

PERSPECTIVE



Central Valley Education Association

April 2011

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Contract Negotiation

Thanks to all of you who took the time to respond to the e-mail informing members of the contract issues the bargaining team has identified through one-on-ones, e-mails and building visits. Your input on additional issues and comments on all issues will guide the bargaining team as we move forward to finalizing the list of issues for this bargain.

The process of meeting with the district began at the end of March and is scheduled through the middle of May, in hopes of reaching a tentative agreement to bring to our members before the end of the school year. This process is greatly impacted by what happens in the Legislature. As of the writing of this article, the legislature appears to be headed for a second special session. Many of the issues we are negotiating with the district are affected by the decisions made by the Legislature. Consequently, those issues will have to wait until the Legislature has completed business. Meanwhile, we will be working on issues that are not affected by the Legislature.

Look for bargaining updates in the May issue of the Perspective, and in bulletins that will be sent to your Building Reps. As always, feel free to contact bargaining team members and your Building Reps with any comments or concerns. Thanks for all you do.

Steve

CV and SB 5895

Now what?

As covered in an article in last month's Perspective, CV's TPEP efforts were thwarted by the Legislature, when that body selected three rubrics for all districts to choose from in meeting the requirements for new teacher evaluation; our's was not selected. The TPEP committee of teachers, building administrators and district administrators will be meeting all day on Monday, April 23rd in an effort to choose which of the 3 rubrics our district will use.

It is the intent of the core team to use the remaining money provided by the TPEP grant to re-train personnel and prepare to implement the chosen rubric. The plan is to move forward with a pilot with the new rubric next year in preparation for meeting the requirements to officially implement the new evaluation in the 2013-2014 school year as required by the legislation.

Bargaining will include issues related to the implementation of the new teacher evaluation. One of the requirements of the legislation is that student scores must be part of the evaluation. That element has been left to be bargained locally. From the beginning the District and the Association have struggled with this element. Now we have to figure out language that will meet the state mandated requirement.

Strategies for Working with Students with Autism Spectrum Disorders

Students with Autism Spectrum Disorders (ASD) will be most successful in classrooms with the following environment:

- Calm, structured, predictable (routine) and safe
- Clear expectations—frequently revisited
- Classroom procedures are taught (how to ask for help, when and where to turn in work, restroom use, make-up work...)- Physically demonstrate how to do and where things are located
- Seat student close to the instructor and away from distracting stimuli/students
- Provide a quiet place where the student can retreat when overwhelmed
- Develop a personal connection with the student—build a positive rapport and trust
- Visual schedule with prompts for changes in the schedule

Examples of instructional strategies most helpful for students with ASD:

- Visuals and examples (charts, lists, pictures, diagrams, models, PowerPoint, etc)
- Frequent prompts and cues
- Check for understanding often
- Break assignments into smaller segments
- Give step-by-step directions, list on the board
- Provide outlines and copies of

the teacher's notes

- Avoid using idioms, sarcasm, jokes and metaphors
- Provide a written summary of due dates for assignments, tests, projects...
- Provide written study guides for unit tests
- Use timelines to help student stay on track with long projects/ assignments
- Helps student make connections by specifically verbalizing how previously taught skills and information pertain to what is currently being taught

(Ideas compiled from numerous resources over a period of years— compiled in Disability Information Packets by Susie Giesa and Marci Haynes, Curriculum/Behavior Interventionists. Contact Susie and Marci for more detailed information on teaching students with disabilities).

Retirement Event

(...the bells, the bells)

June 14th is the date for the district retirement function. It will be held at 6:00 PM (social beginning at 5:30,) location yet to be determined. This function is a celebration of the careers of CVEA members, PSE members and administrators as they enter into retirement. It is a semi-formal event held for the retiree and a guest. CVEA gives each retiring member a bell with their name and years of service engraved on it.

Invitations will be delivered in May. Our thanks to those retiring for the service they have given to the children of Central Valley School District. We hope that you have a long and happy retirement as you have certainly earned it.

WEA Representative Assembly

WEA began as a statewide education organization in 1889. For more than 80 years, membership included teachers and administrators. In the 1970s, following passage of a collective bargaining law for teachers, WEA evolved into a pro-active teachers union.

The WEA Representative Assembly is an annual meeting of elected delegates from locals over the state. There are about 1000 delegates that conduct the business of the RA. New business items and resolutions make up the bulk of the work. The Assembly meets Thursday evening, usually until 9 or 10 o'clock. They continue all day Friday, again until late, and all day Saturday until business is completed, which sometimes lasts until the wee hours of Sunday morning.

The RA is being held in Spokane May 17, 18 and 19. It has been in Spokane the majority of the years for at least the last couple of decades. Spokane's infrastructure seems especially well-suited for the WEA assembly.

Please consider volunteering to serve in one of the many jobs that support the function of the RA. There will be Sgt. at arms (checking badges at the door), floor phone monitors, pages (to deliver speaking slips to the podium.) and several other opportunities for support positions. Many members have found this to be rewarding in that they get to see how the Association works. Volunteers are well fed, and can choose to work one or more shifts during the RA. Many association leaders started as volunteers at the RA.

One-on-Ones Continue

Eighty-four CVEA members have participated in one-on-one conversations since we began this process. It is part of a statewide concerted effort by the Association to listen to the individual members. We are asking members who have been invited to participate in one-on-ones to reciprocate by conducting one-on-ones with other CVEA members. The one-on-one forms can be obtained from your Building Rep, or by contacting the CVA office.

The one-on-ones already conducted have provided significant input to the bargaining process. The statewide goal is to reach 10% of WEA members, and we have exceeded that within our local. But we would like to continue to reach out to our members for their input and concerns. Please consider participating in a one-on-one. Contact your Building Rep to arrange your own one-on-one, and then reach out to other members to give them the opportunity. It is actually fun and gives you the chance to get to know other members of your staff a little better.



WEA Guidelines for Innovative Schools

For over a year now, CVEA and the district have been working on an operating agreement for Summit school. We are now preparing to deal with the contract issues that will come into play if and when Central Valley opens a branch campus for the Skills Center. Both of these ventures benefit from the recent adoption by the WEA Board of Directors of an Innovative Schools Guidelines document. These guidelines are as follows:

The Washington Education Association advocates for high-quality schools that meet the unique needs of the students, district, and community. All public schools shall be amply funded, as all schools and students are in need of quality resources. Innovative schools shall be given freedom to be creative in meeting student needs and shall address the following guidelines:

1. Innovative Schools shall be tuition-free public schools, and additional funding shall not supplant basic education funding or be competitively structured.

2. Innovative Schools shall be aligned with the WEA policies (e.g., Alternative compensation, alternative learning experience distance learning programs, certification, charter schools, evaluation, and priority schools).

3. Innovative Schools shall be governed by a locally-bargained collective bargaining agreement (CBA) with flexibility to meet the

needs of school community; elements of the CBA may include:

- a. Employment decisions, including assignment, transfer and vacancy agreements;
- b. Private partnerships and/or private funding;
- c. Family compacts;
- d. Differentiated calendars and/or workday;
- e. Partnerships to provide wrap-around services;
- f. Artist and industry-specific staff members;
- g. Shared leadership models;
- h. Planning time;
- i. Differentiated state-level or pupil expenditures;
- j. Additional workload;
- k. Student contact time;
- l. School programs within other schools.

4. The goal of Innovative Schools shall be to promote student learning, eliminate opportunity and achievement gaps and positively impact student graduation rates.

5. Innovative Schools shall be



If April showers bring May flowers, what do May flowers bring?

Answer on last page

open to all students, provide well-rounded education opportunities, be student-centered, culturally competent, and address the diverse needs of all students; they shall not have discriminatory or arbitrary entrance requirements.

6. The school community shall be involved in the decision-making process to determine the direction of school or program innovation.

7. Innovative Schools shall be governed by public oversight, including the locally elected school board(s), be operated as a non-profit, and subject to public disclosure.

8. Innovative Schools shall be held accountable to the same federal and state standards and assessments as other public schools.

9. Innovative school administration and certificated staff must have current Washington State administrative, teaching and/or Education Staff Associate (ESA) certification, and Education Support Professional (ESP) staff must meet the same requirements as ESP staff in other public schools. All staff must be provided job-specific professional development designed to meet the needs of the innovative school community and be an integral part of the school decision-making process.

NEA Representative Assembly

The National Education Association's Representative Assembly is the largest democratic meeting in the United States. Each year more than 10,000 NEA members meet to discuss, debate, and

become more educated about the issues that affect individual members, locals, and our states. The National Education Association is the nation's largest professional employee organization. NEA's 3.2 million members work at every level of education—from pre-school to university graduate programs. NEA has affiliate organizations in every state and in more than 14,000 communities across the United States.

While it may seem like one voice out of 10,000 plus voices can't possibly have influence, democracy only works when individuals elected from locals all over the country come together to make public education better for educators and students alike.

Each local submits the names of elected members to the Washington Education Association, who, in turn, submits those names to the NEA. This year CVEA delegates include Steve Lalonde, Monica Larson from Evergreen and Vicki Arnold from North Pines. In addition, this year, Scott Knowles from Opportunity is going as a Washington State delegate.

This year the RA is being held in Washington D.C. (it is always held there in a presidential election year.) It is always scheduled for the week of the Fourth of July. Consider running for CVEA Delegate to the NEA RA.

Future NEA Representative Assembly locations:

- 2013 Atlanta
- 2014 Denver
- 2015 Miami Beach
- 2016 Washington DC



About the WEA Board of Directors

the WEA Board of Directors is comprised of over 70 members elected to represent the 82,000

CALENDAR

- April 18, Mark Anderson meeting on Special Ed law
- April 20 and 21, CVEA Retirement Seminar, WEA EW, 230 E Montgomery Ave
- April 23, TPEP committee meeting to choose state mandated rubric
- April 24th, CVEA Scholarship deadline (to be received at CVEA building)
- April 25th Mock RA, WEA EW, 230 E Montgomery Ave., 5:30 PM
- May 1, CVEA Executive Board, CVEA Office, 4:00 PM
- May 8, SEAT meeting, LTC, 3:45 PM
- May 9, WEA EW Rep Council meeting, 230 E Montgomery Ave, 5:30 PM
- May 15, CVEA Building Rep meeting, Cuppa Joe's, 213 S University Rd, 4:00 (last meeting of the year)
- June 5, CVEA Executive Board meeting, time and place TBD.
- June 29 - July 6, NEA Rep Assembly, Washington D.C.



Spring Sprint

We are in that incredibly busy end-of-the-year time. Hang in there, this school year will be over before you know it.

Answer:
Pilgrims.

members of WEA between WEA Representative Assembly meetings, which occur only once a year. While the Representative Assembly is the governing body of WEA, the Board of Directors is charged with conducting business as directed by the RA, and to make decisions concerning the business of the WEA between Representative Assemblies. The WEA board usually meets several times during the year in Federal Way, and occasionally, when necessary, meets through a rather massive but surprisingly effective conference call. Scott Knowles from Opportunity is a newly elected board member.

CVEA Executive Board

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Substitute Teacher

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Middle School Rep -

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High School Rep -

Vicky Jensen
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Special Services Rep -

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