

PERSPECTIVE



Central Valley Education Association

November 2012

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Insurance Benefits

The CVEA

Insurance Committee

The CVEA Insurance committee has the following members:

Mike Ganey - Co-Chair

Bunny Carter - Co-Chair

Barbara Witcoe

Heather Brayman

Heather Graham

Cheryl Sampson

Beth Lindow

Vicky Jensen - Exec. Board Rep

Seven members of this committee as well as Steve Lalonde and Scott Knowles attended a full day of training on the current status of the health insurance legislation.

Vicky Jensen reports;

“On Sept. 26th, nine CVEA members attended a WEA-EW sponsored training on ‘What are the new Insurance Requirements’ that Health Care Legislation (ESSB 5940) mandates for school employees.

We discovered several important things. First, this is such a complicated and poorly written bill, that WAC codes are proving to be difficult to write and are not yet completed. No one really understands how all this will play out....But we have until 2015 to provide proof that we are making forward progress towards the 3:1 ratio of single insurance (premium) costs versus family insurance costs. Currently, CVSD is sitting in a good position largely due to our bargaining strategy. The district agreed to an MOU granting the insurance com-

mittee more time to investigate the situation. A few districts around us were not so lucky! They were pressured by their district, who did not fully understand the timeline, to raise their single payer rates between 5%-10% this year.

Currently, we are confident that our district is making progress to meet the 3:1 ratio in several ways. Single insurance payees currently add money into our insurance pool to help lower our family insurance premium costs. Our Premera plan selections include the Easy Choice A,B,and C options which are intended to provide families less expense premium plans. And one of our insurance options includes a catastrophic health plan option called a High Deductible Health Plan (HDHP.)

We will continue our work investigating the ESSB 5940 mandates and as more definitive information becomes available we will keep you informed.”

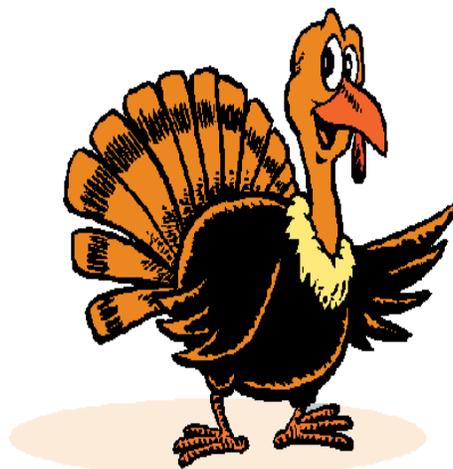
Do we need to survey for the Group Health choice?

Some time ago the decision was

made by our members to access the 10% discount on the Premera/Blue Cross plans by limiting other plans to one. Group Health plan one was chosen and is still in place today. Some members have inquired about changing the Group Health plan choice. As of this article, I have received input from some indicating an interest in changing to plan 2 and others desiring to stay on plan 1. Please talk to your Building Representative to let them know if you think CVEA should run a survey to ask Group Health members which plan they would prefer.

Retirement Seminar: Update

Well, we certainly stirred things up. Apparently when we asked for and got our own retirement seminar, many other locals jumped on the bandwagon. There were so many requests that the presenters decided they couldn't do that many sessions. So.... they have decided to do four sessions and will fill them on a first come, first served basis. I will get the flyers out (probably through Building Reps) just as soon as I get them and it will be up to those of you who are interested to make your reservations as quickly as you can. The reason we asked for our own last year was the scheduled sessions were all filled. The presenters are retired teachers who volunteer to do these sessions, so we need to take good care of



them, so we can continue to have these seminars.

The retirement seminars presented by WEA Retired will be held on the following dates:

Jan 11 & 12

Feb 1 & 2

Mar 1 & 2

Mar 15 & 16

These are Friday evening and Saturday all day. The Friday schedule runs from 3:30 until 7:00 and the Saturday schedule is from 8:30 until 4:00. Friday starts that early because the presenter from the Social Security Administration is required to conclude by 5:00 by Department mandate. Watch for the flyers to register.

CVEA Elections

December begins the election process for CVEA. Nomination forms will be available for anyone wishing to run for office. In January, candidates can submit biographies and statements for the February newsletter. The ballots will be provided to Building Representatives at the February 21st meeting with the deadline for returning those ballots being February 28th. The ballots will be counted and the election of officers announced by March 5th. Those elected will assume the duties of office on July 6th.

The positions open for election this year include:

- Vice President
- Secretary
- High School Representative
- Middle School Representative
- Elementary School Representative
- Special Services Representative

In addition to the officers, we will

be electing Representatives to the WEA Rep Assembly and the NEA Rep Assembly. The WEA RA is April 25, 26 and 27 in Bellevue. The NEA RA is July 1 through July 6 in Atlanta, Georgia. We can send up to 13 members to WEA RA and 3 people to NEA RA.

If you have any questions about the process please contact the CVEA office at 926-0201.



Why Public Sector (specifically education) Unions?

by Steve Lalonde

Rules for Teachers from 1872

1. Teachers each day will fill lamps, clean chimneys.
2. Each teacher will bring a bucket of water and a scuttle of coal for the day's session.
3. Make your pens carefully. You may whittle nibs to the individual taste of the pupils.
4. Men teachers may take one evening each week for courting purposes, or two evenings a week if they go to church regularly.
5. After ten hours in school, the teachers may spend the remaining time reading the Bible or other good books.
6. Women teachers who marry or engage in unseemly conduct will be dismissed.
7. Every teacher should lay aside from each pay a goodly sum of his earnings for his benefit during his

declining years so that he will not become a burden on society.

8. Any teacher who smokes, uses liquor in any form, frequents pool or public halls, or gets shaved in a barber shop will give good reason to suspect his worth, intention, integrity and honesty.

9. The teacher who performs his labor faithfully and without fault for five years will be given an increase of twenty-five cents per week in his pay

Exactly one hundred years later, when I first started teaching in Glenwood, Washington (a small logging community at the base of Mount Adams,) I was instructed that there were certain unwritten rules that I would be expected to follow. Among those was an admonition to not join either of the two local churches as there was a political rift between them. I was also directed not to ever go into the local tavern, as teachers were expected to not frequent such places.

Many of you know that both of my parents were teachers. When my Dad first started teaching in Prescott, Washington in 1950, his compensation for that first year was \$5400. Twenty-two years later, my first contract was for \$7011 (which included yearbook, newspaper, baseball coach, volleyball coach and two drama productions.) In the early 70's the union gained some actual power through the Educational Employment Relations Act of 1975. Due process became the standard and the Education Association was the principal guardian of that for educators.

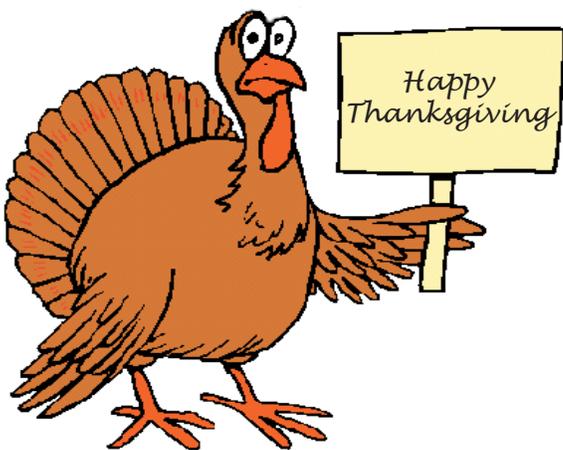
WEA is enabled by State law to address "hours, wages, and terms and conditions of employment". In that regard we are a union. Our

early history was primarily as a professional association, We are in fact both; not blended, but layered. For instance, we know that class size matters for improving educational results, but we cannot bargain class size as a benefit for students. Instead we have to bargain it as a working condition for teachers- same result, different approach.

Those of us who were involved in those early days of real collective bargaining remember that it wasn't easy. Strikes were much more common and contentious than now. Both Mead and Central Valley went through the challenge of strikes. The concern now for us is that the hard earned gains made over the years are being taken for granted by many or never known by younger teachers. Today's political environment is worrisome to those of us who remember, because it is clear that we can lose those gains without concerted effort to maintain them. Just ask the teachers in Wisconsin.

The mission of the Central Valley Education Association is to contribute to excellence in education in the Central Valley School District through professional training and support of its members.

Mission Statement as approved by the Executive Board on Feb. 1, 2011



The McCleary Decision: Please give your input

Mary Lindquist
WEA President

As educators, we know the Washington State Constitution in Section I of Article 9 says..." it is the paramount duty of the State to make ample provision for the education of all children residing within its borders without distinction or preference on account of race, color, caste, or sex." And in January 2012, the Washington State Supreme Court in the McCleary et al versus State of Washington said that the state was not meeting its paramount duty to fully fund education based on what the State Legislature defines as "basic education."

We know the Supreme court is right! We know how it makes a difference if a student starts Kindergarten in a class of 18 or 28. We know what it means to offer a broad, well-rounded curriculum that includes the arts, social studies and PE instead of cutting programs. And we know that our schools are struggling to provide the needed resources for our schools. But not everyone knows what we know. We need to make our voices heard. One way to do that is to partici-

participate in the Community Forum Network's survey on school funding. It takes about ten minutes and results will be reported broadly. Just go to <http://www.communityforums-network.org/take-survey/>, and share your thoughts.

Positive Reinforcement for a Student Who is Exhibiting Challenging Behaviors

By Marci Haynes and Susie Giesa

Positive reinforcement is anything that occurs after a behavior that increases the likelihood that the behavior will reoccur. Positive reinforcement increases the chance that students will continue to choose that same behavior again. When we pay more attention to negative behaviors, and the student desires attention, we have positively reinforced that the student will use the negative behaviors again. On the other hand, when we pay more attention to positive behaviors, and the student desires attention, we have positively reinforced that the student will use the positive behaviors again.

Most students in our classrooms who exhibit appropriate expected behaviors either intrinsically reinforce themselves for doing well or are reinforced by teachers giving positive group feedback. Students with challenging behavior, however, are used to getting what they want/need when using negative behaviors. They are "called out" and noticed (get attention) or are sent out of a classroom (escape a task or situation) when using a variety of challenging behaviors. Thus, they continue these behaviors to get their needs/wants met.

So how do we help these students with challenging behaviors be successful in the classroom? We explicitly teach the student the expected behaviors and then intentionally catch the student using the expected behaviors and positively reinforce them consistently and frequently until new habits are formed. By teaching

appropriate, alternative responses that serve the same purpose as the challenging behavior, teachers can reduce the incidence of challenging behavior and increase the skill level of their students.

Effective ways to positively reinforce students include:

- **Social Reinforcers:** Given by teachers, parents, other adults and peers, to express approval and praise for appropriate behavior. Verbal comments (“Good job,” “I can tell you are working really hard”), written comments (“super,” “I can see you spent time thinking about this topic!”), and gestures (nodding your head, smiling, clapping, thumbs up, high fives).

- **Activity Reinforcers:** Allowing students to participate in preferred activities (games, computer time, etc.) is very powerful, especially if part of the reinforcement is being allowed to choose a classmate with whom to participate in the activity.

- **Tangible Reinforcers:** This category includes edibles, toys, stickers, and awards. Edibles and toys should be used with caution. Edibles should be approved by parents and used sparingly. However, awards can be in the form of certificates, displaying work, and letters/notes home to parents commending the student’s progress.

All of these are powerfully motivating reinforcers! And remember, positive reinforcement of positive expected behavior will ensure that the positive behavior will continue!

How will May 30th Court Ruling on 1053 affect 1185 ?

adapted from WEA website

King County Superior Court Judge Bruce Heller on May 30th

declared unconstitutional Initiative 1053, which requires a two-thirds vote of the legislature to pass any tax increases.

The court held that the Washington Constitution establishes the exclusive rules for determining whether passage of a law requires a simple majority or super majority vote. Those rules cannot be altered by the legislature passing a law or by the people enacting an initiative. The court noted that the Washington Constitution established super majority requirements for a number of types of laws, but not for tax increases.

The lawsuit was brought by a broad coalition, including the League of Education Voters, the Washington Education Association, parents, teachers and school administrators, and state legislators.

“The Constitution establishes the fundamental rules for how our governmental works,” said Paul Lawrence of the Pacifica Law Group, lead counsel for the plaintiffs. “The framers considered what types of laws require a super majority vote for passage. Taxes were not identified as requiring a super majority vote. Fundamental changes in how the government operates have to be accomplished by constitutional amendment, not by passage of a law or initiative.”

Legislators who joined as plaintiffs expressed similar hope that the case will allow the state to meet its constitutional obligation to fund public education.

Lawrence expects the state to appeal the decision directly to the Washington Supreme Court. He plans to ask for expedited review so that a decision can be rendered before the start of the 2013 legislative session.

WANT REIMBURSEMENT?

If you want reimbursement for supplies and tuition in your January check the deadline is December 1. Forms should have been in your boxes and they are available online. If you have questions, contact Martha Poffenroth @ 228-5465 or Birgit Hodgson @ 228-5464.



CVEA Executive Board

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