

# THE ADVOCATE

## Showing our union pride!



See page 6

INSIDE  
THE ADVOCATE

■ GRIER LAYS GROUND-  
WORK FOR MERIT PAY

PAGE 4

■ CONTROLLING WHERE  
YOUR DUES GO

PAGE 5



## THE FORCE BEHIND THE BARGAINING TEAM

6



photos by Camille Zombro

**Above:** Teachers at Chollas Mead get into the union spirit at a recent SDEA site meeting. They join colleagues at Bethune (see story on page 6) and across the District is showing their solidarity.

**Cover:** Bethune Elementary teacher Alison Koll proudly displays her SDEA t-shirt in support of the bargaining campaign.

4

### A MERITLESS IDEA

“Value-added” assessments may herald a District push for merit pay.

5

### POINT OF ORDER

SDEA has proposed changes to the CTA dues structure.

8

### HARD KNOX NO MORE

Union members mobilize to clean up their school.

## LETTER FROM THE PRESIDENT AND VICE PRESIDENT

3

### ECONOMIC PRESSURES MAKE UNION ORGANIZATION CRUCIAL

A failing economy makes public education *more* important, not less. We must ensure that our board prioritizes teachers and students.

## BARGAINING

8

### WHAT IT TAKES

See letters: SDEA teachers share their thoughts on bargaining.

## CONTRACT FACTS

14

### RETIREE MEDICAL BENEFITS

SDEA and SDUSD have entered into a new agreement regarding retiree medical benefits.

## NEA NEWS

10

### CHANGE IS COMING

NEA is working towards securing a better future for teachers.

## DISTRICT

8

### OUT WITH THE OLD

See letters: Proclaimed conservative SDEA Site Rep shares his hopes for the new school board.

## DEPARTMENTS

THE ADVOCATE

## CTA NEWS

10

### WORKING FOR SOLUTIONS

CTA files a school funding initiative to address economic woes.

## HEALTH AND BENEFITS

11

### KNOW YOUR RESOURCES

VEBA members have access to a variety of resources to help them stay healthy in the new year.



10393 San Diego Mission Rd. Ste. 100, San Diego, 92108

Phone (619) 283-4411 Fax (619) 282-7659

Web www.sdea.net Email advocate@sdea.net

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### 2008-2009 OFFICERS

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Ossee Desmangles

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MEMBER, BOARD OF DIRECTORS Jim Groth

### SDEA Mission Statement 2008-2009

The members of SDEA are dedicated to providing a quality public education. As a professional union advocating the interests of certificated staff, students and the community, SDEA/CTA/NEA will implement its membership commitment through involvement in politics, building coalitions, negotiations and grievance advocacy and educational programs.



## Letters in Solidarity

Camille Zombro  
SDEA President



Marc Capitelli  
SDEA Vice President

# Happy New Year

# Now Let's Get To It!

Dear SDEA Members—

**We are going to come out of this mess.**

Not because someone is going to save us, but because it is now our time to meet and overcome a dark threat. With talk of school closures and the economy in the tank, it will take a considerable and collective effort from all of us to succeed in our important work. We are confident that, working together, SDEA will continue to make important gains for our members, our students and the communities we serve.

Mitch Olson, President of the Kern High School Teachers Association (a sister union and CTA affiliate), gave this message to the members of KHSTA, but he could have been writing to us:

**“For most of us, the luxuries we enjoy today—our prep period, our medical benefits, our right to eat lunch without required duties—exist because of somebody else’s sacrifice. Now may be our time to sacrifice. If you look to others to act on your behalf, you ignore our strength, and our future will happen to us not because of us. If you recognize the critical part of our Association is you, we face the future empowered in our collective will, and our collective action will make a difference.”**

Now is a good time to learn more about your union contract that fellow SDEA members and staff are working so hard to protect and improve. Have you picked it up lately? The SDEA contract is a veteran document with over 30 years of negotiated changes and improvements. Bargaining only serves to strengthen and reinforce the rights we have as union members.

There will be extreme pressure on all of us to give up those hard fought protections and rights. But as Benjamin Franklin said, “We must all hang together, or assuredly we shall all hang separately.” The contract is only as strong as our will to protect it by advocating to ensure our rights are adhered

to, and by filing grievances when it is violated. We cannot be willing to give up our rights, or let our working conditions deteriorate.

Never forget that our struggle is not just for ourselves. Our working conditions are the children’s learning environment. In this month’s *Advocate* we highlight issues and stories that underscore the importance of a union contract. You’ll read about SDEA members at Knox Elementary who exercised their contractual rights and worked together to clean up their site. Our feature article on the District’s \$80,000 contract with a consultant for the “value-added assessment” method shines a light on Terry Grier’s latest new idea, and how it has been used to link test scores with salaries, evaluations and transfer rights. We discuss the action taken by the school board to recall our 194 laid off teachers and have some fun with photos of SDEA members across SDUSD. Finally, you’ll get to meet SDEA’s new Executive Director, Steve Johnson.

We cannot expect that someone else will do the work that needs to be done. There is no one person who will save us. Each of us must do our part to keep our ship upright during this “perfect storm.” Whether we work in the classroom, the nurse’s office, or the library we must prepare to sacrifice. **We have a choice. We can sacrifice our jobs, our working conditions, and our students or we can sacrifice our time to do the work needed to confirm their survival.** We have extraordinary power as a union of dedicated members. Our collective talents and dedication will ensure a fair contract, assure the survival of our union and its historic task, and preserve the foundation of our democracy, public education.

We look forward to seeing you at your sites and in our communities doing what SDEA does best: organizing for quality public schools.

In Solidarity,  
*Camille Zombro*

Camille Zombro  
SDEA President

*Marc Capitelli*

Marc Capitelli  
SDEA Vice President

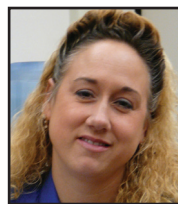
# Ask SDEA!

Is “merit pay” or “value added pay” a fair way to determine pay raises?



Dinah Graham, Encanto

You can't compare children in different classrooms or schools. I would not be able to volunteer to take “difficult” students if it were going to affect my pay. Pay us what we are all worth.



Margaret Hernandez, Encanto

No, I don't believe either of these choices would be fair or equitable. As the old saying goes, it takes a village (or community) to raise a child. How can you then judge the work of only one part of that community?



Cynthia Fitzpatrick, Encanto

I don't believe “merit pay” or “value added pay” could be done without being subjective. I fear it would further promote “teaching to the test” versus teaching the whole child.

# Value added? New assessments may lead to merit pay

It is common and valuable to compare students' test scores over time. These types of comparisons often provide useful information to teachers, parents, policy makers, and the general public, sometimes making schools more accountable to the community.

“Value-added” assessment is now being touted in San Diego schools as a way to identify improvements in standardized test scores over two or more points in time. “Value-added” compares individual student “growth” by measuring each student's latest test score against his or her previous scores. Theoretically (there is no agreement here in the educational research community), it is a methodology that can isolate the exact value that a teacher brings to a child's education.

While this assessment technique makes a lot of positive sounding assertions about improving test performance, it is also used by a number of school districts to implement merit pay systems and to weaken transfer and tenure rights.

In October of this year, the SDUSD School Board approved an \$80,000 contract with William Sanders of the SAS Institute. Sanders had previously been hired in this same capacity in

North Carolina by Terry Grier (see inset). While Sanders' entrepreneurial approach has resulted in his “value-added” assessment methodology receiving national attention, it has also met with more than its share of criticism from the academic and educational research community.

Unlike most educational research methodologies, Sanders' “value-added” assessment method is “proprietary” and held in secret. Educational researcher Haggai Kupermintz of the University of Colorado notes that this secrecy has prevented independent review of its methodology or the validity of its results. In fact, most papers on

“value-added” assessment are not published and do not meet the basic academic standard of peer-reviewed literature.

With the recent hiring of William Sanders and his private company to “crunch student data and test scores” and the plethora of tests that now engulf our schools, it appears more likely that Grier's plans for our District include using this new costly and unproven assessment technique to lay the groundwork for the equally unproven and divisive pay, transfer, and tenure programs that he implemented in Guilford County.

### Terry Grier's North Carolina experience with value-added assessment and merit pay:

In an Oct. 2007 interview with [www.EdNews.com](http://www.EdNews.com), Terry Grier commented on his use of value-added assessment in his North Carolina district: “Value-added” data is used to determine which teachers are to receive *merit bonuses*, shape staff development activities, help make tenure decisions, and assign teachers, based on strength of their performance in various subjects.”

## Letter to the Editor: All teachers have merit and value

Dear Editor—

Merit is defined as “an admirable attribute.” Giving your life to teaching is the epitome of “merit.” Who else would take responsibility for 36 students, plan lessons for them, give them love, prepare them for the world, ease their worries, and spend more than eight hours a day doing all of this if he or she did not have “merit?” A teacher embodies “merit,” and we all deserve “merit pay.”

“Value” is the degree of importance we give to an object. How can we value one teacher over another because of the area in which he or she works? If I choose a low income area, where parents are hard to find and contact because of work responsibilities, and the students' grades suffer from home support, does that give me less “value?” When I move to a school where middle to upper income families reside, where parents have time to spare for volunteer opportunities, and can spend extra time making sure that homework and studying are done, and standardized test scores soar, does that give me more “value?” I am a part of the whole. A teacher does not have a value based on geographical location. Community, parents, staff and teachers make up who or what a child becomes.

Am I a good teacher? Yes! But I am a fabulous teacher when given the support which all students deserve. We all merit a raise, and we should all be valued for what we do... no matter where we teach.

—Robyn Bernstein  
SDEA Member

# SDEA proposes CTA political fixes

by Marc Capitelli  
SDEA Vice President

During the November political campaign we took the most heat from our members concerning the money (our dues) spent by CTA on an initiative. Many members could not agree with the CTA position and wanted to drop membership or at least “opt out” of supporting CTA's initiative/candidate positions.

A large majority of our dues goes to CTA (see pie chart). Only a small percentage of our dues go to SDEA. SDEA has a process for members to opt out of SDEA support of initiatives/candidates. What we found out is while we can opt out of funding candidates (CTA -ABC) and we can opt out of the \$20 reverse dues check off, for initiatives, there is no CTA process to opt out. In addition there is little review of just which initiatives will gain CTA support. In the CTA budget there is a general category for initiatives, but the decisions as to where that money goes may come months after budget adoption. The decision may happen without a thorough review by the State Council of Education, your representative body within CTA.

SDEA is proposing two New Business Items (NBIs) to correct these problems. Both passed SDEA Rep Council after vigorous debate.

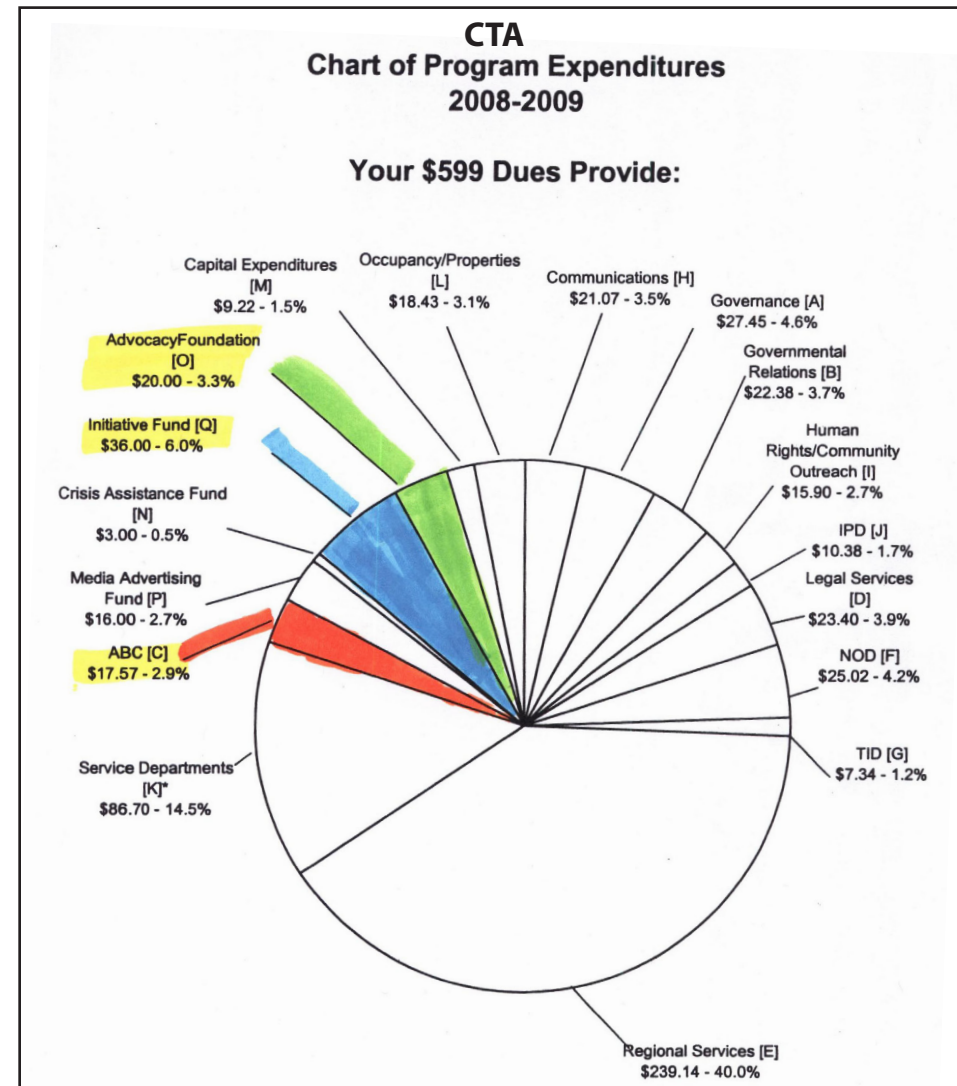
The first NBI will allow you to “opt out” if supporting initiatives.

**“1. That CTA allow an ‘opt out’ option from the CTA Initiative Fund, similar to and consistent with the ‘General Fund Allocation Form,’ which allows members to opt out of the CTA/ABC fund.”**

The second will improve the process of determining CTA initiative support by giving your elected representatives greater input.

**“2. That CTA modify the statewide candidate and initiative recommendation process by adding the following components prior to a State Council vote:**

- a) Distributing detailed information on candidates and initiatives to State Council members and local presidents.
- b) Hearings at Service Center Councils.



c) A detailed projected budget for Initiative Funds expenditures.

- This is our money. We have a right to have input regarding how it is spent.
- CTA should be consistent with SDEA in its “opt out” process. This is not a battle over a particular initiative; it is struggle to make the process more open and democratic.
- These NBIs will not weaken CTA's ability to fight the good fight. When our members have a way to buy in to the process they are more likely to support the outcome.

Let your Service Center Reps and State Council Reps know how you feel. Go to the SDEA homepage ([www.sdea.net](http://www.sdea.net)), click on “About SDEA” and click on Service Center or State Council Reps in the “Related Topics” box. You will find a list

of Service Center and State Council Reps. Send them an email about how you feel on these issues.

**Personal Note:**

*I have a stake in Prop 8. This October I married my daughter and her partner and I believe that they should have the same rights, opportunities, and responsibilities in marriage that my wife and I have. I have this core belief that the government should treat all of us as equals.*

*I believe that CTA did the right thing in opposing Prop. 8; they did it in the wrong way. I fought to defeat Prop. 8, but I encourage CTA to mend its processes. Doing something right, in the wrong way, only undermines the ability of CTA and its locals to be a powerful force.*

—Cap

## Letters to the Editor

### SDEA teachers ask "what it takes"

Dear Editor—

Much is being said about contract negotiations between SDEA and SDUSD. As the second largest teachers union in California, we recognize and expect the importance and attention given to our issues. Bargaining with teachers is a special process, one that must be tempered by the reality that teachers' working conditions are the children's learning environment. Too often this seems to go unnoticed.

SDEA members are your community's teachers. We struggle each day while we watch our children suffer, forced to attend schools that are underfunded, understaffed and undersupplied. There is nothing more disheartening than when a child struggles, fails, or even dies because our system simply isn't equipped to handle such challenges. It is a moral outrage that these conditions exist in a nation and a state with two of the top ten economies in the world.

We don't deny the crisis in American public education. San Diego's 8,000+ educators are working harder than ever to change the conditions that contribute to the achievement gap and our high drop-out rates. The bargaining process affords us the opportunity to negotiate issues such as class size, safety, support services, and workload. We see bargaining as an opportunity to address the crisis in public education in the only place where teachers sit as equals with District administrators: the bargaining table.

What does it take to build a quality education system worthy of San Diego's children and our future? Last spring San Diego's educators discussed these issues in over 170 listening sessions held by SDEA members at school sites across SDUSD. Teachers, nurses, counselors and others created SDEA's bargaining priorities. With unparalleled contributions from thousands of members we presented a broad range of bargaining issues in our Initial Bargaining Proposal to the School Board last March. SDEA members said that it is time to decide, as a union and as a profession, to set our sights on higher goals. We are bargaining to achieve "what it takes":

- **what it takes for us to be effective in our work with students**

- **what it takes to build a quality urban education system, and**
- **what it takes for us to provide a middle class lifestyle for our families.**

This year, teachers are bargaining to get back more of the critical time we need with students—time that is being taken up by unprecedented numbers of mandated tests. We are bargaining to get more nurses, counselors, librarians, and special educators in our schools to take care of ALL our children's needs. We are bargaining for smaller class sizes, so that teachers have more time to focus on individual student needs. We are bargaining to get back more of the critical planning time we need to collaborate with our peers, learn new skills, and plan for quality instruction. And we are bargaining to make teaching the kind of profession that will attract and retain the best teaching force in the nation.

SDEA members' Initial Bargaining Proposal is audacious, because we have the audacity to propose giving our schools and our children what we actually need to build the future. We have the audacity to say that we need more teachers and support professionals caring for San Diego's children. We have the audacity to believe that teachers who devote their lives to working with our community's children know "what it takes" to build the best public education system in the country.

SDEA members are serious about all the proposals we have presented the school board. Our proposals are grounded in the reality of thousands of San Diego's educators, as articulated in our 170+ Listening Sessions. They are grounded in our experience with a top-heavy system that provides insufficient resources for teaching and learning. The women and men of SDEA know what it takes to provide the kind of education our children deserve. We will no longer settle for anything less.

— **Theodosia Ballard, 2008 SD County Teacher of the Year, Porter Elementary**  
**Sam Cisneros, Muirlands Middle**  
**Celia Ramirez, Ed. D., Chavez Elem.**  
**Tom Waller, San Diego HS-Business**  
**Camille Zombro, SDEA President**

*As submitted, unpublished, to the San Diego Union Tribune.*

### New not always better

Dear Editor—

As a conservative Republican member of the San Diego Education Association, some say I should not be a Union Rep. for my school. But I am. Some would say I should not have been a delegate to the liberal NEA Convention in DC last July. But I was. Some ask me why I want to be involved with "these people"?

Why? Because I am convinced that, as a previous letter writer stated so well, unions exist to protect employees against arbitrary and abusive treatment by management. In a perfect world we would not need a union, or locks on our doors. But this is not a perfect world and sometimes "pushback" from the teachers union, although often expensive, is needed.

Do I agree with SDEA on all or even most issues? Of course not. But I do agree on some and have made myself a promise to make my voice heard on the others. One thing I do believe after 15 years in the classroom is that "new" does not always mean better, but it does keep consultants and publishers in business.

May our "new" school board be better than the last and put quality education first, wasting money on the "new" best practice of the month last, and return to creating a school district built on a foundation of trust and honest communication.

—**John Kennett**  
**SDEA Member**

*Full version published in the San Diego Union Tribune.*

### What about SDEA-R?

Dear Editor—

This is the first letter I have ever written to The Advocate but thought I would put forth my concerns. I started teaching in San Diego in 1978, after having taught in New York for a few years, and retired 18 months ago. However, as I grew from being the youngest teacher at a school site to one of the oldest, I never understood why the union

*See LETTERS, page 9*

## Letters

*Continued from page 8*

never tried to do anything for health care coverage for retirees. Did the union members think that they would never get to retirement age? Were they only concerned with current salaries and classroom sizes, which only grew anyway over the years?

Since I have retired, I have continued to pay my dues but now question why I have been doing so. Does SDEA do or care anything for its members once they leave the district? Is there any real reason for me to pay my dues next year?

— **Steve Douglas**  
**SDEA-R Member**

*SDEA responds (see article at right).*

### SDEA response: It is all about WE (*all* of us!)

SDEA has a balancing act between our members, our former members, and the district playing us off each other. Current support from the Retired Medical Fund was bargained years ago and has increased to \$265 a month from age of retirement (55+) until age 67. WE realize that benefit does not cover the full cost. Our stated goal in our Initial Bargaining Proposal is, "The District will improve benefits for retired educators." While that sounds amorphous, the major benefit that retired members receive from the District is their Retired Medical Fund payment.

Are WE concerned about retirees? Remembering that the WE is all of us, yes! All of us need to plan for the future, even if WE just started teaching.

The fact is that had medical care costs

not far exceeded the cost of living, the current contribution would mean much more. The answer is not just what can WE do together. It is what the federal and state governments can do in "solving" medical care issues. Can WE achieve anything at the bargaining table? You read the news and our Advocate. WE ALL need to be active in supporting bargaining and in letting legislators know that health care costs and medical coverage for everyone are issues that must be dealt with. Write, call and talk with board members, legislators and President Obama. Keep our feet to the fire.

As far as your dues question, our answer is, "An organization is only as good as the participation of its members." Nobody is going to do it for you. Together, WE are going to get things done.

## Knox teachers organize to help their school

*by Shannon Grable*  
**Knox Teacher**

You may have heard of our school. Recently, it received more attention than usual as the poster child for the Proposition S campaign. Pictures of our very own staff restroom graced the postcards that were mailed out as evidence to voters that our schools are indeed in bad shape. Unpleasant footage of our site even made the news on Channel Eight. It literally was not pretty.

All this unwanted attention helped us finally realize that our school was in bad shape: trash littered the campus, the restrooms were gross and unsanitary, and the daily breakfast in the classroom, combined with rare classroom cleanings, were turning our rooms into pest-ridden, filthy chaos.

Yet Knox Preparatory is not the uncared-for school the pictures suggested. We love our school and are proud of the community we serve; that is why we decided enough was enough.

We held a site meeting and began to discuss the concerns we all privately felt. We asked our fellow staff members to share their personal experiences around this issue. We soon realized that the unsafe and unsanitary conditions of our school were widely and deeply felt and we all wanted to find solutions.

Our site union representatives shared these ideas with our administrator and proposed solutions, including a school-wide clean up day and posted cleaning schedules. It turned out she too was feeling these issues, and she was very receptive to our proposed solutions. Opening the doors of communication and working together has begun to clear some of the trash at Knox Preparatory. Our restrooms are currently being renovated and janitorial has begun to work more closely with our staff to ensure our classroom needs are being met.

We feel proud and empowered knowing that we are making our school better for the wonderful students we serve. Together we are stronger!

### Knowing your contract makes a difference!

#### ARTICLE 11. SAFETY CONDITIONS OF EMPLOYMENT

##### **Section 11.2: SAFE AND SANITARY FACILITIES**

- 11.2.1. The District agrees to maintain schools and other work locations in a safe and sanitary condition, and shall not knowingly violate applicable provisions of state and federal laws relating to health, safety, and fire.
- 11.2.2. During periods of extremely hot weather, classroom unit members may, with approval from the principal/supervisor, relocate their classes from assigned rooms to shaded areas outside of the building or relocate their classes from portable buildings and other identified hot areas to a more comfortable room or facility on campus.
- 11.2.3. School Site Maintenance. Unit members who have unresolved concerns with school site maintenance/custodial services shall complete an appropriate form to be developed by the Contract Administration Committee in consultation with the Director of Maintenance and Operations. The completed form shall be submitted to the Maintenance and Operations Department with copies to the principal or immediate supervisor and the Association.

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**Brian Devereaux (fourth) gets into the spirit.**



**Sarah Rodondi and Keith Linder show off their red SDEA shirts.**

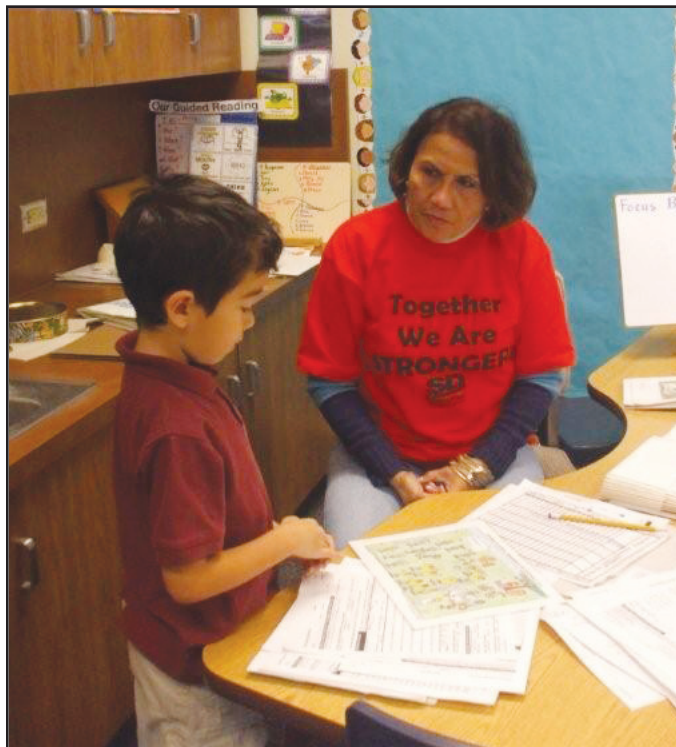


**Nona Holgado (first) has SDEA pride!**



**PE Teacher Keith Linder walks the walk!**

# Bethune-Style!



**Avelina Inocencio (first) shows her solidarity.**

On Dec. 9, teachers at Mary McLeod Bethune K-8 wore their “Together We Are Stronger” SDEA shirts in a collective show of bargaining solidarity and support for recalling laid off teachers. This action was a first for the school, and red shirts were worn in the Bethune community spirit of aloha for our new school board and the challenges we face together. The day was so popular that some classified staff joined in, and students complimented their teachers on the look of the day!

The show of unity began face-to-face, with a site visit from SDEA President Camille Zombro and communication to all with site and group organizers. During several of these Bargaining Kickoff Site Meetings, members across SDUSD discussed their bargaining priorities and the work ahead as SDEA organizes for a stronger contract. Solidarity actions are a critical part of the work every site and every member must do to demonstrate the reality and the dedication behind our bargaining proposals.

The months ahead will demand our time, our best thinking and our talents as we organize to make meaningful gains at the bargaining table. Our stories and the issues we face in every school are what drive the work ahead. When you wear your “Together We Are Stronger” shirt and someone asks why, give them honest answers about working under an expired contract, wondering when the crushing workload of new programs will let up, and questioning whether or not the work you do is valued by SDUSD. Wear your red t-shirts with pride, SDEA!



**From left: Tommy Flanagan, Alison Koll, Leilani Obtera and Carmella Davis show support for bargaining.**

*photos by Camille Zombro*

# CTA files school funding initiative

California's schools are in crisis. The state legislature has cut the funds to public education by \$3.5 billion with more cuts anticipated. We remain 46<sup>th</sup> in per-pupil funding. As educators, we are continued to be asked to do more with less.

The CTA State Council of Education took action last October by passing a new business item directing CTA to draft and submit to the attorney general a proposed initiative to raise taxes to benefit schools and colleges. At the Dec. 16 CTA Board meeting, the CTA Board of Directors unanimously passed the wording for the initiative. On Dec. 19, CTA filed the initiative with the secretary of state. The initiative is titled The Public School Investment and Accountability Act.

The initiative includes:

- A one-percent sales tax increase effective January 1, 2010. It would generate \$5 billion to \$6 billion annually.

- Funds could be used for reducing class sizes, provide programs in art, music, career technical and vocational education. Funding could also be used to hire additional nurses, librarians and counselors. Shared planning time during the school day could be

funded by this initiative.

-No money could be used on administrative costs.

-Strict accountability would prohibit the legislature and governor from taking, cutting or diverting the funds away from education. The state controller would audit for compliance in the use of the funds. Audit results would be posted on websites. The attorney general could seek civil or criminal penalties for any misuse of funds.

-Eleven percent of the funding would go to community colleges.

A complete copy of the initiative and additional information is posted at [www.cta.org](http://www.cta.org). During the weekend of Jan. 23-25 the State Council will determine how the initiative moves forward.

Jim Groth can be contacted at [jgroth@cta.org](mailto:jgroth@cta.org).



**Jim Groth**  
CTA Director, District P

# Change is in the air

## A new year brings new opportunities

One of my responsibilities as an NEA Director includes attending the NEA Board of Directors meetings in Washington, D.C. The board meetings are two full days and are preceded by a day of lobbying on Capitol Hill. Usually, the lobby day is my favorite part of the trip. Unlike many directors, I do not just meet with staff members. I generally get to meet directly with Susan Davis and Bob Filner, the two Democrats in the House from San Diego County.

In September, the lobby day was not so much fun. The Congress was in the midst of trying to pass an economic bail-out package and we were asked to lobby on legislation that had not been written. Members of Congress were in the middle of the election process and we were not discussing education or health care.

December was an entirely different matter. With the exception of the Senate race in Minnesota, elections were over and there were few visitors to the Capitol on our lobby day. Again, we were asked to lobby on economic recovery issues but the day was invigorating. Despite the fact that 35 states were in desperate financial circumstances (that number has since increased to 45) there was a hopeful feeling. The economic mess we are in will take quite some time to improve so I do not expect to see much on the reauthorization of ESEA for six months or more. However, the economic recovery plan will impact our professional lives.

The efforts to help our economy improve will not be limited to bailing out financial firms, but will also include job creation. Public works programs will be financed with federal dollars in order to rebuild the nation's infrastructure and to create jobs. School construction programs will be one of the ways that jobs will

be created. How much will be coming to our area is unknown at this point in time but we should expect to see some school construction money coming to our state and perhaps to our district.

Overall, expect education to take a back seat to the economy, the war and health care. We now know that Superintendent of Chicago schools, Arne Duncan, is the President's choice for Secretary of Education. After speaking with one of the congressional staffers, I learned that we should look at the team of policy advisors as being more critical for policy-making decisions than the Secretary positions. It was explained to me that the Secretaries generally handle the bureaucracy, over 2,000 employees in the department, and time will tell how that plays out in the Obama administration.

I do expect to see some changes in the future. Although it may not be this year, there is a realistic hope to see a repeal of the Social Security offsets. We will not see an end to standards but we will see multiple measures of assessment as opposed to a single test score. We might even see growth models but not without some work on our part. NEA continues to work on our issues but there is no substitute for the voices of educators when it comes to influencing education issues.

Be willing to speak up and keep your voice heard, it's the only way we can get attention for our issues.

Elizabeth Ahlgren can be contacted at [elizahlgren@yahoo.com](mailto:elizahlgren@yahoo.com).



**Elizabeth Ahlgren**  
NEA Director, District 10

# New year, new healthy attitude

The new year brings a fresh opportunity to take control of your health. If you are enrolled in a medical plan made available to your district or association by the Southern California Schools Voluntary Employees Benefits Association (VEBA), you have access to a wide variety of tools and resources to help you make the most of your medical benefits. Take a few minutes to learn about these resources so that you have the most up-to-date information.

## PacifiCare-Provided Resources

If you are enrolled in a VEBA-sponsored PacifiCare medical plan, you have access to these resources:

- An online provider directory. Search for a doctor or other health care professional by name, specialty or ZIP code. Simply go to [www.pacificare.com](http://www.pacificare.com) and click on Member/Guest. Select your state in the pull-down menu, then "Find a Doctor" in the Doctor Directory tab. Finally, select the Service Type and follow the onscreen directions;
- Health management programs to help you or a family member manage a chronic condition, such as asthma, heart disease or smoking cessation and maintain a healthy lifestyle;
- PacifiCare Perks®, which offers savings on products and services that are not typically covered by insurance, such as vitamins and herbal supplements, health and wellness products, water-testing kits, fire extinguishers, emergency supplies, over-the-counter medications and personal products, and more;
- Health Assessment, an online questionnaire that determines your current health status and helps identify potential health risks. You'll get an immediate and confidential report, plus recommendations on wellness programs that may help you improve your health;
- Bilingual and culturally sensitive health information and resources:
  - Latino Health Solutions<sup>SM</sup> provides Spanish-language resources: [www.pacificarelatino.com](http://www.pacificarelatino.com);
  - Generations of Wellness<sup>SM</sup> provides in-depth information about health care coverage plans, services and health resources for African-Americans: [www.uhcgenerations.com](http://www.uhcgenerations.com)
  - Health Solutions for Asian-Americans provides educational materials and resources in multiple Asian languages to the Asian-American community: [www.pacificareasia.com](http://www.pacificareasia.com);
- A 24-hour nurseline, available seven days a week, 365 days a year at 1-866-747-4325 (1-800-877-8044 for the hearing-

impaired).

For information about these and other PacifiCare member resources, please visit [www.pacificare.com](http://www.pacificare.com).

## Kaiser Permanente-Provided Resources

If you are enrolled in a VEBA-sponsored Kaiser Permanente medical plan, you have access to:

- Online health management tools at [www.kp.org](http://www.kp.org). Save time by requesting routine appointments, ordering prescription refills, e-mailing your doctor's office with nonurgent questions, and looking up most test results online;
- Convenient locations. Many Kaiser facilities offer multiple services under one roof, so you can take care of all your health needs in one location. There are more than 160 facilities in Kaiser's Northern and Southern California Regions, so you can choose one that is most convenient for you. Plus, many locations offer same-day, after-hours, and weekend appointments;
- After-hours nurseline. If you have a health-related question after your doctor's office is closed, try the after-hours nurseline at 1-888-KPONCALL (1-888-576-6225), or 1-888-880-0833 for the hearing-impaired. Nurseline hours are 7 p.m. to 7 a.m., Monday through Friday, and 24 hours on weekends and holidays;
- Emergency care that is covered worldwide, whether it is from a Kaiser provider or not;
- Personalized wellness support to help you successfully quit smoking, lose weight, or manage your ongoing health condition at [www.kp.org/healthylifestyles](http://www.kp.org/healthylifestyles). You can also learn how to manage your asthma, reduce stress, or get fit with classes offered at Kaiser medical facilities (some classes may require a fee). Visit [www.kp.org/classes](http://www.kp.org/classes) to find a class near you;
- Reduced rates for alternative care and fitness, such as massage therapy, acupuncture, and chiropractic care, as well as preferred rates on select fitness club memberships. Visit [www.kp.org/choosehealthy](http://www.kp.org/choosehealthy) to learn more.

For information on these and other Kaiser member resources, please visit [www.kp.org](http://www.kp.org).

In addition to the resources listed above, you can also contact the VEBA Advocacy Programs at 619-278-0021.



## Attention Teachers Hired This Year!

Standard has extended the 120 new hire campaign until February 15. This means that all teachers hired this school year have additional time to sign up for The Standard Voluntary Disability Plan and up to \$200,000 of life insurance and not have to complete evidence of good health questionnaire (Part C of the application).

Members can sign up online at [www.cta.org](http://www.cta.org) and I have included a copy of the enrollment booklet that you can email out to your reps as a quick resource. Here are few reasons why The Standard is a good choice.

- The pre-existing waiting period is 10 working days. Other plans can be as long as 2 years.
- It pays for accidents and illness occurring on or off the job. The plan will pay in addition to Workers Comp. Others will not.
- It pays 75 percent of all extra duty pay including stipends, coaching, summer school, etc.
- All members have access to the CTA Advisory Panel, meaning that all claims disputes are resolved by a group of peers.
- Once you have the plan, it is not up to you to report your salary annually. This means you will always be paid the proper percentage of your full salary no matter what.

## SDEA President Camille Zombro Site Visit Log

Working directly with SDEA members and sites is the most important work of SDEA leadership. Each month we will include a list of the schools visited by SDEA President Camille Zombro. **To schedule a site visit, email Camille at [zombro\\_c@sdea.net](mailto:zombro_c@sdea.net).**

### December

- \* 2: Perkins Elementary
- \* 2: Foster Elementary
- \* 11: Preschool teachers at SDEA
- \* 11: Crawford HS - IDEA
- \* 15: San Diego HS
- \* 17: Chollas Mead Elementary

### January

- \* 8: Cubberly Elementary
- \* 15: Benchley-Weinberger Elementary
- \* 20: Music Program
- \* 21: Lewis Middle School
- \* 21: Taft Middle School
- \* 22: Miramar Ranch Elementary

# Contract Fact

by Ossee Desmangles  
SDEA Contract Specialist

## Retiree Medical Fund

On Dec. 15, 2008 both The San Diego Unified school District and The San Diego Education Association entered into an agreement regarding the retiree medical fund, which consisted of the following:

This side letter was developed between the San Diego Unified school District (District) and the San Diego Education Association (Association).

Section 9.8.6, of the Collective Bargaining Agreement, allows for a change to the reduction an eligible retiree receives for their contribution toward participating in a district-sponsored group medical plan when there is an agreement between the parties.

The parties agree that the amount will be changed from two hundred (\$200.00) monthly to two hundred and sixty-five dollars (\$265.00) monthly, effective Jan. 1, 2009. The increased amount is based on and justified by an actuarial study indicates the increased amount can be established while at the same time maintaining a prudent reserve over a twenty-year time frame.

## Auto insurance for CTA members.

Shaping young minds has its rewards.



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Call toll-free  
**1-888-744-9717**

Monday - Friday - 6:00 a.m. to 6:00 p.m.  
Saturday - 8:00 a.m. to 12:00 p.m., P.T.

[www.calcas.com/cta](http://www.calcas.com/cta)



**"Protecting California's educators for over 50 years."**

Take advantage of your membership and the over 50-year relationship between California Casualty and CTA. Call the toll-free number to learn more about this offer.

### CTA members deserve the finest auto insurance protection.

- Multi-Policy Discount When You Insure Both Your Auto & Home
- \$500 Personal Property Coverage
- No Deductible if Your Car is Vandalized Within 500 Feet of School Property
- Convenient Payment Plans with Summer Skip Option
- Unlimited Towing and Roadside Assistance Available
- Identity Theft Resolution Service - FREE!

# Degrees and Credentials

## for Education Professionals



### GRADUATE EDUCATION PROGRAMS

Education (MAE) Emphases:

- Curriculum & Instruction
- Educational Leadership and Administration
- Instructional Technology
- Professional Learning Community
- Reading
- School Counseling (MA), PPS Credential
- School Psychology (Ed.S.)/ Educational Psychology (MA), PPS Credential
- Teaching (MAT): Elementary, Secondary, Special Education
- Special Education (MA) Professional Learning Community

### EDUCATION CREDENTIAL AND CERTIFICATE PROGRAMS

- Multiple Subject
- Single Subject
- Special Education (Levels I & II)
- Preliminary (Tier I) and Professional (Tier II) Administrative Services
- Professional Reading Certificate
- Ryan Professional Clear



**- Next session starts March 30 -**



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CLTC, LUTCF  
CA Insurance Lic. #0C37881
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Call 800.340.1099 x4071  
E-mail [admission@fielding.edu](mailto:admission@fielding.edu)

# Timelines for SDEA General Election Spring 2009

For the Election of

**LOCAL** – Instructions emailed to personal email and available at [www.SDEA.net](http://www.SDEA.net)

SDEA Board of Directors

Area I (Crawford, Hoover, Morse)

Seat 1 (Secondary)

Area II (Lincoln, Mission Bay, San Diego)

Seat 4 (Elementary)

Area III (Clairemont, Henry, Kearny, Point Loma)

Seat 7, (Elementary) & Seat 8 TERMED (Secondary)

Area IV (La Jolla, Madison, Mira Mesa, Scripps Ranch, Serra, University City)

Seat 10 (At Large) & Seat 11 (Secondary)

CTA State Council Delegates seat(s):

1,2,3,6,7,11,13,14 & 16

NEA/RA Election

**STATE** – Instructions and **paper ballots mailed home**

CTA Service Center Council EM-At-Large State Council Seat

NEA/RA Delegates

Deadline for Nomination (Rep. Council)	February 18
Deadline for Campaign Statements and Fliers (300)	February 20
Election	March 9-20
Deadline to cast ballot (online or mail no later than 5:00 pm)	March 20
Ballots Verified and Counted	March 23-25
Candidates Notified of Results	by March 26
Date Election is Official (Board Certification)	April BOD meeting

### NEA Local Delegates

The 2009 National Education Association Representative Assembly will be in San Diego from **June 30 – July 7**. SDEA will be sending approximately fifty (50) delegates. The President will attend as a delegate. All SDEA members are eligible to run. If you are interested in being a delegate, your Declaration of Candidacy form must be received in the SDEA office by 5pm on **February 18**. Candidates wishing a complete set of SDEA's election procedures may pick up at the SDEA office. The Local ballot material will be available at [www.MyCTA.org](http://www.MyCTA.org) or [www.SDEA.net](http://www.SDEA.net). Most members will receive their voting instructions via personal email. Contact SDEA if you have not received local instructions by March 9.

### NEA State Delegates (members can run as a local and/or state delegate)

State Delegate Declaration of Candidacy forms were run in the December issue of the California Educator and are available on the CTA website ([www.CTA.org](http://www.CTA.org)) only. State delegate forms must be returned to the Service Center office by 5pm on Friday, **January 30, 2009**. That office is located near Fashion Valley, west of the SDEA bldg., 5353 Mission Center Road, #105, San Diego, CA 92108 and their phone # is 619 683 3990. The State instructions with paper ballots will be mailed home. Contact SDEA if you have not received your State Instructions and ballot by March 11, 2009.



10393 San Diego Mission Rd, #100  
San Diego, CA 92108  
(619) 283-4411  
[www.sdea.net](http://www.sdea.net)

## DECLARATION OF CANDIDACY FOR LOCAL DELEGATE TO THE **2009** NEA REPRESENTATIVE ASSEMBLY IN **San Diego, CA (June 30 to July 6)**

Name \_\_\_\_\_ School Phone (\_\_\_\_)\_\_\_\_-\_\_\_\_\_  
Home Phone (\_\_\_\_)\_\_\_\_-\_\_\_\_\_  
Email address \_\_\_\_\_  
Personal Email address \_\_\_\_\_

Home Address \_\_\_\_\_ City and Zip \_\_\_\_\_

The following information is needed to complete delegate-reporting forms to the NEA:

Social Security #: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_ Gender: Male \_\_\_ Female \_\_\_

Education Position:  
Teacher/Educator - NEA Active (Non-Supervisory) Member **yes/no**

Ethnic Grouping:  
\_\_\_ American Indian/Alaska Native \_\_\_ Asian \_\_\_ Black \_\_\_ Caucasian \_\_\_ Hispanic

Biographical Sketch: Please give a brief biographical sketch of no more than 25 words. (If more are used, the flyer will include only the first 25 words.) This will be on a flyer to accompany ballots. If you wish your ethnic grouping to be listed, this will not count as part of the 25-word limitation.

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

Signed: \_\_\_\_\_ Received by SDEA: \_\_\_\_\_

**This Form must be filed no later than 5:00 p.m. on February 18, 2009** at the San Diego Education Association office, 10393 San Diego Mission Rd, #100, San Diego, CA 92108. (To verify receipt of this form, you must obtain a **DATED** copy, SIGNED by a designated SDEA staff person.)

# Your union. Your advocate.



photo courtesy of the Pacific Beach Middle School staff

Left: Pacific Beach Middle School's staff wore their red SDEA t-shirts in a show of solidarity and support of the ongoing bargaining campaign.



## Keep sharing your thoughts!

Until we have a contract, we will be wearing our red SDEA shirts to show that together we *are* stronger. Send in your red shirt photos to be featured in The Advocate! Please include contact information.

Keep sending in your letters! **This month we would like to hear members' thoughts regarding how we can bargain better language to support special educators and general educators who co-teach with special educators.**

Advocate questions, comments and submissions may be directed to [advocate@sdea.net](mailto:advocate@sdea.net).

<http://www.sdea.net>

**San Diego Education Association**  
10393 San Diego Mission Road, Suite #100  
San Diego, California 92108

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