Impasse as a means to an end

These are unusual times. Educators and paraprofessionals are leaving their jobs in record numbers; Covid has challenged us for the past three years; and inflation rates have not been this high for a couple of generations. Yet, our district’s bargaining team has continued to negotiate a contract with its teachers as if the world has remained unchanged.

For the past 10 months, while the GTA and GUSD teams have come closer on a wage settlement, the district has continued to attach non-wage related contingencies to the wage settlement.

GTA’s Board of Directors, in making the decision to enter into impasse in November, called on the Public Employment Relations Board to assign a state-appointed mediator to provide GTA and GUSD’s bargaining teams with a way forward towards reaching a settlement that compensates our members while maintaining contract language that ensures our members can provide the best quality instruction.

Our stalled contract talks necessitated this decision by the GTA Board of Directors. After finally agreeing to increase the wage offer from its initial offer in January 2022, the GUSD bargaining team continued to tack on three unnecessary contingencies that have nothing to do with economic uncertainty.

ELEMENTARY FLEX TIME: GUSD’s proposal would require elementary teachers to give at least a full business day’s notice to be able to access a long-standing contractual right to work a different contractual day. In practice, this means that a teacher, who on a Friday afternoon, determines that they need to meet with a student’s parent ASAP could only schedule that meeting at 7 a.m. on Monday morning (if that time was the only time the parent could meet) if they agreed to exceed their on-site obligation. Many teachers already work far beyond their contractual day. Isn’t the district’s proposal the very essence of “micromanaging” — something GUSD Board President Nayiri Nahabedian said in November that the district should explicitly not do?

SECONDARY DAILY PREP TIME: GUSD’s proposal would remove guaranteed daily prep for secondary teachers, time that benefits students and which can still be provided within a seven-period, block schedule. Clark Magnet H.S. administrators, who have the contractual ability to assign teachers schedules with non-daily prep periods, manage to create master schedules which still provide all teachers who teach five periods with a daily preparation period. All other comprehensive high schools in GUSD have larger enrollments than Clark, which means it should even be easier for these administrators to create schedules that guarantee a daily prep.

CONTRACT WAIVER VOTES: GUSD’s proposal would change long-established contract language around waiver votes. When implemented on campuses where members are fully engaged in the process, the current contract waiver protocols work exactly as they should — they engage ALL members in the contract language in question, and ALL members participate in building consensus around a change in the contract. At Keppel Elementary School, for example, 43 of 43 members participated in their banking day and BTSN / Open House waiver votes last month. Article 19 is not broken, and it doesn’t need fixing.

Our school district leadership must provide explicit direction to the GUSD bargaining team to drop the three wage contingencies outlined in this article and to also drop three contract proposals — micromanaging how CDCC members determine non-work days, requiring coaches to attend mandated training without pay, and requiring counselors to work an extended work year — all of which are preventing a settlement at this time.

I hope you will take time to read the pages inside this issue to learn more the impasse process (p. 7) and about GUSD’s barriers to an agreement (pps. 3-6).

United, our members will obtain a contract settlement that recognizes us as the professionals we are.
Members are mobilized! In addition to our solidarity actions such as our weekly Wednesday Walk-ins and site-specific Friday actions, we have reached out to our community for support. Here are some highlights of our collective actions:

- Members and parents have gone to local businesses to ask them to put a sign in their window in support of teachers. Photos of the managers and/or business owners with the sign in the window are posted on GTA’s social media. Please visit these establishments to show our appreciation, and thank them for their support.

- Members have been distributing flyers to parents on Wednesdays during the weekly walk-ins. These flyers provide parents with three ways they can help teachers: speaking at a Board of Ed meeting, signing our petition asking GUSD to drop its harmful proposals, and writing to the Board.

- We produced a digital and paper petition, which members posted on their social media.

- Our Facebook public page’s reach has increased more than 1000% — yes, 1000% — since September! (Thank you, Greta Sukazian!)

- Parent allies/liaisons have written to the Board members, attended and spoken at Board meetings, and posted on social media.

- Members wrote hundreds of postcards to Board members, which members read aloud and delivered ceremoniously at the Nov. 15 Board meeting. We filled that boardroom with members in red shirts!

Thank you to all our members who have taken part in these actions. Together, we are stronger.

— EMILY ROGERS
GTA Vice President

The GTA Board of Directors would like to thank the following businesses which have posted our “We Stand with Glendale Teachers” signs in their windows. Check our social media outlets for the names of additional businesses as more display our signs.

Ani’s Unique Garden
Berolina Bakery
Electronics Beyond
House of Joy Chinese Restaurant
Jaconde Pastry
Jana Auto Insurance
Mochinut
Pizza Man
Rockbird
Sasoun Bakery
Subway on Foothill
GLENDALE TEACHERS ASSOCIATION
Impasse Fact Sheet

ARTICLE 7, section 5.a
DAILY PREP TIME, SECONDARY

GUSD’s proposal to remove the guarantee of a daily prep period will make it harder for many secondary teachers to be energized and prepared for their students every day.

a. Regular full-time secondary teachers shall be provided duty-free preparation/conference time equivalent to 1/6 of their regular assigned classroom instruction time, measured either on a daily or on a bi-weekly basis depending on the school schedule. Any plan that involves a preparation period on a non-daily basis shall comply with the above preparation period obligations, shall have been developed in compliance with Article 19, Section 2, and approved by the faculty pursuant to Article 19, Section 1. However, the Article 19 requirements do not apply to non-daily preparation schedules (which comply with the above 1/6 requirement) in the case of (1) newly opened school sites and other newly created school programs (for example, school within a school) so long as the schedule is described in the position application materials, or (2) schedules for standardized testing or final exams. Attendance at faculty meetings during preparation/conference time shall be voluntary.

Since 1998, our Contract has guaranteed that MOST secondary teachers receive a daily prep period.

There are three exceptions:

- VOTING on changes to prep time is a SAFEGUARD for GTA members.
- Safe from hasty or top-down changes to prep time.
- Safe from new instructional schedules that are not supported by teachers.

“new” schools (i.e. Clark)

testing days

If a school faculty VOTES to create a new schedule that does not allow for daily prep periods.

This language prohibits the district from imposing schedules that do not allow for daily prep periods.

And this is the language that the district proposed removing from the Contract.

Article 7 section 5.a WORKS for GTA educators!

Weakening this language would weaken GTA’s collective power to best serve students.
GLENDALE TEACHERS ASSOCIATION
Impasse Fact Sheet

ARTICLE 7, Section 2.e
CDCC NON-WORK DAYS

GUSD is struggling to recruit certificated child care teachers. The District should be proposing ways to make working conditions for CDCC teachers better, not worse.

The schedule of non-work days for any employee may also be changed from time to time at the employee’s request, subject to school needs. Changes to such schedules and locations also may be made by the District from time to time, either on a temporary or ongoing basis, in order to adjust to events such as enrollment changes, promotions, resignations, and absences. In the event that such changes are deemed necessary, the District shall explain the reasons to the affected employees when advising them of the changes.

What are “non-work” days?
- CDCC teachers work 225 days a year, but the childcare program is open 246 days.
- So each CDCC teacher is assigned 21 non-work days.
- Non-work days are scheduled one year in advance.

Of course, things come up mid-year... so our contract allows mid-year changes from time to time

The District may make mid-year changes to non-work day schedules
and CDCC teachers may request changes too.

Our Contract allows CDCC teachers to make mid-year requests to change their scheduled non-work days.

Requests will be granted “subject to school need”

Despite the “school need” restriction, GUSD proposed additional restrictions which would create more limitations and red tape for CDCC teachers who wish to adjust their non-work day schedules mid-year.

Article 7 section 5.a WORKS for GTA educators!
Weakening this language would weaken GTA’s collective power to best serve students.
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ARTICLE 7, section 2.b.(1)
Elementary start/end time

GUUSD's proposal would create unnecessary obstacles (red tape) for some teachers who arrive on campus before their contractual hours begin.

It is expected that most teachers will observe the standard on-site work day. However, teachers may work a different seven (7) hour, fifteen (15) minute on-site work day providing that they arrive no later than fifteen (15) minutes before their first instructional period (or on-site preparation/ conference time), and depart no earlier than ten (10) minutes following the close of their last instructional period (or preparation/conference time). Such teachers shall record actual arrival and departure times on the sign-in roster (see Section 2.d below).

The District’s proposal is NOT about campus safety...

Safety? Many educators arrive on campus early—but the District is targeting ONLY those who leave early as well...

Safety issues should be negotiated in Article 12 (Safety), not Article 7 (Hours of Employment).

Administrators know who is on campus because our contract already requires teachers to “sign in” and “sign out.”

Reasons why teachers choose to adjust their start/end time

- more productive in the morning
- easier commute for those who live far from GUUSD
- attend doctor appointment without needing a substitute teacher
- quiet, distraction-free campus
- morning conferences with parents

Glendale educators care deeply about campus safety. We welcome honest and equitable campus safety proposals.

Our contract allows teachers to arrive on campus early in order to do their on-site, duty-free prep time before students arrive, rather than after dismissal.

Article 7 section 2.b.(1) WORKS for GTA educators!

Weakening this language would weaken GTA’s collective power to best serve students.
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**ARTICLE 19, Section 1**
**SCHOOL BASED MANAGEMENT**

Section 1. Consensus Defined

As used in this article, the term consensus means that a designated group understands and either affirmatively supports or is willing to implement a group-made decision even though some individuals question or oppose the resolution. Every reasonable effort shall be made to reach unanimity. If the group or faculty is unsuccessful in doing so, but 75% of them are willing to move ahead with the proposed plan of action, then such resolution shall be considered consensus. Any such resolution shall be implemented with an evaluation process and subject to future review based upon experience and/or evaluation results. The Association and the District recognize consensus as the most effective in promoting cooperation and commitments.

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With opportunity, comes risk.

Article 19 allows GTA members to vote to change the Contract at their school site.

This means that GTA members at one school could have DIFFERENT contractual rights than members at another school.

And that the work day at one school could be much harder than at another.

- **more meetings?**
- **shorter prep time?**

ANY contractual right can be changed with an Article 19 vote.

Ideally, the ballot will offer a good reason to vote for the change.

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The requirement that at least 75% of ALL members at the school site vote “YES” provides:

- a safeguard that items on Article 19 ballots will be attractive to educators!
- a safeguard that more members will vote!
- a safeguard that the vote outcome represents the true will of members!
- and a safeguard that the opportunity to change contractual rights will NOT be abused!

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**Article 19 WORKS for GTA educators!**

Weakening this language would weaken GTA’s collective power to best serve students.
Member Spotlight: KRISTINE LOWE

POSITION / WORK SITE: Teacher, Hoover High School

RECENT ACCOMPLISHMENT: Elected to the City of Sierra Madre City Council; slated to serve as mayor in 2026

QUOTE: “I grew up in Sierra Madre. My father was the Fire Chief and I retired as a Fire Captain seven years ago. I’ve always loved being a part of community leadership. I had been asked to run for Sierra Madre City Council for years now. This last election year I decided now was the time. Being a member of the City Council for the town I grew up and love is exciting. I can give back to Sierra Madre in one of the highest capacities.”

If you or someone else would like to share an outstanding achievement, please email glendaletaooffice@gmail.com

GTA BOARD OF DIRECTORS 2022-23

EXECUTIVE BOARD
- President: Chris Davis
- Vice President: Emily Rogers
- Secretary: Diana Echeverria
- Treasurer: Greta Sukazian

AREA DIRECTORS
- GHS, HHS: Laura Kellogg
- CVHS, Clark, Daily Middle schools: Patrick Davarhanian
- CV-area elementary: Christina Thomas
- GHS-area elementary: Angelina Thomas
- HHS-area elementary: Matt Hamo
- At-Large director: Rosemarie McCabe
- Yolanda Thiesmeyer

GTA EXECUTIVE DIRECTOR
- Nate Banditelli

Find contact info for all GTA Board of Directors on our website, glendaleteachers.org

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Did you know that GTA has a digital petition? Community members can show their support for our teachers by signing this petition. Send this petition to everyone you know in Glendale by email and post it on your social media. https://bit.ly/GTApetition
Jan.—Feb. 2023

Jan. 2023
- 1/10 GTA Board of Directors meeting
- 1/12 Franklin ES Site Visit
- 1/17 GUSD Board of Education meeting
- 1/19 Cloud Preschool Site Visit
- 1/24 GTA Rep Council meeting (Hoover H.S.)
- 1/26 CVHS Site Visit

Feb. 2023
- 2/2 Lincoln ES Site Visit
- 2/6 GTA Board of Education meeting
- 2/7 GUSD Board of Education meeting
- 2/9 Cerritos ES Site Visit
- 2/16 FACTS/PAEC
- 2/21 GUSD Board of Education meeting
- 2/23 D.O./SELPA Virtual Site Visit
- 2/28 GTA Rep Council meeting

THANK YOU FOR ALL YOU DO TO SUPPORT GUSD FAMILIES AND STUDENTS!

Name or Address Change?
Please notify the GTA Office of any name, address or phone number changes. You may send in the form below to the GTA Office via school mail. GTA will update our records and notify CTA of any changes.

Name: ______________________________________
New Name: __________________________________
Address: _____________________________________
____________________________________________
City, State, Zip Code: __________________________
____________________________________________
Telephone: ________________________________
Email (Non-GUSD): __________________________
Work Site: ________________________________

You can email the above information to Aline @ glendaletaooffice@gmail.com.

GTA ADVOCATE STAFF

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