

EA Council/Superintendent Meeting

Date: October, 14, 2025, 11:30am

Location: Administration Center

Union Leadership in Attendance: Becky Roireaux, Jennifer Gentile, Sandro Bonilla, Jessca Fischer, Sandra Williams, and Alan Scott

District Leadership in Attendance: John Simpson, Dr. Ami Engel, Julie Swartzloff

Agenda Items	Union Notes	Superintendent Notes	Discussion Status	
1.	<p>We are seeking guidance regarding the process that should be taken for athletic teams taking their athletes to watch higher levels play during the school day.</p> <p>We understand that if this happens during the day, the field trip requests should be completed, but not the whole thing, surely?</p> <p>We want parents to complete the field trip permission form so they understand the place of travel, but to complete the entire field trip process is very daunting. This wasn't done before Norrell. The fact that the nurse has to complete the checks doesn't make sense if, for example, for athletes to play in any practice or games (home or away), they have to have an athletic physical on file, which allows their participation.</p>	<p>Simpson: That is accurate. The field trip piece, do they have medications during the day? Which they might know from sports. And food allergies. Inhalers.</p> <p>I'm not sure if medication that is given during the day is on the same sheet filled.</p> <p>Sandra: Last year, I think we rolled it out last year, if it isn't an overnight, you don't have to do all 50 pages. We have a shorter version. But it is still long.</p> <p>Simpson: I don't think the shorter form rolled out across the district.</p> <p>Sandra: It was shared at the high school.</p> <p>Simpson: If you could share that.</p> <p>Sandra: I'll see if I can find that.</p> <p>Simpson: Do we know about whether it went out at the elementary?</p> <p>Jessica: No.</p> <p>Simpson: If we can see it, we can review it with Bob.</p> <p>Becky: Does that take care of it?</p>		<p>The forms will be reviewed.</p>

Alan: I'm not sure if the staff member was filling out the long or the short form. I'll double check. The short form may need to be shortened even more for teams taking day trips to see other teams play.

Dr. Engel: We will share and then look at both the forms. And Alan, you'll check with the staff member to see which form they were filling out?

Alan: Yes.

Becky: The short form is for the day, and the long is for overnight.

Alan: Yes.

Sandra: They want you to submit the field trip form including medical, but you don't really know what students have signed up yet. You don't know who will turn in forms. You just have to include everyone. We are prematurely asking for that part.

Simpson: I helped the high school with cross country, wrestling, and track. But I'm almost wondering if we can have something pre-done so it is already there, then if we need it, it's already there. But we need to see if it is the nurse piece or if there are other pieces as well.

<p>2.</p>	<p>We have so many people who teach Reading now without reading certification-would it be possible for the district to offer a Reading cohort again? Perhaps we could survey all staff to see who would be interested.</p>	<p>Becky: I thought we got away from non-reading people teaching Reading?</p> <p>Simpson: Reading or English.</p> <p>Dr. Engel: I can investigate if people are interested in a cohort. I'm not sure what that would look like but we can investigate.</p> <p>I work closely with the universities. I talk to them all the time about other connections.</p>		<p>The possibility of a reading cohort will be researched and discussed.</p>
<p>3.</p>	<p>Can our counseling staff be provided with sub pay? If not, what other solutions will be provided for them? It is not reasonable to dramatically increase the workload of counseling staff, expecting the same quality of output, with no compensation. NO ONE in the district besides social workers and counselors have this expected of them.</p>	<p>BECKY DESCRIBED THE ISSUE.</p> <p>Becky: Sometimes if there is no sub, they have to make it up before or after the leave. These "positions inside the classroom without classrooms" have to split alpha slices.</p> <p>Simpson: This is something that has come up numerous times in the past. Historically, there has been a very hard line in the sand when it comes to counselors, social workers. What I can commit to is talking it through with Bob and be willing to reengage in that conversation with all these new people at the table. In the past, we didn't deviate from that line in the sand.</p> <p>We need to look at our levels differently too. At the high school, there are more people who are available. Those caseloads go up a lot more. There is a huge difference. Or a social worker who needs instructional minutes.</p>		<p>Becky will provide historical data. A conversation will be had w/Dr. Halverson about past practice vs future practice.</p>

		<p>Becky: I can share all of the research and past work we have done on the issue so that we can have a meaningful conversation.</p> <p>Simpson: When we can bring some data, we can see what it looks like at each three levels.</p> <p>SANDRA DESCRIBED A CURRENT SITUATION.</p>		
4.	<p>Equitable PLCs for encore teachers.</p>	<p>Becky: At this point, Encore teachers are required to do what?</p> <p>Jennifer: Where does a music teacher go if it isn't their monthly meeting?</p> <p>Dr. Engel: The Encore teachers would meet as an Encore team, weekly, except when they meet once a month in their content area.</p> <p>Simpson: That is my understanding too. I'm thinking this might not be done consistently across the building.</p> <p>Becky: Please stop making me do things that are not relevant.</p> <p>I'm in a 5th grade PLC, etc., and there is nothing for them to do. They feel they have to go.</p> <p>Dr. Engel: We can clarify at our principal meeting. The expectation is they'd do CFAs within their content area, and figure out how to do one that works well.</p> <p>Becky: The office staff has a PLC but not everyone can attend it. Making sure the</p>		<p>The expectation is they'd do CFAs within their content area.</p>

		<p>right people can go to those.</p> <p>Jessica: A couple of ours have been going to trainings on PLC days. And they like those.</p> <p>Simpson: Our secretaries liked those.</p> <p>Becky: It would be nice if they could work something out to go to those trainings.</p> <p>Simpson: A lot of those PDs build on each other.</p> <p>Jessica: Have we ever discussed getting the schools back together? To get on the same page [vertical alignment].</p> <p>Dr. Engel: Common planning, common alignment, we did discuss that, possibly bringing that forward at a future SIP day.</p>		
<p>5.</p>	<p>Can we go back to staff being able to vote between two district school calendars?</p>	<p>Becky: Once we get the calendars will we send that to staff to vote?</p> <p>Simpson: It has been a long time since we've done that.</p> <p>October 30th. Los will help the admin side.</p> <p>With a smaller committee this year, we'll have them work as one group - we want to do a two year calendar this year, with the second being tentative. If we did two and sent it out for a vote, it would extend things, but we'd still be ahead of schedule.</p> <p>Dr. Engel: What is the history of this? Ultimately the board decides?</p>		<p>With the new combined committee working on two years, effort will be placed to make it a collaborative process such that most members will be pleased with the final products.</p>

Jessica: We don't want to set people up to be disappointed.

Is there a way to get that feedback to staff in advance? To look at what our staff needs, the community needs, etc., so no voice is left out?

Becky: When we had two groups with equal votes, what should they have come out with? A finished calendar?

Simpson: What we are building into it are the historical priorities, but also new priorities.

So, hoping with the small committee, we can do some intensive work without doing duplicate work.

Dr. Engel: They'd be so similar.

Simpson: We put more union on so we can cover all the grade levels. 4 or 5 more union than admin.

Becky: It is a great committee.

Sandra: When we stopped voting was when we did so much construction and the start date was a thing.

Simpson: I talked with B+G. At two least two more significant constructions summers, with B+G needing to have a big say in when we start.

Simpson: I feel like we have a good structure.

Becky: I agree with you. But I don't want to make this decision in a void.

		<p>The rest of the team needs to be in agreement.</p> <p>Dr. Engel: Do those on the committee have a good idea of the issues and dates? If we have the right people who actually know what matters to the group. That might be the most important piece. That will make it healthy.</p> <p>Becky: We had none.</p> <p>People always felt the end date was always punitive (e.g., a Monday).</p> <p>Or that all this work would get put into calendars and then neither would get approved.</p> <p>Last year's committee, I've heard no complaints.</p> <p>Jessica: I'd love to see where the committee goes. If they have two different options, we can perhaps direct where it goes.</p> <p>Jessica: I think we have a really good group who can handle the calendar.</p> <p>Jessica: If they have two strong ones, and they choose to get feedback, then do that.</p> <p>Dr. Engel: At the end of last year, we had two similar ones but the decision was easy.</p> <p>Simpson: In the past, graduation was an issue but it shouldn't be this year.</p>		
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<p>6.</p>	<p>ICE activity in community</p> <p>-How to support students/community?</p> <p>-Protocols for releasing students from school clubs/sports [most of the time there are no admin in the building after 5 PM]</p>	<p>Becky: Just that, someone approached me, and someone else, interested in letting staff and students know about their rights and everything.</p> <p>There is a group called Aurora Rapid Response Team. I don't know too much about this organization.</p> <p>But would the district provide something maybe after school?</p> <p>Simpson: I'd have to run this through with Bob. I'd hate to have someone get a target put on them.</p> <p>Bob is pretty clear. We don't want to raise the heat with our district.</p> <p>What they did give were some resources.</p> <p>We have info from ISBE we are going to be sharing. It has a QR code that leads to additional info.</p> <p>Just don't change your dismissal process. Release to who you usually release to.</p> <p>Jennifer: What if they see ICE in the area, and kids don't want to walk home, and admin are gone, and no-one is there?</p> <p>Simpson: They should have admin contact info. But there should be an AIC there.</p> <p>This is something I need to dig into deeper.</p> <p>For clubs that go really late, we have a district AIC protocol.</p>		<p>The district recently provided "know your rights" material to students/families. Additional conversation w/Bob will be had regarding continued efforts to help our student and community be safe.</p> <p>NOTE: An additional meeting took place on Friday 10/31. A report from that meeting will be shared.</p>
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		<p>We have practice and club activities buckets. And then we have our games.</p> <p>Alan: And informing students about what to do in a situation when you are stopped on the street, what steps to take, etc., to protect themselves. For example, officers don't need a warrant when stopping you on the street, just when going into your home. Students need advice on how to try to remain safe in those situations.</p>		
7.	Subbing- splitting and ART	<p>Simpson: We have a meeting tomorrow with elementary principals to go through different scenarios, to create parameters.</p> <p>To split in one school, it would cost like \$1200 to add four or five kids. But we can't justify paying out. But sometimes we do need to do splits.</p> <p>We have small, medium, and large size schools represented.</p> <p>With us fully dual, some smaller grade levels, with partner teachers, I'd be fine taking those kids.</p> <p>We are trying to look at putting parameters in place.</p> <p>The other thing, when doing splits, two art, two PE teachers, you are out, I can just take it. It is in one location.</p> <p>The big thing is to have some structures in place for our principals to do it.</p>		A meeting was had with elementary principals to go through different scenarios, to create parameters.

		<p>Every building has a rotation list.</p> <p>Simpson: Every building should do a rotation. And not just 5th - 1st grade teachers. We had that conversation.</p> <p>Jennifer: This is the beast.</p> <p>Simpson: I think when you have a good rotation, it fixes the vast majority of issues.</p> <p>Becky: It has to be actually followed.</p> <p>Art, we are circling back tomorrow (meeting), and we'll have a definitive answer.</p>		
8.	PLC - Job description / evaluation	<p>Simpson: Stipend and Job Description are 11/21.</p> <p>Becky: And during the day?</p> <p>Simpson: Yes. 9 AM - 12 PM.</p> <p>Becky: Calendar 10/30, 11/13, and 12/4.</p> <p>Discipline 10/22.</p> <p>PERA (is scheduled).</p>		Meetings are being planned and held.
9.	Working copiers / paper+toner	<p>Jennifer: There are elementary buildings where they can't use the officer printers when theirs go down.</p> <p>Simpson: Color printers?</p> <p>Jennifer: There are color printers in this district?</p> <p>Simpson: Yes.</p> <p>We've had cases where entire color toners are gone in one day.</p>		There is little to no restriction being placed on the district's paper budget. Please don't remove toner cartridges, shake them, and then put them back. If there are copier problems, let your admin (and union rep) know.

	<p>We want to see if we can default to gray scale. That will save it.</p> <p>Another issue is when staff take the toner out, shake it, put it back, but then it resets and thinks it is a new toner cartridge.</p> <p>We have a huge paper budget in this district. We do not limit it.</p> <p>We will give universal messages to principals to share. If those don't stick, let's look at those individual buildings.</p> <p>Julie: We changed tiers, that's a really big deal. But we have finances at our disposal. But we are trying to be mindful stewards of our taxpayer dollars.</p> <p>Jennifer: There are elementary teachers who make their own copies and pay for it, then tried to turn it in for their \$200 and were told no. Their printers were down.</p> <p>Simpson: If a school has no copier...</p> <p>Becky: That should be a no. Do not spend your own money.</p> <p>Simpson: If the printers go down, we need to know.</p> <p>Dr. Engel: Tech is working on having something in the building.</p> <p>Simpson: We did get all the secretaries trained on the new copiers.</p>		
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<p>10</p> <p>.</p>	<p>Walkout procedures</p>	<p>Becky: We have a walkout on Thursday, it was completely different experience.</p> <p>Julie: We are trying to improve things. Privacy. Safe. Some people handle the news diplomatically. Some escalate.</p> <p>There has been an uptick. We need to establish better protocols.</p> <p>Time of day. This is not always possible. Some need to be removed right then and there. But in other situations, the end of day might be better. Or beginning. To reduce the number of students and staff in the building.</p> <p>We want to have union present. And make it very clear who they should contact.</p> <p>If there are other questions, they need contracts, despite not being able to talk with others.</p> <p>Jessica: New reps need to know the steps. This is how it works. Because people don't always know the hallway should be clear.</p> <p>Give them the space. Give them some privacy.</p> <p>Julie: Someone from HR is a part of that. Building rep, admin, the staff member.</p> <p>Go through the physical letter.</p> <p>We offer EAP services.</p> <p>Collect belongings. How to do that with privacy, to</p>		<p>Building admin need to know, + Union needs to know, so that everything can run as smoothly as possible.</p>
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		<p>the extent that is practicable?</p> <p>And when we do the physical walk, we don't have to stand there and hold their arm.</p> <p>But the idea is to not disrupt the learning, in any case.</p> <p>Jessica: The principal doesn't have to hold their hand.</p> <p>If you are not comfortable, call Becky.</p> <p>Julie: We want everyone on the same page, so everyone's experience is the same.</p> <p>Building admin need to know. Union needs to know. So everything can run as smoothly as possible.</p>		
11	MOU vs Side Agreement vs Reclassifying stipends	<p>Becky [to Jon]: You inherited a backlog from the Stipend Committee, cancelled meetings, we met at Bardwell Library, that is correct?</p> <p>Jon: Yes. We had meetings set up that then fell apart. And were not had. While our coaches were doing what they should do. Track data, what kids are interested, etc.</p> <p>Becky: Three did intensive tracking. Two went through. One did not.</p> <p>It is our shared understanding per the contract, generally, moving forward, all that work will go through the Stipend Committee?</p> <p>Simpson: Yes.</p>		

Becky: I called it an MOU, which was a mistake, and then we referred to it as a side agreement, which is a technical term meaning something ancillary to the contract.

Simpson: The Stipend Committee is in the contract.

Becky: It was my mistake for calling it an MOU. It was not an MOU, technically, because it was work that came out of the Stipend Committee and was shut down by administration.

The committee is supposed to meet every year to add, subtract, and add wild cards, but in the future, there should not be a reason for their work to be done with a side or any other kind of agreement, correct?

Simpson: Correct.

You weren't creating a new stipend, you were reclassifying them.

Becky: It is an ongoing dialogue.