

**Bargaining Minutes  
JANUARY 30, 2018  
DISCOVERY MIDDLE SCHOOL**

**Attending:**

Maribel Aponte	CTA	Ian Gesundheit	District	Krista Russell	District
LeighAnn Blackmore	District	Theresa Harter-Miles	District	Mary Grace Surrena	CTA
David Cintron	CTA	Farrah Hawkins	CTA	Michelle VanderLey	CTA
Doreen Concolino	District	Alex Heidelberg	District	Patricia Walker	District
Albert Davies	CTA	Myrlene Jackson-Kimble	District	Wendy Wing	CTA
Wendy Doromal	CTA	Michael Marzano	CTA	Tom Winters	CTA
Jason Duke	District	Clinton McCracken	CTA	Stephanie Wyka	District
Gloria Fernandez	District	Megan Oates	CTA		
Bill Floyd	District				

Guests: Kim Gilbert, Title I; Brandon McKelvey, Research, Accountability and Grants

**Agenda**

- Evaluation
  - Report from Evaluation committee
  - Student Learning Growth language proposal
    - Article X. Section F
- Continuation of School Improvement Grant for Wheatley
- UniSig allocation for Jones, Evans and Oak Ridge for Recruitment and Retention of teachers
- Psychologists' work year
- Supplements
  - Mentoring
  - Art
- Speech Language therapists
- Committees discussion
  - Finance and Comp
  - Human Resources
  - Compliance
  - Calendar
  - Grants
  - Safety Joint Committee
- Curriculum selection
- Peers acting as managers
- School Security/Safety
- Substitutes

Minutes from November and December were reviewed and approved by the bargaining teams. Future meetings: February 16, 2018 at CTA and March 29, 2018 at Mid Florida Tech.

## **Evaluation: Report from the Evaluation Committee**

The Evaluation Committee met January 17, 2017 at CTA. The committee had a collaborative discussion to focus on what is needed to streamline the evaluation process. The committee reported that they had good conversations on what is working or not working with the process. More work is needed before there is a recommendation from the committee to the bargaining teams. The next meeting is scheduled for February 22, 2018 at 3:30 pm at CTA.

## **Continuation of School Improvement Grant (SIG) for Wheatley**

The SIG grant for Wheatley was distributed during schools years 2015-16 and 2016-17. Compensation Services checked with Title I and was told all the funds had been expended and there would be no bonus for Wheatley for 2017-18. However, a senior administrator position was not filled and the District would like to use those funds for the bonus.

In the past, teachers at Wheatley were eligible for half of the bonus, \$725, if they were on board by October 30 of each year and received an additional \$725 if they were in an active status as of the last student day of the school year for a total of \$1,450. This time we are proposing to pay the full amount at the end of the school year.

The District initially offered this proposal as a tentative agreement contingent upon ratification.

Since this is a grant funded bonus and is not from recurring funds, CTA stipulated that the bonus could be paid out with a Memorandum of Understanding, much the same way the \$500 bonus was agreed to in December. See the December 5, 2017 minutes. The parties signed the agreement. [See Attachment #1.](#)

CTA noted that they never received a copy of the report the District is required to send to FL DOE per policy concerning targeted and STO schools. See August minutes.

## **Evaluation: Student Learning Growth language proposal – Article X. Section F**

[See Attachment #3.](#) This proposal was discussed in the Evaluation Committee meeting on January 17, 2017. The main issue is to use a local student learning growth model for all teachers, and to not use the statewide Value Added Model for courses assessed by statewide assessments.

Article X. Section F.2. was struck and this language was added in Article X. Section F.3.: All instructional personnel will receive student learning growth scores through district-calculated student learning growth models. For these student learning growth scores, standard errors will be used along with the value-added score to ensure a higher degree of confidence in assigning rating categories. (double underlined language is the new proposed language)

CTA relayed that their bargaining team wants to be involved in every aspect of evaluation system decisions.

CTA then proposed adding “negotiated” after the word “through”. The District team asked to caucus. Upon returning, the District team stated that they do not believe insertion of “negotiated” in this particular section of the contract is the best place in Article X. Perhaps an overarching statement regarding what is to be

negotiated with respect to the Evaluation model would be better. The District would like to discuss the matter further offline and prepare a new proposal when the teams meet again.

### **UniSig Allocation for Jones, Evans and Oak Ridge High Schools for Recruitment and Retention of Teachers**

The District received notification of this allocation for D and F schools in late August of 2017. The distribution of funds had to be in alignment with the School Improvement Plan at each of the schools eligible for the allocation. The allocation was based on \$400 per student. The plan had to be submitted to FLDOE by September 15 for approval. Approval came late in November. Jones, Evans and Oak Ridge high schools received significant funds due to their student populations.

Principals are proposing using at least 50% of the funds for a recruitment and retention bonus for teachers. \$1,500 would be paid out at the end of school for teachers in active employment on the last student day for retention, and an additional \$1,500 would be paid out at the beginning of school for teachers in active employment on the first student day of the year for recruitment. Funds must be distributed by August 31, 2018. This allocation is from Federal funds that was awarded to the FLDOE.

The District initially offered this proposal as a tentative agreement contingent upon ratification.

CTA again stipulated that this bonus could be paid out with a Memorandum of Understanding in the same manner as the bonus above and the \$500 bonus agreed to in December. [See attachment #2.](#)

### **School Psychologists' work year**

CTA proposed reducing the school psychologists' work year from 257 days to 245 days and for the twelve days in question to be holidays to preserve the annual salary of the school psychologists. Instructional Twelve Month employees currently have the following nine (9) paid holidays: Independence Day, Labor Day, Thanksgiving Holidays (2), Winter Holidays (2), New Year's Day, Martin Luther King, Jr. Day, and Memorial Day. Ten Month employees currently have six paid holidays.

CTA stated that the District requires school psychologists to work 257 days for a 12-month contract which is 61 more days than a 10-month contract, 41 days more than an 11-month contract and more like a 13 month contract.

CTA also pointed out that contract language Article XVA. states that 12 month employees shall be scheduled to work all weekdays other than nine paid holidays which does not allow for the 4 days during Winter Break that 12 month instructional personnel do not work and are not paid.

The District indicated they need to reword that paragraph in light of the new 12-month schedule adopted several years ago.

This proposal would give School Psychologists an additional twelve holidays for a total of 21 holidays. [See Attachment #4](#)

## **Mentoring Supplements for School Psychologists and Social Workers**

In the August 24, 2017 bargaining session, mentoring supplements for school psychologists and social workers were discussed. *“The District team confirmed that there is required course work for teachers to take in order to become a mentor. The course work required to be completed is titled “Clinical Educator” and is developed to meet FLDOE and district requirements for mentoring and teacher internship supervision. The online course work is designed to be completed during work time. Instructional personnel and administrators should work together to set aside time during the duty day to complete the course work. Social Workers and School Psychologists are eligible for the mentor supplement.”*

However, when some of the school psychologists and social workers applied for this supplement, they were told that they cannot receive the supplement because they are not school based. CTA proposed language that would strike the term school-based from the description in the Supplement handbook and change the term “teacher” to “instructional personnel”. [See Attachment #5](#).

The District indicated that they would research this further and take this request under advisement.

Language from the Supplement Handbook:

### **Categorical Supplements:**

The continuation of these supplements is contingent upon available funding.

The Lead Mentor is responsible for coordinating the **school-based** *New Teacher Induction Program*. Using resources provided by Professional Development Services, the Lead Mentor working with and through the school administrator will provide support and assistance to teachers hired new to OCPs. Professional Development Services offers ongoing learning opportunities, both face to face and online, to support the Lead Mentor. Training focuses on resources and strategies to support mentors and new teachers.

The New Teacher Induction Mentor is responsible for support to assigned beginning teachers. The Mentor will be assigned to a teacher similar in subject or grade level. The mentor will offer four types of support to the assigned beginning teacher; physical, emotional, instructional and institutional. Mentors could be assigned a maximum of three beginning teachers\*. Professional development for mentors will be delivered by the school's identified Lead Mentor.

The funding source for these supplements is from the 117B General Appropriations - Teacher Training Categorical.

The Professional Development Certification Program Mentor (PDCP) is responsible for facilitating learning through coaching cycles for the PDCP participant. Professional Development Services offers ongoing learning opportunities, both face to face and online, to support the PDCP mentor. The mentor provides program specific support to the PDCP participant on required tasks. The principal makes the final decision regarding program completion.

\*Note: A teacher may not mentor more than three teachers.

## **Art Supplements**

Principals received a memo explaining how Visual and Performing Arts teachers could be eligible for an elementary activity supplement (elementary) or an extracurricular supplement (secondary) for “extra job related duties before or after school or on the weekends”. CTA states that art teachers are told they do not qualify because they do not sponsor an art club. The District shared that when principals are asking for clarification, they are told that it is for Visual and Performing Arts teachers that participate in after school or weekend duties either for/or to benefit their students. Some examples given:

- Guitar students practicing after school under the teacher’s direction for a concert, and there are multiple concerts throughout the year.
- An art teacher has art shows where students participate and the teacher spends time after school or on weekends to set up the show or helps students with the show.

The District asked for information from CTA concerning the principals/schools with whom we need to clarify.

## **Speech Language Therapists (SLTs)**

The issue raised is that SLTs are pulled to substitute for teachers when there are no substitutes sent from Kelly. Then, they are told they will have to make up their sessions with their students. A second issue is that there are no sub SLTs to cover when a regular SLT has to be absent for illness, trainings or meetings.

CTA proposed language for Article XVI. Section C where SLTs shall not be used as a substitute for another except in cases of emergency or unforeseen absenteeism and where the SLT is not responsible for making up sessions with students if they are out. [See Attachment #6.](#)

The District maintained that therapy is required and the District receives Medicaid reimbursement, so therapy sessions have to be rescheduled. The District will research this issue and mentioned that Dr. Cartwright is exploring the possibility of additional contracted S/L personnel. CTA will bring more information to the next meeting.

## **Standing/Ad hoc committees:**

Members selected to work on standing committees

Calendar: Tom Winters and Wendy Wing from CTA

Compliance: Joshua Katz and Wendy Wing from CTA, LeighAnn Blackmore from District

Evaluation: Maribel Aponte and Michael Marzano from CTA, Stephanie Wyka from District

Finance and Compensation: Michelle Vanderley, Joshua Katz and Wendy Doromal from CTA, Theresa Harter-Miles from District

Grants: Clinton McCracken and Farrah Hawkins from CTA

Safety Joint Committee: David Cintron, Megan Oates and Betsy Reitzel from CTA

Joint Budget Committee: Wendy Doromal and Phyllis Mills from CTA

Supplements (Ad Hoc): Clay Phillips from CTA, Jason Duke from District

## **Curriculum Selection**

CTA quoted Article VII Section A:

Teachers shall have freedom in the implementation of the adopted curriculum, including the right to select materials and engage in classroom discussion as they relate to the subject matter being taught and the level of the student.

CTA stated that there is no process established and we have not discussed it in bargaining. CTA stated teachers do not have the ability now to select materials with the Curriculum Resource Materials guide being imposed and through all the PLCs they have to attend. CTA suggests having a committee and/or language for the contract. Teachers need to have a seat at the table as far as curriculum and lesson planning is concerned.

## **Peers Acting as Managers**

Peer teachers (Instructional coaches) are leading PLCs and are giving assignments to peers and grading and evaluating those assignments. They snitch to their principals about who is not completing assignments, and the administrators take that information to evaluate the teachers primarily in Domain 4. CTA believes it is important to define the role of the instructional coaches. CTA also asked for the number of instructional coaches in the District, by school. CTA will bring proposed language to the next bargaining session about the roles, responsibilities and limitation of instructional coaches.

## **School Security/Safety**

CTA stated that teachers continue to call in fear for their safety. Not all teachers have access to referral forms. Some schools areas are not getting notification of lockdowns. The discipline process changed where the area superintendent must approved student suspensions. CTA believes we should have our old system back; students see no consequences to bad actions and behavior. CTA tells their members that if they find an unsafe situation, they are to call CTA.

The District reminded them that if a member uses a student's name while reporting to CTA, they have committed a FERPA violation.

There was one high school that did not get a notice that there was a shut down on the main campus. The district offered to research what happened and explained the role of the District police. It was suggested that discipline within the schools, school safety within the community and other issues that are similar be referred to the Safety Committee.

## **Substitutes**

CTA stated that it appears that Kelly Services is unable to fill absences with substitutes. Too often classrooms have to be divided between teachers, and is becoming routine again. CTA gets complaints every week. Also, teachers are being required to write up lesson plans for subs whenever they are needed.

The District stated that Kelly has a 97-98% coverage level and when looking at the absence data, most of the absences that are not filled are from teachers who call in just before school is to start. Kelly Services is working hard to recruit more substitutes. CTA pointed out that paras and non-instructional personnel can and should be used before splitting classes.

These issues will be referred to the HR committee for discussion.

### **Next Meeting**

Next meeting: Friday, February 16, 2018 at CTA

Attachment #1

TA #4  
Mou #5

Proposal

School Improvement Grant (SIG)

Wheatley Elementary

Appendix A-7

January 30, 2018

Funds are available to continue the School Improvement Grant at Phyllis Wheatley Elementary School for school year 2017-18. Teachers who are in an active employment status at Phyllis Wheatley Elementary as of the last student day will receive a second \$1,450 on the last paycheck of the school year.

Khussee  
S. Wyle  
Jason Duke  
Theresa Carter  
Alex Heidelberg  
Myrae Kimble  
Drew Lincoln  
Dr. Farnside  
Tom Winters  
Michelle Vanderley  
Wendy Doornal  
Marilyn Aponte  
Megan Cates  
Clinton Michael  
Michael Marz

Akt C.R.A  
M-8 Surana  
Aamir Datta  
Aamir Datta  
Aamir Datta  
Aamir Datta  
Wendy Wray  
Aamir Datta



Attachment #2

TA #5  
Mon #6

Proposal

Recruitment and Retention Bonus

Jones, Evans and Oak Ridge High Schools

Appendix A-8

January 30, 2018

Recruitment and Retention bonus

All teachers assigned to Jones High, Evans High and Oak Ridge High will be eligible for a recruitment and retention bonus. According to Florida Department of Education stipulations, this money must be paid by the end of August, 2018.

Teachers who are in an active employment status at these schools as of the last student day of 2017-18 shall receive a retention bonus of \$1,500 in the last paycheck of the school year.

Teachers assigned to Jones High, Evans High and Oak Ridge High in an active employment status as of August 13, 2018 shall receive a recruitment bonus of \$1,500 to be paid in the paycheck in August, 2018.

Klunsel  
~~Chad Blackmore~~  
~~Tobias M. M. M.~~  
Alt  
Michael Marza  
Megaw Oates  
W. E. Dorend  
Tom Winter  
Dr. Fernandez  
Myelene Kimble  
Alex Heidelberg  
S. Wynn

Wendy Wray  
Alex Handout  
Paul  
James D. Dole  
M. G. Sumner  
Clinton McLean  
Maubel Aponte  
Doreen Kueh  
Theresa Winters  
Jason Duke

## Attachment #3

Proposal from Evaluation Committee

Article X. Section F

January 30, 2018

### F. Student Learning Growth Cut Scores

1. The student learning growth portion of the evaluation will be one-third of the final summative evaluation for all instructional employees. The instructional practices portion of the evaluation to include the deliberate practice element will constitute the other two-thirds of the final summative evaluation.
2. ~~Teachers instructing courses assessed by statewide assessments where student learning growth models (also known as value added models) are calculated by the FDOE and required for use will use rating categories set by the FDOE. These rules and categories are found in State Board of Education Rule 6A-5.0411. When teachers instruct courses assessed by statewide assessments, where rating categories set by the FDOE are not required to be used, the ratings categories will be set using the district selected method provided below.~~
23. For all All instructional personnel will receive student learning growth scores through district-calculated student learning growth models. For these student learning growth scores, standard errors will be used along with the value-added score to ensure a higher degree of confidence in assigning rating categories. This method will be used for each assessment to determine course, school, district or any other growth scores. The rating categories will be set as follows:
  - a. Highly Effective: A highly effective rating is demonstrated by a value-added score of greater than zero (0), where all of the scores contained within the associated 99-percent confidence interval also lie above zero (0)
  - b. Effective: An effective rating is demonstrated by a value-added score of zero (0); or a value-added score of greater than zero (0), where some portion of the range of scores associated with a 99-percent confidence interval lies at or below zero (0); or a value-added score of less than zero (0), where some portion of the range of scores associated with both the 95-percent and the 99-percent confidence interval lies at or above zero (0)
  - c. Needs Improvement or Developing if the teacher has been teaching for fewer than three (3) years: A needs improvement or developing rating is demonstrated by a value-added score that is less than zero (0), where the entire 95-percent confidence interval falls below zero (0), but where a portion of the 99-percent confidence interval lies above zero (0).
  - d. Unsatisfactory: An unsatisfactory rating is demonstrated by a value-added score of less than zero (0), where all of the scores contained within the 99-percent confidence interval also lie below zero (0).
4. When a particular assessment does not meet requirements for the calculation of a local student learning growth score, the results for the assessment shall be combined into the overall student learning growth score as "Effective". Multiple pieces of student learning growth will be weighted based on the number of students included.

**Attachment #4 (Article XV. Section K Work Year and Appendix B - Holidays, new proposed language)**

- c. Teachers shall be paid a full day's salary if they report to work in the summer session and there are not enough students to justify the continuance of a class.
- d. Each high school with a summer academic program will be provided with a minimum of one half-time media specialist for the summer session.

J. Nothing herein shall preclude the Board from adopting a modified workweek during the summer months. If the workweek for the summer program is modified from a regular five-day workweek to a concentrated five-day workweek, the following shall apply:

1. The duty day shall be nine hours and 22 minutes in length with a required on-site portion of at least eight hours and 30 minutes, including a 30-minute duty free lunch. Employees may leave the school during their duty free lunch.

2. Student contact time per day shall not exceed six hours and 15 minutes excluding passing time.

3. Employees may take 22-minute breaks at their discretion, with the approval of the administrator.

4. The on-site planning period shall be at least 30 minutes per day.

5. Employees shall be paid at their hourly rate of pay. 6. Sick leave shall be prorated on a 9.35 hour day

K. The 12-month calendar for school psychologists shall include a 245 duty days.

**Appendix B (add)**

**TWELVE MONTH EMPLOYEES (School Psychologists)**

Holiday
Independence Day
Labor day
Thanksgiving Holidays (Teacher Holidays and Teacher none—work days)
Winter Holidays (Two Weeks)
Spring Break (One Week)

## Attachment #5

### Suggested Revisions to the Supplement Manual

from  
CTA 1/30/18  
11:26am

Minutes from Collective Bargaining 8/24/17 #6 states "School Social Workers and School Psychologists are eligible for the mentor supplement." However, these affected staff are now told that they are not eligible anymore because they are not school-based.

Revisions to the language of the supplement manual below is suggested so that the agreed upon supplement for mentoring can be provided to school social workers and school psychologists.

The Instructional Coach is responsible for coordinating the ~~school-based~~ New Instructional Personnel teacher Induction Program. Using the ~~New Teachers~~ Instructional Personnel Induction Manual provided by Instructional Development Services/Teacher Academy, the Instructional Coach working with and through the ~~school~~ assigned administrator will provide support and assistance to ~~teachers~~ instructional personnel hired new to OCPS. The instructional Coach will attend training sessions provided by Instructional Development Services/Teacher Academy. Training session will focus on resources and strategies supporting new ~~teachers~~ instructional personnel. The Instructional Coach will also assist the ~~school-based~~ program by providing training and assistance to the assigned protégé mentors. Instructional Coach \$793.00

The New Teacher-Instructional Personnel Induction Mentor is responsible for support to assigned ~~protégé~~ <sup>instr. pers</sup> teachers ~~instructional personnel~~. The Mentor will be assigned to a ~~protégé~~ <sup>instr. pers</sup> similar in subject, area of certification or grade level. Typical duties would include helping the assigned ~~protégé~~ <sup>instr. pers</sup> ~~teacher~~ instructional personnel locate information about students, develop lesson plans and discussing effective teaching methods in order to analyze the process of teaching or responsibilities related to their area of certification and assigned duties. Mentors could be assigned a maximum of three ~~protégés~~ <sup>instr. pers</sup>. Training for mentors will be delivered by the school's assigned Instructional Coach or by way of Clinical Educator training. The funding source for these supplements is from the 117B General Appropriations - Teacher Training Mentor \$227.00/protégé \*

not  
person

## Speech Language Contract Language Proposal

from  
CTA  
1/30/18  
11:55  
am

### ARTICLE XIV DUTY DAY

C. The Board agrees to provide substitute teachers for art, music, and physical education teachers and media specialists. No teacher (or speech language therapist) shall be used as a substitute for another teacher except in cases of emergency or unforeseen circumstances. The District shall maintain a substitute pool for the filling of vacancies due to absenteeism.

all  
new  
In the event of a missed therapy session due to the absence of a speech language therapist, whether the absence is caused by work on non-work related reasons, a speech language therapist shall not be required or be responsible to provide make-up sessions or perform any of the duties required while in attendance. No OCPS school assigned therapist shall be required to provide or be responsible for coverage of the absent therapist.

### CASELOAD

E 3. If district-wide ratios for students to social workers, speech language therapist and school psychologists not assigned to schools exceed the prior year's ratio, the designated lead social workers, speech language therapists and school psychologists may request a meeting with the Superintendent or designee to discuss the issues and attempt to resolve them.