

THE ADVOCATE

Raise? Check. Election over? Check. Now what?

Every fall is a whirlwind for educators. That's especially true when we have a fall campaign as crucial as this year's, with the security of public education funding and the future of our School Board on the ballot. Add a wage reopener on top of that,

and hectic is an understatement. Now that we have a 4% raise on the books and the election is over, what's next?

This spring, SDEA members get to go back to the bargaining table once more. The current union contract expires on June

30, 2017, which means we will once again be bargaining over the entire contract: Wages, benefits and working conditions.

How will our bargaining team know what to fight for? SDEA is once again launching Bargaining Input Sessions union-

wide, where all 6,000 members will have the opportunity to decide together what we want for our schools and our profession. To learn more, read the column on page 2, and keep an eye out for your school's Bargaining Input Session!

Lessons in building an SGT, from Valencia Park

Site and Program Governance Teams are shared decision-making bodies established in our union contract. Section 24.4 of our contract says that decisions about the instructional program at our schools should be made by stakeholders, not just the principal.

As we built the power of our union at Valencia Park, our SGT has become more effective at creating the change that we want to see. Recently we had success in replacing a special education schedule that wasn't working for us or our students (but that our principal created) with a schedule that was designed by teachers. Here's how we did it!

1. Use union meetings to improve SGT outcomes. A small group of union members met first to identify the problems and the solutions. Then we had a union meeting before the SGT meeting. We discussed the problems and our ideas for solutions. We

tried to create unity behind the solutions.

2. If the issue is hot or contentious, bring supporters to the SGT meeting. We knew that the principal was invested in keeping the schedule she created, so this would be a hot issue. Instead of just the usual SGT representatives, we brought eight other teacher supporters to the meeting to speak up.

3. Clearly state the problem and solution, especially so parents can understand and get on board. We brought a flipchart with us that listed the problems and solutions we proposed. That made it easy for parents to understand and lend support. When it was time to make a motion, we knew exactly what to say because we'd prepared.

4. Stay united and stick to the plan. During the SGT meeting, the principal suggested that instead of the SGT making the decision, she meet privately with just a couple of teachers to



Special Educator Catherine Piquet, AR Theona Shields-Young and Site Governance Team (SGT) Chair James Jones worked together to build a strong SGT at Valencia Park.

find a resolution. We stood strong and insisted that SGT vote.

5. Create accountability. Count on following up to make

sure that decisions made by the SGT are enacted. If they aren't, it could be a violation of our union contract.



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Letters in Solidarity

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What if we all bargained at once?

We have had a busy first few months of the school year! We concluded bargaining and ratified our salary reopener Tentative Agreement, which included a 4% salary increase for all SDEA unit members. Hundreds of members like those at Scripps Ranch HS, pictured at right, made phone calls, walked precincts and talked to voters about the importance of passing Prop. 55 and electing Dr. Sharon Whitehurst-Payne. Although it has been a busy few months, our work is not done.

As we exit our election season, we will be ramping up for the next full round of contract negotiations. In November, we will be providing Bargaining Input Training to the SDEA Board and members leaders. Once trained, these SDEA members will have a goal of visiting every SDEA school site and program to conduct this year's Bargaining Input Sessions between December 2016 and February 2017. During these sessions, you will have the opportunity to discuss and rank your bargaining priorities when it comes to issues impacting salary, benefits and working conditions. The input you provide will help craft our bargaining proposals that will be presented to the District. Please make sure to attend a Bargaining Input Session, so that your voice is heard.

As we enter bargaining for the 2017-18 school year, we have a unique opportunity. Over the past year and a half, Lindsay has had the chance to meet with fellow presidents from other large urban CTA locals across the state. Through these conversations, we have discussed common issues facing our schools and communities. These issues have included the impact of the rapid expansion of unregulated charter schools on our local schools and communities, appropriate support and resources for our students with the greatest needs, and creating safe and supportive neighborhood schools.

In addition to identifying these common issues, we also figured out that many large urban locals, including Oakland and Los Angeles, will enter into bargaining at the same time. This means we will have the historic opportunity to coordinate our local bargaining efforts with other unions across the state to help tackle these common issues. We have seen what our collective strength within SDEA



has allowed us to do. Imagine what that collective strength can accomplish statewide. Together, we can win the schools all our students deserve.

Our collective power in SDEA is only as strong as the members involved in the work we do. We want to thank all of our ARs, CRs, committee members and Board members who volunteer hours of their time to help support fellow members and the work of SDEA. We are always looking for more members to get involved in one of our many SDEA committees. SDEA committees include the bargaining commission, elections committee, member engagement, and grievances, just to name a few. If you are interested in joining one of these committees, please email sdeapres@sdea.net to find out more information.

We hope you all have a wonderful Fall break!
Together We Are Stronger!

Lindsay Burningham
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SDEA President

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Your rights on jury duty, IEP meetings and grades

Jury Duty

Have you received a jury summons in the middle of the school year? Article 10.21 in the union contract provides SDEA members with certain rights pertaining to jury duty leave. Knowing these rights will help you make the best determination for when you actually perform your civic obligation to serve on a jury.

The contract provides for two options. You can either choose to serve during the school year at your regular rate of pay, or you can postpone your service until the summer and perform the service on an off-duty day, with pay. If you do not wish to disrupt the educational program in your classroom, and opt to postpone, you will need to complete and submit to your site administrator a jury duty postponement form, with your

original summons attached. When you actually fulfill your service, you will need the court to validate each day of service, and submit that verification as well. You will be compensated at 75% of the daily visiting teacher rate currently in effect per day of service (see Appendix D of the union contract for the rate, which is available on the union's website).

Also, be aware that if you are assigned to teach summer or extended school year, those are actual duty days, and you would have to postpone service to non-duty days before or after summer school or extended school year to receive additional pay.

Secondary Grade Reporting

As grade reporting period come up for secondary teachers, it is useful to remember our rights around grade reporting

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our union by
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requirements. Article 8.4 in the union contract stipulates that no administrator can require that we submit grades prior to the working day following the conclusion of the reporting period. Fourth quarter grades cannot be required prior to 8 a.m. of the last teacher workday of the semester, with the exception of student being promoted to high school, or graduating. Failures and unsatisfactory citizenship grades can be required earlier, however. For those schools using six student grade reports during the year, teachers can be required to fill in grades on the first, second, fourth, and fifth progress reports. A "D" or "F" on the second and fifth progress report will constitute compliance with the requirement of an unsatisfactory performance (warning report) if a pupil is in danger of failing a course.

Elementary Prep Time and Grading Periods

Elementary educators get preparation time in two ways: Through the elementary preparation time program, which not only give teachers time to plan but also gives students additional enrichment, and through modified days. In 2010, SDEA members were able to expand protections around workload and preparation time. The biggest changes were the

ability of elementary educators to get more of the monthly modified days set aside as time for preparation, and the prohibitions on meetings during modified days in the lead up to reporting periods.

Articles 8.6.6.1 and 8.6.6.3 establish the right for up to three modified days a month, for a total of 75% of the total modified days in a school year, to be set aside for preparation time. Article 8.6.6.2 ensures that in the two weeks prior to report cards being due, there are to be no modified day meetings for elementary educators. Those days are to be used strictly for unit member-directed preparation time.

IEP Meeting Attendance

With more students with IEPs in the general education setting, there is an increased need for more educators to attend IEP meetings. Article 29.1.5 states that there must be an attempt to schedule meetings within the eight-hour work day, and no more than three IEP meetings can occur outside the six-hour and thirty-five minute on-site day, per month. In the event that there is a need to accommodate parent schedules, if a meeting must occur outside the eight-hour workday, there must be prior approval by the principal, and the unit members must be compensated at their pro rata (hourly) rate of pay.

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Get A FREE Flu Shot

A Flu Shot Helps*

- Protect you against the flu
- Reduce your risk of flu-related hospitalization

Who Should Get a Flu Shot*

- Everyone 6 months and older
- Anyone with a chronic medical condition (such as asthma, cancer, COPD, cystic fibrosis, diabetes, HIV/AIDS, kidney or liver disease, obesity)

Do NOT Get a Flu Shot If You*

- Have a fever or are sick
- Had a serious reaction to a previous flu shot
- Are allergic to eggs
- Have or had Guillain-Barre Syndrome
- Are allergic to Thimerisol (preservative)

*According to the Centers for Disease Control (CDC)



This monthly benefits tip is brought to you by the California Schools VEBA. VEBA purchases your Kaiser, UnitedHealthcare, and other Health, Wellness, and Advocacy benefits.

Kaiser Members

- Go to a Kaiser Medical Facility
- Find a walk-in clinic:
 - Call the Kaiser Flu Hotline at 866-70-NOFLU (866-706-6358)
 - Visit kp.org and search "2016 flu shots"

UnitedHealthcare Members

Show your UHC ID card at these locations

- **Retail Pharmacies (HMO and PPO Members)**
 - CVS Pharmacy cvs.com/flu
 - Rite-Aid Pharmacy riteaid.com/pharmacyimmunization
 - Target Pharmacy target.com/flu
 - Walgreens Pharmacy walgreens.com/flu
- **Convenience Care Clinics (PPO Members)**
 - The Little Clinic thelittleclinic.com
 - MinuteClinic, CVS Pharmacy minuteclinic.com/services/vaccination
 - RediClinic rediclinic.com/services/vaccinations.php
 - Take Care Clinic, Walgreens Pharmacy takecarehealth.com/what-we-treat.aspx
 - Target Clinic target.com/flu