

## Site Concerns - Representative Council, September 9, 2019

Site/Group	Question/Issue	Answer/Response
David Weir	Can yard duty and contract time begin simultaneously?	Technically yes. However, I would expect to see a lot of teachers with their personal belongings standing at yard duty because they cannot be expected to arrive before contract time.
	Can Open House be scheduled?	Technically no. However a few elementary schools have principals who schedule some kind of spring event in the evening. If required, this is adjunct duty and must follow those requirements. Unit members who have completed 14 hours of adjunct would not have to attend because their adjunct would be complete.
	Can teachers be mandated to have their class participate in a performance when a school no longer has art or music?	I wonder what the students are supposed to do during the performance. The issue is two-fold. First, is this suggesting that all teachers are now to be including art/music instruction during the day? Second, attendance at the event and any after contract time spent planning or preparing for the event would be adjunct hours - see above.
Armijo	Substitutes for field trips have been denied	This is happening a lot. Teachers are being told days are "impacted" due to the substitute shortage so optional district/school absences are being denied. If a field trip is part of the required curriculum of the subject/program, then the field trip has a higher priority. This seems like a great opportunity to bring parent pressure on site admin and central management.
	Class suspension procedures	Ed Code 48910 allows for class suspension of students (even with the new legislation). Ed Code states the teacher must ask the parent to attend a parent conference to discuss the class suspension. Ed Code does not specify how the "ask" must occur. If a phone call is made, answered or not, I recommend a follow up email or text for the record. The class suspension holds even if the parent does not ultimately attend the conference.
Nelda Mundy	After school training in small group instruction is being required and set for adjunct. Can this be adjunct?	An Arbitration ruling in October 2016 states that adjunct duty can not be used for professional development. Because this is an Arbitration ruling and not in the contract, many site administrators are unaware. For more information on adjunct, go to FSUTA.org then the Rep Council tab.

	<p>The “push in” model for Special Education is not working. There is no support, training or guidance. We are being told our schedules to the minute. Who is responsible for lesson planning for aids and Special Ed teachers? Who is responsible for grading with other teachers’ students in the room?</p>	<p>The “push in” model of Special Education is management’s answer to special education issues. There is a lot in this question. Can your day be micromanaged within an inch of its life? It isn’t against the contract or Ed Code for administration to micromanage your schedule. I know of at least two elementary sites that were given their schedules in five minute increments. Just because we cannot grieve a problem does not mean we cannot address it and create change.</p> <p>Management claims that all students (except in regional special ed programs such as PERL or TAP) are general education students. Therefore, they are your students to plan for and grade. Teachers are not responsible for planning for other adults in the room. Remember general education and special education teachers are colleagues and we should be working together.</p>
	<p>Pre-IEP meetings are being scheduled. These seem like a waste of time because gen ed teachers’ input is not valued - especially when behavior is concerned. We are told we cannot write referrals for students with IEPs.</p>	<p>When are these pre-IEP meetings being held? It should not be during prep time (provided by release specialists) or lunch. If they extend beyond the contract time, a time sheet should be filled out for the time before or after the contract day. It is not adjunct duty time. (Article 19.9)</p> <p>If you are not being included in what is included in the IEP, speak up during the IEP meeting and have your objection recorded in the notes. Most parents would like to know your input. Special Ed teachers should be allies of their general education colleagues.</p> <p>Nothing prohibits writing referrals for students with IEPs. After so many referrals, there may need to be a manifestation determination to decide if the behavior is connected to the disability or not. Please be aware of any behavior plans or BIPs and be in compliance prior to writing the referral.</p>
	<p>The five-year-evaluation cycle was not on E’ualtd last year.</p>	<p>This is correct. Management didn’t update the form after the language was added to our contract. We had an agreement with the prior Assistant Superintendent of HR that if the notes reflected a mutual agreement for the five-year cycle (or the site admin communicated as such to HR) then the five-year cycle was granted. I am in contact with the new HR to see if this agreement remains in place.</p>
	<p>Push in-Pull Out Special Education</p>	<p>This is the hottest topic of the year so far. Yes, there is a lot going on about how IEPs are being changed from pull-out to push-in services (in elementary), how students are being serviced and by whom, who is responsible for what, etc. It is</p>

		<p>going to take some time to unravel and work through some of these issues. As an umbrella statement, this is all a result of management's Special Education reorganization began last year with Special Education now under the auspices of Educational Services. All students with IEPs are to be assigned to a general teacher/classroom except those enrolled in a regional program (PERL, TAP etc) This is a great opportunity to work with our parents to do what is best for students. The more special education and general education teachers will work together, and include parents, the better it is for students and will help us sort this all out. Stay tuned but keep specific questions or concerns headed FSUTA's way so we know what we need to do.</p>
	<p>Behavior plans with frequent rewards - How do we teach and complete these tasks?</p>	<p>It is so important that general education teachers speak up and demand to be heard at IEP or other meetings where these behavior plans are created. I think the underlying frustration is not that teaching is interrupted but the behavior is not being changed/improved even when the plan is executed as designed. If this is the case, remember general education teachers can also call for another IEP meeting or 504 meeting and bring the data to show the behavior plan is not having the anticipated outcomes. When this is the case, the old plan should be replaced with something else to elicit the wanted outcome.</p>
	<p>Can we be told what and when to teach?</p>	<p>Academic freedom and being treated as the dedicated professionals we are is not part of the philosophy in FSUSD. We work in a very top-down management style district and the micromanagement seems to be on the increase. That said, we are not powerless to do what we know is best for students, especially if we have permanent status. While most of this is not grievable, there are other tools in our toolbox to take back the power to determine when and how we teach. Most teachers are happy to be held accountable for results WHEN they are allowed to determine the best practices to reach the results. FSUTA is the collective voice of all our members and we can influence a change if we are willing to work together for the long haul. More to come on ideas and ways to participate.</p>