



The JCEA

# Insight



## Briefly Noted

a summary of news items of interest to our members

### Negotiations stall on teacher 'rewards'

Negotiations Chair Mike Jaegel gives a summary of bargaining action in his column this month. Jaegel writes that although he can't tell teachers what they want to hear about salaries, negotiations on everything else on the table are progressing. See story on [page 2](#).

### Legislature deals with education issues

HB 1309, a private school tax credit bill, and SB 80, which attempts to improve school report cards, are two bills educators should take note of at this time. HB 1309 would allow taxpayers to donate to a "scholarship fund" and get both an income tax deduction and credit. See details on both bills on [page 2](#).

### Springtime brings transfer time

Reassignments and transfers are a sign of spring in JPS. Make sure you know what you need to know about both voluntary and involuntary transfers. See Contract News on [page 2](#).

### Council 'works' as it should in March

JCEA President Dale Gatz relates the story of the spirited AR debate over the three staffing MOUs at the March Council meeting. Although only one of the MOUs was approved, Gatz calls the session a huge success. Read why on [page 3](#).

### Association holds elections

JCEA members will elect a new executive board in the buildings during the week of April 4-12. Read about the candidates on [page 6](#).

### Columnist has ideas to fund raises

Michael Deeble, O'Connell MS English teacher and *Insight* columnist, gives suggestions on how to get adequate funding for teacher rewards by eliminating the \$4 million costs of what he calls "District meddling." Read his column on [page 11](#).

### FYI contains variety of useful info

Educators will find a variety of useful information from a JCEA web page update to how to nominate a fellow Association member for an award on [page 11](#).

## Council improves staffing MOU

Last month the *Insight* reported JCEA's Council would consider three district proposals regarding staffing for 2002-2003. They only approved one: the middle school proposal. The elementary and high school proposals were referred to the JCEA Board and Negotiations Team respectively.

On March 27, the JCEA Board—after an hour-long discussion which included JPS administrators Joyce Joyce and Cindy Stevenson—unanimously approved an amended elementary staffing proposal. The amended proposal before the Board included new language to address some of Council's concerns. (See related information on [page 2](#).)

Both the elementary and middle school staffing process will be implemented immediately, including the notification of involuntary transfers, which by mutual consent was delayed from March 15 to March 30. (Copies of all approved MOUs may be downloaded from the "contract" page on JCEA's website: [www.jcea-cea.org](http://www.jcea-cea.org)).

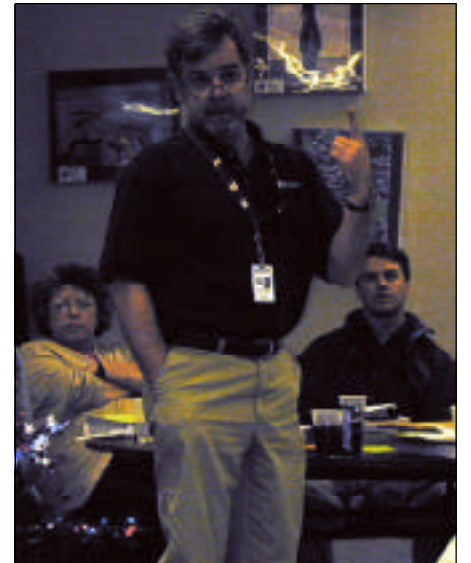
The fate of the JPS high school proposal, which did not involve a class size reduction but did include an instructional coach for each building, is still unclear as it is being discussed at the negotiations table. Council did not oppose the hiring of instructional coaches but felt the proposal was not consistent with the recommendations made in the previously agreed to staffing task force. Many ARs voiced a concern they would like to see the coaches' jobs/roles be defined, and others argued that each school should be allowed to determine how best to use the new FTE.

JCEA President Dale Gatz said, "The March council meeting was invigorating. Council did what Council should have done. They had concerns, and instead of just rubber stamping the proposals they took constructive steps to address those concerns. The result is the elementary proposal has been clarified and improved and all schools now have a better understanding of it."

Gatz said that during the March Council debate, concerns were expressed about how the new staffing formula would be implemented. ARs from small schools feared a loss of staff. Other elementary ARs voiced the fear that in order to save money, JPS would staff at the high end of the target, not the low. Still others voiced a concern about forcing combination classes.

"Council referred the issue to our Board," he explained, "because they were mindful of the need to resolve this issue quickly. Positions need to be advertised and teachers need the opportunity to change assignments."

Following the Council meeting, Gatz contacted all elementary ARs and asked them to identify problems with the new



Three of the many ARs who take part in lively debate over MOUs include top left, Corrie Hitchens, Evergreen MS; bottom left, Bruce Miller, Columbine; and above, Mark Molello, Peiffer Elem.

ratios. Ten schools, all of them small, were identified. Gatz then worked with the district to clarify and resolve each concern. No school lost any FTEs under the new staffing model, including one school with decreasing enrollment.

Also, as a result of discussions, new language was added to the elementary

staffing MOU to deal with the issue of half-time teachers. For grades one through four, the new language says: "When class sizes exceed recommended ranges for part of the day, proportional class size relief aide time will be provided to the extent that class size relief funds are available."

This, along with assurances from JPS that they would work with JCEA to resolve identified problems next fall, persuaded the Board to pass the MOU.

## Bargaining stalls as teams cannot agree on acceptable salaries to reward teachers

As the fifth negotiating session of the 2002 contract talks ended, there was a sense of frustration in the room. Apparently, the district appreciates your hardwork to improve CSAP scores and enjoys the increased income it provides, but they do not appreciate it enough to freely want to reward you for it.

JCEA President Dale Gatz said, "Let's be very clear. The issue is salary. We are very disappointed that the district continues to put proposals on the table that do not establish teacher salaries as a top priority. Every year we hear, 'Next year will be your year.' Frankly, now is the year."

Gatz said JCEA has worked diligently to communicate to both the JPS administration and school board that teachers' expectations—based on new Amendment 23 and performance promise monies—are high enough for a salary increase of at least COLA (4.7%) and an additional appropriate amount.

"To be stuck at this place and this late in the game is very frustrating for all of us, as our position has been clear since CSAP results were announced," he said. "Teachers expect to be rewarded for their sacrifices in the past to subsidize this school district and for their efforts to increase test scores. We have said all along that this year teachers must be the priority, and we will not settle this contract until the district can demonstrate that rewarding teachers is, in fact, this year's top budgetary priority."

Gatz noted that with all the efforts to work collaboratively over the last few years and with all the positive work done to improve class sizes and meet student instructional needs, salaries should not now be an issue.

"The inarguable future of quality education in Jeffco," he said, "depends on having a quality teacher in every classroom and SERS position. To do that the district must follow the three "Rs": recruit, retain and REWARD their teachers. It's that critical last "R" that is our emphasis."

The JPS school board must now meet to review JCEA's last offer. Further talks are to resume on April 5. For more information on bargaining, see [Know Your Contract](#) on [page 2](#).

Make [www.jcea-cea.org](http://www.jcea-cea.org) your 'favorite' link to the internet!

## Rewarding teachers = contract settlement

by Mike Jaegel, Negotiations Chair

I can't tell you today that we have finished bargaining with the district and have a fair and equitable agreement for you to approve.



I can't tell you today that the district wants to reward you for all your hard work that helped pass the mill levy and Amendment 23.

I can't tell you today that the district wants to adequately reward you for all your hard work that raised CSAP scores and puts \$10.6 million in the budget every year.

### Guidelines for numbers of grade level teachers

When Council refused to accept the proposed elementary school staffing proposal in March, one of the major concerns was not knowing how the district would actually implement the staffing ratios described in the proposal.

During the JCEA Board meeting in March, JPS' Cindy Stevenson and Joyce Joyce presented an allocation procedure that provided important information and reassurance to JCEA. The determination of the number of teachers allocated for each grade level will be based on the following sequential steps:

1. Target: Average class size is at the target.
2. High end: Average class size is at the high end of the range (exclude this step for grade 4).
3. Low end: Average class size is at the low end of the range.
4. Multiage: Average class size when combining grades 1-2, 3-4, 5-6 falls within the range. Schools may choose not to combine, but if two grade levels could fall within the staffing range to allow for full day teaching if they did combine, no additional half teachers will be allocated.
5. Half teacher: Add .5 teacher if unable to combine to make a multiage (1-2, 3-4, 5-6)
6. Combine half teacher with other available school resource: Federal Class Reduction Teacher (schools may combine with a .5 in another grade level)
7. Additional half teacher will be provided when: Grades 1, 2, 3 have 27 or more students for half a day; Grade 4 has 30 students or more for half a day; Grades 5, 6 have 35 students or more for half a day.

These steps should be followed when projecting staffing for 2002-2003 school year. The above staffing is allocated prior to the start of school. Class Size Relief will be allocated after school has started and real numbers are provided. If real numbers are significantly lower than projected numbers and schools are over staffed, staffing will be adjusted accordingly, as in previous years.

I can tell you, however, I have not given up hope that the district will soon find a way to adequately reward you for all your hard work.

We have gone over the budget provided by the district and find that there is money to give teachers a COLA raise, begin to make up for past inadequate compensation, and reward you for raising CSAP scores.

Even with the new Performance Promise dollars, our district still gets between \$200-\$500 dollars per student—less per student than most of our neighbors—and we still provide programs and instruction that rival any district. We have been able to do this because our teachers have been able and willing to work harder and do more with less. It is now time to give something back to the teachers this year.

We have heard the promise of rewards and catch-up-next-year too many times. The district has the money. **We honored our commitments, worked hard, and raised test scores. It's time for the district to pay for value received.**

I can also tell you we have bargained for five days and have come to agreement on a number of items:

- The salary schedule will be preserved and perhaps slightly improved.
- There will be no cap on employee insurance benefits. The district will continue to pay the full cost for individual employees.
- There is a new awareness that

## News from the Legislature

Of interest to teachers is HB 1309, a private school tax credit bill which would allow a taxpayer to donate to a "scholarship fund" to help students attend private and religious schools and in return get an income tax credit in addition to a tax deduction for charitable contributions. This bill passed the House, where the majority is unfriendly to educational issues. It is now being considered in the Senate.

CEA opposes HB 1309. So does the Colorado PTA, Colorado Association of School Executives (CASE), and the Colorado Association of School Boards (CASB). These groups helped defeat Amendment 17 in 1998 and SB 1219 in 2001, both of which were private school tax credit measures. Although some of the scholarship fund may be used in public schools for afterschool tutoring, there is no standard to measure the quality of tutors hired nor assessment of the quality of their work.

Like vouchers, private school tax credits use public tax dollars to subsidize private and religious schools. Those schools are not accountable to the public for funds received through assessments like CSAP.

workload is a problem. The district has withdrawn its proposal to add five extra days for staff development. We have proposed that each school be given sub time providing teachers release time to help with testing and individual reports.

- We have tentative agreements on first aid training issues, secondary school maximum class load, professional development, and the personal leave task force report.

As a result of the Council's action to remand the High School Staffing MOU to negotiations, we have discussed adding additional staff to the high schools.

We hope to find a way to fund some additional performance pay as recommended by the elementary, middle school, and high school task forces. Because of their high cost, we would like to begin phasing in parts of each program over the next three years.

Everything on the table, except compensation, is very close to agreement right now. The district and JCEA can quickly reach a fair settlement if we can agree on a compensation figure that rewards teachers for their past and present work.

We have scheduled more bargaining sessions on April 5 and 15. Please keep checking the JCEA web page for updates on our progress.

*P.S. Jeffco Employee Appreciation night at Elitch's is not a form of compensation.*

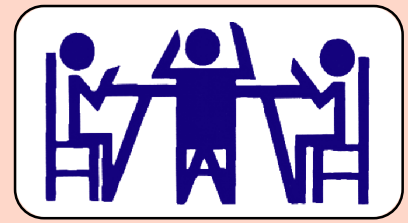
By granting the donor a tax credit, the total amount of taxes collected by the state is decreased. This means public education will get proportionately less money. In a recession year like this, the state needs not grant tax credits to the rich as it will need all funds it can collect to meet its budget.

Teachers should email their state Senators. Using the above information, urge them to vote against HB 1309. Emails can be sent to Senators by logging in to [www.coloradoea.org/AtTheCapitol/action.cfm](http://www.coloradoea.org/AtTheCapitol/action.cfm). Put in your zip code and you will see your Senator's name. You can send an email right there.

One of the most important bills this session, SB 80 by Sen. Pat Pascoe (D), makes significant changes in the school accountability reports. SB 80 was approved by the Senate Education Committee on March 1 and has been sent to the Appropriations Committee.

CEA supports this bill which repeals the current school ratings and replaces them with a system of measuring academic growth over time; removes the charter track by which low performing schools would be turned into charters if they don't improve; eliminates the comparison with 10 neighboring schools; and adds relevant information such as the number of students eligible for free lunch and the percentage of students whose dominant language is not English. SB 80 makes many other fine-tuning changes in school report cards.

It also includes, at the request of the Department of Education, a provision delaying this year's accountability reports. The Department claims that it needs more time to collect the data and make sure that everything is correct before printing the reports. It is attempting to correct the fiasco of errors that occurred last fall when the first school report cards were issued.



## Contract News & Information:

With the spring comes reassignments and transferees: voluntary and involuntary. All are covered extensively in **Article 34** of the Master Agreement.

**Reassignments:** Principals have the authority to reassign teachers to positions—within a school, or for SERS within their cluster—for which they are "qualified" for "valid educational reasons." Teachers have a right to question a reassignment; the burden of proof is on the principal to show that the reason is in fact "valid."

Seniority plays no official/contractual role in reassignment.

Principals cannot reassign teachers into positions that require longer work years; i.e., a teacher into a counselor or library media position. Those must be advertised.

**Voluntary transfers :** All vacancies, which occur between September 15 and June 30 will be advertised. HR will determine if the position is "restricted" or "unrestricted," which is dependent upon the number of involuntary transfers that need to be placed.

"Restricted" positions may only be filled with current probationary and non-probationary JPS teachers. "Unrestricted" positions are open to all of the above plus "temporary" teachers.

All voluntary transfers are handled by the school's **Selection Committee** of which at least 50% must be teachers. The hiring decision is by consensus.

For information about the Selection Committee process, visit the JCEA website: [www.jcea-cea.org](http://www.jcea-cea.org). On the "contract" page is a listing of pamphlets for members. Download:

- *23 facts every selection committee needs to know!*
- *Promoting yourself: A practical guide to Article 34, the voluntary transfer process.*

**Involuntary Transfers (IT):** Notices for involuntary transfers usually go out by March 15; however, by mutual agreement this year, the date was delayed until March 30.

They may be made for the following reasons: a reduction in enrollment in an identified grade level, department or team; to accommodate a paid leave return; and to fill assignments which cannot be accommodated by the existing staff.

Where the IT occurs is dependent on the "Organization Pattern" that was established the previous October.

IT teachers will be placed—during a transfer moratorium in May—into positions for which they are qualified.

HR works with area administrators, school principals, and ITs to find suitable placements. Teachers do have a limited right of refusal; however, with every refusal their options become more limited.

As with all contract provisions, if a teacher feels a right has been violated, a grievance may be filed. If you have concerns, first talk to your AR and then call your UniServ Director at the JCEA office (303-232-6405).

## CEA's Fund makes recommendations

As the Association begins to gear up for Election 2002, four Jeffco legislators—**Senator Joan Fitz-Gerald (D) SD 13 and Representatives Kelley Daniel (D) HD 23, Cheri Jahn (D) HD 24, and Betty Boyd (D) HD 26**—received continuing recommendations based on their 100% voting record on Association core issues.

Continuing recommendations are made by CEA's Fund after consultation with The Elections Team and the local Association.

The Fund also voted to recommend **Rollie Heath** as candidate for governor running against Bill Owens—who refused to come in for an interview—and **Tom Strickland**, candidate for US Senate running against incumbent Wayne Allard. Allard voted only 10% of the time in Congress in line with NEA issues.

For statewide elections, all CEA recommendations are done by The Fund. The Fund is CEA's PAC with representatives from each local. Jeffco's representatives on The Fund are Nancy Henderson, Ralston Valley HS math teacher, and Andy Kerr, Dunstan MS social studies teacher.



## You should be JPS' top priority

**Jim Hodges, JCEA Executive Director**

I was hoping to write my editorial on the tentative agreement. Unfortunately, we are still bargaining. Even though the district has more than 50 million new dollars in their coffers largely due to your efforts, the finances in Jeffco don't add up to enough.

Some of this is result of district priorities and some is a result of continued underfunding of the district. Other districts in the Metro area are spending up to 500 more dollars per student. Since the last mill election, the Jeffco citizenry have been lulled back into thinking that we operate with the same level of funding as others. This means that during negotiations we constantly compete to meet basic personal needs as we compete to match quality programs with other school districts.

When I sit down to do my own budget at home, I have to establish priorities. Hopefully, that means I will take care of the most important things first. Yes, I would like to have that most luxurious house or car or vacation, but it must come after the necessities.

So, what's the most important necessity in Jeffco schools? I think we all know it's the people. Several of you have reported to me that our superintendent has said that a quality teacher in every classroom is most important. She's right! Dr. Hammond and I agree on a lot of things and this is number one.

We also agree that Jefferson County should be the best school district in Colorado. Polls also report that our citizens want the best schools for their children, and they want our teachers to be among the best paid. So what's the problem? The problem is having adequate resources. Without adequate resources, we find ourselves in a competition over basic versus other top priorities.

During negotiations, the teams want to do what is best. Unfortunately, we find ourselves stuck by competing needs and inadequate resources. To me—and I am sure to you—it's time to reward each employee for the work done. Lost step raises and recent victories in Amendment #23 and local mill elections have positioned us to meet these personal priorities, and now is the time!

Because people are the most important thing in a top quality school district, we must be able to recruit, retain, and reward each of you. Although there will be other priorities that must wait, now is the time honor past sacrifices and reward everyone for their outstanding efforts and the gains in CSAP test scores.

Now is also the time to begin planning for obtaining those resources we will need to continue to move ahead in the near future. Hopefully, my next column will be about the tentative agreement and the planning that has begun for the future.

**TEACHING IN PURGATORY\***  
*Memotha* 4/3/02  
 \*BECAUSE IT ISN'T HELL, YET.

**Here** is the **\$6 million**  
**Question:** Exactly how many facilitators does it take to teach an inservice?

A) One—like a "real teacher" in a classroom.  
 B) Two—team teach, twice as much help and cost.  
 C) As many as will justify dozens of TOSA's, curriculum developers, Ed Center coordinators, secretaries, office space, printing budgets...



## When lemons are turned into lemonade

**Dale Gatz, JCEA President**

If nothing else, the March Council certainly provided conversation throughout the district. What had started out as three questions, routinely being brought before the ARs to consider, turned into one of the most talked-about JCEA meetings of the last 10 years. Because I was at the meeting, I will explain what happened since I have heard many versions from people who weren't there.

What we had before us were three Memos of Understanding concerning the way schools would be staffed that needed to be approved, rejected, or something in between. They had to come before Council because the contract stipulates that staffing changes from what is in the contract have to come before JCEA and the Board of Education. All three pieces had been approved by the school board in February. Then it was our turn.

First to be discussed was the Elementary MOU. Some ARs voiced an opinion that their schools were going to lose their "small school" teacher allotment. Next came the issue of combination classes. Then came the issue of staffing at the low or high end of the range. Motions, following Robert's Rules of Order, were presented concerning the use of keeping combination classes at a minimum and making sure small schools weren't going to be penalized because of their size.

Because Council meetings don't often achieve the level of amendments to amendments to motions, some people found this part of the meeting confusing. The votes on the motions were very close resulting in numerous recounts to guarantee the results were correct.

No AR at any time proposed a motion to reject the Elementary MOU. Finally, a motion was made to send the MOU to your JCEA Board of Directors to be re-worked and approved at its March 27 meeting.

Then came the High School MOU, which stated that all high schools would be receiving an instructional coach next year. This was controversial because it did not follow exactly what the Staffing Task Force from two years ago had put forth in their final report, and many high school teachers remembered what had been recommended. The Task Force report had been approved by the School Board and your JCEA Council last year.

Thoughts were expressed about the MOU, discussion followed, and a motion was made for the bargaining

team to solve this issue at the negotiations table. Contrary to rumor, JCEA Council did not pass a motion, nor has any governance body of JCEA ever taken a stand against instructional coaches in our schools.

Then came the Middle School MOU, which was accepted with little fanfare and discussion.

Now you know the "lemons" part of the February Council. Where does the lemonade come in?

First glass of lemonade: JCEA is a stronger association because of the events. Every AR learned that controversial issues can come before Council for debate, and we can all walk away at the end of the night with a better understanding of each other. Any AR can bring an item that is important to the members at his/her site for discussion at Council. After debate, each site's representative can better understand what is going on at the other 147 sites.

Second glass of lemonade: The working relationship between JCEA and the Ed Center has improved. Administrators closely involved with the MOUs learned that JCEA's Council deserves the respect of being notified in a timely manner so issues can be solved with thought and consideration.

Third glass of lemonade: When new concepts are put forth, the teacher has to check back with the students to make sure everyone understands what was said. This goes for Central Administration explaining to principals, principals explaining to a roomful of teachers, and teachers explaining to each other. Everyone sitting in a room hears the explanation with his or her own filters.

Fourth glass of lemonade: Some schools learned the value of sending an AR to Council. Others learned the value of not leaving early. Your voice can only be part of a discussion if your AR is at the meeting.

Fifth glass of lemonade: The JCEA President and an Area Superintendent can work together to correct misconceptions. I learned of 10 schools who thought they would be getting less staff next year under the new plan. I worked with Joyce Joyce, the administrator in charge of staffing for all schools, to discover that all elementary schools, except one, would be gaining staff under the new pattern. The tenth school kept the same staff number, even though they're losing over 20 students.

Five glasses of lemonade from just one lemon. Now, that's what I call being productive!

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The opinions expressed in the *Insight* are not necessarily those of the editorial staff or JCEA. Responses of less than 350 words are welcome as Letters to the Editor.

### The JCEA Mission Statement:

*The Jefferson County Education Association exists to empower educators to promote professional rights, responsibilities and practices to achieve educational excellence within a changing society.*

# Members to elect JCEA officers April 4-12



**Dale Gatz**  
Candidate for  
President

**Current Assignment:** JCEA President

**Years in JPS:** 30

**Education:** B.S., University of Nebraska

**Association Activities:** AR, JCEA Political Action 1973-present, CEA Fund 1980-91, JCEA Election Committee 10 years, JCEA Public Relations committee, JCEA Bargaining Committee 2000-present, JCEA Vice-president 1998-2000, CEA Board of Directors 1990-94 & 1996-98, CEA UniServ Review Committee, NEA Legislative Committee 1999-present.

**Candidate's Statement:** When I came before you two years ago seeking the office of President, my three goals were to increase the JCEA membership, increase the viability and successes of the Political Action Committee, and to revitalize the committee structure.

I am very proud to say that during my presidency the membership of JCEA is at an all-time high and growing. Our membership hovered around 3400 when I took office. We are closer to 4000 than we have ever been.

Each of you can be very proud of the recent successes of the Political Action committee. You participated in unheard of numbers in the 2000 election. People outside of JCEA are still talking about what we accomplished by working for pro-public education candidates. We followed that with a successful school board election.

I have been able to reenergize the Ethnic Minority and the Instructional Advocacy Committees.

For the next two years, I will focus on new goals that will reflect what you need to become successful. My previous goals will not be abandoned, but broadened. I will continue to be your voice at the District level. I ask for your vote to reelect Dale Gatz as your JCEA President.



**Nancy Henderson**  
Candidate for  
Vice President

**Current Assignment:** Ralston Valley HS

**Years in JPS:** 8

**Education:** BA, MA University of Illinois; Mathematics major University of Colorado Boulder; Accredited faculty for UCD "CU Succeed" program

**Association Activities:** JCEA Board of Directors, AR, negotiations team, JCEA/JCEASO negotiations team, PAC, JCEA/JPS Legislative Forum, Delegate Assembly, JCEA/JPS Superintendent's Teacher Council.

**CEA PAC,** Senate legislative liaison, Lobby Days, task force to implement CEA position paper, interview teams for Governor's, US Senate and US House, CD 2 & 7, Region 3 delegate to NRA.

**NEA** legislative staff training for national candidate interviews, Bargaining Conference, CEA/NEA task force training, Western Regional Leadership Conference.

**Candidate Statement:** I'm Nancy Henderson. I teach math at Ralston Valley HS, and I'm running for JCEA Vice President. My record demonstrates committed service and effective leadership in three major arenas of Association work (negotiations, political action and membership) across the three levels of our organization (JCEA, CEA and NEA). My hands-on experience and training in a wide-range of committee work and with the JCEA and JCPS budget will enable me to perform the enumerated duties of the Vice President in a highly competent manner. Further, as Vice President of JCEA, I will visit schools in each articulation area to listen to members' concerns and comments. I will continue to represent you in promoting public education to policy makers and the community. I will also work to establish an outreach speakers bureau and explore ways to enhance professional development opportunities for our members. Finally, I plan to investigate using a demographic and attitudinal survey of our members to strengthen our organizing and bargaining strategies. Visit [www.nancyhenderson.org](http://www.nancyhenderson.org) to review my qualifications, read my vision statement, and see pictures of my different JCEA activities. I value the service I have given JCEA, and I seek your vote to elect me JCEA Vice President.



**Marilyn Whitcomb**  
Candidate for  
Vice President

**Current Assignment:** Bear Creek HS

**Years in JPS:** 25

**Education:** BA, MA plus 73 hours, Adjunct Professor for the University of Phoenix and the University of Northern Colorado, graduate class instructor. Author and teacher—of graduate class, Teaching Teachers to Survive in the Twenty-First Century, et al.

**Association Activities:** As your current treasurer of JCEA, I am the incumbent member of your Executive Committee. I have the sole responsibility for managing our investment portfolio which last year brought in \$25,768.24 for the general fund and \$4,197.79 for the Excellence Fund. I chair the Budget committee and serve as Treasurer for the Excellence Fund. I am on the Negotiations Committee for staff salaries. I have been an active member of JCEA for 25 years, "coming up through the ranks" by serving on various committees and working on political action items. I served for ten years as a building representative and still serve on Liaison Committee. After I was elected Area Director, I began serving on the Board of Directors. I have also been a delegate to the National Council of Urban Educators Association Conferences, Western Regional Leadership Conference, numerous Colorado Education Association Conventions, and the National Education Association Convention.

**Candidate Statement:** With your support I will continue to serve and represent you as Vice President of JCEA. As your current Treasurer, I have served you faithfully and conscientiously, exhibiting organized fiduciary responsibility. I have managed our investment portfolios well, making a large profit in an unstable and declining market. If I remain on Executive Committee, I will have the most feasible opportunities to share my knowledge with the incoming Treasurer.

As your Vice President, my first job will be to listen to you! I will develop a line of communications for member concerns. To facilitate this, I will make it my goal to personally visit schools in the District. Secondly, the issues of teacher work load and compensation must be reviewed. We cannot ask teachers to work more and be paid less than is a fair "market value" for their expertise. Next, I will make an even stronger commitment to recruiting and retaining teachers. A teacher shortage is occurring, so we must encourage young people to join and stay in our profession. Lastly, attention must be given to public relations. As a highly visible profession, we must work with parents, community members, and political leaders to support public education.



**Karin Carter**  
Candidate for  
Treasurer

**Current Assignment:** ISU Social Studies TOSA HS

**Years in JCPS:** 29

**Education:** BA, MA, University of Denver; Type D License

**Association Activities:** Presently JCEA Secretary, AR, Board of Directors from the Chatfield Columbine Area, Member of JCEA Crisis Cadre, Teachers' Rights Committee, Political Action Committee, Membership Committee, Teacher Council, JCEA Delegate Assembly, NEA RA, Western Regional Leadership Conference, National Urban Leadership Conference.

**Candidate Statement:** As treasurer I hope to maintain a responsible budget and to oversee the appropriate use of our organization's resources. My vast years of experience help me to see the big picture in terms of responsible spending.



**Bruce Miller**  
Candidate for  
Secretary

**Present Assignment :** Columbine HS

**Years in JPS:** 20

**Education:** 2 years Moab, Utah, 2 years Adams County, District 50, 20 years Jefferson County

**Association Activities:** Whenever I think about a union/association, I think about involvement and the need for experience. I have served as a Building Representative at Columbine High School and as the Area Director for the Dakota Ridge Articulation Area.

I have been invited to and served as a member of Dr. Hammond's Teacher Council, the JCEA Membership Committee, the Jeffco Post Columbine Safety Commission, Summer School Task Force, and as a presenter of the Morals and Ethics portion of the Jeffco New Teachers' Induction.

Education and what our association/union has done to develop better education for each and every student has always been my directive since I began my career in 1979.

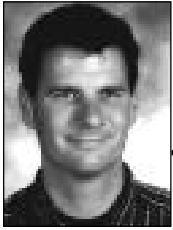
**Candidate Statement:** Since 1979, I have seen many changes in education. Some are productive and some are not. We have gained a contract that has never lost one item, decreased class sizes at the primary level, have students that are more aware of their skills, and have teachers who are very focused on their profession. While we have increased the number of hours we teach, barely maintained our salary at the cost of living, teaching is still considered to be one of the lowest esteemed professions.

We need leadership, membership, and stewardship. I want your vote for JCEA Secretary. My hours spent improving the association and my 22 years of teaching experience from grades 6-12 should want you to cast your vote for me.

Let us all make a commitment that current teacher shortages, poor press, and a changing social situation do not defeat our goal to make teaching an honorable profession that is helping to shape the next generation of citizens. Let us all make a commitment that compensation and recognition for our profession accelerate at a rate that will enable us to improve recruitment and morale.

## JCEA Election Timeline

- April 4-12 Elections held at sites
- April 12 Deadline for ballots to JCEA Office
- April 16 Ballots Counted
- April 17 Candidates notified of results



## Being a teacher

by Michael Deeble

### Dropping 'district-imposed burdens' can free up \$4 million for pay raises

As I write this article, negotiations for a raise—based on performance promise money—have not yet started. Apparently however, the district has already suggested that their \$6 million technology budget oversight will prevent any chance for a pay increase.

I hope by the time you read this piece, the negotiations are over and we've received what we deserve. If that's the case, then you can stop reading now. If it isn't the case, then let's talk about \$4 million of district meddling that can certainly be eliminated.

District-imposed assessments can certainly go. According to the 2001-2002 Jeffco Public Schools budget, the district will spend close to \$700,000 to pay for district assessments. This expense comes after Bill Owens' testing crusade, which has about quadrupled our testing at the expense of the state.

The district is also wasting at least \$2.3 million on teacher coaches. That figure will rise next year as 21 additional coaches are introduced into the high schools. If each coach earns the average teaching salary of \$45,000, then we'll spend about \$900,000 more, bringing the program cost to around \$3.3 million (depending on how cheaply the vacated teaching positions are filled).

Altogether, an easy \$4 million of our deficit could disappear with the

simple elimination of these programs. More importantly, the district would be stronger without them. In each case, the district is attempting to improve our performance by imposing burdens.

Let me back up and present my biases. I believe in a decentralized, public school district, where needs of each individual school are handled as locally as possible. The teachers, administrators, and parents most closely connected to each community know best how to serve their students' needs.

When a heavy-handed district meddles, they impose blanket standardized policies that assume and generalize, and therefore invariably fail to improve anybody's life except that of the district bureaucrat who needs job security.

My initial experience with Jeffco suggested that such interference was kept to a minimum. Recently, however, it appears my original perception was more the result of funding limitations than of a philosophical commitment to site-based empowerment.

"Jeffco Writes," our imposed writing assessment, is a perfect example. Instructional Services has identified writing as a notable weakness in Jefferson County students. And they're right. It is a weakness. My school made the same discovery (before ever administering Jeffco Writes) and instituted a separate class to supple-

ment the writing instruction students were already receiving in Language Arts. Notice the ingenious nature of our approach—our students' writing abilities need improvement, so we add writing instructional time to their schedules.

The district approach does just the opposite. Jeffco Writes imposes a test that has no connection to students' existing curriculum or relevance to their lives, for that matter, and usurps a minimum of three days of instruction time for its administration and grading. What instructional benefits might be anticipated from Jeffco Writes are difficult to justify against its inherent intrusion.

It's also difficult to justify teacher coaches, although I very much admire the ones with whom I work. They are talented and experienced professionals from whom we can learn a great deal if only we had time. Most of the year, teachers are flooded, and coaching simply adds water. It's good water, don't get me wrong; and if we weren't drowning already, we'd probably very much enjoy a drink.

Nevertheless, when we meet with our coaches, our grading, parental contact, behavioral and academic interventions, curriculum planning, and activity planning all get pushed back, and many times out.

Furthermore, as I mentioned earlier, these coaches are extremely effective

teachers, so whatever benefit we do contrive from their existing position we must first weigh against the loss we've suffered from taking many of our best teachers out of the classroom and replacing them with rookies who desperately need coaching.

I'm not arguing that teachers can't improve. Good ones improve every day from teaching, reflecting on their practice, and revising accordingly. Furthermore, we have an incentive program that inspires teachers to seek additional training in areas that interest them. We also have in-building mentoring programs that could be re-structured and strengthened to meet the perceived need for closer guidance—and at a much more amenable cost to the district.

I fought hard for our funding legislation and ardently disputed the conservative assertions that the money would be wasted on administrative fluff. "Not in Jefferson County!" I proudly retorted. "We've accounted for every square of toilet paper! We'd never waste taxpayer money on ambiguous middle management."

Don't get me wrong. I'm still glad we passed the legislation; I simply want to hold the district accountable. And I want a raise!

**Michael Deeble is an English teacher at O'Connell Middle School, whose opinions are his own and not necessarily those of JPS or JCEA.**



## Personal Finance

nea Member Benefits

By Mary Rowland

### Some changes in investing climate deserve attention

Last year (2001), didn't bring much in the way of good news for investors. But there were some changes in the investing climate that deserve our attention.

\* Most investors focus on the stock market. But last year bonds beat stocks. As of September 30, 2001, bonds, as measured by the Salomon Broad Bond Index, had returned 13.1% for the year while the Standard & Poor's 500 index was down 13.34%, the Dow Jones Industrial Average was down 7.6% and the Nasdaq was off 18.98%. Bonds beat stocks for the past three years as well, up an average of 6.4% through Sept. 30 while the average domestic stock fund gained just 4.1% pre-tax and 2.16% after-tax. What this means, of course, is the investors should diversify their portfolios. All-stock portfolios took the biggest hit last year.

\* There was a big change in the bond market last year, too. The U.S. Treasury decided to discontinue the 30-year Treasury bond. The 30-year bonds will continue to trade in the market until the last of them matures. But the Treasury will issue nothing longer than a 10-year note.

This means we will have fewer options in the bond market. The longer the bond, the higher the interest rate. In a low-interest rate climate like we have now, many investors would like to go as long as possible to lock in the highest rates they can find. That will be more difficult without the 30-year treasury.

\* Assets in defined contribution plans like 401 (k) plans and 403 (b) plans

declined for the first time in a decade. They decreased by 8% according to a survey of the Committee on the Investment of Employee Benefit Assets in Bethesda, Md. About 70% of assets in these plans are invested in the stock market and they went down with it.

This is important because it touched so many Americans and fueled an investor pessimism that settled in over the last year. We must be careful not to overreact as investors, and instead, take a patient, measured approach to the market. It will not stay down forever.

\* The exchange-traded funds, which are hybrid mutual funds that trade on the stock exchange like stocks, exploded, both in number and in popularity, from 30 at the end of 1999 to more than 100 at the end of 2001.

I think these funds will continue to play a more important role in investing because they offer a wide variety of indexes with very low expenses. So far, all the funds offered are stock funds but the first bond funds should come on board this year (2002).

\* The most popular of the exchange-traded funds, the Nasdaq 100 Trust (QQQ), was rebalanced at the end of the year so that it now has less telecommunications and more health care and biotech.

The Nasdaq 100 represents the 100 largest non-financial stocks on the over-the-counter market. Although it includes retail companies like Staples, Starbucks and Bed, Bath and Beyond, it has been

used chiefly by investors who want a broad exposure to technology. Tech now represents about 65% of the index, health care about 13%, and telecommunications, 12%. It still offers a good way to get broad exposure to these sectors.

But this year there will be a new exchange-traded fund that offers a much larger slice of the Nasdaq market. The Nasdaq announced plans to introduce its own ETF that will track the entire 4,000-stock composite index. The difference is a meaningful one because the composite index includes mid-cap and small-cap stocks, as well as the big-cap stocks in QQQ.

\* Tax-efficient mutual funds got a lot of attention last year, probably because investors were distressed at the end of 2000 to learn that their mutual fund lost money but they still owed tax. The average fund was down 2.1 percent in 2000, yet funds still paid out big capital gains. That meant investors had to both eat the loss and pay taxes on their investments.

The Securities and Exchange Commission got involved, too, putting in place some new disclosure rules on tax efficiency. Now, mutual funds must disclose after-tax returns in the prospectus and also in any ad where returns are cited. Anyone investing in a taxable account should be paying attention to this.

\* Also on the tax front, income taxes and estate taxes have been lowered beginning in 2002. The limit goes up this year on contributions to 401 (k) and 403

(b) plans, from \$10,500 in 2001 to \$11,000 and to \$12,000 for anyone who will be at least 50 by year-end. Contribution maximums on IRAs increase, too, from \$2,000 to \$3,000.

And federal tax has been eliminated on withdrawals from 529 plans, which are the state plans designed for saving for college. These plans are clearly worth checking out now. You need not invest in your own state's plan although there may be tax advantages if you do. The plans differ greatly. To get a quick overview, check out [www.savingforcollege.com](http://www.savingforcollege.com).

**Mary Rowland is a nationally known business and finance writer. Former personal finance columnist for the *New York Times* and former co-host of a nationally syndicated radio show, she is the author of four investment books and speaks regularly to consumers and financial planners about investing and personal finance.**

**New members bring '01-02 total to 3796**

**Lucille Frances  
David Gleason  
Lavetta Gonzales  
Janine Kehlenbach  
Sarah Southwick  
Kimiko Sutherland  
Amy Williams**



# For Your Information

## Professional Growth Funds

Professional growth funds are a negotiated benefit for Jefferson County educators to provide funding for teachers to attend professional and instructional conferences in accordance with Article 15-2 of the Master Agreement.

Applicants must submit three (3) copies of Form #942, available from school secretaries, and a personal letter outlining the request. Registration forms and other conference information should also be included.

Application deadline for May/June conferences is April 5 with an appeals deadline of April 17. Deadline for July/August conferences is May 3, with an appeals deadline of May 15. **Faxed applications will not be accepted.**

Send completed applications to the following Professional Growth Funds Committee members: Elementary—LaVonne Angus, Shelton Elem.; Middle Schools—Cindy Stevens, Carmody, M.S.; Secondary—Mary Anderson, Wheat Ridge H.S.; and SERS/Special Education—Pam Owens, Jeffco Open School.

## Standards, Assessment conference, June 12-14

The 11th Annual Standards &

Assessments Conference, "closing the Achievement Gap," is set for June 12-14 at Beaver Run Resort in Breckenridge.

Designed for all educators, school administrators, school board members, and parents, the statewide conference is "a dynamic combination of general and small group sessions with national and Colorado experts, presenters, and keynote speakers."

The conference is sponsored by the Colorado Department of Education (CDE), Colorado Association of School Executives (CASE), Colorado Education Association (CEA), and Colorado Association of School Boards (CASB).

## JCEA Early Enrollment Program

Do you know some potential members who would like a trial membership in JCEA for free?

During April and May you can offer them just that. It's called Early Enrollment for 2002 and it's an incredible offer. Enroll in April-May, 2002, and pay in September, 2002.

The incentive to early enroll is immediate eligibility for NEA liability insurance coverage. Other CEA/NEA member benefits become available in September, 2002 when dues will begin

to be deducted from the paycheck.

Early enrollees must be **first time active teachers**. Previous members in JPS, Colorado, or anywhere else are not eligible to early enroll. Early enrollees must complete two forms—the 2002 CEA-NEA Early Enrollment Agreement and the regular 2002 JCEA membership form. Both are available from ARs or the JCEA office. Return these forms to your AR or pony them to the JCEA office.

Visit JCEA's web page, [www.jcea-cea.org](http://www.jcea-cea.org), for additional information.

## Teacher seeks exchange

In accordance with the teacher exchange program (Article 34-11 of

the Master Agreement), Rodney Lie, music teacher at Warder Elementary, is interested in any level. Contact him at school, 303-982-0950 or VM 303-982-0928.

## Harris poll says: In teachers we trust!

A Harris poll reports that teachers are second only to priests/clergy when it comes to public trust. A full 88% say "they would trust teachers to tell the truth."

This latest finding reinforces years of similar polling. When teachers speak about public schools, the public listens and trusts what is said. Speak carefully!

## JCEA seeks advocates for annual awards

JCEA celebrates its accomplishments by recognizing outstanding members with the Jeffrey Award, the JCEA Award, and the Lion Award.

The **Jeffrey Award**, the Association's oldest, was first awarded in 1960. Nominees must be active participants in JCEA who have displayed leadership in elected or appointed positions in a manner which contributes to the positive image of teachers and reflects sustained effective service to the Association over a five-year period.

In addition to evidence of "teacher advocacy" and "dedication to education," nomination forms must include evidence of professional experience, honors, and contributions such as committee positions or offices held, memberships, and affiliations.

JCEA's highest award is the **JCEA Award**, first awarded in 1989. Nicknamed the "Super Jeffrey," it is given to previous winners of the Jeffrey, who have sustained involvement and participation in JCEA over a period of not less than 15 years and have shown evidence of teacher advocacy and dedication to education.

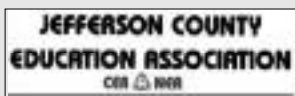
The **Lion Award** was derived from a

speech that James Reynolds, former Director of the Colorado Civil Rights Commission, gave at the 1980 CEA Delegate Assembly which recognized him for his outstanding contributions to human rights.

Reynolds said that as a youngster, and throughout his life, he experienced negativism, exclusion, and an overt desire to survive. In his desire to survive, he turned to nature for understanding. When he found rabbits are shot at more often than lions, he decided to become a lion. He encouraged all teachers to become lions in their classrooms and in the pursuit of their professional rights.

To encourage teacher lions, JCEA created the Lion Award in 1982. Criteria includes: 1. UEP member; 2. Extensive involvement in contract maintenance or bargaining; 3. Consistent involvement in association activities and/or programs in teacher rights; 4. Consistent advocacy of the human and civil rights of teachers and students; 5. Consistent demonstration of concern for the advancement of the teaching profession.

Nomination forms are available at the JCEA office and must be returned by April 12.



## What's new on the JCEA web?

### Homepage - Message Center:

- A direct link to JCEA's "contract" page with access to "Negotiations Notes 2002".
- Direct link to the *Jeffco Employee Wearable* program.
- National education-related celebrations for the month of April.

### Parent Page:

- Three new parenting brochures for a total of eight (two more coming next month!).
  1. "Homework: It can help!"
  2. "Dealing with Discipline: Helping your teenager get the most out of school"
  3. "Your Child, Ready or Not? Caring today, can help your child tomorrow."

### Contract page:

- "Negotiations Notes 2002": March 14 issue
- Master Agreement 1999-2003:
  1. Middle School Staffing MOU
  2. Elementary School Staffing MOU
- **Insight**: March 2002 issue.

The website is updated regularly. If you have constructive suggestions, please log on and go to "Contact us."

## Give to The JCEA Excellence Fund to honor retirees, special occasions

The JCEA Excellence Fund Scholarships, given each year to assist students seeking to enter the teaching profession, are supported by donations from members. As of June 2001, 42 scholarships have been given since the program began in 1984.

Kathy Shofner, chair of the Awards Committee, reminds members that the fund regularly receives significant donations this time of year as memorials or honorariums in recognition of retirement or other special occasions; and JCEA does send acknowledgment cards. Shofner asks members to please consider making a contribution this year. All contributions are tax-deductible donations.

### The JCEA Excellence Fund

Name \_\_\_\_\_ School \_\_\_\_\_

Amount of contribution: \$ \_\_\_\_\_ If donation is in recognition of someone, please indicate the name and address below. JCEA will send an acknowledgment card in your name.

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

Address: \_\_\_\_\_

Street #                      Ctiy                      State                      zip

Please do not send cash through the pony. Make check payable to The JCEA Excellence Fund. Your cancelled check is your receipt.

**All donations are tax deductible.**

### GOT NEWS?

## Who are the unsung heroes in this NEA local?

*NEA Today*, our Association's national magazine, is looking for NEA members who are local heroes—folks who have gone the extra mile personally or professionally.

Or folks with a special hobby or noteworthy accomplishment.

Nominate your heroes! Send in their names and a note on what makes them special. They may get a moment in the spotlight!

*NEA Today*  
1201 16th Street, N.W.  
Washington, DC 20036  
Fax 202/822-7206  
E-mail:

[dilemma2@neatoday.nea.org](mailto:dilemma2@neatoday.nea.org)

**NEA Today**

### AR SPOTLIGHT

## Is your local stronger thanks to a Building Representative?

They work hard to organize and motivate colleagues in the workplace. Too busy to toot their own horn, we need you to send your nomination to *NEA NOW*, the Association's guide for leadership and Association Representatives.

If your nomination is spotlighted, you'll receive a bright new mug and the latest *NEA NOW* poster.

*NEA NOW*  
1201 16th Street, N.W.  
Washington, DC 20036  
Fax 202/822-7206  
E-mail:  
[NEA.ANS@nea.org](mailto:NEA.ANS@nea.org)

**NEA Today**