

District Liaison Agenda
June 20, 2023

Dr. Ricca, thank you for your ongoing support.

RW:

Substitute coverages for end of the year assessments

If there are enough substitutes available, yes. The challenge is having enough substitute teachers.

Is there a way to block YouTube for the students? More information please- Is this an isolated issue? This can be accomplished, but it is important to explore the specifics.

GW:

Next year can we please have the names announced of those appointed to tenure. Yes.

Who decides what trainings are included for GCN training? The law and HR.

Administrators are very aware of their obligation to complete all observations as per our agreement. Why are teachers placed under additional stress with these late/overdue observations? Or told to reach out to the observer? It is incumbent upon the administrator to fulfill this obligation.

CSS: [Minutes - June 6, 2023.docx](#)

District wants bilingual and bi-literate Spanish speakers. We must support the program given that the numbers are growing in the DL classrooms at a rapid pace.

DL needs a Spanish reading teacher.

Subs would be helpful for testing. If substitute teachers are available, yes.

We assess 44-45 students, but we only see 22 at a time. This is a lot of lost instructional time.

A meeting with a small group teachers from each building, Yolanda Rodriguez, and Debbie Hand would be good to look at the specifics and potential solutions.

WPHS:

Timeliness of Email Responses from Admin.	Just as teachers are expected to respond to emails in a timely manner, we request the same courtesy from administration (building and district).
Exclusion of Building Reps from Emails	When a staff member reaches out to administration with a concern and copies a building representative on the email, it is inconsiderate and shows an unwillingness to work as partners when the building rep. is deliberately removed from the "reply all" response.

Contractual Work Hours	It is important that all administrators know the contractual work hours of all staff members. Specifically, it should be made clear that our PPS team works 30 minutes after the end of the teacher's workday (2:40).
IEP Writing and Progress Monitoring	As new initiatives are rolled out regarding the writing and implementation of IEPs, Special Education teachers are asking for time and training during their meetings, on staff development days, and whenever realistically possible to implement these changes. Initial conversations regarding the need for more time were met with some resistance; however, we are hopeful that administration (bldg. and district) will take this into consideration

Failure Forms	The rollout of the new student failure form was very last minute, and the lack of direction caused a lot of confusion. Additionally, if teachers have been communicating with families all year (as admin. requested), a final call to notify parents / guardians about failures is redundant and almost overwhelming to the recipient of the call – especially for students failing multiple classes.
Notifications regarding changes / disruptions to schedule	Please provide staff with a reasonable amount of notice when school events, assemblies, trips, etc. are scheduled and it will impact classes. Last minute notifications have occurred on a few occasions, but most recently was the Senior Breakfast / BBQ.

The above was shared and discussed although these issues are being addressed at the building level today.

From HL (throughout the whole year. This didn't all come up now.):

- Highlands needs a full-time translator. Bi-lingual PPS staff are overworked. Teachers are not able to easily communicate with Spanish speaking households. Building administration is fully on board with this as well. Earlier in the year, Dr. Ricca shared that the building should put it in their budget.
- The Algebra final exam/Regents scenario is problematic. When a decision is like that is made, it should be run by Ed House to see if there are any unintended consequences.

- Given the increase in high-needs students attending field trips, we would like to see more language written into IEPs regarding supervision requirements on field trips, and in other less-structured environments than the classroom. Staff are being put in excessively challenging situations supervising students who have difficulty managing such environments. At this time, we are being told that if such supervision is not written into an IEP, then we do not get the extra support. If this is the case, we need to build this into CSE meetings. **This is not the purpose of the CSE meeting, but the appropriate level of supervision should be accounted for in the planning of trips.**

- Where is the district with homebound instruction? This responsibility continues to be placed on building admin, who subsequently transfer it to teachers. **The option is to have teachers send work home for students or to use the program. This should be addressed by admin at the beginning of the year.**