

**KFEA NEGOTIATION  
MINUTES**

**6 FEBRUARY 2018 / 4:00 PM / BOARD ROOM**

**Attendees:**

**ADMIN**

- PAUL HILLYER
- SHELLY HUNT
- TONIE KELLIOM
- FRED BARTELS
- MYCHAL AMOS

**KFEA**

- MAUREEN LUNDY
- BRIAN PALMER
- TOBY FLACKUS
- NORMA MATHIS
- BOB GRAY

**Meeting Begins:** (4:07 pm)

**Welcome :**

**Review Agenda:**

No changes made.

**Review Minutes:**

No changes made.

**Continue working on TA 2:** (4:10- 5:00 pm)

*Define and Frame the issue:*

Is it necessary for teachers to attend their worksite on grade prep day?

*Data:*

Maureen suggested 2011, 2012 Furlough days, and the MOU that was written that allowed teachers not to report to worksite if grade were completed.

- 1) How many teachers have grades finish by 3:30 on Grade Prep Day (GPD)? Will know by Friday 1/26/18.
- 2) How many teachers have grades finished prior to GPD split by Elem., MS, HS. Will know by Friday 1/26/18.
- 3) What do other districts do? (Bob)
- 4) Ask KCSD if they get complaints about teacher being off on grading day?  
Shelly
- 5) Teacher survey

*Interests:*

- 1) Educators like professional treatment with work flexibility
- 2) Accurate and quality work
- 3) Align to other professions that allow remote worksite connectivity
- 4) Equitable workload
- 5) Having adequate time to complete grades and prep
- 6) Develop culture and collaboration
- 7) GPD is used productively
- 8) Positive community perception
- 9) Admin understand that the time is needed to evaluate and assess grades.

*Invent Option:*

- 1) Work from home
- 2) No Changes
- 3) ½ day requirement ½ off site
- 4) Don't report on Friday, but must demonstrate grades and work were done outside of work hours
- 5) Add an additional prep day
- 6) Eliminate grade prep day
- 7) Teacher present plan for grade day to administrator for approval
- 8) Teacher show they have done extra time during week so they can not work on Friday

*Options of contract language:*

The expectations on grade day is that teachers are on site unless they have a pre-approved plan by their administrator.

Teachers demonstrate they have completed their grades in lieu of reporting to work site. If not reporting to work site provide a professional plan to your administration.

**TA #2 Final Word Choice:**

*“Members will be provided with a day at the end of each grading period without students for grading and ~~clerical work~~ professional responsibilities”*

**Teachers may work onsite or offsite to complete grades or professional responsibilities. An offsite written plan must be pre approved by the building principal. Teachers will sign out the day before grade prep day for a professional on-call status for the following workday. The sign out must include a destination and a telephone number where the employee can be reached as needed. Teachers must work onsite the last day of the school year.**

**Starting TA # 3 Article 15; B2 : (5:00-5:33)**

*Define and Frame the issue:*

Teacher would like flexibility in their start and end time.

*Data:*

- 1) What activities are happening before 8am and after 3:30pm
- 2) What is the academic time

*Interests:*

- 1) How would it impact families or students accessing staff
- 2) Administrators keeping track of schedules
- 3) Administrative activities occurring with all staff
- 4) Being able to find staff
- 5) How would it impact culture
- 6) How would it impact student safety and teacher duty
- 7) Certain people are more effective earlier or later in the day
- 8) Equity of hours of work
- 9) It's too confusing

*Invent options:*

- 1) Make no changes
- 2) ~~Each building determines appropriate start/end time~~
- 3) Teachers meet individual with administrative to determine their work schedule
- 4) Buildings create work-shift options
- 5) Teacher work from home on an “on call” status
- 6) Work shift adjustments are flexible based on activities within the building (CCLC)

- 7) Workshifts should be determined and published to the public prior to the school year
- 8) Teachers come and go whenever they want

***TA #3 Approved - all members agreed:***

**TA # 3 Article 15; Section B2; Pg. 22 Professional Work Hours:**

*“The normal school day is anticipated to be between 8:00 a.m. and 4:00 p.m. which may vary as determined either by the District or by the buildings.”*

*Agreed Language:*

**ADD: This may include buildings making work shift options to address the needs of the staff.**

**Dinner:** (5:33-5:51)

**TA #4 :** (5:51-7:07)

TA #4 Article 15; Pg. 22 MOU Pg. 66 Work Yr. & Workday - SLGG during PLC time:

*“ Two (2) October PLC dates and one (1) January PLC date will be designated for members to write and update SLGG’s.”*

*Define and frame the issue:*

Changes in rigor of SLGGs and the fact that KFCS teachers have better understanding of how to write SLGG there is not as much time needed away from PLC.

*Exchange data:*

1. Amount of time teachers are spending writing SLGGs
2. Percentage of weight in evaluation
3. What’s not happening because SLGG’s are being written
4. Evaluate if teacher still feel its good use of PLC time
5. Is there an easier way to do them to reduce time it takes
6. Are SLGGs being done by other districts and are they given additional time to do them
7. If the State doesn’t require them, does KFCS think there is still value in writing them
8. Value administrators and teachers put on SLGG

*Identify Interest:*

1. Teachers need the time to get their SLGGs completed
2. Increased PLC time
3. Not wasting time on non-required or useless endeavors.
4. Teachers reviewing baseline data, knowing standards and being thoughtful about students growth

5. Teachers collaborating to come up with best instructional plan
6. Retaining goal setting process even if SLGGs aren't the best method
7. Students setting their own goals
8. Providing adequate time to write student goals
9. Not duplicating numerous ways to write goals and lose integrity

*Options:*

1. Status Quo
2. Change from 3 PLC times to 2 dedicated to SLGGs
3. Goal setting within PLC
4. Don't write SLGGs so zero PLC time is used
5. Individuals do their own goal setting with data
6. Goals based on building needs based on data
7. Use one fall and one winter PLC to write and review goals
8. Use PLCs to write quarterly PLCs
9. Elementary uses 100% goals twice yearly instead of SLGGs
10. Have a targeted efficient and simplified goal setting meaningful process

**TA #4** This was chosen not to be a TA, and instead a meeting will be scheduled in the following weeks between Shelly H., Fred B., Maureen L., and Brian P. to work on crafting language around:

*Three to four building PLC times will be used to writing and evaluate 100% goals for grade levels or departments yearly, this will be in lieu of SLGGs*

**TA #5** : (7:07-7:22)

**TA # 5 Article 15; Pg. 24 Advisory at 6th through 12th grades:**

*“NOTE: The District retains the right to implement Advisor Programs if it chooses as long as the program falls within the current terms and conditions of the relevant collective bargaining agreement and no increase in student contact time occurs.”*

Group discussed the importance of PEPS to support highschool student success, and to move this work to KU SIT Team for development and implementation of PEPS for the 2018-2019 school year.

\* No additional TA or revision to current contract language.

**TA #5** : (7:22-7:25)

**TA # 6 Article 15; Section B2; Pg. 23 Prep Time:** *Wait until April when the budget is figured and then re-evaluate FTE. Group agreed to wait.*

**Debriefing: (7:25-7:33)**

Overall review of the process and how the group did with IBB: Group agreed it went well. Shelly asked the team if the agendas were efficient and opened the floor for suggestions. District will provide dinner for February 20th, 2018. The team went over upcoming Issues on the list and Shelly said she would send out a tentative schedule of working through the remainder issues.

**Next Meetings Scheduled:**

~~February 6, 2018 4-8 pm~~

**February 20, 2018 4-8 pm**

February 27, 2018 4-8 pm

March 20, 2018 4-8 pm

**Meeting Adjourned 7:33**