



*THE SCHOOL DISTRICT OF LEE COUNTY and
THE TEACHERS ASSOCIATION OF LEE COUNTY*

TALC Bargaining Committee
Monday, January 28, 2019
Agenda

Items

1. Check-In
2. Minutes
3. Article 5 (General Employment Practices)
4. Article 8 (Performance Evaluation)
5. Article 9 (Disciplinary Procedures)
6. Article 10 (Compensation)
7. Check-out

Mission: To ensure that each student achieves his/her highest personal potential

Vision: To be a world-class school system

TALC Bargaining Committee
FY19 (2018-2019 School Year)



**THE SCHOOL DISTRICT OF LEE COUNTY and
THE TEACHERS ASSOCIATION OF LEE COUNTY
TALC Negotiation Minutes
FY19 (2018-2019 school year)**

January 28, 2019

Agenda

Check-in

Minutes

Article 5 (General Employment Practices)

Article 8 (Performance Evaluation)

Article 9 (Disciplinary Procedures)

Article 10 (Compensation)

Check-out

Check-In

Time Constraints: none ***** , 4:40PM

Elephants: none *****

Missing: ~~Anna Whitten~~, Bonnie McFarland

Expectation: Make progress*****; emphasize equity

Minutes: December 10, 2018 Approved

Story - Article 5 (General Employment Practices)

- There is a request to start this evening's discussion with Article 10 (Compensation)
- The TALC Labor/Management Committee set the agenda for tonight earlier today
- There are a number of teachers in attendance tonight, so there is a request to start this evening's discussion with Article 10 (Compensation)
- The TALC Labor/Management Committee still needs to report out on Article 5 (General Employment Practices), Article 8 (Performance Evaluation), and Article 9 (Disciplinary Procedures)
- If the TALC Labor/Management Committee report takes too long, then we can re-evaluate and decide as a group to move to discussing Article 10 (Compensation)
- It's probably worth noting for those who are in attendance that we're negotiating a successor agreement to the FY18 (2018-2019 school year) TALC Contract, so this is a full-book negotiation and there are a number of items that we've been discussing since we began negotiations in June 2018

- In terms of Article 5 (General Employment Practices), we left off discussing a change in Florida Statute that eliminates what many people have referred to as “annual contract protections”
- As we mentioned at our last bargaining session, Florida Statute is not always written with a positive tone, which led to contract language being written with a negative tone
- The tone that the legislature chose was “these are the things that teachers should be fired for” and the contract language written in response was “if teachers do these other things, then they shouldn’t be fired”
- There is nothing that says “these are the things that teachers should do to have their contract renewed”, it’s all very negative and focused on firing teachers
- The District presented proposed language that is written with a positive tone and still complies with Florida Statute (see attachment)
- This proposed language was drafted in response to a change in Florida Statute, which now prohibits the District from being able to have a contingency based renewal of any teacher with Annual Contract status
- TALC would like to point out that this legislation was part of House Bill 7055, which was signed into law in 2017 by former Governor Rick Scott
- The language says, “TALC may...”, which seems to lack accountability; we would like to have the District review the option in full for the group
- Does it say that if a teacher meets the criteria in Part 2 of the option, but is recommended for non-reappointment, then a review of the non-reappointment recommendation will be requested? Or does it say that if a teacher requests a review of the non-reappointment recommendation and the teacher meets the criteria then it will automatically be reviewed?
- It says that TALC may request a review of the recommendation for non-reappointment, if the teacher meets the criteria; there may be situations where TALC does not want to request a review of a recommendation for non-reappointment, so it will not be automatic
- In Part 2 of the option, bullets one (1) and two (2), do they include both the VAM Rating and Manager’s Rating?
- For the current year, it would be only the Manager’s Rating, because the state does not release the data for the VAM Rating until the following school year
- TALC has represented employees in the review of these non-reappointment recommendations for the past three years, however there has been some confusion about how the process works; the proposed language is more positive and easier to understand
- There appears to be a contradiction in Part 2 of the option under the second bullet; if there’s not a position available for a person at their school, then they’re not eligible for a review of the recommendation for non-reappointment, but it says that teachers with a recommendation for non-reappointment that is reviewed may be placed at another school
- To clarify, if there is a school that does not have a position for a teacher for the following year and the teacher is non-reappointed, the teacher can apply to positions at other schools; teachers do not have the option to request a review of a recommendation for non-reappointment when it is due to budgetary reasons
- Teachers who are eligible for a review of their recommendation for non-reappointment often request that they be given the opportunity to start fresh at another school; many people don’t want to return to a school where they feel like they’ve gotten a vote of no confidence from the principal, because they’re concerned that things will end up the same

the next year; we want everyone to be somewhere that they feel they can be successful, because that gives students a better chance to succeed as well

- If a teacher is recommended for non-reappointment due to budgetary reasons, can the teacher be placed on a priority staffing list?
- The District is not sure that we can support giving priority status to one teacher with Annual Contract status over another teacher with Annual Contract status
- Could a priority staffing list be generated for teachers who are being recommended for non-reappointment that says whether they received a Manager's Rating of Highly Effective or Effective? No, this would be a challenge in terms of manageability
- The District's overall desire is to find teachers a position where they can be the most successful
- There have been employees who have had a recommendation for non-reappointment overturned and when finding them a new position the District takes into account where the school is located in comparison to their home, what grade level or subject areas they are certified in and most comfortable teaching, etc.
- All of these factors are discussed with Recruitment and we've been able to find a new position for these teachers that works for the teacher
- For consistency, can we have sentences after the bullets be capital or lowercase? Yes
- Would this proposed language replace the language in Article 5.01(1) (Annual Contract)? Yes
- The TALC Labor/Management Committee discussed Part 4 of the option and the fact that there might be some concern about including this language, since it is not positive
- We do not need to keep Part 4 of the option, but it's still the law, so we still need to follow it; we left it in there for now as an educational piece for the bargaining teams to decide on
- Does the District agree to the release of most employees who wish to leave during the term of their contract? Yes

Option - CONSENSUS

1. Section 2 Change "TALC may" to "District shall review an Administrator's recommendation for non-reappointment upon TALC request, if: . . ."
2. "Upon employee or TALC request, if:"

Story - Article 5 (General Employment Practices)

- To clarify, this test and the consensus is to change the wording in the proposed language, not the replacement of Article 5.01 as a whole, yet, right? That's correct

Caucus

TALC Report-out: TALC discussed the option and we questioned the wording of Part 2 of the option. We are comfortable with the option, despite the language in Part 4 of the option.

District Report-out: The District discussed the option in general and how changes in Florida Statute have made the current language in Article 5.01(1) unenforceable, since it's no longer

legally permissible. It is important to the District that we provide protections for teachers with Annual Contract status in a way that is legally permissible. We feel that we have drafted proposed language that allows us to do that.

Story - Article 5 (General Employment Practices)

- TALC is not comfortable being the sole entity for requesting a review of a recommendation for non-reappointment
- If a teacher is not a dues paying TALC member, then the process may be confusing; it was assumed that since TALC is more experienced in requesting these reviews that TALC has an interest in requesting them
- What about Article 5.01 (1)(d)(2)? It says that the review process is not subject to the grievance process. Is that going to be included in language? Yes, a recommendation for non-reappointment is not subject to the grievance process

Story - Article 5 (General Employment Practices)

- Another housekeeping item, there were recently changes to Florida Statute around Veteran's Preference
- After reviewing both the TALC Contract and the SPALC Contract, the District noticed that there was no language referencing Veteran's Preference like there is for laws dealing with Worker's Compensation, the Family Medical Leave Act, and the Americans with Disabilities Act
- There are state and federal laws that deal with Veteran's Preference and the District feels very strongly that we owe it to those who have served in the military that we add a reference to make employees aware of these protections

Option

1. Add reference in Article 5 (General Employment Practices) that the District will follow state and federal laws regarding Veteran's Preference
2. Proposed language to replace article 5.01(1) (Annual Contract)

Straw Design – CONSENSUS

- A. 1 & 2

Story - Article 5 (General Employment Practices)

- In the Snapshot from June 4, 2018, Article 5.05 (Assignment of Duties) is mentioned in reference to TALC's desire to request an acclimation period for teachers
- Most teachers are hired prior to the start of school in August giving them the benefit of pre-school week to prepare their classrooms and to prepare for students
- Teachers who are hired later in the school year are typically handed the keys to their classrooms and expected to be ready to teach the next day
- This does not set the teacher up to be successful or allow students to have a teacher who is prepared

- At my previous school we gave newly hired teachers the curriculum prior to their start date, is this the District's standard practice?
- It is the expected by the District that schools give newly hired teachers three (3) days without students to get acclimated; guest teachers have been authorized to fill-in for three (3) days while this occurs
- About two (2) years ago, onboarding protocols were implemented for principals, so that they would know the expectations when it comes to new hires
- A survey in FY18 (2017-2018 school year) showed that at that time there was a fifty-fifty split in terms of whether principals were following the onboarding protocols; it's something the District is monitoring more closely in FY19 (2018-2019 school year)

Story - Article 8 (Performance Evaluation)

- An item of concern over the years has been lesson plans and their place in performance evaluations
- There are a wide variety of ways to complete lesson plans and a wide variety of ways that principals are checking lesson plans
- There is also the question about what a highly effective lesson plan looks like
- The Teacher Evaluation Committee agreed to remove the indicator that covers lesson plans, 1A, from the TALC evaluation instrument, so that is the recommendation on the table
- It's important to note that the TALC Contract still requires lesson plans, so that the District can ensure compliance for students receiving ESOL or ESE accommodations
- TALC Contract Article 7.01(4)(a)(1) (Lesson Plans) will remain in place, but lesson plans will no longer be directly part of a teacher's evaluation

Option - CONSENSUS

1. Remove Domain (1)(a) from the TALC evaluation instrument

Story - Article 10 (Compensation)

- Article 10 (Compensation) is not an elephant, but it is a big deal
- Chiefs and Executive Directors received a good chunk of money in a recent raise. How is it teachers are not receiving an increase, but those that make three (3) to four (4) times more than teachers did receive an increase?
- TALC understands that increases for Chiefs and Executive Directors come from a different pot of money; however, when teachers who are struggling to pay their bills, find a place to live, and buy a car, how can we explain to our bargaining unit members that are they are not getting an increase in FY19 (2018-2019 school year)?
- The increase was approved in FY18 (2017-2018 school year) and did not become effective until FY19 (2018-2019 school year), so it is not an FY19 (2018-2019 school year) increase
- So you're saying the payment of this increase and the confusion is a matter of timing? If so, the timing gives a bad appearance
- There is never going to be a good time for Chiefs and Executive Directors to receive an increase

- There is a significant amount of research around compensation and the concept of transparency; research by an industry leading compensation company called Payscale describes transparency in terms of a spectrum; employees want to know:
 - What am I going to be paid and when?
 - What do I need to do in order to increase my pay?
 - How do I know if I'm doing the things I need to do to increase my pay?
 - What does my pay look like in comparison to similar positions within my organization and in other similar organizations?
 - Are all employees being held to the same standard?
- The research shows that less than 10% of all employers provide the transparency necessary to answer all of these questions; as a public employer, we have no choice
- In most large corporations, there is a 300:1 ratio for executives and worker compensation; these numbers have skyrocketed since the 1960s when they were closer to 40:1
- Since FY16 (2015-2016 school year), the District has brought comparison data forward, which includes the line graph that we've been showing at bargaining since FY17 (2016-2017 school year)
- This comparison data has helped us determine the market rate, based on other districts in the State of Florida
- We ended negotiations in FY18 (2017-2018 school year) with a contract that moved teachers to the 55th percentile in the State of Florida
- At bargaining sessions before Winter Break, the District presented a proposal and discussed the overall goal of getting teachers to the 75th percentile in the State of Florida
- We have had conversations with the Business and Finance Division about where that money will come from; they highlighted the improvement in operational efficiencies of employees at the District office over the past few years and plans to continue to build on those improvements
- If you look back at the minutes from years past, clarity and communication about compensation have been interests of both the District and TALC; that's part of our commitment to improve transparency
- There are now Welcome Aboard sessions for newly hired instructional staff, where they are presented information about total compensation, which includes not just your take home pay, but also Board contributions toward health insurance, and employer contributions to the Florida Retirement System (FRS)
- The fiscal year runs July 1 to June 30, so it's important that people understand that changes in compensation are based on fiscal year, which is the same as the contract year; it's not based on the calendar year or the school year
- We have said again and again, whether you're an applicant, a new employee, or a current employee, your compensation shouldn't be complicated; you have a day job, trying to figure out how to read your paycheck to make sure that it's correct, shouldn't be part of it
- Communication around compensation has improved; most people know that the minimum base salary for a teacher is \$40,000.00 and the new hire salary schedule starts teachers off at that \$40,000.00 plus \$500.00 for each year of creditable teaching experience with a maximum at twenty years
- As a result of how simple and straight forward those numbers are, we've seen other districts like Orange County start to adopt similar salary schedules and more are having conversations around the value of a year of teaching

- Chiefs and Executive Directors should have received an increase in FY18 (2017-2018 school year); their increase was unanimously approved by the Board on March 27, 2018; they did not receive their increase when it was approved
- The increase was paid in December 2018 and was retroactive to July 1, 2018, which means they did not receive the increase they were due for FY18 (2017-2018 school year)
- The increase was retroactive only to the start of FY19 (2018-2019 school year), even though it was budgeted and approved to be retroactive to the start of FY18 (2017-2018 school year)
- Teachers have been working since August 2018 and the District's proposal is not retroactive to the start of FY19 (2018-2019 school year), so they will not receive their FY19 (2018-2019) increase until FY20 (2019-2020 school year)
- Again, Chiefs and Executive Directors did not receive the increase that was Board approved for FY18 (2017-2018 school year) in FY18 (2017-2018 school year)
- Did Chiefs and Executive Directors receive an increase for FY19 (2018-2019 school year)? No, there employees that have received an increase for FY19 (2018-2019 school year)
- Funding for increases that were budgeted for in March 2018 should have been paid in March 2018
- The decision was made to not give Chiefs and Executive Directors the money in March 2018; the Administrator Salary Schedule has not been changed in FY19 (2018-2019 school year)
- The amount paid out this year, was it a lump sum or spread over months of paycheck?
- In FY18 (2017-2018 school year), Chiefs and Executive Directors received the same 2.5% increase as school-based administrators, but did not receive payment for being moved to the Market Rate
- In FY19 (2018-2019 school year), ten social workers were hired without knowing what their starting salaries were going to be, how does this happen?
- Starting salaries are based upon a verification of work experience; the District cannot currently provide an exact figure for individual employees when they have not yet submitted work experience verification forms
- The minimum base salary is \$40,000.00, but based on verification of work experience, someone could make more
- We're not able to take employees at their word and sometimes employees say they have significant outside experience, but never submit the proper forms for us to verify it
- When these employees asked about their base salary, they did not get an answer
- At the Welcome Aboard events we have received questions from employees who believe they are getting paid only \$39,500.00, which is not accurate; there is a programming issue that we have been working to address for the past few years that displays some employees' salary as \$39,500.00 plus \$500.00
- It's extremely frustrating for the employee and for District staff, because even though we know that \$39,500.00 plus \$500.00 equals \$40,000.00, it's still not \$40,000.00, it's \$39,500.00 plus \$500.00
- We are aware of this concern and are working to address it with staff in Information Systems Division

- At our bargaining sessions in December 2018, there was discussion that \$3 million to \$4 million might be available for an increase in FY19 (2018-2019 school year); is there still a chance for an increase in FY19 (2018-2019 school year)?
- The pot of money is the pot of money. What the District presented includes all funding available for increases, some of which we have already agreed to put toward increasing the Board contribution of flex credits for insurance that will go into effect in April 2019
- How we spend the funding left over after the increase to the Board contribution toward flex credits for insurance is open for discussion; the District has provided a proposal and we planned on having some discussion about that proposal following Winter Break
- The District is committed to improving transparency around compensation, which means we need to focus on total compensation
- Everyone has a day job already, no one should have to spend additional time figuring out whether their paycheck is correct or making phone calls and sending emails to find out
- We all have a day job, but many teachers work two (2) or three (3) jobs
- When you talk about total compensation and benefits, I cannot add my child to the District insurance because of the cost
- The timing of the Chiefs' and Executive Directors' increases is interesting; they start being paid after the ½ cent sales tax initiative was approved and after Dr. Adkins received an increase
- It was said that the Chiefs' and Executive Directors' increase was retroactive to July 1; is that 12-paychecks or 6-paychecks? It is getting hard for TALC to justify raises for others
- I apologize if the "day job" comment offended; what I meant and should have said is that there is enough on teachers' plates and they should not have to call the District office to ask someone to help them understand their paycheck; your paycheck should be simple, straightforward, and easy to read and you should be able to view it from home
- The employee and employer relationship should not be complicated; it should be "work 'X' hours, get 'Y' amount of money"
- In terms of timing, there was compensation data that the District planned to present to TALC prior to Winter Break, however those meetings were cancelled when we began discussing a multi-year agreement
- We have been unable to present data that shows the progress that the bargaining teams have made in terms of the percent of teachers who are now being paid at or above the state average in terms of salary per year of experience
- The District's overall compensation plan is to get instructional staff to the 75th percentile and to get support staff to the state average
- All public servants in Florida are under paid in comparison to other states; no one in public education is being paid what they are worth
- The districts that we compete with for teachers are currently the highest paid districts in Florida and they are still just below the national average in terms of teacher pay
- The District's proposal is not an ending point, but rather a starting point; we cannot get people to the national average until we're well above the state average
- We have spent a lot of time at the bargaining table talking about the retention and recruitment of teachers
- I have great respect for the District representatives on the bargaining team, but what is being done to increase teacher compensation? Why would someone want to work in Lee County? Every district has great kids and great co-workers, so why Lee County?

- Retention has been a factor for the 13 to 14 years I have been on the bargaining team; every year retention comes up at the bargaining table
- In FY18 (2017-2018 school year), we put \$600.00 toward compensation for teachers who received an Effective rating on their Final Performance Evaluations
- In FY19 (2018-2019 school year), there is no plan to put money toward an increase and in FY20 (2019-2020 school year), even though more money will be available, it will not be a whole lot more
- We are losing dues-paying TALC members when they leave the District; TALC lost 20 dues paying members in December 2018, because they left the District
- The timing of the Chiefs' and Executive Directors' increase is on the District and it did not happen at the right time
- I know if you could have changed the timing, you would; we need to do something now for teachers, no matter what it is; something needs to be done for FY19 (2018-2019 school year)
- If the increases for Highly Effective and Effective ratings are left the same as they were in FY18 (2017-2018 school year) or the increase is less and the cost to employees for insurance goes down, then that means we have not found a solution for FY19 (2018-2019 school year)
- A solution has to been found to provide an increase for FY19 (2018-2019 school year) without waiting until July 1, 2019 to see the increase
- How much money does the District have in reserves? TALC understands that there has to be a certain percentage left in reserve by law.
- We have spent the last 50 minutes talking about how to retain teachers with contract language that protects teachers with Annual Contract status and changes to performance evaluations; we need to have a longer discussion about how we're going to retain teachers with money
- In looking at the Chiefs' and Executive Directors' increases, which were approved in FY18 (2017-2018 school year) but went into effect in FY19 (2018-2019 school year), it was said that there were concerns about Chiefs and Executive Directors resigning and the District's ability to successfully recruit and hire quality Chiefs and Executive Directors
- TALC's concern is there are 87 teaching positions open due to the difficulty we're having recruiting and hiring qualified teachers; District pointed out that this number is not accurate
- With such a big increase for upper-level management, where is the concern over teachers' compensation?
- I do not want to devalue the role of Chiefs and Executive Directors, you do valuable work; but not having qualified teachers in the classroom affects the behavior of students and teacher morale
- Teachers and students are hurt when there is an empty seat at the head of the classroom
- It was stated, "There is no money on the table right now for teachers and it is hurting them"
- The District stated that teachers are currently at the 55th percentile; there are a number of teachers that are retiring; do you know how many exactly and what the impact of teachers who are currently paid the most will have on that percentile?
- We do not have an exact number of teachers, but can provide that information

- There is no overall impact to the percentile based on retirements and resignations; again we're looking at the value of a year of teaching experience
- In FY16 (2015-2016 school year), the District was well below the state average in terms of average teacher salary and salary per years of teaching experience; over the past three years TALC and the District have successfully negotiated increases that have changed that and last year was the first year in a long time that we were able to say we're above the state average
- When Dr. Adkins became Superintendent, instructional staff were at the 40th percentile
- In three (3) years, the instructional staff have increased to the 55th percentile
- The District's proposal for FY19 (2018-2019 school year) and FY20 (2019-2020 school year) will move that to the 65th percentile
- Remember that all of this is in spite of the fact that the state has given the District less than a 1% increase each year
- No one thinks teachers are paid enough, but the state continues to reduce funding that the District can put toward teachers' salaries
- FY19 (2018-2019 school year) is the 4th year in a row that we have been committed to getting instructional staff the money they deserve
- Support staff are close on the heels of instructional staff and more support staff positions are scheduled to move to the Market Rate as part of the tentative agreement that was just reached with SPALC
- Our overall goal is for everyone to be paid competitively based on the positions that they're in
- Administrators are the last to move toward the Market Rate; the Chiefs' and Executive Directors' increase moves them to the 30th percentile
- Instructional staff and support staff are the priority and everyone acknowledges that
- The funding that we need to move nearly 6,000 teachers and 4,500 support staff employees to the compensation that they deserve is just not in the budget at this time
- To respond to the, "Why Lee County?" question, there are efforts being made at this time to try to help improve the soft skill of administrators, which is based on the feedback we've received from the climate surveys that have gone out over the past few years
- These surveys, as well as data from exit interviews, have shown that although compensation is important, teachers also think it's important that they have stronger school-based administrators, more professional development opportunities that are relevant to their jobs, and enhancement to the Career Ladder
- The data does not match your perceptions about the numbers of teachers that are leaving the District
- In FY18 (2017-2018 school year), the District retained 100 more teachers than in years past; there was a 2% increase in our retention rate; this indicates there must be something other than money that's keeping teachers in the classroom
- We agree that one (1) classroom without a qualified teacher is one (1) too many, but the 87 advertisements that you're referring to are not an accurate picture of the number of "real" openings
- Many of the advertisements that are posted are because principals are considering moving employees within a school and the District requires that they advertise the opportunity, so that anyone who is interested can apply

- The actual number is more like 30 “real” openings, which the District monitors closely; however, there are some principals who post anticipated vacancies or there’s wishful thinking that their budgets will increase enough to hire more teachers later in the year
- For instructional staff to be at the 75th percentile, what would the number be? And how long will it take us to get there?
- In April 2018, employees from Budget and Human Resources met to discuss an approach for a multi-year plan for compensation
- We know how far we have to go and it’s a multi-year plan, because we continue to receive only one percent increases in state funding
- We also had to transfer funds from our Operations budget to our Capital budget to cover costs incurred as a result of damage from Hurricane Irma
- In FY19 (2018-2019 school year), we received an additional \$15 million in funding from the state, which may sound like a lot, but 50% of those \$15 million were spoken for before they even arrived
- Florida Statute required us to spend that money on Safe Schools and there were required mental health allocations
- Beyond that there are other categoricals that must be paid for out of the increase in state funding, these are state mandates and are also in Florida Statute
- Beyond state funding, there’s the millage we receive from county taxes
- There’s a “roll-back rate” that’s supposed to keep the number of dollars we receive consistent
- Over the past two (2) years we have received less in roll back money
- Historically we have always gotten the same, even when there’s a change in the tax base, so that we can continue to meet the growth in the number of students serviced, however over the past two years we have gotten less than previous millages
- The Board continues to talk about our legislative priorities and we need the legislature to understand that we have improved our efficiency and it’s still not enough
- For FY19 (2018-2019 school year), there was only 1% available from the entire budget to go toward increasing employee compensation
- We have to keep compensation a priority, especially for instructional and support staff
- To answer the question, “How do we get to the 75th percentile?”
 - You may have heard people say that we “found” money; we did not find \$22 million, this money is the result of budget cuts in departments at the District office and improvements in these departments’ efficiency;
 - The District must keep 3% of new revenue, which currently equates to \$23 million dollars
 - The General Fund balance is being spent down and that has been part of our plan to come up with money to increase compensation
 - When we reduce the General Fund balance that money goes to a dedicated source, rather than a recurring expense like compensation though, because once these funds are spent there is no way to get them back, so to put them toward compensation would not be sustainable
 - The District is hovering at a General Fund balance of about 12%, our multi-year compensation plan would bring the General Fund balance down to about 10%
 - The District cannot go below 10% without it impacting our credit rating

- At 10% creditors begin to wonder what you are doing with your budget to make the General Fund balance go below what's considered an acceptable threshold
- The District has a stellar credit rating because we are fiscally responsible and have managed this money well over time
- We must continue to take the opportunity to improve operational efficiency between now and FY20 (2019-2020 school year), because those are savings that are recurring, even though it sometimes takes a year or more to see those savings
- Most organizations look at their last year's budget and stay with that for the next year; the District is now forecasting our budget, which is something most school districts do not do
- We never know what our final budget will look like, because we're always waiting on the legislature to determine what we will receive in state funding and we do not know what changes there will be in terms of money we receive from the local millage, but we will be forecasting our revenue and continuing to make strategic cuts to the budget
- The first round of strategic cuts is what will be freeing up \$22 million that we have set aside for increasing compensation for FY19 (2018-2019 school year) and FY20 (2019-2020 school year)
- We will continue making changes to the budget where possible so that we can put more and more money toward compensation in the future
- The General Fund balance part of the plan for this proposal again comes from District department cuts
- To date, we have received insurance reimbursement for only \$2 million of the damage that resulted from Hurricane Irma
- Hurricane Irma reimbursements go back into the capital budget and cannot be used for operational expenditures, which is where salaries are paid from
- FEMA has changed the rule on reporting and now the state has to review the claims we submitted and agree to the validity of the claim
- FEMA is currently on site and will be reporting to the state when they are finished with their inspection
- What is the 75th percentile for instructional staff? This has been asked several times, but it's still not clear where we stand
- A number of people have looked at the numbers as reported by FL DOE, which may lead to a distorted picture of things because counties like Martin and Nassau are smaller and may only have 300 teachers, while Miami-Dade has about 30,000 teachers
- FL DOE averages don't always take into account the sizes of these districts, which may skew the actual numbers
- When determining what the 75th percentile looks like we weighted average salaries of all districts to account for differences in size, which ensures an apples to apples comparison
- Within our District we needed a similar way to allow for an even comparison, since each employee is different when you consider differences in years of service, which is why we look at salary per years of experience
- Currently the state average for salary per years of experience is about \$715.00;
- In FY16 (2015-2016 school year), the District average for salary per years of experience was about \$550.00

- Again, an individual employee's salary would be higher based upon the number of years of experience they have
- In FY16 (2015-2016 school year), we had teachers with a salary per years of experience of \$1500.00 and teachers with numbers as low as \$200.00, so we knew we weren't giving equal value to a year of teaching experience
- In FY18 (2017-2018 school year), we continued to close the gap and ensure that no one would be below the starting salary for someone with the same number of years of experience and everyone in the District finished the year at \$500.00 per year or more
- The 75th percentile for the State of Florida is about \$900 per year of experience
- In FY16 (2015-2016 school year), we had about 20% of our teachers at or above the 50th percentile in terms of salary per year of experience
- By FY18 (2017-2018 school year), we doubled that to about 40% of our teachers at or above the 50th percentile in terms of salary per year of experience
- The District's proposal would mean that over 50% of our teachers would be at or above the 50th percentile in terms of salary per year of experience
- At the same time, districts such as Sarasota, Manatee, and Collier are increasing their minimum base salaries
- These are counties that have been successful in passing millage increases and sales tax referendums and have been used to fund increases in compensation
- It's important to note that Florida Statute limits the ways in which the District and TALC can increase teachers' salaries
- Florida Statute is prescriptive and there are explicitly stated ratios that we must follow in order to be compliant
- The Career Ladder has allowed us more flexibility in terms of salary increases
- Compensation & Labor Relations recently met with Orange, Hillsborough, Palm Beach and other counties and some have tried to come up with their own versions of the Career Ladder, but they have not been successful
- Our success with the Career Ladder is a direct result of the support that we have from TALC, the Superintendent, and the Board
- We have seen that with that kind of support we can make bigger strides than districts where there is conflict among these groups
- Are those numbers correct? The goal of the multi-year plan for compensation is to move us from about \$750.00 per year of experience to about \$900.00 per year of experience; The District's proposal for FY19 (2018-2019 school year) and FY20 (2019-2020 school year) would put us at about the 65th percentile, which would be about \$850.00 per year of experience
- Is this for Highly Effective or Effective teachers? TALC understands that Florida Statute requires that there be a difference for Highly Effective and Effective teachers
- The salary per years of experience numbers are for all teachers. We have never looked at separating out the numbers based on who was Highly Effective or Effective in a given year, but we can do so if you would like
- The District's proposal considered that the amount that a teacher with an Effective rating receives would need to be above the current District average for salary per year of experience, if we plan to continue to increase that number

Caucus:

TALC Report-out: TALC discussed the District proposal and the discussion generated a list of questions. We are not sure how to proceed. There are seven (7) questions total.

District Report-out: The District discussed the proposal. We had a very general discussion about what it includes.

TALC's questions are:

1. The TALC bargaining team would like to know how much money the District has in reserves? Please provide a dollar figure.
 - There are approximately \$23 million in reserves, which is 3% of the annual budget
 - Reserve funds are different from the General Fund balance
 - The District also maintains a small reserve for FTE purposes; as we receive projections for FTE based on student population, we hold a small amount of money for a “just in case” scenario. That amount is around \$1.5 million to \$2 million. If not used, that money is re-budgeted.
2. What percentages and percentiles? What amount must be in reserves to keep the 10% threshold?
 - \$73 million, based on the current fiscal year
3. Is the \$73 million the 12% that was spoken of earlier?
 - \$73 million is 10%
4. We know the 10% amount, what is the 3% required by law?
 - \$23 million, if we go below that the state gets involved
5. Where did the \$22 million that has been made available for increases in compensation come from? What District departments?
 - We looked at how we have budgeted over the last three years, in terms of budgeted money to actual expenditures and determined we could narrow those margins
 - In FY20 (2019-2020 school year), we are looking at \$2.5 million in cuts to department budgets
 - Budget averages were looked at and discussed with department heads. For example if a department has an average budget of \$100,000.00 and they have \$50,000.00 left over at the end of the year each year, that \$50,000.00 can be spent elsewhere
 - It could be that the department had contracts that did not go forward or that they were not using their grant funding fully
 - We looked at positions that have not been filled on a regular long term basis and asked will they be filled soon or can we free up that money to be spent elsewhere
 - Printer and copying consolidation in departments can be \$200,000.00 to \$500,000.00; it may not seem like a lot at first, but all that paper and toner adds up
 - We also looked at our inter-local agreements with county and municipal governments

- There are schools that carry over dollars from year to year, which is allowed by law; When there's a consistently high carry over amount we are now working with principals to help them identify ways for that money to be freed up and put to use
 - Grants often have carry over dollars and in some instances; it's a significant amount of money. We are making sure grant funds are used to their fullest potential and where grants be used to take pressure off the general fund they are; for example Title II funds can be used for professional development instead of using general fund money
 - This process is a change in how we do business and it is important to be honest with each other about what we're doing to free up more money for compensation
 - We need to remember the reserve fund is different from the General Fund balance; the reserve is contingency; the General Fund balance has unassigned and assigned dollars, so that money isn't all money we can just spend how we want
6. Creditable years of Experience: There are certain years when veteran teachers received a lower increase when looking at creditable years of service, does that enhance the discrepancy between veteran and annual contract salaries? If so, what is the plan to bridge the gap? We discussed how we know the District is increasing the base salary, but we have veteran teachers not making much more than a newly hired teacher. We have some teachers with 18 years' experience making the same as a new hire.
- Is the question "how are we measuring salary per year of experience?"
 - The question is in response to a concern that the New Hire Salary Schedule gives the appearance that new teachers' experience is more important than veteran teachers' experience
 - There's an order of operations issue as well; in the past teachers have received their increase and then the Market Adjustments, instead of the Market Adjustment then their increase
 - When the Market Adjustment is always last this affects veteran teachers and over time they feel their experience is not being valued
 - As a point of clarification, there are teachers with Annual Contract status who have 20 years' experience, so thinking of veteran teachers as only those with Professional Services Contract (PSC) status is not accurate
 - The Florida Legislature did away with tenure almost ten (10) years ago, so even the teachers that were hired when PSCs were eliminated are now veteran teachers
 - There are administrators who have returned to the classroom, who had PSC status, but are now Annual Contract status, they are veteran teachers
 - Five (5) to ten (10) years ago you might have been able to say that veteran teachers are mostly those with PSC status, but that is no longer the case, which is why we began looking at salary per year of experience
 - Looking at salary per year of experience is what allowed us to identify the inequities in our salary schedules for teachers with twelve (12) to sixteen (16) years of experience and for those with twenty (20) to twenty-four (24) years of experience
 - As the District average for salary per year of experience goes up, then it naturally follows that teachers with more creditable years of experience will see an increase in their annual salary

- The value of a year of teaching experience being more equitable, allows us to say that a teacher with ten (10) years of creditable experience is being paid appropriately in comparison to a teacher with one (1) year of creditable experience
 - Prior to the increases in FY18 (2017-2018 school year), there were teachers with zero (0) to eight (8) years of creditable teaching experience being paid the same \$40,000.00 base salary; we also had teacher who were being hired from outside the District with 30 years of creditable teaching experience that were starting at a base salary that was higher than what teachers who had been with the District for 30 years were receiving; this was all fixed by the New Hire Salary Schedule that was approved
 - TALC will try to clarify and re-define the question
7. If someone feels their salary is not correct, whom should they contact?
- Compensation & Labor Relations can help triage these sorts of question; if we're not the right person to contact, then we can put you in contact with the right person
 - There are essentially two (2) people in Compensation & Labor Relations that are responsible for responding to these sorts of requests from 14,000 employees
 - Your first line of defense is always your school-based administration or the secretary to the principal
 - If they are unable to answer your question, they may also be able to put you in contact with the right person
 - If your paycheck does not look correct, Payroll is the right department
 - If your job data, which includes experience credit and advanced degrees, does not look correct, Staffing & Talent Management is the right department
 - If you're not sure, feel free to contact Compensation & Labor Relations, but please be patient, since again there's only two people who cover the entire District
 - As time goes by and we continue to make improvements to PeopleSoft self-service options, the hope is that things become more transparent and that people aren't asking these questions, because they're confident that their compensation is correct and they know where to look things up themselves if they're unsure
- Can we please see the District's proposal again? Yes, on the screen is the District's proposal for FY19 (2018-2019 school year) and FY20 (2019-2020 school year), which was shared at the bargaining session on December 10, 2019 (see attachment)
 - As you can see, the District proposal includes keeping things the same for Career Ladder Movement; the Career Ladder Committee has recommended that this amount remain consistent at \$1000.00, since we don't want people to worry about what year they are or are not moving on the Career Ladder
 - What does it mean when it says "IPRF"? IPRF is the way that the Performance Salary Schedule is coded in PeopleSoft, it stands for "Instructional Performance"
 - "ITUN" and "IRTC" are instructional staff with PSC status or JROTC instructors
 - As you can see, about 98% to 99% of teachers will receive at least \$790.00 for FY19 (2018-2019 school year) and again for FY20 (2019-2020 school year), based on their Final Performance Evaluations from the year prior; some teachers will receive more if they move on the Career Ladder or receive a Highly Effective rating
 - Which year's evaluation is it that affects these numbers?
 - An individual employee's increase would be based on the prior year's evaluation

- For FY20 (2019-2020 school year) it's the FY19 (2018-2019 school year) Final Performance Evaluation
- For FY19 (2018-2019 school year) it's the FY18 (2017-2018 school year) Final Performance Evaluation
- This is a requirement of Florida Statute and the state does not release student performance data necessary for the District to determine a teacher's VAM rating until about November, which is why increases are always based on the prior year's Final Performance Evaluation
- For FY20 (2019-2020 school year) there would also be an increase based on the FY19 (2018-2019 school year) Career Ladder Movement, those numbers are projections
- For FY19 (2018-2019 school year) there would also be an increase based on the FY18 (2017-2018 school year) Career Ladder Movement, those numbers are actual numbers
- Since this is the third year that we've had a Career Ladder Movement we now have better data and can see that we have a large group of teachers who have now moved from the Apprentice Level to the Career Level; we anticipate a large group of teachers will be moving from the Career Level to the Accomplished Level over the next two years
- The District's proposal also includes an increase to the New Hire Salary Schedule and a true-up for anyone who is below the proposed base minimum salary; base minimum salary would increase from \$40,000.00 to \$41,000.00 with \$500.00 per creditable year of experience, with a maximum of 20 years
- Again, there are other Districts in SWFL that are now paying base minimum salaries of \$42,000.00 to \$44,000.00, so we need to do this in order to retain teachers and to remain competitive in terms of compensation
- The New Hire Salary Schedule that we adopted in FY18 (2017-2018 school year) is also being used as a model by other districts, because it's easy to understand
- Again, we don't think that in terms of equity it's fair for someone with 30 years of teaching experience in Michigan to move to Lee County and start out making more than someone who has been here for 30 years
- We have also received positive feedback from those teachers with two (2) to eight (8) years of teaching experience who prior to FY18 (2017-2018 school year) were still making only \$40,000.00, which was the minimum base salary
- Orange County plans to adopt a New Hire Salary Schedule that's almost identical to ours

Calendar

- February 4, 2019 from 4 p.m. to 7 p.m. (location TBD)
- February 25, 2019 from 4 p.m. to 7 p.m. (location TBD)
- We will be meeting at LCPEC, but we need to make sure that there's a room with enough space available

Check-out

1. Administrators are encouraged to recommend the reappointment of instructional staff who have demonstrated positive performance. Evidence of positive performance may include, but is not limited to:
 - Completion of appropriate professional development
 - Professional certification
 - Years of District service
 - Years of Teaching experience
 - Positive attendance
 - Responsiveness to the school community
 - Participation in programs that encourage student achievement and contribute to staff or student morale
 - Mentoring instructional staff
 - Positive student performance data
 - A history of positive final performance evaluations
 - The absence of disciplinary documentation
2. TALC may request that the District review an administrator's recommendation for non-reappointment, if:
 - an employee's two most recent evaluations are highly effective
 - an employee's three most recent evaluations are a combination of highly effective and effective
 - an employee is on a probationary contract, received an effective manager's rating, and was responsive to administrative coaching

The District will not review recommendations for non-reappointment, if:

- A teaching position does not exist at the school for the following year
- An employee has failed to maintain proper certification
- An employee has received a letter of reprimand or more significant discipline

The District may reverse an administrator's recommendation for non-reappointment and recommend that an employee be reappointed at the same school or another location.

3. Florida Statute requires that a report be made to FL DOE, if instructional staff receives:
 - two unsatisfactory evaluation ratings in a three year period
 - three consecutive needs improvement ratings
 - a combination of needs improvement and unsatisfactory ratings for three consecutive years
4. Florida Statute requires that a report be made to FL DOE, if instructional staff fails to complete the full term of their annual contract, unless the District authorizes the employee's release.

Estimate of Fiscal Impact for TALC FY19 Contract Options

Budget vs. Proposed Estimates	
Budgeted Amount of TALC Increases	\$ 16,250,000.00
Estimated Performance Pay FY19	\$ 7,124,060.42
Estimated Performance Pay FY20	\$ 7,124,060.42
Estimated Career Ladder Movement FY18	\$ 395,253.10
Estimated Career Ladder Movement FY19	\$ 492,617.50
New Hire Salary Schedule	\$ 1,114,212.50
Total of Proposed Changes	\$ 16,250,203.94
Difference	\$ (203.94)

Performance Pay Details			
Estimated number of IPRF Employees			3,747
Estimated number of ITUN/IRTC Employees			2,163
Estimated Total Number of Instructional Employees			5,910
Retirement Rate			8.26%
FICA/Med Rate			7.65%

Estimates: Performance Pay FY19					
Final Evaluation Rating	Estimated Number of Employees	Proposed Performance Pay Amount	Estimated Total	Estimated FRS Retirement and FICA/Med	Estimated Total with FRS and FICA/MED
IPRF					
Highly Effective	1,356	\$ 1,580.00	\$ 2,142,480.00	\$ 340,868.57	\$ 2,483,348.57
Effective	1,776	\$ 790.00	\$ 1,403,040.00	\$ 223,223.66	\$ 1,626,263.66
Other/No Increase	615	\$ -	\$ -	\$ -	\$ -
ITUN/IRTC					
Highly Effective	1,148	\$ 1,580.00	\$ 1,813,840.00	\$ 288,581.94	\$ 2,102,421.94
Effective	996	\$ 790.00	\$ 786,840.00	\$ 125,186.24	\$ 912,026.24
Other/No Increase	19	\$ -	\$ -	\$ -	\$ -
Totals	5,910		\$ 6,146,200.00	\$ 977,860.42	\$ 7,124,060.42

Estimates: Performance Pay FY20					
Final Evaluation Rating	Estimated Number of Employees	Proposed Performance Pay Amount	Estimated Total	Estimated FRS Retirement and FICA/Med	Estimated Total with FRS and FICA/MED
IPRF					
Highly Effective	1,356	\$ 1,580.00	\$ 2,142,480.00	\$ 340,868.57	\$ 2,483,348.57
Effective	1,776	\$ 790.00	\$ 1,403,040.00	\$ 223,223.66	\$ 1,626,263.66
Other/No Increase	615	\$ -	\$ -	\$ -	\$ -
ITUN/IRTC					
Highly Effective	1,148	\$ 1,580.00	\$ 1,813,840.00	\$ 288,581.94	\$ 2,102,421.94
Effective	996	\$ 790.00	\$ 786,840.00	\$ 125,186.24	\$ 912,026.24
Other/No Increase	19	\$ -	\$ -	\$ -	\$ -
Totals	5,910		\$ 6,146,200.00	\$ 977,860.42	\$ 7,124,060.42

FY18 Career Ladder Movement					
Career Ladder Level	Estimated Number of Employees	Career Ladder Movement Incentive	Estimated Total	Estimated FRS Retirement and FICA/Med	Estimated Total with FRS and FICA/MED
Apprentice to Career	334	\$ 1,000.00	\$ 334,000.00	\$ 53,139.40	\$ 387,139.40
Career to Accomplished	7	\$ 1,000.00	\$ 7,000.00	\$ 1,113.70	\$ 8,113.70
Totals	341		\$ 341,000.00	\$ 54,253.10	\$ 395,253.10

FY19 Career Ladder Movement					
Career Ladder Level	Estimated Number of Employees	Career Ladder Movement Incentive	Estimated Total	Estimated FRS Retirement and FICA/Med	Estimated Total with FRS and FICA/MED
Apprentice to Career	350	\$ 1,000.00	\$ 350,000.00	\$ 55,685.00	\$ 405,685.00
Career to Accomplished	75	\$ 1,000.00	\$ 75,000.00	\$ 11,932.50	\$ 86,932.50
Totals	425		\$ 425,000.00	\$ 67,617.50	\$ 492,617.50

Estimates: Proposed New Hire Salary Schedule Effective July 1, 2019					
Salary Increase (\$41,000 plus \$500/year)	Estimated Number of Employees	Estimated Average Increase	Estimated Total	Estimated FRS Retirement and FICA/Med	Estimated Total with FRS and FICA/MED
Tru-Up for Current Employees	275	\$ 1,000.00	\$ 275,000.00	\$ 43,752.50	\$ 318,752.50
New Hires	600	\$ 1,000.00	\$ 600,000.00	\$ 95,460.00	\$ 695,460.00
Salary Supplements			\$ 100,000.00	\$ -	\$ 100,000.00
Totals	875		\$ 875,000.00	\$ 139,212.50	\$ 1,114,212.50

DRAFT



**THE SCHOOL DISTRICT OF LEE COUNTY and
THE TEACHER'S ASSOCIATION OF LEE COUNTY**

**TALC Bargaining Committee
January 28, 2019
Sign-In**

COMMITTEE MEMBERS		
Name	Position	Initials
Dr. Angela Pruitt, Chair	Chief Human Resources Officer	AP
William Rothenberg	Director, Compensation & Labor Relations	WR
Mike Gatewood	Compensation & Labor Relations	MG
Ben Ausman	Principal (Bayshore Elementary)	
Greg Blurton	Business & Finance	GB
Carl Burnside	Principal (Dunbar High)	CB
Jessica Duncan	Director, ESE	JD
Rachel Gould	Principal (Mariner Middle)	RG
Kim Hutchins	Director, Payroll	KH
Bonnie McFarland	Insurance & Benefits	
Shannon Smith	Staffing & Talent Management	SS
Brian Williams	Staff Attorney	BW
Dr. Kerr Fazzone	Director, Island Coast FEA	KF
Kevin Daly	President, TALC	KD
Heidi Brennan	Curriculum & Staff Development	HB
Christine Carberry	Buckingham Exceptional Cener	CC
Jill Castellano	East Lee County High	JC
Samantha Hower	Mariner High	SH
Amy Johnson	Mariner Middle	AJ
Christina Linder	Ray V. Pottorf	CL
Bob Scoppettuolo	Three Oaks Middle	BS
Christina Sterrett	Tortuga Preserve	CS
Sheena Torres-Nunez	Student Welfare	SN
Anna Whitten	Colonial Elem	AW

Kelly Linder

Budget

Mission: To ensure that each student achieves his/her highest personal potential
Vision: To be a world-class school system

TALC Bargaining Committee
FY19 (2018-2019 School Year)



**THE SCHOOL DISTRICT OF LEE COUNTY and
THE TEACHER'S ASSOCIATION OF LEE COUNTY**

Andrew Davis,
Lauren Forbis

Theatre Teacher - VPAA
Choir Teacher - VPAA

[Handwritten signatures]

GUESTS

January 28, 2019

Name	Position	Initials
Meredith Slough	Teacher	MS
Matthew Estevez	Teacher	ME
April Nelson	Teacher	AN
Rebecca Maule	Teacher	RM
Bryon Taylor	Community Observer	BT
Sahnie Mae Hawkins	Teacher	SH
Ala Kocher	Teacher	AK
Amy Johnson		
Sam Seaverance	Teacher	SS
Shaw Pearson	Teacher	SP
Kevin Mars	Teacher	
Kevin Black	Teacher	KB
Merritt Blandford	School Social Worker	MB
Lisa Alexander	Teacher	LA
Mary Christy	ESE teacher	
Shirley Williams	Teacher	
Terry Jacob	ESE	
Alexis Camptaro	Teacher	AC
Joseph Camptaro	Teacher	
Shen Hoback	Counselor	SH
Sam Hoback	Spouse	
Ucker Santini	Teacher	US
Debra Reese	Teacher	
Mary Jo Patten	Teacher	
Tracy Heyner	Teacher	
marcia Loiacano	Teacher	
Mindy Stoddard	Teacher	

Mission: To ensure that each student achieves his/her highest personal potential
Vision: To be a world-class school system

Chelsea Mendes teacher
LaTonya Starks teacher
Tranellie Starks teacher

TALC Bargaining Committee
FY19 (2018-2019 School Year)

[Handwritten signatures]

Johanna Moreno

Teacher

JM

Morie L. Estrany

Teacher

ME

Annette Luca-Hmos

Teacher

ALH

JP Druskis

Teacher

JP

Regina Liggins

Teacher

RL

Kelly Howiszak

Teacher

KH

Crystal Creech

Teacher

CC

Miranda Keller

Teacher

MK

Pebble Jtr

Teacher

PJ

Davidyn Souppa

Teacher

DS

Mardi Beair

Teacher

MB

Dharthaves

Teacher

DA

Dagmar Lund

Teacher

DL

Joya Balla

Behavior Specialist
ESE Teacher

JB

Jaime Wheeler

Teacher

Heather Rodriguez-Wibbels

Teacher

HR

Lina Weiden

Teacher

LW

Debbie Prachet

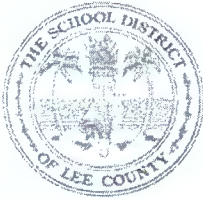
Teacher

DP

Arlene Olson

Teacher

AO



**THE SCHOOL DISTRICT OF LEE COUNTY and
THE TEACHER'S ASSOCIATION OF LEE COUNTY**

GUESTS		January 28, 2019
Name	Position	Initials
Noel Shields	K Teacher	NS
Ann Seelay	K teacher	AS
Danielle Knapp	Secondary Sci Specialist	DK
Kyle Nelson	Teacher	KN
Michael Cochran	teacher	MC
Claudia Williams	teacher	CW
Dawn Trendelenburg	Teacher	DT
JUSTINE HERTMAN	School social worker	JH
Rachel Oswalt	Teacher	RO
Jack Edmund	Teacher	JE
Ada Bromley	Teacher	AB
Daniela Orta	Teacher	DO
Jen Shamrock	Teacher	JS
Mark Shamrock	Teacher	MS
Jamie Mihal	SPAC Pres	JM
Jamie Cojocaru	School Social worker	JC
Andrea Leschman	Teacher	AL
Glen Sestae	Teacher	GS
Charla Fox	Teacher	CF
Diane Johannes	Schwab Teacher	DJ
Kayla Mars	Math teacher	KM
Karen Kuzer	Teacher	KK
Erika Hirsch	Teacher	EH
Jessie Gent	Teacher	JG
Mort King	Teacher	MK
Cathleen Weber	School Social Worker	CW

Julie Camerling Teacher

Mission: To ensure that each student achieves his/her highest personal potential

Vision: To be a world-class school system

Christy Moore Teacher

TALC Bargaining Committee
FY19 (2018-2019 School Year)

CM

Brenda Doucette Teacher
Kimberly Lindmeyer Teacher
Tammy Thurman Teacher
Shelley Downey-Consolo Teacher
Shantel Keesler Teacher
Nicholas Mawo Teacher

Robert Moore TCM
Miranda Gantung Teacher
Quincy Hosey Teacher
James, Corey K Teacher

De'Shaynte Smith Social Worker
Latana

Nora McDonald Teacher

Jennie Cotoia Teacher

Valerie Starling Teacher

Nichelle DeBarr Teacher

L. Letz Teacher

Casey Radvansky Teacher

Brooks Harding Teacher

BED
KL
TS
SMM
JL
NM

NG

MB

SLM

SL

SL

NM

Jenifer

Val

MB

NG
CY

SL



**THE SCHOOL DISTRICT OF LEE COUNTY and
THE TEACHER'S ASSOCIATION OF LEE COUNTY**

GUESTS		January 28, 2019
Name	Position	Initials
Andrea Cruz	Teacher	ac
Spring Dickson	Teacher	SD
Angela Haus	Teacher	HT
Susan Taylor	Teacher	st
Christina Toppell	Teacher	CT
Carolee Mason	Teacher	CM
Brandi Wagoner	Teacher	BW
Jennifer Riscalleda	Teacher	JR
Matthew Preshe	Teacher	MP
Iris Grimaldi	Social Worker	IG
Sherry Wenzel	School Social Worker	SW
Minda Jones-Daegling	Teacher	MD
Jeanne Moran	SIOA	JM
Melanie Red	Tree Line Teacher	MR
Dawn Bernackin	Teacher	DB
Shaye Sutherland	Teacher	SS
Elizabeth Kelson	SPALC	EK
Trudy Doten	Teacher	TD
Steph Donco	Teacher	SD
Ueki Scott	Teacher	US
Adam Hirsch	Teacher	AH
Kathy Bell	Teacher	KB
Lisa Pfeiffer	Teacher	LP
Carolyn Hells	Teacher	CH
J. Laery	Teacher	JL
K. Jenkins	Teacher	KJ
K. Welter	Teacher	KW











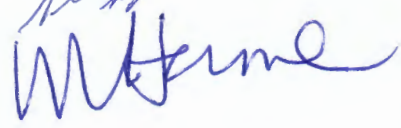

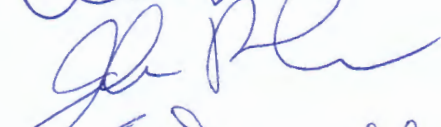
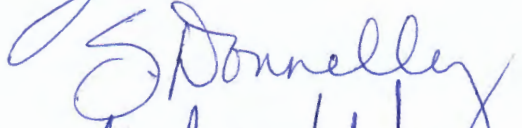
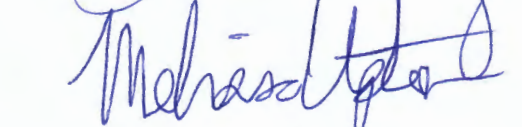


Mission: To ensure that each student achieves his/her highest personal potential

Vision: To be a world-class school system

A. Staak Teacher
Shandra Buckens Teacher
Lillian Speenburg Teacher

TALC Bargaining Committee
FY19 (2018-2019 School Year)

TOMS
SB

Lisa Miller	Teacher	
Adam Gross	Teacher	
Jason Conzob	Teacher	
Cindy Petruzzelli	Teacher	
Catherine Shea	Teacher	
Andrea Hallan	Teacher	
Eugenia L. Lewis	ESE LRS	
Debbie Neukirch	Teacher	
Molly Phennica	Teacher	
SEAN GRIFFIN	Teacher	
Monica Hamme	ESE Teacher	
Alexandria Polinice	Teacher	
Donn Polinice	Teacher	
Susan Donnelly	Teacher	
Melissa Upton	Teacher	
Nancy Eggeeling	Staffing Specialist	
Matthew Carey	Teacher	
Lynette Rodriguez-wibbels	Teacher	