to another position. Should back up a decision and there should be no favoritism. Laurie stated that based on discussions we have had this would not fly. Nancy said they should be able to explain it. Laurie asked what would occur if they disagreed. They feel the principal should have to prove it. Nancy said that teachers are moved because they aren't liked. Paula said that sometimes there is a better fit. Nancy said they didn't feel like they were interacting well. Student complaints. Problem there and I understand there. Person who took the class was not qualified or certified. As much as I got his reasoning, it wasn't educational reasoning or sound. I don't know how often that happens. We don't just give out plumb jobs. There has to be a way to fix that in the best interest in the kids. Laurie said she understood that. Rita said it's hard to talk about that and students who shouldn't have been in the class and moved. I think that why wouldn't it be showed that I was removed because. Nancy shared that cherry picking was done by the principal. Rita said the principal would have been able to provide that reasoning. Laurie shared that if it's punitive it's already addressed. Joanne said that they believe if it has been punitive you should get a reason. We need to change the wording to say we need a reason. On Section B 2, that would cover it. If they accept the

piece here I want a reason. If I'm an administrator and I move you, it's not my job to incriminate myself to prove your case. It's your job to prove it. I think the wording is vague. If you accept 2 it is ok.

Laurie stated that it sounds like there is a huge distrust of our administrators. That is what we hear. Everything they do must be justified. We get the thing about plumb positions, but we have to do it in a way not to offend.

PCTA added Section J which states, "For the 2021-2022 school year, ESSER funds should be used to reduce class sizes to mitigate in any learning loss from COVID year. A committee of PCTA and PCSB personnel will be created to discuss this matter." Rita shared that one of the pieces in K-12 ESSER mitigates learning loss. Looking to get another certified teacher to work with students. Push in tutors into math and reading. Technically there is a push into tutoring. I don't have all the details, pre-school.

Break at 3:20

Break over at 3:30

Article 23

Joanne shared that PCTA added "all" and a couple strike throughs. Want a fair shot for people to apply for.

Article 25 Lesson Plans

PCTA added sections B, E and F. Conversation was held at the end of last year about principals collecting lesson plans. Teachers keep their plans but must keep for 5 years. Laurie stated there are state compliance issues or records requirements. They should be retained and available. Nancy feels there should 5 days worth of emergency lesson plans available.

Article 26 Teacher Facilities and Materials

Nancy referenced added section H that this would be another thing you think wouldn't be needed. Laurie asked if this been an issue and should this really be in the contract. The district agrees this should be provided but not sure it needs to be in the contract. Alisha said that the teacher needs a location with a plug and Ginger added some were told to go to a restroom, where there is no plug, except out in the open. Laurie clarified the teacher needs a comfortable place and she would hope you would call our office if someone is being stuck in a bathroom or closet. All of our HR Partners know how to address these situations. The district just hates to put this in the contract and make a call if there is a problem. We would like to educate any administrator on the appropriate accommodations.

Joanne shared that sections K and L were added to have a room at their school to do their work. It might be shared with other people, but not at the same time. L is a secure locked space. Discussion was held in regards to locked spaces for personal items, materials, home base versus other locations, number of teachers in spaces, confidentiality issues. Paula asked PCTA if they wanted to work on revised language to propose?

Article 27

Joanne stated that we added under 1 in-service days clarification. We didn't have any language and we got a lot of complaints so.... Nancy said it's not written anywhere so now we have the hours of the days. Laurie asked for clarification on the statement about teachers shall teach 5 out of 6. Nancy said that Ron Stone said it would be temporary and we request this every time.

Nancy asked about General Provisions section G – Paula said they will take this to ESE for input. Discussion was held regarding ESE teachers and caseloads and funding. She said it would be nice if they could get paid for every IEP they prepare. Nancy said it's ebb and flow and right now it's on the uptick. Paula said she hears both sides and with the Gen Ed teacher with an unidentified student and that case load. We will have a discussion and take a look at that.

Joanne said that section P was changed and Q added. Discussion was held regarding events and using comp time if attending these outside of contract time. This is different at each site. All agree that their time has to be valued.

Article 28 Covering Classes

We haven't upped that rate in a long time. Includes all instructional personnel. In emergency situations it needs to go up. It went from \$10 to \$12. Paula shared that the sub pay recently increased \$5/day. We will discuss.

Article 29 Selection of Department Chairs

Nancy stated that we added language as there needs to be a system that works and this is the system. Don't just hand it to someone. Laurie asked to confirm that the administrator then doesn't have a role? Nancy said yes, unless there are no nominations. Laurie stated that she remembers 1 or 2 grievances from Nancy's school. Nancy said that was before we had the process in place. Rita shared that it went from a collaborate process to a team. Laurie shared that department chairs need to work well with the administrations and Nancy said that then the administrator can get a vote. Laurie said that takes them out of the equation. Nancy said that the department chair working with the teachers is the most important relationship. Laurie stated she would have to disagree. The principals work with the department chairs and team leaders. The department chairs and team leaders work through the processes. There has to be a relationship. Ginger said yes, after they are elected. Nancy said that the teachers put the preferences in through the department chair for their assignments. Rita shared that the principal and the department chair work hand in hand. Why wouldn't the principal have input? We are saying we don't trust the principal again. The role of department chair has changed over the years and the relationship must work both ways. You are taking the administrator out of the picture. Nancy said that the role of the department would have to be strengthened in the original language. There needs to be a good middle ground.

Meeting concluded at 4:08