

TAAAC ACTION REPORT

Your Professional Organization

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Teachers Association of Anne Arundel County, An MST/NEA Affiliate

October 2005

RECESS AND CAFETERIA DUTIES GRIEVANCES

As we all know, teachers maintain many responsibilities and an extremely heavy workload. For this reason Article 14 of the Negotiated Agreement between the Teachers Association of Anne Arundel County and the Board of Education of Anne Arundel County states that, "the parties agree that effort will be made to eliminate duties which do not contribute directly to the primary learning function."

Recess and cafeteria duty do not contribute directly to the primary learning function. Nevertheless, teachers at many elementary schools are regularly required by their administrators to supervise cafeteria and recess despite sufficient monitors in their schools to perform such duties. No effort is being made to eliminate these duties for teachers. Accordingly, TAAAC has initiated the filing of more than 20 school-based grievances on behalf of teachers who are performing recess and cafeteria duties, in the presence of monitors who were specifically hired to perform these duties. While this is a good start, the goal is to have all effected schools file a grievance so that the Negotiated Agreement can be properly upheld and teachers receive the compensation they deserve. If your school is affected by this violation, and your Association Representative has not already done so, please contact the TAAAC office, so you can make sure your rights are maintained through the grievance process.

TAAAC Foundation for Educational Excellence

In the 1990's as an adjunct to the Foundation for Educational Excellence (FEE), the TAAAC Children's Fund was founded. The primary function of FEE was to provide glasses and warm clothing to students in need. Teachers need only to check the guidelines in the building Rep handbook and then call the TAAAC office to make a request. All grant requests are kept confidential. **(6539)**

The Foundation for Educational Excellence provides scholarships for Anne Arundel County high school seniors through their fundraising programs. Five grants and the Robin Coleman Scholarship are distributed each spring at the May TAAAC Representative Council meeting. Applications are distributed through Guidance Departments in each of the county high schools during late January or early February.

On April 22, 2005, TAAAC's First Golf Classic, organized by TAAAC Executive Director Bill Jones, was held at the Bay Hills Golf Club, with profits earmarked for the FEE scholarships. Plans are progressing for a Second Golf Classic. TAAAC golfers are urged to stay tuned for details; your participation is needed and encouraged.

Contributions from school system employees, community organizations, businesses, and various generous citizens fund the program. To make a contribution to the Children's Fund or to make a donation, please send it to: **TAAAC-FEE Children's Fund, 2521 Riva Road, Suite L7, Annapolis, MD 21401**

COMMENTARY



Bill Jones

By the time members read this article, the first negotiating session will have occurred and the tone of bargaining for the year may well have been set. Even before the first session kicks off, hours – no, *days and weeks* – will have been spent in preparation. Input from members and affiliated departments will have been collected and considered; salaries from other districts will have been collected and analyzed with the help of MSTA’s research department; release time with substitutes will have been arranged, binders prepared, and a host of other factors that contributed to an appropriate professional round of negotiations. The salary analysis alone is a multi-day project. Our salary scale consists of 26 columns of 33 steps each. The cost of that effort is borne by dues-paying members. And any remaining gloom-and-doomers who whine that bargaining doesn’t matter and those are wasted dollars, just haven’t been paying attention for the past several years.

Based upon input referenced earlier, TAAAC’s bargaining priorities are four-fold; *salary, healthcare, work load, and association security.*

In the area of salary, your TAAAC team intends to follow through with the commitment to the effort to raise AACPS salaries to compete with surrounding districts. Getting to that goal will require a multi-year effort, but we do expect to progress in closing the margin between AACPS and surrounding districts with each year’s effort. We do anticipate some effort to be made by your employer to pass more of the healthcare costs onto you, and our challenge will be to protect the current employer/employee contribution rates and fund the necessary salary

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improvement with money that does not come directly from the educators’ own pockets and purses.

Workload will likely be a difficult area to reach agreement. We thought that we found a less adversarial method to effect workload reduction with the agreed upon joint TAAAC/Board task force last year. However, in the face of 33 total recommendations from the task force, 18 of which were to be implemented in the short-term, there has been action on only two. Even those two efforts were half steps, falling short of the actual recommendations.

Further, we will correct a currently illegal situation involving salary and workload. At some point in the past, without negotiations with, concurrence of, or even notice to TAAAC, the lawful and exclusive bargaining agent, the AAPCS created a twelve-month salary scale, a twelve-month work year, and a longer workweek for a selected portion of Unit I employees. That unilateral action is not only illegal in accordance with public school negotiations law which explicitly mandates negotiations on salaries and hours, but it places those employees at risk of having those conditions of employment arbitrarily altered after having accepted them. (3176)

Toward the topic of association security, there will be discussion of forming a modified agency shop. TAAAC has been enabled under state law to negotiate a fair-share fee that may be charged to non-member employees hired on or after October 1, 2004. The fee is the result of a calculation of that portion of membership dues that directly relate to negotiating, enforcing, and administering the collective bargaining agreement, and other benefits that accrue to the entire bargaining unit. Its effect over time will be to relieve some of the upward pressure on dues paying members who now support the entire TAAAC program.

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Teachers Association of Anne Arundel County

2521 Riva Road, Suite L 7
Annapolis, Maryland 21401
(410) 224-3330 (410) 841-6022
(301) 261-8309 FAX (410) 841-5117

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From Contentia this month . . . Who is Entitled to TAAAC Services?

“The Teachers Association of Anne Arundel County is the exclusive representative to serve as the negotiating agent for Unit I members in accordance with the provisions of Section 6-401, of the Education Article of the Annotated Code of Maryland.”

“Non-members may expect representation in answers to Agreement-related questions, grievance processing and negotiations.”

TAAAC is obligated by law and contract to provide assistance to non-members in matters that may result in a violation of the Negotiated Agreement, and are therefore subject to the grievance procedures contained therein. In fulfilling that obligation, our only source of revenue—dues from TAAAC members—must be used to represent the non-member and reduces the funds available to support members’ concerns. If TAAAC is successful in negotiating an agency fee provision that requires non-members to pay for that portion of dues that goes directly to representation, the budgetary strain created by services currently provided for free to non-members will effectively be eliminated. If we must represent those who refuse to support our Association, but who continue to expect and receive the salary and benefits negotiated for all, they should be required to pay their fair share of the financial burden of providing that representation. Every provision in the 54 page document called the Negotiated Agreement was achieved through the direct financial support of members’ dues, and yet, all Unit I employees reap the rewards of the bi-weekly monetary sacrifice made by TAAAC members. It’s time for non-members to remove their blinders, make the same sacrifice as 75% of their fellow colleagues, and recognize the only true advocate of teachers in Anne Arundel County, TAAAC. **(0819)**

And as for non-members who misrepresent themselves as members when contacting the TAAAC office, in search of free services to which they are not entitled . . . don’t get me started.

(Commentary, continued from page 2)

[A side-note: One such free-rider recently misrepresented himself as a member to fraudulently access legal services at the expense of his dues paying colleagues. The deceiver’s problem...his character had been impugned. What irony!]

All things considered, the upcoming round of bargaining is not expected to be an easy one. Your TAAAC team has insisted on beginning on time [by October 5] in accordance with agreed-upon and binding procedures. Your TAAAC team also intends to finish on time. That means that by January 15, 2006, we will have reached a tentative agreement, or

we will be at *impasse*. If it is the latter, success will depend upon the strength of our membership action as it has for the past two years.

Congrats to Folger McKinsey

A very special congratulations must go to the students, faculty, staff and parents of Folger McKinsey Elementary School for being named a National Blue Ribbon School. This national recognition is given to schools that demonstrate exemplary academic performance. Job well done!

Pension ALERT!

The top three things you should know about your pension:

The average Maryland educator who retires next year will earn 38% of his/her salary when he/she retire.

Your pension ranks the LOWEST of all 50 states.

Pennsylvania educators earn a pension twice as high – 75% of their salary. **And unlike you, they don’t pay state taxes on it!**

Teacher Workload Task Force Long-Term Recommendations

In the September TAR, we highlighted the short-term recommendations from the Workload Task Force, which were designed to have minimal fiscal implications. The long-term recommendations, which follow, have more significant fiscal implications and would need to be budgeted. **(1218)**

Recommendation	Cost Implications
To increase teacher planning time, the Anne Arundel County Public Schools Board of Education and/or Anne Arundel County Public Schools should provide any teacher the option to engage in long-range planning for up to 5 days in the summer with stipend pay	Budget implications
To ensure equity... Provide equal planning time across all grade levels (Pre-K-12, Special Education, Cultural Arts)	Budget implications
To ensure safety and foster home-to-school and inter-school communication... Increase the accessibility of telephones, computers and other technological equipment (copiers, fax machines, cell phones) for effective communication	More phone and outside lines will be needed.
To support student instruction and teacher planning time... Provide certified guidance, health and computer instructors in elementary schools. These instructors will be infused into the current scheduled weekly rotation (as with cultural arts and media).	Budget implications. Extra certified staff will be needed at every elementary building.
To protect planning time, improve instruction and prevent increased teacher workload... Provide the necessary personnel for all buildings to ensure that Unit I members are not required to cover classes without adequate monetary compensation.	Contract language. Paying teachers for covering classes should not be used as a reason for not aggressively pursuing substitutes. A larger substitute pool may be needed. We might want to recruit more college students. A job fair for senior citizens might attract candidates.
To reduce teacher workload... Close schools 2 hours early one day per month for individual teacher preparation for the delivery of instruction.	Bus schedules, day care. Adjustments for 2 hour early release could include extending the student day by five or six minutes within the current teacher workday. Implications for services
To ensure equity of assignments and compensation... Charge the Instructional Leadership Charter with identifying existing instructional leadership roles in elementary, middle, high schools, in special education centers and alternative schools and with examining how teachers are compensated for taking these roles.	Budget implications.
To ensure class sizes which allow for effective instruction... Count all students assigned to a teacher as a class in elementary school. In secondary schools. Count all students assigned to a room during a given period as a class. Furthermore, class size limits should be established and adhered to.	Budget implications. Implications for highly qualified teachers

(Continued on next page...)

Recommendation	Cost Implications
To support the social/emotional need of students... Ensure placement of at least one full-time guidance counselor in every elementary school. School size and population needs may dictate possible additional guidance positions.	Budget implications. Additional staffing required.
To reduce workload for media specialist... Ensure at least one full-time media specialist in every elementary school.	Budget implications. Additional staffing required.
To reduce teacher caseload... Modify the current high school schedule so teachers see their students every day through the completion of the course and teach no more than five classes in total, no matter the model.	We will need to revise graduation requirements; however, this change would reduce average class size.
To decrease teacher workload and reduce class sizes and case-loads... Designate World and Classical Language as a core subject in all grade levels.	Staffing and scheduling implications.
To reduce teacher workload in the long term... Provide each middle and high school with a scheduler whose sole purpose is to schedule courses/teacher planning time, etc. at optimal times, create equitable class sizes and custom-ize the schedules so that the most qualified teacher is teach-ing the most appropriate classes.	Budget implications. One scheduler per feeder system might be a viable option.
To support all teachers and students... Provide, in elementary and middle schools, the necessary staff to each school so that remedial services and/or instruc-tion can be implemented for all students identified as being in need of reme-diation	Budget implications. Additional staffing required.
To support general educators... Provide additional staff to support special education students in encore and cultural arts classes. Ensure that co-taught classes have a special educator and a gen-eral educator present at all times.	Budget implications. Additional staffing required.
To support special education teachers and students... Increase availability of school psychologists and/or social work-ers as needed.	Budget implications. Additional staffing required.
To support special education teacher planning... Assign IEP clerks based on the number of students receiving special education duties related to IEP paperwork.	Budget implications. Additional staffing required.

Pre-Retired Lifetime Membership Available

Thinking about retiring soon? Then it's time to consider NEA's pre-retired lifetime membership. For this year alone, lifetime membership cost \$100, but in 2006-07 dues will increase \$200. You must be 49 years of age to be eligible to sign up for pre-retired membership. **(3493)**

TAAAC lifetime dues are \$100 and the MSTA lifetime dues are \$245. Join now before you retire and while you are still receiving a paycheck. Pre-retired membership allows you to maintain contact with educational issues at a reduced price, and continue to receive the ACCESS discounts.

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