

Professional Council Meeting 4.7.25

4:45-6:30 p.m. — Ed Center Board Room

In attendance: Clint Albers, Megan Bricks, John Hutchison, Shelby Lewis, Chris Pittman, Angie Powers, Trisha Putthoff, Lachelle Sigg, Eric Skoglund, Rick Sola, Julia Wenzel, Laura Wiltanger

Meeting begins at 4:45 pm

Agenda:

Committees Updates

- Calendar (Clint & Angie): Committee met last week as they are wrapping up the 26-27 calendar and taking a look at the calendar for PD days, specifically the PD in September (including the half day).
 - A professional day that was historically scheduled later in September was moved up to the Tuesday after Labor Day. The change to move it earlier in September started in 2022-2023. The change happened at the suggestion to move the day so it would not conflict with the official Count Day. Now, we are looking at moving the Tuesday after Labor Day later in September if we can avoid unintended consequences based on feedback. The committee was in support of turning the half-day of student contact before Labor Day to a full day of student contact.
 - There is a potential issue about moving the professional development day later in September due to enrollment opportunities before count day. More research is being done about the number of students that have enrolled the week before to ensure that the most number of students can be enrolled before the count day.
 - Next meeting is 4/22.

Negotiations Topics

- Draft Consensus Status: District Proposal of GBZCG Drug Free Schools & GBZE-C Non-Resident Student Enrollment, ONEA Proposal of Kindergarten Enrollment (Early Childhood Plan), 25-26 Revised Calendar
 - GBZCG, GBZE-C, 26-26 Revised Calendar are all set for the “draft consensus” folder.
 - ONEA Proposal on Kindergarten Enrollment (Early Childhood Plan): Important to note that additional staff also help with the enrollment day, for example, counselors. Currently counselors can volunteer to stay late, stay late for Kindergarten enrollment as one of their two additional duties, or the building can pay them a stipend for the additional hours beyond contract time.
 - Early Childhood Educator Language Change – adding change to reflect the practice.

- Proposed language: “300 minutes of plan time is scheduled over a typical 5-day week early childhood educators, generally on Friday.
 - There is documentation/spreadsheet that shows when the plan time minutes happen for the early childhood, including half-days, no school days, etc. and this would provide clarity for anyone concerned about missing plan time.
 - The word “generally” and the spreadsheet that clearly defines when the plan time is happening would be enough to satisfy any concerns.
 - After discussion, ready to move this item to the “draft consensus” folder as well.
- ONEA Proposals: Plan Time, Unscheduled Student or Building Needs, Paid Educator Coverage, Medicaid Billing, Professional Development & CEUs
- Plan Time
 - Purpose: Plan time for all educators reduces burnout, which improves retention; current language applies to all educators and provides consistency of amount of plan time with flexibility in increments for non-classroom educators; non-classroom educators have reported that they do not feel like current language reflects different job categories.
 - Proposed changes in GBZCC to read: “Individual plan time is necessary for all educators to fulfill their professional responsibilities which may include instructional planning and preparation, evaluating student work or progress, documenting services, developing materials or resources, maintaining communication with families and other educators, and completing job-specific professional duties. The nature of these activities may vary based on the educator’s role. It is recognized that on occasion administrative meetings may occur during individual plan time, which is the exception and not the rule. Non-classroom educators will have individual plan time commensurate with this policy in varied increments for the purpose of completing the responsibilities of their position.”
 - These changes are proposed to be more encompassing of positions that are not classroom teachers. The intention is to not need to update every year.
 - Discussion: Add “but not limited to” when listing the items that are included in plan time to be even more open/non-limiting.
- Unscheduled Building/Student Need--Plan/Duty-Free Lunch: Survey data shows that since the adoption of language of getting paid for loss of lunch time and/or plan time, special education staff are still missing lunch/plan time that is not compensated for.
 - Data on missed plan and lunch time reviewed

- Language added to secure pay for missed lunch/plan time related to unscheduled & extraordinary student or building needs is correlated with overall decreases.
- Missed plan time in elementary and missed lunch & plan time in high school has increased since last year.
- When attempting to be compensated for missed plan or lunch, 59% report they had no issues with the process; 24% were denied. The goal is to simplify the process to make it more practical so that all educators who miss lunch or plan time are able to be appropriately compensated.
 - The reasons for not being compensated include no explanation given; no need to (they were able to adjust time within the day); didn't know how; too much extra work; and they had the impression that it would not be approved.
- Proposed language change in BGZCC: On occasions not already addressed in the agreement, when extraordinary and unscheduled student or building needs cause an educator to lose their negotiated plan time and/or duty-free lunch, they will be compensated using the rate and process specified under policy GBZEF.
 - Having language to pay educators for lost plan/lunch related to an unscheduled need was suggested 2023-2024 to address special education needs, but there are more educators that are involved in this type of situation
 - The proposed language change addresses the fact that when extraordinary and unscheduled student or building needs occur, principals are not always present in the moment to pre-approve.
 - There is a document created by an elementary educator that outlines the steps that should be followed in an urgent situation for SPED educators but this does not exist at the middle- or high-school level.
 - **Question:** How much time needs to be missed in order to seek compensation?
 - **Answer:** Policy GBZEF does not have specific language, but it opens communication to happen with educator and administrator. The intention is that if a significant amount of plan time or duty-free lunch is missed, then there would be compensation.
- Paid Educator Coverage: Policy GBZEF
 - Proposed language changes in the Rate of Pay section – A. \$40 per hour/\$20 per half-hour (periods less than 30 minutes are rounded up to the next 30 minutes) for each occurrence. A high school block period is considered as two class periods and compensated at \$80 per block period; B. Combined Classes: A rate of \$40 per hour will be allocated for

situations were classes are combined for coverage; C. the covering nurse will be paid \$40 per hour to compensate for the loss...

- **Question:** How does an educator report this / how could we see what the costs are?
- **Answer:** It is difficult to know- in elementary it is through the building secretary; middle and high look different.
- Discussion: The combining/coverage has happened more 1st semester than in previous years with the increase in sections per day for specialists; This puts a burden on the educators that are taking on the additional students -they require more materials and on-the-spot planning/adjustments; the amount per hour would be split among the number of educators involved (example – if 2 educators split a class, each would receive the \$20 per hour for a total of \$40 per hour)
- Medicaid Billing
 - The completion of Medicaid billing is a shared interest
 - A survey of related-service providers who complete billing; 50% of those who received the survey responded within just a few days
 - They report spending 10 minutes to 1 hour+ on Medicaid billing and this must be completed by the end of the day of service
 - Proposed Language: Policy GBZCC to say “Educators whose duties include Medicaid billing will be exempted from afternoon duties so they may work on Medicaid billing at that time.”
 - Discussion: OTs, PTs, SLPs, Nurses: This language allows for the conversation with these related service providers with administrators regarding dismissal duty
 - Change the “afternoon duties” to be “after school” as the intention is that they would be exempt from the dismissal duties- not from any duty that is in the afternoon
 - Need to edit language to give the option for extenuating circumstances for both the educator and administrator
- CEU: Found in GBZEA
 - Why the proposal: Educators are investing significant unpaid time and money into CEUs; Average of 25 hours/year spent outside of contract time; Many spend \$100–400+ annually out of pocket.
 - District and building learning often don’t serve their professional needs
 - Many request time that directly supports their license (e.g., CEU-eligible sessions).

- Suggestions include discipline-specific PD that qualifies for CEUs, online CEU options, and/or time in the contract day to work on CEUs.
 - Some feel excluded from planning and forced to sit through sessions not applicable to their role; Strong requests for more autonomy and flexibility.
- Proposed Changes: Replace “Professional Development” with “Professional Learning;” Eliminate language we no longer use (“job-embedded”); Add CEUs to the list of professional learning opportunities
 - Continuing Education Units (CEUs): In general, educators who use CEUs for relicensure should receive an equitable amount of time to earn CEUs as their colleagues receive to earn CEUs as their colleagues receive to earn Professional Development Points on Professional Learning and Preparation Days. While there may be occasions where educators who use CEUs for relicensure need to be included in building or district professional development activities which do not provide an opportunity for CEUs while other educators are earning Professional Development Points, this should be the exception and not the rule. Equitable time can be provided by presenting CEU-eligible professional learning or allowing educators who use CEUs for relicensure to pursue external CEUs on Professional Learning and Preparation Days.
 - Intent: Provide these educators time in the Professional Development to work on CEUs, providing an equitable opportunity to earn Professional Development points like their classroom-educator peers.
 - **Question:** Can they use the CEUs to move on the salary schedule?
 - **Answer:** If they are during the professional day, no – just like a classroom educator; if they are happening outside of the contract day, yes. They have to fill out the form in the Frontline. There is a system that is there that can be modified – includes accountability.
 - **Question:** Does the work have to be done on-site?
 - **Answer:** It is not written in there, many of it is found online and that could be done on-site; if it something off-site it could be part of the process for requests in Frontline (like a classroom teacher would do for a conference).
 - **Question:** How would it be determined what would be applicable to the RSP during professional development?

- **Answer:** This is difficult to determine – not all sessions would be applicable or appropriate for all types of educators. This could be a conversation when creating an agenda or topics.
- Discussion: Possible to add “with building administrator approval” at the end to ensure that there is administrator input; possible to provide more detail for building-level professional development days and district-wide days to include communication with facilitators
- Reimbursement Request for Non-KSDE License Renewal Form
 - Rationale: Retaining educators who are not licensed through KSDE is important because they are critical to the success of students.
 - Proposal: Update the Reimbursement Request for Non-KSDE License Renewal to include reimbursement for costs associated with earning CEUs up to \$500 / year (page 63).
 - When talking with these RSPs about their CEU costs, rather than having a blanket \$500 stipend, which has a tax implication, they would prefer to have the time during the professional development days
 - This acknowledges that an educator can apply for relicensure using the district provided professional development points, but those in these categories cannot, they must pay the additional costs, when applicable in order to earn their CEUs.
 - Discussion: There are roughly 220 RSPs, over 100 responded to the survey. The response to the survey was positive, these professionals felt seen and were thankful the questions were being asked, anecdotally
 - **Question:** Do neighboring districts do this?
 - **Answer:** Blue Valley has a separate bargaining with their RSPs, they have a separate stipend that is \$1, 200 for most categories and it is connected to the base salary. The respondents to our survey were more interested in the time on the professional development days rather than paying additional taxes on stipends.
 - Reimbursement:
 - Reason: There is a reference to reimbursement for SLPs for their Certificate of Clinical Competence on page 60 that is dated.
 - This will need to be updated to reflect current practice or any proposal that is ratified by the bargaining unit for the next contract.
 - The line on page 60 is too specific, needs to be made more broad to include all categories, costs, and organizations
- Recap of ONEA Proposals
 - Today's Proposals:
 - Revision of plan time language

- Revision of language on missing plan/lunch due to unscheduled building or school needs
- Educator-paid coverage rates
- Protected Medicaid billing time
- CEU Professional Learning & Reimbursement
- Proposals from 3.26.25:
 - Leave policy updates to allow accumulated illness/bereavement leave to be used before PTO in cases of FMLA, Non-FMLA Medical Leave, and Childbirth and Adoption Leave
 - 403b match of \$50/month
 - Creation of Professional Council SPED Subcommittee
 - Codify existing practices: Kindergarten Enrollment and Early Childhood Educators' Plan
- District Information: Points for Salary Schedule Movement
 - Column Movement Breakdown over the last 3 years; roughly 13% that PD points are used for movement rather than college credit
 - Assumes all are 1.0 FTE, not part-time or any other amount of time employee
 - Column Movement over the last 10 years and costs
 - The purpose of today is to share the data and continue the conversation in the future; no proposal or suggestion for tonight
 - Discussion: It is much easier to do college credit online than it was in the past

Additional Questions

Question: Regarding budget presentation last time: 1.0% increase for non-bargaining unit employees totaled \$850,000: is that classified staff, administration, or both?

Answer: Classified, administration, and extra-curricular costs-anything that is non-bargained.

Upcoming Meetings:

- Upcoming Dates: 4/15, 4/23, 4/28, 5/5, 5/13
 - All meetings are at the BOE Room in the EC except for 4/28 (Rooms 1-2 at TSC).

Meeting Ends at 6:12pm

How We Will Work:

- Quick communication between Council members

- Listen to understand
- We all have and should use our voice
- Consider the scope of our impact as a Council
- Not shying away from difficult conversations or topics
- If someone feels that communication norms have been broken, we need to feel comfortable respectfully pointing this out.
- The Council considers this important to deal with at the time and as a group.
- Have an open mind, being good listeners, treating each other with respect

Processes We Will Use:

- Note taker (Julia) will send out minutes to all Professional Council members for review within a week, OR prior to the next meeting, whichever is sooner.
- Final minutes are submitted to communications department to be both added to the Professional Council website and included in the “In The Know”
- Meetings are noticed in the “In The Know”
- Agenda will be set by Clint and Angie
- Draft Consensus Folder