



# THE PELICAN POST

Collier County Education Association—Affiliated with FEA/NEA/AFT  
Serving the Education Community of Collier County

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## ISSUES

As reported in the November edition of the Pelican Post, CCEA and the district agreed to establish a number of collaborative committees to address the most important concerns of our members. All of these committees are guided by the charter of the over-arching Issues Committee which is:

*To review and discuss federal, state, district, and building level requirements for teachers, identifying possible items that can be eliminated or reduced while still meeting all federal and state mandates and maintaining a priority on implementing best operational and instructional practices to improve student achievement & development and teacher morale.*

With this purpose in mind, CCEA and CCPS held initial meetings on several issues of importance with mixed results at this early stage.

**LESSON PLANS:** At our December 13<sup>th</sup> meeting with the district, CCEA presented three proposals to the district in order of priority:

1. Eliminate the requirement of submission of lesson plans. We are of the opinion that teachers are professionals and will do what it takes to provide quality instruction to their students whether they are required to submit lesson plans or not.
2. If the submission of lesson plans must be required, provide teachers 100% flexibility in regards to format. The overwhelming majority of teachers currently feel that the required lesson plan format and content are designed for administrator review rather than actual teacher use in the classroom.
3. Eliminate the requirement for scales. At the November 29<sup>th</sup> LSI (i.e. Marzano) presentation at CCEA, CCPS and CCEA members were informed directly by an LSI trainer that scales were never intended for student use. Based on this new information, and in accordance with our Charter, CCEA members of the Issues Committee believe the district should decide to retract this requirement at our next meeting.

The next Issues Committee meeting will take place on January 24<sup>th</sup>.

(Continued on pg 2)

## PRINCIPAL ASSESSMENT SURVEY

Every year, the CCEA provides a method for all teachers to evaluate their principals. This Principal Assessment Survey is the only such instrument in the county that allows teachers to grade their principals professionally and without fear of reprisal. It is our hope that CCPS principals will view the results of this survey in the constructive manner in which it was created.

The results and comments are shared with principals and select personnel at the Martin Luther King Center and will be available at the CCEA office for any member to come and review. Please bring your identification with you to the office so we may verify membership. No copies will be permitted.

Our goal is to have the survey results available for viewing during Spring Break. In order to facilitate this, we need a quick turnaround. Hopefully each school will come up with a plan to get these completed and delivered back to CCEA by 2/27/17 (our next Rep Council meeting). CCEA staff can assist if absolutely necessary, but with 50 schools and only 2 staff members available to travel, we hope each school can find a way to deliver them to us.

Thank you in advance for your assistance with this important project.

### Calendar of Events

1/24	Financial Wellbeing Workshop .. 4:30pm - CCEA
1/29	Retirement Workshop ..... 4:30pm - IHS
2/1	TIGER Exec Board Meeting ..... 4:30pm - CCEA
2/6	School Board Meeting ..... 4:30pm - Ad Ctr
2/13	CCEA Exec Board Meeting ..... 4:30pm - CCEA

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## LEGISLATIVE UPDATE

The 2018 Florida Legislative Session opened on Tuesday, January 9<sup>th</sup>, and legislators hit the ground running! At last count the total number of bills and Proposed Committee Bills (PCBs) is 3,084. FEA staff is actively monitoring over 200 bills. Legislation includes issues relating to school safety, school funding, instructional personnel and education staff professionals, school transportation, charter schools, alternative education, vouchers, DROP and retirement, graduation requirements, union busting (see HB 25 below) and others. FEA will keep you posted on major bills that need your quick attention through action alerts and text messages when you sign up at <http://feaactioncenter.org/>.

### **HB 25 Threatens Florida Teachers Union**

Posted on January 3, 2018 by Sue Legg

Are teachers targeted once again? This fight is not about unions or teachers; it is about the political campaign to privatize public schools. Unions are in the way; they have money to combat the well-funded and organized movement to dismantle public education.

Representative Plakon (Longwood) and Senator Steube (Sarasota) are sponsoring bills to decertify unions whose membership does not reach 50% of dues paying members. The proposed law would apply to all public sector unions except for first responders i.e. law enforcement and firefighters.

Since Florida is a right-to-work state, employees are not required to join unions. Teachers, moreover, do not have tenure. After their first year, they have annual contracts. The unions bargain for salaries, benefits and working conditions, but they also support professional development and advocacy.

Most likely it is the union advocacy role that irritates some legislators. The union strongly supports public education, and it becomes a target for legislators who promote charter and private school funding. It is all about politics. The privatization movement has strong financial backing from the Bush Foundation and Americans for Prosperity. Their publicity campaigns against public education are relentless. Teachers unions are the only well-funded organized opposition to the takeover of public schools. It is no surprise that unions are under attack. This is a ploy, not a problem.

The attack on teachers is having an impact. Teachers are retiring early and new teachers are in short supply. The notion that online technology offers a cheap alternative which can replace teachers is not a dream; it is a nightmare that some Connecticut parents have revolted against. Their district adopted the Summit Learning program built by Facebook. The district had to drop the program when parents complained that children were spending too much screen time in class. This is a real problem we all recognize.

Voters choose the people who set educational policy in the legislature. They need to question candidates for local and state offices about their views on the privatization of

schools. If we want quality education for all children, we need a system that serves all children, not one where schools choose the children they wish to serve. We certainly do not need a system where online learning dominates the classroom. Technology is a tool, not a teacher. Recognize attacks on teachers for what they are.

*(ISSUES - Continued from pg 1)*

**ESE/GIFTED:** This sub-committee met with the district on January 10<sup>th</sup> and is immediately able to report some good news. First, in response to our members' concerns about what appears to be an unusually large caseload this year, the district provided us with the existing guidelines and informed us that the average caseload actually falls toward the lower end of the student range.

Please visit the CCEA website at <http://colliercea.fea.aft.org/> for additional information and details.

Our committee members agreed that these were reasonable guidelines, but still had concerns about the amount of time is actually takes for them to do their job. Our next meeting with the district will focus on actual workload and IEP meetings.

The second item on our agenda dealt with gifted EPs and what constitutes "teacher input." Over the past couple of years, we have seen this "input" take the form of the actual EP with a different title! This is far beyond the input of what should be required of a classroom teacher. The new input form was shared with us at the January 10<sup>th</sup> meeting with the notice that implementation would begin immediately. The new form simply asks the teacher to provide input regarding a student's strengths and interests and to identify with checkmarks two goals the teacher feels would be appropriate for the student. That's logical and that's it!

Our next ESE/Gifted sub-committee meeting will be held on February 26<sup>th</sup>.

**CAMBRIDGE:** This is a major topic of concern for our elementary members this year and given the fact that the district intends to expand this program into the primary grades (K-2) next year, CCEA thought it was imperative that we start having conversations with the district immediately. As significant as this issue is, it was perhaps the most difficult meeting to hold as there was no tangible outcome we could point to at this first meeting (see lesson plans above). Instead, the CCEA members on this sub-committee shared their thoughtful concerns about the effect this segregating program was having on some of our students. The district is rightfully concerned about challenging every student to their full potential and committing resources to the gifted students, but we question if this is the right approach to accomplish this if the program is to have a negative impact on the "non-Cambridge" students. This question becomes more essential when you start talking about applying this approach to 5 year olds.

Our next Cambridge sub-committee meeting will be held on February 14<sup>th</sup>.

## KNOW YOUR CONTRACT: STUDENT DISCIPLINE

CCEA members got into education for a thousand different reasons. For most teachers it is a love of learning. But anyone who has spent any time in front of a classroom full of students knows there is always THAT one kid.

He doesn't come around every year but when he does, it can make the school year feel like it lasts a decade. The one who takes all your energy, who knows how to push every one of your buttons and makes you question your career choice.

Students who are so unruly that they continually interrupt the education process for the entire class need to be dealt with in a different manner than the occasional misbehavior. There are options for teachers who have reached a point that they feel the student can no longer continue in the classroom. There is both contractual language and state law regarding removing a student.

The contract language (below) deals with a student temporally being removed. That student should not be back in class until an administrator has seen them AND some form of communication is sent to the teacher.

### 3.15 Student Discipline

Pursuant to F.S. 1003.32, when the gravity of the offense, the persistence of the misbehavior, or the disruptive effect of the behavior makes the continued presence of the student in the classroom unacceptable, an EMPLOYEE may exclude a student from his class until the student has been seen by the appropriate administrator and corrective action, if warranted by the administrator, has been taken and communicated to the teacher through email, face-to-face communication, or a copy of the discipline referral. The referring teacher must communicate the nature of the offense to the appropriate administrator/designee at the earliest practicable moment and provide a written referral by the end of the day. It is understood that without timely communication, the administrator may be unaware of the gravity of the offense and return the student to class.

A more serious issue is when a student is to be removed permanently. State law allows a teacher to do this and calls for administration to support them. Obviously this is not something to be taken lightly. But when a student's behavior over time is such that it impedes on others their right to learn and is a major disruption to the classroom, teachers have the opportunity to have that student removed. They must be prepared to document why the student should be removed. Here are two sections of that law:

(4) *A teacher may remove from class a student whose behavior the teacher determines interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn.*

*Each district school board, each district school superintendent, and each school principal shall support the authority of teachers to remove disobedient, violent, abusive, uncontrollable, or disruptive students from the classroom.*

6)(a) *Each school shall establish a placement review committee to determine placement of a student when a teacher withholds consent to the return of a student to the teacher's class. A school principal must notify each teacher in that school about the availability, the procedures, and the criteria for the placement review committee as outlined in this section.*



## WALK IN ST. PATRICK'S DAY PARADE TO SUPPORT COLLIER SCHOOLS

Three good School Board candidates have reached out to CCEA to help rally teacher support in the upcoming St. Patrick's Day parade. Jory Westbury (District 1), Jen Mitchell (District 3), and Roy Terry (District 5) have all committed to serve traditional public schools and teachers in the 2018 School Board Election. There are other candidates and potential candidates who do not value traditional public schools and teachers the way these three candidates have demonstrated. They are all putting themselves on the line for us and our students.

We are asking you to join in and show your support for these candidates by walking in one of our fun local traditions, the annual St. Patrick's Day parade on Saturday, March 17<sup>th</sup>.

This is open to you, your family and friends – the more the merrier as we send a clear message of how much we appreciate the efforts of the candidates. Your commitment is simple, just email [jonathan.tuttle@floridaea.org](mailto:jonathan.tuttle@floridaea.org) from your non-work email, or call 592-7773 with the names and shirt sizes of your friends and family. Then, show up for the parade at 9:00am on the day of the parade and take a walk around the block. The candidates will provide the rest. Strollers are welcome.

Collier TIGER has not yet endorsed in any School Board race.



## 2018 CCEA ELECTIONS: Nomination Period Begins!

The nomination period for all CCEA, TIGER, and affiliate seats opens on January 22, 2018 and will close at 6:00 on Tuesday, February 27, 2018. Please see the nomination notice on the CCEA bulletin board in your school or visit our website at <http://colliercea.fea.aft.org/> for more details. If you would like to put your name in for any office or seat, please see your building rep for a form or contact this office at 592-7773 to have a form sent to you.

**TAX  
TIME**

**2017 CCEA DUES  
\$659.00**



Happy  
*Valentine's*  
Day



### 2017/18 TRANSFER FAIR

Thursday, April 19, 2018  
Held at Gulf Coast High School  
For all Elementary and Secondary Schools

**EARN \$50 FOR EACH NEW  
CCEA or OCAP MEMBER  
YOU RECRUIT**



\* Does not include anyone previously enrolled \*

The *Pelican Post* is the official publication of the **Collier County Education Association** located at 6710 Lone Oak Boulevard, Naples, FL 34109.

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## Collier County Education Association, Inc. (CCEA) MEMBERSHIP ENROLLMENT FORM

Last Name First Name Middle Initial

Mailing Address City State Zip Code

Phone Original Hire Date

Home E-Mail Address: \_\_\_\_\_

Employee ID: \_\_\_\_\_

School Worksite: \_\_\_\_\_

Payment Plan:

\_\_\_\_\_ Cash [Check # \_\_\_\_\_]

\_\_\_\_\_ Payroll Deduction

### FOR OFFICE USE ONLY

DB: \_\_\_\_\_

CCPS: \_\_\_\_\_

RB: \_\_\_\_\_

I hereby authorize the District School Board of Collier County, according to arrangements agreed upon with the CCEA, to deduct from my salary and transmit to said Association such dues as annually certified by said Association. I hereby waive all rights and claims to said monies so deducted, except as noted below, in accordance with this authorization and relieve the School Board and all its officers from any liability therefor. This authorization shall remain in full force and effect for all purposes while I am employed by this school district or until revoked by me upon thirty (30) days advance written notice to the School Board's Business Office and said Association. The annual dues payments earmarked for the Collier County Education Association may be deductible as a miscellaneous deduction for federal income tax purposes.

Employee Signature \_\_\_\_\_ Date \_\_\_\_\_

Recruiter's Name \_\_\_\_\_ Date \_\_\_\_\_