

Yesterday, Friday, October 25, 2024, the bargaining teams from the Greater Albany Public Schools (GAPS) and the Greater Albany Education Association (GAEA) met with the mediator. Several articles were reviewed and new language was collaboratively developed with the GAEA bargaining team, reflecting significant progress.

At the end of the October 25th mediation session, both parties have come to a Tentative Agreement on the following articles:

- Article 22- Student Discipline: The changes to the article include an expectation for the District to create and implement District Behavior Guidelines that include a Multi-Tiered System of Support. It also provides procedures to follow when a licensed employee is subject to inappropriate physical contact, attack/harm, threat/causing fear of harm, or harassment from a student.
- Article 19- Supervisory Assignments: The changes give licensed employees additional compensation for certain non-classroom supervisory duties.

The District recognizes that student behavior is a top priority for our staff, which is why both parties dedicated late hours to finalize a Tentative Agreement. This Agreement represents significant progress toward achieving a ratified contract.

The District and GAEA exchanged proposals and had productive discussions about the following articles, although work still remains on each:

- Article 18(B) - Special Education
- Article 9 - Layoff and Recall
- Article 10 - Association Rights
- Article 36 - Site Councils

Near the close of the session, GAEA presented two options of compensation proposals to the District. The proposals differed in that while both included pay scale and insurance, the less expensive option included permissive topics. Pay and insurance are mandatory topics, which the District is required to bargain.

The next mediation date is set for November 4, 2024.

TA 10.25.24 CA.Mills

TA 10/25/24 J. Garden

District Counter Proposal 10-25-24 4pm

Article 19 - SUPERVISORY ASSIGNMENTS

Certain non-classroom supervisory duties exist which the licensed ~~staff~~ **employee** may need to perform. Such assignments may be made by the building administration when and as the needs for such assignments arise. When such assignments are made, the **licensed employee** ~~teacher~~ may consult with the building administrator for desired changes in assignment. If such assignment is nine (9) consecutive weeks in duration and thirty-four (34) consecutive minutes or more per day, then that **licensed employee** ~~teacher~~ ~~so~~ assigned shall have a compensatory **time period** for the duration of that assignment. **At the end of the semester teachers may request to be paid for this time at their per diem rate up to two days total. Additional time will be paid at sub rate or used as trade time.**

Supervision: Supervisory duties may be assigned up to fifteen (15) minutes before or fifteen (15) minutes after the student contact day. The total assigned supervisory duty shall not exceed more than an annual average of one (1) day per week. Daily supervision duty will not be assigned more than two consecutive weeks at one time.

Except in unusual circumstances as defined by their supervisor, school nurses will be excluded from the provisions of this Article.

TA 10/25/24 *[Signature]*
TA 10.25.24 *A. Miles*

District Counter Proposal 10-25-24 7:00pm

ARTICLE #22 - STUDENT DISCIPLINE

The District and Association are committed to an approach for student conduct and discipline that aligns with the Greater Albany Public School District Vision and utilizes research based in Racial Equity and Social Justice, Restorative Justice, and Trauma Informed Care to minimize the use of exclusionary discipline and to maximize instructional time, while repairing harm done within the school community. Student discipline is a response to student behavior that disrupts the learning environment. District Behavior Guidelines need to include a clearly defined Multi Tiered System of Support (MTSS) at each level across the district. The Association and District acknowledge that no system, no matter how well designed, can be effective unless it is implemented with fidelity across the entire system.

- A. The District and Association believe the work environment for licensed employees should be free of unreasonable risk to the health and safety of licensed employees. ~~of licensed staff.~~ This includes consistent application of standard procedures and clear communication for District Behavior Guidelines for students. The District Behavior Guidelines follow district policies.
- B. If the District proposes a change in District policies that affect District Behavior Guidelines, the Association shall be provided with a copy of the proposed change and an opportunity to make recommendations regarding such change prior to its adoption.
- C. The District will notify all staff annually of the District Behavior Guidelines, including the District's safety protocol, threat assessment process, description of a 3 tiered behavior support system as well as the communication protocol for incidents involving school and public safety. If a student is unresponsive to the 3 tiered system, the District will provide an appropriate and positive educational environment to support all students and employee safety.
- D. Building administrators ~~principals~~ will provide licensed employees ~~licensed staff~~ with the District Behavior Guidelines at the beginning of each year. Each building staff will review this procedure annually and may recommend changes in such procedure to the building administrator. The building administrator will ~~would~~ share these recommendations with the District Behavior Committee.
- E. ~~Licensed staff~~ Licensed employees are expected to teach the school-wide expectations, as referenced in the District Behavior Guidelines, to all students annually.
- F. The District Behavior Guidelines shall specify minimum standards of student conduct in the classroom. ~~The building administrators will provide data regarding referrals and room clears to all impacted employees and the association (moved to letter k).~~ In addition, it will include information on how to support students with mental health needs including available District resources and information regarding crisis intervention, how to access updated safety plans and how to identify locations for de-escalation other than the students

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classroom. The document shall further specify the circumstances under which a student may be removed from the classroom, including those involving extreme behaviors that present danger to the student's and/or the licensed employee's ~~licensed staff members'~~ safety.

- G. When a student's behavior significantly disrupts the learning environment, the licensed employee shall be authorized to remove the student from the classroom. The District Behavior Guidelines shall provide for consultation as soon as practically possible between the licensed employee ~~licensed staff member~~ and the administrator ~~principal~~, or their designee, prior to returning the student to class. A written summary will be provided following the consultation. The licensed employee may submit a collaborative meeting request, in order to develop and implement a plan that addresses the safety of the learning environment for all. The licensed employee will be invited to the meeting (and coverage will be found if needed) where the plan will be developed with the student, parent or guardian, and ~~site administrator~~, or designee. If the availability of these parties prevents an immediate meeting to develop and/or review such a plan, if the certified employee deems that it is essential to classroom safety, the administrator will arrange an alternative learning space until the meeting is held. ~~A licensed staff member employees will not be required to keep a student in class if the class as a whole is seriously disrupted by the behavior of the student, if the licensed staff member or another student was subjected to physical contact from the student, if a student or staff member was harmed by the student, or if physical restraint was used.~~ The administrator ~~principal~~ or their designee shall have the final authority to resolve all student disciplinary matters referred to them pursuant to the provisions of this Article.
- H. Any time a licensed employee ~~a licensed staff member~~ is subjected to inappropriate physical contact, attack/harm, threat/causing fear of harm, or harassment from a student, the licensed employee ~~licensed staff member~~ will file an incident report, when applicable and an administrator will conduct an investigation, including a threat assessment when needed. The administrator ~~Principal~~ will check in with the ~~staff member~~ licensed employee to see how they are doing and if they need time to recover from the incident. If time off is needed in the event of injury the administrator shall provide time off using the appropriate leave code. The licensed employee ~~member~~ will not be required to use their sick leave time.
- I. When the District becomes aware, including intra-district transfer, ~~transition~~, it will communicate relevant information about students with intensive behavioral needs in a timely manner to any licensed employee ~~licensed staff member~~ providing services to the student. Any employee responsible for de-escalating students at risk for aggressive behavior will be scheduled for state required de-escalation and restraint training within 60 days. In addition, notice will be provided when the District has been informed that a student has been adjudicated for engaging in a crime involving violent behavior.
- J. A District Behavior Committee will be established that is made up of six representatives from the District and six representatives from the Association. Representation must be present from Elementary, Middle, and High School levels and include representation from ~~Special Programs Fairmount~~. This committee will meet three times a year, facilitated by Human Resources (HR will not be a representative on the committee). The purpose of this committee is to review the District Behavior Guidelines, including the District's Multi Tiered Systems of Support (MTSS) from each level, and to make recommendations for

improvement, and suggest professional learning opportunities that support the interventions and strategies outlined in those plans.

Licensed Employees required to provide specific medical services, administer medications, or behavioral interventions, shall be trained by a qualified person before they are assigned to perform these services. The district will develop and maintain procedures by which licensed employees will be notified of medical conditions affecting the students they supervise. (it's in Article 38 #3 underneath medically fragile so we are taking it out of this article)

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- K. The building administrators will provide data regarding referrals and room clears to all impacted employees and the association.
- L. Disciplinary action pertaining to students with an IEP/504 will be handled according to State and Federal law, as per guidelines from their IEP and pursuant to the Behavior Support Plan/Safety Plan implemented with fidelity.