

Duncan 3/17	One issue being raised about spreading orchestra teachers between schools is that there will not be adequate time to deliver high quality instruction if the schools they are offered are not close to each other. Everyone may see an orchestra teacher in their building, but they may not be able to participate because of the limited time the teacher is there.	The Schools Division intentionally paired secondary schools using a variety of factors such as course loads, geography, and start times. For example, if School A has three classes and School B has 2 classes, the teacher paired has adequate time for instruction, travel, planning, and lunch. The building principals will work with teachers' schedules to ensure they have the time needed to provide high quality instruction, as always. For secondary orchestra teachers that travel between two schools, the principals will work collaboratively to ensure they create a schedule that allows teachers to meet the needs of students at both schools. The elementary itinerant teachers are assigned to 5-6 schools and will not travel between more than two schools per day. This is a significant improvement on the current reality for orchestra teachers providing instruction to elementary students.
Duncan 3/17	Who decides their school choices? It does not sound like they are choosing schools.	<p>The Schools Division determined school pairings based on current schedules, geography and school start times. Human Resources then followed the JCTA-JCBE Agreement to determine staffing assignments based on building rights and seniority. For each pairing, the teacher with the highest seniority has the first opportunity to choose to remain at their current school. If they choose not to accept the pairing that includes their current school, the pairing is offered to the other teacher. This process continues until all initial pairings are complete. Teachers that are not assigned to the pairing involving their current secondary school have the following options: (1) choose to become an elementary itinerant music teacher, (2) choose a pairing that has not been filled, or (3) choose a full-time secondary position that is vacant. Distance between schools will reduce prep and clean-up time.</p> <p>For secondary orchestra teachers that travel between two schools, the principals will work collaboratively to ensure they create a schedule that allows teachers to meet the needs of students at both schools. There are currently 2 orchestra positions that share secondary schools (Atherton HS/Noe MS & Butler HS/Johnson MS) that are currently making this schedule work. These teachers can be used as resources for developing systems that make this work.</p>
Duncan 3/17	They are also worried seniors' schedules will not fit the times	The benefit of these decisions being made by the Schools Division along with principal input is that certain issues that arise regarding schedule and travel can be addressed just between those two

	orchestra can be offered, forcing them out of scholarship opportunities if they can't fit orchestra into a shorter time it can be offered.	schools rather than an allocation standard that provides less access to students. For secondary orchestra teachers that travel between two schools, the principals will work collaboratively to ensure they create a schedule that allows teachers to meet the needs of students at both schools.
Duncan 3/17	This arrangement may appear equitable, but in reality, if scheduled time is shorter, no one is getting access to what he or she needs. I appreciate the explanation, but issues of equity are not settled with this arrangement.	<p>The only scenario in which scheduled time for secondary teachers would be shorter is if: (1) the SBDM Council elected not to purchase an additional 0.5 orchestra position to make the position whole at their school AND (2) the position had been whole at the school in the past. As always, schools make staffing decisions based on programmatic needs.</p> <p>There are currently 8 middle and high schools whose students have no access to orchestra instruction: Echo Trail, Hudson, Knight, Olmsted Academy North, The Academy at Shawnee, Iroquois, W.E.B. Dubois Academy, and Western High School. For these schools, the shift in allocation absolutely provides equitable access. In addition, the 24 elementary schools who currently have no access to orchestra instruction will now have access. This shift provides equitable access for our students. While it may involve changes for adults, the decisions must always be about what is best for students.</p>
Duncan 3/17	Budget question - who is making the recommendation that orchestra teachers have to take on two or more schools? Who is imposing these pairings?	In reviewing budget needs, staffing allocations, and teacher schedules, it was determined that current positions could be better utilized to ensure equitable access to instrumental music for more students. All assignments follow contractual duties and responsibilities. There are already many orchestra teachers serving more than one school (this is not unusual). At the secondary level, no secondary orchestra teachers will serve more than two schools. Like all placements, the schools division determines programmatic needs for their schools and is working to pair teachers based on geographical location, school need, and school start times. HR is following the JCTA contract for required seniority. Academics is providing instructional support.
Duncan 3/17	General - why have school allocations been reduced resulting in this orchestra situation?	School allocations have not been reduced for orchestra. Schools have now been given added funding autonomy for instrument repairs and replacements, etc.

<p>Duncan 3/17</p>	<p>C - what is the difference between Bilingual Assistants Grade 6, Grade 7, and Grade 8? Their job descriptions look pretty much the same.</p>	<p>The 24-25 school year was the first year that JCPS attempted a dedicated formula for staffing ELD teachers (with the goal of 60 to 1). Unlike ECE, there are no guaranteed federal funds that protect a particular student/teacher ratio (STR). When researching other districts in the Council for Great City schools we observed a variance in the ratio based on state and local decisions with some districts meeting a 35 to 1 STR. In some states there was a requirement for all teachers in the state to have an ESL endorsement, which widened the applicant pool for these positions. Additional allocations based on the 60 to 1 ratio were made for the 25-26 school year to support individual school needs as well as ML supplemental funds and High-Density School designation with prioritized support. In addition to the ELD positions, additional support for schools include data literacy training focusing on considerations for MLs when providing instruction, master schedule guidance, and role group clarity for content teachers to embed scaffolds into all classes are continuing. Ongoing support continues for school leaders to create and cultivate systems that are grounded in the assets of their community and support for student trauma and sense of belonging is ongoing for counselors, MHPs and FRYSCs.</p> <p>Challenges that still exist:</p> <ul style="list-style-type: none"> • teacher shortages (unfilled ELD vacancies increase the case load for ELD teachers and unfilled classroom teachers often pull the ELD teachers at the elementary level to cover classes which may reduce direct ELD services. • data driven schedules based on multiple points of data to ensure Newcomers and LTELs (long term English learners) are scheduled separately and instruction is based on their individual needs <p>In spite of the challenges, we are confident that our continued efforts of support will guide the growth goals established.</p> <p>BAI Differences are in the minimum qualifications (see below). The rationale is to provide a variety of entry points for the job.</p> <p>BAI I - HS diploma or GED and passing score on KPA or 48 college hours (IA Grade 6) BAI II - Associates degree or approved equivalent training AND 1 year of successful experience in related field (64 college semester hours) (IA Grade 7) BAI II - Bachelors degree and 3 years of successful experience in related field (IA Grade 8)</p>
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Duncan 3/17	How is it decided who gets an EA?	The EA position is unique to different departments, but is a decision of the chief based on responsibilities, needs, and funding within their organizational chart. All org chart changes are vetted by a cross-divisional org chart committee before being presented to the Board for approval.
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