ETHICS AT WORK: MORE THAN JUST RULES

ETHICAL AND PROFESSIONAL PRACTICES

PRESENTED BY: SPED LEADERSHIP

AGENDA

1. **Employee Handbook** — It serves as an essential resource for all district employees, promoting a safe, inclusive, and effective educational environment.
2. **CSEA Contract** — Outlines the rights, responsibilities, compensation, benefits, working conditions, and procedures for classified employees over a three-year period.
3. **Ethics of the Profession** — Code of Ethics outlines a commitment by school employees to uphold integrity, professionalism, cooperation, and civic responsibility

MISSION STATEMENT

The Burbank Unified School District, in partnership with parents, families, students, and the community, guarantees the effective use of all available resources to create, provide, and support quality instructional programs, services, and environments. Every student will develop skills, knowledge, attitudes, and behaviors in order to be a responsible, productive citizen and a lifelong learner in a diverse and changing global society.



WHO CAN DIRECT, SUPERVISE, AND EVALUATE ME?

Position:	Can Give Directives?	Can Supervise?	Can Evaluate?
Behavior Intervention Assistant (BIA)	**Principal: & Assistant Principals** ✅ Yes (site operations & behavior expectations) **Classroom Teacher** ✅ Yes (instructional & classroom-related) **Behavior Interventionist** ✅ Yes	**Principal: & Assistant Principals** ✅ Yes (site operations & behavior expectations) **Classroom Teacher** 🚫 No (not formal supervisor) **Behavior Interventionist** ✅ Yes	**Behavior Interventionist** ✅ Yes
Educational Interpreters I and II	**Principal: & Assistant Principals** ✅ Yes (site operations & behavior expectations) **Classroom Teacher** ✅ Yes (instructional & classroom-related) **Lead Interpreter Supervisor** ✅ Yes	**Principal: & Assistant Principals** ✅ Yes (site operations & behavior expectations) **Lead Interpreter Supervisor** ✅ Yes **Classroom Teacher** 🚫 No (not formal supervisor) **Behavior Interventionist** 🚫 No (not formal supervisor)	**Principal: & Assistant Principals** ✅ Yes (site operations & behavior expectations) **Lead Interpreter Supervisor** ✅ Yes
Educational Reader-Visually Impaired	**Principal: & Assistant Principals** ✅ Yes (site operations & behavior expectations) **Classroom Teacher** ✅ Yes (instructional & classroom-related) **Visual Impaired Specialist** ✅ Yes	**Principal: & Assistant Principals** ✅ Yes (site operations & behavior expectations) **Classroom Teacher** 🚫 No (not formal supervisor) **Behavior Interventionist** 🚫 No (not formal supervisor)	**Principal: & Assistant Principals** ✅ Yes

WHO CAN DIRECT, SUPERVISE, AND EVALUATE ME?

Position:	Can Give Directives?	Can Supervise?	Can Evaluate?
Paraeducator DHH	**Principal: & Assistant Principals** ✅ Yes (site operations & behavior expectations) **Classroom Teacher** ✅ Yes (instructional & classroom-related) **Lead Interpreter Supervisor** ✅ Yes	**Principal: & Assistant Principals** ✅ Yes (site operations & behavior expectations) **Classroom Teacher** 🚫 No (not formal supervisor) **Behavior Interventionist** 🚫 No (not formal supervisor)	**Principal: & Assistant Principals** ✅ Yes (site operations & behavior expectations) **Lead Interpreter Supervisor** ✅ Yes
Paraeducator- Severe Behavioral I	**Principal: & Assistant Principals** ✅ Yes (site operations & behavior expectations) **Classroom Teacher** ✅ Yes (instructional & classroom-related)	**Principal: & Assistant Principals** ✅ Yes (site operations & behavior expectations) **Classroom Teacher** 🚫 No (not formal supervisor) **Behavior Interventionist** 🚫 No (not formal supervisor)	**Principal: & Assistant Principals** ✅ Yes
Paraeducator- Severely Impaired	**Principal: & Assistant Principals** ✅ Yes (site operations & behavior expectations) **Classroom Teacher** ✅ Yes (instructional & classroom-related) **Occupational and Physical Therapist** ✅ Yes	**Principal: & Assistant Principals** ✅ Yes (site operations & behavior expectations) **Classroom Teacher** 🚫 No (not formal supervisor) **Behavior Interventionist** 🚫 No (not formal supervisor)	**Principal: & Assistant Principals** ✅ Yes

WHO CAN DIRECT, SUPERVISE, AND EVALUATE ME?

Position:	Can Give Directives?	Can Supervise?	Can Evaluate?
Health Service Assistants 1-1 for SPED	**Principal: & Assistant Principals** ✅ Yes (site operations & behavior expectations) **Classroom Teacher** ✅ Yes (instructional & classroom-related) **Nurse/Health Assistants** ✅ Yes	**Principal: & Assistant Principals** ✅ Yes (site operations & behavior expectations) **Nurse** ✅ Yes **Classroom Teacher** 🚫 No (not formal supervisor) **Behavior Interventionist** 🚫 No (not formal supervisor)	**Principal: & Assistant Principals** ✅ Yes
Paraeducator- Special Education	**Principal: & Assistant Principals** ✅ Yes (site operations & behavior expectations) **Classroom Teacher** ✅ Yes (instructional & classroom-related)	**Principal: & Assistant Principals** ✅ Yes (site operations & behavior expectations) **Classroom Teacher** 🚫 No (not formal supervisor) **Behavior Interventionist** 🚫 No (not formal supervisor)	**Principal: & Assistant Principals** ✅ Yes

CSEA CODE OF ETHICS FOR SCHOOL EMPLOYEES

Purpose:
To uphold the highest standards of conduct and professionalism in support of education and improved working conditions.

As a School Employee, I will:

- Take pride in my role and strive for excellence.
- Demonstrate integrity, professionalism, and healthy habits.
- Offer constructive feedback and generous praise.
- Treat all students, parents, and colleagues with courtesy.
- Be adaptable, innovative, and solution-oriented.
- Support fellow employees with fairness and respect.
- Collaborate with peers across districts to improve schools.
- Uphold civic duties with loyalty to community and country.
- Promote efficiency and high standards for all school employees.

Source: California School Employees Association (BP 4219.21)

LET'S APPLY OUR ETHICS: SCENARIOS

Scenario 1: Constructive Criticism

Situation:
A colleague frequently points out mistakes in front of others, making coworkers feel embarrassed.

Discussion Questions:
How can we offer feedback that is "just in criticism and generous in praise"?
What are respectful ways to address performance concerns?



LET'S APPLY OUR ETHICS: SCENARIOS

Scenario 2: Professional Conduct

Situation:
An employee uses inappropriate language (verbal, non-verbal, and paraverbal) while speaking with students during a stressful moment.

Discussion Questions:

How does this reflect on our role as school employees?
What strategies can help maintain professionalism under pressure?



LET'S APPLY OUR ETHICS: SCENARIOS

Scenario 3: Team Collaboration

Situation:
Two employees are competing for a promotion and one spreads rumors about the other.

Discussion Questions:

How does this violate the spirit of "friendly helpfulness" and fairness?
What would be a more ethical approach to career advancement?



LET'S APPLY OUR ETHICS: SCENARIOS

Scenario 4: Team Collaboration

Situation:
You've observed that a staff member from a Non-Public Agency (NPA), who is assigned to support specific students, has been consistently arriving late. As a result, you've had to step in to ensure those students receive the support they need at the start of the day. While you're committed to student success, this ongoing issue is impacting your ability to fulfill your own responsibilities.

Discussion Questions:
What strategies can you use to communicate concerns constructively with the NPA staff or their supervisor?
How can you involve district leadership or special education coordinators in a way that supports resolution?



LET'S APPLY OUR ETHICS: SCENARIOS

Scenario 5: Adaptability

Situation:
A new technology system is introduced, and some staff resist learning it.

Discussion Questions:

How can we embody the value of being "resourceful" and open to change?
What support might help employees adapt more easily?



LET'S APPLY OUR ETHICS: SCENARIOS

Scenario 6: Civic Responsibility

Situation:
The parent asks how their child is doing socially. The aide, trying to be helpful, mentions that the child has been having trouble interacting with a specific peer and shares that the peer has an IEP for emotional regulation. The aide also mentions that the peer had a behavioral incident earlier that week.

Later, the parent emails the school principal to follow up on the conversation. The principal responds, and the aide's comments are referenced in the email chain. This email thread is now part of the school's official communication and subject to California's Public Records Act.

Discussion Questions:

1. What did the aide do that led to a privacy concern?
2. How can casual conversations lead to unintended public record disclosures?
3. What should the aide have done differently in this situation?

CALIFORNIA PUBLIC RECORDS ACT (CPRA)

📱 CPRA and Phone Records for School District Personnel

Under the California Public Records Act (CPRA), any record that is prepared, owned, used, or retained by a public agency—including school districts—and relates to the conduct of public business is considered a public record, regardless of its physical form. This includes emails, text messages, and call logs on personal devices if they pertain to official duties.

🏫 Application to School District Personnel

Phone records (calls, texts, emails) made or received by school staff on personal or district-issued devices may be subject to disclosure if they involve school-related business.

This includes communications about students, staff, operations, or decisions made in an official capacity.

⚖️ Legal Precedent

In City of San Jose v. Superior Court (2017), the California Supreme Court ruled that communications on personal devices are subject to CPRA if they relate to public business

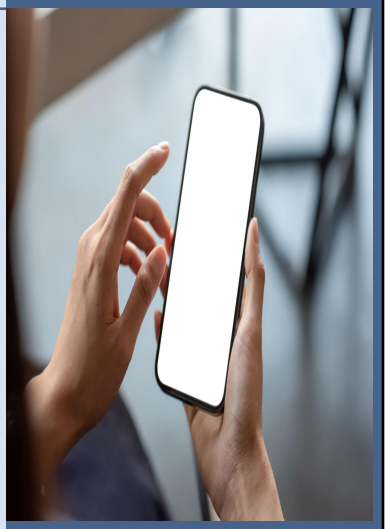
This means school staff must be cautious when using personal phones for work-related communication.

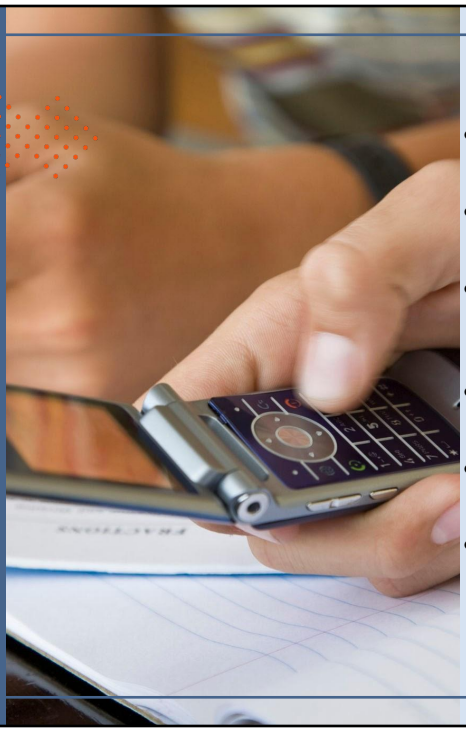
CELL PHONE POLICY

Employee cell phone use:

Private cell phone use (including texting and email messaging) should be restricted to employee break and lunch time. The personal use of cellular phones and other electronic devices during the employee work hours is considered inappropriate and should be for emergencies only.

Employees are encouraged to allow the voicemail function on their cellular phones to record personal messages during work time. At no time, except in the event of an emergency, should cell phone use disrupt classroom instruction.





Impact on Supervision and Student Engagement

- Cell phone use can distract aides from observing and responding to student needs.
- Missed behavioral cues and emotional signals may reduce the quality of support.
- Distractions can hinder meaningful student engagement and learning.

Safety Concerns

- Inattention due to phone use can delay response to emergencies or incidents.
- Aides must remain alert to ensure a safe and supportive classroom environment.
- Being present and focused helps prevent avoidable risks.

THANK YOU!!!

