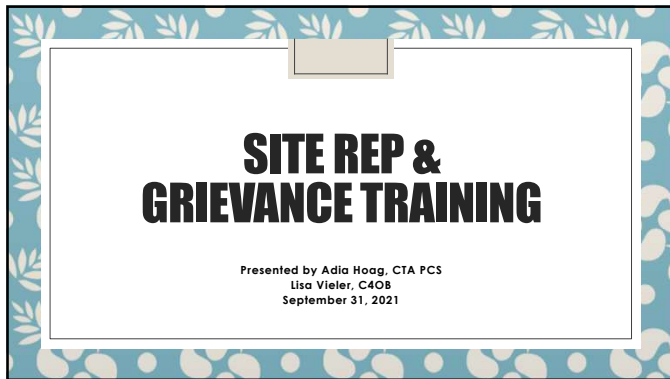
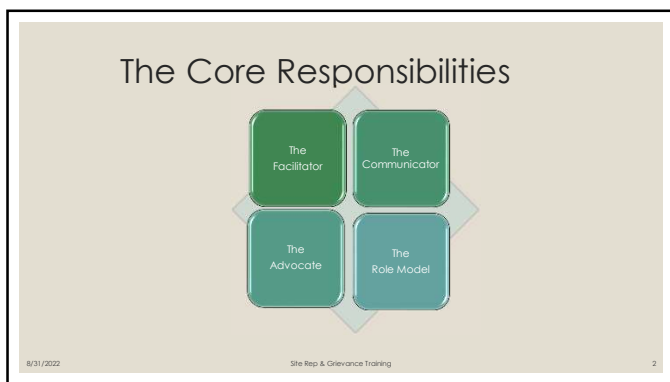




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Why did you become a rep for your site?

What do you want to learn today?

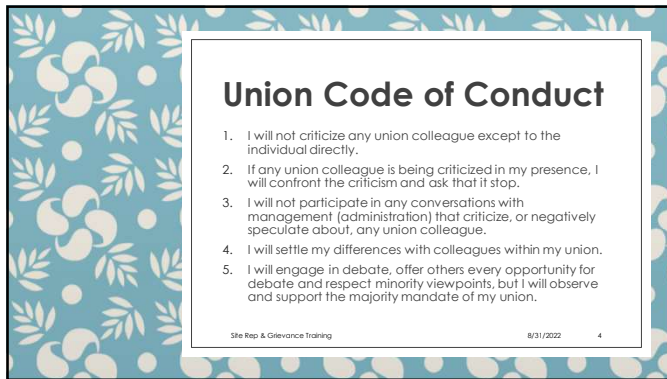
What are your top concerns about being a site rep or union leader?

Your motivations and hesitations

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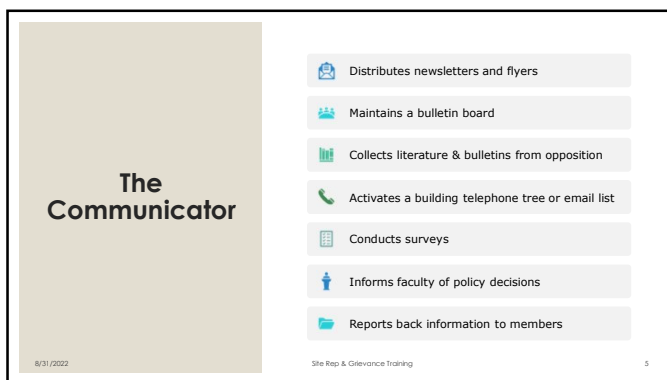


Union Code of Conduct

1. I will not criticize any union colleague except to the individual directly.
2. If any union colleague is being criticized in my presence, I will confront the criticism and ask that it stop.
3. I will not participate in any conversations with management (administration) that criticize, or negatively speculate about, any union colleague.
4. I will settle my differences with colleagues within my union.
5. I will engage in debate, offer others every opportunity for debate and respect minority viewpoints, but I will observe and support the majority mandate of my union.

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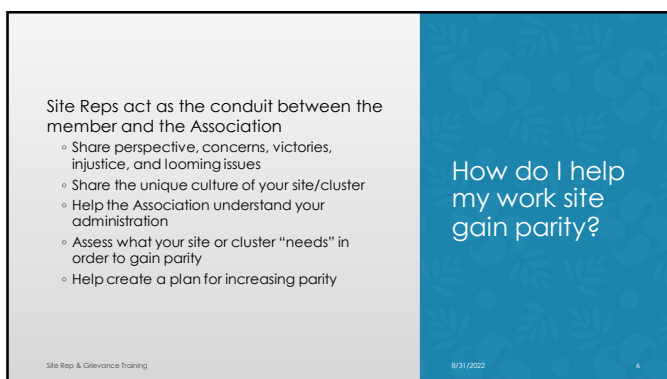


The Communicator

-  Distributes newsletters and flyers
-  Maintains a bulletin board
-  Collects literature & bulletins from opposition
-  Activates a building telephone tree or email list
-  Conducts surveys
-  Informs faculty of policy decisions
-  Reports back information to members

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Site Reps act as the conduit between the member and the Association

- Share perspective, concerns, victories, injustice, and looming issues
- Share the unique culture of your site/cluster
- Help the Association understand your administration
- Assess what your site or cluster "needs" in order to gain parity
- Help create a plan for increasing parity

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How do I help my work site gain parity?

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Site Reps act as the conduit between the Association and the membership

- Help your members understand the battle for parity with the District
- Engage your members in conversations seeking their input around District and Membership issues
- Attend meetings

How do I help my work site gain parity?

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Site Reps act as the conduit between the membership (union) and your administration

- Support the member in disciplinary (potentially disciplinary) actions
- Act as the voice of the membership in conveying preferences, concerns, ideas
- Be available to the administration to hear ideas and concerns
- Act as a problem-solver when that is appropriate
- Act as a barrier when that is appropriate.

How do I help my work site gain parity?

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The Facilitator

A visible representative of the union at the work site

Holds regular worksite meetings

Encourages members to serve on union committees

Welcomes all new employees

Discusses important issues

Represents the work site at Rep Council meetings

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The Facilitator: The 10 Minute Meeting



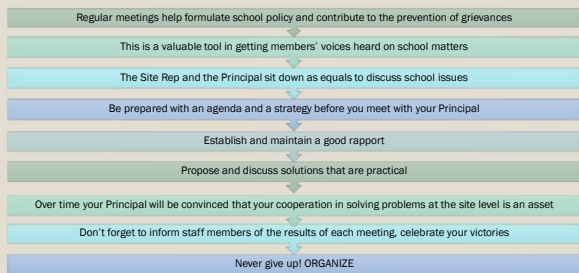
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Meeting with Administrators



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Bulletin Boards

1. For current chapter information and important announcements
2. Keep your bulletin board attractive and up-to-date
3. Old poster and messages should be removed promptly
4. All material should be kept fresh
5. A quick glance by a colleague will show them that CTA is fighting for them!



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Introducing Unionism to New Staff Members

Share past successful actions or issues dealt with by your local chapter

You may wish to invite a CTA PCS to talk with your total staff or individual non-members

Site Reps should use CTA 360 to enroll new members

Mobilize: Site Rep asks for the participation of every person at school site

If you don't ask, they won't join!

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Unionism: Strength in Numbers



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Lay the Groundwork

- Collect **non-work** emails of all union members
- CTA 360
- Have regular union school site meetings
- Involve all members in union actions and organizing
- Attend all monthly Site Rep Council meetings
- Encourage attendance at every union school meetings
- Encourage local chapter engagement

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Social Media Tips for Educators



- Your social media and technology use is governed by school board policy, state law, technology use agreements, and your contract
- **Never** "friend" students
- Overshare the professional, under share the personal and **never** share the private
- Do share the awesome (**no kids faces in photos please**)
- You are what you like and re-tweet
- If you are on the district server they can see, what you see
- If you wouldn't want your boss to see it, don't post it

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The Advocate



- Handles lower-level informal grievances
- Maintains contact with CTA PCS regarding concerns
- Identifies school site problems
- Involves members in professional issues

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Role Model: Traits of the Advocate

- ✓ Remember the Union Code of Conduct
- ✓ Member to member issues are mediated by CTA
- ✓ Trustworthy
- ✓ Thoughtful
- ✓ Organized
- ✓ Able to keep a secret
- ✓ Someone looked up to by his/her peers
- ✓ Someone who can see beyond his/her own experience

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Advocate: The “right” to representation

- EERA (where we get our collective bargaining rights in California) states: A unit member has the right to representation at any meeting with an administrator that is disciplinary or could result in disciplinary action
- I say: Any meeting with an administrator at which you feel uncomfortable because of what you believe to be “unfair” judgments or behavior from the administration in the past.
- Let the administration say “no” first to representation, then contact staff

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What does “represent a member in a disciplinary meeting” look like?

First: put your PARITY hat on

- Find out what the agenda is (before the meeting, in case you need to ask your member questions)
- Investigative—administration will have lots of questions: What happened? Who was there? What was said? Did anyone touch anyone else? What is the history?

❑ BEFORE answering the questions, the administration needs to state the reason for the questions, e.g., “there was an allegation made that...”, “a student reported to a parent that...”, “I saw or heard this and need to know...”

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Representation continued...

Second: meet with your member

- ❑ Once you know the reason for the questions, consider whether you need to talk with the member BEFORE he/she answers the administration
- ❑ NO— you don’t need to talk if the member has already told you of the incident, and, it is either untrue, or your member is just a witness and not the object of the investigation
- ❑ YES— you do need to talk if you don’t know what happened, and can’t determine if the member will be in trouble

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Third: meeting with administration

- ❑ You have the right to end the meeting (even if the administration throws a fit) if you believe that the member may be guilty of a serious allegation
 - Criminal? You are not the right representative
 - Could it result in serious discipline (suspension)? You probably aren't the right person
 - Will it result in a verbal warning, written warning? Yes, you MAY be the rep
- ❑ Understanding parity is also understanding your position/role
- ❑ If you aren't the right person, call the appropriate party immediately (ACE President and/or CTA PCS)

Knowing when you aren't the "right" person

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Fourth: When you are the right person

- ❑ Keep the administration on task by asking clarifying questions to ascertain the scope of the allegation and/or issue
- ❑ Take notes as applicable (not verbatim unless a statement is startling or concerning)
- ❑ Keep the member on task. If your member starts to ramble, give information that isn't helpful, or begins tattling on others, get his/her attention and give the "stop" sign (see Union Code of Conduct)

Representation continued...

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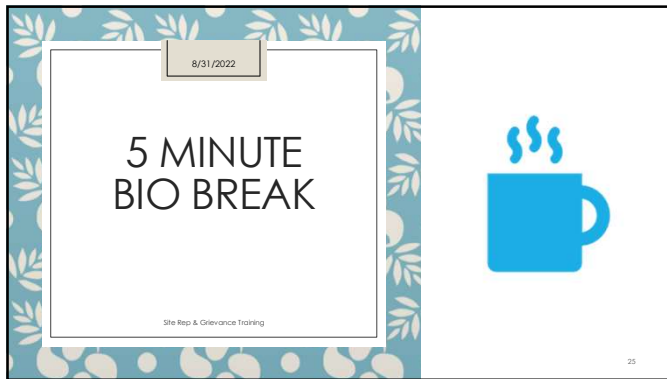
Fifth: the close

- ❑ Ask what the follow-up will be (another meeting, additional investigation, a written summary, a written reprimand, nothing)
- ❑ Thank the administration and leave
- ❑ Let the appropriate person (ACE President or CTA PCS) know of the outcome to establish whether there is follow-up needed
- ❑ IMPORTANT: Maintain confidentiality

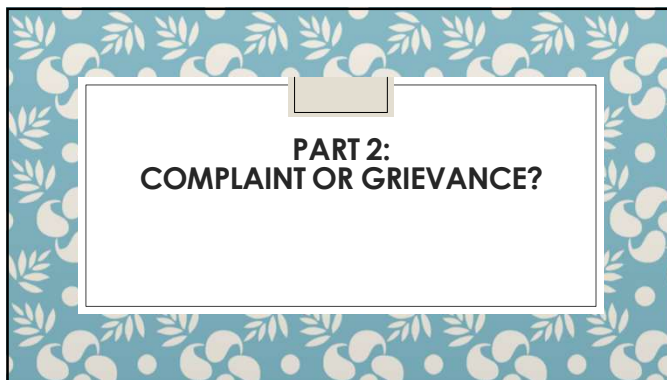
Representation continued

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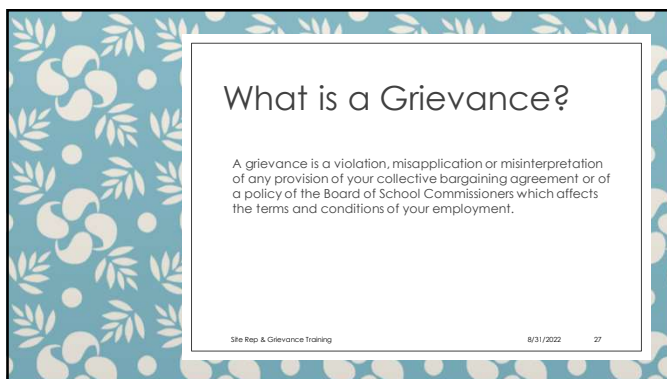
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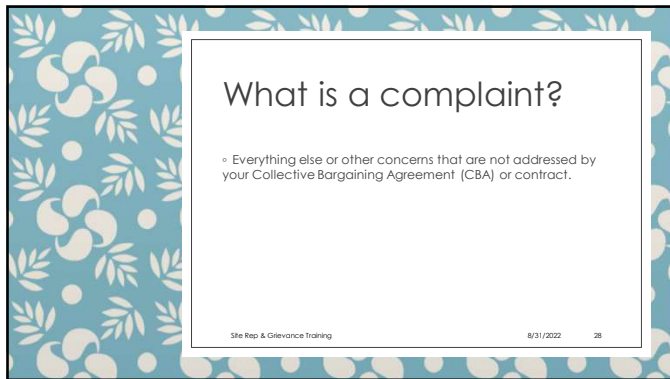
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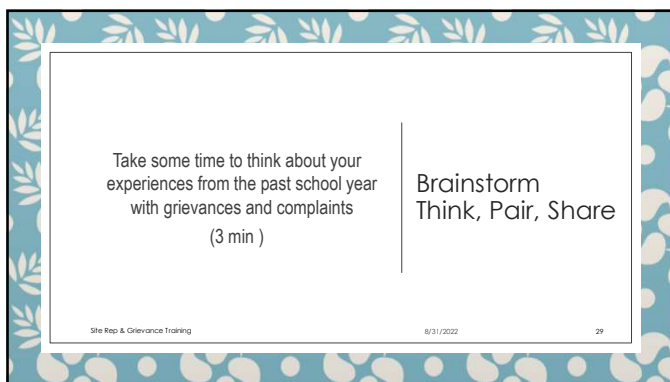
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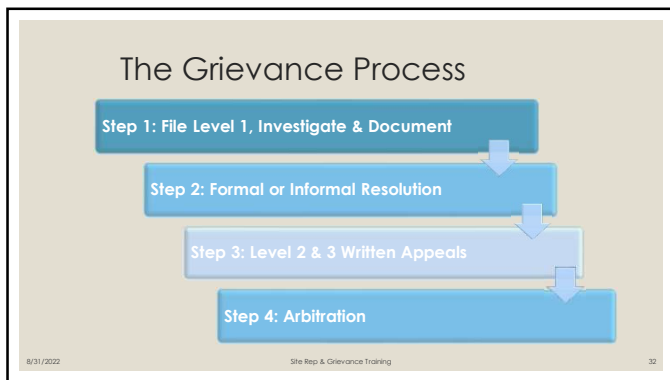
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"I am not getting my 10 sick days."
 Grievance
 "My principal is bullying me and being a jerk."
 Complaint or possible DFEH violation
 "The timeline was not followed on my evaluation."
 Grievance
 "My classes are too large"
 Grievance
 "I was only observed once."
 Grievance
 "I don't want a particular student in my class."
 Complaint
 "A fellow colleague is bad mouthing me around campus"
 Complaint and CTA mediation recommended

Is it a complaint or a grievance?

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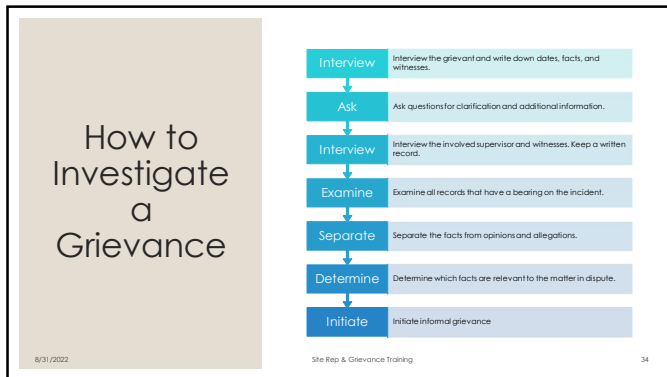
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You have a grievance. What should you do?

- Investigate
- Speak to all affected employees
- Take anecdotal notes

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Presenting a Grievance

1. Work towards resolution, not persecution
2. Focus on facts – what happened, what rule was broken
3. Stay united in front of management
4. Keep the grievant (and your grievance chair/chapter president) informed throughout the process

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What About Complaints?

1. Board Policy enforced by board complaints and/or uniform complaints
2. Unsafe/unsanitary conditions for students by board complaint or Williams Act Complaint
3. Education Code enforced by writ to superior court
4. Labor law enforced by unfair practice charge
5. Curriculum addressed by consulting

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Who deals with a complaint?

1. Employee or Staff Member
2. Site Representative
3. Rep Council/Exec. Board
4. CTA Primary Contact Staff

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Policy

Policy refers to those written procedures established by management in areas of the work relationship not covered by the CBA (e.g., School Board Policy, Administrative Regulations, Principal's Memo, District Memo).

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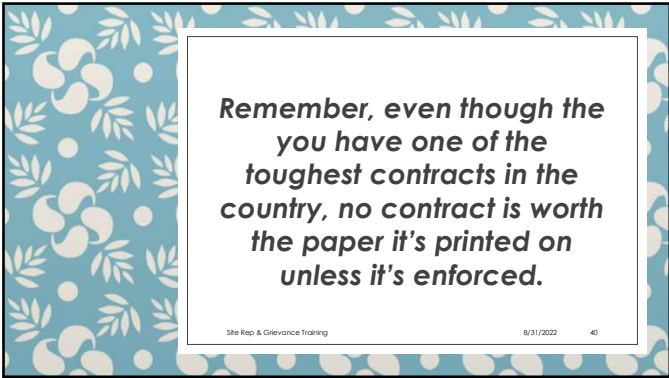
Past Practice

Any longstanding, frequent practice that is accepted and known by both union and management. Bona fide past practices are considered part of the contract.

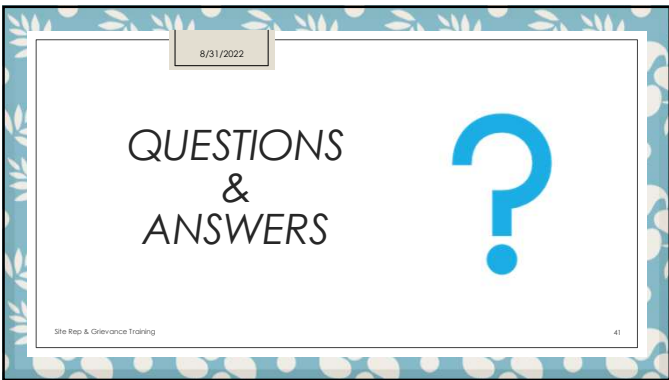
Example: The District Office charges your sick leave on a pro-rata basis, although the contract is silent about leaves that are less than a full day.

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