

Pullman School District

PEA and Admin Meetings, 2020-2021

Labor Management Discussion Item	Action to Take + Responsible Parties	Status
<p>1. Finances (ongoing discussion item)</p>	<p>5/26/20: The state recently announced that we will receive less funding for transportation in 2020-2021. Depending on the way we structure school in 2020-2021, we could see an increase in our transportation expenditures. There might be a summer legislative session that could potentially impact district funding. Any new legislative funding could be postponed, adjusted, or suspended.</p> <p>9/3/20: Waiting for enrollment counts. We will get our average apportionment for transportation through December. Then after review of our ridership the state will adjust retroactively. Currently transporting some students and meal delivery runs. More information to come.</p>	<p>5/26/20: In Progress 9/3/20: In Progress</p>
<p>2. Curriculum Updates (ongoing discussion item)</p>	<p>5/26/20: Bridges Elementary math curriculum was approved, ordered, and received. In the last few weeks staff have worked hard to organize and deliver all materials to schools. June 8-9 are scheduled for teacher training on the new curriculum.</p> <p>9/3/20: Joni will host meetings with each grade level next week regarding the implementation of Bridges materials in a distance learning format.</p>	<p>5/26/20: In Progress 9/3/20: In Progress</p>
<p>3. Collaboration Time</p>	<p>8/13/19: Will revisit in the spring 5/26/20: Tabled 9/3/20: After some discussion, it was decided to keep LIDs as already planned, on Fridays. Friday's learning experiences will move to Wednesday's on the week of a LID. Collaboration Days will be on designated Wednesdays. Roberta will develop the calendar based on last school year.</p>	<p>8/13/19: In Progress 9/17/19: In Progress 10/15/19: In Progress 11/19/19: In Progress 12/17/19: In Progress 1/21/20: In Progress 5/26/20: TABLED 9/3/2020: In Progress</p>
<p>4. TPEP Evaluations for Counselors, Psychs, and SLPs</p>	<p>11/19/19: Counselors, Psychs, and SLPs have expressed interest in having their evaluations more in line with the Danielson and TPEP model. Some draft examples have been shared with the special services administrative staff. Since this is a part of the PEA CBA, it needs to be developed in partnership with PEA and Admin. This is typically a committee process, and would require joint approval.</p> <p>12/17/19: PEA will follow up with counselors/psychs/SLPs to see if there is still interest in a Danielson and TPEP model.</p>	<p>11/19/19: Informational Item 12/17/19: Informational Item, Update 1/21/20: In Progress 2/18/20: In Progress 5/26/20: In Progress 9/3/20: In Progress</p>

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	<p>2/18/20: There is still interest in updating the evaluation process for Counselors, Psychs and SLPs – suggestion to have a sub-committee to work on the evaluation process to have a document ready to go to be included in the bargaining process, to save significant time during bargaining.</p> <p>5/26/20: No update, will revisit when we have more information.</p> <p>9/3/20: No update, will revisit when we have more information.</p>	
<p>5. SPED Staff Discretionary Days</p>	<p>11/19/19: SPED teachers have 4 extra contract days, one is being requested for a required transition process day. Concern about this being a required use of one of the 4 discretionary days. Agreement that transitioning students is a vital process. This transition process is impactful to many staff and departments, not only SPED teachers. There is value in finding quality time to have the necessary conversations to ensure that our students start the next school year well, with transportation, nursing, IEPs, accommodations, and more proactively planned well in advance. If staff have suggestions for ways to accomplish this process other than using one of the four discretionary days, please send them to PEA or district administrators.</p> <p>12/17/19: Luke shared a few potential options: 1) Pay SPED teachers a per diem rate for an additional day, 2) Use a LID day for this work, 3) Get subs to cover SPED teachers for a day while this work is done. Bob and Roberta will explore ideas with special ed directors and bring some feedback and/or ideas to the next meeting.</p> <p>1/21/20: Bob noted that the transition process can be completed in a half day. The four extra days bargained into special education teacher contracts were included with the intention of using part of that time for the transition process. This transition process has historically been done at a time the individual teacher chose, not as part of extra days negotiated at a time outside of the contract day that the district decides. Caseloads for special education teachers have been reduced as the district has hired many more special education teachers. This process can potentially be done on an evening or weekend, not just the Monday after school gets out – scheduling is flexible and can be on a mutually agreeable day and time.</p> <p>2/18/20: The May 13th collaboration time will be used for the transition meeting for Special Education teachers.</p>	<p>11/19/19: In progress 12/17/19: In Progress 1/21/20: In Progress 2/18/20: In Progress 5/26/20: In Progress 9/3/2020: TABLED</p>

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	<p>5/26/20: May 13 transition time had to be cancelled due to COVID. All transitions are almost complete. At the beginning of the next school year we are hosting a back to school activity for families of students receiving special services. We will be working with principals to confirm dates.</p> <p>We are now just finishing up transportation plans. Our team is in the home stretch.</p> <p>9/3/20: Tabled for a later date.</p>	
<p>6. State Discipline Law Changes + Discipline Toolbox</p>	<p>11/19/19: PEA voiced teacher concerns about feeling unsafe in classrooms, having unsafe classroom environments, high levels of anxiety, classrooms having to be evacuated. All acknowledged that the new laws are challenging, statewide and nationwide. Steps the district is taking: Behavior Support TOSA, Mental Health Therapist position, CLEAR, an additional CLEAR grant application, administrator support, consultants and specialists. Working hard to address these concerns and challenges within the law. Working to develop additional discipline training and mental wellness opportunities for staff.</p> <p>Staff should document any violent behaviors with the following forms (as they apply): incident report, restraint form, exclusion report form, de-escalation form. This also helps us get the most accurate data for better supports.</p> <p>11/19/19: Would like to collaboratively develop a comprehensive toolbox that teachers can use to see discipline related options they CAN use. OSPI also has a best practice menu/manual available: https://www.k12.wa.us/studentsuccess/support-programs/learning-assistance-program-lap/menus-best-practicesstrategies/behavior-menu-best-practices-strategies</p> <p>12/17/19: Bob shared a list of 17 different discipline/behavior/classroom management offerings from LID days in the last two years – we know discipline and law changes are a challenge and are working hard to provide support to teachers. Stephanie suggested a “primer” – an overview of the basics and a very clear list of what teachers can do to address behavior challenges. Stephanie and Luke will collect questions and scenarios from teachers that we can use to collaboratively develop a resource for our staff to use. Stephanie and Luke shared that teachers would like more training. Roberta noted we could potentially have something ready by the March LID</p>	<p>11/19/19: In progress 12/17/19: In Progress 1/21/20: In Progress 2/18/20: In Progress 5/26/20: In Progress 9/3/20: TABLED</p>

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	<p>day – would likely be mandatory for all teachers to ensure that everyone hears the same information. Roberta noted that the OSPI best practice manual (linked above) is lengthy – best sections are the first four pages and the toolbox sections.</p> <p>1/21/20: An update related to LID days: SB 5082 will require that one LID day in 2021-22, and then one day every other school year after that, be used to focus solely on social emotional learning or a related issue.</p> <p>More information: https://app.leg.wa.gov/billssummary?Year=2019&BillNumber=5082</p> <p>2/18/20: Some principals have done training to help support their building and staff well. The district still plans to do a training for teachers at a LID day.</p> <p>5/26/20: Professional Development for discipline tools for teachers will be scheduled in the future, date and format TBD.</p> <p>9/3/20: Tabled for a later date.</p>	
7. Reopening Plan	<p>9/3/20: Progress reports at the elementary level was discussed. The distance learning subcommittee will review and make adjustments to the reopening plan, as appropriate. Bob and Stephanie Horn will meet to discuss and problem solve elementary attendance.</p>	9/3/20: In Progress
8. Expectations of Staff (ongoing discussion item)	<p>9/3/20: Distance learning family communications were discussed. It was determined that Bob would send out language to staff clarifying the Family Weekly email and Week-at-a-Glance expectations. This will also be clarified in the Reopening Plan. <i>[Action item completed: Email to staff from Bob on 9/4, Reopening Plan updated 9/10]</i></p> <p>Also clarified was the expectation for Wednesday afternoons at the elementary level. Teachers are not required to but can if they wish, create 2 hours of synchronous time for Wednesdays. The expectation is that learning activities are provided, but there needs to be a thoughtful balance between independent activities and synchronous activities.</p>	9/3/20: In Progress
9. Substitute Protocols	<p>9/3/20: Roberta shared preliminary substitute teacher planning criteria for distance learning and will communicate plan to building administrators.</p>	9/3/20: In Progress

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10. Expectations around Focused Feedback	<p>9/3/20: The expectation of focused feedback is that the comments are meaningful and can be concise. If you are giving a meaningful assignment, then that would warrant some meaningful feedback. Feedback should be thoughtful and helpful for student to improve.</p> <p>Action: Roberta made a note to include focused feedback as a professional development offering for staff.</p>	9/3/20: In Progress
11. Shift Wednesday to Friday	<p>9/3/20: Discussion regarding asynchronous learning on Wednesday vs Friday occurred. Tabled for a later discussion.</p>	9/3/20: TABLED
12. Posting Recorded Zooms of Students Online	<p>9/3/20: The concern about posting recorded zooms of students online was discussed. Alternatives are in place for those students that do not want to be included. Student media opt out requests must be honored.</p> <p>Action: Bob is checking on how long we have to keep recorded zooms online for students.</p>	9/3/20: In Progress

2020-2021 Meeting Dates:

Time: 3:45pm-5:00pm

- September 3, 2020
- September 15, 2020
- October 20, 2020
- November 17, 2020
- December 15, 2020
- January 19, 2021
- February 16, 2021
- March 16, 2021
- April 20, 2021
- May 18, 2021