

PLEASANTON UNIFIED SCHOOL DISTRICT COMPLAINT FORM

DIRECTIONS: This form is to be used only after informal discussion between the complainant and the employee about whom the complaint is being made failed to resolve the issue.

Name: _____
Address: _____
Home Phone: _____ Work Phone: _____

Student name (if applicable): _____ Grade _____

School name (if applicable): _____

Name of employee about whom the complaint is being made: _____

Date the event/incident occurred: _____

Date of informal resolution meeting (if applicable): _____

Name of parties who attended the informal resolution meeting: _____

Details of the complaint (attach appropriate supporting documents):

Specific remedy sought:

I declare and under penalty of perjury under the laws of the State of California, that I have made true, correct and complete answers and statements on this complaint form and/or any attachment to this complaint form.

Signature _____

Date _____

Received by _____

Date 2/16/14

Submit to: All complaints related to district personnel other than administrators shall be submitted to the principal or immediate supervisor. Complaints related to a principal or central office administrator shall be submitted to the Assistant Superintendent, Human Resources, 4665 Bernal Avenue, Pleasanton, California 94566-7498. Complaints related to a Board member or to the Superintendent shall be submitted to the Board of Trustees, 4665 Bernal Avenue, Pleasanton, California 94566-7498.

Re: Complaint against [REDACTED] Hart Middle School, Pleasanton Unified School District

[REDACTED] continues to restrict and interfere with APT representation of its' members.

[REDACTED] asked that [REDACTED] be [REDACTED] APT representative during a meeting on [REDACTED] In attendance was [REDACTED] and myself. The meeting was requested by [REDACTED] for the purpose of discussing a specific grade on an assignment given by [REDACTED]

At the onset of the meeting, and throughout the meeting, at every attempt [REDACTED] made to question or comment on any part of the discussion, [REDACTED] was immediately told by [REDACTED] not to talk. [REDACTED] spoke to [REDACTED] with a stern and intimidating tone and demeanor, and directed [REDACTED] to speak for [REDACTED] told [REDACTED] more than once, "... this is [REDACTED] meeting and [REDACTED] don't want [REDACTED] to speak."

[REDACTED] was extremely dogmatic in [REDACTED] tone and demeanor, and [REDACTED] also silenced [REDACTED] with a rude and intimidating tone when [REDACTED] tried to speak. At one point [REDACTED] asked for clarification about a previous meeting date and [REDACTED] yelled loudly at [REDACTED] to not interrupt [REDACTED] told [REDACTED] that [REDACTED] did not have to explain anything to [REDACTED]

At that point, it was clear to all in attendance that [REDACTED] would not be able to speak to the issues and concerns that [REDACTED] was presenting without being subjected to a reprimand by either [REDACTED] or [REDACTED] [REDACTED] had to intervene and ask [REDACTED] and [REDACTED] to bring their voices down.

Throughout the meeting, [REDACTED] respectfully and candidly articulated all responses to [REDACTED] questions, even when the questions moved beyond the specific grade that was being disputed. [REDACTED] and [REDACTED] became very uncomfortable when [REDACTED] began to interrogate [REDACTED] about [REDACTED] teaching practices in general. [REDACTED] stated [REDACTED] works as [REDACTED] in [REDACTED] of [REDACTED] and then began an inquiry about [REDACTED] teaching principles and practices, asking rhetorical questions and implying that [REDACTED] employee performance as a teacher is less than satisfactory. [REDACTED] allowed [REDACTED] questioning to continue without interruption. At this point, acting as [REDACTED] APT representative, [REDACTED] had the full right and professional duty to move to conclude the meeting.

[REDACTED] said it was [REDACTED] meeting and [REDACTED] would end it. With that comment [REDACTED] said the meeting was over. [REDACTED] asked for a statement of closure regarding the initial concern, and [REDACTED] sternly said [REDACTED] would communicate with only [REDACTED] in the future. Neither [REDACTED] nor [REDACTED] were offered any further discussion about the grading issue, until on [REDACTED] when [REDACTED] informed of a complaint that had been filed by [REDACTED] sometime (?) back in [REDACTED]

It should be noted that [REDACTED] was [REDACTED] from [REDACTED] on [REDACTED] following the [REDACTED] meeting, and without any discussion about the move with [REDACTED] created a [REDACTED] [REDACTED] for [REDACTED] to [REDACTED] during [REDACTED] held a [REDACTED] from [REDACTED] when this arrangement was made.

This incident adds to other documented meetings wherein [REDACTED] strongly denied [REDACTED] right to represent an APT member, and intimidated both [REDACTED] and the teacher being represented when [REDACTED] tried to discuss the issues and concerns presented.

Meeting was only attempt to qualify me as "bad teacher"

Why would [redacted] who places in [redacted] rather than [redacted] because [redacted] need [redacted] to teach [redacted] test scores are too high, has highest test scores in department." Which [redacted] can neither confirm or deny, the test scores. Allow a parent who spoke so maliciously at [redacted] against "bad teachers" in which [redacted] was in attendance to come in and directly attack a teacher that is needed so badly to teach [redacted] I am sure [redacted] is intelligent enough to know [redacted] is [redacted] of [redacted] and supporter of [redacted] and would be hostile toward teacher specifically mentioned as "bad teacher".

[redacted] did not support me, if anything [redacted] encouraged parent and tried to help [redacted] force me to answer questions.

Parent had never expressed concerns to me after one on one meeting in [redacted] of [redacted]

[redacted] was never notified that meeting took place with [redacted] and that parent had concern, wanted transfer to new teacher.

Never was [redacted] CC'd or forwarded the email from the parent about the complaint/issue. Notified parent wanted meeting [redacted] offered to meet after school any day, and [redacted] was unwilling at this time, had choice of my prep [redacted] [redacted] informed me (email) the meeting would be [redacted] informed [redacted] would have rep (email) [redacted] Did not respond till after [redacted] Such a hurry then not and why [redacted] with parent and [redacted] for a meeting that was to clear up a grading concern over a class work assignment? Also paid coverage and a teacher pulled from [redacted] class (APT) how is this better for our students?

Parent is [redacted] in the [redacted]

[redacted] said parent wanted student transferred to another teacher, could not confirm the date and when [redacted] asked parent [redacted] stalled and [redacted] jumped in and told parent not to answer that question. [redacted] later that day came in my classroom to praise me for doing a great job, and said schedule conflict was not the reason student was not transferred, but that student wanted to stay in my class.

[redacted] also came to my classroom later that day to tell me I did a great job, as if I had just won a game

At one point parent was dodging question asked by APT rep [redacted] as [redacted] was going off topic [redacted] calmly tried to redirect at which time parent violently raised voice commanding [redacted] "do not interrupt me again" and [redacted] also entered the attack by raising [redacted] voice and "saying [redacted] let [redacted] finish" at which time [redacted] advised parent and [redacted] to lower their voices at [redacted] [redacted] politely and calmly apologized to parent saying, "Sorry"

It was very apparent and it felt to me this was to be an ambush and parent was very angry, had to be taken into office and door closed when [redacted] was informed [redacted] would be representing me in the meeting.

[redacted] also attempted to silence [redacted] several times in the meeting by raising [redacted] voice and directly interrupting [redacted] which made me feel very unsafe as if my representative's authority was not being respected and that the [redacted]

wanted me to take on this threat alone at times stating forcefully and clearly, "This is [redacted] meeting", "[redacted] will handle this meeting", "[redacted] will decide when this meeting is over' . [redacted] asked politely for a conclusion or what is the outcome of this meeting, [redacted] responded louder than [redacted] normal tone. [redacted] will let [redacted] know when [redacted] am ready"

Parent's final attempt to make me look bad was when I know a student does not understand or follow the process, what do I do about it. When a student refuses to ask for assistance and clearly does not demonstrate the steps and examples that I have provided them what do I do about it.

At one point suggested when class averages are low you should stop everything and redó every single problem on the board for them and make them copy it down used as example from when [redacted] was a student and class failed a test.

I believe most teachers, modern era, have knowledge of the research that this method is very commonly misunderstood as the pedagogy to re-teach concepts that students perform low in.

Strange timing of meeting, week earlier I finally got the courage to stand up and throw caution to the wind in front of entire staff and [redacted] and question the purpose of this "Climate improvement strategy" I have never filed a grievance or formal complaint.