

(Laurie Taylor) Negotiations with TEA have been focused on insuring the appropriate alignment of skill according to need. It's an easy place to start with when you see the percentage of up to 50% can be retained. So collectively, we made the decision that all the teachers would be displaced. That way, we did not have to go into an assessment process.

(Dr. Jarvis) For the sake of those who will listen to this or who are listening, could you differentiate displacement from firing?

(Laurie Taylor) What displaced means employees are put into a pool to be reassigned to other positions within the district. And so, we started by agreeing to create that pool. We created processes for these schools alone. This is different from our standard process. Every year in the budget, and staffing process, there are teachers who are displaced and reassigned. The first is that all of the teachers at Giadrone, Stewart and Hunt are being displaced. The second piece is that a process has been established where we have agreed to identify the needs of each new position, in essence, in each of the schools. Based on the needs, the skills and the experiences that are required for that particular position, we will then go to that pool of displaced teachers who are on a seniority list that we created.

We've created some thresholds. The first threshold for consideration is they must be endorsed to teach the classes they would be assigned to teach. They must also be highly qualified. So they have to meet those 2 standards. Then we will take the 3 most senior out of that pool, in addition to, our general applicant pool, which is open to other internal and external candidates, and we will literally review each position one at a time. We will then utilize the most senior first, second and third applicant from the general pool.

(Kurt Miller) For my clarification, it's open to everybody, not just the pool of displaced staff, is that correct? Ok, so the internal....

(Laurie Taylor) Right, in a limited sense. There are more of the displaced staff and we also are identifying, for those staff, what the environment will be and what the commitment is that's required. And we have allowed staff to also, particularly at Jason Lee where we are not displacing all of the staff, allowing staff there to self-displace. They may not have the, they may not be in a position in their personal life or their career to work an extended day teaching 90 minute sections. That may not be something that they wish to do at this point in time. We will allow them to self-displace. Under our normal process, the hiring authority is limited to those four candidates and they must choose from those four. What we have agreed to with TEA is that if the core interviewing team believes that the person is just not a good match for that school, and it may be based on how they expressed their interest and commitment to ongoing professional development with regard to an IB school, but we would have to state very clearly why we were removing them from consideration for that position and then we would replace them with the next person. So it allows for more flexibility on our end. We have also negotiated that once school starts, because this is a bit of an unknown, a staff member could say "Hey, whoa, I thought I understood, but I need to move" that we will move them. And that the district has the ability to go to the union and say, "We know this person is trying, we know that they are doing

their best but it's not working and this is why and were going to pull that person out" and reassign them. Sort of no harm no foul. Those movements would occur without any negative inference for them. We also have negotiated the ability that, let's say, for some reason, despite all of the recruitment efforts, everything that's gone on, we need a science teacher at Stewart. We have the ability to go to a school, to a teacher that has not applied and say, "We really, really need you over at Stewart and we are going to move you."

(Kurt Miller) Is that different as to what we have now?

(Laurie Taylor) Yes, now the contract maintains a concept of involuntary transfer which is not really what I would call the employing officials, I think its key for the employer to be able to assign the resources within the organization. And that is the concept that we have agreed to *for these schools*. The similar negotiation on going with the Para union, not quite as stringent, the standards for them to be considered highly qualified are different, but again, a very strong commitment from the labor partners to make sure the first and most important focus is on the kids and their well-being.

(Kurt Miller) So, who is going to form the hiring committees? We've talked about that a little bit. And who is going to have the final determination of who's going to be in the buildings?

(Laurie Taylor) Well ultimately, board approves.

(Kurt Miller) Other than that, realistically?

(Laurie Taylor) That, I believe, will rest with Dr. Jarvis and Deputy Superintendent Santorno. The core interviewing teams have been established in concept; they may be subject to modification, but if at all possible, the new principal. The education director assigned to that building, Dr. Fulton, a representative from HR, it may be me or it may be another individual from HR. We would have two teachers, one identified by the union and one identified by management. There would be a community parent representative, and a modification that I would expect to see, quite frankly, would be a student.

(Kurt Miller) This is for all the staff or just the principal?

(Laurie Taylor) This would be for the teachers. Which is basically similar to what is done routinely.

(Kurt Miller) For staff?

(Laurie Taylor) Yes.