

January 2007

SUN	MON	TUE	WED	THU	FRI	SAT
Winter Break	1	2	3	4	5	6
				Policy Committee BOE Meeting Room 1:00-2:30		
7	8	9	10	11	12	13
	EYT Committee Red Rees 3:30pm BOE Meeting BOE Meeting Room 7:00 Arbitration Hearing BOE - Conf. C 10:00am Exec. Committee 4:00 PEA office	EYT meeting Red Rees 3:30pm (Maureen & Kathleen McKinley) DSDT committee Red Rees 1:00-4:00 Virtual Instruction Language Review PSH - Tec 2 - 11:30	Meeting Human Resources BOE 10:00-11:30 FORUM BOE 12:30-3:30	Chamber of Com- merce Meeting 11:00 Insurance Committee BOE Board Meeting Room 3:30-5:00		
14	15	16	17	18	19	20
	Martin Luther King Day No School	Faculty Meetings High School Midterm Schedule	Meeting Human Resources BOE 10:00-11:30 Safety Committee BOE 2-3:30 High School Midterm Schedule		Community Business Partner Meeting 8:00 - 11:00 End of the Second Marking Period AM Inservice and PM Grades	
21	22	23	24	25	26	27
	Building Representa- tive Meeting 4:00 Church Basement BOE Meeting at Board of Education 7:00	Curriculum Tuesday	Meeting Human Resources BOE 10:00-11:30 IPDP meetings 3:30 PTA - 11:30-2:00 Supplemental Review BOE Conf. C 9-12:00	LPDC Board Meeting Room 3:30 Copy Machine Committee BOE Board Meeting Room 2:00-3:30		
28	29	30	31	Feb 1		
		Faculty Meetings	Meeting Human Resources BOE 10:00-11:30	General Membership Meeting, Parma High Auditorium 4pm		FEB 3, 2007 PEA Reverse Raffle St. Michael's Woodside 5-12

The above dates/times are subject to change.



President's Viewpoint

by Maureen S. Neville

On Thursday, February 1, 2007, we will be having our general membership meeting at Parma High School beginning at 4:00 p.m. On February 2, 5 and 6th, voting will take place at the PEA Office during regular work hours. On February 6th, voting will close at the PEA Office and continue at Parma High School from 2:45 - 6:30. You may leave after your last assignment to vote.

Why has the date been changed? All good teachers listen to their students and PEA listens to their members! Meetings were held at the three high schools during the lunch periods to review and discuss the tentative agreement on Virtual Instruction. Based upon those meetings, e-mails, phone conversations, and the building representative meeting, the tentative agreement on Virtual Instruction will be reviewed by additional high school teachers and the original Virtual Instruction Committee prior to February 1, 2007. I encourage all members to attend the February 1, 2007 general membership meeting for the final provisions of the tentative agreement on Virtual Instruction to be presented. It will then become the decision of the membership whether the language is ratified.

I wish you and your family a blessed holiday season and happy new Year!

**General Membership
Meeting Feb 1, 2007
at Parma High
Auditorium 4pm**



PEA owns its own office on Pearl Road. OEA leases space for two Labor Relation Consultants and an Administrative Assistant

Walking Through the Grievance Process Level 1

by Michael Jaszczak

Grievances are an inevitable part of any association business. The first important step is not to be afraid to stand up for yourself and act when you know something is not right or appropriate. The next series of articles will walk us through the process of how grievances occur and how to file when an alleged violation takes place.

What is a grievance?
A "grievance" is an alleged misinterpretation, misapplication or violation of a provision of the negotiated agreement or past practices affecting wages, hours or conditions of employment of a teacher. Grievances are filed against The Board of Education for those alleged violations. It is **NOT** filed, nor can one be filed, against another member of the association.

What are some examples of grievances?

Some examples are, but not limited to, someone is doing the work that is a teachers' job/work by contract, assigning homework for work that is to be worked on during faculty meeting times only (special reading, creating a UBD lesson plan, curriculum maps), being forced to work during duty free lunch/conference & planning time and forcing teachers to attend special voluntary meetings that have information that is vital and should be given at a regularly scheduled faculty meeting.

Who do I contact?

The building representative is notified and a level one grievance is born.

PEA REVERSE RAFFLE

The PEA Reverse Raffle will be held on February 3, 2007 at St. Michael's Woodside from 6-12pm. Come for the raffle, silent auction, dinner, and stay for the dancing!

IT IS A GREAT TIME!!!!

06-07 Head Building Reps

Parma High	Dennis Lewis
Normandy	Matthew Bulgrin
Valley Forge	Greg LaGuardia
Greenbriar	Suzanne Weaver
Hillside	Sharon Hotaling
Shiloh	Beverly Dorson
John Glenn	Renee Dzurnak
Dag	Virgina Ekstrand
Dentzler	Amy Fridrich
Hanna	Audra Jantz-Oswald
Green Valley	Carrie Turley
John Muir	Kim Porco
Parkview	Annette Pollarine
Parma Park	Audrey McHale
Pearl Road	Lori Harlow
Pleasantview	MaryAlice Klag
Renwood	Karen Brucken
Ridge brook	Kris Shirak
Thoreau Park	Gayle Exton
State Road	Michelle Bender
Arlington	Isabella Zsebi
Plesant Valley	Jackie Scott

Grievances, continued

The best thing you can do to protect yourself is to know your contract. This is the only way you can know for sure that someone is taking advantage of you. If you are unsure you can look up the language in the contract or ask your building representative for guidance. **Once you know that you have something to grieve**, level one is filed.

Level one is an informal meeting with your supervisor (principal) and building representative to state the alleged

violation/past practice. Sometimes this is all it takes to have an alleged violation/past practice resolved. For this to be considered a Level 1 grievance, you must inform your principal the nature of the meeting is a Level 1 grievance with the alleged violation/past practice presented.

It is always best to try to resolve the alleged violation/past practice at the building level. You and your building representative become empowered talking

through issues with your principal and achieving the results.

As an association we attempt to work cooperatively. A Level 1 grievance affords all members the opportunity to talk to administration. Administration either accepts or denies the alleged contract violation/past practice. You can accept the decision or you can file a Level 2 through the PEA office. Next month we will look at Level 2 grievances.

Information From the LPDC - Goals, Goals, Goals!

by Barbara Kostya

No, we're not talking about football, soccer, or hockey. However, just as the home team knows the importance of goals in these sports, the Local Professional Development Committee (LPDC) recognizes the importance of goals in your Individual Professional Development Plan (IPDP).

When submitting your IPDP, take the time to reflect on the direction of your professional development. On Form 2 in the Local Professional Development Guidelines Booklet, you will find a myriad of goals from which to choose. Find three that fit your personal goals, your school

building's goals, or the district's goals, and list them on Form 1 (your IPDP).

Once your goals have been selected, search for course work and/or other activities that will help you meet these goals. If you find a course or activity that you would like to pursue that doesn't meet your goals, you can always resubmit your plan as a revision and include new goals.

When the IPDC and LPDC review your plan after completion, we check to make sure your goals align with your professional development activities and/or coursework.

Expand your horizons and score points through your goals. Not only will you benefit, but the district will benefit as well.



Anne Hoff, Barbara Kostya and Dennis Lewis attend the December Building Rep/Executive Committee meeting

FREQUENTLY ASKED QUESTIONS:

Virtual Instruction Language

1. What is the philosophy for virtual instruction? The philosophy for virtual instruction is to use technology as a strategy in existing courses in order to provide an alternative method of teaching and learning within traditional classrooms. It is the intent of the Parma City School District's "Virtual Course Project" to address, at least in part, the retention and graduation of students within the District by effectively and efficiently employing technology in selected course offerings. While children are required to attend school, parents now have more flexibility to select the service provider (public or private school, home schooling or charter schools). If we are not meeting the student/parent's demands/needs, they can select another provider.

2. What population will be serviced using virtual instruction in existing courses? The joint committee of teachers and administrators will make recommendations relative to which students (at-risk, gifted and talented, etc.) will be taught using virtual instruction in existing courses. Students will be allowed to take their normal course loads consistent with current practice. Virtual instruction strategies are not intended to induce early graduation from high school but are to facilitate student success.

3. Who has the final decision making and legal authority regarding curriculum offerings and teaching strategies in a school district? Management retains this right unless such right is restricted by the contract between the parties. Curriculum offerings, teaching strategies and evaluation of students' performance strategies are not mandatory subjects of bargaining. However, the impact of such decisions on wages, hours, terms and other conditions of employment are mandatory subjects of bargaining. If the contract is silent regarding virtual instruction, the Board can do whatever it wants.

4. Why is it necessary to stipulate class size in the virtual instruction provisions? When one considers the use of technology in classrooms, it is necessary to have sufficient operative computers available for students and an acceptable environment. Virtual instruction research literature relative to class size reflects that twenty-five (25) students in a computer aided instruction classroom are optimal for student learning.

5. Who will pay for teacher training relative to virtual instruction? The Board will pay for approved virtual instruction training to ensure program success.

6. Who has responsibility for purchasing and maintenance of required technology and equipment used in virtual instruction classrooms? The Board is responsible for all technology purchases and maintenance of equipment hardware, software, high speed

intranet and internet service connections, and peripherals.

7. Will implementation of virtual instruction strategies result in a reduction in the number of classroom teachers? There will be no reduction in the number of teachers due to offering courses taught via virtual instruction. This provision does not supersede Article V of the 2005-2008 PEA Agreement.

8. Can currently employed teachers be forced to teach a course with virtual instruction used a teaching strategy? Effective August 1, 2007, the Board may assign new teachers to courses scheduled to be taught via virtual instruction. All teachers employed prior to August 1, 2007, may not be required but may volunteer to teach courses taught via virtual instruction. The Board has the right to establish employment qualifications for new employees.

9. Who owns the materials developed for virtual instruction? The Board retains ownership of all materials prepared for the virtual course prepared at Board expense. The teacher may develop virtual instruction materials beyond the workday and retains copyrights provided that no Board compensation is received.

10. Can the Board use materials developed for virtual instruction without limits? Regarding virtual instruction, the Board may transmit a teacher-created course and materials during the semester only in which the teacher has contracted to teach the course and only when a teacher is being compensated.

11. Can other grade levels other than high schools be forced to use virtual instruction strategies? This contract hybrid virtual instruction model addresses high schools only. It is the initial intent of the parties to develop and refine successful virtual instruction strategies at the high school level. Based upon success of the high school virtual instruction model, the Board could request that the parties negotiate provisions for middle and elementary schools.

12. Who will assess the effectiveness and efficiency of courses taught via virtual instruction? A joint committee composed of up to five (5) members appointed by the Superintendent and up to five (5) members appointed by the PEA President unless mutually agreed otherwise will be responsible for assessment of the effectiveness and efficiency of courses taught via virtual instruction. It is our hope that this Joint Virtual Instruction Committee (JVIC) will employ a consensus decision making model.

13. Will high school teachers teaching a course via virtual instruction be assigned

DID YOU KNOW?

That it is important to check your pay stubs for accuracy. From time to time payroll does make mistakes and it is your responsibility to make sure your pay is correct. You should always check for proper deductions! Contact payroll in writing when you do have questions.

to a 24 minute duty? High school teachers teaching approved courses taught via virtual instruction shall not be assigned a "24 minute supervisory assignment."

14. Will courses taught via virtual instruction take the place of regular required courses? No! Such courses are considered as enhanced course options available to the students, not a replacement of classroom-based courses or teachers. The JVIC will assist with selection of courses to be taught via virtual instruction.

15. What is the explanation of a flexible workday for teachers teaching courses via virtual instruction? The teacher workday is still 7-3/4 hours. Scheduling of instruction will not exceed 7-3/4 work hours per day. Courses approved for teaching via virtual instruction in the course selection guide will have specified times when students will meet for regular classroom instruction.

16. How can we insure that students enrolled in courses taught via virtual instruction are completing assignments via the computer? The JVIC will assist with development of safe guards for courses taught via virtual instruction. Security and integrity of student work guidelines will be developed by the JVIC.

17. What happens if PEA's bargaining unit members reject the tentative agreement on the courses taught via virtual instruction? The current agreement contains provisions (3.10B) about how to negotiate virtual instruction. No other articles in the agreement contain virtual instruction provisions. If the tentative agreement is rejected, PEA can request additional bargaining sessions with the Board.

General Membership Meeting Feb 1, 2007 at Parma High Auditorium - 4pm