



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

**TALC Bargaining Committee
Monday, September 17, 2018
Agenda**

Items

1. Check-In
2. Minutes
3. Article 7
4. Article 8
5. 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 Contract Negotiations FY19 (2018-2019 school year)

September 17, 2018

Agenda:

- Check-In
- Minutes
- Article 7
- Article 8
- Check-Out

Check-In:

Will Rothenberg, Dr. Angela Pruitt, Mike Gatewood, Brian Williams, Greg Blurton, Kim Hutchins, Rachel Gould, Carl Burnside, Heidi Brennan, Ben Ausman, Jill Castellano, Dr. Kerr Fazzone, Christina (Tina) Sterrett, Amy Johnson, Christine Carberry, Anna Whitten, Bob Scoppettuolo, Sheena Torres, Kevin Daly, Samantha Hower, Jessica Duncan

Time Constraints: 5:15 PM, 6:00 PM

Missing: Bonnie McFarland, Shannon Smith, Christina Linder

Elephants: (none)

Minutes: Approved

Story - Article 7 - Preschool Week

Last option for Preschool Week was presented on July 23rd

Option

3. Add a new subsection in Article 7.03, titled "Pre-school Week". Pre-school Week shall consist of ~~two (2)~~ one (1) District In-service Days and ~~three (3)~~ four (4) Pre-school Days. During the four (4) Pre-school Days, teachers shall have at least ~~10~~ 12 hours for uninterrupted planning and preparation for the upcoming school year.

4. Section 7.01-Duty Day add the word "Pre-school"

- Past practice at many schools for Pre-school Week days has been a seven (7) hour work day with one (1) for lunch
- TALC assumed the workday minus lunch was 6 hour days; that is how TALC came up with the 12 hours of uninterrupted planning and preparation

- The information provided by school administration to Human Resources did not mention a scheduled lunch period of one (1) hour; a scheduled lunch period is not part of Option 3
- Principals should be allowed flexibility, meaning there may be times a teacher has a full day in their classroom
- According to the TALC Contract, In-service Days have always been an all-day event; can In-service Days be piecemeal like Professional Duty Days? Is there a half-day option for In-Service Days
- Principals would like the flexibility because at times In-Service Days are used for planning and preparation, for instance if a training ends early
- Helping principals make the best decisions for how to schedule the Pre-School Week requires that we give them flexibility
- Not every proposal by TALC or issue discussed is meant to attack the principals that may not be as artful in their scheduling of the Pre-school Week
- It has been a past practice at many schools that an In-service Day is In-service Day and a Professional Duty Day is Professional Duty Day; TALC would like there to be something that's more enforceable that teachers can use as a reference
- Is Option 3 going to mean we stop using the term "Professional Duty Day" for Pre-school Week? Yes
- On those Saturday's where there are Open Houses teachers leave after the Open House and do not work a regularly scheduled day, which would be seven (7) hours; we would like there to be some kind of framework that protects both administration and instructional staff on these days
- Leaving a few hours early seems a reasonable tradeoff when there are teachers who stay late every day during the school year
- Teachers spend more time working past their regularly scheduled hours than they do leaving early
- We need to take into consideration that ESE has a limited number of trainers; if In-service Days and hours are limited, then there will be limited opportunities for people to receive necessary training; flexibility during the Pre-School Week provides more opportunity for instructional staff to get what they need done during the Pre-school Week
- Will the word "Pre-school" need to be defined in the contract?
- A definition can be drafted, but it may not be necessary
- In Article 7.01 (Work Day), the basic work day during Pre-School Week would be seven (7) hours; we may need to add this language to Article 7.01 as well as Article 7.03
- TALC would be more comfortable with having language about lunch during Pre-school Week as well
- Can we change Option 3 to say "twelve (12) hours for Professional Duty Days"? This would still allow principals the flexibility that they need
- Teachers want two (2) In-service Days, can we say twelve (12) hours of In-service Days, instead of a requirement that these be full days
- Are teachers only working six (6) hours per day during the Pre-school Week?
- Yes, for the most part principals schedule one (1) hour for lunch during the Pre-School Week
- Pre-School Week has never been an issue, because people got done what they needed to get done

- Will we be required to label the days as Professional Duty Days and In-service Days during the Pre-School Week?
- There's a concern that the number of In-service Days offered by the District may be mandated by the State
- "In-service Day" may need to appear on the District calendar; the District will confirm, since it's not clear from looking at Florida Statute, so it might be somewhere in Florida Administrative Code or a FL DOE requirement
- Schools like to start off the year with a welcome back so having an In-service Day on the first day that teachers return is not feasible

CAUCUS

TALC Report out: We discussed the options at length, including how things have been done historically and how they are now. We discussed our concern with an option that says ten (10) hours. We all understand the importance of the Pre-School Week and how morale at the start the school year can have a positive or a negative impact on students and instructional staff for the remainder of the year. Pre-School Week can be a factor in retention. New teachers have not been in their rooms over the summer and may become overwhelmed. Allowing a new teacher eighteen (18) hours to set up their classroom would help teachers to feel supported, however giving up six (6) of those hours for the sake of flexibility seems reasonable.

District Report out: We discussed changing the option.

Option

5. Article 7.01 (Work Day); line 3, the sentence starting with "on all" add "pre-school days," line 4 add to the sentence "to include lunch"

Story - Article 7 - Preschool Week (continued)

- Should lunch be addressed?
- No, it is not necessary to add language for lunch, there's language in Article 7.01 about lunch already
- Will there be an equity issue if schools handle lunch schedules differently; we feel some things need to be mandated to ensure equity
- It is not a best practice to restrict schools in this way; some years or some days, instructional staff at some schools may prefer to have a 30 minute lunch, so they can get done what they need to and leave early; this is part of the flexibility that is needed
- Principals do their best to have meetings and trainings in the mornings, so if someone returns late from lunch it is not a problem; lunch during the Pre-School Week should not be mandated by the District
- What about the person who has scheduled his or her day to be three and a half hours (3 ½) classroom set up time, then lunch, then three and a half hours (3 ½) preparation time?
- On a regular school day the lunch period is defined, why is it not defined for the Pre-school Week?
- Can we define the day as being from 8:30 a.m. to 3:30 p.m. instead of saying seven (7) hours? No, that's also too restrictive, schools should be given the opportunity to decide for themselves
- If the concern is that teachers need time in the classroom, then we should focus on that.

- Teachers are being paid at their standard daily rate, which means they're being paid for 7.6 hours and are scheduled to work a seven (7) hour day, which includes lunch; therefore, teachers are being paid for one and a half (1.5) hours that they're not required to work, that needs to be taken into consideration when people are saying they don't have enough time in the classroom
- We do not want to pigeon hole people into a set lunch period
- Can we add that the seven (7) hour day is to include lunch, but not specify the length of the lunch?
- It seems like there is agreement that the Pre-School Week language should say that lunch is included in the seven (7) hours
- Changing the language in the contract to say Pre-School Week days are from 8:30 a.m. to 3:30 p.m., creates flexibility issues, if training schedules require an earlier or later training
- Throughout the District, 8:30 a.m. to 3:30 p.m. is pretty standard, however the seven (7) hour language gives the flexibility to schedule for instructional staff to come in earlier or stay later, if needed
- Not to be snarky, but in regards to the twelve (12) hours, I think it's important to note that we've spent almost twelve (12) hours discussing this one issue;
- There were only one or two schools that had an issue this year that rose to the level that it required some involvement by the District; these extreme situations can be handled by the TALC Labor/Management Committee
- There are a number of more pressing issues on the agenda for bargaining this year that we have yet to discuss and our time may be better spent addressing those issues, rather than revisiting this one issue again and again
- We have already discussed some possible solutions to the underlying problems, including improving the language around school-based committees; in some of the schools that we heard from instructional staff was involved in creating the Pre-School Week calendar, so we may want to focus our attention on getting word out that this is a best practice that we recommend at all schools
- We've yet to talk about big ticket items like Compensation and Benefits, which will require a great deal of conversation
- Over the past three (3) or four (4) bargaining sessions, which span several weeks, it seems all that we have said is about all that can be said about Pre-School Week; we need to allow some time for the solutions we've come up with to work
- For TALC Members, Pre-School Week has been the number one (1) complaint this school year; TALC feels that any time spent discussing Pre-School Week is a good use of time
- There was conversation earlier about the TALC Labor/Management Committee and that it cannot be used to address these concerns, because Preschool Week schedules are determined too late in the year and TALC doesn't receive complaints from teachers until after the fact
- That's not an accurate statement; the conversation earlier was not that the TALC Labor/Management Committee can't be used to address issues with Pre-school Week schedules

- The comment you're referring to was that trying to use the waiver process to determine the Preschool Week schedule is not possible, because of the timing of establishing a Pre-School Week schedule and the time required to take a vote, teachers are not at work at the time that you would need to take a vote and there would not be time to work through the waiver process before the school year starts
- The amount of time that TALC spent answering phone calls from teachers about Pre-School Week was well over a weeks' worth of work, to TALC the time spent discussing this issue was time well spent
- Confusion over the contract language and trying to clarify things for people gives this discussion merit
- This summer, those schools that TALC reported concerns with were contacted by the District and the principals provided clarification or there was some discussion with them directly
- The question being raised is not whether this has been a good use of our time, it's whether continuing to have this conversation is the best use of our time when we're not making any further headway
- If the issue is communication, then we should focus on that, but it doesn't require that we take up the time of everyone at the bargaining table to do so
- Is TALC's issue that teachers don't have enough time in their classrooms or that teachers don't have enough time for lunch? It seems like we're starting to confuse the issue and it's not clear why we're spending so much time talking about lunch
- Teachers are told that they're professionals, until there are questions about the hours that they work and then they're treated like hourly employees; people want to know what the Pre-School Week is going to look like and that will help TALC in responding to phone calls from people who are unsure
- There needs to be flexibility at the school level for lunch; the District is not interested in mandating a lunch period
- Is it the expectation that the seven (7) hours include a lunch period?
- Yes, it's implied that if you're working seven (7) hours, you should have time for lunch; we're not aware of a worst case scenario where teachers are being denied lunch, so yes, lunch is an expectation

Straw Design – CONSENSUS

A. 3 & 5

Story - Article 7 - PLC Sign-in

- If a principal gives a directive to an employee to sign in for a PLC on a day other than the day on which the PLC is being held, how will that be handled by the District? TALC is concerned that this has ballooned into a bigger issue
- Can you clarify what you mean by this has "ballooned into a bigger issue"? Why has this issue not been brought to the attention of the TALC Labor/Management Committee?
- The response from the District is, "this is not allowed"; why is it that TALC feels that contract language is necessary to resolve this issue?

- Last year there was an issue at a school with PLC sign-in; TALC is not sure if this is a single issue or if there are two issues here, since PLC sign-in and teacher sign-in procedures are concerns
- What is district guidance on PLC sign-in?
Requiring a sign-in on different days is not allowed
- If this is occurring and a concern is brought to the TALC Labor/Management Committee, it will be stopped

Story - Article 7.01(3) - (Arrival)

- As people change schools, they are encountering a number of minor differences in school procedures and principal expectations, for example, some schools have teachers signing in on paper and other schools are using the LeeClock
- LeeClock was created to eliminate the need for paper sign-in
- TALC has heard that some administrators are not able to navigate LeeClock and are requiring a paper sign-in, so that they're able to know who is on their campus at any given time
- Why are we using both? It seems redundant; LeeClock allows you to run a report that will show you who has signed-in that day, sign-out might be another issue
- There is a school that has a model that TALC prefers, which is there is a computer kiosk at the front desk for teachers to sign-in using the LeeClock when they arrive and there is a paper sign-in next to the computer kiosk for teachers to initial
- TALC would like a standard process for teacher sign-in District-wide
- On Page 25 of the TALC Contract it states "manual sign-in"

Option

1. Article 7.01 (3)(a) line 4 after "personally signing" add "~~into~~ in electronically to LeeClock", delete "the schools teacher duty roster"

Story - Article 7.01(3) - (Arrival) (continued)

- Is it necessary for teachers to come through the front office to sign-in?
- Almost every school has a computer in the front office for staff use
- Staff does not typically come up to the office at every school; some staff choose to arrive early, which means the front office might not be open; requiring them to come to the front office after they're already settled in to work may not be the best use of their time
- How do you know who is on campus or not at a school where staff is not required to check in at the front office?
- If staff members are missing, other staff members will call the office to report it, if they see kids waiting in the hallways
- Principals do not pull information from LeeClock or look at the teacher roster unless there seems to be an attendance issue with a certain staff member
- Some ways of signing-in are dependent on the school layout, so it may be difficult to do a one-size fits all sign-in procedure
- For example, athletic coaches may enter through side or rear entrances, if they're trying to park closer to the gym or the field, especially when they have early morning practices

or have to be at school late; teachers often use their classroom computers or the computer in the office to sign-in

- As a teacher, when I used LeeClock at my old school, I never forgot to sign-in from my classroom; my new school requires a paper sign-in, which is in the office and I sometimes forget to sign-in, because I am all over the place in the mornings trying to get ready, because I'm a specials teacher
- LeeClock is used with no paper sign-in at my school; a computer is available in the front office, but it is every individual person's choice as to whether they use the front office computer or their classroom computer
- To know what teachers are on campus, say if there was an emergency before the kids arrived, could a report be pulled from LeeClock to see who is on campus? Yes
- There are two computers in the front office for staff sign-in at my school
- A central location for LeeClock sign-in seems to be the best way to proceed with the sign-in concern
- Our school uses both paper sign-in and LeeClock
- At my school we sign-in using classroom computers; forcing a person to go to the front office to sign-in would require some people to walk from the far end of the building and would be a waste of time
- When LeeClock was created, it was for insurance reporting purposes, related to changes that came about with the passing of the Affordable Care Act; now LeeClock is being used for safety purposes, so principals know who is on campus
- We need to let new teachers, both new to the District and new to schools, know the process for sign-in; it causes angst for new employees if they do not know the sign-in process, and some assume they will not get paid if they do not clock in with LeeClock
- It should not be a District-wide requirement to go to the front office, since schools have different layouts
- Itinerants are also confused about the sign-in process, because they often travel from school to school and the procedure is different at each school; are they required to sign-in at the District office and again at each school they visit? It's not clear and it shouldn't be this difficult
- Are many teachers impacted by using both forms of sign-in?
- As an administrator, if there is a concern, I handle these situations with the individual
- We would like a District-wide sign-in procedure, even for on campus visitors or District staff who are visiting a school
- Some schools still use a binder at the front desk or in the Principal's Secretary's office for signing-in late and signing-out early
- We're discussing sign-in at the beginning of the day only
- Can we use the phrase "electronically signing-in"?

Option

2. Delete the word "and" on line 4 after the word "clock", new sentence "Instructional staff" pick up with "may . . ."

Story - Article 7.01(3) - (Arrival) (continued)

- The word “personally” should stay because it’s important not to sign-in for other employees
- At Technical Colleges the office can be out of the way for employees to sign-in
- A shortcut to LeeClock is on all staff computers when they sign-on
- We do not feel it is necessary to dictate where a person signs-in electronically, the office or classroom; it’s good to know that sign-in will be electronic
- If there is a District sign-in book for itinerants at the school, is the expectation that they sign-in and sign-out at each site?
- As long as itinerants are signing-in and signing-out on the binder, they only need to sign-in one time per day to LeeClock

Straw Design - CONSENSUS

A. 1 & 2

Story - Article 7.01(2)(3) (Parent/Teacher Conference)

- Article 7.01 (2)(c)(3), at the bottom of Page 24, the concern was brought up that parent/teacher conferences are being scheduled for teachers outside of their regularly scheduled work day, which may conflict with a person’s personal schedule

Option

1. Line 45 change word “with” to “~~by~~ in collaboration with” after “the” add “with the consent of the teacher”

Story - Article 7.01(2)(3) (Parent/Teacher Conference) (continued)

- There are times a parent/teacher conference needs to be scheduled outside of Regularly scheduled hours to accommodate the parent’s work schedule; scheduling should be done after a conversation with the teacher
- The concern is that we would be limiting administration’s ability to schedule a parent/teacher concern when a conference is needed; the phrase “by the teacher” could be interpreted to allow the teacher not to attend a parent/teacher conference
- A parent/teacher conference should not be imposed on a teacher without consulting with him or her first

Option

2. Add the phrase “scheduled with the consent of the teacher”
 - Using the terminology “with the teacher” allows the teacher to continually say they cannot meet
 - The spirit of the language is that scheduling is to be done with the teacher
 - The phrase “mutually agreeable” could be used instead of “with”
 - Or “collaboration with” could be used instead of “with”
 - If a parent/teacher conference is scheduled without consultation with the teacher, can this come to the TALC Labor/Management Committee? Yes, that’s where these concerns should be raised

- Concerns do not need to wait for the TALC Labor/Management Committee to meet; they can be reported to school administration or Human Resources too
- A phone call to Compensation & Labor Relations may prompt a response from that office or from Dr. Pruitt to make sure the administrator is clear as to the District's expectation
- We have no issue with the phrase "in collaboration with"

Option - CONSENSUS

3. Add "in collaboration with the teacher"

CAUCUS

TALC Report Out: The upcoming agenda items were discussed. We discussed whether we finish Article 7 tonight, because we have guests in the room from our Department of Juvenile Justice (DJJ) locations, or whether we should wait to have those discussions at our next bargaining session.

District: No Caucus

Story - Article 8 (Performance Evaluation)

- TALC would like representation during post-evaluation conferences due to the high stakes associated with evaluations; being rated as Highly Effective or Effective now has money tied to it, so it's stressful for teachers
- Weingarten Rights do not extend to conversations about performance evaluations, those rights are exclusive to investigatory interviews
- We've discussed this many times in TALC Labor/Management Committee meetings; an employee may bring a TALC representative into the conversation after they have met with administration
- Is it the District's stance that the post-evaluation conference is neither investigative nor disciplinary and that is why the teacher should attend by himself or herself, and then bring representation later if needed?
- Yes, the post-evaluation conference should be a non-adversarial meeting; it's a chance for administration and staff to discuss their performance evaluation and there should not be any surprises at that point, because there should be documentation to support the evaluation ratings

Option - CONSENSUS

1. Status Quo

Story - Article 7 - Department of Juvenile Justice (DJJ)

- TALC members are being affected by Article 7.03 (3)(g) Department of Juvenile Justice (DJJ) employees have a 240-day school year and are on a 255-day work year calendar, which means they're eligible to accrue vacation time; Article 7.05 (Vacations) also needs to be discussed
- Due to a whole host of reasons, it has been a challenge for DDJ employees to carve out time for vacations

- We would like to discuss the language in the contract to make sure DJJ employees receive what they are entitled to
- A number of conversations have been had over the past three years or more in the TALC Labor/Management Committee meetings and there is a meeting scheduled for Compensation & Labor Relations to listen to the concerns of the employees at DJJ locations
- TALC's concern is about vacation time; according to one part of the contract vacation time is earned and may be used by employees, and another part of the contract limits the use of vacation time; requests to use vacation time are being denied due to a lack of instructional coverage or a disruption of the learning process
- We need to find people who are willing to fill in at DJJ locations on a regular basis, so employees can use the time that they've accrued
- According to FL DOE, our DJJ locations have some of the highest staff absenteeism rates in the state
- Is this due to vacation time being counted as an absence? If you removed vacation time would this still be the case?
- TALC is concerned about the denial of vacation time; denying vacation requests that are made in advance makes it difficult for employees to receive the best rates on flights or to make travel arrangements at times that are convenient to these employees
- We've heard that at DJJ locations, employees are told that they cannot take time off during the FTE week; is this standard practice across the District?
- The issues being discussed at the table may be broader in scope than what the bargaining team typically addresses
- Absenteeism at DJJ locations has been a challenge and some of it has to do with DJJ locations having a small staff size; the impact of two (2) people being out when you have a five (5) member staff is more significant
- The District's concern is the overall loss of instructional hours for students; disruption of the learning environment is always a legitimate reason for an administrator to deny a leave or vacation request; you cannot forget that we're here to serve students
- We have discussed that there are some perception issues surrounding the denial and approval of leave and vacation requests
- Some of these perception issues might be able to be addressed, if we had similar language as to the SPALC contract, which requires that all denials be recorded electronically in PeopleSoft; we don't have data on how people want to use their leave and vacation time, just how it's been approved for them to use their leave and vacation time
- We've already discussed the data about absenteeism among staff at DJJ and addressed the concern that people are in a "use it or lose it" position; the principal is the only staff member at DJJ who is in this position
- On average, instructional staff at DJJ locations miss 25 to 30 days per year; this is a significant number of absences and has a significant impact on students; it's the equivalent of a 196-day teacher missing between 19 and 23 days of school
- Working conditions at DJJ have been cited as a reason for high absenteeism among instructional staff members

- DJJ locations are unique in that they're not owned by the District; the facilities are maintained by the state and so the District is not able to exercise control over the buildings
- TALC is upset that DJJ officials do not allow the union to visit TALC members on-site; teachers are required to surrender everything to DJJ officials when they walk in the door
- Administration has expressed concern about staff burnout and is sensitive to the difficult working conditions
- There have been sewage issues, moldy walls, and a lack of supplies; yet, we've been told that the work coming out of DJJ is outstanding
- In spite of the challenging working conditions, our DJJ locations are being held up as a model for the state
- Mr. Williams has presented at conferences and regularly attends meetings with both DJJ and FL DOE officials who say that we're doing a great job educating the students at our DJJ locations
- In addition to the concerns about working conditions, there are concerns about workload; the math teacher at DJJ is the only math teacher and needs to be able to differentiate instruction for 10-15 students who are all different grades and at all different levels
- A possible way to alleviate the workload would be to incorporate E2020 or Lee Virtual School courses for instructional purposes; this would help limit the number of prep periods required for teachers at DJJ
- Most of the students assigned to the Detention Center are there for 21 days and only a small handful stay there longer; due to student mobility, an electronic coursework solution would certainly help
- The challenging working conditions at DJJ are not the student's fault, they are there for a specific reason and at the end of the day kids are kids
- Extensive conversations have taken place with Mr. Williams and Compensation & Labor Relations visited the Detention Center last year
- Mr. Williams has informed that DJJ officials and students do not always see the value in the educational programs that are offered by the District; it's taken some time to convince people that all students need the same rigor and educational opportunities
- Due to changes in the law, we are no longer seeing students picked up for minor offenses and taken to DJJ; we have students who have been involved in serious crimes and who exhibit different behaviors than they did in the past and this presents some unique challenges
- In the Detention Center, the dormitories are built with two (2) beds per room; at times the population at the Detention Center is great enough that the male dormitory has three (3) people in one room
- TALC has reported concerns about indoor air quality, plumbing, and other things, all of which Mr. Williams has responded to by notifying DJJ officials, but we are at the mercy of the state; the District does not own the facility and DJJ sometimes has difficulty getting the funding needed for permanent fixes to the building
- The quality of the education provided at DJJ locations is not in question
- Mr. Williams recently attended a conference with representatives from FL DOE, DJJ, and other Districts and there was conversation about the challenges that are unique to educating students in DJJ facilities

- Most of the other districts attending this conference do not have a 255-day calendar for instructional staff assigned to DJJ locations
- Mr. Williams is an advocate for his employees and the students at DJJ; two (2) years ago, it was Mr. Williams that requested that the TALC Supplement Committee recommend providing a supplement to all instructional staff assigned to a DJJ location, not just instructional staff assigned to the Detention Center
- There are only 20 minutes left in this bargaining session, and TALC recognizes that anything we do to the calendar has financial implications; would it be more fruitful if we pick back up with the conversation at the next bargaining session? Sure
- The District conducted an informal survey and received responses from about 1/3 of the districts statewide; only three (3) or four (4) districts have 255-day calendars for DJJ; the majority have a regular teacher calendar and offer a supplement to teachers who work the remainder of the 240-day school year
- In the districts that use a regular teacher calendar, there was no difficulty finding people to work the extra days; this is what our District did before moving to a 255-day calendar for DJJ
- If we could do something similar, this would allow staff to take two (2) to three (3) weeks in the summer for vacation, which would make up for the loss of vacation time
- TALC also did an informal survey and Districts with a 255-day calendar for DJJ typically staggered their instructional staff to come in at different times throughout the year
- TALC found that most districts ask teachers at DJJ locations to work 216-days, but there are very few that work a 255-day calendar
- What would become of salaries and vacation accruals if the work year for DJJ went to 216 days instead of 255 days? TALC would want to see a hold harmless situation, if this reduction in days occurred
- If we added to the supplement, TALC would want to be sure that it pays towards FRS so teachers do not lose out on retirement
- The current supplement for DJJ is \$665 annually; this is less than the Bowling Coach supplement, which is an issue
- The District would like to look at making adjustments to supplements in the same way we did with Special Instructional Staff last year
- We are confident that the DJJ supplement does not match what instructional staff at DJJ are being asked to do
- This year money is tight, so the TALC Supplement Committee is looking at revisiting supplements and may combine or eliminate some supplements
- If there are supplements that are not being used or that schools do not think are valued appropriately, we would like to take those dollars and roll them into other supplements that are being used
- Based on the index number it looks like we have not touched the DJJ supplement in two years; indexing supplements has allowed us to ensure that supplements will increase whenever the minimum base salary increases
- We're in year three or four of a multi-year plan to update the Instructional Supplement Salary Schedule; over the past 20 years, we have had about a 30% increase in minimum base salary and we were about 30% off of the local average for supplements, so indexing will ensure that this is not the case moving forward

- A number of issues with supplements have been addressed so far, but we still have work to do and the DJJ supplement has been neglected
- TALC has a whole host of other concerns regarding DJJ that will not be settled through bargaining, so this should help narrow the focus of the bargaining teams
- TALC and the District successfully resolved concerns of teachers at Lee Virtual School using the interest-based process
- We want to make sure everyone at DJJ feels they have been heard and that their concerns are being resolved; this will be a boost to morale
- When Dr. Adkins took over as Superintendent he reminded TALC and SPALC leadership that there are a number of issues that we have to fix as a district; these issues did not arise overnight and they will not be resolved overnight
- Progress has been made in resolving a number of concerns at DJJ; the interest-based process has helped and we will continue to use this process
- Is the Work Schedule issue something for the bargaining teams to resolve?
- DJJ staff are working on recommending solutions to problems; the goal is to get administration and staff in the same room at some point to discuss these recommendations
- TALC's goal for DJJ is appropriate compensation, respect, and continuous improvement
- Due to time constraints we will table discussion about DJJ's Work Schedule and Compensation until the October 1st bargaining session

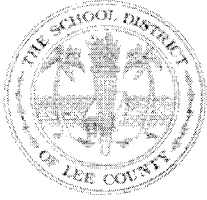
Option- CONSENSUS

1. Table discussion to next bargaining session

Joint Communication:

- District will draft a JOINT Communication and send to TALC for review; after the TALC review, the District will it send out to all instructional staff

Check out



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

**TALC Bargaining Committee
September 17, 2018
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)	BA
Greg Blurton	Business & Finance	GJB
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	AB
Shannon Smith	Staffing & Talent Management	AS
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

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**

GUESTS		September 17, 2018
Name	Position	Initials
Melissa Roof	teacher	me
Elizabeth Peterson	Service Unit Director	EP
Susan Delago	teacher	SD
Jean Downer	teacher	JD
Mimi Sarras-Degling	Teacher	MD
Yvonne Potts	Teacher	AP
Rejoyce Baskin	Teacher / Transition Spec	RB
Lynn Shields	Teacher	
Rosann Carson	Teacher	RC

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