

**Rochester Education Association**

# **Faculty Representative Handbook**



**2014-2015**





# Welcome

Dear Faculty Representatives,

Welcome to each of you! Whether you are a returning FR or brand new, I look forward to working with you this 2014-15 school year. As I start the year in my new position, in many ways I feel like a new teacher: a little overwhelmed trying to plan and prepare for the things I can expect, a little befuddled by new events I haven't experienced yet, but excited at the possibilities and the new relationships that lay ahead of me. Of one thing I am certain - I can't do this job alone. I need your support, your direction, and your feedback to make my mission clear and successful.

As faculty representatives, you are the decision making body of our union. Your individual and collective voice determine our direction, our actions, and ultimately our success. We are fortunate to have many resources available to us not only locally, but statewide and nationally. As your president, I will work to secure the resources needed to make your vision happen.

Remember, acting as a faculty representative fulfills your site level non-paid committee responsibility. Attendance at the Assembly and leading timely meetings at your site are expected. Please review the specifics on page 7 of your packet. Taking on the responsibility for being the eyes, ears, and voice of your colleagues is both a challenging and a rewarding job. I do hope you embrace your position and do all you can to keep your fellow educators up to date and active in our union.

Please use this year's handbook to access the information you need to do your job. It includes contact information of your leaders, a calendar of events, reference sheets for our business meetings, and other resources to help you communicate with your building colleagues. Updates and new information will be available on our website: [www.reamn.com](http://www.reamn.com). You can also receive breaking news and notices by following us on Twitter: @realmn.

Thank you in advance for your commitment, passion, and energy! I am anticipating a great year ahead of us, and I'm glad you are along for the adventure! I hope to get to know each of you, so please introduce yourself if we haven't met, invite me to your building, contact me with any questions or concerns you may have throughout the year – I'm here to serve.

## ***Tucker Quetone***

President

Rochester Education Association

Office Phone: 507-288-5409

Cell Phone: 507-319-REA1 (7321)

Email: [tucker.quetone@edmn.org](mailto:tucker.quetone@edmn.org)



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# **ROCHESTER EDUCATION ASSOCIATION**

## **Mission Statement**

Our mission is to be a strong, dynamic, professional association that supports its members in leading the pursuit of educational excellence.

## **Vision Statement**

Empowering REA members to teach with Dignity, Purpose, and Pride.

## **Core Values**

Accountability, Collaboration, Integrity, Leadership, Openness, Respect for Individuals

# REA Office Location

Address: **2778 Commerce Drive NW, Suite A**

Phone: **507-288-5409/800-642-3250**

Come Visit!

## Directions:

Our office is located on Commerce Drive just off of West Circle Drive NW. Commerce Drive is the frontage road that runs behind the Green Mill Restaurant. From West Circle Drive, turn east onto Commerce Drive. Follow it around behind Subway and the Green Mill. The road will curve left. As it curves left, turn right into the driveway that leads to our complex. We are the first brick building on the northwest end of the complex. When you come to visit, come in Suite A.

## Websites

### **For News, Information, and Resources**

Rochester Education Association

<http://www.reamn.com>

Education Minnesota

<http://www.educationminnesota.org/>

National Education Association

<http://www.nea.org/>

American Federation of Teachers

<http://www.aft.org/>



ROCHESTER EDUCATION ASSOCIATION  
**2014-2015 Executive Board Directory**

<b>President</b> Tucker Quetone <i>REA Office</i>	1533 Damon Court SE Rochester, MN 55904	Cell: 507-319-7321 REA: 507-288-5409 Email: tucker.quetone@edmn.org
<b>Vice-President</b> Michelle Bacon <i>Willow Creek</i>	5200 Southern Ridge Lane SW Rochester, MN 55902	Home: 507-292-9192 School: 507-328-5985 Email: mibacon@rochester.k12.mn.us
<b>Treasurer</b> Rich Jopp <i>Willow Creek</i>	1009 Orchard Court SW Rochester, MN 55902	Home: 507-990-0908 School: 507-328-5894 Email: rijopp@rochester.k12.mn.us
<b>Secretary</b> Carrie Sparks <i>Kellogg</i>	421 7 <sup>th</sup> Street SW, Apt 1 Rochester, MN 55902	Home: 507-251-4466 School: 507-328-5855 Email: casparks@rochester.k12.mn.us
<b>Membership Representative</b> Dan Devine <i>Mayo</i>	4234 Trenton Lane NW Rochester, MN 55901	Home: 507-281-8344 School: 507-328-5571 Email: dadevine@rochester.k12.mn.us
<b>Student Support Services</b> Rita Kuisle <i>Alternative Learning Center</i>	1605 7 <sup>th</sup> Avenue NW Rochester, MN 55901	Home: 507-288-5318 School: 507-328-3999 Email: rikuisle@rochester.k12.mn.us
<b>Special Areas Representative</b> Ed Boyd <i>Alternative Learning Center</i>	5727 48 <sup>th</sup> Avenue NW Rochester, MN 55901	Home: 507-287-0609 School: 507-328-3983 Email: edboyd@rochester.k12.mn.us
<b>High School Representative</b> Scott Lyke <i>Mayo</i>	6040 Shetland Drive NW Rochester, MN 55901	Home: 507-529-1346 School: 507-328-5513 Email: sclyke@rochester.k12.mn.us
<b>Middle School Representative</b> Kelly Wright-Glynn <i>Willow Creek</i>	3908 Lillie Court SW Rochester, MN 55902	Home: 507-285-1263 School: 507-328-5939 Email: kewright-gly@rochester.k12.mn.us
<b>Elementary Representative</b> Chris Logan <i>Gage</i>	6384 Shetland Drive NW Rochester, MN 55901	Home: 507-282-7993 School: 507-328-3400 Email: chlogan@rochester.k12.mn.us
<b>Elementary Representative</b> Karen Corfits <i>Sunset Terrace</i>	56493 400 Avenue Zumbro Falls, MN 55991	Home: 507-753-4084 School: 507-328-3770 Email: kacorfits@rochester.k12.mn.us
<b>Professional Development Representative</b> Jennifer Hennes <i>Edison</i>	1915 Greenfield Lane SW Rochester, MN 55902	Home: 507-289-7986 School: 507-328-4336 Email: jehennes@rochester.k12.mn.us
<b>Government Relations Representative</b> Emily Lynch <i>John Adams</i>	1016 1 <sup>st</sup> Street SW Rochester, MN 55902	Home: 507-285-0992 School: 507-328-5685 Email: emlynch@rochester.k12.mn.us
<b>Education Minnesota Governing Board - District M</b> Michelle Bacon <i>Willow Creek</i>	5200 Southern Ridge Lane SW Rochester, MN 55902	Home: 507-292-9192 School: 507-328-5985 Email: mibacon@rochester.k12.mn.us
<b>Education Minnesota Field Staff</b> Angel Morales <i>Education Minnesota/REA Office</i>	2778 Commerce Drive NW, Suite A Rochester, MN 55901	Office: 507-288-5409 1-800-642-3250 Email: angel.morales@edmn.org

**Rochester Education Association  
Education Minnesota  
American Federation of Teachers  
National Education Association  
Rochester Public Schools**

## **Contact Information**

### **Rochester Education Association**

2778 Commerce Drive NW, Suite A  
Rochester, MN 55901  
507-288-5409/800-642-3250  
Fax: 507-288-1536  
Email: tucker.quetone@edmn.org  
Website: www.reamn.com

### **Education Minnesota**

41 Sherburne Avenue  
St. Paul, MN 55103  
800-652-9073/651-227-9541  
Website: www.educationminnesota.org

**President: Denise Specht**

**Vice President: Paul Mueller**

**Secretary/Treasurer: Rodney Rowe**

**Executive Director: Gary Westorff**

**Interim Manager of Field Services: Tony Vega**

### **American Federation of Teachers**

555 New Jersey Avenue NW  
Washington D.C. 20001  
202-879-4400  
Website: www.aft.org

**President: Randi Weingarten**

### **National Education Association**

1201 16<sup>th</sup> Street NW  
Washington D.C. 20036  
202-833-4000  
Website: www.nea.org

**President: Dennis Van Roekel**

### **NEA Directors**

**Nancy Cordes**  
3060 Braun Avenue  
Buffalo, MN 55313

**Don Sinner**  
9115 205<sup>th</sup> Street W  
Lakeville, MN 55044

**Robin Courrier**  
18 Eagle Ridge Court  
North Mankato, MN 56003

### **Minnesota Teachers Retirement Association**

60 Empire Drive, Suite 400  
St. Paul, MN 55103  
800-657-3669/651-296-2409  
Website: www.minnesotatra.org

### **Rochester Public Schools #535**

**Mr. Michael Muñoz, Superintendent**  
507-328-3000

**Dr. Brenda Lewis, Assistant Superintendent**  
507-328-4300

**Brooke Bass, Executive Director of Human Resources**  
507-328-4286

**Brian Smidt, Director of Facilities**  
507-328-4506

**Jayne Gibson, Executive Director of Curriculum and Instruction**  
507-328-4301

**Karla Bollesen, Executive Director of Student Support Services**  
507-328-4310

**Larry Smith, Executive Director of Business and Operations**  
507-328-4210

**Amy Eich, Executive Director of Community Education**  
507-328-4000

**Heather Nessler, Director of Communications and Marketing**  
507-328-4242

### **ISD #535 School Board**

**Anne Becker**  
2300 67<sup>th</sup> Street NW  
Rochester, MN 55901  
507-287-0348

**Dan O'Neil**  
2840 Century Hills Lane NE  
Rochester, MN 55906  
507-398-8887

**Deborah Seelinger**  
2440 Northern Hills Court NE  
Rochester, MN 55906  
507-252-5398

**Gary Smith**  
4114 14<sup>th</sup> Avenue NW  
Rochester, MN 55901  
507-282-2519

**Terry Thronson**  
512 Portland Ct. NE  
Rochester, MN 55906  
507-289-5076

**Julie Workman**  
1300 Mayowood Road SW  
Rochester, MN 55902  
507-285-9707

**Richard Hinds**  
6760 Clarkia Drive NW  
Rochester, MN 55901  
507-990-5309

ROCHESTER EDUCATION ASSOCIATION  
**2014-2015 Dates for your Calendar**

**Faculty Representative Assemblies**

September 10 – FR Training (3 hrs – dinner meeting)		
October 1	January 7	April 8
November 5	February 4	May 6
December 3	March 4	June 3

**Executive Board Meetings**

September 17	December 17	March 18
October 22	January 21	April 22
November 19	February 18	May 13

**REA Celebration Banquet** – May 21

**School Board Meetings**

September 2	January 6	April 7
September 16	January 20	April 21
October 7	February 3	May 5
October 21	February 17	May 19
November 18	March 3	June 2
December 9	March 17	June 16

# ROCHESTER EDUCATION ASSOCIATION

## September 2014-August 2015

### September 2014

- 1 Education Minnesota offices closed
- 2 School Board Meeting
- 10 FR Training
- 16 School Board Meeting
- 17 Executive Board Meeting

### October 2014

- 1 FR Assembly
- 7 School Board Meeting
- 16-17 Professional Conference
- 21 School Board Meeting
- 22 Executive Board Meeting

### November 2014

- 5 FR Assembly
- 17-21 American Education Week
- 18 School Board Meeting
- 19 Executive Board Meeting
- 27-28 Education Minnesota offices closed

### December 2014

- 3 FR Assembly
- 9 School Board Meeting
- 17 Executive Board Meeting
- 24-31 Education Minnesota offices closed

### January 2015

- 1 Education Minnesota offices closed
- 6 School Board Meeting
- 7 FR Assembly
- 19 Education Minnesota offices closed
- 20 School Board Meeting
- 21 Executive Board Meeting

### February 2015

- 3 School Board Meeting
- 4 FR Assembly
- 16 Education Minnesota offices closed
- 17 School Board Meeting
- 18 Executive Board Meeting

### March 2015

- 3 School Board Meeting
- 4 FR Assembly
- 17 School Board Meeting
- 18 Executive Board Meeting

### April 2015

- 3 Education Minnesota offices closed
- 7 School Board Meeting
- 8 FR Assembly
- 21 School Board Meeting
- 22 Executive Board Meeting
- 24-25 Education Minnesota Representative Convention

### May 2015

- 5 School Board Meeting
- 6 FR Assembly
- 13 Executive Board Meeting
- 19 School Board Meeting
- 21 REA Celebration Banquet
- 25 Education Minnesota offices closed

### June 2015

- 2 School Board Meeting
- 3 FR Assembly
- 16 School Board Meeting

### July 2015

- 1-6 NEA Representative Assembly
- 3 Education Minnesota offices closed
- 13-15 AFT TEACH Conference

### August 2015

- 3-5 Summer Seminar

# Faculty Representative Responsibilities

## **Senior Faculty Representative**

The Senior FR is our direct link for communications and dissemination of materials for every site. If you are the only FR for your site, you are the senior FR. If you have more than one representative, your site must designate the senior representative.

As noted in our by-laws the Senior Faculty Representative “shall be responsible for coordination of those activities common to all faculty representatives”, such as

1. Assuring receipt of all REA communications and materials by all members in a timely manner, including email and hard copy information.
2. Conducting building meetings for union business.
3. Recruiting additional leaders to assure full representation at Assembly meetings.
4. Meeting new teachers in the first week of school and discussing membership.
5. Organizing and overseeing elections.
6. Working with colleagues to assure representation on REA committees and activities where our presence is critical.

## **All Faculty Representatives shall**

1. Represent the voice of the members at their sites.
2. Attend the Faculty Representative Assembly. If you are unable to attend it is your responsibility to invite a member to substitute in your place.
3. Aide in communication of REA interests and business and support and encourage communication at your sites.
4. Support and help facilitate meetings at your sites.
5. Support and encourage communication at your sites.
6. Assist in conduction of elections.
7. Assist in recruitment of new members and creation of a welcoming atmosphere for new staff.
8. Inform REA office of changes in staff members or logistics like name changes, etc.
9. Inform REA office of needs of membership: illness or death in the family
10. Participate and/or recruit members for committee assignments and volunteer activities.
11. Develop expertise in member rights and contract language so that you may support and represent member needs, rights, and working conditions.

# ROCHESTER EDUCATION ASSOCIATION

## Faculty Representative Assembly Organization and Procedure

1. All speakers at the Faculty Representative Assembly must identify themselves and position:
  - a) Faculty Representatives - Name and building
  - b) Executive Board Members - Executive Board
  - c) Committee Chairpersons - Name and committee
  - d) Members - Name and building
2. There shall be designated seating and technology support for:  
President, Vice President, and the Secretary
3. The Vice President shall designate a parliamentarian who may or may not be a faculty representative.
4. FR meetings shall begin at 4:00 p.m. and adjourn no later than 6:00 p.m. (unless by special action of the assembly).
5. FRs should be prompt to the meeting to attain needed quorum. (If an FR is absent with a substitute, FR should request that the sub be prompt.)
6. Executive Board shall sit with the assembly but stand for reports and questions.
7. Officers shall submit written monthly reports, when appropriate, to the assembly. These will be mailed out with the FR mailing and received prior to the FR meeting. Each representative shall review these reports prior to the meeting.
8. Reports at the FR meetings shall be limited to highlighting important items and requests and providing additional information not included in written reports. Oral reports shall be limited to five (5) minutes or less wherever possible.
9. Approval of FR Assembly must be obtained before outside guest speakers may be invited to appear before the assembly. FRs will establish time limits for such speakers at the time approval is requested.
10. Shorter discussion of agenda items shall be facilitated wherever possible.
11. If FR agendas become longer than what it appears can be handled within the established time limits, the chairperson shall ask the assembly at the opening of the meeting if the agenda should be split into two meetings, and if so, which items should be carried over to the second meeting.
12. If FRs have a new business item to propose, it shall be submitted in writing to the REA Vice-President by the 15th of the month preceding the month it is to be placed on the agenda. If this is not possible, the Vice-President shall be contacted prior to the meeting regarding the item, and the FRs shall be asked if they object to its addition to the agenda before approving the agenda.

13. FRs shall hold background discussions in their buildings before FR meetings and come prepared to vote at the FR meeting.
14. All FRs shall be provided with binders containing: lists of REA officers and council chairs with home and school phone numbers, REA Constitution & Bylaws, REA Grievance Procedures & Timelines, a Code of Ethics, a parliamentary procedure guide, and notices.
15. The REA President shall provide to all FRs each fall a printed master calendar which will include all FR and Executive Board meeting dates, Education Minnesota activities, and Education Minnesota meetings. Additions will be added at FR meetings.
16. FRs shall receive early and timely notices of activities to allow for planning and facilitation of such activities.
17. Faculty Representatives shall encourage membership involvement and commitment by having at least one contact for each of these REA/Education Minnesota committees: Governmental Relations (GR), Professional Development (PD), Teacher Rights (TR), Negotiations, and Communications. These contacts will agree to do short-term jobs in their area and will keep the FR informed of problems and concerns in those areas.

August 1975

Revised fall of 1986

Revised August 1989

Revised May 1992

Revised September 1996

Revised October 1999

Revised August 2002

Revised August 2011

# ROCHESTER EDUCATION ASSOCIATION

## Explanation of Business Meeting

1. Call to Order

President calls meeting to order.  
Vice President chairs/facilitates so that the President may concentrate and participate actively.
2. Seating of Substitutes

Gives them voting rights.  
Executive Board does not vote unless seated as subs.
3. Ordering of Agenda

Gives the voting members right to add or delete or adjust timing on agenda. Once it is approved, we do not change it.
4. Approval of Minutes

Receive them in packet to review. Bring corrections to meeting. This is the formal record of business.
5. Receipt of Written or Verbal Reports

Written reports will come in your packet to review. Jot down any questions to bring up at meeting. Additional verbal points may be made by leadership or additional reports added when agenda is approved.
6. Feedback

Provides 2-way interaction between leadership and sites, and sites with each other, regarding issues, concerns, and good news.
7. Old Business

Action items carried over from last meeting.
8. New Business

Items brought to the Assembly for the first time that may require action. These items are scheduled prior to the meeting so that necessary information may be prepared.
9. Adjournment

We bring the meeting to close with a vote. In our regularly scheduled meetings we will include a plus/delta and door prizes. We will work to stay on a time schedule, starting at 4 PM and ending at 6 PM.



# Simplified Parliamentary Procedures

## Fundamentals of Parliamentary Law

1. Justice and courtesy for all.
2. Do only one thing at a time.
3. The majority rules.
4. The minority must be heard.
5. Each proposition is entitled to a full and free debate.
6. The desires of the individual must be merged into the larger unit—the organization or assembly.
7. The purpose is to facilitate action not to obstruct it.

## Purpose of Motions

1. A **MAIN MOTION** brings a question before the assembly for consideration.
2. **SUBSIDIARY MOTIONS** are methods of modifying, changing or disposing of the main motion.
3. **INCIDENTAL MOTIONS** rise incidentally out of the business and are, in general, concerned with the rights and privileges of members.
4. **PRIVILEGED MOTIONS** are main motions that are so important that they must be dealt with immediately.

This parliamentary Guide is for quick reference only. There are exceptions and qualifications to many of these rules. For more complete information refer to:

- "Robert's Rules of Order" - Roberts
- "Learning Parliamentary Procedure" - Sturgis
- "Parliamentary Procedure at a Glance" - Jones

## Usual Order of Business

1. Call to Order (by the Chair)
2. Approval of Minutes
3. Reports
4. Reports of Special Committees or Task Forces
5. Unfinished "Old" Business
6. New Business
7. Adjournment

## Essential Steps in the Progress of Motions

1. Presenting the motion (by any member of the assembly and after recognition by the Chair).
2. Seconding the motion (by any other member of the assembly).
3. Stating the motion (by the Chair) immediately after the vote.

# Parliamentary Procedure at a Glance

The motions or points below are listed according to their order of precedence. When a motion is pending, you may not introduce or make another motion that is listed below it, but you may introduce or move one that is above it.

MOTION	WHAT TO SAY	REQUIRES A SECOND	DEBAT-ABLE	AMEND-ABLE	VOTE REQUIRED
<b>Adjourn</b> <i>To end the meeting</i>	I move to adjourn.	Yes	No	No	Majority
<b>Recess</b> <i>To take a short break</i>	I move that we recess until/for...	Yes	No	Yes	Majority
<b>Question of Privilege</b> <i>Complain about room, noise, etc.</i>	I rise for a point of privilege.	No	No	No	No vote
<b>Close Debate</b> <i>To move immediately to a vote</i>	I move to close debate.	Yes	No	No	2/3
<b>Limit/Extend Debate</b> <i>To limit or extend debate on a motion</i>	I move to limit/extend debate to...	Yes	No	Yes	2/3
<b>Postpone Definitely</b> <i>To delay consideration</i>	I move to postpone consideration of this motion until...	Yes	Yes	Yes	Majority
<b>Refer to Committee</b> <i>To send a motion to committee</i>	I move that the motion be referred to...	Yes	Yes	Yes	Majority
<b>Amend</b> <i>To make changes to a motion</i>	I move to amend this motion by...	Yes	Yes	Yes	Majority
<b>Main Motion</b> <i>To introduce new business</i>	I move that...	Yes	Yes	Yes	Majority

The motions or points below have no position in the order of precedence. Generally, these motions can be made whenever another one of the motions below is not already pending.

<b>Point of Order</b> <i>To object to procedure</i>	I rise to a point of order.	No	No	No	No vote
<b>Point of Information</b> <i>To request information</i>	I rise to a point of information	No	No	No	No vote
<b>Parliamentary Inquiry</b> <i>To ask a question about procedure</i>	I rise to a parliamentary inquiry.	No	No	No	No vote
<b>Division of the Assembly</b> <i>To verify the result of a vote</i>	I call for a division.	No	No	No	No vote
<b>Suspend the Rules</b> <i>To do something prohibited by the rules</i>	I move to suspend the rules so we may...	Yes	No	No	2/3
<b>Appeal the Decision of the Chair</b> <i>To challenge the ruling of the Chair</i>	I appeal the decision/ruling of the Chair.	Yes	Limited	No	Majority

## Miscellaneous Considerations:

- The chairperson is really a moderator. He/she is nonpartisan in the chair, seeing that matters are treated equally, regardless of which side of the questions they debate. He/she is in many respects like an umpire or referee.
- Parliamentary procedures are to be used to facilitate local Association meetings, not to stifle them. When in doubt as to proper procedure, common sense on the part of the chairperson should be used to clear up problems and continue business.
- The chairperson never makes a motion while in the chair, nor does he/she debate a motion without first having called another to preside in his/her place. In such an event, he/she does not usually resume the chair until the vote has been announced.
- The mover may request to withdraw or modify his/her motion without consent of anyone before the motion has been put to the group for consideration. When the motion is before the assembly and if there is no objection, the chairperson announces that the motion is withdrawn or modified. If anyone objects, the request is put to a vote.
- When making the motion to close debate, the traditional form is: “I move the previous questions...”
- The motion to refer to committee should specify the number on the committee, how the committee is to be selected and when the committee is to report.
- When members of the assembly call out informally, “Question! Question!” the chairperson is merely to understand that they as individuals are ready to vote on the pending question or motion.
- Without securing recognition from the chair, or even without waiting for a speaker to yield the floor, a member may rise to a point of order, to a point of information, or to a question of privilege. No second is necessary.
- The chairperson should not permit one or two constant talkers to dominate the meeting. Time is limited; everyone should receive equal opportunity to speak. The chairperson should not recognize the same person twice until all others who wish to speak have had an opportunity.

## ROCHESTER EDUCATION ASSOCIATION

# Cheat sheet for acronyms commonly used at meetings

<b>AA:</b>	Administrative Assistant
<b>ABE:</b>	Adult Basic Education
<b>AFL-CIO:</b>	American Federation of Labor-Congress of Industrial Organizations
<b>AFT:</b>	American Federation of Teachers
<b>CEU:</b>	Continuing Education Unit (what we earn as credits for re-licensure)
<b>CS:</b>	Clinical Supervisor
<b>Ed MN:</b>	Education Minnesota, although it is preferred that no acronym is used when referring to Education Minnesota. It is considered respectful to say and write the full title at all times.
<b>ECFE:</b>	Early Childhood Family Education
<b>ECSE:</b>	Early Childhood Special Education
<b>ER&amp;D:</b>	Educational Research and Dissemination
<b>ESOL or ESL:</b>	English Speakers of Other Languages
<b>FR:</b>	Faculty Representative
<b>GIP:</b>	Graduate Induction Program
<b>IA:</b>	Implementation Associate
<b>LPN:</b>	Licensed Practical Nurse
<b>MOA:</b>	Memorandum of Agreement
<b>MOU:</b>	Memorandum of Understanding
<b>NEA:</b>	National Education Association
<b>OT:</b>	Occupational Therapist
<b>PAIIR:</b>	Parents Are Important in Rochester
<b>PGA:</b>	Professional Growth Academy
<b>PGP:</b>	Professional Growth Program or Plan
<b>PT:</b>	Physical Therapist
<b>REA:</b>	Rochester Education Association
<b>SD:</b>	Staff Development
<b>SE:</b>	Special Education (additional special ed acronyms are included in binder)
<b>SLP:</b>	Speech/Language Pathologist
<b>SS:</b>	Support Services
<b>TOSA:</b>	Teacher on Special Assignment

# ROCHESTER EDUCATION ASSOCIATION

## Acronyms for Special Education

<b>ASD</b>	Autism Spectrum Disorder
<b>ASR</b>	Assessment Summary Report
<b>AT</b>	Assistive Technology
<b>BIP</b>	Behavior Intervention Plan
<b>BST</b>	Basic Skills Tests
<b>D/HH</b>	Deaf and Hard of Hearing
<b>DAPE</b>	Developmental Adaptive Physical Education
<b>DCD</b>	Developmental Cognitive Disability
<b>DCD-MM</b>	Developmental Cognitive Disability – Mild to Moderate
<b>DCD-SP</b>	Developmental Cognitive Disability – Severe to Profound
<b>DD</b>	Developmental Delay
<b>EBD</b>	Emotional or Behavioral Disorders
<b>ECFE</b>	Early Childhood Family Education
<b>ECSE</b>	Early Childhood Special Education
<b>ESY</b>	Extended School Year
<b>FAPE</b>	Free Appropriate Public Education
<b>FBA</b>	Functional Behavior Assessment
<b>IDEiA</b>	Individuals with Disabilities Education Improvement Act
<b>IEE</b>	Independent Education Evaluation
<b>IEP</b>	Individualized Education Program
<b>IFSP</b>	Individual Family Service Plan
<b>IIP</b>	Individual Interagency Intervention Plan
<b>LRE</b>	Least Restrictive Environment
<b>MCA</b>	Minnesota Comprehensive Assessments
<b>OHD</b>	Other Health Disabilities
<b>OT</b>	Occupational Therapy
<b>PCA</b>	Personal Care Attendant
<b>PI</b>	Physically Impaired
<b>PLAAFP</b>	Present Level of Academic Achievement and Functional Performance
<b>PT</b>	Physical Therapy
<b>RRT</b>	Referral Review Team
<b>S/L</b>	Speech or Language Impairment
<b>SEAC</b>	Special Education Advisory Council
<b>SLD</b>	Specific Learning Disability
<b>SMI</b>	Severely Multiply Impaired
<b>TBI</b>	Traumatic Brain Injury
<b>VI</b>	Visually Impaired

# Frequently Used Terms

**Accommodation** – Allows the student to do the same work as the regular education students with a change (i.e. taking tests in a quiet room) that helps them be more successful. This change does not change the rigor of the material being taught.

**Adaptations** – Word used interchangeable with accommodation.

**Assistive Technology Device** – Any item, piece of equipment, or product system used to increase, maintain, or improve the functional capabilities of children with disabilities.

**Assistive Technology Service** – Any service that directly assists a student in the selection, acquisition or use of an assistive technology device.

**Child Study Team** – Team that determines if an evaluation is warranted.

**Consent** – Means that you say “yes.” Consent means that you understand and agree in writing to the activity that is being requested, such as an evaluation or an IEP.

**Curriculum** – The coursework being taught.

**Direct service** – Service provided directly to the student from the professional.

**Evaluation** – Testing and observations used to determine the eligibility of the student for special education services.

**IDEiA** – The Individuals with Disabilities Education Improvement Act (IDEiA) is the nation's special education law. IDEiA provides federal funding to help states and local communities provide special education opportunities for students.

**Inclusion-Full** – Student who qualifies for special education and spends the entire school day in the regular education classroom.

**Inclusion-Partial** – Student who qualifies for special education and spends part of the school day in the regular education classroom.

**IEE (Independent Educational Evaluation)** – An evaluation provided by a mutually agreed upon independent professional who is not employed by the school system, at no cost to you. The school district is required to give you several choices of qualified professionals to perform the IEE. You can then choose which professional conducts the IEE. To request an IEE, you need to notify, in **writing**, the Director of Student Support Services that you disagree with the district’s evaluation and are requesting an IEE. Keep a copy for yourself as well. You also have the right to a second opinion at any time at your own expense. The school district must consider this information.

**IEP** – An Individualized Education Program is a specially designed program of services, instruction, and support designed to meet the individual needs of students who require special education and related services.

**IEP Case Manager** – The person at the school who coordinates a student’s IEP and sees that it is carried out. This person is the first point of contact for any issues or concerns that you may have. If you work with other agencies, you may work with others who are called case managers.

**IEP Team** – The group of people responsible for defining a student’s educational plan. The Team must include:

- A parent.
- A representative of the district who is authorized to assign resources.
- At least one of the student’s special education teachers.
- At least one of the student’s regular education teachers.
- There may be more team members as appropriate.

**IFSP** – An Individual Family Service Plan is a specially designed program of services or supports to meet the needs of children, birth through age two, who need special education.

**IIIP** – Individual Interagency Intervention Plan (IIIP) form is for students from age 3 to 21. The development of the IIIP should be completed within 30 school days from completion of the assessment.

**Indirect service** – Consists of work on the student’s behalf that ensures access, accommodations and service coordination. It is not direct service, as it does not occur face-to-face with the student on a regularly scheduled basis.

**LRE (Least Restrictive Environment)** – The educational setting that provides an appropriate program, including special supports needed for the student, in as typical a school environment as possible.

**Modification** – A change that lowers the rigor of the material and changes what a test or assignment measures.

**PCA (Personal Care Attendant)** – A staff person hired to help a child learn skills so he or she can be more independent at home and in the community.

**Positive behavior intervention** – A plan to address problem behaviors; it addresses both the source of the behavior and ways to deal with the behavior so the student can behave more appropriately.

**Pre-referral interventions** – Before referring a child for an evaluation the classroom teacher may plan strategies to see if your child’s performance improves with simple changes in curriculum or environment. These are called “pre-referral interventions.” At least two pre-referral interventions must be tried and documented. If the child’s performance improves, an evaluation may not be needed. If problems continue, an evaluation will help identify more specific ways to help the child learn.

**Referral** – Anyone can make a referral for a special education evaluation. When classroom interventions are not successful, the classroom teacher may make a referral to the Referral Review Team who will consider whether the child should receive further evaluation. This team, including the parent, decides the areas to be evaluated and the types of evaluation to be completed.

**Related Services** – Services required to allow a child to benefit from special education. An example may be transportation or occupational therapy.

**Respite Care** – Care provided for the child so parents can have a break.

**Resource room** – A student may receive his/her special education and related services in the resource room, rather than a regular education classroom.

**Special Education** – Instruction specially designed to meet the unique needs of a student with disabilities, at no cost to parent(s).

**ROCHESTER EDUCATION ASSOCIATION**  
**Faculty Representative Assembly**

**Notes**

Date \_\_\_\_\_

**HIGHLIGHTS OF REPORTS**

**Financial**

**Membership**

**Governmental Relations**

**Professional Development**

**Education Minnesota Field Staff**

**President**

**Other**



**NOTES** *continued*

**HIGHLIGHTS FOR FEEDBACK AND RESPONSES**

**OLD BUSINESS**

**NEW BUSINESS**

**CRITICAL POINTS FOR 10-MINUTE MEETING**

# **Your Faculty Representative in this building is:**

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**Room:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

# **“10-MINUTE”**



## **Rochester Education Association Member Meeting**

DATE: \_\_\_\_\_

LOCATION: \_\_\_\_\_

START TIME: \_\_\_\_\_

END TIME: \_\_\_\_\_

HOSTED BY: \_\_\_\_\_

# How to Run Effective Building Meetings

## The Ten-Minute Building Meeting

Do your members complain they are too busy to come to a building meeting?

Try promising a 10-minute building meeting - TIMED BY THE CLOCK.

1. **Distribute an Announcement** that calls attention to the 10-minute limit.

It could include comments such as:

- We begin at (*time*) sharp!
- We meet at (*place*)!
- We will end at (*time*) sharp!

2. The agenda might look like this.

- A. Current Issues Update

Brief review of major topics discussed at last month's Executive Board meeting

**(2 MINUTES)**

- B. Our Hot Issue

Here is a current issue. We need your ideas before we go to the next Executive Board meeting.

**(4 MINUTES)**

- C. What's on Your Mind?

A review of a current issue that concerns members in this building.

**(2 MINUTES)**

- D. A Success or Problem Story

We're having some success in this area, or we're optimistic in this area—thanks to YOUR efforts. Keep up the good work.

Or

We're having a problem in this area. We need your help in dealing with this.

**(2 MINUTES)**

Close by asking for questions. Provide a quick response or have them complete a feedback sheet for follow up. Thank you.

# The 10-Minute Meeting Planning Guide

Building Representative: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Location: \_\_\_\_\_

## Agenda

### Current Issues Update (2 minutes)

Briefly review major topics discussed at last Executive Committee meeting.

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### Our Hot Issue (4 minutes)

Identify a current issue. Ask for ideas from members to take back to the next Executive Committee meeting.

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### What's on Your Mind? (2 minutes)

Review a current issue that concerns members in this building.

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### A Success or Problem Story (2 minutes)

Identify a success and thank members for their efforts.

Or

Identify a problem and request help in dealing with this.

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## Feedback/Issue/Information

Name: \_\_\_\_\_

Site: \_\_\_\_\_

Position: \_\_\_\_\_

Date: \_\_\_\_\_

Best way to contact me: \_\_\_\_\_

We know your time is valuable and appreciate you taking the time to attend these extremely important 10-Minute Meetings. We also realize that 10 minutes is not enough time to address all the concerns of all our members. In the space provided below, please let us know what is on your mind, and someone will arrange to meet with you individually to discuss your concerns.

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# Building Report for Executive Board

Name of Person Reporting: \_\_\_\_\_

Building: \_\_\_\_\_ Date: \_\_\_\_\_

Concerns in the Building:

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Things Needed:

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Success Stories and Interesting Tidbits:

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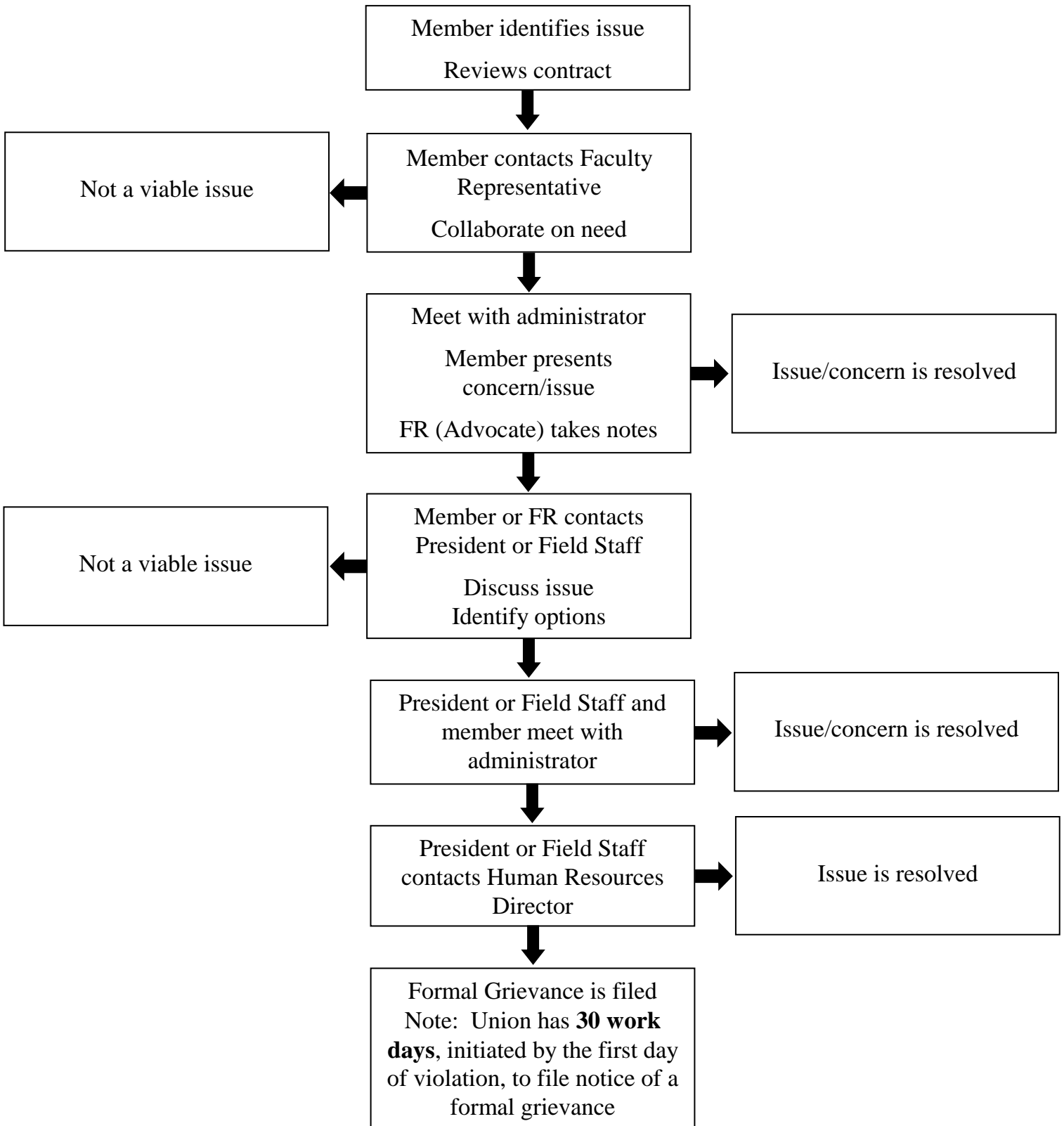
Other:

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# PROCESS TO SUPPORT MEMBER CONCERNS





# What needs to be done for membership?

Within the first two weeks of school, an FR should contact each new teacher in the building to verify that s/he completed membership forms during New Teacher Workshop, and to welcome the new teacher to REA.

If s/he has not completed membership forms, give that new teacher the membership forms (blue dues deduction and AFT/NEA/Education Minnesota/REA form). If the membership forms are not back within a few days, make another contact to remind that person. When you get the forms back, send them to the REA Office via the school mail.

Other responsibilities of the FR that relate to membership are as follows:

1. Promptly contact all new teachers and any who have not been members to offer them membership. Any teacher not joining by the 10th of the month following the start of employment will be fair shared. This includes all teaching staff EXCEPT day-to-day substitutes.
2. Encourage new members to authorize \$10.00 annual (\$1 per month) contribution to NEA Fund for Children and Public Education and \$10.00 annual contribution to R-PACE.
3. Be alert to any concerns regarding membership dues or dues deductions. Call the office if you need help.
4. Review membership for your building to let us know about name changes, address changes, and/or changes in assignment, employment status or building.
5. Communicate often about association business and actively recruit colleagues to fill all committee positions.

Note: Contact the REA office about the death of any member or death in a member's family. Memorials are sent to Quarry Hill in their honor.

## Education Minnesota/Rochester Education Association

# What are the Dues for 2014-2015 Year and Where do these dues go?

The amount a person who is a member pays depends on the percent that he/she is employed. If a person works 76% to 100%, it is full time employment. If a person works 51% to 75%, it is three-fourths employment. If a person works 26% to 50%, it is half time employment. If a person works 25% or less, it is one-fourth time. Dues are deducted from the monthly check over a 10-month period. The amounts for each category are listed below.

If a person is not a member and is fair shared, the amount he/she pays will be approximately 85% of the dues of that employment category (full-time, half-time, etc.). The deductions are taken over a 9-month period.

Below is the breakdown of the amounts for each employment category. The monthly deduction may vary slightly for those who become members in the middle of the year or work only one semester/quarter.

### BENEFITS

#### National Services (partial listing)

- Liability Insurance Coverage
- Employment Related Legal Services
- *NEA Today & Today's Education or*
- *Almanac of Higher Education*
- DUES-TAB No Cost Insurance
- Attorney Referral Programs
- Term Life and AD&D Insurance
- Money Market Programs
- Credit Card Programs
- Magazine Programs
- Credit Plans

#### Education Minnesota Services (partial listing)

- Field Representative Assistance
- UniServ Offices to serve you
- *Minnesota Educator*
- Auto/Homeowners Insurance
- Financial Services/Preretirement Planning
- Auto Buying/Auto Leasing
- Travel
- Hotel/Motel Programs
- Flex Plans (I.R.C. Sec. 125)
- Long Term Care
- Official Merchandise Programs

#### **Local/State/National:**

% Employed	National	State	Local	Total div by 10	Monthly
76-100%	231.96	435.00	188.00	854.96	85.49
51-75%	231.96	337.00	141.00	709.96	70.99
26-50%	122.58	239.00	94.00	455.58	45.55
<25% and earning \$1,654 and over	67.89	141.00	47.00	255.89	25.58
<25% and earning under \$1,654	67.89	58.00	37.60	163.49	16.34

#### **Non Members Fair Share Assessment:**

% Employed	National	State	Local	Total div by 9	Monthly
76-100%	129.59	325.90	159.80	615.29	68.36
51-75%	129.59	244.43	119.85	493.87	54.87
26-50%	68.48	162.95	79.90	311.33	34.59
<25% and earning \$1,654 and over	37.93	81.47	39.95	159.35	17.70
<25% and earning under \$1,654	37.93	12.47	31.96	82.36	9.15

# Organizing Building Action Teams

## What are Building Action Teams?

Building Action Teams are the strength behind our leadership and are the communication link for members at your site. The teams are composed of volunteer members who assist us in performing the many functions of the association.

### **Effective Action Teams can:**

- activate the membership to important issues, concerns.
- decrease member apathy by promoting active participation in the Association.
- build cohesiveness and unity among teachers in the building.
- communicate and provide information regarding contract issues, professional development, and benefits.

### **How to Organize Action Teams!**

1. Educate the members at your site about the various REA/Education Minnesota committees.
2. Identify members to serve as representatives for each of the following areas: Governmental Relations (GR), Instruction and Professional Development (IPD), Member Rights (TR), Member Services (ESI), Negotiations, and Communications. These contacts will assist you in communicating and supporting members on these topics.
3. Complete the list for each committee for your site. Send Building Action Team member names to the REA office. We will contact them with training opportunities and resources to support their leadership.

# Suggestions for Recruiting Members

## DO:

- Know your prospective members.
- Be prepared to answer predictable questions.
- Work in pairs, (two on one).
- Try to learn something about the potential member's interests prior to meeting.
- Enlist help from those members who get along well with the prospective member.
- Ask questions designed to involve the listener in thinking about the situation.
- Listen carefully to learn biggest hang-up(s) or interests. (Dialogue is best.)
- Stick with the key issue when you find it.
- Ask for suggestions for improving the organized profession (make written notes – and forward them to appropriate people).
- Help potential members find information they seek.
- Make appointment for another time before leaving if you can't get membership at first discussion.
- Enlist the help of those who enroll to get other members to work with committees.

## DON'T:

- Enter into arguments.
- Give up after one try. (Salespeople report that on the average, it takes 4-7 contacts to clinch a sale.)
- Beg for membership.
- Be afraid to ask. (You are serving the best interests of the potential member.)
- Deal in personalities.
- Argue in front of a group, or in any way embarrass your colleague in front of others.

# Tips for Recruiting and Retaining Volunteers

## **Personalize**

When you need workers, ask for them personally. Few people will volunteer their services in response to an “all call.” People like to be asked face-to-face. Don’t rely on flyers or letters to do your recruiting job.

## **Rely On Friendship**

Have someone they know do the asking. People respond more positively to someone they know. Isn’t it harder to say “no” to a friend than to a stranger?

## **Welcome New Workers**

If a person agrees to help, welcome the new volunteer. Introduce her or him to the other volunteers. Establish the feeling of belonging and being needed.

## **Reduce Risks**

Make the jobs as non-threatening as possible. People don’t like to take risks. New volunteers can often be induced to take on more jobs if they first have a few successes to look back on. Start them with easy tasks and build their skills and confidence.

## **Be Specific**

Tell them realistically what the work will be, how much time it will take, and whether they will be working alone or with a group. People like to know what they will be doing. Don’t belittle or apologize for the work. If it weren’t necessary, you wouldn’t ask.

## **Stress Importance**

Make each volunteer feel important. If members think you’re just looking for “bodies,” they will feel easily replaceable and less responsible for doing the job. People will respond to your mood and presentation. Be enthusiastic!

## **Set Time Limits**

Make sure each job or project has a definite beginning and an end. Let your volunteers know when they’ve accomplished “their mission.”

## **Set High Standards**

The volunteers will take their cue from you. You will rarely get more than you ask for, so ask for what you really need.

## **Reward Good Work**

Recognize and reward good work – publicly – at an Association Representatives’ meeting or during a break at your worksite. Everyone likes a pat on the back and a simple “thank you” from the Association can go a long way.

**Site** \_\_\_\_\_

**Faculty Representatives** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**REA Committee**

**Name**

**Email Address**

**Governmental Relations/  
Political Action**

\_\_\_\_\_

\_\_\_\_\_

**Professional Development  
Committee**  
(Staff Development)

\_\_\_\_\_

\_\_\_\_\_

**Teacher Rights**  
(Member Rights Advocates)

\_\_\_\_\_

\_\_\_\_\_

**Member Services**  
(Benefits, 403b, Dues)

\_\_\_\_\_

\_\_\_\_\_

**Negotiations**  
(Task Force/Contacts)

\_\_\_\_\_

\_\_\_\_\_

**Communications**

\_\_\_\_\_

\_\_\_\_\_

# Characteristics of an Effective Local Association

## **Local leaders and membership know each other's thoughts and needs...**

- there is a two-way communication system between leadership and members; a system of personal contact using building team.
- leadership knows if an individual member is in need of help.
- bulletin boards are visible and used for Association information.
- there is an accurate membership phone tree in place.
- there is a regularly published Association newsletter.

## **The local Association maintains gains and builds new programs, with a vision for the future...**

- there is a membership campaign in place for new members (i.e. new teachers in the system).
- there is a membership campaign in place for non-members.
- alliances with community groups are pursued.
- there is an on-going public relations program with the community (not just during negotiations).
- there is an active recruitment of volunteers to participate in Association activities.
- members are kept informed of political activities—legislative and congressional—and their participation in the political process is encouraged.
- the local is involved in school board elections.

## **The local Association becomes stronger, independent of individuals...**

- officers and faculty representatives are elected.
- leaders attend UniServ, state and national workshops and programs.
- there is active recruitment of new leaders encouraged to participate in training programs.
- the Association knows what the district administration is thinking and doing.
- regular monitoring of school board meetings takes place.
- Meet & Confer meetings are held quarterly, at a minimum.
- members are surveyed regarding their needs for negotiations.
- results of negotiations surveys are reported to the membership.
- the proposal is ratified by the membership before going to the table.
- there is regular membership communication after each negotiations session.
- the tentative proposal is printed for members before ratification takes place.
- all members vote on the tentative agreement.
- teachers are inserviced on contract changes.
- there is an active teacher rights chair(s) advocating for members.

# Role of President

## Suggested Responsibilities

1. Serve as chief executive officer of and official spokesperson for the local:
  - To the membership
  - To the administration
  - To the community
  - To Education Minnesota, AFT, NEA, AFL-CIO
2. Appoint committee chairs and make committee assignments per local constitution/bylaws. Delegate responsibility and hold chairs accountable for their duties.
3. Serve as ex-officio member of all committees.
4. Prepare for and conduct local meetings.
5. Listen to your members and refer them to the appropriate committee for needed assistance.
6. Involve the governance structure and total membership in the decision-making process.
7. In conjunction with your executive board, develop goals to be completed during the year using the components of the Full Capacity Locals to assist in the planning.
8. Be aware of pending grievances, status of negotiations and happenings in the district.
9. Appoint and serve on the Meet & Confer Committee as provided in your local constitution/bylaws.
10. May serve as Chief Negotiator
11. Work with your treasurer to prepare and monitor a local budget. See that dues are forwarded and appropriate reports (for example, IRS) are filed.
12. Be accessible to members and their needs.
13. Know your Master Contract.
14. Attend appropriate training/leadership conferences at the intermediate, state, or national levels.
15. Work with the Member Rights Advocates in the local to establish a system to track and monitor grievances and grievance timelines.
16. Review, comment on and sign any school district request to the Board of Teaching for variances, waivers, or community experts.



# Vice President

## Suggested Responsibilities/Duties

1. Be prepared to act as president should the need arise.
2. Attend appropriate training conferences/meetings in preparation to becoming president.
3. Act as the president's designee when needed.
4. Prepare a schedule for attendance at school board meetings.
5. Prepare agenda for Faculty Representative Assembly.
6. Become knowledgeable about the master contract.
7. Chair the Constitution/Bylaws Committee.
8. Serve as a member of the Executive Board.
9. Assist in recruiting, training, and orienting building representatives.
10. Attend appropriate meetings and training sessions.

# Secretary

## **Suggested Responsibilities/Duties**

1. Assist the president in preparing written documents for meetings.
2. Distribute or post notices of meetings.
3. Keep a permanent record of Minutes from meetings and of any correspondence received or sent.
4. Maintain the local's archives with the Constitution/Bylaws, past and present officers, committee structures, etc.
5. Assist in the preparation and distribution of the local's policy handbook, and also of the member's handbook about the local.
6. Serve as a member of the Executive Board.
7. Attend appropriate meetings and training sessions.

# Treasurer

## **Suggested Responsibilities/Duties**

1. Receive, protect and care for, and disburse all funds of the local and keep an account of the same.
2. Assist in preparing a budget for the local, and serve as financial advisor to the local.
3. Prepare and submit monthly and annual financial reports to the local.
4. Verify accuracy of payroll deduction of dues with the local membership chairperson.
5. Forward payment of dues to Education Minnesota.
6. Have financial records audited each year.
7. Serve as a member of the Executive Board.
8. Attend appropriate meetings and training sessions.

# Membership Chair

## Suggested Responsibilities/Duties

1. Welcome new hires to the district that includes a personal as well as written greeting.
2. Recruit/assign colleagues to serve as union mentors to the new hires.
3. See that new hires receive information about the union, and are personally asked to become a member.
4. See that new hires learn about the community and the district.
5. Work with the human resources director for the district to receive notice of new hires throughout the year, and see that they are asked to become members.
6. Order membership materials from Education Minnesota in the spring and see that they are distributed to the members.
7. Maintain membership rosters for the local and Education Minnesota and report additions, deletions, and changes on a regular basis.
8. Work with the local treasurer to certify the correct dues amount to be forwarded to Education Minnesota.
9. Establish a process for the delivery of fair share notices (to the employer and the individuals). Contact fair share payers annually to recruit them as members.
10. Coordinate the development and implementation of programs for new hires.
11. Serve on the Executive Board.
12. Attend appropriate meetings and training sessions.

# Membership Team Members

## Suggested Responsibilities/Duties

1. Assist the local membership chair to establish a plan for your local that demonstrates a sense of welcome to new hires.
2. Be a contact to new hires personally welcoming them to the union and the district.
3. Help new hires complete the various forms required by the school district.
4. Keep records for your building as to changes in membership and report them to the membership chair.
5. Assist in the planning and implementation of activities to support new hires during their first years of employment.

# Government Relations

## Suggested Responsibilities/Duties

1. Implement and coordinate lobbying efforts (letter writing, phone calls, personal meetings with legislators).
2. Campaign for candidates who are friends to education.
3. Promote involvement in screening of political candidates and actively seek members for screening committees.
4. Promote involvement in political party caucuses.
5. Inform membership of the actions of the Legislature.
6. Attend Lobby Day activities at State Capitol.
7. Become a Grassroots Advocate for Education Minnesota.
8. Serve on the Executive Board.
9. Attend appropriate meetings and training sessions.
10. Conduct fundraising for political action.

# Professional Development Chair

## Suggested Responsibilities/Duties

1. Monitor compliance of state regulations and rules in the local school district.
2. Monitor and take part in district activities to implement standards, testing, and accountability mandates.
3. Become a member of the local Staff Development Committee, and direct its work to be of assistance to members and in compliance with the statute, and based on research.
4. Monitor and support the local Continuing Education Committee.
5. Assist the negotiations team with research information on professional issues (class size, prep time, staff development, mentoring, and granting lane change credits for local in-service training).
6. Identify a key issue for the year and organize around this issue.
7. Assist with American Education Week and Read Across America activities.
8. Serve as a member of the Executive Board.
9. Attend appropriate meetings and training sessions.

# Negotiations Team

## Suggested Responsibilities/Duties

1. Be knowledgeable about the district's financial status.
2. Request and receive copies of all employer financial records available to the local.
3. Survey the membership regarding their needs/interests for contract proposals.
4. Return the survey results to the membership for refinement, and develop the initial proposal for presentation on behalf of the bargaining unit.
5. Regularly report the status of negotiations to the membership.
6. Assist the member rights chairperson in the interpretation of contract language.
7. Have representation on the Meet and Confer Committee.
8. Attend appropriate meetings and training sessions.

# Member Rights Chair

## Suggested Responsibilities/Duties

1. Identify Member Rights contacts at each site.
2. Keep members informed of their rights and responsibilities through present contract language, current statutes, and the Code of Ethics.
3. Police the master contract through familiarization with current language, and note where problems may occur and new or revised language may be needed. Work closely with local negotiators.
4. Become involved with the negotiations process by either attending negotiations sessions or the planning sessions for proposed contract language.
5. Serve as a representative with members at disciplinary meetings with administrators or any other times as needed/requested.
6. Have representation on the Meet and Confer Committee (this may vary per local).
7. Attend and conduct appropriate meetings and training sessions.