

EA Council/Superintendent Meeting

Date: November 18, 2025 at 11:30 AM

Location: Administration Center

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

District Leadership in Attendance: Dr. Robert Halverson, Ami Engel, Mike Engel, Julie Swartzloff

1.	Agenda Items	Union Notes	Superintendent Notes	Discussion Status
	<p>Requirements for after school meetings - PLC Facilitators as well as Team Leaders.</p> <p>Does not seem to be consistent across middle schools.</p>	<p>Jennifer: Some buildings, Team Leaders meet once a month. Some, twice a month. Some, zero. But a PLC facilitator should not meet after school. Their stipend is less than a Team Lead.</p> <p>I'm not a PLC leader. But in my building, they don't have after school meetings.</p> <p>Some are having to do twice a month.</p> <p>Becky: I was a PLC facilitator, and it was not after school meetings.</p> <p>Jennifer: Staff is feeling so much pressure on all the extra things they have to do.</p> <p>John: When I was at East High, PLC met once a month after school.</p> <p>It came after 2018-19, where you had ILT and SLT. For my three years at Allen, SLT met once a month, and Team Leads met once a month.</p> <p>So I don't disagree that it is inconsistent across the buildings.</p> <p>Halverson: Let me check with principals across the buildings.</p>		<p>Dr. Halverson will check with the principals regarding the current practices.</p>

		<p>Becky: And some are getting paid for ILT meetings and some aren't.</p> <p>Jennifer: SLT gets a one hour stipend a month.</p> <p>John: Minus middle schools. If you are a Team Lead you also don't get a time sheet.</p> <p>Becky: My question is, SLT are not Facilitators, because they already receive a stipend?</p> <p>Ami: It is redundant.</p> <p>Halverson: We will look back at the buildings for PLC and Team Leaders.</p>		
2.	<p>After school activities (sports)-</p> <p>What is the admin present requirement?</p> <p>Are the hours that the admin stays consistent across grade level bands?</p>	<p>Jessica: There are times where every school is ending different.</p> <p>Magnet 4:30-4:45.</p> <p>Cowherd: 4:45-5.</p> <p>Summons: After 4 - 4:30.</p> <p>Waldo: 4 - 4:15.</p> <p>We are just looking for consistency.</p> <p>John: I wonder if some schools have adjusted based on when staff are arriving.</p> <p>Jessica: We are hearing it is the administrators who are setting those bus times.</p> <p>Halverson: Which seasons?</p> <p>Jessica: Every season.</p> <p>Halverson: We will look into this.</p>		Dr. Halverson will investigate.

		<p>Sandra: And I think Cowherd is getting the majority of the practice time.</p> <p>Jessica: Are admin required to staff across the board?</p> <p>Halverson: Practices, it is not always required. Best practices, yes. But they might need to leave early. Games, yes. Practices, no.</p> <p>Becky: Okay.</p>		
<p>3.</p>	<p>Email etiquette- Staff to admin- typical response time? Admin to staff- after hours</p>	<p>Halverson: I would say 24 - 48 hours. If the weekend, they should have more time. But two business days.</p> <p>Becky: And sometimes admin email during the weekend. And can we make sure that they know that staff don't have to reply on the weekend too.</p> <p>John: We talk a lot about prioritizing people over paper. But definitely they need to know not to expect responses right away.</p> <p>Halverson: The priority is not to sit at their computer all day. But the response might take more time.</p> <p>John: We can have that conversation with principals.</p> <p>Becky: And we can do some staff education, you don't need to respond after contractual hours.</p> <p>Sandra: They shouldn't feel pressure.</p>		<p>Typical response time is 24-48 hours, whether admin to staff, or staff to admin. If sent on the weekend, sometimes longer.</p>

		<p>Halverson: On the flip side, principals might send something at 6 PM because they've been working all day.</p>		
<p>4.</p>	<p>Revisit the conversation regarding issues being brought from within the HS regarding plan time. This didn't make the notes last time and there was confusion from staff members at the HS that should be documented here.</p>	<p>Becky: This was about plan time and there was some confusion that it might be coming from elementary but it was coming to the high school.</p> <p>John: I started to meet with the transition teachers to talk about zero hours, non-zero hour, and other staff like itinerants, what does the plan time look like for us, we are on the clock right away at 8 AM, so they feel like they are getting less plan time, but people of different job classifications have concerns, and we don't have a great answer right now.</p> <p>I think it was looking at classroom vs non-classroom, at the high school.</p> <p>Becky: I wanted to make sure that if the discussion comes up there is no confusion.</p> <p>It came up at the principal meeting in terms of the supervision.</p>		<p>Plan time is currently not equal across the board at the high school.</p>
<p>5.</p>	<p>EAEC- ongoing issues collaborating with admin-</p> <p>MTSS</p> <p>Safety Plans</p> <p>Reintegration</p> <p>Attendance/Truancy</p>	<p>Becky: They have had some ongoing issues but really they just want to get their safety plan/MTSS going so maybe some kind of reconciliation might happen so they can get things going.</p> <p>Jennifer: The meetings get set, then cancelled.</p> <p>Becky: I would be willing</p>		<p>Meetings have taken place and some new protocols are set to be implemented.</p>

		<p>to sit with a group. I'm unclear what came from Amanda/Ballard?</p> <p>Sandra: We have situations where students are doubled up, and my experience in SPED is the TA deals with the issue, and the staff doesn't get to empty out their classroom.</p> <p>What is that teacher doing? Sitting with that kid. And we know what doubling up class might look like there.</p> <p>Technically, it is the TA, would be staying with one or two kids, not emptying it out.</p> <p>Halverson: We'll look at crisis response.</p> <p>Becky: And we have a union team who are really eager to work with admin.</p> <p>JOHN SHARED SOME DETAILS ABOUT SOME MEETINGS HE HAD THERE.</p> <p>John: We are going to report back on that process.</p> <p>The union wanted to know: What is the plan?</p> <p>I'm excited to share that tomorrow.</p>		
6.	<p>Office- Skyward training Formal PLCs Who covers FMLA? Who covers lunch breaks?</p>	<p>Jessica: The office staff as a whole feel they were not Skyward trained, it was a glance, <i>here it is</i>, they are very concerned. But they don't want to do something wrong. They asked for additional training. But haven't gotten a response.</p>	<p>Additional training for Skyward (potentially bring out Skyward to change). Old Account number to change to new account number. Find account numbers. Running reports for the systems too. Ledger for the</p>	<p>Digitization is taking place. Long-term sub solutions are being researched, including retirees and providing teachers stipends. Efforts will be made to cover for office</p>

	<p>Union 10 minutes</p> <p>No onboarding-training for new hires</p> <p>Front desk rotation at ASC</p>	<p>If they can have proper training.</p> <p>Jennifer: We can't find out paycheck stubs. We all need training.</p> <p>Sandra: There was a chance of account numbers. If I could get a list. We should have all received lists.</p> <p>John: Are you referencing a sheet that breaks down all the accounts? That is being worked on. A one page reference. Here are the codes.</p> <p>Sandra: A lot of accounts I see are zero balances. We don't know how to run reports. We have an audit coming up. I don't think we realized we wouldn't have access to reports, so if someone could run those, or give us some ledgers. We see so little when we are processing. I know there is so much more to it but there is a lot of info we just don't have. Is it restricted access?</p> <p>Halverson: I think it is a ongoing transition process.</p> <p>Sandra: Next Tuesday we have a training-</p> <p>Ami: 11/25.</p> <p>Sandra: For those with multiple accounts, that would be helpful.</p> <p>Jessica: Formal PLCs, mandatory, head secretaries came in, it was overbooked, but if they are going to be told</p>	<p>building office professionals too.</p> <p>What does the 25th look like for all office professionals?</p>	<p>staff to attend faculty meetings.</p>
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to PLC, please make it quality.

And there is reportedly no consistency in records keeping across the district.

Ami: There is digitization happening. It will be part of the work that B+G comes up with.

Jessica: Who covers FMLA? When staff are out - let's say there are two out, who covers?

Halverson: We have been talking to HR. Maybe getting retirees to sub. Or individuals who have the skill set. I don't know if this is a quick fix. But we want to get subs in place like for teachers. Or we could provide an additional stipend if a remaining staff member takes on additional responsibilities.

Sandra: We don't offer people anything to help. It creates-

Halverson: I think it would be fair to put a stipend in place. If you are asking people to do extra work.

Jessica: Who covers lunch breaks?

Halverson: Are they not getting it because it takes place during student lunches?

Jessica: Who steps in? They are not taking lunch because they are covering in the building?

John: Is this systemic or building specific..

I think it is building specific.

Halverson: If you can share those buildings, we can work with them.

If there is something broad-brushed across the district, but if it is more individualized, I'd go have those individualized conversations.

Jessica: The front desk rotation isn't being followed.

Becky: A win from the union supporting office staff, there was one person there, we fought and got a second person there.

Halverson: If there are two up there, but the only time we should be having issues is if one is out.

Jennifer: What if they are doing the mail?

John: Our mailing has fallen off a cliff.

Becky: If anyone has to sub, it should be the HR group. For some reason, the front desk has every other group rotating in.

Jessica: Not all office staff are able to make the ten minutes of faculty meetings.

John: Admin should have a rotation.

Sandra: At the high school, admin wait the ten minutes but they could

cover office staff so they could attend too.

Halverson: We'll look at that.

Jessica: No onboarding training for new employees.

Julie: I wonder if we might better utilize NEST. But why don't I reach out to-

Sandra: New employees?

Jessica: Yes.

They shadow here and there. But they don't know how to do their job.

Bookkeeper.

Sandra: If we can find a way to provide a stipend.

Jennifer: We do long-term subs, teachers, we are supposed to check on office staff, but there is no procedure for office staff-

Every job should have a group who can help them.

Halverson: Every time we lose someone, it is a lost investment.

Sandra: There is nothing that would help a PPA more than being able to job shadow. And TAs. That is how they learn to interact. The contracted workers don't get any of that.

Julie: There are lots of ways to skin this cat. But it might take a while.

Jennifer: They should have a session they go to.

7.	Allocation of English reading interventionist vs. Spanish interventionists	<p>Becky: This was from a specific school that wanted to remain anonymous.</p> <p>Are we making sure we have Spanish vs English interventionists allocated according to student needs in the buildings?</p> <p>Halverson: We are struggling to staff K-9 right now.</p> <p>We wanted to get some feedback from parents first. We're having some conversation with the cabinet. The union leadership. We want to hear the buildings. But I know what we'd hear. But we want to for sure balance that right.</p> <p>We need to look at numbers and pools of candidates.</p>		After talking to stakeholders, admin will also look at numbers and pools of candidates.
8.	Role of TAs during intervention time at elementary	<p>Becky: TAs are pulling groups of kids for interventions-</p> <p>Halverson: My process was that TAs would sometimes deliver curriculum, as long as they didn't need to plan for it. The TA should not be planning. We don't pay them enough to plan.</p> <p>John: A lot of buildings, on Tuesdays late starts, the interventions would pull the TAs and give them a mini-PD.</p>		TAs should sometimes deliver curriculum, as long as they don't plan for it.
9.	Retirees and subbing, etc	<p>Becky: There has been some emails from HR, and directives for retirees. There is one group, you sub this number of times this year, I'm putting you on the sub rotation.</p>		6% Retirees should be working with admin to complete the hours set by their base year, and at the same time, admin should

		<p>People are not happy with that.</p> <p>When we were working that out with Norrell, what we didn't want to have happen was stipends being pulled, so they'd become perpetual subs.</p> <p>If you did 20 subs your base year, I don't know why you can't do it during your retirement.</p> <p>Jennifer: But you could do something else.</p> <p>Becky: You could find another stipend to do. That was the idea.</p> <p>Jennifer: It didn't need to be subbing.</p> <p>Becky: But there are people who aren't doing it. If you did it during your base year, you can do it during your retirement year.</p> <p>I can see both sides.</p> <p>We didn't want retirees to be glorified subs during their near retirement.</p> <p>I don't see it as micromanaging.</p> <p>Julie: We aren't going to take any money again.</p> <p>But if you did it during your base year, you should do it after getting the 6% on top.</p> <p>Sandra: But we agreed at the table we agreed that they wouldn't track it.</p> <p>Becky: The confusion lies in it being in your base year vs not in your base year.</p>		<p>not be micromanaging.</p>
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Julie: When I met with our retirees, the vast majority are trying to get all their hours. But we have no intention of micromanaging.

There are a very few who say, *Well, I don't need to do what I did during my base year.*

But most are trying to do those duties. Chess Team no longer exists in my building? Work with your building admin, and try to find a reasonable replacement.

Becky: Would it be a conversation with your DC?

John: If you hit your numbers, let admin know, *I'm done, and so, Great! I'll take you off the rotation.*

Jennifer: Some want to get it done as close to the beginning of the year as possible.

Halverson: We need to reiterate with our building admin.

Ami: We need it to be an agreement.

Jessica: Do they need to present something? Give them something?

Julie: Just if people are not being reasonable. We just need to have a reasonable conversation with each other. As long as people aren't refusing to participate.

Becky: We submitted, a union timesheet, and

		<p>Norrell refused, and she said, <i>Scout's honor</i>.</p> <p>Halverson: Norrell said something very similar to me.</p> <p>Becky: That is a lot of money.</p> <p>Julie: And we are counting on that assistance.</p> <p>Becky: And it is mutually beneficial.</p> <p>Halverson: We'll remind everyone.</p> <p>Becky: Our point people need to go out and talk positively.</p> <p>Jessica: The emails going out are not nice. Not warm.</p> <p>Halverson: We'll talk with principals, then craft an email that will be shared, and it will be toned appropriately.</p> <p>Becky: Okay, great.</p>		
10	Subbing	<p>Jennifer: Did elementary get fixed?</p> <p>Halverson: Double pay?</p> <p>John: We're getting that fixed.</p> <p>Jennifer: It has always been elementary that was dividing up. But now we've had a middle school. There were 20 people out. Are they being paid if they had 10 people in their classroom? More and more at this middle school.</p> <p>John: Snowstorm, flooding, those kinds of incidents.</p> <p>Jessica: The email that was sent might have</p>		Art is equal to double pay.

		<p>motivated some to not come in.</p> <p>Becky: Art is equal to double pay. Is that from the beginning of the school year?</p> <p>John: If you got paid for teaching art at 42, and it should go to 84. If you missed an hour of art.</p>		
11	PD	<p>Jennifer: We have got to provide our staff with good PD when they are in tough classes? New to the district? Adventures? They don't know how to handle it. Our PD needs to get stronger.</p> <p>Becky: When we send out for feedback, we need to honestly share it.</p> <p>Ami: Specific programs.</p> <p>Jennifer: Yes. All these little programs. They get left out.</p> <p>Ami: Clarify if I'm wrong, a job embedded opportunity, online coaching, with Adventures-</p> <p>Jessica: Dreams Elementary.</p> <p>Sandra: I know when Jeremy Bell came into the high school, I said, <i>I need you to model this.</i></p> <p>If a TA calls me and asks me to come into the room, we can change the mood in the room.</p> <p>Halverson: We have certain BCBA's who are worth their weight in gold. And some</p>		A group will be gathered to meet with Laura.

want to just talk theory all the time.

And we need to look at our Special Ed. And Dual Language. And we have certain buildings that are overwhelmed. We need to look at the actual disability and work with that specifically.

Ami: Curriculum. Curriculum Council needs to be revisited.

Halverson: Staff Services have been meeting a lot, Student Services.

Ami: We meet hopefully twice a month.

Halverson: Handle the Care meets the needs of our community more than CPI. It is one of those things that takes time.

Sandra: And hopefully it covers feeding kids. It just needs to be a bigger umbrella.

Becky: What Jennifer is saying goes for 15,000 conversations. We need to consolidate our resources.

Halverson: Maybe getting a group together with Laura. There are parts she has probably heard about but maybe not everything.

What does it look like for an SLC program?

My opinion is that Student Services has the most growth of any department.

Becky: They are our most vulnerable students.

		<p>Ami: Special Ed PD that was provided last time, all the other stuff has to be set aside, the basic compliance has to be in place. So we did that. But when we have our next opportunity.</p>		
<p>12 .</p>	<p>Partnership in Action</p>	<p>Jennifer: Can you explain this to me? I'm getting an earful from those who are doing it. It is a load of new work. Teachers meet with parents during the day and provide them with PD, but there is no pay.</p> <p>13 people, we did a group call who said it was way too much work. They meet during Team Time. Teachers need to plan it. Only some teachers need to do it. It is once a month. They need to plan for it. Do it during their own time. Then present. And if they need to sub for someone doing this, they don't get paid for it.</p> <p>Halverson: This is the first we've all heard of this.</p> <p>Jennifer: They are sending me the emails. They are like, <i>What if we don't do this?</i></p> <p>Team Time is owned by the district. But you shouldn't have to plan for it. But you should get paid to plan or paid to present?</p> <p>Ami: But not if they are already on the clock.</p> <p>Halverson: It is probably tied to community involvement.</p>	<p>Jon will connect with the building administration to look into this further.</p>	<p>See Superintendent note.</p>

		<p>Sandra: We give them a reprieve with subbing, then give them something else.</p> <p>Halverson: I was very intentional when sharing the school improvement plan-</p> <p>Jennifer: 6th grade does one, 5th grade-</p> <p>John: During their Team hour.</p> <p>Jennifer: And they get subbed out of their class.</p> <p>John: I'll dig into it.</p>		
13	SPED coordinator vs Facilitator			We will have a separate meeting
14	Follow-up to previous month's issues	<p>John: With the sport's one, because we are changing the students' location, it does require a field trip form.</p> <p>But I think what we could do is multiples of those, we could follow the transition process, but we could do it once for multiple days.</p> <p>Jen and Kevin can help with that because they do the transition ones.</p>		This new process will be shared with staff.