

**ARTICLE 49**  
**APPENDIX C**  
**PINELLAS' VIRTUAL INSTRUCTION PROGRAM**

~~To meet the requirements of state law regarding virtual instruction and to fulfill student course requests, the District will hire its own teachers to monitor, evaluate and support student progress in those virtual instruction courses. For the 2012-13 school year, the District will offer full-time virtual instruction positions and part-time virtual instruction positions, as needed. Part-time virtual instruction positions are on an adjunct basis and are in addition to a teacher's regular workday. In implementing the District's Virtual Instruction Program, the Board and the Association have agreed to the following:~~

The Board and the Association agree that Virtual School Instructional Programs provide a vital alternative to traditional classroom instruction. To meet the requirements of state law regarding virtual instruction and to fulfill student course requests, the District will hire teachers to instruct, monitor, evaluate and support student progress in its virtual instruction program known as Pinellas Virtual School (PVS). Teachers may be hired full-time or on a part-time adjunct basis as needed.

Teachers accepting a virtual school assignment understand that teaching through online and distance learning technology provides greater flexibility in their daily schedules, but also requires a commitment to professionalism. Teachers are responsible to deliver content, hold regular office hours and communicate with PVS stakeholders. PVS teachers are "teachers" as defined by Article 3 of the Collective Bargaining Agreement and have the rights, privileges and obligations agreed to by the parties. They are expected to work each week as scheduled in a productive capacity that focuses on the learning and the well-being of students.

To the extent that the superintendent elects to utilize the curriculum of Florida Virtual School or other such providers, the teacher must comply, at a minimum, with the expectations of such provider. Teachers assigned to deliver the curriculum supplied by such provider, understand that their role is to facilitate, monitor and support student progress. They are not required to create the content.

The Board and the Association will meet annually to discuss the implementation of the Virtual Instruction Program.

**Full-Time Virtual Instruction Positions:**

~~Teachers will be hired as needed with full contractual rights, salaries and benefits as all other instructional personnel in the District.~~

~~The parties agree to a thorough review of terms and conditions of employment for Full Time Virtual Instruction positions during the 2015-16 year to develop a Memorandum of Agreement or recommendations to the bargaining teams for inclusion in negotiations for the 2016-17 school year.~~

1. Teachers will work 37.5 hours per week and must be available to students by phone, text, video conferencing or email. Teachers will keep regular daily office hours that allow for students to contact them and may elect to flex their hours as needed to meet the needs of the students. Teachers have the option to work 37.5 hours within a seven day work week provided it does not adversely affect the students' schedules. Teachers must post on-line information describing: 1) a schedule of their office

hours and 2) that it is an expectation and requirement of the course that the student and teacher maintain regular contact.

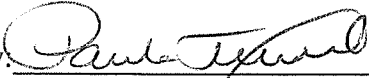
2. Teachers will not be assigned more than five distinctly different courses. Multiple levels of the same course content, such as English and English honors, are not “distinctly different courses.”
3. Teachers will maintain a log, available upon request, describing the date and time of the work performed, the specific tasks performed, and the time spent on each task, including detail such as the courses worked on, and the names of the students and or completion per semester.
4. Initial enrollment and registration of students will not be the teacher’s responsibility.

### **Part-Time Adjunct Positions:**

1. Teachers will be paid an initial supplement of \$2000 for up to 45 student semester enrollments. In addition, teachers will receive \$50 per successful student completion per semester. A successful student completion occurs when a student completes a course with grade of “A”, “B”, “C”, or “D”.
2. After being selected as an adjunct virtual school teacher, but prior to being assigned his/her first virtual class, each teacher must complete an online training program. Teachers will be able to complete the online training pre-requisite at their convenience. The District will provide the after hour staff development rate for scheduled live training sessions.
3. Teachers will be required to have a publishable telephone number and a computer with high-speed internet access. School facilities and equipment may be utilized to the extent that they are normally available and a teacher’s regular work responsibilities may not be disrupted.
4. Teachers will be expected to establish weekly “office hours” during which students and parents will be able to communicate with the teacher via telephone. In general, at least five (5) hours of “office hours” should be scheduled each week of instruction. These hours will be set at the teacher’s discretion. Additional student and parent contact may be required beyond the teachers established “office hours” and can be conducted in the time, place and manner agreed upon by the teacher and the student or parent.
5. In general, teachers will be expected to return student and parent communication and acknowledge receipt of student work within twenty-four (24) hours of the contact being initiated.
6. Student enrollment will be capped at forty-five (45) for each semester course, with the goal of obtaining thirty (30) successful completions per teacher per semester. Additional student enrollments beyond the forty-five (45) student cap may be permitted upon mutual agreement by the District and teacher.
7. Teachers will not assigned more than two (2) virtual instruction courses per semester. Additional courses may be permitted upon mutual agreement by the District and teacher.
8. Initial enrollment and registration of students will not be the teacher’s responsibility.

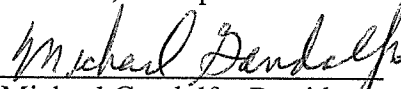
~~9. The board and the Association will meet annually to discuss the implementation of the Virtual Instruction Program.~~

The School Board of Pinellas  
County, Florida

By:   
Paula Texel, Asst. Superintendent,  
Human Resources

Date: 8-22-17

The Pinellas Classroom Teachers  
Association, Incorporated

By:   
Michael Gandolfo, President

Date: 8/22/17

**MEMORANDUM OF UNDERSTANDING BETWEEN  
THE SCHOOL BOARD OF PINELLAS COUNTY AND  
THE PINELLAS CLASSROOM TEACHERS ASSOCIATION  
FOR DIFFERENTIATED LEVELS OF SUPPORT TO SCHOOLS TO IMPROVE  
STUDENT  
PERFORMANCE  
PURSUANT TO SECTION 1001.42 F.S.**

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THIS STIPULATION is entered into by and between The School Board of Pinellas County ("Board") and the Pinellas Classroom Teachers Association ("Association").

WITNESSETH:

WHEREAS, the Board and Association are parties to a collective bargaining agreement executed by the parties on January 8, 2016 and January 5, 2016, respectively, effective for the time period July 1, 2015 through June 30, 2018 ("CBA"); and

WHEREAS, the parties previously negotiated and entered into agreements regarding differentiated pay and expectations for certain schools either designated by the state as "Turnaround" or recognized by the parties as a school in need of additional support to achieve success under the state accountability system; and

WHEREAS, these agreements originated as a Differentiated Pay plan pertaining to thirteen (13) schools described in Appendix D of the 2012-2015 Collective Bargaining Agreement and expanded to recruitment, retention and performance bonuses for fifteen (15) high needs schools designated as Turnaround Schools in Appendix D of the CBA; and

WHEREAS, Appendix D was amended by a Stipulation executed by the parties on April 11, 2016 (the "April 11, 2016 Stipulation") to: (a) add three additional elementary schools to the list of Turnaround Schools, and (b) carve out five of the Turnaround Schools due to their unique needs and re-name them as Scale Up Schools – Campbell Park, Fairmount Park, Lakewood, Maximo and Melrose Elementary Schools –and then treat them differently under a separate stipulation designated as Appendix D-1; and

WHEREAS, Appendix D and D-1 were further amended by Stipulations dated March 2, 2017; and

WHEREAS, on September 19, 2016, the parties entered into an agreement entitled Appendix D-2 which addressed professional development and support for the Scale Up Schools for the 2016-2017 school year; and

WHEREAS, Appendix E of the CBA is an Extended Day Compensation Plan which provides for additional instructional responsibilities and compensation for teachers at the elementary schools designated as the L300 schools by the Florida Department of Education (FLDOE); and

WHEREAS, Appendix E was amended by Stipulation dated September 19, 2016 to reflect the schools designated as L300 schools based on the 2015-2016 reading scores and to add Midtown Academy due to its poor reading scores notwithstanding the fact that it was not designated as an L300 school by FLDOE; and

WHEREAS, to comply with applicable law, address the fluid nature of the state accountability system and the requirements for L300 schools, and to promote clarity and understanding of the process for providing differentiated levels of support to schools, the parties desire to replace Amended Appendix D, Amended Appendix D-1, Appendix D-2 and Amended Appendix E in their entirety except for the “grandfathered” provisions set forth herein.

NOW THEREFORE, the Board and Association stipulate and agree to the following:

### ***Designation of School Categories***

1. Levels of support to schools will be based on the school’s designation as either a Tier I, Tier II, Tier III or Tier IV School which in turn will be based on the school grade assigned by the FLDOE. Section 1001.42(21) F.S., requires the School Board to declare an educational emergency for all Tier III and Tier IV Schools as defined herein. Once a school is assigned a grade, typically in July of each year, the school will automatically be classified in one of the following four categories for the school year immediately following the assignment of the school grade:

#### **Tier I**

a) A Tier I School is any school not designated as a Tier II, Tier III or Tier IV school.

#### **Tier II**

b) A Tier II School is any school identified by the District as requiring additional support to prevent it from receiving a school grade of “D” or “F”.

Only schools receiving a low “C” (meaning any school within three percentage points of a D-- i.e. schools receiving 41% to 43% of total possible points) may be identified by the District. Additionally, a Tier II School automatically includes any school that is assigned a grade of “C” or above but received a grade of “D” or “F” for the prior year. For the 2017-2018 school year, the following schools are Tier II schools:

1. Belleair Elementary (C-(42%) 16/17, B-15/16)
2. Gulfport Montessori Elementary (C-(43%) 16/17, D-15/16)
3. High Point Elementary (B-16/17, D-15/16)
4. Kings Highway Elementary (C-(42%) 16/17, C-15/16)
5. Lealman Avenue Elementary (C-(42%)16/17, C-15/16)
6. North Shore Elementary (C-(42%)16/17, C-5/16)
7. Ponce de Leon Elementary (C-(41%) 16/17, C-15/16)
8. Walsingham Elementary (C-43%) 16/17, C-15/16)
9. John Hopkins Middle School (C-(43%) 16/17,D- 15/16)
10. Meadowlawn Middle School (C-41%) 16/17, C-15/16)
11. Clearwater High School (C-43%) 16/17, C-15/16)
12. Gibbs High School (C-16/17, D-15/16)

### **Tier III**

c) Beginning with the 2018-2019 school year, a Tier III School is any school assigned a grade of “D” or “F” but did not receive a grade of “D” or “F” the preceding year. Because of the timing of this Stipulation and the recent receipt of school grades for the 2016-2017 school year, however, it was not feasible to automatically categorize certain schools to the appropriate Tier according to the criteria established by this Stipulation. Accordingly, the following schools are classified as Tier III schools for the 2017-2018 school year notwithstanding the fact that three of the schools would be classified as a Tier IV School based on the definitions provided for in this agreement:

1. Mildred Helms Elementary (D-16/17, D-15/16)
2. Sandy Lane Elementary (D-16/17, C-15/16)
3. Sexton Elementary (D-16/17, C-15/16)
4. Azalea Middle School (F-16/17, D-15/16)
5. Largo Middle School (D-16/17, D-15/16)

### **Tier IV**

d) Tier IV Schools are those schools requiring the most intensive support and, beginning with the 2018-2019 school year, include any school assigned a grade of “D” or “F” for two consecutive years. Notwithstanding the grade assigned by the FLDOE or any other provision of this Stipulation however,

the following six (6) schools (formerly known as Scale Up Schools), are the Tier IV Schools for the 2017-2018 school year and will be classified as Tier IV Schools until sustained student achievement has been achieved.

1. Campbell Park Elementary (C-16/17, F-15/16)
2. Fairmount Park Elementary (F-16/17, D-15/16)
3. Lakewood Elementary (D-16/17, D-15/16)
4. Maximo Elementary (D-16/17, C-15/16)
5. Melrose Elementary (C-16/17, F-15/16)
6. Midtown Academy (F 16/17)

### **Levels of Support for Schools---Additional Planning and Extended Day**

2. Section 1001.42(21) F.S. requires the School Board to declare an educational emergency for all schools receiving a grade of “D” or “F” and further provides for the immediate implementation of district managed turnaround plans for approval by the state board. In addition to supports provided in the district managed turnaround plans, additional planning is a critical strategy necessary to improve student achievement. Accordingly, the parties agree to add time for additional structured planning at Tier II, Tier III and Tier IV schools. The term “structured planning” may consist of “common planning time,” “collaborative planning,” “lesson study,” “data chats,” “coaching” and other standards based planning methods as defined in Rule 6A-1.099811 F.A.C. and Article 27 2 A of the CBA and specifically excludes Uninterrupted Planning Time as defined in Article 27 2 A 3, unless otherwise specifically stated herein.

3. The amount of the additional planning depends on the level of support required at each of the Tiers described in this Stipulation. For purposes of the Stipulation, the term “classroom teachers” is understood to mean, in elementary schools, regular full time kindergarten through fifth grade classroom teachers, instructional coaches, and self-contained exceptional student education teachers, VE resource teachers, and ESOL teachers. In secondary, the term is understood to mean regular full-time teachers in the following core subjects—language arts, reading, math, science, social studies, instructional coaches and self-contained exceptional student education teachers, VE resource teachers, and ESOL teachers. It is also understood that the planning called for hereunder is in addition to structured planning already contemplated by Article 27 of the CBA and that this provision describing additional planning supersedes any limitation on structured planning or mandatory meetings under Article 27.

### ***Tier II***

4. Beginning with the 2017-2018 school year, Principals at Tier II schools will extend the Teacher Contractual Day by forty- five minutes one time per week for classroom teachers to engage in additional structured planning. The Principal and faculty will work collaboratively to establish a suitable schedule for the additional forty-five minutes per week for classroom teachers.

5. Classroom Teachers at Tier II schools with an extended day will be paid their base hourly rate (exclusive of referendum) for the additional forty-five minutes added to the Teacher Contractual Day.

### ***Tier III***

6. Beginning with the 2017-2018 school year, Principals at Tier III schools will extend the Teacher Contractual Day by forty- five minutes one time per week for classroom teachers to engage in additional structured planning. The Principal and faculty will work collaboratively to establish a suitable schedule for the additional forty-five minutes per week for classroom teachers.

7. Classroom Teachers at Tier III schools with an extended day will be paid their base hourly rate (exclusive of referendum) for the additional forty-five minutes added to the Teacher Contractual Day.

### ***Tier IV***

8. Under Amended Appendix D-1 and Appendix E, the Student Instructional Day and the Teacher Contractual Day were extended at Scale Up Schools (now referred to as Tier IV Schools) beyond the 6 hour Student Instructional Day and 7.5 hour Teacher Contractual Day set forth in Article 27 of the CBA. The Teacher Contractual Day was extended to 9 hours and the Student Instructional Day was extended to 7.5 hours and these hours will remain the same for the 2017-2018 school year.

9. For the 2017-2018 school year, Principals at Tier IV elementary schools (and Midtown Academy) will schedule an additional thirty (30) minutes of structured planning per week for classroom teachers during the Teacher Contractual Day.

10. For the 2017-2018 school year, classroom teachers may conduct their Uninterrupted Planning outside the school building up to two and a half (2.5) hours per week provided it does not interfere with scheduled structured planning or duty. Teachers are expected to maintain a log documenting the work performed during this time.

11. Beginning with the 2018-2019 school year, the Student Instructional Day at Tier IV elementary schools (and Midtown Academy) will be reduced from 7.5 hours to 7.25 hours. The seventy- five minutes (1.25 hours) per week will be used to add an additional forty-five minutes (45) of structured planning per week and an additional thirty (30) minutes of Uninterrupted Planning Time per week for classroom teachers.



12. Beginning with the 2018-2019 school year, the Student Instructional Day and Teacher Contractual Day for Tier IV secondary schools on a straight seven (7) period day, will be extended by thirty (30) minutes per day resulting in a Student Instructional Day extended from 6.5 hours to 7 hours and the Teacher Contractual Day extended from 7.5 hours to 8.0 hours. Additionally, these Tier IV schools will extend the Teacher Contractual Day by forty- five minutes one time per week for classroom teachers to engage in additional structured planning. The Principal and faculty will work collaboratively to establish a suitable schedule for the additional forty-five minutes per week for classroom teachers.

13. Beginning with the 2018-2019 school year, Principals at Tier IV secondary schools on an eight (8) period A/B block will extend the Teacher Contractual Day by forty- five minutes one time per week for classroom teachers to engage in additional structured planning. The Principal and faculty will work collaboratively to establish a suitable schedule for the additional forty-five minutes per week for classroom teachers.

14. Instructional staff at Tier IV schools with an extended day will be paid their base hourly rate (exclusive of referendum) for the additional time added to the Teacher Contractual Day.

#### **Transfer to or From Tier III or Tier IV School; Appeal of Non- Renewal from Tier II or IV School**

15. Any teacher in the District may apply for a vacant position at any Tier III or Tier IV School at any time during the school year, notwithstanding any timeline established for a transfer process.

16. Retention of teachers at a Tier III or Tier IV School is within the discretion of the principal. Principals will be encouraged to retain teachers who receive a rating of Highly Effective or Effective. If the principal decides that the teacher is not to be retained, the teacher will be referred to as a "transfer" the same as any teacher who elects to transfer and may participate in the voluntary or involuntary transfer periods. If the teacher does not find a new position, the District will place them. A teacher who is transferred under this provision, may submit a written request for a meeting to the Assistant Superintendent for Human Resources who will schedule a meeting with the Area Superintendent, the teacher and his/her representative. The principal and other staff called upon by the Assistant Superintendent for Human Resources will also be present at the meeting. The principal will explain the basis upon which the decision not to retain the teacher was made. The Area Superintendent and the Assistant Superintendent for Human Resources will determine the appropriateness of the principal's decision. Such determination shall be in their sole discretion and shall not require just cause. There shall be no appeal from or challenge to their decision nor shall it constitute a basis for grievance.

17. Prior to the dates established for the voluntary or involuntary transfer deadlines, teachers may notify their principal of their decision to transfer out of the Tier III or Tier IV School for the following year. A person who is

transferred under this provision may participate in the voluntary or involuntary transfer periods. If the teacher does not find a new position, the District will place them prior to the start of the new school year.

18. If a school drops from a Tier I or Tier II School to a Tier III school, additional transfer rights are triggered as a result of such change. If a teacher decides that they are unable to work any additional time required of a Tier III School, they must notify the principal by the third contract day of the school year and the principal will either effectuate an immediate transfer of the teacher or will relieve the teacher of the requirement to work any extended hours until such time as the principal is reasonably able to effectuate the transfer. If the principal determines that such grade change necessitates a change in staff at the school (and principals are encouraged to retain teachers who receive a rating of Highly Effective or Effective), the principal will notify the effected teacher as soon as possible and no later than the third contract day of the school year. If the principal decides that the teacher is not to be retained under this provision, they will be placed in a position at a different school. For the 2017-2018 school year, teachers at Mildred Helms Elementary and Sexton Elementary (newly identified Tier III schools) must notify their principal no later than 10 school days after execution of this memorandum of understanding and likewise, the principals at Mildred Helms Elementary and Sexton Elementary have 10 school days to notify the teachers of their decision. A teacher who is transferred under this provision, may submit a written request for a meeting to the Assistant Superintendent for Human Resources who will schedule a meeting with the Area Superintendent, the teacher and his/her representative. The principal and other staff called upon by the Assistant Superintendent for Human Resources will also be present at the meeting. The principal will explain the basis upon which the decision not to retain the teacher was made. The Area Superintendent and the Assistant Superintendent for Human Resources will determine the appropriateness of the principal's decision. Such determination shall be in their sole discretion and shall not require just cause. There shall be no appeal from or challenge to their decision nor shall it constitute a basis for grievance.

19. Annual contract teachers at a Tier III or Tier IV school have an expanded right to appeal the non- renewal of his or her contract under Article 32 E. If such annual contract teacher received less than Effective on their Summative Evaluation but had not worked three years as set forth in Article 32 E, the teacher may nevertheless appeal the principal's decision not to recommend the renewal of their annual contract if they had received Effective or Highly Effective for each of the years they had been employed.

### ***Recruitment, Retention and Performance Bonuses for Tier III or Tier IV Schools***

20. Except for the "grandfather provisions" described below which end after the 2018-2019 school year, teachers working at a Tier III or Tier IV School will receive a bonus of \$3,000 if they are recruited to or retained at the Tier III or Tier IV School and

work there for the school year for which they were hired. The full amount of the bonus will be paid for teachers who work the full school year and those who work less than the full school year will receive a prorated amount. A teacher is not eligible for both a recruitment and retention bonus.

21. When a Tier III or Tier IV School earns a grade of “C” or above, the school ceases to be a Tier III or Tier IV School and recruitment and retention bonuses end immediately. The teachers at the Tier III or Tier IV School are nevertheless entitled to receive the performance bonus described below for accomplishing the improvement in school grade.

22. When the grade assigned to a Tier III or Tier IV School improves to C or better, a teacher who worked at the school that year will receive a performance bonus equal to \$1,500. If the grade assigned to a Tier III or Tier IV School improves by two letter grades, the teacher who worked at the school that year will receive a performance bonus equal to \$ 2,000. The full amount of the bonus will be paid for teachers who work the full school year and those who work less than the full school year will receive a prorated amount.

23. A teacher is not eligible for both a bonus under this section and a bonus under the “grandfather provision.” To the extent that a teacher may qualify for a bonus under both this section and the “grandfather” provision which expires after the 2018-2019 school year as set forth below, the larger of the two bonuses will be payable.

24. Immediately after school grades are released each year, the District and PCTA will jointly develop a communication plan to promptly notify and explain to staff at the schools the effect the school grade has on them under this Stipulation.

### **Grandfather Provision for Recruitment, Retention and Improvement Bonuses**

25. Under the former Appendix D and D-1, as amended, teachers working at the identified Turnaround and Scale Up Schools were entitled to receive recruitment, retention and performance bonuses. The agreements provided that the bonuses would last for two years after the school exited such status. Recognizing that the teachers were recruited to those schools based on a two year expectation, teachers at the following schools will receive the bonuses through the time period listed as follows:

#### **Former Turnaround Schools**

- Bear Creek Elementary (2017-2018)
- Belleair Elementary (2017-2018)
- Gulfport Elementary (2017-2018 through 2018-2019)

- High Point Elementary (2017-2018 through 2018-19)
- Lealman Avenue Elementary (2017-2018)
- Ponce de Leon Elementary (2017-2018)
- Sandy Lane Elementary (2017-2018)
- Azalea Middle (2017-2018 through 2018-2019)
- John Hopkins Middle (2017-2018 through 2018-2019)
- Largo Middle (2017-2018 through 2018-2019)
- Tyrone Middle (2017-2018)

**Former Scale Up Schools/ Now Tier IV**

- Campbell Park Elementary (2017-2018 through 2018-2019)
- Fairmount Park Elementary (2017-2018 through 2018-2019)
- Lakewood Elementary (2017-2018 through 2018-2019)
- Maximo Elementary (2017-2018 through 2018-2019)
- Melrose Elementary (2017-2018 through 2018-2019)
- Midtown Academy (2017-2018 through 2018-2019)

26. The amount of the recruitment/retention pay for the former Turnaround Schools is:

- Recruitment bonus =\$3,000
- 1st year of retention (which is the year after the teacher is recruited) = \$3,000
- 2nd year of retention = \$3,000
- 3rd year of retention = \$4,000
- 4th year of retention = \$4,000
- 5th year of retention = \$4,000
- 6th year of retention or more = \$6,000

27. The amount of the recruitment/retention pay for the former Scale Up Schools is:

- Recruitment bonus = \$5,000
- 1st year of retention (which is the year after the teacher is recruited) = \$5,000
- 2nd year of retention = \$5,000
- 3rd year of retention = \$5,000
- 4th year of retention = \$5,000
- 5th year of retention = \$5,000
- 6th year of retention or more = \$6,000

28. Teachers at the above schools are eligible to receive \$1,000 if two of the following are achieved and \$2,000 if all three of the following are achieved during the time frame identified above:

- a) Improve by one school letter grade.
- b) Increase school value-added scores on the 50-point scale by 3 points.
- c) 90% of the staff participated in annual school wide professional development. Annual school wide Professional Development to be defined by the faculty and site-based administration based on the School Improvement Plan. Annual Professional Development and the exact requirement to achieve 90% to be communicated by the Principal to all staff during preplanning.

29. A teacher is not eligible for both a recruitment and retention bonus. The full amount of the bonus will be paid for teachers who work the full school year and those who work less than the full school year will receive a prorated amount.

### **Extended Day for L300 Schools**

30. This Stipulation will address the provisions of the former Appendix E of the CBA which was an Extended Day Compensation Plan describing the compensation to be paid to teachers at the elementary schools designated as L300 schools by the Florida Department of Education (DOE) because they are among the 300 lowest-performing elementary schools based on the statewide standardized English Language Arts assessment. These schools have extended the school day by an additional one half hour to comply with the statutory mandate requiring an additional hour of intensive reading instruction beyond the normal school day (Pinellas schools already included an additional half hour of reading instruction over amount required by statute for non L300 schools).

31. Beginning with the 2017-2018 school year, schools designated as an L300 school by FLDOE are subject to the extended school day for intensive reading instruction for the school year after the reading scores are delivered plus one additional school year after the school exits the L300 list. Because Appendix E was amended on September 19, 2016 to, among other things, provide a two year window to continue the intensive reading instruction for those schools exiting the L300 list, Bear Creek Elementary will receive two years of additional support in recognition of that earlier agreement.

32. The following twenty-two (22) schools are subject to the extended one half hour day for the 2017-2018 school year and for those exiting schools, the expiration of the former two year sunset provision is clarified as follows:

- A) Bear Creek Elementary (through 2018-2019)
- B) Belleair Elementary
- C) Blanton Elementary (through 2017-2018)
- D) Campbell Park Elementary
- E) Dunedin Elementary
- F) Eisenhower Elementary
- G) Fairmount Park Elementary
- H) Gulfport Montessori Elementary
- I) High Point Elementary
- J) Lakewood Elementary
- K) Lealman Avenue Elementary
- L) Maximo Elementary
- M) Melrose Elementary
- N) Mildred Helms Elementary
- O) Mt. Vernon Elementary
- P) New Heights Elementary (through 2017-2018)
- Q) Pinellas Park Elementary (through 2017-2018)
- R) Ponce de Leon Elementary
- S) Sandy Lane Elementary
- T) Seventy-Fourth Street Elementary (through 2017-2018)
- U) Sexton Elementary
- V) Woodlawn Elementary

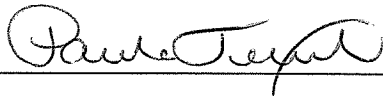
33. Instructional staff at L300 schools with an extended day will be paid their base hourly rate (exclusive of referendum) for the additional time added to the Teacher Contractual Day.

### ***Professional Development***

34. The collaborative professional development outlined under the former Appendix D-2 will continue for all Tier III and Tier IV schools. A Professional Development committee, consisting of an equal number of members designated by the District and PCTA respectively, will meet at least twice a school year to monitor the professional development plan, review data, and analyze the effectiveness and efficacy of the professional support and development system. This committee will mutually develop the Professional Development calendar for the school year. This committee will seek input from the various stakeholders including the school leadership teams at each of the schools and fulfill the above functions for the future. Nothing contained herein is


intended to preclude the Principal of each of the Tier III and Tier IV schools from assessing the professional development needs of teachers, recommending additional professional development and otherwise performing the duties and responsibilities of a school Principal under Sections 1001.54 and 1012.28, F.S.

The School Board of Pinellas County Florida

By: 

Date: 8-23-17

The Pinellas Classroom Teachers Association, Incorporated

By:   
Michael Gandolfo, President

Date: 8/24/17

**STIPULATION BETWEEN**  
**THE SCHOOL BOARD OF PINELLAS COUNTY AND**  
**THE PINELLAS CLASSROOM TEACHERS ASSOCIATION**

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THIS STIPULATION is entered into by and between The School Board of Pinellas County ("Board") and the Pinellas Classroom Teachers Association ("Association").

WITNESSETH:

WHEREAS, the Board and Association are parties to a collective bargaining agreement executed by the parties on January 8, 2016 and January 5, 2016, respectively, effective for the time period July 1, 2015 through June 30, 2018 ("CBA"); and


WHEREAS, Article 45F of the CBA recognizes that certain programs may require additional time and resources and consequently, recognizes the Board's authority to issue additional duty contracts as deemed necessary by the Board; and

WHEREAS, the Board has determined that the employment of school psychologists is a vital program requiring additional time and resources and intends to issue additional duty contracts, and

NOW, THEREFORE, the Board and the Association agree as follows:

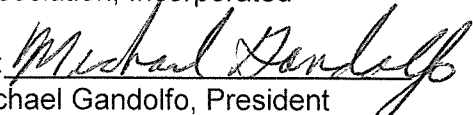
1. The Board will issue additional duty contracts to all school psychologists and the seven (7) educational diagnosticians within the psychology department having unique duties, to extend their contract day from 7.5 hours to 8 hours.
2. To the extent that circumstances change such that additional time for school psychologists is no longer necessary or feasible, the Board will provide reasonable notice to school psychologists that extra duty contracts will be discontinued.

The School Board of Pinellas County Florida

By:   
Paula Texel, Asst. Sup. Human Resources

Date: 8-22-17

The Pinellas Classroom Teachers  
Association, Incorporated

By:   
Michael Gandolfo, President

Date: 8-22-17



Proposed Changes to Contracted Services for 2017-2018

1. **(Contracted Training Services):**

- A. **Face to Face:** ~~The Board reserves the right to compensate Employees who for providing~~ provide educational services/training beyond their normal job responsibilities and workday, will be paid, contingent upon fund availability. Payment will be through the Contracted Services employee process at a rate of twenty dollars (\$20) per hour. ~~This Contracted Services~~ The Training rate may be stated as an hourly rate on the Contracted Services form for ~~classroom teachers~~ instructional staff. In the case of exempt employees, the rate shall be stated as a daily rate on the Contracted Services form. Potential overtime for non-exempt employees will be paid in accordance with the Fair Labor Standards Act (FLSA). Approval of payment is required from the regional superintendent/associate superintendent or their approved designee prior to services being rendered. One hour of compensated preparation time for each hour of presentation time will be provided.
- B. **Online Training:** Employees who provide educational services/training beyond their normal job responsibilities in a digital format. Payment will be through the Contracted Services employee process at a rate of twenty dollars (\$20) per hour. The Training rate may be stated as an hourly rate on the Contracted Services form for instructional staff. In the case of exempt employees, the rate shall be stated as a daily rate on the Contracted Services form. Potential overtime for non-exempt employees will be paid in accordance with the Fair Labor Standards Act (FLSA). Approval of payment is required from the regional superintendent/associate superintendent or their approved designee prior to services being rendered. Teachers will maintain a log, which will be mutually agreed upon by the district and the association, describing the date and time of the work performed, the specific tasks performed, and the time spent on each task. Employees providing online trainings will be trained prior to beginning a new course and at least once each year. This training will include procedures for completing the log and the process for reporting time or issues to their supervisor. Employees will be paid for time spent in training at the rate of twenty dollars per hour (\$20). Employees may log time spent on the course offline such as phone calls, emails, face-to-face support and the grading of assignments; however, this offline time is limited to no more than one (1) hour per every four (4) hours of online time. Courses will be capped at twenty-five (25) participants and will only be permitted to train two (2) courses at a time. Instructional staff who are currently employed by the district shall have first right of refusal for training services. When selecting trainers, the district shall consider seniority, certification, and prior experience.

The School Board of Pinellas  
County, Florida

By: Paula Texel  
Paula Texel, Asst. Superintendent,  
Human Resources

Date: 8-22-17

The Pinellas Classroom Teachers  
Association, Incorporated

By: Michael Gandolfo  
Michael Gandolfo, President

Date: 8-22-17



**Vision**  
100% Student Success

**Mission:**  
"Educate and prepare each student for college, career and life."

August 22, 2017

Michael Gandolfo, President  
PCTA  
650 Seminole Boulevard  
Largo, FL 33770

Re: Evaluations of Instructional Staff

Dear Mike:

The purpose of this letter is to confirm our discussions regarding your concerns with the instructional evaluation system and particularly the use of the student growth score. The Superintendent is statutorily and contractually charged with establishing procedures for the implementation of the evaluation system and as his designee, I appreciate all of the input that you and the appraisal advisory committee have provided. Based on your advocacy and the comments and concerns raised by the committee during our meetings, we will be re-visiting the scale used for the assessment data to ensure that the various groups of teachers are treated equally for the 2016-17 final evaluation. I also plan to re-convene meetings with the data working group and appraisal advisory committee to further discuss implementation of the Marzano Focus Model as well as the types of assessments to be used for the student growth scores beginning with the 2018-2019 school year.

I look forward to working with you and PCTA as we continue to improve our evaluation system.

Sincerely,

Paula Texel  
Assistant Superintendent - Human Resources

**ADMINISTRATION BUILDING**  
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