



**Collaborative Bargaining Session**  
Pinellas County Schools  
301 4th Street SW, Largo, FL



August 12, 2015 – 9:30 a.m.  
PCTA Offices

**Agenda**

Called to order 9:40 a.m.

There are several different issues which have been discussed – money and healthcare issues. The district does have a plan that will be shared. Raises will be discussed after healthcare is finalized. Different meetings will also be scheduled for the other unions.

When meeting with the smaller group – evaluation, planning, and other issues were discussed.

Open dialog -

- Evaluation Process – put language together regarding the evaluations. Changes – it was shared that there is another committee which meets to discuss the evaluation process. Probationary contract information was reviewed and brought to the forefront – the principal, area superintendent, assistant superintendent for human resources, and the attorney are there to discuss the issues/reasons/concerns they have – more of an open dialogue. The principals attending the appeals have been giving the reasons for the evaluation ratings. What have we tweaked in this process? We added probationary to the process to be consistent with those on annual, professional or continuing contracts. We want to be fair to the employee – even though we do not have to statutorily. Teachers need to have a chance to appeal the process if they have effective or highly effective evaluations.

Procedures for best and brightest – state over embellished the amounts that would be awarded.

Concern is that principals may be doing observation different ways. Is it realistic for administrators to do two observation/evaluation in 60 days – are they getting the feedback to new teachers? The formal observation language is from the statutes – essentially the observation and evaluation must be completed within the first 60 days.

Delete the first sentence in Section B, page 2. Recommended that a provision for an informal observation be provided. The district stated that we can't go back and revisit the process that the evaluation committee developed. Most principals do what you are asking us to do.

Item 6 is state statute. There is an appeal process which has been bolstered, so we have strengthened it. We don't want teachers being blindsided during the year; but we can't change the law. Question is "what are our policies in how we implement the law?" We

have to be careful on what is said in saying that egregious things are happening. It is agonizing for both parties in letting someone go. This pertains to a small amount of people. The union suggested that we work on those when they come up for individuals who are given an option to resign to be non-renewed.

The union asked “where is the accountability on the beginning teacher program?” The mentor doesn’t always meet with or observe the teacher. The amount of time that it takes is not compensated enough. If there were not enough mentors at the school, then they feel that someone from the district office needs to mentor. When a teacher is not performing, where is the accountability on the beginning teacher program?

Section F – When senate bill 736 came in effect, a certain rating could cause termination. This was added as an additional layer when someone’s evaluation was non-effective for two years, then this section allows for an appeal process due to evaluation ratings, before termination. Before you got a mark on your certificate, this could happen. This has nothing to do with pay for performance – Section D would cover that.

Section D – allows the employee to grieve the evaluation process, not the rating.

Section C, Item 2 – questioning and providing evidence – The union asked if another administrator could evaluate a teacher if they did not agree with the evaluation? The district responded that it is an unworkable thing to put in the contract. We must correctly implement the Marzano evaluation system. There will always be conflicts in personalities. It will be subjective between the employee and the administrator. These are exceptions and would need to be dealt with on a case-by-case basis. What does that look like? Talk with principal, talk with the area superintendent, talk with the PCTA president, etc.

Question by the union - Is it possible when there are issues at schools, where there are issues, can we do a climate survey? Response – The district does conduct a climate survey and evaluates the entire process. The Advanced EDd climate survey is the official survey used by the district. Spread the word that the opportunity to provide feedback is the AdvancedEd climate survey and this would be the only annual survey conducted. Union question – How do you combat the administrators targeting a specific teacher? District response – Bring to your PCTA group.

The principals were asked “How do you use your union reps in your schools?” Response – some meet with them regularly; some when necessary. Union - can we have a working relationship with building reps and principals to eliminate the adversarial feelings? Response - Let Dr. Corbett know the date of any event that you want to plan with the principals and reps for him to announce at September 3 at the Principal’s meeting.

- Planning Period

Question regarding the amount of time teachers had available during preplanning. The district stated that contractually teachers are provided one (1) full-day in the classroom. Union members stated that elementary needs more time in their classroom – wants equivalent to two days. The district indicated that they would look at that request.

In regards to 7.5 hours per day for teachers - student contact time for elementary is 6 hours; secondary is 6.5; with the exception of 4 high schools. We hear every day that the requirements on teachers have increased and we understand – we're negotiating a three-year contract. The district is proposing to add .5 hours per day and wrap it up in raises. The union doesn't want another half-hour per day. What planning is and is not really needs to be defined. Uninterrupted planning time – take daily planning time and define for four days and for one day – PLC – what is it? Jobs are not going to get any easier, state is not taking things off plate – need more time. Cannot add more time this year, but in three year contract – teacher hours for 2016/2017 we can add .75 and in 2017/2018 add .75. School-based administrators can only take one day out the week for these activities – not a glorified department meeting. There should be a schedule.

The union suggested that the starting time for middle school teachers should be earlier. We grapple with what the teacher's job is – to meet and talk with parents, meeting with other teachers, etc. – define uninterrupted and other stuff.

Administrators can be included in data analysis. The smaller group will get together to write language and bring back to the large group. Time issue is conceptual, but we are still evolving in writing the language. Pieces of planning and how teachers spend their day have been placed in one place for the group to look at and determine what needs to be changed. The union questioned if half-days could be brought back so teachers could have planning time? The district stated that we aren't going to go back to the half-days.

Dr. Corbett explained that adding the additional time, the teachers would work at the same salary for 8 hours. We do have the option of not doing anything and continue to squabble about planning time.

The union asked if we could add a couple of teachers to cover different things. Be careful in how you say it will only be a couple teachers – it really is a couple hundred which means that there is a cost of \$13M. Could a supplement be added instead of extra planning? If the issue is more time, can they get paid their hourly rate for that time – the pot is only so big. Union questioned if it is cheaper to get an ESOL coach? The district questioned how many would you need to be effective? When you talk about doing it systemically across the district, it is staggering. If we add one per school – that's 125 positions. There isn't enough money in the budget to add that many coaches.

Discussion regarding progress reports and report cards – recommendation for four reporting periods. A committee made the recommendation – standardized report cards every nine-weeks. When that group gave its recommendation that is when it was changed. We can talk collaboratively about solutions to the report card issue for elementary which doesn't feel the need to have four reporting periods.

Discussion regarding a task force for high school – 6/12 weeks – this district only has one calendar so we had to align the elementary and secondary. Need to look at next year's calendar. Frequency of reports cards is not a contractual issue and language should not be included in the contract.

The district stated that there are valid parts of your planning time that should be included in the contract. The union feels that it should be the teacher's decision on how they use their planning time. The district disagrees with that statement – the district has been loose. The planning item is part of the day and encompasses individual planning time, but other things are included that make good instruction, school improvement, etc. We have to determine how to hit the happy median mark. Planning time should include making calls, preparing for instruction, reviewing data, meeting with team members – anything not direct instruction. Need to have elementary/secondary separate. Goes back to time – everything is worthwhile to improve student achievement. Teachers need time to do administrative duties for their classes. The union questioned if the district can actually fund an increase and increase the hours? The district response was that with existing teachers, adding 30-minutes and hourly rate it would be just under \$22M. We could take half of raise every year and increase the hours; then take half the raises every year. Not sugar coating – call a duck a duck. Take back 6.5 percent, two trade days equals one (1) percent or we can go forward with three (3) percent. The fix is to add more hours in the day.

Question becomes we are not going to have an additional pot of money this year and we work the way we are at 7.5 hours per day. Everyone is different – put in different bowls – elementary/middle/high. Elementary feels they have more meetings than secondary. Secondary is only affected by what they teach for meetings. The union suggested that definitions for planning time should be different for the levels.

- Supplements

Concept – trying to put dollars together – haven't been touched for 25 years – put all funds to raises. Pam Kasardo to go out to other districts to see what is being paid – 10 percent above is target. Take what we are paying this year – add 3 percent to supplements divide by \$2M in supplements – \$2.4M take raise.

It was suggested that we give more money based on the size of the clubs. District indicated that we cannot do that at this time. Service clubs do not receive a supplement. We need to be able to recruit good coaches and be more competitive and increase the average.

Next steps

Schedule meeting – September 15, 2015 at 5 p.m.