

PERRY TOWNSHIP SCHOOLS
Perry Schools Discussion Notes
April 23, 2015

EC Room 210, 4:10PM:-5:00PM (Approximate Time)

ATTENDANCE

Administration: Rhonda Jones-Jointer (EC), Vicki Carpenter (EC), Bob Bohannon (EC), Barb Brouwer (SHS), John Ralston (PMA), David Henriott (RPE), Frank Giles (EC), Rolland Abraham (PMHS), David Henriott (RPE), and Whitney Wilkowski (ALE)

PEA: Kyle Hanefeld (GV), Mark Madden (ALE), Steve Dawson (PMHS), Nancy Tatum(PA), Cathy Cullison (SHS), Rebecca Rissel (GV), and Diane Turpen (PMHS)

Maternity, Paternity, and Adoption leaves

Maternity, Paternity, and Adoption Leave discussion has been tabled for the May Discussion Meeting.

Assistance , remediation and corrective action plans

Below is an end of year review and clarification concerning assistance, remediation, and corrective plans.

Assistance plan - An assistance plan is used any time during the school year when the school leadership team thinks an action plan can help a teacher or group of teachers identify deficiencies and work on them or improve to the next level. An assistance plan can be created to help a teacher who is rated 2.6 and needs to work on a weak area, or it could be designed to move a teacher who is rating 3.8 in an indicator to the next range. These plans are case by case and can last 60-90 days, enough time to provide support for change. Recommendations of the plan most of the time will be related to TAP, but not always. The principal monitors the plan, observes the teacher, and adjusts the plan as needed.

Remediation Action Plan - An administrator creates a remediation plan in response to a teacher's "Improvement Needed" (below 2.26 threshold) summative evaluation scores (including responsibility survey) at the end of the year. The administrator explains the plan to the teacher. The teacher may be assigned work over the summer related to the remediation as well as the 90 day plan would start at the beginning of the school year. Statutorily, the remediation action is in effect for 90 days.

Corrective Plan - A corrective plan is the most intrusive of the plans and addresses behaviors that can terminate a teacher contract: neglecting duty, not paying attention to students, insubordination, conviction, and legal issues. The discipline process is as follows: 1st time - verbal warning; 2nd time written warning; and 3rd incident corrective action. Administration may skip steps if a teacher's actions are dangerous according to Indiana Code 20-28-7.5-1. Corrective plans address teacher moral and legal issues.

In some plans, teachers are required to turn in lesson plans to an administrator a few days ahead -- Thursday or Friday for the next week. The purpose of turning in lesson plans is so that the administrator can ask teacher reflective questions and help with the lesson. Not every assistance plan requires a teacher to turn in lesson plans.

The PEA President is to be contacted when a corrective and remediation plan are put into place. Bob Bohannon stated that administrators usually communicate to PEA when assistance plans are put into place. Sometimes, a teacher does not want this information to be communicated.

Rhonda Jones-Jointer stated that there is a distinction between probationary teachers and veteran teachers being placed on probation.

A thorough explanation of the different assistance plans is located in the PEA Teacher Handbook.

<http://www.perryea.org/contract.htm>

Cluster Expectations

PEA representatives asked the Administration how much teacher “homework” outside of cluster may be expected. Some building members report that teachers have been required to read books, articles, or assign and grade essays for the next cluster.

Administration stated that ideally teachers should walk out of cluster doing what they do in the classroom, but do it better. Cluster should add a tool to tool box or sharpen a tool. Each cluster has a different goal. In some clusters, the building leadership team focus on growing the teacher which will translate into student growth. The hope is for teaching staffs to progress to the point where most clusters focus on student skill building. The transition into student work may be collecting data on student work and assessing it.

Mr. Bohannon and Mrs. Carpenter stated that it is critical to make sure cluster makes sense. Master teachers are responsible to communicate the relevance of what is being done in cluster. Teachers collect data from students to help the leadership team determine cluster focus.

Some elective / specials teachers have expressed interest in cluster focusing on TAP strategies in their content areas rather than on writing strategies, which may not be as relevant in hands-on courses. Mr. Bohannon and Mrs. Carpenter stated that they will examine this possibility.

Information Sessions about Financial Vendors

The administration for each building decides how the notices about financial planning sessions hosted outside of Perry Township Schools are distributed -- posting advertisements in staff lounges or putting copies in or near staff mailboxes. If vendor sessions are held on school corporation property, communication about the sessions will be distributed by Human Resources.

PGP Points in Regards to TAP, NIET Cluster and the LVIS Website

Teachers can renew much of license using cluster PGP points through LVIS.

From Vickie Carpenter, “For the purpose of understanding how TAP/NIET Cluster and Post and Pre conferences affect PGP points, we would like to share the following information.

- Basically, our Professional Development Cluster meetings are 50 minutes. We have 36 weeks of school. This translates into 1800 minutes, which is 30 hours (or 30 PGP points)
- Our Pre/Post conferences average 30 minutes for each. This is a coaching opportunity that provides professional development to our teachers. For (2) announced and (2) unannounced, this would result in 3 hours (or 3 PGP points)
- So, for the entire school year, our teachers who have attended all Cluster meetings for that year and all pre/post conferences would earn 33 PGP points for that year.”

Process to renew teaching license in LVIS:

1. Create a LVIS account and log in;
2. Create a Professional Growth Plan (PGP)

Per Vickie Carpenter, “Verbiage that teachers can use when inputting this information into LVIS might look like the following:

- Professional Development Cluster weekly meetings for 36 weeks for 50 minutes per week. Professional Development supported the School Goals developed by the Instructional Leadership Team of the school. (30 PGP points)
- Professional Development Coaching provided through Pre and Post Conference with building evaluators for the school year of (the school year) (3 PGP points)”

3. Principal must verify the Professional Growth Plan.
 - Administration has record of your Cluster PGP points.

- Make sure you select the correct school to verify the Professional Growth Plan. (For example, there's more than one school in Indiana named Abraham Lincoln.)
4. Create an application, upload updated CPR card (scan or take photo with Smartphone), and pay for license.

Rhonda Jones-Jointer stated that teachers are great resources in using LVIS and can help each other use it, or she is happy to help teachers as well.

Teachers who are renewing their licenses need to send a letter concerning licensing status to Rhonda Jones-Jointer by July 15. If a teacher does not have a current license by beginning of the school year, he will be paid as substitute teacher until the license is renewed. With new teachers, Rhonda Jones-Jointer works with her DOE contact to help them be eligible for teacher pay at the beginning of the school year. Contact Rhonda Jones-Jointer for more information and help..

PEA acknowledged the positive *Indianapolis Star* article featuring Barb Brouwer and the positive environment at Southport High School.

Next meeting will be Thursday, May 21st at EC room 210 at 4:10PM

Respectfully submitted by Diane Turpen