

BARGAINING 25-26 STRONGERTOGETHER



CTA

Orange County Classroom Teachers Association
FEA | NEA | AFT #7448



BARGAINING PILLARS

These proposals, grounded in direct feedback from educators, aim to ensure OCPS is the model district in Florida - **where students thrive.**

We get there by:

- Respecting our educators
- Supporting our student and educator families, and
- Investing in our educators



BARGAINING 25-26
STRONGERTOGETHER





Opening Statement

Clinton McCracken, CTA President



Bargaining Opening Statement 2025-2026

Clinton McCracken, Orange CTA President and 24 year OCPS teacher

Good morning. Thank you to our bargaining team, the district team, members of our expanded bargaining committee, and the educators and community members joining us or reviewing this presentation. We're here representing nearly 14,000 educator voices from across Orange County Public Schools.

Let me start with something I hear far too often: A teacher shares after a long day, eyes tired but voice steady, saying, "I used to love this job and I love my students. But I can't take it anymore—the micromanagement, the constant walkthroughs, the lack of respect, and pay that doesn't cover my bills." Unfortunately it isn't a rare story either. It's a pattern—and it should light a fire under all of us.

That's why today isn't just about another bargaining cycle. It's about continuing a movement to bring reality in line with the promises made to students and educators.

The proposals we're bringing to the table come straight from the people doing the work. They reflect lived experiences and they are solutions grounded in our three pillars:

- Respect our educators
- Support our student and educator families, and
- Invest in our educators

These aren't slogans. They're a framework for keeping great teachers in classrooms and making OCPS the district where educators want to work, that families trust and, and where students thrive.

Of course, pay remains a top concern. Too many teachers are working second and third jobs just to survive. For the second year in a row, **Florida ranks 50th in average teacher pay.** That's not just a statistic—it's a choice. Budgets reflect values, and right now, too many educators are being told they're not worth investing in.

But pay is only part of the story. The other part is how we're treated.

Whether we're trusted as professionals.

Whether our classrooms are safe, healthy, and fully supported.

Whether we are allowed the time and respect needed to do our jobs well.

This year, we invited educators from all 213 schools to join our expanded bargaining committee—alongside Association Reps and key subgroups. Together, we've created proposals that reflect the will and wisdom from our educators.

And because transparency matters, we're sharing this full presentation with members of our bargaining unit and the School Board—those who hold the power to move this district forward.

We remain hopeful that the District shares our goal: to make OCPS a model district, where educators are respected, families feel supported, and every student has the public school they deserve.

Let's work together to make that vision real—because our students, our educators, and our community deserve nothing less.





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ARTICLE VI

Working Conditions

“False Claims”

Item G.9 - Page 3

9. In the event that a student or parent makes a formal allegation against a teacher that is later determined to be false, the involved teacher will no longer be assigned to that student, provided that such action complies with federal and state laws.

The goal shall be to preserve the safety, trust, and integrity of the learning environment for both the students and educators.



Why This Contract Language Is Necessary?

- **Protects the Emotional Well-Being of Educators**

Being falsely accused is deeply traumatic. The teacher being no longer assigned to the student after a false allegation helps the teacher continue with work without fear of ongoing discomfort or tension.

- **Preserves Trust and Integrity in the Classroom**

A safe and trusting learning environment is essential. Continuing a teacher-student relationship after a proven false allegation undermines that trust for everyone involved.

- **Reduces Risk of Future Conflict or Retaliation**

Returning a student to the classroom of a teacher they falsely accused increases the likelihood of further disruptions, escalations, or retaliatory behavior from the student or parent.

- **Supports a Fair and Safe Working Environment**

Educators deserve the same workplace protections as other professionals. No employee should be forced to work under emotionally unsafe conditions following a false claim.

- **Clarifies Protocol and Prevents Inconsistent Practices**

Establishing a clear, consistent district-wide expectations ensures fairness and avoids ad hoc or inequitable responses when these situations arise.

False Claims



“Maintenance”

Item K.1-2 - Pages 4 and 5

1. In order to maintain a safe and healthy learning environment for students and staff, the District shall promptly address environmental health concerns. When an employee submits a written complaint regarding indoor air quality, classroom temperature, mold, water intrusion, pest infestations, necessary maintenance or repairs or other unsafe conditions, the District shall initiate an investigation without delay. If immediate remediation is not feasible, the District shall provide temporary relocation or the appropriate alternate accommodations that ensure a safe and productive learning environment for students and staff. No employee or student shall be required to remain in a space deemed hazardous by a certified environmental specialist or other qualified professional.
2. Temperature. Work activities, including classes and meetings, will not be held in any assigned workspace when the temperature drops below 68°F or raises above 79°F. In such instances, the administrator shall arrange for the relocation of affected students and/or employees, or the district shall provide portable air conditioning units to maintain a safe and comfortable working environment until the issue is resolved. If the temperature issue affects the entire worksite, or if there is a disruption in water service, the district shall treat the matter as an immediate priority and make appropriate alternative arrangements until normal operations can safely resume.



Why This Contract Language Is Necessary?

- **Protects Health and Safety of Students and Staff**

Exposure to poor air quality, mold, extreme temperatures, and other hazards can cause or worsen serious health issues — including asthma, heat-related illness, and infections.

- **Ensures Compliance with Health and Safety Standards**

OSHA guidelines emphasize the need for clean, temperature-controlled environments in workplaces — including schools. This proposal helps the district meet those standards and avoid legal liability.

- <https://www.osha.gov/otm/section-3-health-hazards/chapter-2#rftc>

- **Supports Consistent, Uninterrupted Learning**

Prompt action and contingency plans (like relocation or portable AC units) reduce lost instructional time caused by unsafe or uninhabitable classrooms.

- **Improves Morale and Working Conditions**

Teachers and staff feel more valued and respected when their health concerns are taken seriously. Addressing issues quickly helps prevent burnout and boosts retention.

- **Provides a Clear, Accountable Process for Response**

Requiring investigation and timely remediation — or safe alternatives — ensures consistent action across schools and prevents complaints from being ignored or delayed.

Maintenance



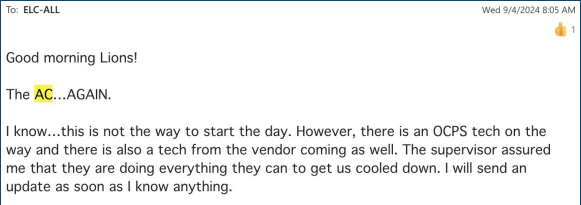
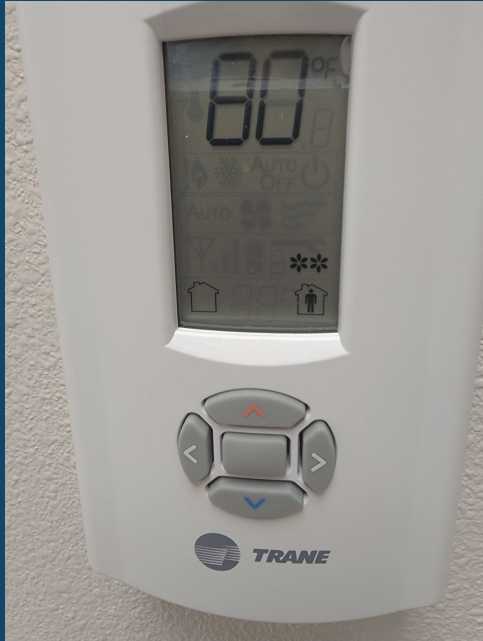
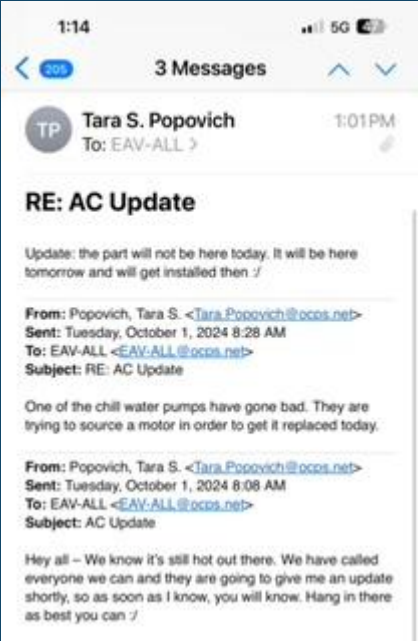
"Maintenance"



"The AC was out from 7am to around 3pm when it cooled because one chiller was fixed. Temperature in my classroom was 85+ before the air kicked in. Took my planning period in my car."



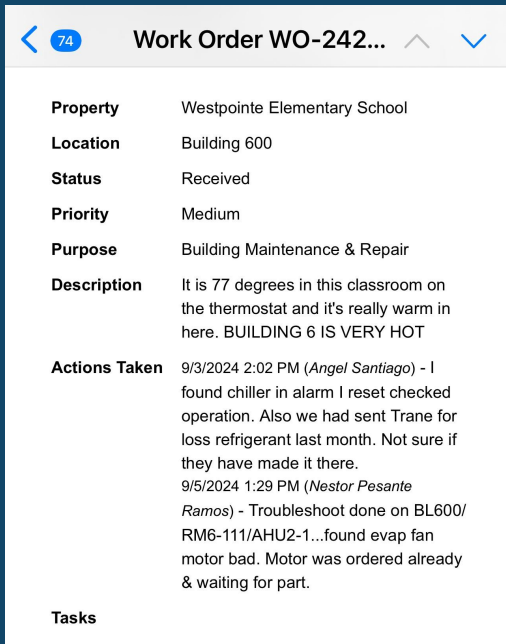
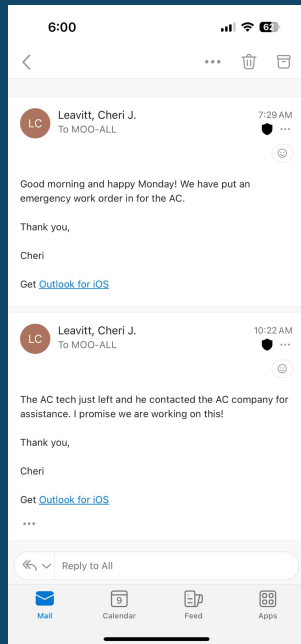
“Maintenance”



**“AC is very hit or miss. Some days it works
other days it is SO hot!”**



"Maintenance"



"I teach in an ESE room and the lack of proper air conditioning can cause behaviors to be worse. The students are not able to tell us what is bothering them. Staff have to deal with severe behaviors in the heat. There are also other health issues that can be made worse in the heat in my room."



“Maintenance”



Subject: Aloma ES no water and no restrooms

Good afternoon,

I'm very concerned with how it appears we have dealt with the emergency today at Aloma Elementary. I was notified mid-morning by members of our bargaining unit that a water line was broken and no water was available at the school. Our CTA Field Rep then found out that bottles of water were made available. I tried to call Dr. Vazquez and spoke with Dr. Armbruster and shared our concern that teachers needed an update on what was happening.

I then learned from another teacher that toilets have not been flushable. **Some teachers have plans to leave campus during Specials so that they can use a toilet that can flush.**

It should be considered an emergency if restrooms are not available for students or adults and either send students and employees home or arrange a portable toilet trailer to be brought to the campus as has been done in the past for other schools.

I've also heard that it was so hot that at least one student became physically ill in their classroom. Without running water, how was this cleaned up and did the teacher have to continue teaching under those working conditions?

Other teachers have shared concerns that to their knowledge parents weren't notified that there was no running water and that toilets couldn't be flushed.

Sincerely,

Clinton McCracken

Orange CTA President



FOX 35 Orlando

<https://www.fox35orlando.com> · Sep 9, 2024

Students taken to hospital due to excessive heat



Three students at Ocoee Middle School were taken to a hospital on Wednesday for heat-related issues after the school's air conditioning system failed.

LOCAL

Orange County teachers' union raises safety concerns after school A/C issue



By [Ashlyn Webb, WFTV.com](#)

September 11, 2024 at 7:11 am EDT



“Maintenance”

| SEPTEMBER 2024 | |
|------------------|-----------|
| Lake Como K8 | 9/18/2024 |
| Wyndham Lakes ES | 9/18/2024 |
| Palm Lake ES | 9/18/2024 |
| Discovery MS | 9/18/2024 |
| Waterford ES | 9/18/2024 |
| Bridgewater MS | 9/18/2024 |
| Meadow Woods ES | 9/19/2024 |
| Rock Springs ES | 9/20/2024 |
| Bridgewater MS | 9/23/2024 |
| Lake Sybelia ES | 9/30/2024 |
| Lockhart ES | 9/30/2024 |
| Westpointe ES | 9/30/2024 |
| Windy Ridge | 9/30/2024 |
| Bridgewater MS | 9/30/2024 |
| Gotha MS | 9/30/2024 |

| OCTOBER 2024 | |
|---------------------|------------|
| Avalon ES | 10/1/2024 |
| Stone Lakes ES | 10/2/2024 |
| Wyndham Lakes ES | 10/2/2024 |
| East River HS | 10/3/2024 |
| Corner Lake MS | 10/3/2024 |
| Columbia ES | 10/3/2024 |
| Camelot ES | 10/4/2024 |
| Boone HS | 10/7/2024 |
| Corner Lake MS | 10/7/2024 |
| Phillis Wheatley ES | 10/15/2024 |
| Oak Hill ES | 10/17/2024 |
| Ridgewood Park ES | 10/18/2024 |
| Westpointe ES | 10/18/2024 |
| Bonneville ES | 10/21/2024 |
| Palm Lake ES | 10/23/2024 |
| Zellwood ES | 10/24/2024 |

| NOVEMBER 2024 | |
|-------------------|------------|
| Zellwood ES | 11/7/2024 |
| Lakeville ES | 11/8/2024 |
| Piedmont Lakes MS | 11/8/2024 |
| Wekiva HS | 11/8/2024 |
| Conway MS | 11/21/2024 |
| Windermere ES | 11/22/2024 |

| DECEMBER 2024 | |
|----------------|------------|
| Lake Nona HS | 12/10/2024 |
| Ocoee MS | 12/11/2024 |
| Northlake Park | 12/11/2024 |



“Maintenance”

FEBRUARY 2025

| | |
|-----------|-----------|
| Howard MS | 2/6/2025 |
| Howard MS | 2/7/2025 |
| Howard MS | 2/19/2025 |
| Howard MS | 2/25/2025 |

MARCH 2025

| | |
|-------------------|-----------|
| Metrowest ES | 3/26/2025 |
| Howard MS | 3/26/2025 |
| Howard MS | 3/27/2025 |
| Windy Ridge | 3/27/2025 |
| Acceleration East | 3/31/2025 |

APRIL 2025

| | |
|------------------|-----------|
| Howard MS | 4/1/2025 |
| Aloma ES | 4/3/2025 |
| Castle Creek ES | 4/4/2025 |
| Lancaster ES | 4/7/2025 |
| Avalon MS | 4/7/2025 |
| McCoy ES | 4/23/2025 |
| Howard MS | 4/23/2025 |
| OTC South Campus | 4/24/2025 |
| Howard MS | 4/25/2025 |
| Westpointe ES | 4/28/2025 |
| Metrowest ES | 4/28/2025 |
| Aloma ES | 4/28/2025 |
| Howard MS | 4/1/2025 |

“This has been one of several times the air has been out for the entire school. This is an ongoing issue that the district keeps putting a bandaid on. Classes should at the least be provided fans by the district. Teachers should not be buying their own fans for classes.”





“Maintenance”

MAY 2025

| | |
|-------------------|-----------|
| Winter Park HS | 5/5/2025 |
| Vista Lakes ES | 5/6/2025 |
| Howard MS | 5/6/2025 |
| Colonial HS | 5/6/2025 |
| John Young ES | 5/7/2025 |
| Cypress Creek HS | 5/7/2025 |
| Freedom MS | 5/8/2025 |
| Howard MS | 5/16/2025 |
| Hunters Creek MS | 5/16/2025 |
| Engelwood ES | 5/19/2025 |
| Lake Silver | 5/20/2025 |
| Colonial HS | 5/20/2025 |
| Chain of Lakes MS | 5/20/2025 |

MAY 2025

| | |
|-------------------|-----------|
| Palm Lake ES | 5/21/2025 |
| South Creek MS | 5/21/2025 |
| Rock Springs ES | 5/21/2025 |
| Frangus ES | 5/21/2025 |
| Chain of Lakes MS | 5/23/2025 |
| Palmetto ES | 5/27/2025 |
| Frangus ES | 5/27/2025 |
| Orange Center | 5/27/2025 |
| Riverside ES | 5/27/2025 |
| Oakshire ES | 5/27/2025 |
| East River HS | 5/27/2025 |
| Camelot ES | 5/27/2025 |
| Lake Como K8 | 5/27/2025 |
| Sunridge ES | 5/27/2025 |
| Robinswood MS | 5/27/2025 |

JUNE 2025

| | |
|------------------|-----------|
| Orange Center ES | 6/09/2025 |
| Lockhart ES | 6/11/2025 |

“When the AC is not working, it reaches temperatures of 82° or higher in many classrooms, especially those on the upper level floors. Students and teachers alike have had medical issues arise due to the heat.”



“Maintenance”



Many teachers report pest infestations and have difficulty getting resolved quickly.

It is a concern outside the school, but even more so when in a classroom as it affects the ability to teach.



“Maintenance”



**INVEST
IN EDUCATORS**



**SUPPORT
OUR FAMILIES**



**RESPECT
OUR EDUCATORS**



“Walkthroughs”

Item BB.1 - 5 - Page 9

BB. Classroom walkthroughs by District or School personnel, excluding school-based administrators

1. In order to minimize disruption to the educational environment and protect the integrity of instructional time, no teacher shall be subject to more than one (1) walkthrough every two weeks.
2. Multiple walkthroughs within a two-week period may occur only:
 - a. With prior written notice and mutual agreement between the teacher and the school principal.
 - b. As part of a scheduled and clearly defined instructional support initiative, provided the scope and duration are communicated in advance.
3. Teachers shall have the right to request and receive written documentation of any walkthrough and to provide a written response. Any feedback from walkthroughs shall be constructive, non-punitive, and shared in a timely manner.
4. These provisions shall not prevent School or District personnel from walking into a classroom in response to emergency situations.
5. These provisions do not apply to teachers who are on a coaching cycle due to performance or to teachers who are part of the Induction Program.



Why This Contract Language Is Necessary?

- **Protects Instructional Time and Minimizes Disruption**

Frequent visits interrupt the flow of teaching and learning. Limiting walkthroughs helps preserve focus and continuity in the classroom.

- **Respects Professionalism and Teacher Autonomy**

Teachers are trained professionals. Clear guidelines on walkthrough frequency and purpose demonstrate trust in their ability to manage their classrooms effectively.

- **Encourages Constructive Feedback Over Surveillance**

This proposal ensures that walkthroughs are part of a supportive professional culture, not used as a punitive tool.

- **Promotes Transparency and Two-Way Communication**

Requiring written feedback and allowing teacher responses ensures that walkthroughs are documented, accurate, and mutually understood — reducing miscommunication or misuse.

- **Clarifies Boundaries Without Hindering Real Support or Emergencies**

The policy allows for walkthroughs tied to coaching or support initiatives and makes clear exceptions for emergencies, ensuring that essential oversight is not restricted.

Walkthroughs



“Walkthroughs”

Hello Magic makers, thank you for allowing us to walk classrooms yesterday. As Ms. Malek, our Cadre Senior Administrator, and myself walked classrooms, we had some feedback/expectations to share:

- Anchor charts should be visible at all times during each unit, the content should be relevant to the students, and it also needs to be aligned to the standards of the current unit. Very few classrooms had anchor charts.
- All classrooms need to have a visible number line for all students. District expectation. Few classrooms had number lines.
- Manipulatives should be visible and used by students and teachers with fidelity. As we walked classrooms during math instruction, no manipulatives or interaction with manipulatives were visible.
- Centers should be labeled with directions and all resources needed must be included in every center.

Number lines, using anchor charts, integration of manipulatives, and labeled centers are due by September 6, 2024. Please let me know if you need a number line for your classroom 😊 Let us know how we can support you.

“Our cadre leadership are still doing classroom walk-throughs today despite having the next 2 days off for hurricane Milton.”

Weekly Walks for Grades 3-5

Beginning in December, Trina, Trevor and administration will walk 3rd-5th grade classes at all schools in our Cadre. They will tally the # of times LG's and SWD's get called on or monitored. Trevor will walk with me and Trina will walk with your Ms. Zezo.

“We are still getting multiple walk-throughs a week if not daily or more than once a day.”

“We are now required to do 15 minutes of FBS at the beginning of the math block. During this time, the teacher is at their table with a small group reviewing trailing standards while the rest of the class is working on Success Maker. We have had multiple walkthroughs to make sure this is being executed each day.”



“Walkthroughs”

Hello teachers,
Hi
On Tuesday, October 1, 2024, Cadre 7 leadership will be walking K-2 classrooms from 9:00-10:30am. Our main goal for this round of classrooms walks is to view trends and determine next steps for support. Our main goal is to observe the Science of Reading in action with foundational skills routines and standards-based instruction. I have also included the Elementary CWT for your reference.

Please fill out the information below by **Monday, September 30, 2024**:

| Class Information (Complete this column) | Benchmark(s) (Complete this column using CRM) |
|---|--|
| Subject | Unit and Day # |
| Full Group Time | Learning Target(s): • |
| Small Group Time | Spotlight Benchmark(s): • Supporting Benchmark(s): |

“On Tuesday, October 1, 2024, Cadre 7 leadership will be walking K-2 classrooms from 9:00-10:30 am.”

Benchmark(s)
(Complete this column using CRM)

“We will continue our **classroom walkthroughs**, collecting trend data across our classrooms, celebrating students thinking at high levels, and collaborating with you on best practices in learning and how we can support you in your work with students. Our cadre leadership plans to visit weekly as well to join some of our walks.”

Next Week at a Glance

Monday, September 23

Wear CTA/OCASA Shirt

Tuesday, September 24

Wear Team Shirts
ELA PLC

Wednesday, September 25

Wear Pinewood Shirts
Instructional Rounds Cadre 5 Walk

Thursday, September 26

Wear College/Greek Shirts
Math PLC

Friday, September 27

K-2 Writing Samples Due
Wear House Shirts



Next Week at a Glance

Monday, September 30

Wear CTA/OCASA Shirts

Tuesday, October 1

Wear Team Shirts
ELA PLC K-2
Math PLC 3-5
SAC Meeting 6:00

Wednesday, October 2

Wear Pinewood Shirts
BOY Instructional Rounds Walk with Principal Leader

Thursday, October 3

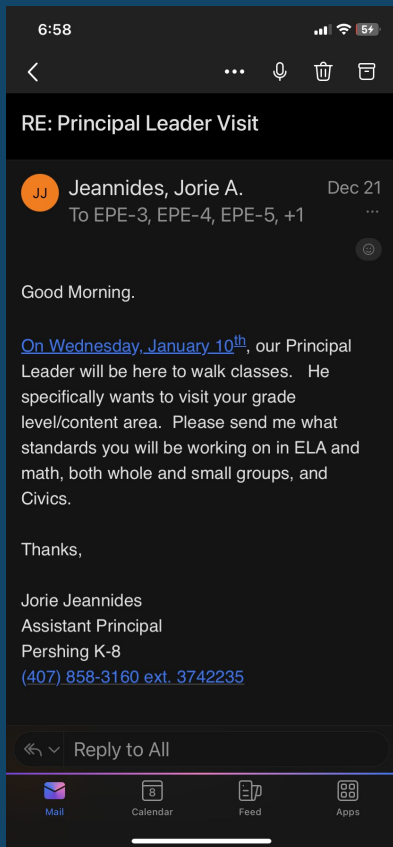
Wear College/Greek Shirts
Math PLC K-2
3rd, 4th, and 5th Field Trip Dr. Phillips Center 9-12
Active Assailant Drill
National Honor Society Induction 5:00 pm Media Center

Friday, October 4

Omelete Bar Breakfast for Cheer Member Rm 611
Wear House Shirts
ELA PLC 3rd-5th



“Walkthroughs”



MOY-Instructional Review

We will have guest on campus Tuesday, January 21, 2025 conducting our Middle of the Year Instructional Review. During this time, Administration and Coaches will be meeting with District Leaders to discuss trends in data along with the work we've done thus far. We will be conducting classroom walkthroughs looking for the following:

- standards aligned instruction (whole group and/or small group)
- standards aligned task
- student engagement
- appropriate scaffolding
- opportunities for processing
- effective monitoring

Following our classroom visits, they will assist the Leadership Team in making “next steps” to ensure the proficiency of our students. We will share the feedback and data collected from our visit in next week's Professional Development/Staff Meeting.

Greetings Team,

We are hosting our K8 Cadre Principals here at the Ridge, and we are excited to showcase the amazing things happening here each and every day. Our focus for this visit will be small-group instruction in elementary, vocabulary/comprehension strategies in middle, and pacing of our lessons for all of K8.

In preparation for our visit, please provide your area of focus for small-group, or your benchmark for your lesson that you will be providing that day during the time period you are scheduled for.

We appreciate it in advance, and are looking forward to a FANTASTIC visit! As always if you have any questions, please let me know!



“School Climate”

Item CC.1-5 - Pages 9 and 10

CC. The District shall administer an annual School Climate Survey, no later than March 1st, using a survey created by the Union. The survey shall be anonymous, electronic, and distributed to all teachers.

- 1. Results shall be shared in full with the Union, and individual school results will be shared with teachers within ten (10) days of the survey closing. No data shall be disaggregated in a way that could compromise anonymity.**
- 2. Any school where 30% or more of staff report negative ratings in two or more categories shall be classified as a Climate Intervention School and will be subject to the following:**
 - a. Within thirty (30) days, the Labor Management Partnership Committee (LMPC) will meet to:**
 - i. Schedule a listening session with teachers at each school identified as a Climate Intervention School.**
 - ii. Review comments and redact names or any identifying information to protect teachers.**
 - iii. Develop a recommended action plan with clear timelines and specific deliverables with clear designated responsible parties to be presented to the Superintendent.**



“School Climate”

Item CC.1-5 - Pages 9 and 10

- b. Administrators at work sites classified as Climate Intervention Schools must participate in leadership training, which will include conflict resolution and strategies for developing a positive work culture. The LMPC may recommend that the administrator be placed in a coaching cycle.**
- c. The LMPC shall have the authority to request relevant data, conduct interviews, and issue recommendations to school leadership and the board, as applicable.**
- 3. Any school wherein the teacher attrition rate exceeds 20% shall automatically be classified as a Climate Intervention School and subject to the above within thirty (30) calendar days of determining the turnover rate.**

 - a. The attrition rate shall be calculated based on the number of full-time teachers who have voluntarily or involuntarily separated from employment (excluding retirement, promotion, and teacher departures due to documented personal or medical reasons) during the most recent 10-month period, divided by the total number of full-time teachers employed at the beginning of that period.**
- 4. A continued Climate Intervention School designation for two or more years will result in a district-level review of the administrator, including a review of their assignment and performance by Professional Standards.**
- 5. No employee shall be retaliated against for responding to the School Climate Survey, participating in follow-up sessions, or reporting any misconduct.**



Why This Contract Language Is Necessary?

- **Creates a Path for Real Change in Toxic Work Environments**

Requiring action when serious concerns are identified ensures that issues like low morale, poor leadership, and high stress are not ignored but addressed directly and urgently.

- **Empowers Teachers with a Voice and Protects Them from Retaliation**

A union-created, anonymous survey gives educators a safe, structured way to be heard — with safeguards to ensure they're not punished for speaking up.

- **Targets Chronic Attrition with Data-Driven Solutions**

Automatically triggering intervention at schools with high turnover holds the district accountable for retaining talent and improving conditions in the hardest-hit schools.

- **Brings Transparency and Accountability to School Leadership**

A structured process with listening sessions, clear timelines, and potential leadership coaching ensures that school leaders are held responsible for building (or failing to build) positive school cultures.

- **Strengthens District-Union Collaboration for Continuous Improvement**

Through the work in the LMPC and clearly defined roles for intervention, a collaborative approach to solving problems is created — not just identifying them.


School Climate



“School Climate”



Post Planning Meeting/M meal

 Tinsley, Lovely M. Yesterday
[Redacted] and MSC-ALL ...

Hello team,

Just a reminder about attending the staff meeting. Thank you to all who have signed up to attend. Just a reminder, that if you are not attending, the expectation is to remain on campus. Going home [at 1pm](#) is not in place of the staff luncheon. We aim to be fair to all. I can't give permission for some to do this while holding others to the criteria of attending. It is a work day / paid day. 😊 I hope you are able to attend and enjoy the meal.

No copying will be done within the next few weeks. We do not yet have a copy designee, so any copying, if absolutely needed, can be done at Staples.

Using Pencil Sharpener

- o Direct students to sharpen their pencils as they enter the classroom so that there is no loss of instructional time. Encourage students to carry handheld pencil sharpeners that contain the shavings.
- o It is important to have substitutes for broken pencils available or hand-held sharpeners that students can use rather than disrupting class.



“School Climate”

INSTRUCTIONAL (NON-NEGOTIABLES)

8

Azalea Park Elementary School

Staff Handbook

COMMON BOARD

It is not required, but is a best practice to have a common board configured in your room with the standard number, the daily learning target- and if applicable, the day of the CRM. (Example, CRM 2.2, D2)

Standard: 5.RL.1.2

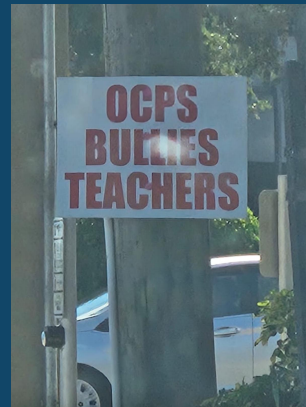
Daily Target: Determine a theme of a poem using text details including how the speaker reflects upon a topic.

CRM 2.2 D2

Professional Dress Guidelines

Education is a professional field that requires employees to dress appropriately. In addition to proper etiquette, it is becoming more apparent that the ways in which people dress affect student learning. Teachers are role models for students, and therefore, should dress professionally. The following are guidelines for professional dress:

- Dress pants, suit pants, suits
- Dress capris
- Sweaters
- Jackets/blazers (not denim)
- Button/collar shirts, polo shirts, blouses
- Dress shoes
- Dress sandals with a back strap
- Dresses or skirts (at least fingertip length)
- Clothing with holes, tears, or inappropriate patches are not acceptable
- Bare midriffs and bare sides should not show even when arms are extended above the head
- Clothing that is too tight or revealing is unacceptable
- Yoga pants, pajama pants or very tight pants unless under a long sweater or dress are unacceptable
- Flip flops are not appropriate and can be unsafe
- **Jeans are permitted on Wednesdays and Fridays only as long as they don't have holes or rips.**
- **College t-shirts/jerseys are permitted on Wednesdays.**



"School Climate"

5:44

5G

Professional Dress

Professional Dress Expectation

It is our expectation that all personnel will be professionally, neatly, and appropriately attired for the work to be done. An employee's dress must not disrupt or distract from the educational process and must be in accordance with health and safety standards. Jeans can be worn on Wednesdays with a school spirit shirt. Additional days to wear jeans will be announced by Principal Wyatt.

Footwear

The OCPS safety expectation, as outlined in the faculty handbook, is that staff will wear shoes that are safe for the job they perform. Because job descriptions vary by position and/or job site, so too does the standard for footwear. Administration is left with the responsibility for clarifying this standard at each site.

For this reason, we are outlining what "job appropriate footwear" means at Sun Blaze.

We suggest:

- Close-toed shoes
- Rubber soles
- No or low heels

We expect:

- Shoes with a back
- NO flip flops
- Custodians will wear Crew Guards over shoes when working on wet surfaces

CHEER

The entire staff is asked to contribute to the Cheer Committee. This committee functions as the social club of the school. They send flowers when appropriate and host staff parties and functions. With everyone's support, it can be one effective way of showing each other that we care. Please join!

Late Arrival

Planning ahead is each person's responsibility in order to get here on time. Emergencies do occur. **However, they should be few and far between.**

PROFESSIONAL ATTIRE REQUIRED All staff members are expected to dress professionally at all times. As OCPS employees, we should model the appropriate dress code for our students. Please refrain from wearing shorts. Jeans are only allowed on spirit days or field day.



"School Climate"

FACULTY PROFESSIONAL DRESS



- Effective the week of 9/9/24 CP time, the planning session will consist of the modeling of an identified lesson by the Math/Science Coach for 1 person on the team to practice delivering the lesson to the remaining teammates, coach and admin at the math CP.
- The Math/Science coach will identify the lesson to be taught and the person to deliver it when the CP agenda is sent out. Everyone will eventually be presenting a lesson during math common planning.
- In preparation for the selected lesson, **ALL** team members will come prepared for the delivery of the lesson with manipulatives, etc in case the identified person is out on that day and someone else will step in and deliver the identified lesson.

I'm just going to say this..... we are not a personal storage unit facility. If you have an excessive amount of things you have accumulated, you **MUST** pare it down. Get rid of it, or go and find/rent/borrow some storage off campus. If you are filling up your entire room, closet, and office space wall to wall, that is over the limit of what should be stored here on campus. If you are unsure if I mean you, reach out and I'll come by and let you know (If I haven't already 😊). Every time I change schools I use it as an opportunity to weed out my things. Moving gives you a great chance to do that. We can't do hoarding in a shared work space! If you are just holding on to it for memories- take it home to your attic!

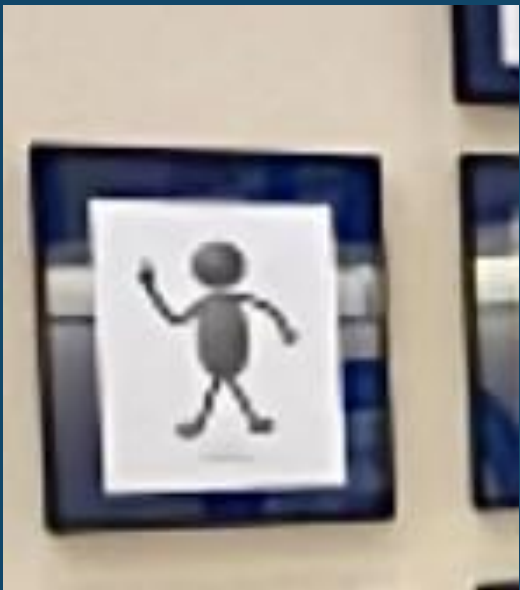
I believe that 99% of teachers are all behind celebrating our highest achieving students. If you want more information, please see Dr. Hyser. You can give all the input you want. That input is appreciated and often used in some fashion. However, administration is not bound to follow your input. As always, thank you for your input. I will not be replying to anymore emails on this topic as I do not feel that it will be good fruit.

Good afternoon my Team,
Please remember to complete the highlighted portion of the TACO prior to our meeting tomorrow. Last time only [redacted] was prepared. 😊
https://docs.google.com/document/d/1XARTW3jRod_d2OdG1XTgDDaf5QIMw0fJMEgdN2XqxhfE/edit

Good afternoon team,
On Tuesday we will be working on the unit view of the unit [redacted]. Please fill in the highlighted portion of the TACO in different colors. We will be diving into days 1-5. Please bring your laptops, open minds and a smile. If you have any questions, comments or concerns, don't hesitate to reach out.



“School Climate”



Principal displayed cartoon images with middle finger extended over teacher photos.

"School Climate"



Teachers required to take an "Oath"

The Legacy Way - We value relationships, teamwork, collaboration, problem solving, and action taking

I agree with the aforementioned characteristics of Legacy Middle School (Initials) _____

Please provide a brief written response to the following dilemma:
Capturing and sustaining students' attention can be daunting and fleeting. How would you address student engagement?

Signature: _____ Date: _____



“School Climate”



***Positive school climate isn't a luxury—it's
the foundation for student success.***

***Employees thrive in environments where
they feel safe, supported, respected, and
trusted to do their work.***



“Artificial Intelligence”

Item DD.1-5 - Pages 10 - 12

DD. Use of Artificial Intelligence (AI)

1. Notification and Bargaining Obligations

- a. The District shall notify the Association in writing at least ninety (90) calendar days in advance of the planned implementation or substantial change of any program, platform, or policy involving Artificial Intelligence (AI) that may impact bargaining unit members.
- b. The District shall not implement any such AI system until the Association has been provided the opportunity to bargain over the impact, including but not limited to workload, evaluation, privacy, job security, professional judgment, and intellectual property.

2. Review of Existing AI Programs

- a. Within thirty (30) calendar days of ratification of this agreement, the District shall provide the Association with a comprehensive list of all AI tools, systems, or programs currently in use that may impact bargaining unit members.
- b. The Labor Management Partnership Committee shall meet to review each program’s use, purpose, data practices, and impact on bargaining unit members. Upon request, the Association may initiate impact bargaining over any program currently in use.
- c. No existing AI tool shall be expanded in scope, use, or functionality without prior notice and the opportunity to bargain the impact.



“Artificial Intelligence”

Item DD.1-5 - Pages 10 - 12

3. Protection of Professional Autonomy and Rights

- a. AI tools shall not be used to replace professional judgment in instructional planning, grading, or student interactions. Teachers retain full discretion over the use or non-use of AI in their professional responsibilities unless mutually agreed otherwise through bargaining.
- b. No teacher shall be required to use AI-generated materials, communications, or instructional content unless such requirements have been collectively bargained.
- c. AI-generated output shall not be used in whole or in part as the sole or primary basis for employee evaluation, discipline, or assignment decisions.
- d. Teachers will not be held responsible or liable for any failures or issues related to the use of technology. The District shall indemnify, defend, and hold the teacher harmless from any claims, actions, damages, liabilities, costs, and/or expenses arising out of or in connection with any such technological failures, malfunctions or other problems and issues.



“Artificial Intelligence”

Item DD.1-5 - Pages 10 - 12

4. Privacy and Data Use

- a. The District shall not collect, store, or share any data derived from employee use of AI systems without prior written consent from the employee and notification to the Association.
- b. The District shall ensure that any AI system used does not compromise the confidentiality of student or employee information as protected by state and federal laws.

5. Joint Oversight and Review

- a. The Labor Management Partnership Committee shall review proposed AI implementations, develop an implementation plan with recommended training and support for voluntary use, monitor the ongoing use of AI tools, and report annually to both parties on the impacts of AI.



Why This Contract Language Is Necessary?

- **Protects Teacher Autonomy and Professional Judgment**

Teachers must retain control over instruction, grading, and student interactions — not be replaced or overruled by AI systems.

- **Ensures Transparency and Oversight**

The District must clearly disclose which AI tools are being used and how they affect educators, preventing surprise rollouts that impact workload, privacy, or evaluations.

- **Safeguards Privacy and Data Rights**

Teachers and students deserve to know how their data is being used, and no personal information should be shared or stored without consent.

- **Supports Informed Implementation Through Bargaining**

Any AI program that affects working conditions must be bargained to ensure fair policies, proper training, and voluntary use.

Artificial Intelligence





BARGAINING 25-26
STRONGERTOGETHER



CTA

Orange County Classroom Teachers Association
FEA | NEA | AFT #7448



ARTICLE XIV

Duty Day

“Non-Classroom Planning Time”

Item B.3.h - Page 3

During the pre-planning period, administrators or supervisors shall meet with all non-classroom teachers to collaboratively develop a written schedule for their daily contiguous planning time. In the event that scheduled planning time for non-classroom teachers cannot be provided on a given day due to student needs, the missed planning time shall be fully made up within five (5) duty days, at a written mutually agreed-upon time between the administrator or supervisor and the employee. Make-up planning time shall be contiguous and shall be for the required length as specified herein.



Why This Contract Language Is Necessary?

- **Recognizes the Unique Responsibilities of Non-Classroom Teachers**

These educators support students, staff, and instruction in vital ways and require protected planning time to do their jobs effectively.

- **Promotes Collaboration and Clarity**

Requiring a collaboratively developed written schedule during pre-planning ensures transparency, reduces confusion, and sets shared expectations from the start.

- **Prevents Planning Time from Being Arbitrarily Lost**

When planning time is regularly interrupted without accountability, it devalues the time non-classroom educators need to prepare, communicate, and coordinate services.

- **Supports Professionalism and Fairness**

Guaranteeing that missed planning time is made up shows respect for non-classroom teachers' time and recognizes the importance of their role in the school community.

- **Improves Student Support and Program Effectiveness**

Adequate planning time allows non-classroom educators to provide higher-quality services that directly impact student outcomes.

- **Prevents Burnout from Constant, Uninterrupted Demands**

Many non-classroom educators go the entire day without a break. Guaranteed planning time ensures they have protected space to regroup and manage their workload sustainably.

**Non-Classroom
Planning Time**



“Non-Classroom Planning Time”



Statement to the Orange County Public School Board on the Importance of Protected Planning Time for Speech-Language Pathologists

Members of the Orange County Public School Board,

I am writing today to address a critical concern impacting the delivery of speech and language services in our schools: the ongoing violation of contractual planning time for Speech-Language Pathologists (SLPs). As highly trained professionals responsible for supporting the communication needs of students across a wide spectrum of disabilities, we must emphasize that uninterrupted planning time is not a luxury—it is a necessity for effective service delivery and improved student outcomes.

SLPs across OCPS are increasingly required to forfeit their contractual planning time due to several systemic challenges:

- Required attendance at IEP meetings, often scheduled during designated planning time;
- Filling in for other clinicians who are absent or on leave, which increases workload and decreases available time for our own caseloads;
- Excessively high caseloads, which naturally lead to a greater number of mandated meetings and documentation responsibilities;
- Scheduling conflicts created by staffing specialists or school administrators who do not accommodate SLP therapy schedules, often leading to meetings being placed during therapy or planning times.

These recurring issues result in a consistent erosion of our planning time, which has significant consequences:

- SLPs are forced to work beyond their contractual hours to complete essential job functions such as therapy planning, IEP development, evaluation report writing, and required Medicaid documentation through MaxCapture—a platform that SLPs use to generate the highest amount of Medicaid reimbursement revenue annually for OCPS.
- The little remaining planning time is rarely used for its intended purpose—planning effective, individualized therapy—because it is consumed by these administrative and compliance-related demands.
- Ultimately, students receive less effective therapy when SLPs are unable to thoughtfully prepare or review student data. This compromises the quality of our interventions and leads to slower or stagnated student progress.

We urge the board to acknowledge the direct connection between protected planning time for SLPs and the educational outcomes of the students we serve. Planning time is not optional. It is critical for ensuring therapy is evidence-based, personalized, and aligned with students' IEP goals.

In order to support student achievement, uphold professional standards, and maintain OCPS's status as a leader in educational excellence, we respectfully request that the district take immediate steps to enforce and protect SLPs' contractual planning time. This includes ensuring meetings are scheduled appropriately, workloads are manageable, and policies are in place to prevent the misuse of planning time for coverage or administrative convenience.

Thank you for your time and for your commitment to the success of all students across Orange County Public Schools.



“Non-Classroom Planning Time”



“Any breaks in our schedule require us to fill in our time with other tasks (such as covering front desk or picking up extra evaluations) which does not allow us for time to complete other tasks such as our Deliberate Practice Plans, conferences with administration, or team meetings.”

“We do not have a planning period and work through the day. Most of us don’t even take a lunch and work at our desks while we eat to ensure we are able to complete everything we can timely to have as much student contact time possible.”

“Although we are required to be prepared for every meeting we are not getting planning time to prepare for meetings.”

“Given the nature of our job it is impossible to have an uninterrupted planning, if we attempt to plan and a behavior call comes through we are the only ones in the school trained to handle it. Also, bc district does not require principals to have a program assist at for us since IDEA stopped funding it we have nobody else trained appropriately to go on behavior calls or to assist with data collection, data entry, graphing. Creating manipulatives and visuals that are required for behavior plans and IEP supplementary aides and services. Many of us are currently doing 3 jobs. Our behavior specialist job that is IDEA funded for the units, the general education behaviors, and a program assistant job.”



“Substitute - Caseload”

Item C.6 and 7 - Page 4

6. If a teacher is required to provide class coverage more than three times in one month, the teacher shall be compensated for each additional instance at the absent employee’s hourly rate for all time spent providing coverage. Such compensation shall be in addition to the employee’s regular salary and reflected in the next pay period.

7. Any non-classroom teacher who is required to assume additional responsibilities due to the absence of another employee shall be compensated at the absent employee’s hourly rate for all time spent performing those additional responsibilities. Such compensation shall be in addition to the employee’s regular salary and reflected in the next applicable pay period.



Why This Contract Language Is Necessary?

- **Protects Planning Time and Prevents Burnout**

Frequent class coverage disrupts essential planning, grading, and communication time. Without compensation, this added workload leads to exhaustion and decreased effectiveness.

- **Reinforces the Value of Educators' Time**

Asking teachers to take on additional duties without pay sends the wrong message. Fair compensation shows respect for their time, expertise, and professionalism.

- **Ensures Equity Between Classroom and Non-Classroom Educators**

Non-classroom staff who absorb others' duties deserve the same recognition and compensation as classroom teachers providing coverage.

- **Supports Recruitment and Retention Amid Ongoing Shortages**

In a time when educators are leaving the profession, fair compensation for extra duties helps retain experienced staff and shows that the district values their contributions.

Substitute - Caseload



“Substitute - Caseload”

“Staff do not have coverage when we are out sick or need medical leave. Diagnosticians/Resource staff help cover the front desk when needed. It is difficult to take any planned time off and especially difficult when other staff have to call out sick. It is often up to the teams to sort out assigning alternate coverage or having a plan for when staff are out. Often times other staff will have to take on evaluations, adding more paperwork to their schedule, causing them to fall behind and have to work extra hours to keep up with our timelines.”

“Last year I had to take over 3 teachers’ class loads for grading and planning with no additional pay.”

“Over the last few years we have had counselors that leave mid year and the remaining counselors have had to split the caseloads of those who left without any additional pay.”



“Substitute - Caseload”



Statement to the Orange County Public School Board on the Lack of Substitute SLPs and the Impact on Services and Staff

Members of the Orange County Public School Board,

My name is Michelle Chacon, a Speech-Language Pathologist for the last 11 years in OCPS. Thank you for the opportunity to share with you today about an issue that is significantly impacting the quality of speech and language services provided to our students, as well as the well-being and professional responsibilities of Speech-Language Pathologists (SLPs) across Orange County Public Schools.

Currently, OCPS does not provide substitute SLPs or SLPAs to maintain continuity of services when the primary clinician is absent due to illness, family emergencies, or extended leaves such as maternity leave. As a result, there are serious implications for both service delivery and staff sustainability.

When an SLP takes a personal or sick day, we are often expected to make up missed IEP services—a requirement that is not expected of other certified educators or related service providers when they are absent. In practice, this means that we are forced to either sacrifice our contractual planning time or increase group sizes to make up for these missed sessions—both of which directly impact the effectiveness and individualized nature of therapy.

An equally concerning issue is the expectation for on-site SLPs to take on the responsibilities of colleagues who are out on extended leave. We are regularly asked to:

- Attend IEP meetings for absent colleagues, resulting in lost planning or therapy time;
- Assume the full caseload and workload of another clinician on medical or maternity leave, without additional support or compensation;
- Fill in as temporary replacements, with SLP coaches or diagnosticians sometimes required to completely step away from their intended roles to maintain basic IEP compliance.

This creates an unsustainable workload and results in situations where IEP services are delayed or missed, documentation is rushed, and therapy quality suffers.

I want to share a personal example to illustrate the severity of this issue: During my colleague's maternity leave, I was responsible for providing services to more than 85 students, nearly double my typical caseload, without any substitute support. To meet the required IEP obligations and complete documentation, I had to bring work home every night. At the time, I had an infant of my own and often had to forgo lunch breaks or time to pump breastmilk for my child because my workload was unmanageable. Despite stepping in to cover another therapist's full caseload, I was not compensated for the additional duties I assumed—nor was I given any relief from my existing responsibilities.

These working conditions are neither sustainable nor equitable. They create burnout, reduce the effectiveness of therapy, and put our students at risk of receiving substandard or delayed services that do not meet the mandates of their IEPs.

We are asking the board to take immediate action to:

1. Establish a pool of substitute SLPs and SLPAs who can be deployed when primary clinicians are absent, just as substitutes are provided for teachers;
2. Eliminate the expectation that SLPs must make up missed IEP services when taking legally entitled sick or personal days;
3. Provide compensation and workload relief for clinicians who are asked to assume additional responsibilities due to staffing shortages or extended leaves;
4. Create policies that protect planning time and ensure caseload equity.

Our students deserve consistent, high-quality speech and language services. And our SLPs deserve the support, respect, and resources needed to provide them. Thank you for your time and your commitment to addressing this critical issue.



“Workload”

Item E.5 - Page 5

5. The District shall ensure that the placement of students with an active Individualized Education Plan (IEP), Educational Plan (EP), Section 504 Plan, ESOL (English for Speakers of Other Languages) / ELL (English Language Learner) and/or documented behavioral support needs is equitably distributed among teachers in a manner that promotes instructional balance and supports the educational success of all students, while also considering the professional capacity and workload of individual teachers.



Why This Contract Language Is Necessary?

- **Promotes Fair and Manageable Workloads for Teachers**

Without intentional balance, some teachers may become overburdened, making it harder to meet the needs of all students in their classrooms.

- **Ensures All Students Receive the Support They Deserve**

Equitable distribution allows educators to give adequate attention to students with IEPs, 504 Plans, ESOL/ELL status, or behavioral needs — leading to better outcomes for everyone.

- **Reduces Teacher Burnout and Improves Retention**

Concentrating high-need students in a few classrooms leads to stress, exhaustion, and higher turnover. Balanced placement supports teacher well-being and retention.

- **Improves the Overall Learning Environment**

When student needs are distributed thoughtfully, classrooms are more stable, instruction is more effective, and schools are better positioned to serve all learners.

Workload



“Workload”



As professionals, teachers must choose a method that works best for them while also providing clear evidence of implementation.

Documents must be readily available for parent request, state complaints or due process complaints

To ensure all teachers have input into the development of the IEP, written teacher input is not required from teachers who attend the IEP meeting



“Lunch Time”

Item M - Page 6

- M. Employees shall be scheduled for a minimum of ~~25~~ **30** minutes for lunch, which shall be within the scheduled lunch periods for students except on field trips or in unplanned emergencies. On student contact days, in work locations where there is no lunchroom or in job assignments which permit flexible lunch schedules, an employee may be given approximately one hour for lunch by mutual agreement with his/her administrator. In such cases, the workday for the employee may be proportionately extended to provide for equity with other employees, without violating this Contract. On any non-student contact day, employees shall have a lunch period of one hour which may be off site.



Why This Contract Language Is Necessary?

- **Supports Physical and Mental Health**

A full 30-minute lunch helps reduce stress, prevent burnout, and promote healthy eating habits — all of which contribute to better overall well-being and job performance.

- **Aligns with Common Workplace Standards**

Most professional environments provide a minimum of 30 minutes for lunch. Teachers deserve the same basic standard of care and respect.

- **Improves Afternoon Focus and Effectiveness**

A slightly longer break allows educators to return to the classroom more refreshed, focused, and ready to support students.

- **A Small Change with a Big Impact on Morale**

This modest adjustment shows respect for educators' time and needs, boosting morale and helping make the school day more sustainable.

Lunch Time



“Lunch Time”

| STATE REQUIREMENTS (ELEMENTARY) | | |
|---------------------------------|-----------------|-----------|
| CONTENT AREA | MINUTES | FREQUENCY |
| English Language Arts | 90 Minute Block | Daily |
| Reading Intervention | 30 Minutes | Daily |
| Physical Education | 150 Minutes | Weekly |
| Recess | 20 Minutes | Daily |



“Wednesday - Workload”

Item W - Page 8

- W. No meetings, workshops, or professional development will be scheduled on the last Wednesday before the end of the school year in which students are in attendance. This day shall be reserved exclusively for individual teacher use for planning, grading, and instructional preparation related to the close of the academic year.



Why This Contract Language Is Necessary?

- **Supports Quality Instruction Through the Final Day**

Giving teachers uninterrupted time for planning and grading ensures they can maintain high-quality instruction and meaningful student engagement through the end of the year.

- **Reduces Unnecessary Stress During a Demanding Week**

The final days of the school year are packed with responsibilities. Removing meetings allows educators to focus on the critical tasks of closing out the year.

- **Protects Time for Thoughtful Student Feedback and Grades**

Teachers need time to assess student work fairly and accurately. This proposal ensures they have the space to do so without competing demands.

- **Acknowledges the Professional Judgment of Educators**

Trusting teachers to use this time effectively respects their professionalism and allows them to manage end-of-year responsibilities with autonomy.

- **Improves Morale and Well-Being**

This provides much-needed breathing room and helps prevent burnout at a time when teachers are often overwhelmed and exhausted.

Wednesday Workload





“Wednesday - Workload”



| Front Office Documentation | Staff verifying completion | Initial after completion |
|---|----------------------------|--------------------------|
| Turn in envelope with all tardy slips/attendance notes | | |
| Electronically acknowledge your Instructional Practice score in iObservation (check the box for their Instructional Practice score), or you can print it out, sign it, and turn it in to Herrera. | | |
| <ul style="list-style-type: none"> Submit any work orders, broken furniture, etc., via email Submit any furniture request (adding new, removal) via this link: Furniture Link | | |
| Update Personnel Summer Contact Information Google Form | | |
| Update Personnel information in myOCPS | | |
| Return Radio and charger base, if one was checked out to you | | |
| CUMS (May 30th) | Staff verifying completion | |
| Remove any paper clips and staples in the CUM. | | |
| Put CUM in order <ul style="list-style-type: none"> Reference Yolanda's email for scheduled times by grade level | | |
| Classroom Closeout Tasks | Staff verifying completion | |
| Report cards completed by May 30 at 3:00 p.m. Team leader emails assigned leadership team members when the team is complete. | | |
| ESE Progress Reports completed in PEER, and consultation logs - both printed and given to Poffenberger. | | |
| Upload Lesson Plans to our Google Drive | | |
| MTSS Documentation | Staff verifying completion | |
| <ul style="list-style-type: none"> MTSS Documentation will be housed in the Camelot Shared Drive. Please make sure ALL IFCs have been updated. File MTSS/Intervention Documentation Cover Sheets for T2 & T3 in cums | | |
| MTSS Materials (May 14 -Bring to Room 129) <ul style="list-style-type: none"> Bring Teacher Manuals to Vetter <ul style="list-style-type: none"> Bring entire SIIPS kits (manual, flashcards, sound cards, books, etc) Please make sure all materials are in the correct lesson order | | |
| Cleaning Tasks | Staff verifying completion | |

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|---|----------------------------|--|
| Empty front office mailbox | | |
| Empty teacher desk and any movable shelving/cabinets | | |
| Complete Room Inventory and post on your door prior to inspection <ul style="list-style-type: none"> Copy placed in mailboxes Room Inventory - May 2025 Remove staples from the classroom walls and grade-level hallway | | |
| Walls <ul style="list-style-type: none"> If you are remaining in the same classroom next school year, you may leave limited items on the walls. These would be the things that never change: number lines, letter cards, etc. Bulletin boards should be empty to the bare board | | |
| Clear the floor and tabletops of any materials. <ul style="list-style-type: none"> The room must be able to be emptied for carpet cleaning. | | |
| Furniture pushed and stacked neatly on the tile | | |
| Technology items all placed on black Teacher Presentation Stand <ul style="list-style-type: none"> red ladybug projector audio enhancement/QJ ball smartpens chargers for audio enhancement wireless keyboard | | |
| Boxes to be relocated labeled with name and new room number. <ul style="list-style-type: none"> These should be grouped near the door | | |
| Classroom inspection <ul style="list-style-type: none"> K - David 1 - Vetter 2 - Castillo 3, 4, special area- Parris 5 - David ESE - Poffenberger | | |
| Technology Tasks | Staff verifying completion | |
| Clean out your email: inbox folder. <ul style="list-style-type: none"> Create an "Out of Office" message Change your password on laptop on school wifi | | |
| Hard drive backed-up to external disk/Google Drive <ul style="list-style-type: none"> The computer will be wiped and re-imaged, so be sure to backup all documents and pictures. Put in a tech request if you need assistance. The technology department will not be responsible for any files left on the computer during the summer. | | |
| Leave PCU turned on. <ul style="list-style-type: none"> Leave all computers on at the login screen Shut off your monitors. DO NOT unplug computers or powerstrips | | |
| Create a tech request for each piece of equipment that needs repair or removal during the summer: help.ocps.net . Follow-up with email to Javier Gely, if necessary | | |
| All staff devices must be turned in for re-imaging. If you are returning to Camelot next year | | |

| | | |
|---|----------------------------|--|
| you will receive an email when you can come and pick it up if you would like to use it over the summer. | | |
| Media Center Obligations | Staff verifying completion | |
| Turn in student and teacher library books by May 9th | | |
| Turn in all Spanish/Language Dictionaries, Oxford Dictionaries and Amira Headphones | | |
| Students should take used consumables home, including MTSS. | | |
| All OCPS materials returned to textbook closet by Wednesday, May 28th (a schedule will be provided for grade levels to return materials to the textbook closet) | | |
| Final Step | Staff verifying completion | |
| Turn in keys by EOD May 30 | | |
| Sign and date this checklist and turn in to Herrera by EOD May 30 | | |

The grading window for RC 4 opened on 5-16-25.
Grades are due by Friday 5-30-25.

Here is the google form to complete once grades are posted! [RC 4 Grade Verification](#)

If you are missing any FTE documentation from earlier in the year you will receive a separate email and I will have the hard copy re-printed and placed in your mailbox.




“Wednesday - Workload”

| Last Name | First Name | Student Number | Period | Parent Phone | Parent Email | Grade % | Letter Grade |
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| Parent Contact #1 | | | | | |
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| Communication Type | Date | Time | Successful Contact? | Address concerns with: | Summary / Notes |
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| Parent Contact #2 | | | | | |
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| Communication Type | Date | Time | Successful Contact? | Address concerns with: | Summary / Notes |
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| Parent Contact #3 | | | | | |
|--------------------|------|------|---------------------|------------------------|-----------------|
| Communication Type | Date | Time | Successful Contact? | Address concerns with: | Summary / Notes |
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Grade Verification

Grade Proof Sheet Verification

clinton.mccracken@ocps.net [Switch account](#)

The name, email, and photo associated with your Google account will be recorded when you upload files and submit this form

* Indicates required question

Email *

☐ Record [REDACTED] as the email to be included with my response

Enter your Personnel Number *

Your answer

Cell Phone Number *

Your answer

Assessing Administrator *

Choose

Grading Term *

The final grades report must show a grade in all applicable grade buckets to generate a final grade for a student. Please ensure you have addressed all blank grades prior to submitting final grades.

Choose

Grade Proof Sheet Upload *

Please refer to the directions in the [Staff Handbook](#) on how to pull your grade proof sheet from Skyward

Upload 1 supported file: PDF, audio, document, drawing, image, presentation, spreadsheet, or video. Max 100 MB.

[Add file](#)



BARGAINING PILLARS

These proposals, grounded in direct feedback from educators, aim to ensure OCPS is the model district in Florida - **where students thrive.**

We get there by:

- Respecting our educators
- Supporting our student and educator families, and
- Investing in our educators



BARGAINING 25-26
STRONGERTOGETHER



Orange County Classroom Teachers Association
FEA | NEA | AFT #7448



BARGAINING 25-26 STRONGERTOGETHER



CTA

Orange County Classroom Teachers Association
FEA | NEA | AFT #7448

