

*This email is being sent to all members on the PFT Email Distribution List on behalf of Kelly Logan, PFT President*

### **Top Three from PFT**

**November 2023**

*Please contact your site rep for details*

#### **High School Late Dismissal Concerns & Increased Instructional Minutes**

- Disaggregated Instructional Day Survey results were sent out to all secondary staff (PSEA, PFT, APSM) today by LSS in a joint communication from LSS & PFT.
  - o There is strong support for the proposed change (ending school 10 minutes earlier for middle and high schools).
    - Overall: 92.7% agree or can support the proposed change.
    - PFT unit: 91.8% agree or can support the proposed change.
    - HS PFT: 93.6% agree or can support the proposed change.
    - MS PFT: 89.4% agree or can support the proposed change.
- Next step: Schedule a meeting with Learning Support Services, Business Services Department, Transportation and PFT to begin having a conversation about what the parameters would be in terms of potentially implementing the proposed changes. Once those parameters are identified, that information will be taken to the board and then sites could start having conversations about how to implement the changes to their instructional schedules.
- Prior to the survey going out, LSS & PFT held site visits at each middle school to share info about the survey.

#### **Facilities Work Orders & Asset Management System**

- “Asset Planner” is an online interface that allows for the tracking of work orders/facilities updates.
- There should be 1 to 2 “leads” at each site that have access to the system (for example AP, Lead Custodian).
- There are times when teachers and admin are not aware of updates (i.e. someone came out to inspect, a part is on order, etc.) and so assume “nothing is being done”. Use of this system is an effort to address this issue.
- Sites should know who their on-site facilities contact is so they can check in for updates.

#### **Supporting Classrooms to Ensure Learning for All Students**

PFT is continuing to see an increase in:

1. Significant behavior issues in the classroom.
  - a. These behaviors are occurring in students with and without IEPs.

2. A high rate of certificated and classified special education vacancies.

a. Existing staff are taking on additional work beyond their full-time contract to support vacancies.

b. When a vacancy is unfilled, personnel may be pulled from classrooms to ensure the highest level of needs on campus are met. This can leave some students and classroom teachers without appropriate support for learning and for behavior.

If a teacher has a situation involving either of the above, they should seek help from their principal, counselor, and psychologist, (and if applicable, from their Ed Specialist or Program Specialist). If the situation is not supported and you need help, call PFT.

What has been done so far to address these issues?

Behavior Support

- PFT Reps and principals were recently provided tools to work with site staff to establish an aligned site plan for behavior support. Make sure your site has plans to put appropriate plans and support in place.
- LSS is working to systematize student behavior support, including PBIS, which was launched prior to COVID, but is not yet solid in our system.
- PFT and the district are working to jointly strengthen systems of support by looking for patterns and trends in individual cases that have been brought to PFT over time. This will help us determine what supports to work to negotiate.
- PFT & PUSD will be meeting in an IBPS Subcommittee to continue to work on solutions.
- 3 COSAs are providing training and professional learning for IAs on supporting student behavior.

Vacancies

- Hiring Fairs – hired 30 in the last IA job fair. Offering contracts on the spot. The process for onboarding has been improved.
- Some of the certificated special educator positions have been filled and active recruitment is ongoing.
- Bringing back retired teachers to fill vacancies, at least temporarily (STRS earning cap).
- Meeting with universities to form partnerships and seek interns and student teachers.
- Exploring creative hiring practices such as offering contracts earlier
- Hiring more Special Ed Interns (& teachers on Short Term Staffing Permits (STSP) for the first time)
- o Also hired a retiree as a part-time coach, in addition to current Intern Coordinator