

Why ACE is The Answer.



ACE Connects Us.



ACE knows that CUSD is a great school district and has many aspects that should be protected and preserved, but there are some areas where change is clearly needed.

ACE also believes that those changes are best made through the collective voice of Clovis educators.

Clovis is a strong school district with a proud history and a long list of accomplishments. In the past, this included having well-paid educators, great benefits, adequate prep time, small class sizes, and a focus on what's best for students through guiding principles. However, it doesn't take much reflection to see that our district has not maintained the legacy we inherited.

Last year, the CUSD educators who founded ACE decided that it was time to find solutions. Above all, that meant we needed to do what works: form an independent, competent, and legitimate union to provide strength – and protection – for educators.

As professionals, we should be seen as equal and capable partners by the administration. Educators, after all, have the insight into what our current students and classrooms genuinely need. The current reality in Clovis is that our voices are sometimes heard, but rarely have more than a cursory, fleeting impact. This changes when we unionize. Union members will be able to choose our representatives, make decisions about what issues are most important, then bargain and

ultimately vote on the adoption of a union contract. From salaries to stipends, prep time, class sizes, facilities funding, and more – collectively bargained agreements are legally binding and any changes will require a new round of negotiation with us.

What does an independent, competent, and legitimate union look like? It looks like what's happening behind the scenes of ACE. For more than a year, we've been doing the work that will enable us to be ready and able to function as a real union for Clovis educators in a serious manner. This process requires a structural approach to preparation, organizing, research, training, communication, and tangible outcomes – while keeping a focus on why we're doing this: to make sure that CUSD is the best district it can be for our students to learn and thrive.

Rather than just taking that at face value, we'd like to invite you to have a peek behind the ACE curtain and share what we've been doing all along to build a union that will empower educators to be part of the solution.

Daily

Every single day we connect with our ACE peers. Since we're all Clovis educators, we've developed something of a routine.

Sometimes as early as 5:30 am, the first messages come through from our early birds. It could be a thought from the day before, a question, or just a quick "good morning." By 7:00 am, there are usually many such quick check-ins about news, words of encouragement, and to-do reminders on upcoming activities. Once school starts our discussions go quiet as everyone focuses on their classrooms and students – save for a few back-and-forths to help each other with answers or ideas.

Lunchtime is when things get interesting. We share information about the current realities of educators at various sites. Sometimes it's because a colleague quietly sent us a text message asking if it's ok that they aren't getting a lunch break (it's not), or an anonymous survey-taker expressed their ire about being brushed off after repeated requests to get enough laptops for their class of 34 students (note that the class size is also a problem), or a coworker relayed a concerning conversation between a teacher and admin about prep time being replaced by staff meetings (something a union contract can correct). And sometimes it's because we ourselves have a problem that's interfering with our ability to best support our students.

After school and into the evening we start the planning process of how to help address these issues in the immediate future, as well as adding it to our list –and there is a list – of things that could be negotiated in a union contract.

Sometimes we just need to vent, but mostly we share ideas for solutions.

ISSUES RAISED BY CLOVIS EDUCATORS

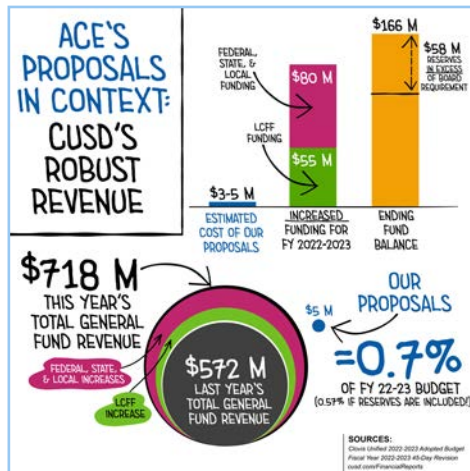
- **SPED issues, especially IA staffing**
- **Better substitute availability**
- **Guaranteed prep time for elementary teachers**
- **Reasonable work schedules**
- **Safe, sufficient, and functional facilities**
- **Adequate classroom supplies**
- **Reasonable class sizes and caseloads**
- **Competitive and transparent stipends**
- **Limiting non-instructional duties that impede our core work**
- **VAPA funding**
- **Competitive salary and benefits (including retirement)**
- **Evaluations**
- **Professional development opportunities**

Weekly

Each week, we pull together the issues that have been discussed over the past week and look at upcoming events to send out in regular newsletters and social media. We spend time taking an honest look at which issues impact Clovis educators on a large scale and not just the ones of which we might have strong feelings.

We review research, plan out upcoming podcasts, brainstorm social media posts, discuss any of our gaps in understanding, craft informational pieces, and write the newsletter as a team. We also put a lot of time into double-checking the newsletter's grammar, accuracy, and layout!

Our goal is always to provide thoughtful, well-researched, and relevant information to Clovis educators.



ACE Newsletter: Oct 6, 2022

Revisiting the Budget

The ACE School Finance Research Committee recently hosted a training on school finance. This was an opportunity for educators to learn how funding is allocated to support positive educational outcomes for students - and how educators within unincorporated school districts participate as equal partners in determining how money is ultimately spent in the interest of student success. If you're interested in attending one of these training sessions in the future, reach out to us at ace@cloviseducators.org.

Here are some of the takeaways from the recent training and research:

We know that the largest source of funding for our district is called the LCFF, or Local Control Funding Formula, making up between 80-75% of our district's revenues each year.

FY 22-23 LCFF FUNDING increased by 12% from FY 21-22 LCFF FUNDING.

This year, we've learned that the state provided us with the largest increase (both in percent and in pure dollars) in the history of the LCFF. It was approximately 13% more than last year. For Clovis, that was an increase of more than \$50 million in ongoing, unrestricted monies. That doesn't even include the other funding sources, which also saw unprecedented increases in ongoing and one-time funding.

This means that the 7% increase we received this year actually results in a smaller portion of the district's resources going to educator salaries. In other words, the piece of the pie - the one needed to attract and retain the excellent staff we know our students deserve - got proportionately smaller this year.

While we know that our school budgets always fall short of the incredible need, we also know that the story we hear often exaggerates the shortfall. Last year the district admin told us that the revenues weren't enough and that they would need to spend reserves.

\$2.7 M surplus

In the latest report, it showed that they actually added money to the reserves again: a \$2.7 million surplus went into reserves. We also noticed that the district has changed the way they calculate the reserves to show a lower reserve level with the same total dollar amount.

7% SALARY INCREASE
13% LCFF INCREASE

School Psychologists in Clovis

WHAT DO SCHOOL PSYCHOLOGISTS AND MHSPS DO?

School Psychologists and MHSPs play an important role in supporting the success of Clovis students - but how? Even though some people may work closely with school psychologists in some areas, few are aware of the broad array of duties they fill both with students and behind the scenes with staff and administration to support Special Education, Academic Success, Mental Health, and Social-Emotional Wellbeing. On top of these duties, School Psychologists and MHSPs attend professional development, staff meetings, and also cover for each others' absences and leaves since there is no pool of substitutes to cover for them.

Comprehensive Site Psychologists Duties

Legally Mandated Duties	Other High Priority Duties
ASSESSMENTS <ul style="list-style-type: none"> Functional Behavioral Assessment (FBA) Special Circumstances Independent Assessment (SCIA) Initial Assessments Triennial Assessments Manifestation Determination Meetings IEP meetings 	<ul style="list-style-type: none"> Behavioral Support Plan meetings for students in need of Tier 2 or Tier 3 support MTSS/SPES meetings Social-emotional 504s (e.g., anxiety, depression) Student Transition and Re-Entry meetings (STAR) Physical controls (i.e., CPI, Safety Care, Ueno) for serious behavior Crisis response: while these are high priority, each site/program should identify additional personnel that can assist in times of need Risk assessments: while these are high priority, each site is expected to identify additional personnel who are trained in evaluating student risk and following up with the appropriate personnel if needed
PSYCH SERVICES FOR IEPS <ul style="list-style-type: none"> Track service minutes/caseload on SEIS Monitoring teleprogress monitoring Fulfilling consultation minutes with IEP team Providing direct counseling services minutes per IEP service plan Update goal progress on SEIS Manage and update behavior support plans as needed 	Optional Support Duties <ul style="list-style-type: none"> Counseling (individual or group) Social-Emotional Learning groups or other Tier 2 (group) or Tier 3 (individualized) Social-Emotional Behavior interventions Student Study Team (SST) Meetings Psychologist provided staff development 504 meetings (initial, annual, annual, especially those that do not include social-emotional or behavior concerns)

PSYCHO-EDUCATIONAL ASSESSMENT REPORTS

Summarizing assessment findings and recommendations in assessment reports that include all legal requirements

Prep Time

It's common sense that prep time is beneficial for positive educational outcomes. While Clovis USD has guidelines about prep time - before/after the bell, during music, and one early-release Wednesday a month - without a union contract, it's not legally binding.

In essence, Clovis educators have no guarantee that we'll have the prep time - paid, uninterrupted, and during work hours - that we need to create quality lesson plans, grade work, confer with peers, complete paperwork, and take care of all the other million little things we do for our kids.

By unionizing, Clovis classroom teachers can collectively bargain prep time minimums - and the ways to ensure enforceability.

PREP TIME FOR ELEMENTARY TEACHERS IN FRESNO COUNTY

ASSOCIATION OF CLOVIS EDUCATORS

#ACEisTheAnswer

CONTACT US & FOLLOW OUR SOCIAL MEDIA!

Did You Know?

Educators have a statutorily protected right to help parents/guardians of students with IEPs get services and support.

CALIFORNIA EDUCATION CODE SECTION 56046

Protects any person, including a teacher, other staff, or contractor with the local educational agency from retaliation by an educational agency for advocating, or assisting in the advocating, for services or accommodations for a special education student.

California Education Code Sect. 56046 states that employees of a school district, county office of education, or a SELPA cannot use their official authority or influence for the purpose of intimidating, threatening or coercing a person with the intent to interfere with that person acting to assist a parent or guardian of a student with exceptional needs to obtain services or accommodations for that student.

ASSOCIATION OF CLOVIS EDUCATORS

WANT TO LEARN MORE ABOUT YOUR RIGHTS?

CLICK HERE TO RSVP for "IEP Rights & Responsibilities Training"

<https://www.cta.org/special-education-resources>

The ACE Summer Road Trip

ACE has been busy!! We made productive use of our summer to keep up the momentum of unionizing - so that we can make Clovis into the best school district for students and educators.

HERE'S WHAT WE DID:

BARGAINING

ACE Psychologists have spent countless hours preparing for and negotiating their first Collective Bargaining Agreement with the district. At the heart of these negotiations is the future of mental health services for the students of our district. Our contract proposals provide real solutions for dealing with the growing mental health crisis in our schools.

Our proposals would likely add 12 more School Psychologists who would work directly with students, and help create mental health and special education support networks. Furthermore, we are proposing to receive comparable pay with Fresno Unified school psychologists so that a chronic revolving door of staff doesn't undermine student needs. With sufficient staffing, School Psychologists and MHSPs can provide the support needed for promoting mental health, addressing behavioral challenges, and different developmental needs to promote the greatest chance for each student's academic success.

ATTENDING BOARD MEETINGS

ACE Organizing Committee members regularly attended CUSD School Board meetings. ACE understands that decisions made at these meetings will impact educators' ability to provide students with quality education and support for their well-being.

ACE educators are using their professional insight at these meetings to advocate for the resources, supports, and services our students and colleagues need to succeed in the classroom.

We look forward to attending future school board meetings to both be better informed and to provide our professional opinion on student-centered solutions.

TRAINING

School may have been out for our students but not for our ACE OC ACE OC members spent the Summer learning valuable skills that will aid them in building the union.

The "ACE Summer Organizing Training" focused on effectively working with school site leaders and organizing around issues of concern to educators. This is an effort to help empower all Clovis educators who want to bring about positive change for our students and colleagues throughout the district.

In addition to the ACE Organizing training, ACE OC members have begun to educate themselves on school finance. With the support of school finance professionals from the California Teachers Association, we've been learning how the state and our local school

ACE SUBCOMMITTEES

One structural component of ACE has been to set up subcommittees.

These groups of leaders are best positioned to understand issues specific to their peer groups - such as SPED teachers - which means that ACE, as a whole, has an inclusive approach to understanding and addressing the needs of Clovis educators.

Each of these groups gathers to do deeper dives into the issues, and then brings them to light with the broader group of ACE Leadership.

Our subcommittees meet frequently.

- **Bargaining Team**
- **Executive Cabinet**
- **Communications**
- **Social Media**
- **SPED Dream Team**
- **School Finance Research**
- **Issue Action Team**
- **Legal**
- **Bylaws**
- **Facilities**
- **Community Support**

Monthly

At least twice per month, the full ACE Organizing Committee meets: once in person and once through Zoom.

There's an agenda which has structure, goals, reports, and next steps.

ACE OC MEETING AGENDA 10/17/22

1. Welcome and Introductions
2. Ground rules
3. Updates
 - a. Psychologists/MHSPs
 - i. Update on what we're fighting for: Competitive salary, reasonable caseloads/workloads, clarity on job duties
 - ii. Wednesday board meeting – school psychologist appreciation week - come show appreciation and support our speakers who will be addressing concerns including CUSD's staffing crisis
 - b. Site Meetings
 - c. Exec Cabinet
 - d. Professional development opportunities
 - i. LGBTQ+ conference
 - e. Subcommittee Reports
 - i. SPED
 - ii. School finance
 - iii. Legal
 - iv. Communications
4. Issues
 - a. Class Sizes
 - i. Scope of the problem in Clovis
5. Breakout Groups
 - a. Review lists of issues (SPED, ES Prep Time, class sizes)
 - b. Be ready to report out!
6. Plans for next two weeks: need to be tangible and do-able!
7. Wrap-up and Next Steps

Ongoing

It's not surprising that a group of educators would be invested in the learning process. As we've grown in our roles, we've run into topics that we knew we needed to better understand.

For more than a year ACE leaders have attended regular training opportunities. This is just one area where having the relationship with CTA has been incredibly valuable: the local CTA staff have provided experts – across a number of fields – to conduct training at our request. Additionally, our connection with CTA and NEA has opened up a world of opportunities to attend conferences and professional development.



TRAINING

The 1-on-1 Conversation

How to have a conversation with colleagues to actively listen, ask better questions, and set aside assumptions about each other. Learning to accept diverse opinions is a critically important skill to the long-term functionality of a union as a truly representative body.

Identifying & Supporting Leaders

We work alongside exemplary colleagues. We are always keeping an eye out for those educators who are well respected by others at their sites or in their department. Many of these have decided that the best way to advocate for students is to build ACE. One of our training modules helps us to identify and incorporate natural leaders in the process of building a union. We learn how to best support their growth, confidence, and onboarding as they become a voice for their peers.

Public Speaking 101

At our disposal is an entire toolkit and training module on effective public speaking - including handling Q&As, being interviewed by the media, and presenting to an audience. For many of us, standing in front of a classroom doesn't mean we're comfortable standing in front of a group of our peers. The opportunity to learn ways around the discomfort has been a catalyst for our growth.

Understanding School Finance

School district budgets and school finance can seem impenetrable and a bit daunting to most people. One of the major benefits of ACE partnering with CTA is access to information that comes from almost 1000 local CTA chapters from all around the state. We can attend local meetings and trainings here in Fresno to collaborate with other area bargaining teams and also attend a wide array of trainings run by finance experts around the state that provide a "deep-dive" into analyzing school district budgets. Finally, CTA staff are trained in and have access to databases that can help us do our due diligence and be equal partners with CUSD administration.

Understanding an Educator's Rights and Responsibilities

Both gen-ed and SPED educators need to know the technical "ins and outs" of SPED law, including such issues as: "What if we are out of compliance on an IEP? Can I be held personally liable?" (No, it's the district's responsibility to ensure that things like 1:1 aides or other modifications in IEP happen). CTA has staff who specialize in education-specific issues like SPED, MTSS, and a wide array of other education topics of utmost concern to educators.

CONFERENCES

CTA State Council

CTA State Council convenes educators throughout the state who come together to learn from one another and collectively advocate for the educational support our students and colleagues need to succeed in the classroom. Educators have successfully used this space to gather the support they need to address local and state-wide issues impacting them in their local district.

It was a special moment for both ACE and CTA as our ACE representatives were welcomed and recognized for their courage in stepping forward to unionize Clovis educators. "Wow! I didn't realize how monumental our work has been until we were introduced, spotlighted, and applauded. I talked to educators there who said, 'I've worked in my school district for 30 years, and we've always had a union.' That's what we hope future Clovis educators will be able to say."

An ACE Psychologist Bargaining Team member said, "Sitting in committee meetings was inspiring. I literally saw seats at a table with a representative voice. They were talking about topics and issues that impact the work we do. I saw adults respectfully disagreeing and using the voting process to resolve disagreements. I could envision many of our Clovis educators effectively participating in these committees." ACE has been invited back, and we look forward to returning this school year as we continue to build ACE for all Clovis educators.

President's Conference

Provides new and returning presidents a foundation to rely upon as we prepare our chapters well into the future. This conference hosts a variety of informative skill building sessions and provides opportunities to build lasting relationships with other presidents. The content focus and design of the Presidents Conference is with chapter operations in mind.

Summer Institute

The premier training of its kind, CTA's Summer Institute takes place on the campus of UCLA. Offering sessions in a variety of areas that assist chapter leaders in the day-to-day representation of their members, this five-day event features hands-on activities to hone the skills needed to meet the challenges of the coming year.

Special Education Conference

This exciting new conference covers a wide variety of special education topics of interest to the classroom educator and resource professional. Sessions are peer-led to ensure you are learning from experienced educators while exchanging perspectives and networking with colleagues.

LGBTQ+ Conference

Addresses LGBTQ+ issues involving educators, students and the community and serves as a venue to discuss a variety of subjects affecting the entire membership and California's youth.

New Educator Weekend

CTA's New Educator Weekend (NEW) is a conference for new CTA members (educators in their first three years in the profession.) It has everything that educators need to be successful in their first years of teaching, including sessions about classroom management, creating engaging classrooms, lesson plans and ideas, connecting with your union, student loan forgiveness information, member benefits, project grants and more.

Good Teaching Conference

The CTA Good Teaching Conferences supports excellent teaching and learning practices for classroom teachers via peer-to-peer instruction. Offering a variety of diverse workshops focused on curriculum content areas for K-12 teachers, the conferences provide opportunities for professional development and offer time to network and share ideas with colleagues and experts in the field of education.

Not a training but still a really cool experience (and hey, grant opportunities for up to \$20,000 for your classroom project!) is CTA's Institute for Teaching (IFT).

The CTA Institute for Teaching mission is to enhance, support and sustain high-quality teaching and high-quality public schools for all California students. Through mobilizing teachers, special programs, research, conferences, networking, and community-based coalitions, the CTA Institute for Teaching seeks to advance public education and promote the common good of our students and communities.

NEA MICRO-CREDENTIALS

ARTS INTEGRATION

- Arts Integration in Mathematics
- Classroom Management for Creative Learning

ASSESSMENT LITERACY

- Learning Targets to Establish Success Criteria & Engage Students

BULLY FREE

- Creating Bully-Free Environments within Structured Settings
- Empowering Students to Find Their Voices
- Intervention Strategies for Educators

CLASSROOM MANAGEMENT

- Addressing Challenging Behaviors
- Trauma Informed Pedagogy

CLASSROOM PRACTICE

- Fostering a Growth Mindset
- Reflective Practice to Improve Personal Effectiveness in the Classroom
- Setting Objectives and Providing Feedback
- Teaching Note Taking and Summarizing Skills
- Using Student Evaluations to Improve Instruction and Student Learning

COOPERATIVE TEACHER

- Equity Literacy
- Teaching About Teaching

DIVERSITY, EQUITY, AND CULTURAL COMPETENCY

- Creating a Safe and Equitable Learning Environment

ENGLISH LANGUAGE LEARNERS

- Advocating for ELL students & their families
- Understanding Academic Language

EVERY STUDENT SUCCEEDS ACT

- Advocating with ESSA
- Working Together for Student Success

EXCEPTIONAL LEARNER

- Working with Students with Autism Spectrum Disorder
- Introduction to Universal Design and Learning

FAMILY INVOLVEMENT

- Family Engagement as Access and Opportunities for All
- Linking Family Engagement to Learning Outcomes

FIVE CORE PROPOSITIONS

- Know Your Students
- Know Your Content & How to Teach it to Students
-

AND MANY, MANY MORE!

SEE FULL LIST HERE:

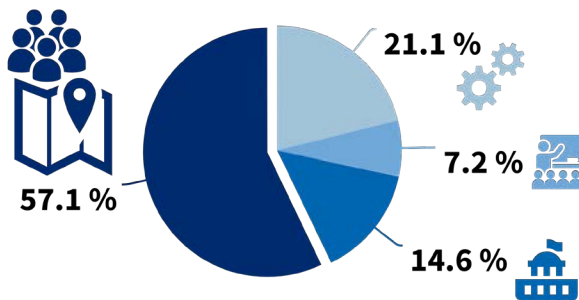
www.nea.certificationbank.com/NEA/Stack_Library

All About Dues

We get lots of questions about dues!

The most important thing to know is that Clovis educators determine local dues, and will choose a representative to vote on statewide dues.

- **Union dues are a way for educators to pool their resources to support and advocate for themselves and each other.** Dues are set democratically by educators throughout the state and locally.
- Dues for ACE members who work full time will most likely be in the range of \$95 and \$125 per month for 10 months of the year. **ACE members will determine the amount democratically when we establish local dues.**
- **Our local dues** would go toward things like a Full-Time Release President and/or arbitration or whatever else Clovis educators decide – and would be determined democratically by ACE.
- **Dues provide for the costs of ACE/CTA/NEA bargaining, representation, and union benefits.**



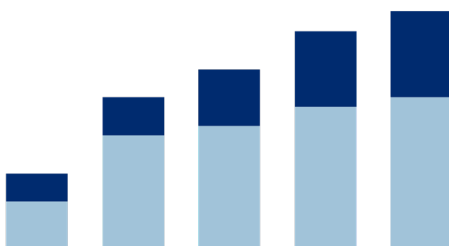
WHERE DO MY CTA DUES GO?

- Operations
- Training, Leadership, & Professional Development
- Education Advocacy & Electoral
- Direct Regional and Local Support

↑ This includes local staff dedicated to helping educators in our area!

The median wages for unionized employees in the education field is 10-25% more than non-union workers. Over the course of a career, this really adds up!

In other words, unionizing and paying dues is an investment in your long-term financial wellbeing.



The lifetime earnings of Clovis educators results in a roughly \$250,000 cumulative loss compared to their unionized peers in neighboring districts.

Scan to watch explainer video.





WHAT IT MEANS TO JOIN



Building an inclusive Union where classroom teachers, psychologists, itinerant specialists, school counselors, and other certificated educational professionals support each other to collectively bargain salaries, benefits, and working conditions

Voting privileges on contract ratification of the collectively bargained agreement with the district

Local decisions are made by Clovis educators



EDUCATOR POWER & SUPPORT

Empowering educators to be part of the decisions to bring about necessary change in Clovis

Membership in a statewide network of more than 300,000 educators that is run by and for educators

Joining an organization with support staff that **exists solely to advocate for students, educators, and the education profession**

Participate democratically in the governance and decision-making of a statewide not-for-profit organization

Access to grants for continued education, member engagement and community engagement



TRAINING



Training and support to represent and advocate for educators - including matters pertaining to the contract, law, and other classroom issues

Access to CTA and NEA professional development trainings for members looking to improve professional skills, social awareness and leadership.

Union leadership development training opportunities sponsored by CTA at the local, regional, state and national levels.



POLICY-MAKING

Voting privileges on statewide issues advocated by educators, as well as support in electing leaders at the local, state, and national levels

Having a voice on legislative policy issues that impact student learning and working conditions in schools and colleges



PROTECTION & BENEFITS

Legal services and professional advice provided by attorneys who specialize in education and labor law for:

- Due process, leave rights, layoffs and California Commission on Teacher Credentialing cases
- Certification and classification issues
- Discrimination under federal/state laws based on race, gender, age, sexual orientation, etc.
- Discrimination based on union activity
- Retirement issues

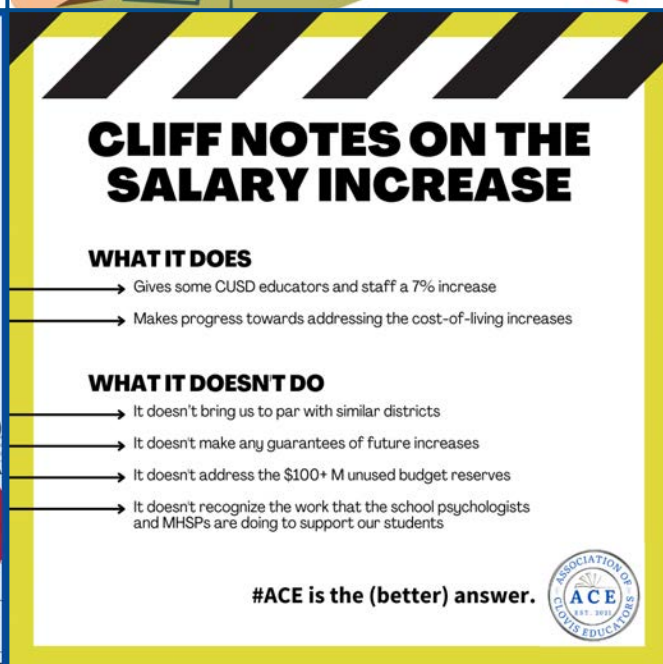
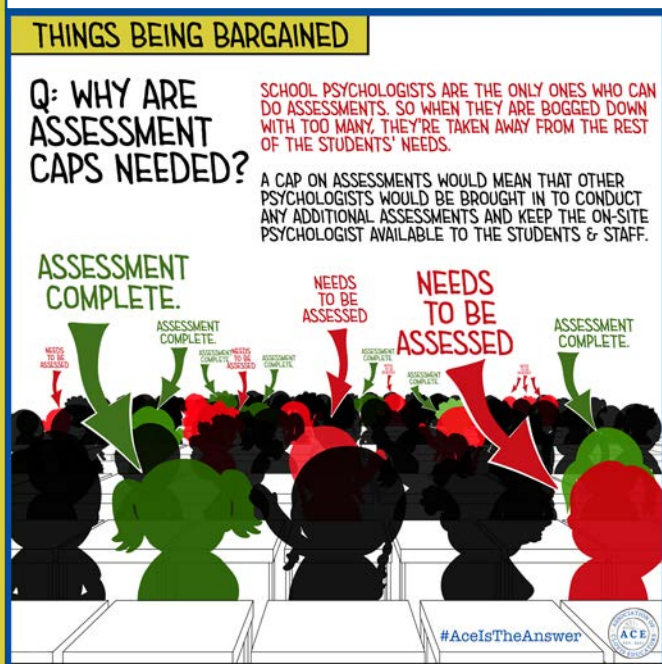
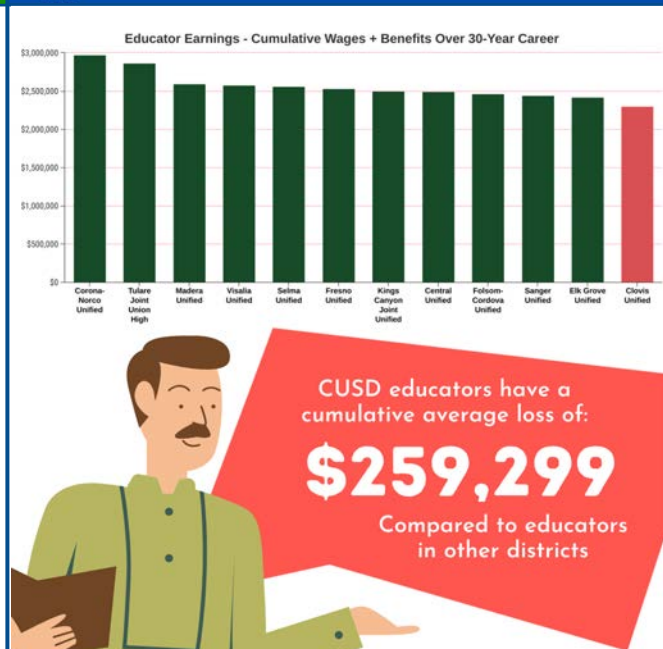
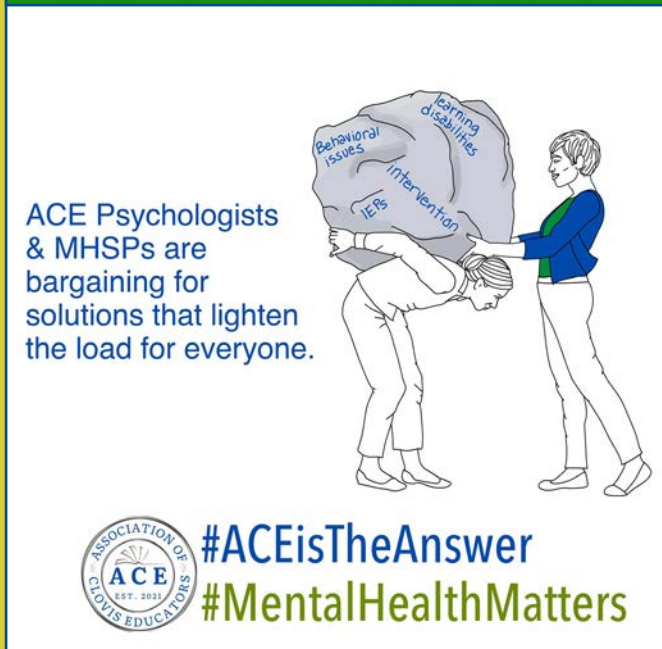
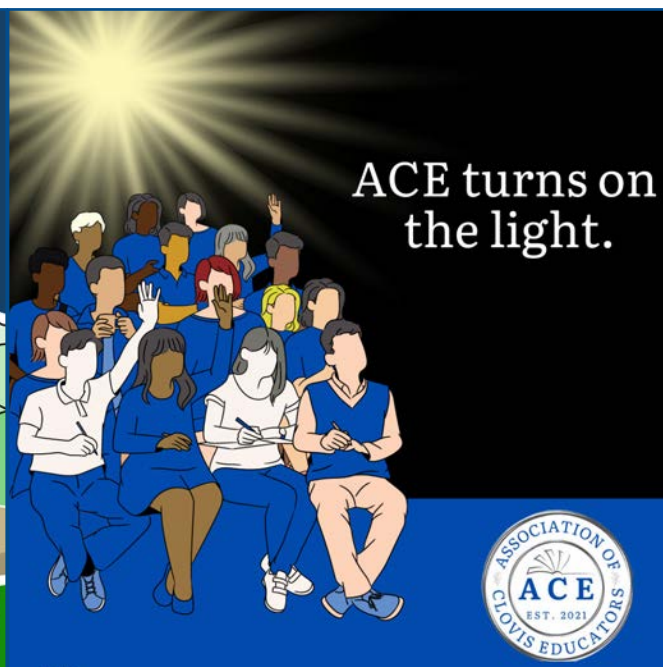
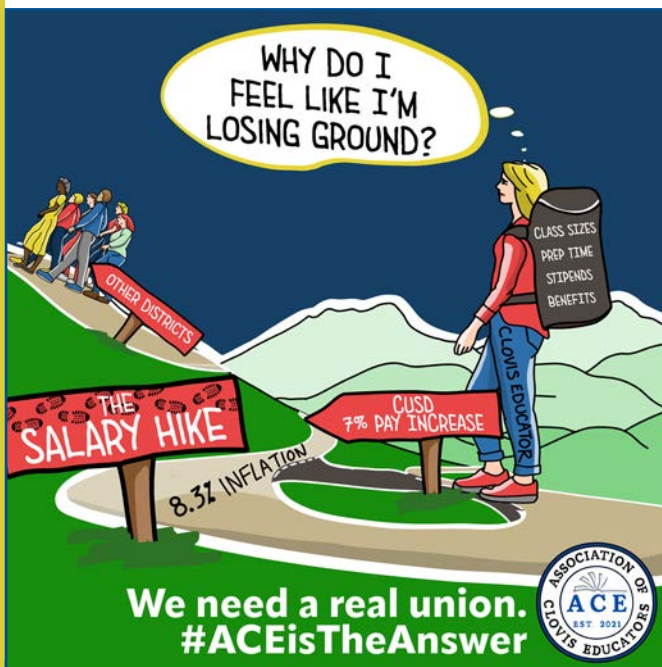
Exclusive Discounted CTA and NEA Member Benefits Programs

- Auto and home insurance
- Voluntary life and disability insurance
- Travel, restaurant, theme parks and purchasing discounts
- CTA 403(b) Retirement Savings Plan and financial tools and resources
- Financial services such as credit cards, credit unions, special mortgage and auto loan programs
- Resources including "CTA Guide to Federal Student Loan Forgiveness Programs," and "Balancing Family and Work: A Guide to Pregnancy Disability and Baby Bonding Leave"
- And many more products, services, and discounts negotiated on behalf of, and provided to, members only

CTA Death & Dismemberment Insurance

NEA Complimentary Life Insurance

Disaster Relief Fund Grants



Article 4: Workload and Case Management

4.1. The parties share a common view that an equitable and reasonable workload for psychologists and MHSAs is vital for ensuring quality student outcomes, mental health, and professional well-being as well as a sustainable and equitable workforce.

4.2. The workload and/or number of each psychologist or MHA shall not exceed what enables the ability of the employee to perform their assigned duties in a professional manner and meet the expected standard of quality for the services rendered.

4.3. Workload Reduction Budgets
The parties agree that working resources at the lowest level in a classroom, program, or site level is a general practice, and that resources to complete should not be allocated to other areas. Therefore, when a psychologist or MHA employee is assigned to a classroom, program, or site level, they are encouraged to work with the principal or administrator to ensure that the workload is equitable and that the employee is not overburdened. If the employee is overburdened, they are encouraged to work with the principal or administrator to ensure that the workload is equitable and that the employee is not overburdened.

4.4. The employee will make appropriate efforts to ensure that the workload is equitable and that the employee is not overburdened.
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4.4.10. The employee will make appropriate efforts to ensure that the workload is equitable and that the employee is not overburdened.

Article 4

The district's response to our proposals to make Clovis the gold standard for mental health for our students.

We are committed to working together. -ACE

~~We are committed to working together.~~ -CUSD

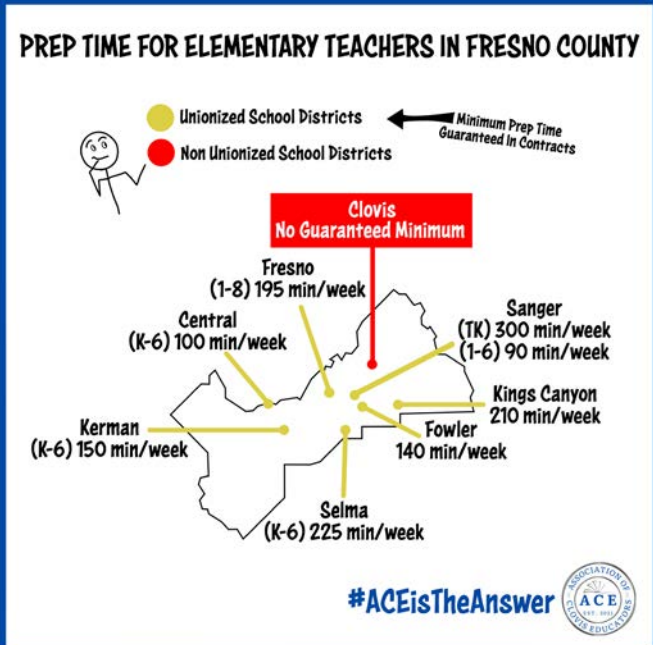
#ACEisTheAnswer

A CROWDED CLASS

NOT ENOUGH RESOURCES.

Today's math problem: 22 laptops for 35 kids... how many need to share?

#ACEisTheAnswer



SCAN TO FOLLOW US ON SOCIAL MEDIA

#ACEisTheAnswer

THINGS BEING BARGAINED

IF YOU'VE EVER SAT IN YOUR CAR AT THE "END" OF THE WORKDAY AND WONDERED, "HOW AM I EVER GOING TO GET ALL OF THIS DONE?"

...THEN YOU'LL UNDERSTAND WHY THE ACE PSYCHS/MHSPS ARE BARGAINING FOR TIME TO COMPLETE WRITING THEIR REPORTS... DURING WORK HOURS.

#ACEisTheAnswer

3RD GRADE TEACHER REAGAN ELEMENTARY, FRESNO USD
195 MIN/WEEK
IN 45-MIN UNINTERRUPTED BLOCKS

KINDERGARTEN TEACHER SANGER USD
300 MIN/WEEK
60-MIN UNINTERRUPTED BLOCKS PER DAY

WITH GRADE TEACHER MURDER ELEMENTARY, FOWLER USD
140 MIN/WEEK
IN NO LESS THAN 30-MIN UNINTERRUPTED BLOCKS

1ST GRADE TEACHER RHYNDEN ELEMENTARY, KINGS CANYON USD
210 MIN/WEEK
IN NO LESS THAN 30-MIN UNINTERRUPTED BLOCKS

A UNION CONTRACT CAN INCLUDE GUARANTEED PREP TIME.

- BETTER OUTCOMES FOR STUDENTS
- ...AND FAMILY TIME FOR TEACHERS.

IT'S TIME FOR CLOVIS TEACHERS TO HAVE A REAL UNION.

#ACEisTheAnswer

ELEMENTARY SCHOOL TEACHER, CLOVIS USD
NO GUARANTEED MINIMUM PREP TIME
NO GUARANTEED UNINTERRUPTED BLOCKS

I'M GOING TO BE LATE GETTING HOME...AGAIN.

The Future

Moving forward, ACE will continue to build to majority support and file for recognition as the union for **all** CUSD educators. When that happens, ACE will be prepared – on day one – to function as an effective union where all Clovis educators are welcomed, heard, and empowered.

Important next steps are bargaining a great contract for Psychologists and MHSPs, creating a transparent and representative structure through bylaws, and working to overcome the barriers unlawfully created by our administration. In the meantime, we will continue to bring light to priority issues impacting Clovis educators and students.

We take this work seriously. We've built a formal structure to gather and amplify Clovis educators' voices, even when there are differences of opinion. Dedicated ourselves to providing helpful and accurate information to Clovis educators through multiple platforms. Put in place a process to make democratic decisions, keep records, and follow rules of order. We meet regularly with clear goals and outcomes in mind. We've sought out resources to improve our understanding of policies and issues that impact Clovis educators, students, and the community. In essence, we've spent more than a year doing everything possible to create an organization that will be a good steward.

From the beginning, we've maintained that it's critically important for all CUSD educators to be included in the conversation – not just those of us who spoke up first. Regardless of who is leading ACE now, the principles we've enshrined in our organization's structure will ensure that Clovis educators will always be the ones making the decisions... not as individuals or an executive board, but as a collective.

ACE invites everyone, regardless of your views and opinions, to get involved. We will hear and include you. We know that one of the most important aspects of an independent, competent, and legitimate union is the ability to create strength because of our differences, and not despite them.

We hope you'll join us.





ace@cloviseducators.org