

Labor/Management Committee Meeting Minutes
September 15, 2025 – 9am

1. Introductions

SVFT: Makenzi Hurtado (SVFT President), Bob Riccitelli (SVFT Executive Union Rep), Sara Bruno (Platt Sustainable Architecture DH), Luis-Andres Bridtter (Wright Social Studies), Doug Frasier (Prince Counseling)

CTECS: Michael Crocco (Superintendent), Dr. Nikitoula Menounos (Assistant Superintendent)

2. SVFT

a. Follow Up from 2025-2026 School Year

▪ Supporting Teachers So They Can Support Students

- Fraiser - Start of year there is no time for counselors, special education teachers, etc to work with teachers, paras or each other on new students or student concerns. No one knows the role of the paras.
Summer hours got cut for school counselors this summer.
- Hurtado: Many classes with more than 50% students with IEPs. No support in science and social studies, no support in trades. There are certain trades that tend to have more students with IEPs.
Bridtter – It can be very challenging for differentiation in classes with no support.
Crocco: What supports?
Bridtter – meeting with special education, more guidance on accommodations, differentiation, more check ins.
Bruno – Trade Related Goals so that we can work more with our paraeducators and special education goals, better support the students where they spend
- Hurtado - ML teachers and Special Educations teachers are being used as “Adult Support” instead of para. These are not necessarily students that need ML support or need special education support in that class.
- Bruno – We have legitimate safety concerns in trade and the concerns are being dismissed and disregarded. Response is just to document. It’s not just about covering ourselves, it is about protecting our students.
- Crocco: We are rolling out Sped Ed 101 for all teachers starting in September/October (EdAdvance). We are reigniting special education training. Training on differentiation is also coming out.
We cannot speak in absolutes any more. We can’t just say “We don’t modify.” If it is in a student’s IEP, we need to follow the IEP.
- Trade Teachers Need Collaborative Time (between shops and between schools)
 - Bruno: On of the best resources we have is other professionals.
 - Bridtter: Many schools have also not built in collaboration time for Academic teachers in years.
 - Crocco: Is there set time to collaborate?
 - Bridtter: Not in every building. I will have back to back time in my schedule where I am doing duties, but not collaboration.
 - Crocco: It’s about prioritizing and then structuring so that it is effective.
 - Menounos: Do you have PLCs?
 - Bridtter: We are working on developing the plan. We are struggling to find time.
- Portfolio/Capstone (Sara & Doug)
 - Bruno: I like to start the year fully aware of what is expected of me and of my students. As of now I have not received anything.
 - Menounos: Senior Capstone Manual with timeline. First due date is September 30th.
 - Hurtado: Our concern is that we have a deadline of September 30th and teachers that know nothing about this.
 - Riccitelli: Another concern is that seniors leave shop tomorrow in some buildings.

- Fraiser: A little of a domino effect: counselors used to push in to Portfolio and now will need to push in to shops or academics and take instructional time from another class.
- Counseling
 - Hurtado: 504s: no training, no support, not all need to be managed by counseling. The district already agreed to this when we met last year. We shouldn't have to do annuals and the district agreed to this as well last year. But we have seen no change.
 - Frasier: I started in 2023 and that is when it was moved to counselors. There was a conversation, but nothing else. There was no training. Most teachers in our district who have not taught in other districts have not had training or experience. 504 coordinators are School Psychologists – did not receive training. We are looking for a legal training (Shipman and Pullman) We would like guidelines for entire district and clear expectations. We want to make sure we are doing things correctly and not learning as we go.
 - Crocco – I do believe that it is appropriate for school counselors to be the manager.
 - Frasier: We just want consistency and training.
- Maintenance, Security, and Custodial Vacancies
 - Bridtter: When we have buildings that have maintenance and custodial vacancies, the school building starts to deteriorate. It stains our culture and climate. It affects everyone in the building. There are many buildings where there are simply not enough people to keep up with the cleanliness and repairs.
- Procedure for Repair Money
 - Bruno - We are in trades and have lots of equipment that can break down. We are looking for a central procedure or policy for requesting repair money. Depending on who is in your building, the process changes. We would also like a response when it is a no. We can plan if we know we are not going to get a repair, but most of the time we are just told nothing or told their working on it when they aren't.
- Professional Development and Meetings
 - Bridtter – Getting to Hartford can be very challenging. Locations for PDs – could PDs be regional? We also think it would be beneficial to utilize the staff we have in the buildings.
 - Repetitive PDs
 - Frasier - Marzano does not apply to support service educators
 - Hurtado - No time for individualized professional learning
- b. Communication
 - Hurtado – We want to know what is expected ahead of time. When there are curriculum changes, course changes, material changes, we need time to receive the information and then plan.
 - Bridtter - Last minute notification of schedule (1st day of school). I want to do my job effectively and I need time to plan.
 - Hurtado: This is an issue across the district. Schedules are not given until the first day.
 - Frasier – The counselors received a new curriculum this year. There was no time for counselors to review new curriculum and expectations during the first three PD days.
 - Hurtado – We also need timely responses to emails. There are many times educators and DHs are emailing three or four times before they get a response.
- c. Scheduling Concerns
 - Hurtado – Is there any oversight of the schedules before they are live?
 - Pullouts for shop (construction trades pull outs in mid-day: Goodwin)
 - Financial Literacy

- Spanish (1/2 the students get pulled out – Platt)
- Two academic accesses in one day
- Crocco – There is a plan to train all admin on schedules this year.
- d. RESC Schools
 - Frasier: We look just like a magnet school on the application.
We need to be clear about what we do and who we are.
- e. Ordering and Receipt of Orders
 - Bruno – The district did a great job digitizing the WBL process. It is transparent. We would like something similar for ordering/tracking orders. We would also like communication when things are delayed.
Trade teachers told that they would not be supplied with ink or paper or toner. They were told this after budgets were already spent.
 - Frasier - Recruiting Materials
 - Bridtter - Teaching Materials – math, social studies books, more resources
 - Trade: kits for hairdressing, exploratory materials
 - Crocco – the money is there and that is where the miscommunication comes in. There is discretionary money and athletic money. That amount of money is the same or more as last year.

3. CTECS

- a. Sped Ed 101
- b. Contracted with EdAdvance – teams trained in push in model for special ed in 5 schools
- c. 11 Title I schools
- d. Embedded Coaching with Marzano at Title I schools
- e. Grading Cohort I & II begin in October