

Dale Templeton, Director

NEA Collective Bargaining and Member Advocacy

NEA Members and External Audiences

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CBMA: Resources and Support



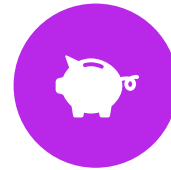
Collective bargaining & contract enforcement



Compensation



Health policy and health benefits



Retirement security/Pensions



Legal services



NEA CBMA: Bargaining Strategies & Contract Enforcement



Bargaining for the Common Good



Proposal and Foundational Bargaining



Transparent and Open Bargaining



Contract Enforcement



Open Bargaining



Community Engagement



Red for Ed on

Engagement Tactics

SAINT PAUL FEDERATION OF EDUCATORS LOCAL 28

CONTRACT UPDATE
September 16, 2019

SAVE THE DATES

Thursdays: Wear Red
SPFE shirts @ SPFE office

Open Bargaining
Thursday, September 26
4:30p.m. Pre-Meeting
5-8p.m. Bargaining Session
SPFE (23 Empire Drive)

Thursday, October 10
4:30p.m. Pre-Meeting
5-8p.m. Bargaining Session
SPFE (23 Empire Drive)

Steward Training
Saturday, September 21
9:30-3:30
SPFE (23 Empire Drive)
RSVP to julie@spfe28.org

Membership Meeting
Monday, September 23
4:30p.m.
SPFE (23 Empire Drive)

Legislative Town Hall
Tuesday, October 22
4:30p.m.
SPFE (23 Empire Drive)
Meet with our St. Paul State Legislature Delegation!

spfe28.org

St. Paul Students Deserve More Support for Special Education and English Learner Students
Your SPFE bargaining team proposes weighted class sizes and caseloads for SPED and increased EL student support

Support for Special Education Student Learning
Ensuring our Special Education students get the support they deserve is one of the top priorities of SPFE members, according to the bargaining survey. SPED teachers Joan Duncan and Lindsay Jackson, and Occupational Therapist Deea Gallifus presented our proposal on increasing support for students by creating weighted caseloads and class sizes. The educators spoke about how our students eligible for SPED services are not getting their needs met, which in turn is not allowing teachers to teach. With weighted class sizes and caseloads, special education educators can better meet individual student needs. Our presenters also shared that over 75 SPED teachers left the district last year. Statistics like this highlight the crisis in SPED Special Education, and this proposal was created by our educators who serve our kids every day, who know deeply what is needed to fix the situation.

English Learner Student Support
In our last round of negotiations we successfully negotiated contract language that powerfully impacted EL services for our students. At our last session, we proposed additions to that language by making weighted caseload limits a requirement instead of a goal. These proposals also contained language around the common occurrence of EL teachers being pulled to sub for missing teachers during their own teaching time, thus not being allowed to provide services. The proposal also affirms that EL teachers can be in the regular rotation of the use of carts and portables when needed, but cannot be permanently relocated to a cart simply because they are an EL teacher. This proposal was presented by Bargaining Team Members and EL teachers Elysa Peitzman and Traci Buckle, as well as EL teacher and SPFE's Vice President Erica Schatzlein.

“Our Special Education and English Learner students deserve to be treated like more than a number. Educators care about our students, but are often overwhelmed and cannot meet their individual needs. It’s time to invest in our students again.”

Joan Duncan
Special Education Teacher
Bridgette

Transparency



Walk-Ins



Big Bargaining

Big Bargaining

▶ “A form of collective bargaining which emphasizes having large numbers of workers present at negotiations sessions, in particular through the use of large bargaining committees. Big bargaining may also be open bargaining and vice versa; however, the two terms are not synonymous.”

▶ - *Turning the Tables: Participation and Power in Negotiations*



Open and Transparent Bargaining

"I came to prove that you guys weren't doing your jobs at the table and that you were slacking off – selling us out – and what I learned was that you are fighting relentlessly for us."

Share proposals and frequent updates w/ members

Larger bargaining teams

Proposal committees; membership votes on platform

Share information publicly and open bargaining for members

Open community bargaining team members



Traditional

- Whatever is communicated w/ members will get back to management.
- Will feed into perception that the union is greedy.
- Will make it harder for us to achieve our bargaining goals.
- Negotiations must be private. We are not allowed to share specific information.
- If we lose control, we lose power.

Emerging

- We want management to know our members are informed and ready to act.
- The community will know we support our students and that we are allies
- Openness and transparency make it easier to organize members and gain public support.
- If the law prohibits public bargaining, we can still communicate with our members and must never agree otherwise.
- If we give up a measure of control, we gain power

Open and Transparent Bargaining



Bargaining for the
Common Good



BCG has never been so important

Why?

TRUMP.

- Racial & Social Justice
- Immigration Raids
- Recruitment/Retention
- Safe Working Environment
- Housing
- Climate Crisis

Reimagining Advocacy

Traditional Advocacy

- Bargaining Team meets 2-3 months before bargaining
- Send out a survey
- Develop proposals and bargain with management
- Process remains private until agreement reached or crisis
- Stick to bread and butter
- Contract ratified (hopefully), can relax for another 2-3 years

Movement-focused Advocacy

- Strategic plan developed well in advance
- Increased member engagement (e.g. 1-on-1's; BAT/CAT)
- Community outreach and partnerships
- Regular communication and transparency
- Proposals on permissive subjects
- Organize, organize, organize!



New Paradigm for Community Engagement

Old	“New”
Reach out to community groups if and when we need them	Reach out regularly, because they are equal stakeholders in improving our schools and communities
Wait for them	Go to them
Tell them about our issues and concerns	Listen to their issues and concerns
We are the experts, and we develop proposals for change on our own	“They” are experts too, so we develop proposals for change with our community partners
We hold power in the District/State	We can help communities and parents build their power
Community engagement as an add-on to the union’s work	Community engagement <u>IS</u> the union’s work!



LET'S

TALK



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Contact us!

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