

# Commitments from Working Conditions 2019

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## PERA JOINT COMMITTEE

- Continue to work together to ensure rubrics and framework used are appropriate for roles and responsibilities of certified staff (Early Childhood and Primary Teachers, Special Education, Specialists, etc.)
- Celebrate Accomplishments
- Ensure that protocol is followed for all steps in the process
- Meet annually and make revisions as necessary and appropriate to the district's plan

## PFEC

- Adjust times to ensure that PFEC staff receives a full 30 minute lunch and 30 minute plan time between AM and PM sessions. Bus duty is currently cutting into this time.
- AM session will be adjusted to 8:40 – 11:10 and PM session will be adjusted to 12:30 – 3:30 for 2019-2020.

## CALENDAR

- A return to 4 blocks of Fall Parent Teacher Conferences if possible
- A return to Meet the Teacher Night not being held on staff members' first day to report if possible

## ISSL POSITIONS AND SUMMER WORK

- Within the ISSL job description, under "Work Year," the language will be revised to read: "180 days plus summer per diem to be assigned by supervisor as needed." The necessary summer work will be identified as early as possible in the school year to ensure these staff members can plan accordingly for assigned summer work.

## **SCHOOL INSTRUCTIONAL LEADERSHIP TEAMS**

- Training provided for all staff in site based decision making
  - A more comprehensive training for SILT members
- Better understanding of SILTs role and how topics are added for SILT discussion or review
- Provide clarity to the role of the SILT Facilitator and the types of decisions that SILT is empowered to make
- Establish a consistent agenda form and process for submission of minutes
- Improved communication around SILT decisions with staff members
- SILT Teams need to be directly involved in the decisions around the use of “Day Zeroes” or when staff members’ regularly scheduled work day is altered:
  - Establishing the purpose of these meetings
  - Frequency
  - Dates
  - Supervision of students
  - Creation of the agenda
- Personal and personnel issues will not be discussed at SILT

## **COMMUNICATIONS COMMITTEE**

- EAP may email topics to be discussed
- The committee will identify if a pre meeting is needed or if large group problem solving is more appropriate.
- This committee will be responsible for creating SILT training and overseeing the process of SILT training for all SILT members

## **SPECIAL EDUCATION WORKLOAD**

- Ensure that training is provided to all special education staff on an annual basis around expectations involving IEPs, software used, progress monitoring tools, etc.
- Assist teachers with clerical type tasks in the IEP meeting process
- Train and Utilize Clerks/other personnel to assist with invites and scheduling of IEPs
- Provide training and clarity to the roles and responsibilities of the special education paraprofessionals who support our certified special education teachers

## **PROFESSIONAL DEVELOPMENT**

- Plan for and communicate with support staff around professional development (SWIP Days, Institute Days)
- Include support staff as much as possible in the offerings on SWIP Days and Institutes
- Prioritize sub coverage for specialists attending PD
- Ensure that all staff have access to PD
- At the district level, information related to approvals and denials of PD requests will be shared at Communications
- Encourage members to take advantage of weekend and online professional development

## **CURRICULUM AND RESOURCES**

- Work to provide staff access to a comprehensive set of resources to support instruction at all levels
- Staff input around resources identified for use
- Contract language being added in the form of MOU

## **SECRETARY LUNCHES**

- At the building level, training will be provided by building secretary to whoever covers the office during a secretary's lunch around the following:
  - Answering phones
  - Answering doors
  - Building security
  - Student supervision
  - Taking messages
- Principals will be responsible to periodically review this plan at the building level and its effectiveness

## **ADMIN OUT OF BUILDING and SECRETARY/CLERK WORKLOAD**

- Establish a Person on Call at each building
- Clerical Staff should not be in charge of In-School Suspensions
- Clerical Staff should not be assigned to supervise before or after school detentions, or detentions served over the lunch/recess period
- Committed to finding alternative locations other than school offices for students serving In-School Suspensions
- Provide support, training, and communication with school and lunchroom/recess staff in addressing behavior and de-escalation techniques

## **PRIMARY SPECIALISTS**

- Provide paraprofessional support when more than one teacher's class is regularly assigned to a Primary level Music or Physical Education teacher's class. Schedules developed as early as possible to ensure consistent support is secured to assist specialists when assigning more than one class is unavoidable.
- Review scheduling options at the Primary Level to only assign more than one teacher's class to the specialists when absolutely necessary

## **SUB SHORTAGE**

- Administration remains committed to annually reviewing substitute pay and options to encourage and retain substitutes to remain regionally competitive
- Administration and EAP have a shared interest in having staff in attendance as much as possible and review practices that interfere with this interest.
- Continue to monitor and discuss attendance and trends at Communications Committee Meetings