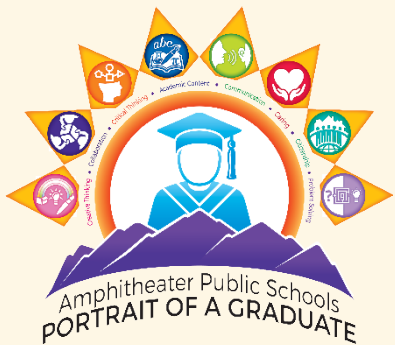




Policy Matters

# Recommendations of the Meet and Confer Teams



# Meet and Confer Teams

## For the Amphitheater Education Association: Professional Staff Team

Ann Bonar  
Fabienna “Nina” Godlewski  
Emily Irwin-Stazenski  
Brianna Ronnie, Facilitator

## For the Amphitheater School District: Professional Staff Team

Michael Bejarano  
Carol Tracy  
Michelle Tong  
Tassi Call, Facilitator

## For the Amphitheater Education Association: Support Staff Team

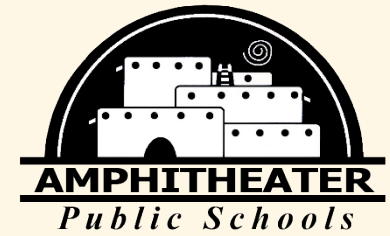
Jimmy Harper  
Michael Meridieth  
Robert Wacker  
Lisa Millerd, Facilitator

## For the Amphitheater School District: Support Staff Team

Jim Burns  
Chris Trimble  
Angela Wichers  
Chris Gutierrez, Facilitator



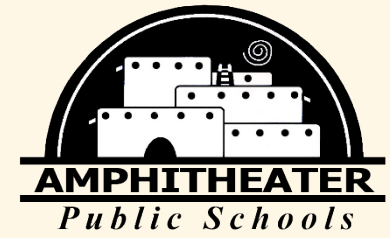
# Steps Taken by the Joint Meet and Confer Teams to Develop the Policy Recommendation



- |            |  |
|------------|--|
| October 21 | Pre-policy survey of employees to gather input on areas of concern   |
| October 29 | Joint meet and confer teams worked together as a group to identify issues to be discussed using employee feedback from the survey  |
| November 5 | Committees divided into Professional and Support Staff committees for work specific to their committee   |
| January 13 | Professional Committee developed a recommendation for Policy GCQA (Reduction in Force)   |
| January 19 | Committees regrouped as a joint committee to discuss matters relevant to all (non-administrative) employee classifications. Joint committees developed a recommendation related to GBB (Staff Involvement in Decision Making). No recommended change to the policy, but there is a recommendation related to its implementation. |



# Policy GBB (Staff Involvement in Decision Making)



Recommendation from the Joint Meet and Confer Teams

No change is recommended to Policy GBB

Instead, recommendation is that practices be refined as follows:

*“However, the teams do recommend that Administration take steps to ensure that staff input is valued and staff are made aware of opportunities for their involvement in decision making throughout the year, including, but not limited to providing a memorandum to all staff (through site supervisors) at the beginning of each school year that informs them about opportunities for involvement.”*





# Policy GCQA (Reduction in Force)



The Certified/Professional Team came to a joint recommendation related to the Policy GCQA (Reduction in Force) with proposed changes as follows:



1. Eliminating attendance as an evaluative measure for determining a reduction in force
2. Utilizing student achievement data as it is embedded in the current Danielson ATPES evaluation model
3. Revising the Staff Profile Form used to develop a composite score under Policy GCQA, with weighted areas maximized as follows:
  - Evaluation – 60 points
  - Certification – 30 points
  - Teacher Experience – 40 points
  - Professional Growth Activities – 40 points
  - Leadership Roles and Service – 40 points
  - Disciplinary Action – 25 points



# Proposed Staff Profile Form



EXHIBIT

GCQA-E

**PROFESSIONAL STAFF  
REDUCTION IN FORCE**

**REDUCTION IN FORCE STAFF PROFILE FORM**

Name: \_\_\_\_\_ Site: \_\_\_\_\_ Fiscal Year: \_\_\_\_\_  
(Please print)

Principal Verification    HR Verification

**Section 1: Evaluation** (Maximum 60 Points)

As required by A.R.S. § 15-537, teacher evaluations include the use of quantitative data on the academic progress for all students, which shall account for between twenty percent and thirty-three percent of the evaluation outcomes. There are four performance classifications in a teacher evaluation: highly effective (4), effective (3), developing (2), and ineffective (1). Certificated employee evaluations similarly use 4-3-2-1 rating system.

Place a check mark to indicate your rating from your final evaluation for each of the last two years. If you have not had two final, year-end evaluations, include ratings from the last two evaluations. If you have only had one evaluation at Amphitheater Public Schools to date, provide the data from that single evaluation in Column A. List the date of each evaluation.

Column A	Column B
Most Recent Final Evaluation Year:	Next Most Recent Final Evaluation Year:
Circle Evaluation Rating Received That Year	Circle Evaluation Rating Received That Year
4 or Highly Effective - (4 points) 3 or Effective - (3 points) 2 or Developing - (2 points) 1 or Ineffective - (1 point)	4 or Highly Effective - (4 points) 3 or Effective - (3 points) 2 or Developing - (2 points) 1 or Ineffective - (1 point)
Multiply Evaluation Rating Points Identified for Column A x 7.5:	Multiply Evaluation Rating Points Identified for Column A x 7.5:

Total Calculated Section 1 Points (Column A + Column B): \_\_\_\_\_

(Princ.) (HR)

**Section 2: Certification** (Maximum 30 Points)

> Please place a checkmark in the appropriate blank below to indicate the certifications you possess in which you would be willing to accept a teaching assignment.

- \_\_\_\_\_ 6 points if elementary or early childhood certification
- \_\_\_\_\_ 3 points if elementary certification AND you are including a middle grades (5-9) ADE approved-area/endorsement
- \_\_\_\_\_ 3 points if secondary certified

Tabulate total points to calculate "Certification Points" here: \_\_\_\_\_

> Please list your ADE-approved area(s)/endorsement(s) you hold in which you would be willing to accept a teaching assignment (include content areas and professional endorsements.) (Attach additional page if needed.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Multiply number of ADE-approved area(s)/endorsement(s) listed \_\_\_\_\_ x 3 to calculate "Endorsement Points" here: \_\_\_\_\_

> Check if you have the following advanced degrees or certification:

- \_\_\_ National Board Certification
- \_\_\_ Master's Degree in education or your teaching content area
- \_\_\_ Doctoral Degree in education or your teaching content area

Multiply number of checks \_\_\_\_\_ x 3 to calculate "Advanced Points" here: \_\_\_\_\_

Total Calculated Section 2 Points  
(Certificate Points + Endorsement Points + Advanced Points): \_\_\_\_\_

(Princ.) (HR)

**Section 3: Teaching Experience** (Maximum 40 Points)

Circle the appropriate points corresponding to your years of experience in each category below:

Experience in your current program/content area	Points	Total Teaching Experience	Points
1-3 years	1 pt.	1-3 years	1 pt.
4-6 years	2 pts	4-6 years	2 pts
7-9 years	3 pts	7-9 years	3 pts
10-12 years	4 pts	10-12 years	4 pts
13-15 years	5 pts	13-15 years	5 pts
16-18 years	6 pts	16-18 years	6 pts
19-21 years	7 pts	19-21 years	7 pts
>21 years	8 pts	>21 years	8 pts
Multiply points by specified weights:	X3= _____		X2= _____
Total Points (Sum of weighted points from both columns):			

Note: If you taught in another content area at your current school site in the last three school years, you may complete an additional form for that content area for consideration of retention/placement in that content area.

Total Calculated Section 3 Points: \_\_\_\_\_

(Princ.) (HR)

**Section 4: Professional Growth Activities** (Maximum 40 Points: 1 hour = 1 point)

Employee may provide documentation of professional development hours during the past 3 years to receive credit per hour of documented professional development time. A maximum credit will be given for 40 hours.

Total Calculated Section 4 Points: \_\_\_\_\_

(Princ.) (HR)

**Section 5: Leadership Roles and Service** (Maximum 40 Points: 1 hour = 1 point)

Employee may list hours in a leadership role and/or service that benefit the school or District during the past 3 years. Service hours should be outside of contracted duties; however, addendum hours may be included. Site Administrator will verify information by employee.

Total Calculated Section 5 Points: \_\_\_\_\_

(Princ.)

**Section 6: Disciplinary Action\*** (Maximum 25 Points)

\*Refers ONLY to written reprimands and suspensions without pay received by employee

Begin with 25 total possible points for this section: \_\_\_\_\_ = 25

Subtract the number of reprimands in last three years x 8 points: \_\_\_\_\_ x 8 = \_\_\_\_\_

Subtract the number of suspensions in last three years x 25 points: \_\_\_\_\_ x 25 = \_\_\_\_\_

Total Calculated Section 6 Points: \_\_\_\_\_  
(No less than 0)

(Princ.) (HR)

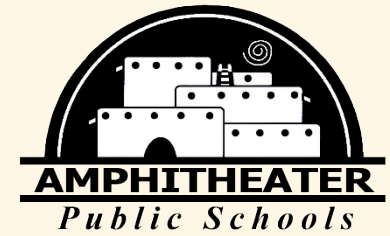
Final Total of Points from All Sections Above: \_\_\_\_\_

I attest that the information I have provided above is accurate and complete.

Signature of Teacher/Professional completing this form \_\_\_\_\_

Date \_\_\_\_\_

# Why did the Professional Committee review Policy GCQA?

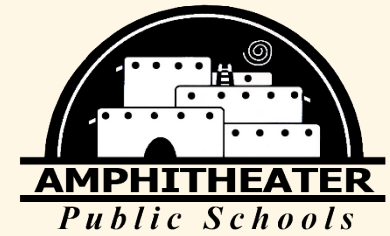


1. Pre-policy survey responses requested it
2. Policy GCQA referred to the outdated ATPES teacher evaluation system which is no longer used
3. The Governing Board approved the Danielson ATPES teacher evaluation system beginning last school year
4. Policy GCQA used outdated terms like “highly qualified” which has not been required since 2016, and it failed to account for current requirements that teachers be “appropriately certified”
5. The Staff Profile Form noted a plan to account for professional growth and professional leadership in the composite score after 2011, but there was no point value provided for those categories on the form





# Why Are There No Recommendations for Support Staff Policy GDQA (Reduction in Force)?

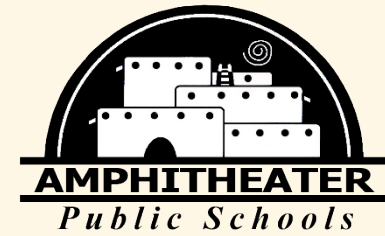


1. The pre-policy survey requests did not prioritize a need to revise Policy GDQA
2. Support staff have not had similar changes to their evaluation system to warrant a change to the policy
3. It did not contain outdated language
4. There have not been any recent changes to federal or state law that would require changes to the policy





# Reminder about Meet and Confer Procedures for Employee Input



## Policy HD

### Employee Input:

- *Before the policy portion of meet and confer begins, employees will be given a chance to provide input through a joint survey developed by the committees*
- *Before the compensation portion of meet and confer begins, employees will be given a chance to provide input through a joint survey developed by the committees*
- *The final meet and confer recommendations (policy and compensation) of the committees will jointly be presented to employees for evaluation and comment before presentation to the Governing Board for consideration*
- *Following the joint employee feedback process, the Governing Board reserves its discretion to reconvene the committees for additional feedback, or the Governing Board may take action on the original recommendations*

# Joint Survey of Employees

- Monday, February 1      Survey Monkey survey to all employees
- Monday, February 8      Survey closed



# Survey Results



## Policy GBB (Staff Involvement in Decision Making)

695 employees answered questions about the Policy GBB recommendation

The results were as follows:

- 626 (90.07%) agree with the recommendation, and
- 69 (9.93%) disagree with the recommendation

## Policy GCQA (Reduction in Force)

392 certificated employees answered questions about Policy GCQA

The results were as follows:

- 392 (93.11%) agree with the recommendation, and
- 27 (6.89%) disagree with the recommendation



# Employee Comments in Survey



## Policy GBB

81 employees commented about the Policy GBB recommendation.

The common themes in these comments were:

1. Concern that employee input is not always valued, and
2. Concern that administrative consideration of employee input is not measurable.

## Policy GCQA

33 certificated employees commented about the Policy GCQA recommendation.

The common theme in these comments were:

1. Positive feedback for the proposed changes, and
2. Concern about the effectiveness of teacher evaluations during the pandemic.

