

**SUMMIT OUTCOMES AND ACTIONS**

CTA heard you! We heard that teachers want to bring the joy of learning back to their classrooms. We heard that you want to have a choice in selection of curriculum, have your autonomy restored, and be able to create and implement your own lesson plans and assessments. We heard that you want PLCs and meetings limited to one per week. We heard that you do not have time to compile and compare data and certainly do not want to see data of all teachers sent to the faculty or have it posted on a ‘wall of shame’. We heard that teachers want discipline policies enforced at the school level and appropriate consequences to be immediately administered. We heard that teachers want to teach!

**WHY ACTION IS CRITICAL**

Last year CTA held a Workload Summit, which clearly demonstrated that teachers do not have the time within their contracted workweek to complete all of the mandated tasks assigned to them. According to the ‘unpaid overtime logs’ that were submitted, teachers worked an average of 20.4 unpaid overtime hours per week. CTA heard you and shared this information with the District. Despite pleas and proposals to reduce unnecessary tasks, even more tasks that are unrelated to student instruction have been put on teachers’ already overflowing plates. One teacher at the December 13th Teacher Summit summed up the absurdity of the intolerable workload stating, “For the first time in my career I am doing more work for adults than for students.” We must restore respect and dignity to the workplace and prioritize work that is directly connected to student learning.

It is time to say, “No more!” No more extra tasks, no more disrespect, no more micromanagement, no more unattainable expectations. We must stand united for change or change will never come. By standing in unity, individuals cannot be singled out. There truly is strength in numbers.

To quote civil rights leader U.S. Representative John E. Lewis, “If not us, then who? If not now, then when?

**Teachers across the district report:**

* Pleas for fewer PLCs, more planning time and less mandated work that is not directly related to student instruction have been ignored. Mandated tasks must be completed past the contracted 37.5-hour workweek during evenings, weekends and vacation time. Teachers are sacrificing family and leisure time. Knowingly giving more work than can be completed within a workday with no intention to compensate for that mandated work is wage theft. Teachers cannot continue to be cheated of time and money.
* Administrators are emailing and calling teachers after the workday ends to “prepare” for PLCs, to ask for changes to grades and to perform other work without any compensation. This is unacceptable.
* Teachers are being micromanaged, manipulated and maligned. Scripted, robotic lessons and assessments that ignore students’ individual learning styles or needs have become the norm. Teachers must be treated as the experts and professionals that they are.
* While we acknowledge the anti-teacher, anti-public school sentiment and harmful laws coming from Tallahassee, we also know that the District is placing expectations on teachers that are unattainable and unrelated to any policy or law. Much of the extra work given to teachers is related to data collection and comparison or teacher evaluation, which deters from preparations for quality student instruction.
* Teachers are being pitted against each other as administrators use instructional coaches, PLC leads, and others to direct and evaluate their peers. They have been instructed to report teacher attendance and participation at PLCs; assess classroom set-up and displays; evaluate lesson plans and conduct other evaluative work of peers. Peers should not be used by administrators to direct peers and report back to them.
* Teachers’ working conditions determine students’ learning conditions. Teachers report that they are ‘exhausted’, ‘stressed’, ‘depressed’ and ‘burned out and looking for a way out’. Teacher morale has reached an all-time low point across the district. An immediate change is necessary to improve conditions for all teachers and all students.
* Teachers are searching for jobs outside of the teaching profession, retiring early, and are returning to college to earn another degree in order to make a career change. OCPS teachers are resigning at an alarming rate. Too many students have permanent substitutes in their classrooms. Positive improvements to working conditions will help recruit and retain quality teachers.

**Action - Bargaining Table**

CTA will bring several solutions and proposals to the bargaining table. Among proposals are those that would provide more daily individual planning time, call for quarterly professional development days, direct teacher involvement in selection of curriculum and programs and provide for clear and explicit discipline enforcement language.

**Action – ENFORCING CONTRACT LANGUAGE**

It is time to stand up for our rights and make a statement by upholding our contractual rights. CTA will enforce contract language at individual schools and work sites. Email your Uniserv Director if a contract violation occurs so that immediate corrective action may be taken. Uniserv email addresses can be found on the OCCTA Website at this [link](http://orangecta.fea.aft.org/about-us/contact-us-2). Feel free to also copy the President at [wendy.doromal@floridaea.org](mailto:wendy.doromal@floridaea.org) and the Executive Director at [michelle.vanderley@floridaea.org](mailto:michelle.vanderley@floridaea.org).

Some examples of contract violations include:

* **Violations of Duty Day Hours** - Teachers should not be requested to work past the duty day without compensation. Violations occur when administrators require ‘homework’ for DPLCs, or direct teachers to complete work past the duty day or during lunch. ‘Working lunches’, even those where administration provides pizza or other food are contract violations, if you are told you must attend.

*ARTICLE XIV DUTY DAY A. Except as otherwise provided in this Contract, the employee duty day shall be seven hours and 30 minutes including a duty-free lunch, or 37 ½ hours per week total.*

* **Violations of Duty Day Involving** **After School Events** – You are not required to attend any events or meetings that are held after school hours, except for one annual open house. Such activities would include science nights, math nights, parent meetings, McDonald fundraisers, or similar events. If you voluntarily attend an event outside of your workday, you may be given flex time. Attendance or refusal to attend an after school event cannot be considered as part of your evaluation. Your evaluation is for your performance during working hours.

*ARTICLE XIV DUTY DAY H. The parties recognize the importance of employees’ participation in school-related activities, such as open house, PTA, and other school functions, which occur outside of normal working hours and flex time may be used for affected teachers. The administrator may require attendance at the school’s annual open house.*

* **Violations of Breaks** – Supervising students at lunch or breakfast is not a break; watching hallways while students pass is not a break.

*ARTICLE XIV DUTY DAY B.3.d. No teacher shall be assigned responsibility for students for more than three continuous hours; and B.3.* *g. Administrators will cooperate with employees in making arrangements for a break in either the morning or afternoon.*

* **Violations of Planning Time** *–* Teachers do not have to attend multiple PLCs or meetings per week if contractual planning time is reduced or common planning exceeds more than one weekly meeting.

*ARTICLE XIV DUTY DAY B.3.h. Elementary teachers shall have an average daily planning time of 60 minutes, at least 45 of which shall be contiguous. Middle and high school teachers shall have a contiguous daily planning time equal to a student academic period or 50 minutes, whichever is less. The parties recognize that in some cases, contiguous planning time may need to be temporarily adjusted due to unanticipated circumstances. Post-secondary teachers shall have an average daily planning time of at least 50 minutes. Planning time shall be used for purposes of preparation, which may also include conferences with parents, administrators, or other teachers, and/or giving special assistance to students. A teacher shall not be restricted to remain in a particular area of the school during his/her planning time; however, this provision does not apply to common planning time. A reasonable effort shall be made by the administrator to provide a special area for planning.**Schools shall provide a common planning time once a week for instruction.* *Teachers who assume additional teaching or duty assignments or have rotational assigned supervision during the student day may not necessarily be guaranteed the planning time outlined above.*

* **Violations of Autonomy** – Teachers are not required to include CRMs in their lesson planning or delivery. Teachers should be given the freedom to create their own lessons and assessments. Teachers may select materials and adapt lessons and assessments to best meet their particular students’ learning styles and needs. *ARTICLE VII TEACHER RIGHTS AND RESPONSIBILITIES A. Teachers shall have freedom in the implementation of the adopted curriculum, including the right to select materials and engage in classroom discussions as they relate to the subject matter being taught and the level of the student. The administrator has the right and obligation to question, consult, and direct whenever necessary.*
* **Violations of Grading** – Teachers report that they are being mandated to raise all failing grades to a ‘C’ or higher; directed to write scripted comments for reading and math students; and required to set up their class grading scales in conformity with other teachers to reflect specific weights and categories that they oppose.

*ARTICLE VII TEACHER RIGHTS AND RESPONSIBILITIES**C. Teachers shall be responsible for determining students’ grades and promotions pursuant to district-wide policies. Any administrative change in a grade or promotion shall not be made without attempting prior consultation with the teacher. If such a change is necessary, the administrator shall initial the change on the student’s permanent record and indicate if the change was made without the teacher’s agreement.*

* **Violations of Discipline** – Teachers report that administrators are not properly disciplining students who violate the code of conduct; are reducing offense levels; are failing to suspend students for serious infractions; are refusing to provide teachers with discipline referral slips; are failing to inform teachers on the disposition of discipline referrals; and other violations.

*ARTICLE VII TEACHER RIGHTS AND RESPONSIBILITIES E. Each teacher shall assume such authority for the control of students assigned to him/her by the administrator, and shall keep order in the classroom and in other places in which s/he is assigned to be in charge of students.*

*1. Within the first ten duty days of each school year, each teacher shall be provided with an online copy of the Orange County Code of Student Conduct and current Student Referral form and any additional disciplinary plan which may have been developed for his/her school.*

*2. Teachers may refer disruptive students to the office from the classroom with a referral slip provided by their administrator describing the behavioral problem when, in the judgment of the teacher, normal corrective measures have been ineffective in bringing about satisfactory improvement in the student’s behavior. In emergency situations, the student may be sent to the office immediately with a written report to follow. Information on the disposition of the referral shall be provided to the teacher in a timely manner, and the status of the referral shall be provided upon request.*

*3. If a student is referred to the office because of continuing disruption, the administrator shall advise the teacher of the action taken in accordance with the Code of Student Conduct prior to the student’s return to the classroom on that day. If a student demonstrates a pattern of continued disruption, the teacher shall be granted a review of the matter with the administrator and/or a discipline intervention team.*

*4. In Accordance with F.S. 1003.32 (4) a teacher may suspend a student from class. Under no circumstances shall a teacher suspend a student from school. A teacher may recommend a consequence to the principal when a disruptive student is sent to the principal’s office and the principal must consult with that teacher prior to enacting lesser disciplinary action.*

**Action – ENFORCING MANAGEMENT DIRECTIVES**

CTA will aggressively enforce all violations of management directives. Teachers deserve to be treated as respected professionals at all times at all OCPS sites. Email your Uniserv Director if a contract violation occurs so that immediate corrective action may be taken. Uniserv email addresses can be found on the OCCTA Website at this [link](http://orangecta.fea.aft.org/about-us/contact-us-2). Feel free to also copy the President at [wendy.doromal@floridaea.org](mailto:wendy.doromal@floridaea.org) and the Executive Director at [michelle.vanderley@floridaea.org](mailto:michelle.vanderley@floridaea.org).

Some examples of violations of management directives include:

* **Office Protocol** - CTA has heard that many administrators are not responding to teachers’ emails in a timely manner, or in far too many cases, not at all. Teachers have reported that they tried to reach administrators regarding serious discipline problems, but were ignored. This has serious consequences for the safety of students and teachers. If you call or email your administrator and receive no response (or a rude response) you may file a complaint with Employee Relations.

*Excerpts from MANAGEMENT DIRECTIVE B-13 OFFICE PROTOCOL*

*The expectations are that every employee:*

*• is expected to respond to all voice mail messages within 48 hours*

*• is expected to treat all callers with respect and patience*

*• is expected to respond to all e-mail messages within two business days. Under unusual circumstances such as a large volume of emails on one subject, response may take additional time. It is expected that a high level of customer service will be provided.*

* **Code of Civility** – Teachers have reported that they have been bullied, humiliated, yelled at or otherwise treated disrespectfully by administrators and/or parents. If your administrator posts all teachers’ students’ iReady or other assessment scores electronically or on a ‘wall of shame’; belittles, chastises, demeans or insults you in a PLC, meeting or privately; sends a rude or belittling email; fails to respond when you ask for assistance; or takes no action when a parent bullies, threatens or belittles you, immediately contact your Uniserv Director to file a written complaint with Employee Relations.

*Excerpts from MANAGEMENT DIRECTIVE B-12 POLICY OF CIVIL CONDUCT*

*As we communicate with each other, we need to remember that we are working together to benefit the children of this community. Therefore, the Orange County School Board requires that as we communicate; students, OCPS faculty and staff, parents, guardians and all other members of the community shall:*

***1. Treat each other with courtesy and respect at all times***

*This means:*

*• We listen carefully and respectfully as others express opinions that may be different from ours*

*• We share our opinions and concerns without loud or offensive language, gestures or profanity*

***2. Treat each other with kindness***

*This means:*

*• We treat each other as we would like to be treated*

*• We do not threaten or cause physical or bodily harm to another*

*• We do not threaten or cause damage to the property of another*

*• We do not bully, belittle or tease another and we do not allow others to do so in our presence*

*• We do not demean and are not abusive or obscene in any of our communications*

***3. Take responsibility for our own actions***

*This means:*

*• We share information honestly*

*• We refrain from displays of temper*

*• We do not disrupt or attempt to interfere with the operation of a classroom or any other work or public area of a school or school facility*

***4. Cooperate with each other***

*This means:*

*• We obey school rules for access and visitation*

*• We respect the legitimate obligations and time constraints we each face*

*• We notify each other when we have information that might help reach our common goal. This includes information about*

*- safety issues*

*- academic progress, changes that might impact a student’s work*

*- events in the community that might impact the school*

*• We respond when asked for assistance*

*• We understand that we do not always get our way*

**ACTION - WORKING TO THE CONTRACT**

**WHY WE WILL WORK TO THE CONTRACT**

**CTA supports the action of working to the contract as a solution to the intolerable teacher workload. CTA will defend a teacher’s right to work to the contract.** Regrettably, discussing solutions at the bargaining table, imploring school and district level administrators for solutions, and publicly protesting the terrible working conditions has not resulted in any relief or improvements. In fact, the District responded to last year’s workload protests by piling on still moremandated work assignments this year. Even more disturbing is the fact that many of the additional tasks are not directly related to student instruction and learning. New tasks fuel the trend to control, evaluate and micromanage. They extinguish teacher autonomy, destroy self-esteem, and suck the joy out of the classroom for teachers and students.

By working to the contract, administrators will be compelled to acknowledge that the number of mandated tasks that teachers are expected to complete each week, far exceed the number of contracted work hours. It is simple math. If a teacher has 5 hours of planning time a week and is given mandated tasks that require 20 or more hours to complete, then that required work either cannot be completed or must be completed outside of the contracted workweek without pay. If one attempts to pour four cups of water into a one cup container, three cups will spill over. That spillage represents a teachers’ personal life. By working to the contract, we can expose this harmful practice and solicit support to stop it.

It is time to stop sugar coating what has been practiced with impunity in this school district for years. Intentionally increasing the workload without increasing the planning time and expecting teachers to perform all of the required work past the contracted work week without compensation is wage theft. It is stealing. Teachers have been robbed of hundreds of hours of precious personal time and of tens of thousands of dollars of pay annually. Teachers deserve to be paid a fair salary, which includes being paid for each and every hour they work to complete each required task. By working to the contract we are saying we refuse to be cheated any longer.

It is perplexing that our society does not excuse robbers who steal property or thieves who embezzle funds, but makes excuses for those who cheat teachers of both time and wages. We must reject the clichéd rhetoric that is being used to excuse and defend this inexcusable and indefensible practice. Saying that teachers are willing to work countless unpaid hours because ‘teaching is their calling’ or ‘teaching is their passion’ is a tactic used to guilt-trip teachers into thinking that they are wrong for complaining about the piles of uncompensated work they are expected to perform. Asserting that giving up personal time to complete mandated tasks free of charge demonstrates ‘teachers’ love for their students’ is an attempt to justify an unjustifiable practice and shamelessly shame teachers who voice objections. By working to the contract, we can shine a light on this system that excuses the perpetrators, and attempts to blame and shame the victims who challenge their exploitation.

Yes, teachers passionately love their jobs, students and profession, but they also love their families and deserve personal and leisure time that is free from job-related work. Because teachers’ working conditions determine students’ learning conditions, we must take immediate action. Depressed, exhausted and overworked teachers cannot be expected to teach students to the best of their ability. By working to the contract, we can expose this harmful practice that cheats teachers and students.

Working to the contract is an opportunity to educate peers, parents, administrators, school board members, and the public concerning teachers’ intolerable working conditions. We must stand in unity to reduce the workload, increase planning time, demand respect, and restore dignity.

***We cannot wait for change to happen. We must make it happen!***

**WHO WILL WORK TO THE CONTRACT**

CTA is recognized as the bargaining agent for all teachers – members and future members. We invite every member and every teacher to stand in solidarity to improve their working conditions and regain respect. School and site ARs and leaders should use this action as a way to organize and bring all teachers together to fight for their rights and profession. ARs and leaders will receive instructions and materials for organizing this action at their schools and sites.

**WHEN WE WILL WORK TO THE CONTRACT**

**CTA is recommending that every teacher work to the contract during the week of February 12 – February 16.** While every teacher certainly has the right to work to the contract every day and every week, this will be a very public action that will be coordinated with parent and community organizations.

We believe that we can get more participation and have a stronger impact if we focus the action within the time span of a week. If the action is successful, we can consider scheduling more actions in the future.

Each day teachers will arrive at school before the school day begins and walk into school together from the parking lot. Teachers will be asked to lock their classroom doors at the end of the contractual work day and walk out of the school to the parking lot in solidarity.

**WHAT WE WILL DO**

* Perform only work that is contractually required.
* Prioritize planning, instruction and grading.
* Write an out of office reply on your email that details duty day and lunch time.
* Continue to perform activities for which you are paid a supplement including coaching, club sponsorship, mentoring, tutoring, the extra hour of reading, etc.
* Grade papers during your designated planning time only.
* Attend one common planning time a week, as stated in the contract.
* Before you leave at the end of the workday send your administrator an email stating what work was not completed. Ask him/her to prioritize tasks. (See the sample email in this packet.)
* Walk out with fellow teachers and instructional personnel at the end of the contracted workday.
* Maintain professionalism in our actions. Enter and leave the worksite quietly. Leave the parking lot immediately at the end of the contractual work day.

**WHAT WE WILL NOT DO**

* Take work home or work outside of the 7.5-hour workday.
* Arrive early or leave late.
* Give up or work on a duty-free lunch unless you are receiving a supplement to do so.
* Attend any after school events for which you are not given a supplement, including math or science nights, parent nights, except for the one annual open house required by contract.
* Answer emails or make job-related phone calls after the contracted work day.
* Complete ‘homework’ such as reading and/or annotating articles for DPLCs beyond the hours of your contractual workday.
* Use the term ‘working to the contract’ with students or parents (See guidelines)
* Participate in field trips, which will exceed working hours unless you will be compensated.

**ACTION - SCHOOL BOARD RALLY**

On Tuesday, February 13th all teachers and instructional personnel will walk out of their buildings together to the parking lot. They will proceed in a caravan to the Ronald Blocker Educational Leadership Building for a pre-school board rally and then attend the school board meeting wearing action gear (CTA t-shirts, pins and stickers)

We will meet in the parking lot at the ELC where teachers will be given signs, water, snacks before the rally.

Selected teachers, parents and students will speak during the public comment period of the school board meeting.

**ACTION – WORK TO THE CONTRACT GUIDELINES**

The following sample emails can be used as guides or adapted for your particular situation.

**SAMPLE EMAIL TO ADMINISTRATOR**

You will want to address your administrator regarding prioritizing your workload, recognizing that all of the mandated tasks, meetings, etc. cannot be accomplished within the minutes of the daily planning time. CTA recommends that you send an email at the end of each workday.

Dear \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_:

My goal is to advance student learning and provide what will best help all students learn and reach their full potential. I have the following tasks to \_\_\_\_\_\_\_\_\_\_\_(do, complete): \_\_\_\_\_\_\_\_\_( grade papers, set up for centers or small groups; prepare common boards; write lessons; design activities, rubrics or handouts; redo bulletin boards or displays; prepare testing charts; compile data; etc.), and the following meetings to attend: \_\_\_\_\_\_\_\_\_\_ (list meetings such as PLCs, IEPs, training or workshops).

I am asking for your guidance in prioritizing these tasks and my workload taking into consideration the allotted daily planning time.

Thank you for your assistance.

Sincerely,

(your name)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SAMPLE RESPONSE TO A PEER**

If a colleague suggests that working to the contract will harm students, you can respond with some or all of these points:

* Students are our priority, yet we continue to be given less tools, resources and time to address the instructional needs of our students. An action will help not only teachers, but also students.
* If we want to see improvements in our working conditions that determine student learning conditions, then we must stand united in advocating for much overdue improvements.
* If we want to be treated as the valued professionals and experts that we are we must take a stand to regain autonomy, respect and dignity.

**SAMPLE AUTO REPLY FOR YOUR EMAIL**

You may post an auto reply on your email account that states you are out of the office listing the end of the work day and even during your 30-minute duty free lunch.

**SAMPLE NOTIFICATION ON YOUR CANVAS PAGE**

You may place a professional message to parents/students on your canvas page. Do not mention the term ‘work to the contract’.

My working hours are \_\_\_\_\_\_\_\_\_\_\_\_ (contractual start and end times for your school/site) and I can be reached during my planning time which is \_\_\_\_\_\_\_\_\_\_. I will respond to any calls or emails as soon as I can.

**SAMPLE RESPONSE CONCERNING POSTING STUDENT GRADES**

CTA suggests that you prioritize grading and feedback to students and parents. If you lag behind in posting or updating grades and receive an inquiry from a parent, you may adapt the following email:

Dear \_\_\_\_\_\_\_\_\_\_\_\_:

I understand your concern. Grading student assignments is a time consuming process and a priority. Unfortunately, I have very limited planning time to complete this task. I appreciate your patience and understanding as I post grades as soon as I can.

Sincerely,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_



**YES! I commit to participating in the week of action - February 12 to 16, 2018**

| Print Name | HOME Email Address |
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