

MINUTES

CTA CBLT

CTA Office

May 20, 2021

In Attendance

Nicholas Anderson	CTA	Alex Heidelberg	District	James Preusser	District
LeighAnn Blackmore	District	Daphne Lewis	CTA	Maribel Rigsby	CTA
Albert Davies	CTA	Scott Lindsey	District	Ladara Royal	CTA
Wendy Doromal	CTA	Clinton McCracken	CTA	Elizabeth Silva	District
Ian Gesundheit	District	Megan Oates	CTA	Mary-Grace Surrena	CTA
Farrah Hawkins	CTA	Judith Padres	District	Stephanie Wyka	District
Matthew Hazel	CTA				

Minutes

James Preusser	Mr. Preusser started the meeting by introducing to CTA the new members of the collective bargaining team for the district. He explained that Judith Padres was now a member of the committee.
Judith Padres	Introduced herself. Explained that she is taking Doreen on an interim basis.
James Preusser	Mr. Preusser asked Ms. Doromal if she could hear Judith Padres' introduction.
Wendy Doromal	Indicated to Mr. Preusser that she could not hear Judith's introduction.
James Preusser	Explained to Ms. Doromal the personnel changes at OCPS and how it impacts the bargaining team. He explained that Doreen Concolino moved into the interim CFO position which created an opportunity for Judith Padres to serve on the bargaining team.
Wendy Doromal	Welcomed Judith to the team.
James Preusser	Thanks Ms. Doromal for the meeting. He also acknowledged that he was aware that Ms. Doromal (and CTA) brought a few agenda items.
Wendy Doromal	<p>Ms. Doromal requested to read an opening statement and then wanted to have a discussion about ESSER funds.</p> <p>Ms. Doromal stated that during the most recent school Board meetings there were discussions that included increasing planning time, extending the school day, and extending the school year. She stated that CTA is concerned that they are learning about these decisions from school board meetings and wonders why the district is not bringing these items to the table to Discuss with CTA. "None of these subjects were discussed with CTA and we want to make it really clear that CTA is not opposed to new ideas and initiatives that benefit students and learning. However,</p>

we want to make sure we are protecting teachers' rights and working conditions.

We want to make sure we are brought into discussions at the planning and brainstorming stages.” Ms. Doromal further stated, “Too many times the district makes unilateral decisions, and then will try to force the new plans on our employees while failing to adequately bargain. Ms. Doromal gave the example of CTA needing to impact bargain extra planning time to ensure it doesn’t include extra work with meaningless busy work. She stated that often teachers are made to fill out data worksheets. She also stated that the teacher needs adequate time to prepare for classes. We also wanted to go on record expressing we are totally against “Launch Ed. Or any form of hybrid teaching after the pandemic has ended. Indeed, even if the pandemic continues no teacher should be expected, and certainly not forced to teach two classes at once. It is unreasonable and cruel, especially considering that the teachers were not reimbursed for the many extra unpaid hours They had to work to plan and prepare to teach two classes simultaneously.

CTA is still waiting on the response to its proposal that we passed (across the bargaining table) almost two months ago will be provided a stipend for those that were required to teach hybrid courses during the 20-21 school year. Just briefly, concerning ESSER funds we will be discussing this in depth as an agenda item. However, CTA wants to emphasize that DOE guidelines require the district to engage in meaningful consultation with students, families, school, and district administrators including special education administrators, teachers and principals, school board members, school leaders, other educators, school staff and their unions...end of quote. So we would like your plan for reaching out to other stakeholders and we are looking forward to the meaningful consultation that will be had with CTA as the district is mandated to do by law.

As part of that process, we request the district’s budgeted items that delineate where the district intends to spend the federal funding as well as a copy of its ESSER plan before it is submitted to the state so we can have a meaningful opportunity to discuss, make suggestions, and ask questions. Our educators have great insight on how these funds can be used to address the needs arising from COVID 19 including maintaining a healthy environment, addressing students' social-emotional and economic needs as well as other activities to maintain the necessary operation of services. We understand that OCPS will have over \$860 Million in federal funds. This money is in addition to the OCPS 1.8 billion dollar budget. This is a huge pot of money the majority of which can be used through 2024 and will certainly give the district many opportunities to address the needs of all the stakeholders. So, we will be addressing more fully our recommendations for spending today.

Thank you.

James Preusser	<p>Thank you, Wendy, just a couple of comments if you do not mind. (Ms. Doromal agreed to Mr. Preusser commenting). Thanks for that overview that you provided.</p> <p>I just want to say that anytime we are doing any impact bargaining with the union (Mr. Preusser paused), obviously, there was a decision that was made by the district, which then we provide notification to you.</p> <p>In the case that you just mentioned, some of those things are relevant to the school day, etc. You gave a couple of other examples; there has been no decision made on those. Those were examples that were used in the board meeting. And with that being said there have been no decisions being made on those items at this point. If decisions are made, relevant to anything, we always notify the union.</p> <p>I understand that you want to be part of the planning. I will say that we did have a session not just with CTA but with multiple folks and that was demonstrated in the May 11th board meeting when our chief academic officer, Dr. Schuler, provided an overview of the different parties that were associated with the brainstorming session for the ESSER 2 dollars. I will say that CTA gave many good examples of different ways to utilize the funds, so we took the totality of everyone that was associated with those brainstorming sessions and we are starting to formulate a plan.</p> <p>We are waiting for additional direction from the state department of education. Once we have that additional direction, we will certainly if there is something we believe a decision needs to be made and it requires a working condition change, of course, we will reach out to you. When I have that information I will. Right now I do not have any details around any specific changes that would require impact bargaining at this point in time.</p> <p>I do appreciate the fact that again, I thought most of your people that are on this call and part of your bargaining committee were in that brainstorming session including yourself. So, I do appreciate the input that the union did provide for those sessions and with that being said, I'll turn it back over to you.</p>
Wendy Doromal	<p>Alright, thank you.</p> <p>I do. There are some community groups that have asked me how they give input. So, if you can give me that information that would be very helpful. (Mr. Preusser acknowledged in the affirmative that he would) I know the education justice alliance asked me specifically how they could be contacted and give input. That is why I asked the question of how you are going to reach out to the community.</p>
James Preusser	<p>Once I get that point of contact, it may even be me and I can send it to the appropriate person in the district just so there can be one point of contact but I will let you know.</p>
Wendy Doromal	<p>We did want to discuss the ESSER funds and allow people the opportunity (to speak about it). I just wanted to briefly go over what I did send to you (Mr. Preusser) and the superintendent in April; I'll just read that letter.</p>
James Preusser	<p>Do you have it to display for my group? Just so everyone can see everything. (Document is displayed)</p>

Wendy Doromal	<p>Ms. Doromal reads letter she sent to Dr. Jenkins and Mr. Preusser. She reads the priorities from CTA regarding spending ESSER funds:</p> <ul style="list-style-type: none"> • Stipends for teachers • Teaching hybrid model as proposed in the March 30 bargaining session • Establishing an adequate substitute pool (as required by the contract) by hiring permanent subs. • Schools hiring more social workers, psychologists, and behavioral specialists (to address student mental health concerns). • Hiring RN's and LPN's for every school. Upgrading clinics. • Teacher pay and bonuses. • Upgrade HVAC systems in buildings where needed. • Providing teachers quality professional development courses. On weekends, summers, after school hours. • COVID 19 supplies including mask/sanitizer/cleaners • Addressing documented student learning loss.
Nick Anderson	<p>Good morning Jim. When we talk about hiring and we talk about the staff. I have a breakdown of what we need specifically. The first thing we need is guidance counselors. Student- teacher ratios are extraordinarily high which makes it difficult for guidance counselors to effectively guide the kids. If we can reduce that number we can have more interaction with the guidance counselors which allows those kids the ability to get the services they need. This will go into mental health counselors as well. This has been particularly acute over the last year. We have seen a lot of kids having mental health issues as a result of where we are at. Even coming back in the fall you will have a lot of kids who have not been in a classroom in a year and a half. You will have kids that only did part of the year and even for the kids that were here it was not a fully normal year.</p> <p>So, we are going to go back to starting in the fall, a lot of "normal school" which is not going to feel so normal to a lot of kids. Additional mental health resources will be needed to help those kids as we transition forward.</p> <p>Additionally, when we look at reducing class size by increasing teachers in general one of the things we have to keep in mind is the state is increasing performance targets for school grades on those student performances. We need more teachers working with a fewer crop of students to help better remediate because we also have students who are coming back where they weren't getting the full-on level of instruction on this hybrid model where they were on OCBS or what have you. We really need to work hard to make sure that the individual kids are getting the full-on instructional remediation they need, that's going to require a smaller class size as well as increasing intervention teachers. People who can come in, assist, pull out, working with those high needs students that need those additional interventions as well.</p> <p>I think when we look at also ensuring that we have an adequate sub-pool. This has been an issue we have brought up for years. So whether the hiring of temporary full-time teachers that can serve as floating teachers, and having floating subs. It is important that we not only have adequate sub coverage but it is also important that those subs that we have are reliable people. People who can effectively work in</p>

	<p>those rooms when needed. That will really help the full-court press. I think the thread running through all of these recommendations: guidance counselors, mental health counselors, adding additional teachers to try to reduce those class sizes, intervention teachers across the board.</p> <p>I think there needs to be an understanding that even though we will be going back to the year in the fall. We have massive amounts of remediation that need to happen in our student body, so we can't just walk back on our campuses as normal and assume we start back teaching algebra and English like nothing happened. In addition, we have to make sure we support the staff so that the staff can support the kids. Because not only will these kids need remediation from an academic standpoint. There will be additional mental health crises, additional emotional issues, and all of that is coming at a time when the state is raising the stakes for our performance targets that we have to meet next year. So, that really is an issue that is primarily about the kids and needs to be solved through the hiring of additional staff.</p> <p>Now, for current staff one of the things we are currently talking about is using some of these funds for additional planning days by team or subject area. There are a lot of people that come together that are working on the ground. However, I think this is very critical speaking on behalf of myself as a teacher and on behalf of other teachers. Those planning days are always most effective when they work ground up. When they are not necessarily the district coming up with something in ELC saying: "we need this". We have a lot of unique circumstances with these kids, in our schools that vary from one worksite to (another) worksite. How we can better remediate is going to be a team effort with those people on the ground, using additional planning days as they need to meet the individual needs of their individual populations. So that is where we think we need to focus these dollars from a staff perspective and a planning perspective.</p> <p>I am going to let Matt talk about some of the other things we recommend as well.</p>
James Preusser	<p>Nick, I have a question. I can hold to the end if you want to keep going. I will hold to the end.</p>

Matthew Hazel

Speaking of remediating, speaking of closing some of the deficits we are going to see this year. One thing we would like to see is a stipend for purchasing additional instructional resources for teachers. There is stuff I have dipped into this year that I have never used before, some digital lit. There is a thing I use called “zip grade” that’s really helpful. Not too many have heard of it. It is not too much money but it is an expense I pay.

Especially moving forward next year we are going to need a lot of pen and paper stuff. A lot of these kids are absolutely zoomed and digital out. The more resources we can hire for that give them physical books, physical work books, physical activities, pens, pencils, paper. There is a real need for that moving forward. Some funds to purchase that will be helpful.

Also, additional dollars for additional teachers to work after school tutoring. We all did our best this year, an effort that was absolutely Herculean. We have to admit there are going to be some learning deficits that need to be addressed in 21/22 and having some additional after school time and some paid time for teachers to work with students in need would help address some of those deficits.

Air quality improvements are another one. Both to mitigate the spread of COVID and also moving forward, additional air quality and the HVC upgrades and air purifiers and so forth will help us have cleaner healthier buildings, which moving forward even post COVID help us keep teachers in classrooms and keep kids in classrooms if they are getting sick less and getting out less.

Workdays for counselors. The need for more counselors. There is also a need for more time for counselors to work, especially over the summer. We would like to see 20 work days for counselors. Scheduling especially at the middle and high school level is an enormous task and our counselors are absolutely just stretched beyond the breaking point trying to get those schedules together in a normal year.

This year, with everything that has gone on and the amount of summer school and remediation is even happening over the summer, in terms of putting these schedules together and getting students where they need to be in order to learn is going to be a monumental task and we’d like to see the guidance counselors get the paid time that they need to make sure that job is done as well as it can be for the students.

We would like to see some funds go towards a retention bonus for our teachers. I mean, you know, across the board this year has been rough for all of us. I mean I am back next year. I am in it for the long haul for my school and for my students and so are most of my colleagues; but the number of teachers I have talked to who have seriously considered looking at other jobs and have bumped up their LinkedIn profile and who are absolutely spent, after hybrid this year is higher than I have ever seen it. Just a little bonus to thank them for their service and encourage them to come back.

I think it will save you a lot of jobs, and a lot of teachers because a lot of people are really on a knife’s edge just on whether they stay or whether they go after the year that we have had. It burned a lot of people really hard.

	<p>We'd also like to see funding for school pantries for the community. A lot of our students are food insecure, a lot of our students deal with difficult issues at home, and those things come to the classroom and those things affect learning. A lot of students and a lot of families look toward their local community schools as community centers in places where they can get the things they need. School pantries in the community are where our students can get those things that they need to get some food items, some basic toiletries, and stuff. The more secure they are at home the nicer they are, the happier they are when they show up at school. The more learning they will be able to do the less distracted they'll be by the things going on in their own lives. Along that vein, we'd also like to see some funding for some community mentorship programs of whatever form they take.</p> <p>Getting people from the community to mentor students, especially of students who are struggling and are at risk (those at risk of dropping out or not graduating). To be able to have some local adults and mentor figures, trusted adults come in and give some extra guidance and give them extra push to succeed.</p> <p>I think that would be a program that would really reap some dividends for all of us.</p>
James Preusser	<p>Thank you Matt.</p> <p>Question for you Nick on the substitutes. Can you expand a little bit about what the union's position is and maybe Wendy I defer to you on that as chief? Are you guys looking for permanent subs? What exactly are you looking for in terms of substitutes? Can you expand?</p>
Wendy Doromal	<p>I can answer that too and Nick could. As far as substitutes, we know there's been a shortage even pre-pandemic and it really needs to be addressed. But there are a lot of ways the other states we are seeing from our national reports have been using CARES Act money and different money to beef up substitutes. In some states they have been hiring teachers as floating teachers. So that when there is a vacancy that can't be filled by a sub they take care of that vacancy. Another thing is to have permanent subs at schools where there's large vacancies. It could depend on need. Maybe every high school should have so many. So just different ways to make sure crosses aren't uncovered.</p>
Nick Anderson	<p>Wendy, can I add something to that as well? Another thing to keep in mind is, I think Wendy is covering the most important part which is to make sure there is coverage number one. Number two, something that on the ground that we have seen is you know our subs come from Kelly Services, which is not OCPS, when they're hiring, the people that become their subs What they are looking for is not necessarily the same thing that OCPS is looking for in their employees. I think it is very beneficial that when we are getting subs for coverage that we are making sure as our district, that we have the best quality substitutes that we can put in front of children. I think that is something we at OCPS are much more focused on than what Kelly services might be. In addition to securing coverage, which is our number one thing. It also helps me make sure that we're betting to be sure that we also have the highest quality substitutes that were pulling from them as well.</p>

James Preusser

So, just a response on the Kelly subs, first and foremost that comes out of my wheelhouse, which is HR, and I work very closely with Kelly subs. So the indication to state that: “no, we're not looking for quality subs” is not a true or an accurate statement. We, of course, look for the best quality available to fill in the gap, fill in the void, when we have the need at any particular school.

Like I said I work very closely with them to ensure that they are looking at competencies and are looking at qualifications. They are the credentials relevant to any employee that we're going to be putting on our campuses so I would just rebut that and just state that. Of course, we look for the most qualified person to fill in the gaps. Are there more qualified people to fill in the gaps out there? Maybe? However, we always look for the best-qualified person to fill in or a substitute. That is our goal. That is our objective always.

So, I understand it clarifies your thoughts, your ideas on subs so thank you for that response. Wendy, before we move on to another topic. I did want to make a comment about the ESSER funds. You had indicated with the document you had on the screen that identified one of the bullets and you certainly bring it back up if you want. It identified one of the bullets as teacher pay and bonuses. So, you know, the ESSER funds strictly stipulate that generally they should not be used for bonuses or merit pay or anything similar from an expenditure perspective. Unless related to disruptions or closures resulting from COVID 19.

We have been instructed by the state, for now, that school districts must demonstrate and document that any such bonus or increase in pay are related to these disruptions and closure from COVID 19. So the language is pretty specific as to how ESSER funds are to be utilized. Of course, you have some things in there specific to student learning loss, including low-income students, children with disabilities, English Language learners. Some of the things we spoke to in the brainstorming session; so, we understand some of those things.

Again, I think one of the key components and the bright line for the state you have to demonstrate, document, you have got to provide assurances. So even though you have that listed, Matt spoke to retention bonus, etcetera. It has to fall within that category. If it doesn't fall within that category, we can't provide that assurance to the state, then the money is not being utilized correctly and appropriately. I just want to make that comment.

Wendy Doromal	<p>Let me respond to that. We have been attending many workshops on how the funds can be spent nationally, on a state level, and we do have documentation of that.</p> <p>Let me tell you some of the ways money has been spent and what they're spending for. In New Mexico all employees will receive a one-time \$1,000 retention payment. For teaching hybrid classes, we know, in Florida, districts have given bonuses or stipends or whatever you want to call it. We have state after state that have given retention bonuses and a \$500 one-time stipend. \$1,500 additional stipend per semester for virtual teachers in Iowa. In Michigan we have the same thing, so we have page after page of ways that teachers were compensated through retention or stipends, or bonuses, whatever you want to call it.</p> <p>So, we are going to disagree with that. I will let Lucia speak more to that when she comes. However, I understand what you are saying; but, we view that differently. We have seen where it has happened and they have had some grand challenges.</p> <p>Our own state is giving \$1,000 to every teacher from this money. So, that sets an example right there.</p>
James Preusser	<p>Well, I certainly understand, but all I can also say I would love to see those examples you just relayed verbally. I am happy to look at them. The US Department of Education has provided some of these conditions for the grant that's been given to the state of Florida. We are open to further discussion around it. We make sure we have documented and demonstrated that we can provide those assurances. Otherwise, if we can't, then the district, specifically, could not only be in "hot water" with the state but also with the federal government if we are not careful.</p>
Wendy Doromal	<p>So, if we propose something and you disagree in thinking that it is in conflict with the law, of course we will have our state union respond to that, because we have been told differently by our national union.</p> <p>I am willing to correspond with the Department of Education and the federal government myself, you know, for better information.</p>
James Preusser	<p>I understand we, as you know, we just always want to make sure that everything is above board and we are in compliance with the law. So, I think we are both in the same boat from that perspective. We can obviously have more discussion about it. I did want to bring up that point because that is something that is actually in the request for application and is included not only for the federal government but from the state. I know we will be talking about it more. I think it is a good discussion. Like I said, I do appreciate the fact that you did bring some good examples to not only today but also to the brainstorming session that we had a couple of weeks ago. (Mr. Preusser expressed thanks to Mathew Hazel and Nick Anderson for their contributions to the brainstorming session)</p>
Wendy Doromal	<p>Then other thing we wanted to do today was to share our budget priorities, if that is ok with you?</p>
James Preusser	<p>Sure, of course, I am listening to you, go ahead.</p>

Wendy Doromal	<p>In previous years we were asked to share this with the budget committee. We do want to share this with you because we know that in the upcoming weeks, we will be bargaining salaries and everything. These are our priorities for this year.</p> <p>The first one is salaries to raise the salaries of teachers and instructional personnel to at least 3%. A longevity supplement and to compensate employees with alternative postgraduate degrees supplements. Retirement, allows members of the bargaining unit to opt for up to 3 years DROP per state law FL Statute 1012.01 (2) (a)-(d). Insurance benefits, no increase in cost to members of the bargaining unit.</p> <p>Allow members of the bargaining unit to donate sick leave to other bargaining unit members. Professional Development, make training optimal and at the discretion of teachers, relevant to the subject matter, with pay at a teacher's hourly rate of pay and PD points for recertification during the summer, afterschool, and weekends.</p> <p>Supplements, ensure that all supplements are fully funded, (we want) summer days for guidance counselors.</p> <p>We feel there are numerous ways the district can allocate and prioritize, so we can make certain every student has the tools and resources needed to ensure academic success and ensure that teachers' working conditions are improved and salaries are increased.</p> <p>So we can recruit and maintain salaried and qualified experienced teachers. We just urge the district to collaborate in its actions and not just words, to be transparent and bargain with (good) faith and provide salary and benefits that reflect every educator's professional expertise, dedication, and loyalty.</p> <p>I just want to say these are some initial thoughts. They might change as we get the Governor's budget. We still don't have that (Governor's budget). We do know we have an excess of money from the ESSER fund that can be spent on things that might, in a regular year, come from our OCPs budget. So there certainly should be more money for salary and benefits.</p>
James Preusser	<p>Thank you Wendy, just a couple of comments. First and foremost, we always bargain in good faith. We are always here, we are always ready, and we are always willing to talk about different things, so I don't see that as an obstacle for either party.</p> <p>In regards to longevity supplements, what are your thoughts on that? Are you looking at very specific criteria? Have you bifurcated or identified how that would be utilized? I'm curious because I've negotiated many longevity supplement pay.</p>
Wendy Doromal	We did propose that to you previously. We did put something across the table previously, right Maribel?
Matthew Hazel	It was last year as I recall Wendy.
Wendy Doromal	<p>Yes, last year we did. It would be similar to what we did last year. Maribel if you would like to speak to that, you could.</p> <p>It is the same concept.</p>
James Preusser	<p>Ok, that is all I needed. I don't have any other comments or questions at this point. If you could send it to me electronically, I'd appreciate it.</p>

Wendy Doromal	Ok, I will.
James Preusser	Thank You.
James Preusser	I know you had a couple other things on here. Do you want to speak to the growth plan rating?
Wendy Doromal	Maribel is going to speak to that now.
Maribel Rigsby	<p>Good morning to everybody. We want to bring to the district's attention how the growth plan was rated a little bit differently. Not rated, but that there was a score at the end of the document of the evaluation that might not reflect what was the deliberate practice. I checked previous observations from records that we have. I do understand that changing configuration, we understand. We would like some guidance because this is going to become a public document.</p> <p>I said to make sure those scores are included in the very last evaluation document that includes the student learning, growth, and it is there. And because it is a public document that when they do the public records request. This is the document they are going to receive. We would like to know what we can do for teachers this year.</p> <p>We know the district is set in the future with the vendor, but we want to know what we can do for those teachers, if what is in the work document does not match that particular sentence of student growth? So, we would like to request that we either put a sentence possibly in the comments or something to help these students so it does not reflect negatively.</p> <p>If they move to get another job outside of the district and they don't know about it. So that is all we got.</p>
James Preusser	Thanks for the comments. I am going to defer to Stephanie on this. We may or may not have an answer or may need to do some more research. Let me see if Stephanie Wyka has an answer or an update.
Stephanie Wyka	I want to make sure I am capturing what the concern is. So, it sounds like your concern is with it stating unsatisfactory on the form for that component but maybe the overall score wasn't unsatisfactory. Is that kind of the root of your concern Maribel?
Maribel Rigsby	Yes, the picture that I sent you previously.
Stephanie Wyka	<p>I can research it to see what our options are with the vendor. Just see what's available and then see some of the options after we've had a chance to look at it from our side as well.</p> <p>I don't have a hard and fast answer for that right now and I apologize for that. We will research to see what all options are available.</p>
Maribel Rigsby	I want to make sure that at the appeals committee (most of them are here). That we have guidance because when it gets brought to the appeals committee we would like something for the teachers that shows this is not a procedure error. So, something that we can do for those teachers to make sure that when somebody opens this public record there's something that says that it is not necessarily a deliberate practice score.

Wendy Doromal	<p>Thank you Maribel.</p> <p>I don't know if you have agenda items Jim but the last one we had was a response to the hybrid stipend proposal response we gave you in March.</p>
James Preusser	<p>Yes, I do have a response for you on that. Wendy, I do not have any other proposals for you. Wendy, I believe the items you brought forward today are items we are going to continue to discuss.</p> <p>As it relates to the hybrid stipend proposal, we can't accept the proposal, let me explain why. As you know, the legislation is sitting on the governor's desk for the bonus for teachers and for principals. A \$1,000 bonus. We are hoping that gets signed into law. But with that bonus sitting out there and waiting to determine what's going to happen with that bonus, we are in a holding pattern right now.</p> <p>Obviously, those dollars would be allocated to the teachers. Looking at a \$500 bonus per quarter for the teachers, as you propose, it's just not something we can accept. If we look at the totality of all the teachers, I'm not saying all 14,000 teachers would be getting that, which would equate to \$2,000 per teacher. Doing the rough math, it is certainly north of 20 million dollars and probably closer to 28 million dollars. Not saying all 14,000 teachers would get that but a good portion of them would get that. So, at this point in time we have to reject that proposal.</p> <p>We are hopeful that the governor can give us \$1,000 for teachers and principals. We are waiting to hear back to see what the governor stipulates.</p>
Wendy Doromal	<p>I think we need to look ahead and make sure that when we set dates for bargaining coming up; we're going to have proposals, we are going to have salaries and benefits to bargain; hopefully sooner than later. We would like to bargain as soon as the governor signs the budget, immediately. We want to make sure we don't have less than ½ a day set aside for bargaining and hopefully a whole day.</p>
James Preusser	<p>I think it depends on the agenda, right? Obviously there are some checkboxes and guardrails that I have to put in place on my end. Yes, once the governor signs the budget into law. Obviously, there are conversations that I have to have with the Superintendent and the Board excreta, which is a normal part of the process, to determine our next steps.</p> <p>Potentially, we would be looking at wages or benefits. At this time, I don't have any direction on that because nothing has been signed by the governor. Additionally, it requires me to go back and have those conversations. I do agree that it would not be prudent to have sessions when there is no proposal presented from either party. Certainly, I know the teachers are finishing up their school year and every psychologist, guidance counselors, etcetera. We certainly don't want to interrupt that but I think as we get confirmation that things have been signed into law and both parties have an opportunity to review our positions, then we'll be ready to come to the table. I think that is the right approach.</p>
Wendy Doromal	<p>Thank you. We don't have anything else for today.</p>

James Preusser	Neither do we. If something comes up you know how to get a hold of me and we can arrange to discuss that. If you could please send me the items in writing when you have a chance that would be very good. I appreciate your time Wendy, and the committee's time. Have a good day.
Wendy Doromal	You too. Thank you.

Appendix A



To: Dr. Barbara Jenkins, Superintendent
James Preusser

ESSER Funds

April 26, 2021

Dear Dr. Jenkins and Mr. Preusser,

Previously I was asked about priorities for spending ESSER funds and have shared some with you.

OCCTA formally makes the following non-exhaustive suggestions and is looking forward to continuing to collaborate and provide input in the development of the District's plans:

- Stipends for teachers teaching hybrid models as proposed in the March 30th bargaining session
- Establishing an adequate substitute pool as required by the contract by hiring permanent substitutes for schools
- Hiring more social workers, psychologists and behavior specialists to address student mental health concerns
- Hiring RNs or LPNs for every school and upgrading clinics
- Teacher pay and bonuses
- Upgrades to HVAC systems in all buildings where needed
- Providing teachers optional, quality paid professional development courses on weekends, summers and/or after school hours.
- COVID-19 supplies, including masks, sanitizers, cleaners, etc.
- Addressing documented student learning loss

Please let me know if you have any questions.

Sincerely,

Wendy L. Doromal
President

Appendix B



UNION BUDGET PRIORITIES 2021

1. Salaries

- Raise the salaries of teachers and instructional personnel to at least 3%
- Longevity Supplement
- Compensate employees with alternative post graduate degree with supplements

2. Retirement:

- Allow all members of the bargaining unit to opt for up to three years of DROP per state law FL Statute 1012.01 (2) (a)-(d).

3. Insurance Benefits:

- No increase in costs to members of the bargaining unit.

4. Leave:

- Allow members of bargaining unit to donate sick leave to other bargaining unit members

5. Professional Development

- Make trainings optional and at discretion of teachers (relevant to subject matter) with pay at a teacher's hourly rate of pay and PD points for recertification during summer, after school and weekends

6. Supplements

- Ensure all supplements are fully funded

7. Summer days for guidance counselors

There are numerous ways that the District can allocate and prioritize so we can make certain that every student has the tools and resources needed to ensure academic success and insure that teachers' working conditions are improved and salaries are increased so we can recruit and maintain qualified and experienced teachers.

I urge the District to be collaborative in its actions, not just in its words. To be transparent and to bargain in good faith. To provide a salary and benefits that reflects every educator's professional expertise, dedication and loyalty.