November 2018

1. Aesop: There continue to be issues. Can the descriptions of the teacher be more specific? Please add if it is a special ed position when it is not for a regular ed teacher. Also, teachers are being called for custodians. Is there a way to check that the subs for custodians are coded correctly? Is there a separate group, as we have for nurse subs, that can be coded for custodial jobs? Some ideas were mentioned last time, so is there an update as to whether progress has been made towards finding a solution to the sub shortage? It seems using TAs is becoming more the rule rather than the exception in some buildings.

- Human resources is well aware of and working on resolving AESOP issues. If anyone is experiencing AESOP or human resource issues, he/she needs to email Barbara O'Donnell and copy Dan Ross.
- The BOE is exploring other options to tackle the substitute teacher shortage. One of the options involves using an outside service for substitutes.
- The central office is in the process of taking a final look at job descriptions of support staff at the BOE. When this is completed, it will be shared so employees know who to contact to resolve issues that arise.

2. Are there any security updates since last meeting and have any other decisions been made for going forward? Specifically, once the security cameras and monitors are fully installed, can the secretaries and principals meet with Administration to let us know how they are to work and what our responsibilities will be?

Once all cameras and monitors have been installed, there will be a training for administrative staff and secretaries. A later phase in security measures will consider vestibules in main entrances of buildings that can be locked. This requires further discussion to move to the budgeting phase.

3. Can you check the system for overtime, Veritime. There are problems with putting in a custodian for overtime. The time sheets for over time for them are not correct in the system.

The central office is aware of this and currently working on it. There are configuration issues that need to be dealt with.

4. Some teachers are not hooked up to copiers - just office staff and visiting child study team or supervisors - to have the ability to print to copiers from their computer. Can we have the tech department look into providing this capability to teachers in schools who don't have it?

Teachers who are interested in printing to copiers need to put in a technology work order.

5. Can IEP direct be assessed to make sure everyone can log in? Certain staff who should be able to access it can not.

Staff members who feel they should have access to IEP Direct need to contact Frank Santora or Christine Seminerio.

6. With the new STAR Assessments in district, we are using the data to Progress Monitor those students falling into the Intervention categories. Our elementary BSI program is typically called upon to help those students who struggle to meet benchmark goals. We simply cannot meet the needs of all students with a part time teacher split between 2 schools. There are students primarily in grades 3-5 who need the extra support in either Literacy or Math. Some students are only receiving help one day per week in either math or writing simply due to staffing. In order for staff to achieve District Goal #1 "Make Learning Personal" as published in the October Dodger Digest, can we consider making this position full time in every elementary school for the coming 2019-2020 school year?

Our faculty is to be applauded for recognizing this concern. We are committed to improving the performance of all of our students and are exploring options for expanding Tier 1, 2 and 3 interventions. This will be a major topic of conversation for all of our educators moving forward.