

THE ADVOCATE

Strength in Numbers



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A FAIR CONTRACT

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FLEXING OUR MUSCLE

The SDEA Strong Site program is officially underway.

Right: With public education under attack from all sides, SDEA's Day of the Teacher celebration punctuated a week of actions including parent leafletting, site-based actions, and leafletting Padres fans on Teacher Appreciation Night. See page 6. **Cover:** Horton site organizing team members Yoli Banda and Rachel Stillwell create space for their co-workers to add to the "full plate." See page 4.



photos courtesy of Camille Zombro

LEADERSHIP LETTER

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BARGAINING RETROSPECTIVE

As the schol year draws to a close, bargaining efforts continue.

CONTRACT FACT

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WHAT'S IN A WORK WEEK?

On-site time, duty-free lunches and meetings, oh my!

DEPARTMENTS

THE ADVOCATE

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.**

May

- 1-Lincoln HS
- 4-Rosa Parks El.
- 6-Freese El., University City
- 7-Perkins El., Zamorano El.
- 8-Lincoln HS
- 11- University City HS
- 12-Standley MS
- 13-Fletcher El., Hamilton El., Juarez El.
- 15-Juarez El.
- 18-Marshall MS, Benchley-Weinberger El.
- 19-Muirlands MS
- 20-Oak Park El.

- 22-Horton El., University City HS, Bird Rock El., North Park El.
- 26-Zamorano El., Rodriguez El.
- 27-Juarez El., Perry El.
- 28-Mission Bay HS
- 29-Sherman El., Baker El.

June

- 1-Emerson-Bandini El., Rodriguez El.
- 4-Sandburg El.
- 9-Baker El.
- 10-Bell MS, Perry El.
- 17-Baker El.



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SDEA Mission Statement 2008-2009

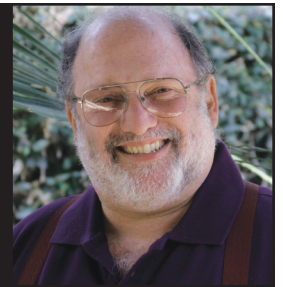
The members of SDEA are dedicated to providing a quality public education. As a professional union advocating the interests of certificated staff, students and the community, SDEA/CTA/NEA will implement its membership commitment through involvement in politics, building coalitions, negotiations and grievance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



Letters in Solidarity

Camille Zombro
SDEA President

Marc Capitelli
SDEA Vice President



The year in bargaining Looking back, moving ahead

SDEA Members—

In the year since the expiration of our contract, we have worked hard to get the District focused on bargaining. Between the Superintendent's constant sideshows, the District's blurry financial picture, and their blatantly illegal pattern of "bad faith bargaining," progress has been intentionally stalled. It is time to demand a settlement.

Amid all this uncertainty and hostility, SDEA members are remarkably clear about our bargaining priorities. In thousands of discussions during this school year and last, at all levels, and all over the city — the same top five priorities have been articulated by SDEA members:

- **Preserving our existing healthcare.**
- **Moving our salaries to the county median.**
- **Mitigating our significant workload issues, which impact our ability to teach and work with students effectively.**
- **Preserving class size at the elementary level and capping classes in secondary schools.**
- **Moving from a caseload model to a workload model in Special Education.**

We also recognize that the financial outlook for all of California's schools is bleak. SDEA has already demonstrated commitment to SDUSD by making significant contributions to the financial health of the District. We have contributed over \$40 million over five years through the SERP, agreed to get a "second opinion" on the District's budget from an independent agency, offered to close off the 2008-2009 school year with no retroactive raise — and let's not forget that with salaries about four percent below the county median, we already give from our own pockets every year we work in SDUSD.

So if we know our priorities, and we are willing to work with the District, what is the obstacle?

Despite the promising words and acts of our School Board majority, the Superintendent continues to bombard schools with sudden, drastic changes. Employees across the District are talking about the persistent backward slide toward the times of hostility, division and fear that characterized the Bersin era. In short, Superintendent Grier is our greatest obstacle. Grier's pattern of behavior has made it clear that his agenda is to destroy our union by instituting divisive changes such as merit pay and teacher evaluations based on test scores.

We still have reason to have faith in our School Board majority to stop the hostility. Trustee Richard Barrera has shown real courage in supporting the Proposition S Project Stabilization Agreement, standing solid against all layoffs and furloughs, and keeping focused on navigating tough financial times with a true sense of creativity and humanity. Trustee John Lee Evans has taken risks by attempting to shift the Board to a more positive direction and to limit the impact of standardized tests on our classrooms. Trustee Shelia Jackson withdrew proposed teacher layoffs, but we call on her to show the leadership needed to change the negative direction of the Grier administration and to take direct control of the District.

We know our priorities and what it takes to reach a fair contract settlement. SDEA has reached out to the District, and our bargaining proposals reflect real and meaningful concerns from San Diego's classrooms. But we simply cannot settle a contract when every day brings a new disruption to our schools and our instructional programs.

It is time for a return to honesty, openness and fairness throughout District. The School Board must take the lead in demonstrating its commitment to the children of San Diego and staff members who make SDUSD work every day, for every child.

In Solidarity,

Camille Zombro

Camille Zombro
SDEA President

Marc Capitelli

Marc Capitelli
SDEA Vice President

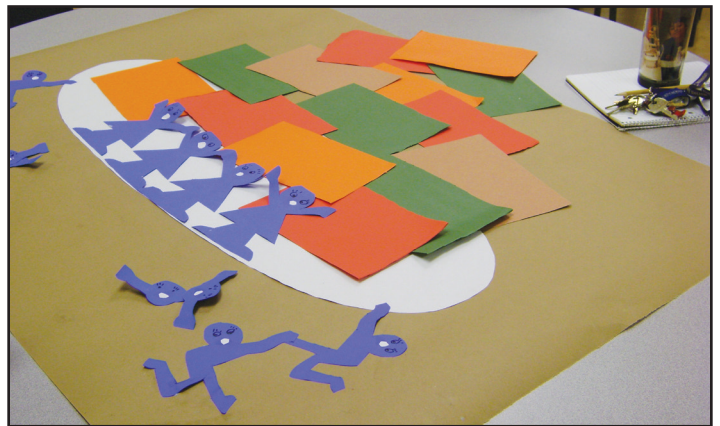
SDEA Strong Sites are getting organized

On April 1 SDEA held an Emergency Rep. Council meeting to discuss next steps in the bargaining campaign. Sites were asked to volunteer for intensive site-organizing in support of the bargaining campaign and to support their own site communication structures. 29 sites volunteered for this important program.

Since April, SDEA staff and leaders have been visiting these "Strong Sites", helping to recruit site organizing teams and holding site solidarity actions to demonstrate support for the bargaining campaign.

Each Strong Site is holding meetings with all staff and with their organizing team to plan and take part in solidarity actions of their choice. Montgomery MS staff will hold a pot lock with parents to talk about the reality behind our contract fight. Chollas-Mead teachers held a joint PTA and SDEA meeting to talk with parents about the issues affecting their classrooms. UCHS staff are calling on Trustee John Lee Evans to meet with them and discuss the impact of special education program changes on all classrooms. Horton Elementary staff will present their "full plate" (pictured below and at right) to District leaders. These are just a few examples of how SDEA members creatively express their unity and their resolve to find meaningful solutions through bargaining. Strong sites will continue their actions as we move into the fall.

Our union is strongest when all members take ownership of the issues that matter most to them. When we organize to win changes at the most personal level, the sites where we work with students every day, we not only win important changes for the union but we building a stronger SDEA.



photos courtesy of Camille Zombro

Top: At the emergency Rep. Council meeting called on April 1, sites were asked to volunteer for intensive site-organizing in support of the bargaining campaign and to support their own site communication structures.

Center: Strong Site Horton Elementary's full plate, complete with children clinging to their education and getting dropped off, is the staff's visual depiction of their overloaded teaching day. SDEA members added examples of the many things that fill their plates and take away valuable instructional time.

Above: The Horton Elementary Site Organizing team (Natasha Frost, Yoli Banda, Rachel Stillwell and Alfredo Vargas) discuss their plans to collect signatures and ideas from co-workers and to present their poster to District leadership, demonstrating their solidarity behind a this critical issue.

WORK HOURS

Know Your Rights!

I can't get this straight! What is my actual required number of work hours?

There are two different work hour requirements – the minimum on-site day and the workday. The minimum on-site day is the minimum number of hours that you must stay at the worksite. The workday is the total number of hours you can be required to work.

FULL TIME STAFF	MINIMUM ON-SITE*	WORK DAY
Classroom teachers	6-hours 35-minutes	8 hours
Non-classroom certificated staff	6-hours 35-minutes	8 hours
Early Childhood Educators at a CDC	7-hours 30 minutes	8 hours

*Minimum on-site day excludes your duty-free lunch (minimum of 30 minutes).

Can I be required to stay at work beyond the minimum on-site day? How long?

You can only be required to stay at work up to 8 hours. This applies to all full-time union members. The exception is for those who have made additional arrangements to work longer hours to, for example, coach an athletic team. But remember – you are entitled to be compensated for all required work beyond the 8-hour workday!

For what reasons can I be required to stay at work beyond the minimum on-site day?

The union contract limits the reasons for which you can be required to stay at work beyond the minimum on-site day. The *balance of the 40 hour workweek* can include only these job duties: a reasonable number of meetings (See “*Know Your Rights! Meeting Attendance*”), conferences, departmental activities, site planning, evaluation and instructional activities, open houses and staff development. You cannot be required to remain on site to do preparation or provide service to students during this time. Take note if you are non-classroom certificated staff: You do not have to routinely remain on site beyond the minimum on-site day and do not have to obtain daily approval to leave the site before the end of the workday.

DEFINITION

“Balance of the 40 hour workweek”

The weekly difference between the minimum on-site day of 6 hours and 35 minutes (excluding lunch) and the 8 hour workday.

What about breaks?

Full-time staff is always entitled to a duty-free lunch break of at least 30 minutes. Duty-free means no work! For non-classroom certificated staff, when required to remain on-site for 8 hours, you are entitled to two 15 minute rest periods per day.

What should I do if my union rights on work hours are being violated?

First, remember the union saying, “Obey now, grieve later.” Document what’s happened and work with the AR at your site to grieve the violation, which may include seeking extra pay. If the issue is widespread at your site, hold a union meeting to create a collective plan of action.

Sources: *Collective Negotiations Contract, July 1, 2006 – June 30, 2008 (Section 8.5)*

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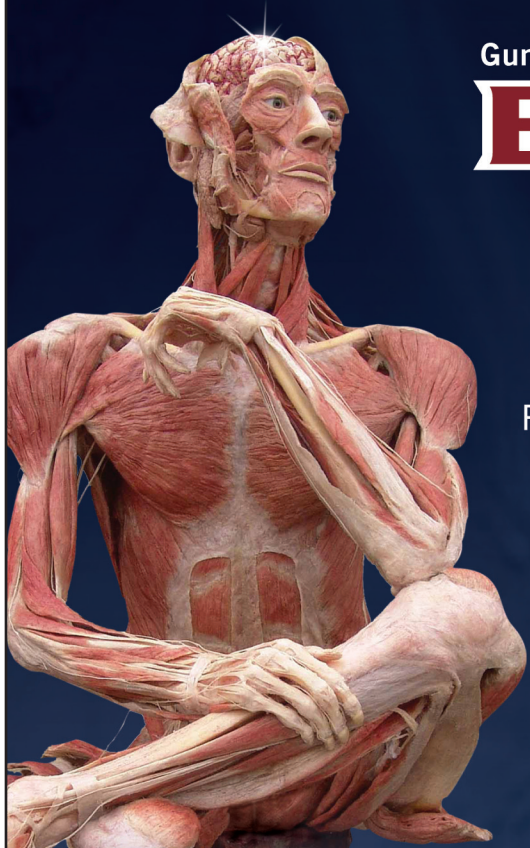
SDEA members reach out to community

If we were to make a Venn diagram of the issues SDEA members care about and the issues that matters most to parents, the space in between would be filled with two critical issues: class size and curriculum. This year SDEA members took time from our week of celebration to begin an honest conversation with parents about the impact top-down decisions are having on our ability to serve students' needs. Members gathered at their sites on Day of the Teacher (May 13) and at Padres Teacher Appreciation Night (May 15) to share our struggles with the public. We know that all of us who care about our community's children stand united in working for the betterment of our schools. Together we are stronger!



photo courtesy of Camille Zombro

Clockwise from top: 1. Teachers Carmi Strom and Lisa Schifrin share what it takes: Teaching, not testing! 2. Chollas Mead members Jacqueline Navarro, Kristen Zittle, Tom Courtney, Stella Miller and Marta Garcia wow Padres fans with their show of strength. 3. Franklin Elementary staff share information with Padres fans about SDEA's bargaining campaign. 4. A Hamilton teacher talks to parents about what's on her mind on Day of the Teacher.



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– Next session starts June 8 –



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Marc Knapp Memorial Leadership Fund

Marc Knapp was a leader of extraordinary fortitude and vision. He helped guide SDEA through the precedent-setting strike of 1996, led us during the tumultuous tenure of Alan Bersin, and touched the lives of countless students and educators across our city, our state and across the country.

Marc left us a legacy of leadership, integrity, and grit. His actions, words, and dignity are a template for leadership. We chose to recognize his dedication by building an even stronger union and a stronger future for public education in his memory.

A grant from the fund may be used to prepay a portion of, or all, registration fees for a conference or training, the costs for room and board, and travel expenses (up to \$500 per SDEA member).

Becoming a Marc Knapp Fellow

With leadership comes responsibility. The expectation of SDEA is that a Knapp Fellow will report in writing, or in person, to the SDEA Board of Directors about their experience. We expect Knapp Fellows to participate in leadership roles within SDEA.

Application forms are available at SDEA. We encourage you to apply!

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Together we are... super!



Left: San Diego Early/Middle College shows that small schools have super SDEA spirit! Staff wore their red t-shirts to support bargaining.



School's out for summer...

As the end of the school year draws near, The Advocate will be taking a break. New publications will resume in the fall as we all come back refreshed and ready to make our case to the District for a fair contract for educators.

Enjoy your vacation, SDEA!

Advocate questions, comments and submissions may be directed to advocate@sdea.net.

photo courtesy of Erin Clark