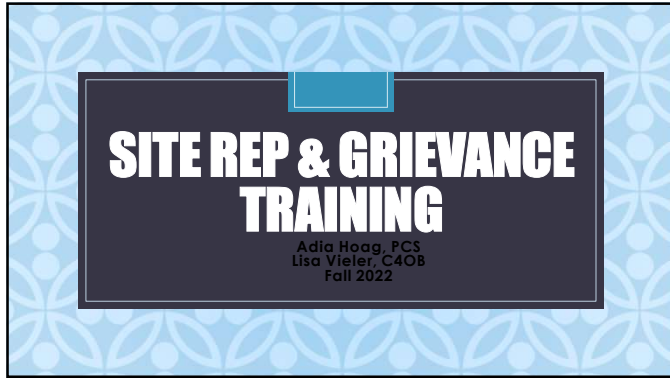
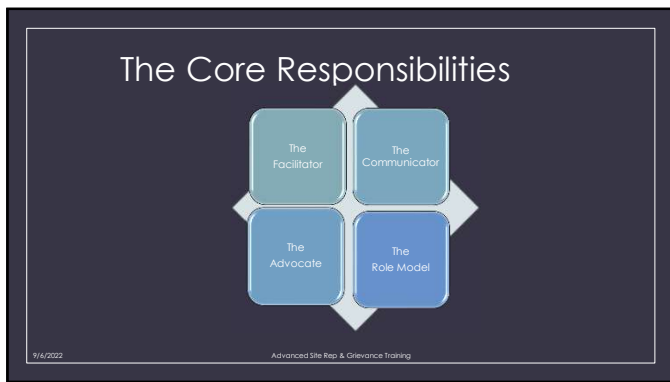
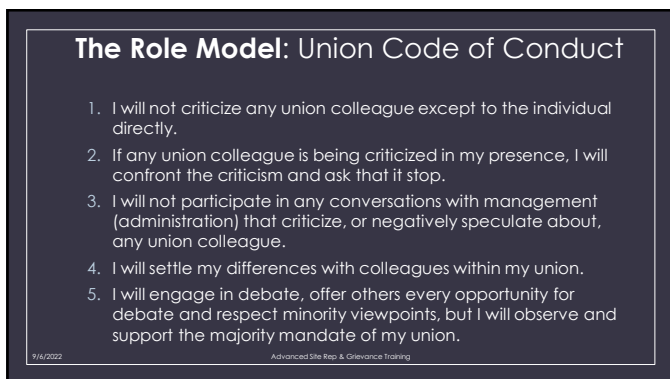




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Update and refresh your membership lists

- ✓ Collect **non-work** emails of all union members
- ✓ Phone/texting tree
- ✓ Regular 10-minute meetings
- ✓ Involve members in union actions (BAT)
- ✓ Attend monthly Rep Council meetings
- ✓ Encourage attendance at union events and activities
- ✓ Encourage local chapter engagement



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Social Media Tips for Educators

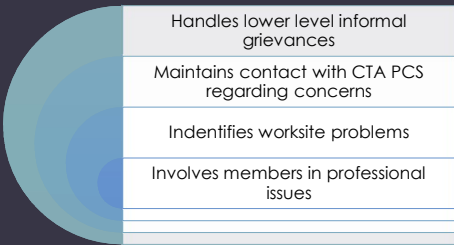


- Your social media and technology use is governed by school board policy, state law, technology use agreements and your CBA
- **Never** "friend" students
- Overshare the professional, under share the personal and **never** share the private
- Do share the awesome (no skids faces in photos please)
- 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 worksite 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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Knowing when you aren't the "right" person

- ✓ 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 party is also understanding your position/role
 - ✓ If you aren't the right person, call the appropriate party immediately (ACE President and/or CTA PCS)

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Representation continued...

- ✓ 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

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Representation continued...

- ✓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

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PART 2: COMPLAINT OR GRIEVANCE?

"Our labor unions are not narrow, self-seeking groups. They have raised wages, shortened hours, and provided supplemental benefits. Through collective bargaining and grievance procedures, they have brought justice and democracy to the shop floor."
~John F. Kennedy

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What is a Grievance?

A grievance is a violation, misapplication or misinterpretation of any provision of your collective bargaining agreement or of a policy of the Board of School Commissioners which affects the terms and conditions of your employment.

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What is a complaint?

Everything else or other concerns that are not addressed by your Collective Bargaining Agreement (CBA) or contract.

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Brainstorm T/P/S

Take some time to think about your experiences from the past school year with grievances and complaints
(5 min)

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Report Out

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Is it a complaint or a grievance?

"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

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The Grievance Process

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graph TD
    A[Step 1: Investigate & Document] --> B[Step 2: Informal Resolution]
    B --> C[Step 3: Written Appeals]
    C --> D[Step 4: Arbitration]
  
```

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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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How to Investigate a Grievance

1. Interview the grievant and write down dates, facts, and witnesses.
2. Ask questions for clarification and additional information.
3. Interview the involved supervisor and witnesses. Keep a written record.
4. Examine all records that have a bearing on the incident.
5. Separate the facts from opinions and allegations.
6. Determine which facts are relevant to the matter in dispute.
7. Initiate informal grievance

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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
2. Unsafe/unsanitary conditions for students by board complaint or COE 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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How to deal 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).

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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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**Remember, even though
the you have one of the
toughest contracts in the
country, no contract is
worth the paper it's
printed on unless it's
*enforced.***

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**Questions
&
Answers**

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