

# CCEA

Clark County Education Association

the union  
of teaching  
professionals

# New Teacher Survival Guide

*A Resource for Thriving in  
Clark County Classrooms*

# WELCOME TO CCEA!

## Message from the President

As the president of the Clark County Education Association (CCEA), I welcome all of you! Whether you are joining us as a brand new educator or as an experienced educator, new to the Clark County School District, we want to make sure you have a set of tools and resources to get started.



It has been more than 35 years since I started teaching but my memories as a first-year teacher are still quite fresh in my mind. I thought I would do a fine job all on my own. I soon learned that I needed the guidance and support of my experienced peers, some of whom had more than 30 years in the classroom, and most of whom held advanced degrees. As a rookie, more than half of the decisions I made grew from collaboration with my more seasoned, more educated peers. So a big suggestion I would make to you, right from the start, is to reach out to your worksite colleagues so that you have someone who has been in your shoes available to answer your questions and concerns. For those of you who come to us with experience, having someone to ask questions about how this school district works, is just as important. Many of the things we do here in Clark County are different than in other places so we want to help you out.

To assist you in your transition to the Clark County School District, and to ensure your success as a teaching professional, we have assembled this guide. It will help you make a connection with the services we provide and help you connect with fellow educators. We are a resource and support for you as a teaching professional. We have included the information we believe will help you “survive” this first year. We want all educators to have a successful first year in the district because we know that supporting each other helps to grow the profession for all of us.

CCEA also knows that students are, and always will be, what great teachers live for. Their smiles are an antidote to a bad day, and their progress is an unending source of satisfaction. Having this information will give you the opportunity to spend more time doing what you love best, teaching.

We look forward to having you as a member of the Clark County Education Association family of teaching professionals.

Sincerely,

A handwritten signature in black ink that reads "Vicki Country". The signature is written in a cursive, flowing style.

# What Is CCEA?



**T**he Clark County Education Association (CCEA) is a non-profit organization formed to provide a cohesive network of support to all educators and licensed personnel in Clark County. Over 11,000 educators and licensed personnel belong to CCEA. They know that CCEA represents their best interests as employees of the Clark County School District.

When you join CCEA you're taking an important step in your professional career. CCEA membership benefits include:

- Protect your rights
- Promote improved working conditions and professional development
- Improve your economic welfare
- Provide valuable economic programs
- Inform you of issues that affect educators
- Increase community awareness of the special needs of educators and students

**We are public education.** With you, your input and support, we can make public education better.

## **CCEA Mission Statement:**

The Clark County Education Association is a union of educators and licensed personnel committed to elevating the educational profession by ensuring safe and just working conditions, and economic security for educators and licensed personnel, through collective advocacy for the advancement of free, universal, quality public education.

## **CCEA Vision Statement:**

Within the next 5 years the Clark County Education Association will become:

1. An organization where every licensed educator is a member.

2. The preeminent voice on education policy and reform.
3. A member-driven political force.
4. Advocates for learning and working conditions which ensure students and educators reach their full potential.

To achieve this vision, the Clark County Education Association will empower members, engage the Clark County School District, and build bridges within the community.

## **How is CCEA Structured?**

The Clark County Education Association is a member-driven organization governed by its Bylaws, Policies and Procedures.

The governing body of the Association is comprised of a 14-member CCEA Executive Board, the Association Representative Council, and the Review Board.

The Executive Board is made up of four officers: President, Vice President, Secretary, Treasurer, and 10 Board members — 2 members representing each of the 5 zones. The Association Representative Council (otherwise known as ARC) is the legislative body. It is comprised of at least one representative from each school site in the district. Building sites are allotted one representative and one alternate representative for each 25 members. The judicial power of the organization is vested in the Review Board. It is comprised of 6 members elected from the Association Representative Council.

**Visit [www.ccea-nv.org](http://www.ccea-nv.org) for more information.**

# What is NEA?

**T**he National Education Association, based in Washington, D.C., is America's oldest and largest organization committed to advancing the cause of public education. Founded in 1857, the NEA now has more than 3 million members who work at every level of education, from preschool to university graduate programs. NEA's work ranges from coordinating innovative projects to restructuring how learning takes place to fighting congressional attempts to privatize public education. The NEA, governed through an elected Representative Assembly, provides national research and bargaining support, legal support, political action and lobbying services, and a vast library of books, brochures, pamphlets, videos and other communications services on professional and educational issues. Among the services it offers are on-the-job liability insurance, a monthly member magazine, computer support, and professional development opportunities.

NEA is the official political lobbying arm of the organization for federal level politics. Most recently NEA has been working to correct changes in the Elementary and Secondary Education Act (ESEA), has advocated for an elevated recognition of education professions, and continues to support many social justice issues that affect students and teachers across the nation.

**Visit [www.nea.org](http://www.nea.org) for more information.**



*Great Public Schools  
for Every Child*

# GET STARTED

## Section 1: Check It Out...You're Hired!

*Nothing is particularly difficult if you divide it into small jobs.*

— Henry Ford

**Y**ou have chosen a profession that makes a difference in lives. It is important to get your first year of teaching off to a good start. You will need the following tools of the trade.

- Know your rights
- Your schedule/duties
- School calendar
- Faculty handbook
- District/School policies
- NVACS & CCSD Standards for your subject area
- Access to Curriculum Engine
- Textbooks
- Keys
- Class lists
- Classroom supplies
- Student attendance procedures
- Staff directory
- Infinite Campus log-in and resources
- NEPF/ Professional Standards
- This handbook



# Section 1: Are You Ready for the First Day?

*One must learn by doing the thing, for though you think you know it, you have no certainty until you try.*  
— Sophocles

## First Day Checklist:

- Find your CCEA Building Representative
- Locate your CCEA Bulletin Board

### **Plan relentlessly.**

Plan for twice as much material as you think you can cover in one day.

### **Manage routines and standards for behavior.**

Think about how you will begin and end the day; take attendance, handle discipline, distribute work, and recess.

### **Give your room some “class.”**

Decorate your room to catch the eyes of your students and give them something to think about. Make it homey with pictures of people in your life.

### **Procedures.**

Get acquainted with school policies and procedures. Set up a folder to hold official notices, policies, and schedules. Find out what is expected of you in any situation so that you are prepared.

### **Co-teaching.**

Make sure you have all the materials you need to get school off to a smooth start – supplies, forms, passes, and so on. If you are sharing a room with another teacher, reach an agreement on how to accommodate each other’s needs.

### **Take a deep breath.**

Be at the door when the students arrive. Have your name written on the board. Establish your classroom routine and make the first day of school a success.

### **Finally, keep these three goals of good teaching in mind:**

Be flexible, be patient, and keep your sense of humor.

# Section 1: Tips for Your First Year of Teaching

*Organization is the biggest key! No matter how difficult it gets, kids are number one.*

— Lacy Lemon

Teaching is exciting, rewarding, and satisfying. It is also difficult, draining, and sometimes heart wrenching. The work we do demands dedication and the ability to give and grow year after year. How will you deal with the daily roller coaster of teaching? Here are some tips to get your first year off to a good start.

1. **Set high and consistent expectations.** Reinforce positive behavior and academic performance.
2. **Support one another and seek wisdom from others.** You need to find a mentor. This may be someone assigned to you or someone that you meet who is willing to share with you the ins and outs of your new profession. A mentor can be a lifesaver. He or she can help you keep your perspective. Also, look for opportunities to collaborate with other first-year teachers so you can support each other.
3. **Fight isolation in all aspects of your work.** Participate in school/community activities that strengthen your relationship with colleagues, parents, and students. You need to have a life outside of your career. CCEA has many opportunities for engagement around issues and activities that matter to education professionals. Contact your building representative to find out more about these opportunities.
4. **Reach out for support early and all the time.** Don't wait for a problem to get out of hand. Communicate with parents throughout the year. Document everything and talk with your mentor and administrator about any problems you may have.

## CCEA Resource Checklist:

<https://ccea-nv.org>

- Nevada Collaboratory's Program
  - Advocacy & Representation
  - Member Resources
5. **Document communication.** When talking with parents, administrators, or other teachers on important matters, take the time to log the conversation in a notebook. It will help you recall the discussion at a later date, if needed.
  6. **Be realistic.** Don't let your concern for each child overwhelm you.
  7. **Take care of yourself.** Block off time in your calendar to take care of yourself physically, mentally, and spiritually. Treat yourself with respect, compassion, and patience.
  8. **Keep a sense of humor.** Laughter helps to relieve stress. Once you gain some perspective, it will not be as bad as it may seem now.
  9. **Love learning, love your students, and love teaching!** These tips are offered by both first-year and veteran teachers to help you keep your life in perspective.

# SURVIVAL SKILLS

## Section 2: Strategies for Engaging All Students in Learning

*Expectations...say them, repeat them and start the year with them.*

*Be consistent and follow through.*

— Audrey Fisher

**M**otivating students is one of the greatest challenges that face teachers in the classroom. While we may have very little control over the external factors that influence our students, we can play a vital role in what occurs in our classroom. Our instructional choices make an impact on student motivation! As educators, we can create a classroom environment that is conducive to learning, capitalizes on student interests, and encourages student engagement.

Keep these strategies in mind while you are planning your instruction:

- **Set the tone early in the school year.** Clearly communicate your learning goals and student expectations in kid-friendly language. All children have goals they set for themselves. Tap into that! Explicitly communicate how your students can be successful in class and achieve their own goals.
- **Give students options in class.** Empower students by giving them choices. This gives them a sense of autonomy and helps them develop skills for self-directed learning. Whether it is allowing them to choose a research topic or selecting a book to read based on their interests,

### Top 5 Concerns of New Teachers

1. Classroom arrangement and management
2. Curriculum planning and pacing
3. Establishing a grading system that's fair
4. Parent conferences
5. Personal well-being

student motivation is increased when students have control over their own learning outcomes.

- **Create assignments that are appropriately challenging.** Consider your students' interests, background knowledge, and abilities when constructing lessons. Develop lessons that are purposefully planned. Provide students with the opportunity for early success and then increase the level of difficulty as the year progresses. There should be a balance! A child should feel like they can be successful with a reasonable amount of effort, while still being challenged to stretch their limits.
- **Make your lessons relevant.** Research has suggested that if a student can relate to content and course activities, they will display greater enthusiasm and interest in the learning. Tie the materials to real-world experiences and educational goals to deepen their understanding and allow them to see the value of what they are learning!



# Section 2: When You Need a Substitute

*No one can give you better advice than yourself.*  
— Cicero

There are many ways to plan ahead for substitutes. You may choose to make substitute plans in advance. If you know you will be out, you can write your plans from home and send them to a colleague. You should also be prepared in case of an emergency. Your emergency folder should include some of the following:

- Your schedule of classes including regular classes, special classes (day and time), and an alternate plan in case special classes are cancelled;
- Names and schedules of students who leave the classroom for special reasons such as medication, remedial or gifted programs, speech, etc.;
- Opening activities: class roll, seating chart for regular activities and special work groups, attendance procedures, lunch count, etc.;
- Lesson plans or where to find the plan book (include alternate plans in case the lesson depends on resources only you have);
- Classroom expectations and routines (include any district policies and notes about special cases)

## Checklist for Contacting a Substitute:

- Refer to your CCEA Building Rep for the procedures of your building
- Find out from your colleagues how they secure substitutes
- Go to the CCEA and CCSD websites for information about your rights and district policies

- Names and schedules of ESP and/or volunteers, name and location of a teacher to call upon for assistance, and other faculty and staff likely to be encountered;
- Procedures for regular and early dismissal; floor plan of the building and procedures for emergency drills.

### **Make sure you know the correct process for securing a substitute!**

Prepare ahead of time for unexpected emergencies by having substitute plans developed according to the tips above. Be sure to communicate with colleagues, school administration and CCEA building representatives to see what the procedures are for your building.

# Section 2: Meet Your Partners in Education

*The main ingredient in stardom is the rest of the team.*  
— John Wooden

**A**s a teaching professional you will discover a team of people, education support professionals (ESP), that are some of the most powerful advocates in education.

ESPs are an integral part of the school community. They are the first people students see when they enter school. They are on the front lines in every school working hand-in-hand with teachers and administrators.

You may have an ESP working with you as an instructional aide or helping you in the library media center. ESPs are custodians, front office staff, bus drivers, cafeteria workers, health workers, and more. Take the time to get to know the support staff your students come in contact with during the day.

We all work together for the benefit of the children and our community. Education support professionals play an important role in providing a quality public education.



# CREATE YOUR CLASSROOM COMMUNITY

## Section 3: Communication Is Key!

*Having set up a good relationship with parents, it will be easier to deal with a negative incident. Also, choose your battles carefully. Some of your best battles are the ones you avoid.*

— Judy Larson

**C**ommunicating with parents is one of the most effective things teachers can do. Parents care deeply about their children and how they're doing in school, and most parents are reasonable, respectful, and cooperative when dealing with teachers. Educators know what an important difference parent involvement can make in a student's education.

Here are some basic guidelines to follow:

- **Build effective communication** by contacting parents early and often throughout the year. Outline your curriculum, learning expectations, and your criteria for grades and let parents know how they can reach you.
- **Think about the child first.** Remember that you share a common goal with parents: to help their children succeed in

school. Try to approach every conversation with that in mind. Be a good listener and listen without interruption.

- **Maintain confidentiality** by not talking about other students to any parent, and discourage parents from doing so as well. Never mention other students' names or even their child's social group. Talk about their child and their child's behavior only.
- **Maintain a communication log** of all parent contacts (phone calls, visits, letters, etc.), noting date, time, place, and what was discussed. Keep copies of all documents. If a parent complains to you, talk with your mentor or go to a colleague, your association representative, or your principal, and tell them about the complaint.

# Section 3: Parent-Teacher Conference Tips

*Every individual matters. Every individual has a role to play. Every individual makes a difference.*

— Jane Goodall

Conferences provide an opportunity for listening and sharing information. Although schools may require specific procedures for parent teacher conferences that are unique to their community, there are strategies that enhance effectiveness and help educators to build rapport with parents.

- **Be aware of family makeups.** Be sure to find out first if a student comes from a single parent home, if both parents should be invited, or if the appropriate guardian is someone other than a parent.
- **Prepare in advance** to answer specific questions parents may have about their child's ability, skill levels, and achievements.
- **Get organized** before the conference. Assemble your grade report, test scores, or conference folder with student work samples and attendance records. Greet parents at the door. You'll help parents feel welcome and relieve their anxiety if you greet them by name. Check records in advance to make sure you have parents' (or step parents' or guardians') names correct. Also, check with your mentor for their ideas on what makes a productive conference.
- **Open on a positive note.** Begin conferences on a warm, positive note to relax everyone. Start with a positive statement about the child's abilities, schoolwork or interests. Show some of the



child's work and familiarize parents with class expectations.

- **Allow enough time** in the conference. If you are scheduling back-to-back conferences, give yourself a short breather in between, if possible.
- **Ask students to attend** the conference. Have the student lead the conference and share his or her accomplishments.
- **Establish priorities.** Pick one or two areas for growth and improvement so parents are not overwhelmed. Summarize what you have discussed. Be clear if there are concrete steps for follow-up. Keep brief notes about the conference and follow through on the actions.

# Section 3: Working with Students with Disabilities

**T**he two primary laws governing the rights of disabled students, the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, both state a preference for educating students with disabilities in the regular classroom to the maximum extent appropriate. As a result, regular and special education teachers need to become educated about their rights and responsibilities when working with these children.

You have the right and obligation to read, understand, and implement the Individualized Education Program (IEP) of any child in your class.

IDEA requires that at least one regular education teacher who has or will have a special education student in class must be a member of the IEP Team. Whenever you feel it necessary, you should request to attend an IEP meeting of any child in your class.

If you are a member of the IEP Team, you have the right to freely express your professional opinion regarding the best program and services for a child. Even if you are not a member of the IEP Team, you may provide the team with your written input regarding one of your students at any time.

If you disagree with the conclusions reached by the IEP Team, you should file a written dissenting opinion that clearly and concisely expresses your professional opinion and explains why you disagree with the decisions made by the IEP Team. It is illegal for a school district to threaten,

intimidate, or retaliate against you because you have advocated for a student with a disability.

Parents of children with special needs often feel isolated and uncertain about their children's future. Schools can help parents find the facts



and support they need to understand that they are not alone and that help is available within the community, as well as the school. Teachers can help parents feel comfortable discussing their children's future by listening to the parents who know their children better than anyone else, and by explaining school programs and answering questions in words that parents can easily understand.

Specific programs define the relationship between teachers and parents of children with special needs with specific guidelines too detailed to summarize here.



In addition to these guidelines, some general advice is available for teachers, including the following:

- Make it clear to parents that you accept them as advocates who have an intense desire to make life better for their children.
- Provide parents with information about support groups, special services in the school, the community and family-to-family groups.
- Offer to give parents referrals to helpful groups. Encourage parents to organize support systems, pairing families who can share experiences with one another during school activities.
- Involve parents in specific projects centered around hobbies or special skills that parents can share with students in classes.

*This section is excerpted from Reaching All Families: Creating Family-Friendly Schools, published by the U.S. Department of Education.*

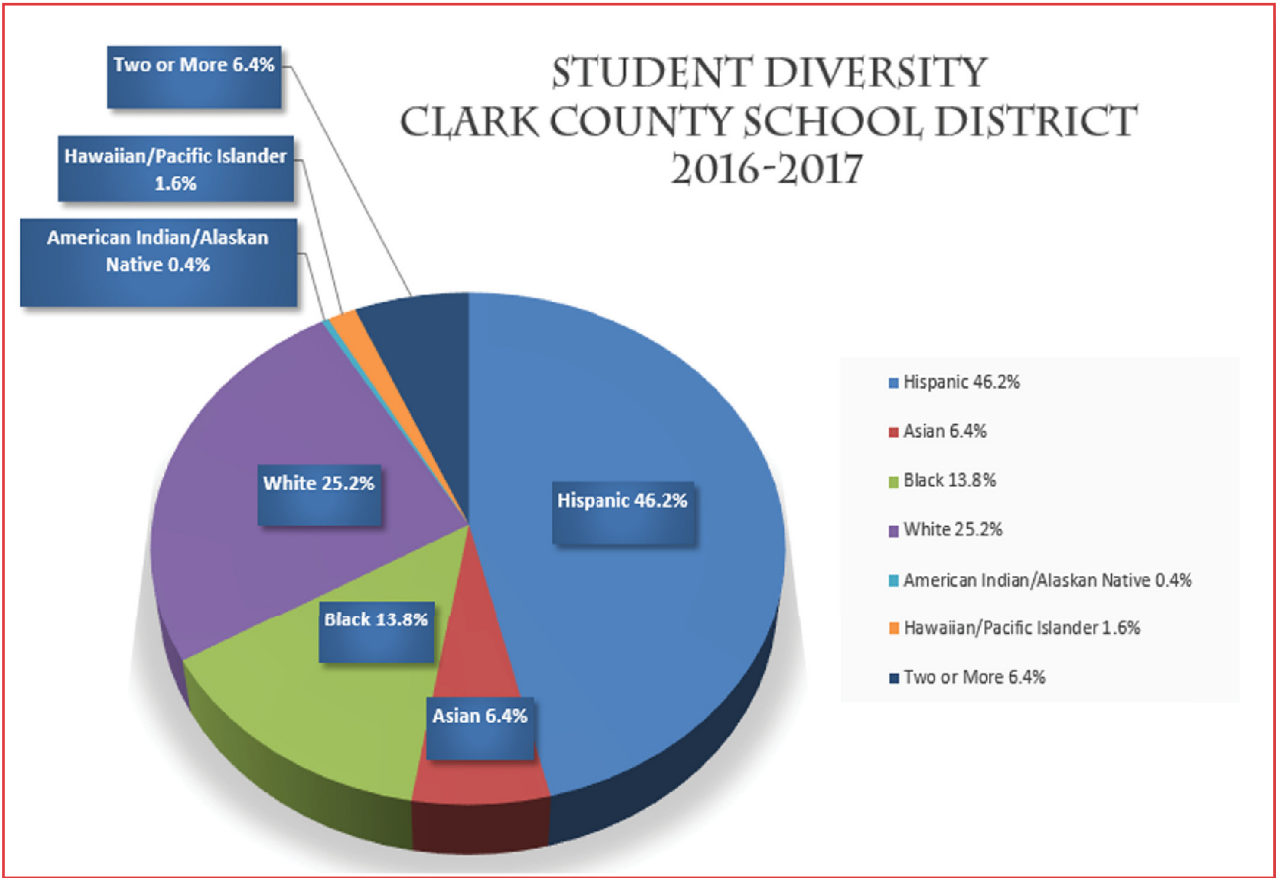
### **Want to learn more about CCSD's procedures for working with students with special needs?**

Be sure that you understand the procedures you need to follow when working with students with special needs or if you suspect that a student needs more support. For CCSD's policies and procedures, visit <http://bit.ly/1dbEMru>. The NEA has a strong set of resources for you located at <http://bit.ly/1gz1GuY>. You also need to be fully aware of FERPA regulations and your responsibilities in regards to them. Visit <http://1.usa.gov/1bQfrzk> for more information about this.

# Section 3: Understanding Student Diversity and Equity

The Clark County School District (CCSD) is the fifth-largest school district in the nation. CCSD served 322,770 students and families during the 2016-17 school year. The District is a diverse school district that has experienced consistent growth in the number of students of color as well as culturally and linguistically diverse students. As a place of vibrant opportunities, the District is a meaningful, challenging, and exciting place to work where you can grow as you learn alongside your students and their families. CCEA will help guide you on that journey.

Poverty is a real issue for many students in the classroom, and its many effects impact their learning. During the 2016-17 school year, more than 63% of students served by the District qualified for free or reduced-price meals. Moreover, Clark County is home to the third-largest population of English Language Learners in the nation: over 81,000 students come to school every day with little to no English skills. Recognizing diversity as an asset to your classroom is important to many new teachers.



# Section 4: Be Prepared...for that First Evaluation

*Reflective thinking turns experience into insight.*  
— John Maxwell

All new teachers are considered probationary for 3 years. Your rights are outlined in your collective bargaining agreement between CCEA and CCSD.

You should also become familiar with the school district's policies which can be found at <http://bit.ly/16qTX8w> and you should be sure to visit the employee section of the CCSD webpage found at <http://bit.ly/1b8hHkD>

Another set of documents for you to familiarize yourself with is your school's staff handbook and CCSD's Acceptable Use Policy for Interact. Each fall, employees are asked to sign these documents indicating that you have read and understand the contents. Special attention should be given to sections of the handbook that deal with calling in sick, contacting substitute services, the school's discipline plan, etc.

## Key Document Checklist for Your Evaluation:

- Your Professional Growth Plan developed with your principal or mentor.

- Pay special attention to timelines and procedures.
- Your evaluator will likely be the building principal or assistant principal. You can be expected to reflect on how you think you are doing and what added support you will need. You may also be told of some specific behaviors and practices that your evaluator will be looking for throughout the year.

## Consider your reflections on the following:

- What would you like to have done differently?
  - What would you like to try?
  - What encourages you?
  - Do students enjoy coming to your classroom to learn?
  - What is your relationship with your students?
  - What is your relationship with your students' parents?
  - Are students successful in your classroom?
- A good evidence review practice after any observation is for the evaluator to provide you with a summary report of how you did. This report usually outlines strengths and weaknesses.

**KEY IDEA:** If weaknesses are reported this is considered by current regulations to serve as notification that your summative

evaluation rating could be impacted. You have the right to ask for an appropriate amount of support and resource to correct this weakness. Don't be embarrassed to ask.

- Goal setting. The summative evaluation of the year must be made in writing and discussed with you. The evaluation is based on goals observations and evidence reviews. Clarify any negative comments and suggestions for improvement. You must sign the evaluation, acknowledging that it was presented to you. Your signature **does not** indicate your agreement. What are you doing to improve your practice?
- You have the right to respond in writing to your evaluation. Your response will be included with your evaluation within your personnel file.
- If you have concerns or questions about your evaluation, contact your CCEA representative.

# Section 4: Professional Learning... It's About You & Your Career

*Take advantage of every opportunity to learn. Stay open to ideas and change. Never become smug or complacent. — Marlene Ott*

## **T**he CCEA Professional Learning Program wants to support your success.

The Nevada Collaboratory provides you with many opportunities to improve your practice through our member-led professional learning offerings.

### **Important ideas about professional learning for you to consider...**

Growing as a professional not only makes your job more enjoyable, it also enhances student learning. Students and their world constantly change, and teachers are challenged to keep pace and to develop new strategies and techniques. It is essential for you to be aware of and take advantage of professional learning opportunities.

- Learn about professional organizations in your discipline or area of interest. Familiarize yourself with professional journals.
- As a new teacher you may or may not have “provisions” on your license. If you have provisions, you will have three years to clear them. To learn more about the basic qualifications you must complete in your first three years, go to [www.ccea-nv.org](http://www.ccea-nv.org).
- CCEA offers a study session designed to help you be successful on the Nevada Law test, a provision you must certify you have cleared in your first three years. For more information about CCEA's Nevada Collaboratory, go to [www.nvcollaboratory.com](http://www.nvcollaboratory.com).

- Collaboration is a great way to learn from your colleagues. Early in your professional career, try to develop the perspective that teaching is a cooperative and collaborative undertaking. Be willing to ask questions and to exchange ideas with other teachers. In addition to your mentor, it is advantageous for you to seek out a professional colleague who has a similar teaching assignment, and use this handbook with him or her. This person should be an experienced, effective teacher who communicates well and is willing to share knowledge and insights with you.
- Reflection is an essential element. Teaching is a profession filled with beginnings and endings; teachers begin and end school years, semesters, grading periods, units of study, chapters, and vacation periods. In the lives of teachers, there are opportune moments that can and should be used for both reflection and for planning. Unfortunately, the pressures to plan may frequently outweigh the tendency to reflect on past practice. Yet appropriate planning can occur with reflection as a backdrop. Reflection can take a variety of forms: personal journal, weekly observation forms, and professional dialogue with other teachers.



# Section 4: Organize Your Professional Records

*Order is heaven's first law – the first step toward efficiency and peace of mind.*

— Melvin Clan

**M**aintaining your own up-to-date personal and professional records is every bit as important as keeping your lesson plans and grade book organized. Having the appropriate documentation on hand can be critical to placement on the salary schedule, clearing up misunderstandings with parents and making sure your evaluation is fair and accurate. Listed below are the documents you should have on hand.

Check off each item as you place it in your folder.

- Your letter of employment.
- Your individual teaching contract and yearly salary placement.
- Your collective bargaining agreement.
- Proof of Association membership.
- All professional evaluations and your responses or comments.
- Personal documentation of sick, conference, and personal leaves.
- Your teaching certification(s), degree(s), license(s) and any tests required to show you are highly qualified
- College transcripts or advanced academic credits earned.
- Copies of your teaching schedule, assignments, and school calendar.
- All correspondence to or from the school administration.
- Records of commendations, awards, and honors.
- Letters to and from parents.
- District and school policies.
- Annual statements from the Public Employees' Retirement System (PERS).
- Receipts for teaching materials and expenses paid for with your own money (for your tax records).
- Names and telephone numbers of CCEA officers and building leaders.
- Records of any incidents which may increase your liability, such as student disciplinary problems, accident reports, and others.

# Section 5: What if Someone Lodges a Complaint Against You?

If you are called into a meeting with administrators and the meeting becomes an accusatory proceeding where you are asked questions that could lead to your being disciplined, do not go alone and do not answer the questions. Do not tell administrators – or anyone else – what you did or did not do. You have a legal right to refuse to answer such questions without Association representation.

Until you have a chance to discuss the situation with your Association representative or your UniServ Director, do not reply to any questions or charges presented to you. Request an adjournment of the meeting and immediately consult your representative.

It is important that you get advice early instead of waiting to see what happens. Your UniServ Director will see to it that you have the benefit of legal advice and counsel, if needed. You should always cooperate with your Association advocates regarding any written statements involving accusations. Do not submit any written statements to administrators unless the documents have been reviewed by your Association representative(s). Be sure to keep copies of any written statements submitted or received. Also keep all correspondence related to your situation, including postmarked envelopes.

Arrange to be accompanied to your administrator's office by an Association representative. The Association representative should be your building representative, a local association officer, or your UniServ Director. The individual who accompanies you should agree beforehand to testify for you in administrative

hearings or court proceedings, if necessary. Beware of proposals offered by administrators. Do not agree to any proposals without first checking with your Association. If offered an "opportunity to resign," do not do so without first conferring with your UniServ Director. If the media gets wind of any accusations, they may try to get you to make a statement. Do not make any public statements whatsoever.

## **Weingarten Rights**

The right of an employee to be accompanied by a Union official to a disciplinary hearing was mandated by the Supreme Court's 1975 decision in *NLRB v. Weingarten, Inc.*

## **Weingarten Rights**

"If this discussion could in any way lead to my being disciplined or terminated, or affect my personal working conditions, I respectfully request that my Association representative be present at the meeting."

## **Union Representation and the Disciplinary Interview**

An employee who is called in to an interview with his or her employer, which may lead to some disciplinary action, is entitled to union representation. An employee must request to have a union representative present during the investigatory interviews, which the employee reasonably believes will result in disciplinary action.

### **If management wants to question or “interview” you:**

First: Ask what is involved. Ask if this might lead to your being disciplined.

If so:

- Tell management that you want a union representative present.
- Refuse to answer any questions until a union representative is present.
- Refuse to allow any tape or any other electronic recording of the interview.

If management insists on proceeding with the interview without regard for your rights, make clear that you are proceeding under protest.

Take careful notes. Answer questions briefly, but honestly.

If you make a mistake or start the interview and become disturbed by the direction the interview is taking, stop the interview and request that a union representative be present before continuing with the interview.

### **Want more information about your rights and CCEA’s representation and advocacy services?**

The Clark County Education Association’s mission is to serve as the advocate for licensed personnel in the Clark County School District. Our advocacy efforts are delivered by our professional staff, better known as UniServ Directors, and is driven by member representation & protection. For more information about how CCEA’s advocacy services can help you, visit the Representation tab at [www.ccea-nv.org](http://www.ccea-nv.org).

# Section 5: What Does Association Membership Mean to You?

*I will never forget the moment I realized that teaching was not just about me and my students. If we are to succeed as teachers, we need to be involved politically.*

— Jamie Orth

**A**s a Teach for America teacher who believes in closing the achievement gap and resolving educational inequity, I wanted to make sure I was doing everything in my power to be in a position to do so. I joined CCEA for several reasons, but most importantly, I knew that it could improve my practice and I could use it to improve education in Nevada. As soon as I joined, I took the professional development they offered and I joined open leadership positions.

**Zachary Sanderson, Cashman MS**

I belong to CCEA because I truly believe in the mission and goals of the Association. We must stand up for our profession, and promote it every day. Teaching is not only a profession, it is our life, and CCEA supports me as I work every day to promote lifelong learning.

**Kerri Martinez-Najera, Cashman MS**

As a new teacher, I needed the support that is provided by CCEA. From professional development training sessions to my rights as a CCSD employee, CCEA keeps me up to date so that I can be effective in my classroom and as a member of the community.

**Trudie S. Ives, Eldorado HS**

CCEA, to me, means collective bargaining rights for employees, employer health care insurance, better pay, and working conditions. It also means an association dedicated to secure adequate funding, programs and resources to help all children in the Clark County School District obtain a quality education. I have been a member of this CCEA for 18 years and it's an honor to work with other dedicated teachers and association representatives in this wonderful organization.

**Karl Byrd, KO Knudson MS**

As a professional educator, I want to have a voice in what happens in education. Whether it's fighting for classroom funding in Carson City, negotiating with the district, or protecting my rights at my school site, CCEA allows me to have that voice.

**Ryan Armitage, Ward ES**

I have belonged to CCEA for over 12 years because they were willing to fight for me even when I was not aware of the need to fight for myself as a new teacher. Often in the classroom you can feel like you're alone on an island, but CCEA has always reached out with new teacher retreats, political rallies and leadership symposiums to keep me informed about my profession and connected to positive teachers making and embracing positive changes. CCEA realizes that supported and cared for teachers provide more support and care for our students. Thank you, CCEA!

**Dorothy Taylor, Cannon JHS**

# Benefits of CCEA Membership

**A**s you begin your teaching career, one of the actions you will take is joining your Association – the National Education Association, the Nevada State Education Association, and your local, the Clark County Education Association. Here are some of the benefits of membership:

## **Representation and Collective Bargaining.**

Whenever decisions about educators are being made, CCEA is there representing members' views. The Association represents members in contract negotiations, legislative decisions, and before other decision-making bodies. CCEA is the bargaining agent authorized to develop agreements about your pay, working conditions and rights of employment. We are also your advocates when your rights have been infringed upon and provide you with representation through all phases of any employer action.

## **Public Relations and Political Advocacy.**

CCEA informs the public about educators' views and builds educators' images in the public through advertising and public relations activities. CCEA has provided a strong platform of issues and elevated its members' voices around the key education and social justice issues that matter most to public school employees.

**Publications.** All CCEA members receive regular national, state, and local publications with the latest information on education developments.

**Professional Learning.** The CCEA provides its

members with training sessions on all aspects of instruction on teaching and learning, human and civil rights, political action, negotiations, classroom management, and other areas of concern to educators. Association workshops are consistently high quality and offered at a reduced cost to members.

**Liability Insurance.** If you are sued, CCEA's liability insurance will provide you with an attorney and \$1 million in coverage for any judgment against you.

**Legal Assistance.** CCEA's legal advice goes far beyond liability insurance and attorneys. Any time you have a question about your employment rights or benefits, your UniServ staff will be able to answer those questions. UniServ staff will advocate for you with your administration when you have questions or concerns. And, if you need legal assistance, CCEA's attorneys are the best in the state in employment-related law and school law. It's all free to CCEA members.

**Information.** CCEA is an educator's best source of accurate, timely information. The Association keeps current with laws, regulations, and policies about education. Information is as close as a toll-free telephone call (800-772-2282) or (702-733-3063), or a visit to the CCEA website ([www.ccea-nv.org](http://www.ccea-nv.org)).

**Opportunities for Involvement.** Personal and professional growth opportunities for members are available with the CCEA at the local, state, and national level.



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