



Educator Rights Roundtable with DPS School Board Partners TOMORROW

Throughout the next couple of weeks we will hold a series of roundtables with our school board partners. The purpose of these roundtables is to give school board members feedback on the executive limitation policy proposal. It is also a space for educators to share stories about how innovation plans have impacted your contractual rights and students' learning environments.

Our first roundtable is scheduled with Director Scott Baldermann and Rev. Brad Laurvick for tomorrow, February 23 at 5:30 p.m. ([meeting link](#)). Though all educators are invited, round tables will be used as a space for educators at innovation schools to advocate for their rights and have discussions about the executive limitation proposal.

If you are unable to make the February 23 roundtable, please consider attending one of the following dates:

- **Roundtable with Vice President Anderson and Director Quattlebaum** – Monday, February 28 from 5:30-6:30 p.m. ([zoom link](#))
- **Roundtable with Dr. Olson and Director Esserman** – Wednesday, March 2 from 5:30-6:30 p.m. ([zoom link](#))

[Register Here!](#)

Speakers Needed: Limitation Policy Proposal Update

Last week, the rep council voted to support the Denver School Boards Executive Limitation Policy Proposal, as an overwhelming majority of reps are in favor. They also voted to express concerns about the calendar portion of the proposal. Today we sent a letter to the school board with feedback from the rep council.

We are looking for educators to share their innovation stories and support for the EL at the February 24 school board meeting during public comment beginning at 5:30 p.m. We are happy to offer support in crafting your message. Please reach out to Angelina Ursetta (aursetta@coloradoea.org) with any help! If you plan on speaking at public comment, please let us know by filling out this form: <https://docs.google.com/forms/d/17GJpRUyc36-Q4vtgfdR9908okE1HXGvRGoFv56vvZdw/edit?usp=sharing>.

Bargaining Update

We are still in negotiations with the district around the working conditions of our Educational Sign Language Interpreters and JROTC Instructors. Because our entire master contract is up for negotiation this year, we have a series of bargaining sessions scheduled for the following dates:

Evening Bargaining Dates (5 p.m. - 8:30 p.m.)

Tuesday, March 9

Wednesday, March 23

Wednesday, April 27

Wednesday, May 18

Wednesday, May 25

Full Day Bargaining Dates (12 p.m. - 8 p.m.)

Friday, April 8

Wednesday, April 13

Wednesday, May 11

Wednesday, June 1 (tentative)

Teaching and Learning Conditions in Colorado Survey Deadline Extended to March 4

Right now many people are trying to understand what is happening in our public schools. There are many people trying to tell this story, but there is nobody who knows how to tell it better than educators. The TLCC (Teaching and Learning Conditions in Colorado) is an anonymous survey for all school-based teachers, SSPs, ESPs, and building leaders. It will be used by policymakers, your school and the district to improve the teaching and learning conditions of Colorado's schools.

If you did not receive or cannot find an TLCC access code from your building rep, please access the self-service portal here: https://app.cedu.io/survey_sign_up/CDE/1388

Shout-out to the following schools who have had at least 50% of their staff complete the TLCC survey: Contemporary Learning Academy, DCIS at Ford, Florence Crittenton, Gilliam, Goldrickl, Morey, Polaris, Respect Academy, Sandra Todd-Williams Academy, Summit Academy, Place Bridge Academy and Bill Roberts.

Schools close to 50% staff participation: Asbury, Beach Court, Bryant Webster, Career Education Center Early College, Columbian, Cory Elementary, DCIS at Montbello, Denison Montessori, Denver Center for 21st-Century Learning at Wyman, DCIS Baker, DCIS Ford, DMLK, Eagleton, East, Edison, Ellis, Emily Griffith, Florida Pitt Waller, Garden Place, George Washington, Grant Ranch, Hamilton, Holm. Kaiser, Knapp, Legacy Options, Lowry, McAuliffe, Newlon, Northeast Early College, Robert F. Smith STEAM Academy, Steck, Thomas Jefferson, Traylor Academy and West High School.

DCTA Elections Update: Self-Nomination Form is Now Open!

The self-nomination period for DCTA elections is officially open to those interested in union leadership positions. We encourage members to become involved in our election process and governance structure, please consider nominating yourself for an open position.

The following positions are available for election (please click on the position title to see descriptions on the available positions):

[DCTA Treasurer Special Election](#) (1 year term)

DCTA Board of Directors

- [Sector A \(Northwest\)](#) - 2 year term (2 positions available)
- [Sector B \(Northeast\)](#) - 2 year term (2 positions available)
- [Sector C \(Southwest\)](#) - 2 year term (2 positions available)
- [Sector D \(Southeast\)](#) - 2 year term (1 position available)
- [Itinerant Sector](#) - 2 year term (1 position available)

(Not sure which sector you work in? [See schools by sector table](#))

[2023-2025 CEA Delegate](#) - 3 year term

- Sector A (Northwest) - 8 positions available + alternates

- Sector B (Northeast) - 5 positions available + alternates
- Sector C (Southwest) - 5 positions available + alternates
- Sector D (Southeast) 4 positions available + alternates

[2022 NEA Delegates](#)

[DCTA Fund](#) - 2 year term (4 positions available, 1 per sector)

[Nominate Yourself >>](#)

Tell Elected Officials: Public Employees Deserve a Seat at the Table

Sign our petition below and join us as we use our collective voices to demand legislation that will give all of Colorado's public sector employees, including educators, the right to collectively bargain in the state of Colorado.

[Sign the Petition >>](#)

Rep Council Letter to Marrero on Mask Mandate Lift in Schools

Last Tuesday, the DCTA representative council voted in support of sending a letter to the superintendent requesting that the district maintains the mask mandate. Reps were provided with a draft of the letter and were then given until Thursday, February 17 to provide any feedback. On Friday, we sent the following letter to Dr. Marrero:

<https://docs.google.com/document/d/1FjshwtzGYC0RDmP9litjAoF6Q21yhS9LfCOvrMQvgU/edit?usp=sharing>.

Educators should not have to sacrifice their profession to support themselves or their loved ones. We have made significant progress in stopping the spread of COVID-19. We need to continue to protect our students and educators by wearing masks.

Register your Beneficiary for the Complimentary Life Insurance Policy with NEA

There are over DCTA 3,500 members who have NOT registered their Beneficiary for the Complimentary Life Insurance provided for ALL ACTIVE members by the NEA Members Insurance Trust at no cost. Please help lower this number by naming your NEA Complimentary Life Insurance Beneficiary TODAY! It only takes a couple of minutes to give yourself peace of mind.

  

<https://forms.office.com/r/KzZK09rXP5>

Know Your Contract - Article 18: Student Discipline

Each school will develop a discipline plan that is consistent with the provisions of this Article and Board Policy JK and Board Policy JK-R and aligned to the District's commitment to

restorative practices. Annually, the School Leadership Team (SLT) will collaborate with the principal on the design and implementation of a prevention, intervention and discipline plan. The principal shall submit the plan for review to the CSC and faculty at least annually to ensure its effectiveness. The plan will be presented to teachers and staff at the beginning of each school year in person.

18-1 The prevention, intervention, and discipline plan shall include: 1. Restorative practices with meaningful training and support for teachers made available. 2. Identified Tier 1, Tier 2, and Tier 3 support components. 3. Descriptions of roles and responsibilities of different staff members in enacting the plan.

18-2 In order to meet the unique needs of the school, the prevention, intervention, and discipline plan may include, but is not limited to: 1. Social-emotional training and equity support practices common at the school with training made available as needed. This could include referring to resources provided by the Student Equity and Opportunity Office. 2. A designated “behavior specialist” if the school has a high degree of behavioral needs 3. An advisement period that includes social-emotional training for students. 4. A full-time staff member, or teacher leader, designated for training restorative support.



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