

Governing board members, management, audience members,

As the school year has ended and our members enter into a period of mental recovery from a long hard year in the front lines of an educational system more and more isolated from the reality surrounding it namely the social environment of our community. We are asked to reduce extra duty pay and stipends for coaching positions and dept. heads that have been the same dollar amount since most of us were young. When compared to other districts they are half or less in valuation both per hour and per season.

PVTA is asked to reduce these stipends to a non-valued amount. Maybe it would be better to tell our community that we can no longer afford to present non educational programs funded mainly by Title I as well as other Tier III categories. Tell them that their children's transportation to and from school comes off the teachers backs, teachers pay to bring the bodies that guarantee ADA.

PVTA cannot endorse the SIG application with an MOU of support as to intent to bargain, for the very culture of our school is suspect when without agreement our High School teachers are now doing benchmark assessments every three weeks and not one thing has changed in terms of a community of learners, no rationale as to expectations of parents, no equitable placement of students, no statement of school culture that enforces expectations with consequences such as, if you do not attend school you are no longer welcome, we have succumbed to the lowest common denominator ADA and nothing else matters. This may be a real indicator as to why no High School teacher teams were at the DAIT week preparing scope and depth guidelines.

Selected teachers worked diligently to prepare district wide guidelines for scope and depth according to a year long goal as required by DAIT guidelines. Envision now, the new school year with teacher prepared scripted scope and depth guidelines in hand management and RCOE teams assesses us as to meeting that rubric those standards. We are more than willing to professionalize our teaching pedagogy and praxis yet there are three elementary schools with three differing student placement criteria being used, from one that has teachers looking at all variables (test scores, behavior, parental support, special needs, etc...) all necessary to create equitable student placement to one where the principal creates class lists according to needs not following a protocol of equity for both students or teachers. This

placement criterion does not allow for equitable assessment of all our classrooms according to a common script for not all students can follow the dynamic as prescribed in the script. Our students need to be taught to the exacting expectations of the standards but foremost must be the creating a safe place for learning then the development of interest in what is being taught, creating a place for learning the specificity of the concept and allowing for application; I daresay not one of you on our governing board has quite the same learning dynamic as the person sitting next to you.

As teachers we can clearly see that what is best for all students is also best for all teachers. At the middle school we have a very difficult situation in using a two tiered curriculum, with tracking of certain students according to having had too many years of non-buy in. These students are scheduled to attend classes where management is the top criteria for survival and many first year teachers as well as experienced teachers have succumbed without a proper culture of expectation of neither parents nor students as to positive behavior within the school community and consistent consequences for continuously disturbing that school culture.

The special needs of our students falling under IDEA is neglected in our schools, many students are UFO's getting no recognition as to true needs and we have resource teachers conducting classes for students who need to be in a much more sheltered environment within the continuum of access to learning from least to most restricted. This is recognized by all concerned yet ignored in the dialogue of day to day school culture, ignored by many districts larger than our and less geographically isolated but we need to acknowledge this reality and deal with it so that teachers do not go under living up to an expectation that is unsustainable when they are truly teaching to students who should be placed in full time care facilities.

Our vision as a community, as a school district, as professionals both in management and labor has fallen deeply into the Race to Oblivion forgetting how precious this job called teaching is, how vital to our now and our future.