

FR Council

<http://www.lincolneducationassociation.org>

October 18, 2007

Lefler Middle School, 4:15 p.m.

BUILDINGS NOT PRESENT: Beattie, Belmont, Bryan Community, Dawes, Hartley, Hawthorne, Huntington, Kahoa, McPhee, Park, Rousseau, Saratoga

“EARLY BIRD” DRAWING: Dianne Smith representing LPS Nurses won a car wash from Horace Mann and Candy Specht. Cindy Dornbush introduced Candy as the new Lincoln Rep to FR’s. Cindy also shared the “What We Believe” statements from Horace Mann.

DRAWING: Cathy Glenn-Sieckmeyer, Humann, won a \$15.00 gift card to Barnes & Noble from Bob Rossi of Rossi Financial Services

CALL TO ORDER: Arlene Rea called the meeting to order at 4:18 p.m.

APPROVAL OF MINUTES: The minutes of September 20, 2007 were approved as printed.

TREASURERS REPORT: Marcia Benner

The Financial Report for September was available. The 2007-2008 fiscal year started on September 1, 2007. LEA is currently going through the yearly audit. The report of the audit should be ready for the December meeting.

DRAWING: Sara Kosmicki, Eastridge, won a \$20.00 gift card to Lee Booksellers and a bag of M & M’s from First Nebraska Educators Credit Union. Cindy Mangers-Johnson, Hill, won a \$20.00 gift card to Lee Booksellers and a bag of M & M’s from First Nebraska Educators Credit Union.

INFORMATION AND DISCUSSION ITEMS:

President’s Report –Arlene Rea

Association Update

Harvest of Books—Sales are slow, but in the past, things have rallied at the end and we hope to meet our goal. Scott Fitzgerald and Joe D’Amico from General Excavating gave a \$5,000 donation this afternoon. Thank you!!

A question was raised why the discount went from 40% to 25%. LEA and the Lincoln Journal Star made the decision after the corporate offices of two of the major book stores were unable to sustain the 40% discount. Lee Booksellers would have continued with the 40% discount, but all stores would have had to retain that figure. Lee’s would not have been able to handle the volume.

Computing Services—A concern for elementary teachers was the information that parts of the system would be down on Saturday and Sunday, but LEA was told report card access would still be available. LEA sent a letter to LPS outlining the concerns and problems associated with conflicting timelines. A response from Kurt Langer said that “... LPS could not guarantee that access to report cards will be available ... there was no way to test it in advance ... That is why we sent the message indicating we will do our very best.” [In a time when workload and added stress to teachers is being reviewed, this situation adds to the stress.]

Membership Update—181 new members. We are 20 away from our goal of increasing membership by 50 over last year.

ProCom Update—September 26 was the first meeting this year. The LEA and the District have enlisted Pat Shafer to help write the ProCom Workload report due in January, 2008. Pat met with the District members on October 8 and with LEA members on October 10. The next scheduled meeting with the full Pro Com is November 1.

NEA Insider—Arlene has been receiving updates of what’s going on in Washington DC. ESEA is being discussed as it is up for reauthorization. These updates contain information and an offer opportunity to compose a letter to our

representatives in Congress. They have made it very easy to compose the letter and then send it to whomever you choose. Check out the website, <http://capwiz.com/nea/issues/alert/?alertid=10122376>, and contact our Nebraska representatives.

FR Council, November 15, 2007—Christy Levings, a former Kansas elementary teacher and Kansas-NEA President, was elected this summer to the NEA Executive Committee. She will be speaking to us regarding the reauthorization of ESEA.

NSEA Mission, Vision, Core Values—Jim explained the NSEA Mission Vision and Core Values. Jim asked FRs for their feedback. Marcia Benner will deliver the FR responses to NSEA at the December NSEA Board meeting. Thank you for your thoughts and ideas.

DRAWING: Lynne Nelson-Dixon, Lux, won a car wash from Candy Specht of Horace Mann. Lisa Kollbaum, Pershing, and Risa Udell, Morley, each won a \$20.00 gift card to Lee Booksellers from First Nebraska Educators Credit Union.

Winners of holiday center pieces donated by Candy Specht of Horace Mann Companies: Bobbi Adams, Cavett; Alice Mildenberger, Clinton; Karen Krull, Irving; Suzanne Oldham, West Lincoln; Becky Hoefling, Meadow Lane; Tammy Schafer, Holmes; Linda Freye, Maxey; Nancy Fischer, Mickle; Cheryl McMurtry, Roper; Dave Williams, Lincoln Southeast; and Amy Clark, Sheridan.

Executive Director's Report—Jim Rea

Updated FRs on several issues that have been successfully resolved with the District.

UniServ Director Dan Studer will be out of the office for the next 2 weeks recuperating from surgery.

President and Executive Director's Calendar were available at FR Council.

Member Rights Report was included in FR materials.

OLD BUSINESS: None

NEW BUSINESS: None

ACTION ITEMS: None

COMMENTS, CONCERNS, AND ANNOUNCEMENTS:

Irving, Group Concern: In the middle schools there is definitely a large difference in the number of student contacts for core teachers vs. academic connection teachers. Whereas core teachers are still teaching 5 sections of students during a semester and often only 2 preps, academic connection teachers often have 3-4 preps and can see 9-13 different sections of students each semester due to the 6- and 12-week rotations in sixth grade and the 9-week or A/B day rotations in seventh grade.

Core teachers who were polled saw an average of 125 students during the first semester grading period and will have many of these same students in their second semester grading period as well. If a core teacher agrees to an optional period giving them more students than this each semester grading period, they are compensated for those extra students.

Academic connection teachers often see a minimum of 180 students to as many as 250+ (especially if teaching both 6th and 7th grade courses) during each semester grading period with the students being different for each semester. Most academic connection teachers teach both 6th and 7th grade and can see 400+ different students during a school year. One vocal music teacher polled will see over 330 different students this semester alone and possibly close to 600 different students for the school year.

Even though these students are all crammed into 5 class periods, this large number of student contacts means more parent phone calls/e-mails/meetings, IEP meetings, paper work for SPED forms/meetings, referrals, conferences, etc., and many more grades to score and record. All of these additional items easily take up time that is supposed to be allowed for teacher planning.

In addition, core teams are assigned a special education teacher to help with classes or to teach some of those subjects to SPED students in a separate classroom from the core teacher. Academic connection teachers do not get special education teacher help and rarely even get para help with the SPED students assigned to their classrooms.

There should be a uniform cap (core and academic connection classes) of the number of student contacts a teacher is required to have in their teaching load for each semester grading period such as the 125 core teachers often average now. Beyond that number teachers should be given the option of seeing more students and, if so, be compensated for those additional student contacts.

Response: Dr. Biggs reports: "In speaking with Hugh McDermott he tells me that the class numbers are similar to what they have been the past four years while he has been at Irving and also to those during the 14 years he was at Lefler. Special Education staff serve students according to their IEP goals so are in the classes identified as needing support during the IEP development process. If a teacher believes they are not supported appropriately they may call Mike Bossard and work with the district special education staff to find a solution."

LEA believes if there is a need for more special education support, then teachers might consider a "class size" appeal. Call the LEA for help with this appeal.

Lux, Individual Concern: In recent years, LPS has shifted with the technological advancements of the times. We have a terrific website, complete with a staff center which allows us the convenience of email, access to information, and links to useful sites. What's more is that we have been required to move to direct deposit, coincidentally, making it necessary to use the paycheck look up feature. We have online sub finder, online insurance enrollment, online student information system, electronic grade books, online ICE, Atomic Learning, ULocker, Docushare, online registration for staff development, online staff directory, online bulletins, and the middle schools are in the transition to online report cards ... just to name a few. Even (and especially) our printing system functions via the network established with our computers. The email has advanced from a fun, innovative convenience, to a necessary communication tool without which we would surely fall out of sync with daily tasks. And yet, teachers are expected to use computers that have a replacement plan that guarantees the computers will be 5-years-old by the time they make it to the classrooms. These computers are often those that have been rotated out of computer labs when, even in their "newness" to the classroom, are far from cutting edge. There was an opportunity for teachers to buy laptops with enhancement funds. However, it has come to a halt for a reason that has not sufficiently been explained to the LPS staff. In addition, these machines are now operating in their 4th year. My computer (part of the trial grant process the year before this buy-in opportunity came available) has been replaced twice and is currently under repair as it has been since mid-June. I've been told that this machine is just too old to continue fixing. The end. There isn't a plan to replace it.

I have no qualms with the computing services people. They have remained in constant communication with me, and have explained the course of action. My concern is that we are being asked to accomplish an ever-increasing amount of tasks via the computer and/or internet. Our computers are not being replaced at an acceptable rate. Given the expectations, every teacher should be issued a laptop with an adequate replacement cycle – at the very least. I could go on about the investments I've made to ensure that I can work from home. However, the bottom line remains the same. We need to put forth the effort to provide our teachers with the most current and effective tools needed to do our jobs. I trust that LEA is doing its part to lobby on our behalf.

Response: According to Mr. Van Horn, "The option to use enhancement funds to purchase a laptop computer was advertised as a one-time offer in the 2003-2004 school year. Approximately 600 teachers participated in the program. Since that time we have held a 'lottery' for computers from that program that have been returned due to separations from the district. The program is not self-supporting. That is, the money from enhancement funds over the 4 years was short of retiring the lease debt so budget dollars had to be allocated from other sources to pay the full cost of the laptops."

Mr. Van Horn continues, "The district is aware of the need for computer access. To budget the amount of funds needed to refresh 'teacher use' computers would require re-prioritizing budget expenditures."

LEA will continue to work with the district to insure that teachers have the necessary support to do the job they are expected to fulfill.

Randolph, Building Concern: The staff and most particularly, the Special Education staff have been stretched to the max this year. We have a number of very challenging, volatile students this year that have had several violent episodes. During these times, staff has been kicked, hit, punched, and bitten. Some of these students have been aggressive toward other students and have frightened them to tears and have left some classrooms in shambles.

We have documentation since the beginning of the school year and documentation on one student dating back to last year. He has finally been placed at Behavior Skills for 2 plus hours a day. Another student who possibly will

be placed for a portion of his day has sent one staff member to the emergency room with injuries to her face, another one to the doctor for injuries to her neck just today, bit different staff members leaving bite marks and has run away which then required calling the police more than at least two times. A third violent student was throwing chairs and threatening to kill classmates, leaving a sub and many children in tears yesterday. Luckily, no students were hurt but another staff member sustained a neck injury.

Due to these high needs students, there are many days when the SPED staff does not get their contracted plan time. It has also led to other students not getting the services specified on their IEPs. This has become a big problem.

Randolph has had more identified behaviorally disordered students move in or transfer into our attendance areas since staffing was set at the beginning of the year yet staffing has not changed. Something needs to change.

What else can Randolph staff do to get help with this situation? Our staff has been stretched to the breaking point but still all our identified children are not getting what they deserve and are required by law. This is to no fault of the Randolph staff but rather our current situation.

Why can't a school get more staffing points after the beginning of the school year as high needs SPED population move into that school completely changing the schedule and complexion of the program?

Is there truly a limit to the number of students that can be placed at the Behavioral Skills Program from one school as one staff member was told?

Response: According to Dr. Biggs, "The district is aware of your concerns and is working very closely with the staff. If a teacher believes they are not supported appropriately, they can call Dr. Mike Bossard and work with the district special education staff to find a solution."

"When additional staff is needed after the school year begins both Dr. Moore and Dr. Bossard use their reserved staffing points to cover those needs. Although there is a limited amount of money available district leaders work with building staff to meet the needs of students. At times some staff do not agree with that the support provided is enough. Some changes have been made at Randolph and the district will continue to monitor the program."

"Just as with every program and classroom in the district the Behavioral Skills Program does have a limit to the number of students they may serve. The number is dictated by staff numbers, space and programming considerations. The district has many support systems in place including Behavior Specialists and Intervention Specialists that are utilized by building staff to assist with particularly challenging students."

Lincoln Southeast, Individual Concern: 1) I think that the Math Dept. as a whole (as well as other areas of the school) is feeling overwhelmed with the amount of additional hours spent outside of the school hours on non-teaching related activities such as:

- 1) Grading district mandated Algebra Tests (cannot be done during PLC time)
- 2) Writing Rubrics and prompts,
- 3) Smart Goals
- 4) School Staff Development Hours
- 5) District Staff Development Hours.

I feel like our time to work as a department on improving teaching techniques, lesson development and assessments have been jeopardized for the sake of outside requirements that do not make me a better teacher or my students better mathematicians. Does the school administration know and understand the amount of time required by the district on our time? Needless to say, all these requirements take away from our time to be able to work one-on-one with students needing extra help after school.

2) I'm sure you will get or have gotten concerns from the math department regarding the grading and re-teaching, re-testing for the new Algebra GDE tests that have to be done outside of school time and we are not getting compensated for it. We are only getting paid for grading the open-ended portion of the test. This new process is and will take a lot of outside contract time, and we will not be compensated for it. This is a concern of mine.

Response: The LEA and the District are continuing to discuss the compensation to teachers for the work done outside the contract. At this printing the LEA and LPS agreed that math teachers would be compensated for grading the open-ended portion of the test. Compensation for the grading of the multiple choice questions and the compilation of data is still being discussed. Both the district and LEA are looking at the most efficient way to grade the testlets without adding burdens to teachers' current workload.

Lincoln Southeast, Group Concern: While many of the concerns we have were eventually resolved, we believe these are serious issues, and that efforts should be undertaken to avoid these problems in the future.

For the first few weeks of the school year, many of our classrooms had no phone service. Most of our portable classrooms had no phone service and no computer connectivity. While we understand that these were construction related issues, having the extended period of time without these basics caused much difficulty for

teachers. Lack of phones was a particular safety and security concern, especially for teachers who are essentially isolated in portables some distance away from the school building. In addition to safety and security concerns, it was especially frustrating to have this long-term issue, when at every turn we've asked to stay in better communication with parents, post grades online, etc.

Response: LEA has shared your concerns with the District.

Lincoln Southeast, Individual Concern: I don't know about other LEA members, but I am confused about our requirement for flex time. Would it be possible for LEA to send out some info about what we have to attend, district flex time & building flex time, etc. Maybe something was already sent out and it could be sent again. Any clarification would help, and maybe a joint effort between LEA and the school district about upcoming flex opportunities—that would really be great. Since LEA and the school district negotiated this agreement, I feel they both should be sending info on how to meet the requirements.

Response: Flex time requirements were sent to all members on October 19 via LEA Express. http://www.lincolneducationassociation.org/files/lea_express.

Lincoln Southeast, Individual Concern: Because negotiations will soon begin, please have LEA reconsider the current sick leave buyout plan, which replaced the old ERIP. The current system puts certain groups at a disadvantage, especially women who, due to traditional roles as caregivers, often use more of their leave than do others. What systems do other districts use when they had to get rid of age-based ERIPs?

Response: Those who use sick leave for care giving are using the benefit now. Without the benefit of sick leave, their daily rate of pay for each day used would be docked from their salary. This benefit is being used now rather than later.

Lincoln Southeast, Individual Concern: 1) I would like to see LEA do more regarding the cost of our health insurance. Compared to other districts, it seems we are paying much more for our coverage. For example, the Franklin School District pays the entire insurance package for their teachers, but their base pay is fairly close to ours. This is also the case in at least 11 other districts. Their insurance takes less out of teachers' pockets.

Response: LEA will continue to negotiate the best benefit for the most people.

2) Longevity pay for coaches needs to be addressed. We get more pay for more years of teaching experience; why not for coaches? We are having trouble recruiting and retaining coaches; pay that recognizes and rewards experience levels would help.

Response: The Extra Standard Committee has examined this issue. To fulfill this request, the amount allotted for Extra Standard would need to be increased substantially. LEA members will have to decide if the money negotiated for salaries and fringe should be reduced to fund for this request.

Health Services, Individual Concern: Request for information on clarification for criteria for use/access to funds from the "Childrens Fund." Must they be free/reduced?

Response: Contact Sally Bodtke at NSEA (475-7611). No form, no review, no money is exchanged. The main criteria is true financial need. NSEA uses vouchers to be used at local stores.

Lincoln High, Group Concern: 1) Make time to meet with counselors to change schedules at the beginning of year. Also, we are required to change schedules during the year, as errors in students' schedules are discovered. See the attached email. We have to make appointments to meet with the counselors, and many times they are not available to work on schedules when we are. We use our plan time for this. This leaves less time for class preparation.

2) Go to counseling center to work on "yellow" sheets for our IEP kids during the year, and to work on what classes they should be put in for the next year. We are also required to change schedules during the year, as math and reading classes change.

3) Go to counseling center to register our IEP kids in spring semester. This takes approximately 2 planning periods, and sometimes more if our IEP students do not show up. We are then required to go back at another time to fix students' schedules.

4) Do progress reports on IEP kids—4 times per year. We are supposed to find all of our IEP kids and retest them to get current baselines. Many of us do not have our IEP students in class, so we have to use our plan time to find our students, test them, and write new baselines. This causes more student contact time of students that we do not have in classes.

- 5) Schedule meetings with parents—meetings are almost always after 3:15; many are after 4:00 and 5:00 p.m. If a parent does not show up to the IEP, we are required to have up to 3 meetings scheduled. We are also required to sit and wait, even if the parent does not show up.
- 6) Writing IEPs. Each IEP takes approximately 2-3 hours. We have 15-20 students on our caseload. We have to run off copies and mail them to the parent. We also have to run off copies for the Cum. file. We have to mail our own IEP notices, and mail our own IEPs often at our own expense. We have to buy stamps out of our \$225 or use our own money, while other teachers get to use that money to buy classroom materials.
- 7) Now we have to test our IEP students for baselines before we hold the IEP meeting or write the IEP. For those who do not have our IEP kids in class, this means using plan time to do this.
- 8) Whenever we refer a student for vocational rehabilitation, we have to run off the IEP, the MDT, and fill out numerous forms. Many times, these forms are returned to us because we have forgotten some bit of information.
- 9) Often we have required workshops without pay—we had one August 30, that lasted from 3:15 to 5:15. These do not count toward District of Building flex points. **We were told that we would have another meeting in the spring, but nobody knows when. We're expected to keep our schedule open.**
- 10) Each month, new things are added to the IEP process, and other things are changed. We are expected to keep up with all of these changes. Many times we do things that get us “scolded,” and many of us have no idea what we are getting “scolded” for.
- 11) We all teach 5 classes. Many of us have 4 and 5 preps. We have papers to grade and lesson plans to make. We also have grades to report and report cards to do, as well as progress reports.
- 12) We have department meetings once a month and it is not unusual to have these meetings go after 5:00.
- 13) New this year, we are expected to check our IEP students' files, to find out if they are slated for their 3-year evaluation. If they are, we are to call the parent, and ask if the parent would like to have their child retested or not. We are then asked to print out a “permission to test form,” send it home to the parent, and notify the psychologist for testing.
- 14) As IEP managers, we are being asked to do the Graduation Demonstration Exams for special ed students, even during our plan periods. As other faculty members get to take breaks (for example, those who have 9th graders only proctor tests 2 of the 3 days) we have students for all 3 testing days. Some of us didn't even get a break.
- 15) Sped teachers are being told that we are doing more GDE testing than regular ed teachers because we had more sped kinds testing; the reason for this is virtually none of them have passed the exams.
- 16) We often have to be advocates for our IEP kids at meetings, filling out attendance appeal sheets, going with them to meetings, or meeting with teachers as needed.

Response: Dr. Biggs indicated, “The issues related to LHS should be addressed with LHS administration. The issues related to the number of preparations, etc. can be discussed with LHS supervisors and LEA leadership through the negotiation process.”

Please contact the LEA Office for assistance in resolving your concerns.

Lincoln Southwest, Group Concern: We need clarification on the DocuShare training? Flextime—when offered during plan time, are we compensated? What's up with this? ULocker will be gone at the end of the year. Shouldn't the district provide flash drives for everyone? Is it true that we have to purchase our own flash drives to store info and be able to work from school and home?

Response: According to Kirk Langer, “The uLocker environment will be available throughout this school year and will go out of service June 6, 2008. All data will be backed up to ensure it can be retrieved if staff has not relocated it.

“Site-based training opportunities (for DocuShare) began in earnest during the month of October and will continue in parallel with traditional district offerings throughout the school year affording teachers multiple opportunities to obtain training. Finally, it should be noted that both print and video training materials are available on-line at <http://docushare.lps.org/docushare/dsweb/Get/Document-35886/v4DocuShareCommunity.html>. The lessons mirror the face-to-face training and allow teachers to learn DocuShare in an independent and self-paced fashion.

“DocuShare training is not mandatory anymore than e-mail or uLocker training was mandatory. As DocuShare becomes the de facto standard for document sharing its use will become necessary to obtain information and engage in professional discourse. In that regard it is expected that most teachers will avail themselves of training opportunities, however, the choice is theirs to make.”

In addition, Don Freeman of Computing Services indicates, “‘Computing Services’ may have something more formal that describes the suggested conversion of ULocker files to eDisk or DocuShare. Use of eDisk or DocuShare for file storage is preferred over the use of USB Flash Drives. An 8GB USB Flash Drive found in a catalog I have

would cost about \$75 (before price negotiations). We originally looked at Flash Drives as an alternative to ULocker file storage but found this to be cost prohibitive. In addition, Flash Drives would not provide any recovery of data in the event the Flash Drive is lost or damaged. For those reasons eDisk and DocuShare are preferred over Flash Drives.

eDisk is an alternative file storage space that provides many of the same benefits as ULocker except that, at least initially, is not accessible from home (ie, outside the LPS Network). eDisk is a great place to store files that do not need to be shared amongst colleagues or students (i.e., personal files). Moving files from ULocker to eDisk is as easy as dragging and dropping files, many at a time, if desired.

DocuShare is another alternative file storage space that IS accessible from home. Sharing rights can be defined for any file to allow access by colleagues, students, parents or the world, if desired. While personal files can be stored in DocuShare accessible only by the teacher, the real power of DocuShare, as its name implies, is in sharing. There is a product call Transmit that allows moving multiple files from ULocker to DocuShare.”

The LEA has requested that the district consider making the DocuShare training available in the summer.

In addition, here is the contract language regarding staff development as interpreted by the LEA: Mandatory staff development, according to the contract, must be made available to teachers on contract time (i.e., they could hire subs to allow you to attend or on district and/or building FLEX day time if people haven't already served their 7 hrs. for each.) Mandatory in-service may also be offered off contract time at which time LPS must pay for the people attending and attendance at such events is still voluntary. LPS has to offer make-up sessions on contract time.

Addendum

The following questions were asked at the September 20 FR Council. The District was unable to answer the questions before the minutes were distributed.

Elliott, Group Concern: What is the reason elementary schools get 80 minutes early out a month whereas secondary schools get 4 hours a month?

Response: Marilyn Moore responded, “I wanted to give you a little more information about the PLC early dismissal question raised by Elliott. This is one situation where it’s not a site based decision. It was a district decision to do an early release one day a month for elementary and middle schools, with the additional days in the calendar making up for lost instructional time. It was also a district decision that all high schools would follow the model that had been field tested at East, Southeast, and North Star last year, with a one-hour early release each wee, and extending the school day the other four days to make up the lost instructional time.”

Irving, Group Concern: A group of teachers have “heard through the grapevine” that a school is piloting the idea that only tests will be used to give students grades on progress reports and report cards. No homework will be counted for grades—only test scores may be counted. Is this true and if it is how can the district say we have “educational freedom” to make decisions on what is best for kids? What about students who are poor test takers?

Response: Barb Jacobsen reported, “The new middle school report card academic grade will reflect what a student knows and is able to do in each content area. Some academic work that is assigned in class is for practice; it tells the teacher if students need further instruction. That work would be considered formative and the purpose for the work is ‘for learning’. The report card reflects summative (‘of learning’) work that shows what the student knows and is able to do. A teacher needs to consider whether the homework they have assigned is practice and learning the information or if it is to show the teacher in a summative manner what a student knows and is able to do. If a paper or oral presentation may be done at home but it indicates what the student has learned during the unit, that would be considered summative and it should be included in the final grade. The purpose of the homework needs to be considered when determining if it is to be used in the final grade. If students are not turning in formative homework, that can be reflected the work/study habit section of the report card.

“Methods to assess summative work can be reflected in a variety of ways. Tests are not the only way in which teachers assess what the student knows and is able to do. Papers, presentations, quizzes, conferences, and other methods can be used to arrive at a summative grade.

“However, a teacher is not to assign an academic grade that reflects a student’s work/study habits or their social/behavioral skills. Students will receive marks in each of these areas to indicate how they are doing in these areas and how it is influencing their learning.”

Prescott, Group Concern: About ¼ of our days at school have had no air conditioning due to mechanical problems. Can't open windows now so roasting in our rooms worse than before renovation. Only 1/3 of our playground equipment is able to be used. Last week finally got water in ½ of bathroom sinks. Just this week getting soap dispensers—staff have brought own liquid soap. Why is this happening?

Response: Denny Van Horn responded, "Renovating a building of the magnitude of Prescott is a very involved and complicated project. Older buildings provide challenges related to unknowns due to the fact that during original construction there was virtually no documentation as to change that were made during the construction project.

"Additionally, multi-story buildings of the age of Prescott provide additional challenges. Completing the project in 14 – 15 months is very difficult. However, these projects are close enough to substantial completion that asking staff and students to endure another full year of off-site housing isn't in anyone's best interest. Thus, there are final details (punch list items) that have to be completed after the building is occupied. All Life Safety issues must be completed before we are allowed an Occupancy Certificate.

- 1. The air-conditioning/heating will require several months of balancing the system. The engineers will continue to work with the HVAC contractor and LPS FM staff to fine tune the system.*
- 2. We are currently waiting for the playground equipment supplier to ship all the necessary parts for completion of the installation of the playground equipment. We are totally dependent on the supplier getting the necessary parts and completing the installation. They have estimated that the parts will arrive mid-October and they will need one day for installation.*
- 3. Currently, all sinks are operational.*
- 4. The district bids all restroom accessory items (paper towel dispensers, soap dispensers, etc.) for the entire district to gain the substantial price advantage that results from mass purchasing. The original bids exceeded what we felt was an appropriate price range and we rebid the items. With diminishing operating funds, the district must obtain these savings. Thus the delay.*

Arnold, Group Concern: Attendance—we are being asked to make the 1st parent contacts for: 6 Absence, 5 Tardies.

Response: Marilyn Moore responded to the question regarding parent contacts after absences and tardies. "I checked with the leadership team at Arnold about teachers being asked to make calls to parents when children are absent. The Arnold plan is that when a child has had excessive absences, of the amount that their progress in school is being affected, and the absence is not for an apparent reason, e.g., hospitalization, death in the family, the teacher is asked to call the parent. There are two reasons for this. First, the absences are impacting the child's learning, and the teacher can see and report that first-hand. Second, the teacher is more likely to have developed a relationship with the parent, and the parent may hear the teacher better than an office staff member. In the case of tardies, the teacher is asked to take an appropriate action when a child has five tardies. That may involved talking with the student, if the student is old enough to be responsible for getting to school on time. It may involve calling the parent, if the student is younger. Sometimes the parent is surprised to learn the student is tardy, as the student is leaving in time to get to school. Again the teacher is asked to intervene because tardies impact learning, and they can work with the parent and/or student on that issue, and because the teacher is likely to have developed a relationship with the parent.

See Policy 5140: Student Attendance. The following sentences are especially relevant: "Cooperative efforts of parents/guardians and school staff to promote regular student attendance are encouraged. Principals are responsible for developing attendance rules and regulations which implement the intent of this policy."

See Regulation 5140.2: Absences and Tardiness in the Elementary and Middle Schools (Grades K – 8). Under the heading communication with Parents, "School staff will keep parents informed regarding the attendance of their student(s) and will assist parents in correcting attendance problems. Under the heading Tardiness, (B) Classroom teachers shall be responsible for counseling with their tardy students, and will assist parents with corrective measures in cases of tardiness.

I believe the Arnold Plan is consistent with Board policy and regulation."

Use of 409 and payment for approved cleansers.

Response: Bill McCoy compiled the following information, "The district, through the efforts of the 'Indoor Air Quality' committee and Anthony Meints' office, is taking a more aggressive approach to curtaining and/or eliminating the use of over—the-- counter cleaners. In addition, some departments, such as the Science Department, are changing cleaning guidelines to eliminate the usage of % solution of bleach as a cleaning agent.

"IAQ liaisons were instructed to direct teachers to use Sani-Tyze (LPS item 203871) as the prescribed product for cleaning in classrooms. Also, the Science Department, in their efforts to restrict the use of bleach, as a sanitizing agent, have been instructed to either use Sani-Tyze or HDQ (LPS item #203915) or TB-Cide Qual (LPS

Item #203867). These products are only presently available for purchase by LPS custodial supervisors using the Nogg AmSan online ordering process.

“Custodial Staff has a regularly scheduled sanitizing schedule for classrooms. Teachers may request additional cleansings if they believe it is necessary. Staff wishing to have a personal supply of cleanser should work with their principal to obtain the appropriate item through the building supply order. Use of non-approved cleansers may jeopardize the health of students and others in the school environment and is strongly discouraged.”

Crosswalk Duty

Response: The following memo was issued by Dr. Biggs and Ms Wright,

TO: Principals

FROM: Nancy Biggs and Sue Wright

RE: Crosswalk Duty

DATE: October 26, 2007

Concerns have been expressed by LEA to our office about the use of certificated staff to direct traffic on public streets at a number of locations. Please review the following expectations.

- 1. No district staff may stop or direct traffic on a public street. Not only is it illegal, it is a liability risk for the district.*
- 2. Staff may direct traffic on school property.*
- 3. Staff may walk students across public streets.*

We appreciate your concerns about student safety and understand the many traffic issues you face daily. Unfortunately once we are aware of a practice that is illegal and/or puts the district in a situation which poses a liability risk for LPS, we must change the situation.

If you have any questions about this issue, call Sue or me. Traffic control problems should be directed to the police.

DRAWING for ½ day of Guest Teaching: Karen Dress, Lincoln East.

ADJOURNMENT: Arlene adjourned the meeting at 5:46 a.m.

Respectfully submitted,

Marcia Benner

Marcia Benner
Secretary-Treasurer