



THE SCHOOL DISTRICT OF LEE COUNTY

Gregory Adkins, Ed.D.

Superintendent

2855 Colonial Boulevard, Fort Myers, FL 33966 | O: 239.337.8301

Dear TALC Members,

I want to thank you for coming to the TALC Representative Assembly in November. It was a pleasure for me to be with you and to answer questions about what I consider the greatest profession in the world – education.

I came back from that meeting with the questions we were unable to answer that night due to time constraints, and my team got to work gathering information and providing responses which are in the attached document. Some of the questions were easier to answer than others, and while the responses might not be what you wish to hear, they are honest and straightforward.

One topic that received a lot of attention was teacher compensation. While you will see answers to these questions in the attached document, I want to make it clear that we have been and will continue to increase teacher pay in Lee County.

Historically, raise percentages in our District have been higher than what the state has allocated. Our District has improved the average teacher salary from about \$46,000 to just over \$50,000 over the past four years. In addition, the district's average salary per year of teaching experience has increased from roughly \$600 to \$1,000.00, while the state average salary per year of teaching experience is \$715. The percentage of teachers at or above the state average has increased from 22% to 54% in the same amount of time.

As a team we continue to advocate the need for increased compensation to all who will listen because we appreciate and believe in what you do each day. Your leadership, dedication and passion for education truly do make a difference in the lives of our students and we are grateful.

Sincerely,

Greg Adkins, Ed.D.
Superintendent

BOARD MEMBERS MARY FISCHER, CHAIR, DISTRICT 1 | DEBBIE JORDAN, VICE CHAIR, DISTRICT 4

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TALC November Rep Meeting Questions for Dr. Adkins

| Please provide your question to the Superintendent below | Division | Response | Article # |
|---|---------------------------------------|---|-----------|
| 1 Why does the District continue to allow incompetent/toxic administrators to remain at schools - even when it has cost the schools dozens of quality educators? Especially when the district is aware of their incompetence. | Academic Services; Human Resources | The district monitors exit surveys, turnover data and flight risk information on all schools. If appropriate, the School Development Executive Directors work with administrators to improve. In the past two years several principals have been put on performance plans. | 6, 7 |
| 2 A few years ago we were told that a building administrator evaluation was close to being completed, but we have never been given the opportunity to see it or use it to evaluate our building administrators. This tool is long overdue. Why the extended delay? What can you do, Dr. Adkins, to make this a reality for staff this spring? | Academic Services; Human Resources | We did a pilot 360 Evaluation two years ago. The results were mixed. It is extremely expensive to do a comprehensive 360 evaluation. The Climate Survey is an attempt to gather information from staff. | 8 |
| 3 Last school year, the school district double-taxed it's teacher's bonuses. Do you intend to double tax future bonuses that your teachers earn? | Human Resources; Business Services | <p>At the direction from FLDOE, employee and employer side of the State of Florida's Best and Brightest Program awards are to be subtracted from award amount. There is a pending class action lawsuit regarding this issue. FLDOE denies the allegation that they acted inappropriately.</p> <p>The program requirements have changed every year since inception. The District has established the elimination of the State of Florida's Best and Brightest Program as a legislative priority. The District would like the state legislature and the governor to redirect the roughly \$230 million in funds to the Base Student Allocation. Another option is to dedicate these funds to a categorical within the FEFP that will increase teacher salaries.</p> | 10 |
| 4 Why did you do away with the "Best and Brightest" award? Why were teachers not informed of this change? Also what will you be doing for teachers who have dedicated years to the profession within the district (as it seems only new teachers will be benefiting from the 47,500 salary raise?) | Human Resources | <p>It is the State of Florida's Best and Brightest Scholarship Program and it still exists. The Florida Legislature has adopted changes to the laws governing this program each of the four years it has existed. In addition, the program's eligibility requirements have changed every year since it's inception. The Governor has approved those changes.</p> <p>The District has established the elimination of the State of Florida's Best and Brightest Program as a legislative priority. The District would like the state legislature and the governor to redirect the roughly \$230 million in funds to the Base Student Allocation or to dedicate these funds to a categorical within the FEFP that will increase teacher salaries.</p> | 10 |

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| 5 | Why are Peer Collaborative Teachers considered teachers when they have to teach 50% of their day for the position and are defined as teachers but are not eligible for teacher lead money and the Bright Futures performance pay? | Human Resources; Business Services | <p>Bright Futures is a scholarship program that's offered to graduates of Florida high schools attending public colleges and universities.</p> <p>The State of Florida's Best and Brightest Program determines eligibility based upon a narrowly defined statutory definition of classroom teacher. The eligibility requirements for the State of Florida's Best and Brightest Program have changed every year since it's inception.</p> <p>The Teacher Supply Assistance Program (commonly referred to as teacher lead money) and other state programs may rely on different statutory definitions or different portions of the statutory definition of "instructional personnel." Teacher lead statute 1012.71 specifically defines who is eligible to receive the funds as teachers whose "full time" job responsibility is the instruction of PK-12 students.</p> | 10 |

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| <p>6 With the new school requirements for Best and Brightest making many highly effective teachers ineligible for the incentive money...why should we stay at under performing schools? This is the only way many of us have gotten an increase in years...</p> | Human Resources; Business Services | <p>The State of Florida's Best and Brightest Program is a bonus program funded by the state. These funds go towards a one-time bonus, not a salary increase. TALC and the District negotiate salary increases as a routine course of business. State funding to the District has increased by only 1% each year for the past few years. The District increased the overall amount spent on salaries for teachers by 3% each year, despite not being provided state funding to support these increases.</p> <p>The eligibility requirements for the State of Florida's Best and Brightest Scholarship Program have changed every year since it's inception. The District has established the elimination of the State of Florida's Best and Brightest Program as a legislative priority. The District would like the state legislature and the governor to redirect the roughly \$230 million in funds to the Base Student Allocation or to dedicated these funds to a categorical within the FEEP that will increase teacher salaries.</p> | 7 |
| <p>7 Behavior intervention plans are used to replace a negative behavior with a positive one. It is improper to use a behavior intervention plan for already established positive behaviors and is not supported by a functional behavioral assessment. We have been told to write behavior plans for self advocacy which is a skill and not a behavior. So why are some ESE classes being expected to write Behavior Intervention Plans when in fact the student is not in need of one?</p> | Academic Services | <p>A behavior intervention plan should be written for any student with behavior that interferes with their ability to access general education. Our new electronic program, Insights to Behavior, helps teachers to create an FBA based on any behavior exhibited by a student.</p> <p>A student may need a behavior plan for self-advocacy if they advocate for themselves in an inappropriate manner (ie. throwing materials, cussing out the teacher, putting their head down, etc.) instead of asking for help because they don't understand the material.</p> <p>The state categorizes self-advocacy skills as social-emotional behavior for Quality IEP and the Matrix of Funding.</p> | 8 |
| <p>8 What is being done to align the evaluation & career ladder for social workers with the profession?</p> | Human Resources | <p>A Special Instructional Labor/Management Committee was formed in FY19 (2018-2019 school year). The Committee has been meeting regularly to address concerns related to performance evaluations, supplements, professional development, and the Career Ladder that impact special instructional staff.</p> | 10 |

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| 9 | Concerning the career ladder movement, would our superintendent re-think changing the participation requirements with certain instructional teachers if they provided proof of other activities they are involved in that are not given a salary supplements? | Human Resources | The Career Ladder Committee meets on a monthly basis to discuss refinements to the Career Ladder. The Committee is closely tracking trend data at a district level and working on solutions to concerns about the participation requirements, including the equitable distribution of supplements, based on school size and level. | 10 |
| 10 | With the knowledge of financial concerns always being a primary concern, can you give us a timeline for a more appropriate counselors-to-student ration (1:250) will be reached? | Academic Services; Business Services | Each year during the budget cycle staff to student ratios are always taken into consideration. The increased focus on comprehensive health will be taken into account for the 2020-2021 school year. | 7 |
| 11 | How does lifting the class size limit benefit our ever-growing diversified student populations? | Academic Services; Business Services; Operations | The class size limit has not been lifted. We are still following the statutory guidelines of schoolwide averages of 18, 22, and 25 for core classes. Some locations may have seen larger classes this year due to adjustments in the school allocations, but the district endeavored to still meet the schoolwide averages at every location. | 7 |
| 12 | Will the Class Size Reduction Substitutes that started in October be with us the full year? I am getting approximately 2 hours of help per week. How was this formulated to account for having 4 extra students for the year? Was this a “work around” so that the district still gets the Class Size Reduction money? | Academic Services; Business Services | The class size substitutes will remain in place as long as a school's enrollment and class size numbers warrant it. Each school has the autonomy to utilize them as they see fit and where the help is needed most. The district receives class size reduction money regardless of compliance with the class size law; any district not in compliance gets a financial penalty for the number of students they are out of compliance at the schoolwide average. This year, every traditional school was in compliance at the schoolwide average. | 7 |
| 13 | I have class sizes of 30-35 kids in every class (annually tested and many need extra attention). Will we be adhering to the class size amendment next school year? If not, how can we justify this as what's best for the kids? | Academic Services; Business Services | Not sure if this is referring to a core class, or an elective. For an elective, it is expected that classes would be this size. For a core class, it is our intent (as in every year) to adhere to the class size mandate. It is a reality that we could be adhering to the class size mandate and still have some core classes be this size. | 7 |
| 14 | I would like to know what the district stance is on the class size amendment. I have much larger classes than last year and I really feel it is a detriment to my students, their learning, and the individualized attention that comes from this. | Academic Services; Business Services | The district is still following the statutory guidelines of schoolwide averages of 18, 22, and 25 for core classes. Some locations may have seen larger classes this year due to adjustments in the school allocations, but the district endeavored to still meet the schoolwide averages at every location. | 6 |

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| <p>15 Because of overcrowding a colleague and I teach our classes in the cafeteria with three glass walls right across from the office. There are 2 cafeteria restroom doors that cannot be locked from the inside and there is nothing in there that could be used as a weapon. I know because that's where my SRO found my class and me last year and chided me for not fighting back when he entered. (It is impossible to tear off the stainless-steel towel wastebasket from the wall in seconds let alone minutes. There is also little or no time to drag in a chair from the café.) I had asked for a lock to be installed on the inside of the restroom door. It would require a key so that staff could lock it from the inside for emergencies like active shooters or lockdown drills. I was told that district policy precludes it. In the past, it would not be needed, but times have changed. Teaching nowadays is a dangerous job. I would like to know that my students and I have a safe place nearby that we can go to which does not require others to unlock their doors to let us in. Will you ask your security team to evaluate options for us in overcrowded schools who are using non-traditional spaces for instruction?</p> | Operations | <p>The safety of students and employees is of paramount importance to the District. The Safety/Security Department is able to assist in the evaluation of any non-traditional classroom space for recommendations identified as requested by school-based leadership. Schools are expected to identify site-specific vulnerabilities through their FSSAT process so that Security Zone Managers can assist in evaluating recommendations and potential solutions.</p> <p>There are several different ways for you to share safety/security concerns: you can report the concern to administration at your school, you can report the concern to the District Safety/Security Department, you can report the concern to your School-based Safety/Security Committee, you can report the concern to District Safety/Security Committee, or you can complete a safety deficiency form and submit it to any of the parties mentioned.</p> <p>If you have not already, please report this concern and if you are comfortable provide the name of your school to TALC Leadership, so that it can be shared with the appropriate parties.</p> | 7 |
| <p>16 I have had numerous teachers, veteran and new, come to me about concerns with the lack of discipline in our school. Disruptive behavior is hampering student learning when all attention goes to a student who constantly disrupts. Student behavior and the lack of an effective discipline program creates safety concerns for students and teachers, loss of educational opportunities for students and creates undue stress and exhaustion for teachers in the classroom. Teachers and paraprofessionals are very concerned with working conditions and lack of support when it comes to discipline. 1) What is the school district doing to ensure the safety of teachers and students in the classroom? 2) What is the school district doing to ensure the rights of ALL students in the classroom as it pertains to uninterrupted opportunities for education?</p> | Academic Services | <p>The School District provides a variety of supports for student discipline that include positive behavior support programs (PBIS) that promote positive behaviors, Tier 1 supports for all students including our Code of Conduct for Students which outlines district/school expectations, preventions, interventions, and consequences for infraction incidents, Alternative to Suspension programs, Restorative Practices, intervention services through MTSS, Mental Health Assessment Team, and Threat Assessment Team support including development of school-based teams and plans, professional development, and recommendations for implemented practices/use of resources. For students with identified disabilities, 504 and IDEA (IEP) support is also provided. Finally, the district convenes a district level Threat Assessment Team for student behavior issues that may include off-campus and/or high level offenses. If there are specific issues or questions, please converse with your principal, assistant principal, and/or intervention specialist for assistance.</p> | 7 |

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| 17 | We know the district has a goal of reducing suspensions in our schools; however, as teachers we are still seeing the same behaviors from our students. Now, the students just think that consequences are not applicable to them. Do you think that this decision to reduce suspensions is furthering the other goal of retaining highly qualified teachers? Most of my colleagues are discussing that they will not remain in teaching much longer since disciplining students is almost non-existent making teaching difficult. | Academic Services | See #16 for the full range of services provided to support student behavior including discipline as defined in our Code of Conduct for Students. A range of appropriate consequences are provided depending on the level of student infraction, including out of school suspension as a last resort when needed. | 7 |
| 18 | Is There an expectation that only highly effective teachers are to perform MTSS rolls then will all current teachers be given highly effective results on observations this year if not will effective teachers be exempt from having MTS us students in their classrooms next school year? | Academic Services | It is expected that all teachers provide the appropriate differentiation and accommodations needed for students in their classroom including those with plans for MTSS, 504, ELL, and/or IDEA (IEPs). | 13 |
| 19 | What are your plans in regards to student discipline and behavior support? | Academic Services | Academic Services continues to monitor and evaluate student discipline and behavior support for the district. See #16 for the full range of current district support. | 13 |
| 20 | Students' discipline in schools is becoming very lax, almost nonexistent. Teachers are being increasingly disrespected by students. Does the school district understand the magnitude of this and are there measures being implemented? | Academic Services | While this is an individual's perception, it has not been the perception district-wide. Taking this matter to the school principal or to the school leadership team is the best way to address this concern. The superintendent is a very strong proponent of good discipline and active supervision by all, which is critically important to the successful implementation of a good behavior management plan. A solid and consistent system for enforcement is the expectation. The superintendent's expectation is for schools to implement effective programs that positively change student behavior, not just change discipline numbers. Teacher input and participation in the development and implementation of effective student discipline programs at all schools is the expectation. The safety of our employees and students is our highest concern. Please see the response to #16 for the full range of supports provided to schools for student behavior. | 11 |
| 21 | Why doesn't the district contribute any funds for members on Medicare and who carry supplemental plans? | Business Services | That possibility has not been discussed. Would this contribution be in lieu of the standard health insurance contribution? This could be a topic of discussion in the future. | 11 |
| 22 | Why did the district stop using Med-Express for Worker Comp? They have some of the best doctors in SWFL. Now I and other employees who are injured are stuck going to Lee Convenient Care which is "hurry up and wait". A few years ago, I was caught in the Lee Convenient shuffle for 5 1/2 months for follow ups. I refused to be released from W/C until an orthopedic surgeon had examined my wrist injury. I ended up with a large number of Occupational Therapy sessions. I could have been healed and fully functioning at work and at home much earlier if I had been treated like a regular patient instead of a W/C client. District W/C costs would have been reduced along with my school's electricity bill because it took me longer to prepare. | Human Resources | We continually review our vendors and partnerships and make decisions that are in the best interest of the employees. That is why the change was made. | 7 |

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| 23 | Why must we clock-in/clock-out like factory workers each day? | Business Services | As of February 1, 2020, administrative and instructional staff will no longer have to clock out. The District is introducing a new practice where clocking out is not necessary; only clocking in. The intent is not to make people feel like factory workers, but to provide some tools for accountability for pay for all employees. | 7 |
| 24 | Why do we have to clock in and out throughout the week but no access to the clock when we are working/planning from home? | Business Services | The requirement to clock in and out came about based on a state audit finding. The state expects the district to have a way to verify that employees are present at work on days that they are being paid. There is no need to clock in and out when working/planning from home. Fortunately the district has developed a new report that will allow the verification that the state requires without requiring instructional and administrative staff to clock out. As of February 1, 2020, administrative and instructional staff will only need to clock in each day. They will no longer be required to clock out. | |
| 25 | What is the #1 new or ongoing initiative that your district will be focused on over the course of the next year? | Executive Services | We actually have 5 major initiatives we are focused on this year involving PreK; Career and Technical Education, Expanded Learning; Proximity and Workforce Development. I have attached a document with the short and long term goals for each of these are. | |
| 26 | One of the trends I've seen in this increasingly competitive and scrutinized K-12 landscape is the need for an effective community relations program. What are you doing to foster a productive partnership between your district and the community? | Executive Services | A job description has just been approved and we are working to hire a Coordinator of Community Engagement who will be responsible for coordinating and facilitating a community-based engagement program to enhance student achievement by educating and engaging stakeholders about strategic initiatives and events which support the District's mission and vision. We hope to have the position hired sometime in January/February. | |
| 27 | Why don't we have combined high school and Technical school programs? These would better serve students who are interested in trades and not college. | Academic Services | We offer career academies in every traditional high school as well as LVIP. These academies allow students to acquire workforce ready skills while earning their high school diploma. A list of all currently offered Career & Technical Education programs in our high schools can be found at: https://www.leeschools.net/cms/One.aspx?portalId=676305&pageId=1406864 | |
| 28 | What will happen to the teachers who did not sign up for the reading enforcement classes? | Human Resources | The state has implemented a new statute that requires the reading endorsement. Teachers are required to meet certification requirements or to be on a district approved plan to get certified. Otherwise, the teacher may not be employable-- depending on other certifications the teacher may have. | |

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| 29 | What is the School District of Lee Counties position on recognizing state certified Pre K teachers as “classroom teachers” and supporting a written change to F.S.S. 1012.01? Broward County plans to add this important issue to their legislative platform. Will the Lee County School District be supporting this as well? (Currently, Certified Pre K teachers are held to the same evaluation standards and recertification requirements as K-20 teachers but not offered the same benefits. A Pre K teacher is not recognized as a classroom teacher and therefore is not eligible for Best and Brightest, Teacher Loan Forgiveness, DROP extension, Professional Liability Insurance, and other incentives offered to K-12 full time employees throughout the state.) | Academic Services | <p>Pre-K education is a priority for the Superintendent and School Board. Yes, this is a possibility for as a future legislative platform.</p> <p>The eligibility requirements for the State of Florida's Best and Brightest Program have changed every year since it's inception. The District has established the elimination of the State of Florida's Best and Brightest Program as a legislative priority. The District would like the state legislature and the governor to redirect the roughly \$230 million in funds to the Base Student Allocation or to dedicate these funds to a categorical within the FEFP that will increase teacher salaries.</p> | |
| 30 | When the social work department lost their assistant director Amy Clark was promoted to director and we were put underneath her. Our previous assistant director had been promised for years a coordinator. Amy Clark was promised a coordinator. Yet there is still no coordinator two school years later. When the nurses lost their assistant director they have a director and they were given a coordinator. Principals have assistant principals and coaches to help. Further, their teachers and support staff are all in one location. Social workers are spread throughout the entire county. So Amy has to go to all of our locations for site visits for social workers and psychologists. I would like to know why is it Amy Clark has nearly 100 professionals directly reporting to her without support? But my bigger question is when are we getting a social work coordinator who is a social worker? Additionally, Amy has 2/3 of the state mandated mental health team and no supports in place from our department. Amy Clark is absolutely amazing but we need front line support. And we don't just want a coordinator who already has a coordinator job and we're just thrown on them. We need a social work coordinator who is a social worker. We need one of our peers to support us and support Amy. To further add insult to how District does not support social workers is evident by how mental health is been treated. Lori Brooks got a promotion when she got an additionally coordinator under her. So Lori is the director with I think two or three people reporting to her. Amy has a director with almost 100 people directly reporting to her?! When is Social work going to be valued and treated as the professionals we are? And when are you going to fund us for a coordinator who is a social worker? | Academic Services; Business Services | <p>Valid concerns and certainly a consideration the district should explore. In the next budget cycle, the district will work hard to support those items brought forward as priorities from each division to the best of our ability and as resources permit.</p> | 7 |

TALC November Rep Meeting Questions for Dr. Adkins

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| 31 Are you willing to cancel school on January 13 so teachers who have the means to, can go to Tallahassee and make their voices heard. | Executive Services; Human Resources | While we could not do not that, we did support employee's participation in this event by allowing up to two (2) TALC and (2) SPALC members from each school/work location to attend the event. In addition, employees at the District Office, including Cabinet members and the Superintendent, substitute taught that day in order to support the personnel who went to Tallahassee. | 10 |
| 32 I have been getting questions regarding the required Leading and Learning PLCs that teachers have to attend after hours at the district office. Why are these required if they are after hours? If they have to be attended why can teacher not get their hourly rates Instead of the \$15 rate? Also, is the Reading Endorsement also a requirement? | Academic Services; Human Resources | Leading and Learning teams are not required. School principals worked with staff to determine teachers who want to attend. Currently, we are working with Labor Management to consider a form of future compensation. Due to recent changes in legislation, the reading endorsement or reading certification is now required for K-12 teachers who provide reading instruction to students scoring a level 1 or level 2 in reading. The leading and learning evening meetings do not meet reading endorsement coursework requirements. | 7 |
| 33 Will you show your support for teachers and change the hurricane makeup day in January to January 13th, so teachers can go to Tallahassee? | Executive Services; Human Resources | Yes. We agreed to support employee's participation in this event by allowing up to two (2) TALC and (2) SPALC members from each school/work location to attend the event. In addition, employees at the District Office, including Cabinet members and the Superintendent substitute taught that day in order to support the personnel who went to Tallahassee. | 8 |
| 34 Is there a more equitable way to evaluate Teachers on Assignment rather than having them be tied to student achievement? Not all of us work directly with students. | Human Resources | We are certainly open to suggestions that can be discussed at the Teacher Evaluation Committee meetings. Florida Statutes require that student achievement data be part of all instructional staff's evaluation but we can discuss other ways to meet that requirement. Florida Statutes requires that student achievement data be part of a teacher's final evaluation. | |

TALC November Rep Meeting Questions for Dr. Adkins

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| 35 | I strongly urge you to add a list of the district acronyms for ESE jobs to the district website. I didn't apply for some because I did not know what type of classroom or students I would be applying for and did not know if I would be qualified. If this is confusing to me and I have worked in the district, what about brand new teachers or newcomers who have no idea what those jobs entail? This may reduce the number of ESE vacancies. Will you ask a staff member to explore this? | Academic Services; Human Resources | Yes, thank you for the suggestion. | 7, 10 |
| 36 | Many teachers across the District have been impacted by the requirements of the Leading & Learning meetings, creating family hardships, and receiving only the the training rate of \$15. While the teachers were asked to do it, they did not feel they could say no. | Academic Services | Leading and Learning teams are not required. School principals worked with staff to determine teachers who want to attend. Currently, we are working with Labor Management to consider a form of future compensation. | 8 |
| 37 | The District sent out a TES slideshow stating that non-classroom teachers do not have to have a targeted observation. Is it up to the principals to choose whether they do targeted observation on non classroom teachers, or is it a definite they are not supposed to? Some schools are still requiring targeted from non-classroom teachers. | Human Resources | Principals have the discretion on Targeted Observations. | 7 |
| 38 | Why are we being asked to provide alternate assessment data for our MTSS students (such as the MAZE)? Why can't we provide data points based on District created formatives, exemplars and summatives if that is the same criteria being used to assess all our other students? It seems as if we are being asked to provide data that will make a struggling student appear to be performing better than they truly are, when measured with assessments that are being required of all of their non-MTSS peers. | Academic Services | The district is required to use evidenced based tools that have been identified as appropriate for progress monitoring of response to intervention for MTSS. For more information about progress monitoring in MTSS, you can visit the Multi-Tiered Systems of Support Manual located at https://www.leeschools.net/student_services/multi-tiered_systems_of_support . | 8 |
| 39 | Is there a more equitable way to evaluate Teachers on Assignment rather than having them be tied to student achievement? Not all of us work directly with students. | Human Resources | We are certainly open to suggestions that can be discussed at the Teacher Evaluation Committee meetings. | 7 |
| 40 | Good evening, Dr. Adkins. As a 24 year employee with LCSD, I have experienced many instructional, curricular and school improvement initiatives through the years. I must express the detrimental affects of the current 40 minute planning period on staff and, most importantly, instruction. Staff morale is extremely low for all the reasons reducing planning time has incurred. It is absolutely impossible to effectively do our job with 50 minutes but 40 minutes has taken it to a whole new level of impossible. What will you do as superintendent of our school system to correct this problem and protect the morale/mental health of your Instructional staff which ultimately affects student learning? | Academic Services | We are currently evaluating the length of the school day as well as the length of planning periods. | 7, 10 |

TALC November Rep Meeting Questions for Dr. Adkins

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| 41 | How do we get smaller class sizes and better pay? Smaller class sizes would enable us to focus less on classroom management intervention strategies and more on teaching content to the students. Salaries need to increase to reduce stress from bills and to increase quality of life. | Human Resources; Business Services; Operations | <p>Teacher raises provided annually during the last four years have all averaged approximately 3%, whereas State increases to District funding were approximately 1.45%. The total increase overall to the TALC salary schedule during this span was an increase of approximately 12% whereas the State only provided an increase of 5.78%, a difference of 6.22%. Therefore, the District increase to the teacher salary schedule was more than double the increase provided to the District. Funding reductions in other areas were allocated to teacher compensation. Compensation is directly related to the money available and as long as the state funds remain low, compensation will suffer.</p> <p>The district continues to meet the class size requirement. Each year the district reviews and evaluates class size school by school and the district as a whole. The district continues to have lower teacher to student ratio than the state average.</p> | 10 |

TALC November Rep Meeting Questions for Dr. Adkins

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| 42 | Do you plan to compensate veteran teachers at all for the pay raises to new teachers? I make just above the new hire pay after 8 years (7 of them highly effective). What do you plan to do to RETAIN teachers? | Human Resources | <p>Compensation continues to be a priority. The past several years, the amount of money put toward teacher compensation has been higher than the money provided by the state. Across the board, the average teacher salary has increased by 11% which is more than the funding provided by the state. Teacher retention is a priority and final decisions on compensation are determined through the bargaining process. Both TALC and district bargaining teams review the amount of funds that are available and then work to come up with the best compensation package.</p> <p>Since FY16 (2015-2016 school year) the district's average salary per year of teaching experience has increased from roughly \$600 to \$1,000.00. The state average salary per year of teaching experience is \$715. The percentage of teachers at or above the state average has increased from 22% to 54% in the same amount of time. In addition, no returning teacher is paid at a rate below the District's starting salary for someone with a comparable number of years of experience.</p> <p>Salary per year of teaching experience can be calculated by subtracting the minimum base salary (\$40,500 from an individual's base salary (as displayed on PeopleSoft. This number should then be divided by the number of creditable years (as displayed on PeopleSoft. Anyone with an amount under the state average is encouraged to share this information with TALC, since anecdotal evidence has been used to help the bargaining teams identify data that has allowed for targeted market adjustments. Targeted market adjustments have helped address historic inequities in salary schedules resulting from legislative changes and changes in economic conditions over the past decade or more.</p> | 10 |

TALC November Rep Meeting Questions for Dr. Adkins

| Please provide your question to the Superintendent below | Division | Response | Article # |
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| <p>43 Last year, you said that increasing teacher salary was your number one priority. What sort of results have teacher's seen under your leadership regarding increasing teacher salary?</p> | Human Resources | <p>Employee compensation, especially salaries for instructional staff, continues to be a priority. The past several years, the amount of money put toward teacher compensation has been higher than the money provided by the state. As stated in question 41 and 42, the amount of money put toward compensation has been 12% which has resulted in the average teacher salary being increased by 11% which is almost three times more than the funding provided by the state.</p> <p>Since FY16 (2015-2016 school year), the district's average salary per year of teaching experience has increased from roughly \$600 to \$1,000.00. The state average salary per year of teaching experience is \$715. The percentage of teachers at or above the state average has increased from 22% to 54% in the same amount of time. In addition, no returning teacher is paid at a rate below the District's starting salary for someone with a comparable number of years of experience.</p> <p>Salary per year of teaching experience can be calculated by subtracting the minimum base salary (\$40,500 from an individual's base salary (as displayed on PeopleSoft. This number should then be divided by the number of creditable years (as displayed on PeopleSoft. Anyone with an amount under the state average is encouraged to share this information with TALC, since anecdotal evidence has been used to help the bargaining teams identify data that has allowed for targeted market adjustments. Targeted market adjustments have helped address historic inequities in salary schedules resulting from legislative changes and changes in economic conditions over the past decade or more.</p> | 10 |

TALC November Rep Meeting Questions for Dr. Adkins

| | Please provide your question to the Superintendent below | Division | Response | Article # |
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| 44 | Why are teacher salaries in your district so low? Is it because they don't deserve higher salaries, or is it because of incompetent leadership? | Human Resources | <p>Teacher salaries in Lee County are not low compared to the state overall. Teacher raises have been more than the state has provided in additional funding.</p> <p>Since FY16 (2015-2016 school year), the district's average salary per year of teaching experience has increased from roughly \$600 to \$1,000.00. The state average salary per year of teaching experience is \$715. The percentage of teachers at or above the state average has increased from 22% to 54% in the same amount of time. In addition, no returning teacher is paid at a rate below the District's starting salary for someone with a comparable number of years of experience.</p> <p>Salary per year of teaching experience can be calculated by subtracting the minimum base salary (\$40,500) from an individual's base salary (as displayed on PeopleSoft). This number should then be divided by the number of creditable years (as displayed on PeopleSoft). Anyone with an amount under the state average is encouraged to share this information with TALC, since anecdotal evidence has been used to help the bargaining teams identify data that has allowed for targeted market adjustments. Targeted market adjustments have helped address historic inequities in salary schedules resulting from legislative changes and changes in economic conditions over the past decade or more.</p> | 10 |

TALC November Rep Meeting Questions for Dr. Adkins

| | Please provide your question to the Superintendent below | Division | Response | Article # |
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| 45 | How do you justify not giving salary increases to teachers? | Human Resources | <p>Salary increases have been provided to all instructional staff every year since Dr. Adkins has been Superintendent. The past several years, the amount of money put toward teacher compensation has been higher than the money provided by the state. Over this period of time, the teacher salary schedule has been enhanced by approximately 12% which is 6.22% higher than the increase in funding provided to the District by the state. This amounts to tens of millions of dollars in increased funding to support salary increases for teachers.</p> <p>Since FY16 (2015-2016 school year), the district's average salary per year of teaching experience has increased from roughly \$600 to \$1,000.00. The state average salary per year of teaching experience is \$715. The percentage of teachers at or above the state average has increased from 22% to 54% in the same amount of time. In addition, no returning teacher is paid at a rate below the District's starting salary for someone with a comparable number of years of experience.</p> | 10 |

TALC November Rep Meeting Questions for Dr. Adkins

| | Please provide your question to the Superintendent below | Division | Response | Article # |
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| 46 | With a new suggested pay raise (by the state) apparently only for new hires, is the district prepared to handle a higher number of teacher resignations in an attempt for existing teachers to remain out of the profession for at least a year to attempt to be hired later at the higher rate? While this may not be possible, one can assume that the attempt may occur. | Human Resources | This question is based on speculation about the Governor's proposal. The Florida Legislature will need to pass a law, it will need to be signed into effect by the Governor, and it will need to clear the courts. The Florida Constitution preserves a right to collective bargaining for public employees. It's likely that there would be legal challenges to a program that seeks to circumvent the rights of Districts and unions to negotiate agreements around material terms of employment, such as compensation and/or salaries. It remains to be seen how this will turnout, however the District and TALC will make every effort to maintain the improvements in equitable compensation that have been achieved over the past several years in bargaining. The District and TALC are also very conscious of teacher retention and will make every effort to retain qualified educators. | 10 |
| 47 | When will teachers be paid that have proctored assessments during their planning period? We were told its being held up by budget. We proctored assessments in Sept. 2019, this SY. | Human Resources; Business Services | This situation is currently being reviewed. There is nothing in the TALC Contract that promises payment for proctoring assessment and this is not a consistent practice at schools throughout the District. There is a noted need to clarify existing contract language in order to prevent confusion in the future. | 7, 10 |
| 48 | Why are CTE teachers be expected to proctor through their planning period without compensation but the district pays subs to proctor? | Academic Services; Human Resources; Business Services | This situation is currently being reviewed. There is nothing in the TALC Contract that promises payment for proctoring assessment and this is not a consistent practice at schools throughout the District. There is a noted need to clarify existing contract language in order to prevent confusion in the future. | 10 |

TALC November Rep Meeting Questions for Dr. Adkins

| | Please provide your question to the Superintendent below | Division | Response | Article # |
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| 49 | What plans do you and the Board have to help address the continued shortfall of the Legislature? Any lobbying efforts in your collective futures? | Executive Services; Business Services | Over the past few years we have been working to build stronger relationships with our Legislative Delegation. This year we hosted a delegation meeting at Harns Marsh Middle School to discuss our Legislative Priorities. We attended the Legislative Day at FSW to advocate on behalf of public education. In addition the Superintendent is part of the Alliance of Educational Leaders which is made up of area Superintendents and College/University Presidents which meet with the delegation to talk about priorities. As a result of these meetings we were able to secure more than \$300K in state funding for our Grow Your Own Teacher Scholarship. Changes were also made to the Teacher Certification Test requirements as a result of our meetings. In addition to all of that, we just extended our contract with Capitol Strategies, Inc. a lobbying firm. Our Board and District employees are members of The Florida School Boards Association, the Florida Association of School Administrators and The Greater Florida Consortium of School Boards, all of which have legislative and lobbying influence as well. As mentioned in answer to other questions, District Leadership provided support in the classrooms of those teachers who chose to attend the Take on Tallahassee event in January. | 10 |
| 50 | Will it ever be in the budget to have teachers make their hourly rate when attending required trainings outside of the school day? The \$15 rate is well below what a professional should be getting paid for required work. Other counties pay their teachers their hourly rates. \$15 has been the rate for almost 2 decades. That is not keeping up with inflation. | Human Resources | Any changes to this would need to be negotiated, however there has been discussion about a proposed change to this in upcoming bargaining sessions. A change was made to the trainer rate in the past few year, which can be seen in Salary Schedule N. The District and TALC are both interested in increasing the trainee rate to the minimum hourly rate for instructional staff. In order for this to occur, it will need to be priority for both the District and TALC. There are often a number of competing interests and a limited amount of funds available, however conceptually there is broad agreement that this needs to be addressed. | 10, 11 |

TALC November Rep Meeting Questions for Dr. Adkins

| Please provide your question to the Superintendent below | Division | Response | Article # |
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| <p>51 How can you justify your own recent pay raise of 13% to \$209k when teachers pay raises have been so small, in addition to the struggle of being unable to afford insurance for our families through the district because the cost is so high?</p> | Human Resources | <p>Salary increases have been provided to all instructional staff every year that Dr. Adkins has been Superintendent. During this period of time the amount of money put toward compensation has been 12%, which has resulted in teacher pay being increased to an average of 11% which is more than the funding that was provided by the state. This amounts to tens of millions of dollars in increased funding to support salary increases for teachers. This has brought teacher pay in Lee County to well above the state average.</p> <p>The District, TALC, and SPALC, have worked to control the cost of health insurance and have managed to avoid passing costs onto employees for a number of years. This is not a District issue, this is a nation-wide issue and one that the District continues to outperform other similarly situation organizations. The cost of spouse and dependent coverage is noted, however consensus has not been reached on how to address this issue since funding is limited and increases to insurance spending comes from the same pot of money as increases to salary. The District, TALC, and SPALC are working on sustainability plans that address the compounding cost associated with increases in health care costs of between 7% and 9% annually.</p> <p>Since FY16 (2015-2016 school year), the district's average salary per year of teaching experience has increased from roughly \$600 to \$1,000.00. The state average salary per year of teaching experience is \$715. The percentage of teachers at or above the state average has increased from 22% to 54% in the same amount of time. In addition, no returning teacher is paid at a rate below the District's starting salary for someone with a comparable number of years of experience.</p> | 10 |

TALC November Rep Meeting Questions for Dr. Adkins

| | Please provide your question to the Superintendent below | Division | Response | Article # |
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| 52 | What are your plans to increase teacher pay? | Human Resources; Business Services | <p>Dr. Adkins set a goal for the District's average teacher salary to be at or above the 75th percentile, based upon a salary per years measure. Any changes are subject to collective bargaining and the limitations/restrictions put in place by Florida Statute. Our District has improved the average teacher salary from about \$46,000 to just over \$50,000 over the past four years.</p> <p>In addition, the district's average salary per year of teaching experience has increased from roughly \$600 to \$1,000.00. The state average salary per year of teaching experience is \$715. The percentage of teachers at or above the state average has increased from 22% to 54% in the same amount of time. In addition, changes to the starting salary schedule have ensured that the District provides a competitive starting salary while at the same time ensuring that no returning teacher is paid at a rate below the District's starting salary for someone with a comparable number of years of experience.</p> <p>Salary per year of teaching experience can be calculated by subtracting the minimum base salary (\$40,500) from an individual's base salary (as displayed on PeopleSoft). This number should then be divided by the number of creditable years (as displayed on PeopleSoft). Anyone with an amount under the state average is encouraged to share this information with TALC, since anecdotal evidence has been used to help the bargaining teams identify data that has allowed for targeted market adjustments. Targeted market adjustments have helped address historic inequities in salary schedules resulting from legislative changes and changes in economic conditions over the past decade or more.</p> | 13 |

TALC November Rep Meeting Questions for Dr. Adkins

| | Please provide your question to the Superintendent below | Division | Response | Article # |
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| 53 | <p>What criteria is used to determine what schools are considered high need and have a bonus attached for teachers? For instance why doesn't Edgewood Academy qualify. It's a tier three school, Title 1, low performing, hard to staff, etc.</p> | Academic Services; Human Resources | <p>The criteria being used to determine what schools qualify for a Turnaround School supplement has been developed by the Turnaround School Committee, which is made up of both TALC and District appointed members. The majority of the members come from schools that were part of the Opportunity School Supplement Program or are Tier III schools. Due to a decrease in funding associated with the loss of the Teacher Incentive Fund (TIF) grant the District and TALC agreed to reduce the number of schools that were eligible. The Turnaround School Committee has surveyed teachers at Tier III and Turnaround Schools and believes that the Turnaround School Supplement is one of many important supports for students and staff at these schools. A methodology was developed that considers trends in a school GPA, derived from school grade, and consistency in staffing by looking at three year cohorts of instructional staff, support staff, and administration. This allows for a good measure of the stability of a school. The Turnaround School Committee is exploring additional supports for these schools and plans to present a proposal to the bargaining committees in FY20 (2019-2020 school year). The committee plans to use the same methodology that was used in FY19 (2018-2019 school year) and is exploring ways to measure the impact of the Turnaround School supplement, including looking at a potential feeder effect between schools of different levels. More information should be available soon.</p> | 10 |

TALC November Rep Meeting Questions for Dr. Adkins

| | Please provide your question to the Superintendent below | Division | Response | Article # |
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| 54 | <p>What happened to your intention to increase our salaries to bring us up to the 55th percentile? The half penny sales tax passed and SPALC bargaining units received NO increase last year and teacher pay increases were miniscule compared to the monies you discussed last November. You explained that if the tax passed, monies from the “general fund” that were used for building could once again be used for salaries? Why the HUGE DISPARITY between what you thought was realistic and what the money in our checks? What can you and board members do to make large increases a reality?</p> | Human Resources; Business Services | <p>While revenue generated through the sales tax cannot be used to fund teacher salaries, the District was able to recapture funds for compensation in two ways. First, the District discontinued the Growth Increment Model which utilized operational funds for capital purposes. As a result, the District did save more than \$4.6 million in the general fund budget, which is now used predominantly for compensation. Second, the District has been able to appropriately use capital revenue to fund positions whose function is to help maintain a capital revenue to fund positions whose function is to help maintain a capital asset such as a building. Certain maintenance and IT positions are examples of where use of these funds is appropriate. By saving general fund dollars, the District was able to redirect more general fund dollars toward teacher compensation. Salary increases have been provided to all staff for a number of years. The District's average salary for instructional staff is projected to be above the State's average salary in FY20 (2019-2020 school year) as a result of the comprehensive approach to providing salary increases. In addition, the percentage of teachers who are earning at or above the state average in terms of salary per years of experience has increased significantly in the past four years. The District and TALC will continue to monitor this data with the overall goal of bringing the District to the 75th percentile for the State of Florida, which is closer to the national average. The District is already above the 55th percentile as a result of the efforts of the bargaining teams.</p> | 10 |
| 55 | <p>What are we doing, as a District, to retain highly effective teachers ? AND/OR Why are we always throwing money at the new teachers who leave in less than three years time?</p> | Human Resources | <p>Salary increases have been provided to all instructional staff for a number of years. Florida Statute is prescriptive and restrictive in terms of how salary increases can be provided to instructional staff. About four years ago, the District began looking at salary per years of experience and began working to address inequities in salary schedules that were the result of changes in Florida Statute and economic conditions. The improvement in equity is dramatic and where there once might have been an argument that instructional staff with less experience were eligible for larger salary increases that is no longer the case. Market Adjustments were also used in the past to address significant inequities that resulted from the lean Recession years.</p> | |

TALC November Rep Meeting Questions for Dr. Adkins

| Please provide your question to the Superintendent below | Division | Response | Article # |
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| 56 What's the plan for retention for Highly Effective/Effective teachers who don't qualify for Best and Brightest due to an underperforming school? | Human Resources | <p>TALC and the District agreed to terms for the Recognition award that were most favorable to District employees. The eligibility requirements for the Recruitment and Retention awards were established by Florida Statute and were not something that could be adjusted by the District.</p> <p>The eligibility requirements for the State of Florida's Best and Brightest Scholarship Program have changed every year since it's inception. The District has established the elimination of the State of Florida's Best and Brightest Program as a legislative priority. The District would like the state legislature and the governor to redirect the roughly \$230 million in funds to the Base Student Allocation or to dedicate these funds to a categorical within the FEFP that will increase teacher salaries.</p> | |
| 57 What's the plan for retention if "new teachers" receive a raise from the state and veteran/experienced teachers do not? | Human Resources | This would need to be discussed during bargaining. Over the past four years the District has made a concerted effort to address pay inequity issues that have resulted from changes in state statute. We have made significant strides in improving equity based on a salary per year standard. Every effort would be made to maintain equity based upon this or a similar standard. | 10 |
| 58 Teachers at this school are allotted \$100 for student school supplies every year. The average teacher has 90 students over the course of the school year. The amount of money for school supplies that each teacher is given equates to six tenths of a cent per student per day. Do you think that six tenths of a cent per student per day is adequate? | Academic Services; Business Services | Without understanding the total process of how supplies are budgeted at your school, it is difficult to say. Each location has autonomy as to how to allocate the supply dollars given to the location. The District will also work with schools who may need additional resources for various reasons. It is always the intent of the District and every principal that teachers and students have the supplies needed for a high quality education. | 7 |
| 59 The district curriculum map does not go in order of our materials, Go Math and Reading Street. If we could go in order, it would be developmentally appropriate. Also, it would be so much easier to use the resources that come with these programs. Since all standards will be covered, why not make the school year developmentally appropriate and user friendly for educators? At the elementary level teachers are feeling overwhelmed and overworked trying to find what we need without having to print it by grade level, and going back and forth between different units and skills in both math and reading. Professionals authored Go Math and Reading Street. Although common core based, they are developmentally scaffolded. Such an easy fix to reduce stress for teachers and students. Thank you for listening. | Academic Services | Annually we reevaluate pacing through teacher input, that happens at the end of the year. | 6 |

TALC November Rep Meeting Questions for Dr. Adkins

| | Please provide your question to the Superintendent below | Division | Response | Article # |
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| 60 | Here at North High we have teachers who are without classrooms. Teachers with classrooms are often required to give up their rooms during planning, either working in a room with an active class going on, or they are required to find some other workplace for their planning. One explanation given for why is that the district will not allow portable classrooms on campus any more. Is this district policy? Does the district not see a classroom, or at the very least one's own work space, as a minimal expectation for doing their job? | Academic Services; Operations | Priority is always given to meet the needs of students. For all schools from a facility standpoint, many things impact classroom utilization including: overall school enrollment, master schedule, class size variance, etc. Additionally, due to the special programs offered at NFMHS much of the overage is exacerbated by uncapped enrollment in the magnet programs (Arts/Cambridge). | |
| 61 | What kind of impact has the strategic use of technology had on student achievement in the district? | Academic Services; Information Services | Technology tools are a teaching strategy like Kagan, AVID, high yield strategies, direct instruction, etc... Therefore, we have experienced positive student achievement data across the District. | |
| 62 | Why are only teachers who assign grades in Focus allowed to have Messenger to communicate with parents? We have a large number of Spanish speaking students and my planning is during lunch when our office staff are covering lunches. This is an important tool for communicating with our parents and student progress, challenges, and celebrations. | Academic Services; Information Services | Please speak to your principal about gaining access to School Messenger. He or she can call the Help Desk for assistance in adding you. | 7 |
| 63 | There is too much testing at the elementary level. I am spending more time doing formative assessments, exemplars, Dibels testing, etc which takes away from instructional time. What are you doing to relieve testing pressures and allow teachers to teach? | Academic Services | Over the last four years, efforts have been made to reduce testing at the state and local levels. We will continue to work for ways to reduce testing and more successful integrate effective progress monitoring into the instructional model. Curriculum, instruction, and assessment go hand-in-hand, as assessment informs instruction. Common assessments are useful to us, as educators, in our PLCs as we continue to make instructional decisions based on data. We will continue to review our elementary assessment plan to ensure a high-quality instructional program for students. | 7 |
| 64 | Why are we required to do district formatives in Math, when we do not get any timely, relevant information to help inform our instruction? Formative data is located in Castle as well as in the assessment programs. Teachers are able to use the item analysis to determine where students' strengths and gaps are with the standards that are currently being taught. This data is timely so that teachers can adjust instruction and support students with interventions and/or enrichment with the standards. | Academic Services | Formative data is located in Castle as well as in the assessment programs. Teachers are able to use the item analysis to determine where students' strengths and gaps are with the standards that are currently being taught. This data is timely so that teachers can adjust instruction and support students with interventions and/or enrichment with the standards. | |
| 65 | Why are we using the STAR test data as a guide for student achievement on the FSA, or placement of students, when there is no known correlation between how a student scores on the STAR and the FSA or how well they will do in a particular placement? If there is a correlation, where is the data that supports that and what is the correlation coefficient? The Accountability and Research Department conduct a correlation study every year using STAR data to determine its predictability with state assessment data. The STAR buckets are adjusted as needed to help educators make predictions about student growth. STAR is an adaptive, nationally normed test with a high correlation. 19-20 Star Achievement Level Ranges | Academic Services | The Accountability and Research Department conducts a correlation study every year using STAR data to determine its predictability with state assessment data. The STAR buckets are adjusted as needed to help educators make predictions about student growth. STAR is an adaptive, nationally normed test with a high correlation. 19-20 Star Achievement Level Ranges | |

TALC November Rep Meeting Questions for Dr. Adkins

| Please provide your question to the Superintendent below | Division | Response | Article # |
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| 66 Explain how all the mini formatives and quarter tests that are required for the EOC courses supposed to be beneficial and not just another hurdle teachers have to spend their time overcoming while they are trying to teach their course. The formative assessments are a common data point that teachers can use to gauge learning of the standards that were recently taught. The data will help inform instruction so that teachers can plan lessons more efficiently to maximize instructional time with their students. This data is especially beneficial for teachers to review in PLCs to determine what best practices are working and how to capitalize on team members' successes. The curriculum team also analyzes the data to help determine what improvements need to be made to instructional guides to assist educators with standards mastery. | Academic Services | The formative assessments are a common data point that teachers can use to gauge learning of the standards that were recently taught. The data will help inform instruction so that teachers can plan lessons more efficiently to maximize instructional time with their students. This data is especially beneficial for teachers to review in PLCs to determine what best practices are working and how to capitalize on team members' successes. The curriculum team also analyzes the data to help determine what improvements need to be made to instructional guides to assist educators with standards mastery. | 7, 10 |
| 67 Took 6 hours to view all of the trainings - no time is put into preschool for that. I JUST viewed them as fast as they would allow. To do them correctly would be 8 hours. I teach science to 170 students, meeting for parent teacher conferences 2-3 times per week which eats up planning, plus planning, prepping materials, grading... It is not realistic to think that I can complete this requirement during planning. Could time and \$\$ be given for these requirements? during preschool? | Human Resources | Based on the completion timeframes outlined in Safe Schools and other portals, the total minutes required for teacher mandatory learning activities equals 346 minutes or a little over five hours of professional development. Mandatory learning training opportunities are required by law, board policy, or district agreements. Additional strategies are being considered to provide more time for teachers to participate in professional learning. | 7 |
| 68 Summer Professional Development that was inspirational and paid a stipend...thing of the past? Face to face is best, any chance more quality trainings will be coming? | Academic Services; Human Resources; Business Services | We are currently working on considering all alternatives for summer including face to face. For the past two summers, the district has offered Kagan training and training for instructional coaches. The learning opportunities included Kagan Days 1-5, Kagan Coaching, Kagan Instructional Leadership, Instructional Coaching with the Jim Knight, and use of Google Tools for the classroom. These opportunities were paid at the voluntary training rate, and there are currently plans to offer these high quality trainings for the upcoming summer. | 13 |

TALC November Rep Meeting Questions for Dr. Adkins

| | Please provide your question to the Superintendent below | Division | Response | Article # |
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| 69 | <p>Does the district have any plans to put back intensive behavior classrooms?</p> <p>Royal Palm is not enough,we need the ability to manage these children in a secure environment.</p> <p>PBIP is ridiculous if parents were not on board which they are not.</p> <p>When are we going to quit letting the parents and people who have no idea what it's like to teach run the show?</p> <p>There is no support from the district as far as behavior is concerned I don't want to hear about positive behavior and bullying prevention we need to crack down.</p> <p>Behavior specialists in the schools are enforcers who remove children from a classroom.</p> <p>(I know many board-certified behavior analysts so I know from which I speak).</p> <p>These children need to be in a classroom that can handle this type of intensive behavior and avoid total disruption of the entire school.</p> <p>If we are not disclosing who we are I would like to add I have watched probably between a quarter of a million dollars and a half a million dollars worth of salaries following little children around because they can't be disciplined and we must try to figure out why they're acting that way.</p> <p>Take a trip to their house that's how their parents act and that's how they will act!</p> <p>It's time to take back control of education let teachers teach and let us discipline as needed and back us up,not the parents!</p> <p>I guess that's a long question....</p> | Academic Services | <p>Behavior Intervention classrooms still exist in elementary school. Learning Labs were established in middle school several years ago to address the needs of students who required both behavioral supports and core content certified instructors. ESE Department staff is available to assist any school having difficulty meeting the needs of students with disabilities. If students require more intensive behavior intervention or a more secure environment than is available in a typical school, Royal Palm can be considered by an IEP team.</p> <p>Royal Palm is a secure environment. It is a single point of entry school with a small teacher to student ratio and at least one paraprofessional in each classroom. Other staff supporting student needs include but are not limited to, Principal, AP, behavior specialist, credit retrieval teacher, academic coaches, counselor, social worker, parent services specialist.</p> <p>The PBIP is a plan to be implemented by teachers during the school day. Schools can encourage continuity between the classroom and home.</p> <p>Federal and State law require parent participation and permission for exceptional education services and placements.</p> <p>The Exceptional Student Education department provides the schools 32 behavior specialists that work directly in their assigned school under the direction of the Principal.</p> <p>Additionally, there are 8 District Learning Resource Specialists that provide support to schools that do not have assigned behavior specialists. Data for this year indicate that this district staff have provided 3,028 instances of support to schools, with 63.7% being direct individual student support and 15.1% staff and parent support for behavior.</p> <p>Additionally, training is provided at the district by our department every Thursday evening throughout the year on strategies to serve students with disabilities. The new Insights to Behavior computer platform, accessible to all teachers, also offers training.</p> | |

TALC November Rep Meeting Questions for Dr. Adkins

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| <p>How do we help our ELL students who have been classified ELL and their teachers have documented other problems with their learning (that has nothing to do with their language proficiency).</p> <p>For example... a 5th grader who's been here over 3 years and speaks fluent English, yet cannot Read or do Math. Yet, the student is not ESE because of the ELL label. Also, the teacher has documented it in MTSS and yet, because of the time, (over 3 years) the student still has to take the FSA and has no clue what he/she is doing because he/she cannot read.</p> <p>We also have students like that in 3rd grade and they are retained. They need to be reached before 3rd grade.</p> <p>I understand some of these students never went to school in their home country, yet, what are we to do here? How can we help them?</p> <p>I want to help. I understand what it's like not to know a foreign language. But, it's beyond that with some of these students.</p> | Academic Services | <p>If the student is not yet in the MTSS process, the teacher should initiate the process to address areas of concern. For students who are already in the MTSS cycle, strategies such as participation in after-school tutoring programs, use of supplemental computer programs (Imagine Learning, Imagine Math, BrainPop ESL, English in a Flash, Rosetta Stone, and Fast ForWord) designed to increase academic vocabulary and literacy skills should be provided throughout the year. Participation in extended learning opportunities such as enrichment summer programs is also recommended. Additional support in small groups or individual settings may be provided by ESOL Paraprofessionals trained in targeted deficiency skills. In addition to these strategies, students with interrupted schooling can benefit from having additional interventions in language development and reading skills such as phonemic awareness, phonics, comprehension, and fluency. Opportunities for practice of the new language in the four language domains (listening, speaking, reading, and writing) should be part of every lesson for ELLs. Scaffolded instruction needs to be implemented in the classroom to make the content comprehensible for ELLs. Teacher training in the SIOP model can prepare the teacher to better meet the academic and linguistic needs of ELLs.</p> | |

TALC November Rep Meeting Questions for Dr. Adkins

| Please provide your question to the Superintendent below | Division | Response | Article # |
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| <p>We were discussing CTE programs in the high school and technical schools, and I asked why CTE funding was cut for Early Childhood at the the high school level. Our Early childhood teacher was told that she would have to raise money to pay for the tests her students needed to get their certification. All of our other CTE tests are paid for by the school or the district. Is this just our school, or is this for all high schools?</p> | Academic Services | <p>Two different funding cuts occurred in FY20 that I believe are related to this inquiry:</p> <ol style="list-style-type: none"> 1. With the reauthorization of the Perkins grant, the guidelines associated with how funds can be allocated to CTE programs became highly specific for FY20. One of the key factors that impacted the Early Childhood Education CTE program is that the jobs associated with this CTE program are currently not "High Skill/High Wage"; one of the Perkins funding requirements. We scheduled Webinars with high schools over the summer, as well as shared email communications, about the impact of the changes in Perkins funding. We either recommended a swap out program or we showed schools how they could use their CAPE funds to offset costs for the program. 2. Printing costs associated with the Early Childhood CTE programs in our high schools were covered by some schools but not all. Last year and, again, prior to the start of this year, we let schools know they would need to take on the printing cost of materials because grant funds could not be used to supplant the basic operation of programs. <p>For context, CTE in our district is primarily funded by the Perkins grant and we also receive a portion of the district's percentage associated with CAPE funds to support our middle and high school CTE programs. Both the Perkins grant and CAPE funds have a lot of restriction in usage and that is why programs periodically receive less funding than prior years.</p> | |