ASSOCIATION REPRESENTATIVE (AR) HANDBOOK: TIPS & TOOLS FOR CULTIVATING STRONG ASSOCIATION REPRESENTATIVES

A Guide for Organizing Members and Activists

RESPECTED | **EMPOWERED**

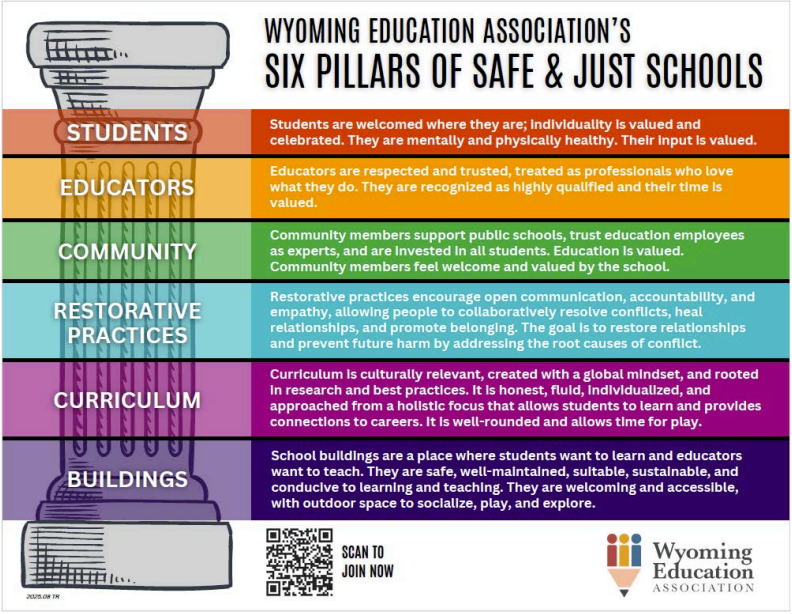
UNIFIED | **ENGAGED**

As a unified voice, WEA engages, educates, and empowers our member to advance high quality public education for all. WEA envisions a society where education is seamless, respected, and highly valued.

Wyoming Education ASSOCIATION

TABLE OF CONTENTS

What is Organizing?	1
What is an Association Representative?	2
What are Face-to-Face Visits Best?	3
Transformation vs. Transactional Unionism	4
Tips for Success	5
Organizing Basics at Worksites	6
Sample One-on-One Agenda	8
Talking Through Resistance	10
Mapping	17
From Potential Member to Leader	18
Identifying Leaders	19
Acronyms	20
Guidance When Facing Disciplinary Action	22
Advocacy Training Available	23
What We Do Together Through Our Union	24
Member Benefits	25



This guide was originally developed and has been revised by United Faculty of Florida, and now adapted for use by FEA K-12 membership. Special thanks to AFT, NEA, the AFL-CIO Organizing Institute, and Labor Notes for invaluable organizing resources and feedback. Permission to use and duplicate this material as long as credited back to the United Faculty of Florida.

Adapted from the United Faculty of Florida to meet the needs of the Wyoming Education Association (2026)

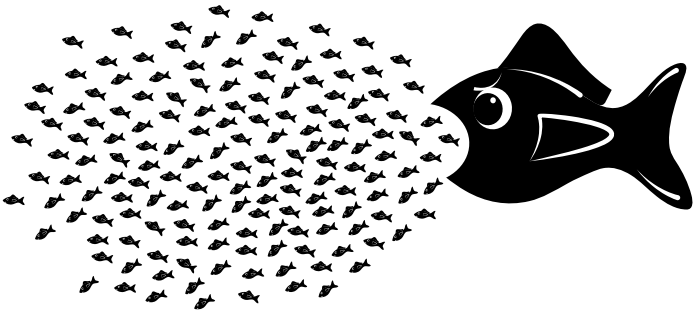
WHAT IS ORGANIZING?

Simply defined, organizing is . . .

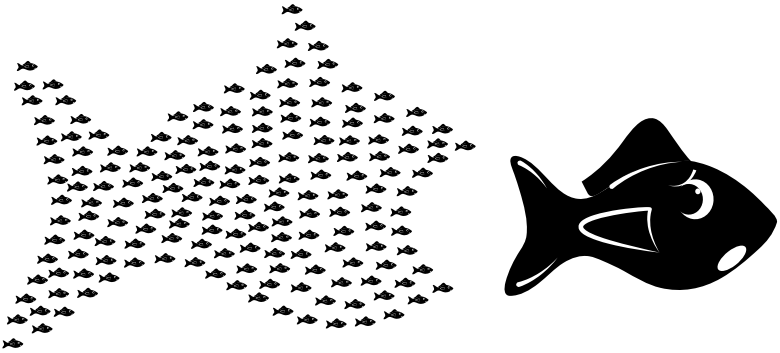
» **The process** of turning potential members into members, members into activists, activists into leaders.

» **Most successful** when led primarily at the building level, member-to-member, colleague-to-colleague focused on issues and built on relationships and experiences.

» **Not a one time event.** An organizing-focused union puts members and people at the center of all union work, not just during a crisis or when people are needed to "turn out" for an event they did not shape.



ORGANIZE!



WHAT IS AN ASSOCIATION REPRESENTATIVE?

Association Representatives (ARs) are key to strengthening member rights and articulating employees' views. ARs provide the link between elected union leadership and members, bringing our union to the work site/building/campus level. Their job is to make our union's presence felt, field questions, build membership and involvement, and give voice to members' and potential members' concerns. Building a team of active ARs is the best way to strengthen our collective voice and negotiating power, and it also spreads around the difficult labor of running an effective local union.

Some work sites/buildings/campuses only have a "Contact" or "Point Person." Figure out where to start and don't be afraid to be flexible and try new things as you identify the right leader for each site. It is better to just have a point person than to have the wrong AR. The goal is to have a respected leader that represents the voice for members at each worksite, There is no "one size fits all."

As an AR, YOU are the key to overcoming:

- Isolation and indifference (not apathy)
- Fear and sense of futility about the future
- Lack of true understanding about our union and the power of getting together and taking collective action.

THE AR TASKS INCLUDE...

» Ongoing conversations with potential members about joining and taking a stand with their colleagues

» Coordinating the two-way communication, collection of information and surveys, as well as encouraging participation in collective bargaining negotiations or union events

» Welcoming new colleagues and encouraging them to join our union

» Bringing concerns about violations or issues from colleagues to the local leadership

» Serving as a source of information about our union and for a group of members

» Attending AR meetings and functions and encouraging colleagues to do so as well

WHY ARE FACE-TO-FACE VISITS BEST?

Research and our union's own experience has shown that mass emails and social media posts are minimally effective in building union membership and participation, but it remains the most utilized method of reaching out. We have to talk with colleagues in person. Why?

Because . . .

» It puts a face to your union. NEA, WEA, and your local are organizations of respected colleagues who want strong public schools for all students

» It serves to identify key issues, uncovering what motivates people to move towards taking action

» It builds personal relationships and establishes trust

» It serves to relate information and deal with questions and objections

Extensive research of public employee union campaigns has shown that a strong AR structure or broad-based "Organizing Committee" that uses face-to-face organizing is the strongest indicator of success for building strength.

TRANSFORMATIONAL VS. TRANSACTIONAL UNIONISM

We want to build a union that is:

√ visionary and inspiring
√ issues-driven
√ member and worksite centered
√ open and democratic
√ proactive
√ highly visible and engaging
√ prepared for mobilization
√ POWERFUL!

This demands that we approach organizing as an ongoing activity — as transformative — always evolving and growing, not something that is only done in a time of crisis. Our power is rooted in our members.

Here is a way to compare the "Transformational" (Organizing) Model vs. the "Transactional" (Service) Model:

TRANSFORMATIONAL	TRANSACTIONAL
Collective strength	A transaction
Personal	A rational calculation
About issues	About benefits, services
Active	Passive
About relationships	About marketing, sales
Listening, connecting	Pitching, selling
Ongoing activity	Occasional event
Union is power	Union is protection
Unionist	Customer
Members take a stand!	Members pay dues and sometimes vote

TIPS FOR SUCCESS

Listen 80 percent of the time.

» Stay calm, open, and respectful, even if you hear negative or hostile comments.

» Listen for: What do people care about? What is their vision for change, for a better future?

» Ask: Why are things the way they are? How would we change things for the better? What would it be like around here if we had more say?

» Seek people out and take interest in them as colleagues, as people (as opposed to just wanting them to sign a form).

» Be aware of what makes you effective and use your strengths.

Make our union the First Friend, Best Friend to New Hires.

» The most important time you can spend is the time you spend reaching out to new hires, based on their needs.

» Sustained, personal contact over time is the key.

Our local union and WEA are vehicles for collective action and power, not an insurance company or charity.

» Language is important. Our union is "us" ("We the educators"or "We the teachers and education support professionals") — not an outside third party, staff or just the officers.

» Seek to involve all in our union's work, ask for input and participation early in the development of projects and planning, not after it has all been figured out by a small group.

» Celebrate success as a result of collective action rather than attributing success to individuals.

"Issues-Speak" is Your Best Language.

» Communicate with members on issues we care about, what we stand for, and what we are working to achieve together. Frame the issues around opportunity, quality, and student success and what our union can do when we work together.

» Member discounts and services do not motivate people to get involved or join, so talk about them in the context of the economic issues that educators face.

» Remember: Our union is about what we are doing together to build a better future vs. what any one of us "gets" in the here and now.

ORGANIZING BASICS AT WORKSITES

Building a powerful voice with your colleagues takes trust and commitment. Many eager new activists want to rush into membership drives through email blasts and/or passing out membership applications, but experience proves that there are no short cuts to building real power.

Our union must increase its membership, growing at a pace that surpasses comparable unions. To achieve this, we believe in fostering a positive, colleague-to-colleague approach that strengthens our connections and builds a stronger organization. Our members care about public education and students. Organizing best practices include:

- **Building/Worksite Leadership Team - you can't do it all alone!**
- **Know Your Data - members, potential members, activists!**
- **Organizing Around Issues – listening more than talking!**
- **Outreach to New Employees – be their first friend/best friend!**
- **Engaging the Community—Student success involves everyone!**

1. Keep Calm and Build Leadership Team

Your worksite leadership team should reflect worksite and distinct diversity in terms of grade level, subject area, experience, age, gender, ethnicity and job family. Focus on face-to-face conversations to identify your team. Build from who you know and who the people you reach know. You want to identify respected leaders already on campus, find them by asking who people count on at work.

2. Know Your Data

Maintain an accurate database of your entire bargaining unit. Verify non-work emails & cell phone numbers of all members (and potential, if possible!) Collect data on degree of support for our union movement and priorities. Collect and add information specific to individual potential members.

Having data makes your job easier! Using your school/district website as a guide for power mapping is helpful for finding data. It allows you to identify your members and potentials, micro-target, and have quality conversations to engage your colleagues where they are and based on their interests.

3. Issue-based Organizing

The key here is listening. What do your co-workers care about? What changes would they like to see? Who are the respected leaders at each worksite? We suggest questions like "What do you love about working here?" as well as "What would make working here better?" and "Do you have a voice in how things are run around here? What might it be like if staff/teachers had a more powerful voice in how things are run?"

What are they willing to do about it? As people show their support, ask them to help build a powerful voice together by talking to 1 or 2 of their colleagues. Ask if they will join you at the next meeting or attend an event.

4. New Employee Outreach

Quality, personal introduction of new hires to our union as soon as possible is key. It allows us to define who we are and welcoming them will allow you to develop a relationship prior to the 'ask'.

Introduce and share that you are an AR for our union. Our professional association wants to help them succeed. We have resources available to support their successes.

"Our membership is made up of excellent teachers/education staff professionals, we invite you to be a part of this dynamic group."

Make sure you say the words, "Your success is a priority of our union and your support is a commitment I make to you as an AR."

New Employee Outreach – 'What to Expect'

- School policies (unwritten & written)
- Parent – Teacher Conferencing
- Channels of communication
- Expected duties
- Materials/Supplies
- When a substitute is needed
- Faculty/staff meetings
- How/where copies are made
- Payroll & Benefits
- Union wins and highlights!

5. Community & Student Engagement

Our public schools belong to all of us: the students who learn in them, the parents who support them, the educators and staff who work in them, and the communities that they anchor. Together, we will work to make our collective vision of public education a reality.

SAMPLE ONE-ON-ONE AGENDA

1. Introduce yourself and say why you're visiting.

If you know the person:

> *Hi _____, I wanted to talk with you about our union, and your concerns, and why we need to stand together now.*

Or if you don't know the person:

> *Hello _____. I'm _____, a member of _____, and I was hoping we could talk about your work here and how to build a stronger voice for teachers/education support professionals at _____.*

2. Get to the person's concerns. Listen 80% of the time. Ask probing questions.

» Start with asking what they do and how it is going (if you don't know).

» Ask what they like about their work.

» Ask what they'd like to change or improve about their work.

3. Explore the issue the person cares about. LISTEN! Tie their concerns to our union's priorities.

» Having identified the issue or issues the potential member cares about, ask more questions to get them to articulate what is unjust about the situation and what could be done about it.

» State why you joined; your own experience is compelling.

» Explain that our union only represents fellow dues-paying members.

» Explain some of the things that have been won or are being worked on through your union or a current campaign (have talking points about our union).

4. Ask for a commitment. Unapologetically express that they should take a stand if they want a serious voice for teachers/education support professionals.

> We invite you to take a stand and become part of our union – are you ready?

If "Yes": Hand them the Join Now Card

> *Good, here is the **Join Now Card** with a link to fill out the **membership form Online** (wait while they fill it out, don't just leave it).*
>
> *To really have a voice and a vehicle to make the changes you want, we need more than your membership — we need you to get involved. Can you:*
>
> - *Wear your t-shirt (button) on Tuesday when we attend the school board meeting?*
> - *Come to the meeting on _____?*
> - *Introduce me to two of your colleagues to talk about getting involved with our union?*
> - *Join a committee?*

If "No" or "Considering": Ask them to complete the YRO Card

> *Thanks for talking with me. Do you have specific concerns or questions making you hesitate?*

Be sure to leave the door open for a friendly return visit in the future.

5. After the visit, reflect on how the conversation went and record your notes. Assess the person's support and decide what might be a good next step. Keep track of this somewhere (a central database, a union folder in your building, a running Google doc, a union notebook).

TALKING THROUGH RESISTANCE

The people we organize will often demonstrate initial reluctance to making a commitment to our local. How can an organizer effectively respond to resistance? Some do's and don'ts:

Do not trivialize or ignore someone's reasons for hesitating. The reason someone gives for not joining is often a clue to what motivates the decisions they make. They are being honest with you, that is good!

A person's reasons for hesitating can sometimes tell you as much about what they care about — and what will ultimately secure commitment to our union — as anything else you learn in an organizing conversation.

Do not argue with the person whom you're organizing. You can't secure a commitment by scoring points in a contest of reason or rhetoric. Organizing isn't about rebuttals; it's about speaking to someone's convictions after carefully hearing them out. Try to not think over your response while they are speaking, actively listen.

Do not mistake someone's initial hesitation as an absolute and permanent refusal. It takes a lot of emotional and cognitive work to overcome inertia and make a commitment. Talk through someone's reasons for hesitating rather than writing off the prospect. Remember your own resistance to joining or getting involved. It's important to respect a colleague's position while at the same time working with him or her. This process will occur over the course of several conversations.

Do not hesitate to return to your colleagues to discuss the issues again. Sometimes experience or reflection will get the person to see the importance of your local and your local wins. **Keep trying!**

Do return the focus of the conversation to issues the person cares about. A strong commitment is always rooted in a desire to act to address issues. Bring the conversation back to these issues — pay, evaluation, testing, autonomy, healthcare, planning time, family leave, respect, inequality, etc. — keep the person thinking about what is important to them. Ask whether they imagine positive change occurring in the absence of a strong union.

Do use a person's resistance to help identify how they see their own self-interest. Someone's perceived self-interest will drive most if not all decisions, and the reasons someone gives for not committing support often reveal what will motivate them to commit support.

Recent research provides overwhelming evidence for our purposes:

» There is an urgent need to communicate about our union on the basis of issues. Too many have merely a functional (vs. substantive) view of their union. It is seen as irrelevant to their most deeply felt issues.

» We are responsible for this because of transactional or service (vs. transformational or organizing) model of recruitment.

» Dues are the number one objection to membership. (The good news is that it is to the exclusion of almost all others.) Dues objections are nearly always about value and relevance—not affordability.

» Our greatest enemies: lack of knowledge and lack of sustained personal contact with union colleagues.

» For too many, their union is distant and something other than themselves.

» In the absence of union knowledge, job dissatisfaction does not translate into support.

» There simply needs to be more asking: The number one reason people have not joined, when polled, is because they were not personally asked to join. Also, members say our union does not do enough to get them involved.

TALKING THROUGH RESISTANCE

Objections can usually be classified into one of four broad categories:

» **Cost** – "I can't afford the dues."

» **Experience** – "I used to work at a place where our union was really ineffective."

» **Status** – "We're not assembly-line workers, and I don't think a union is appropriate for us."

» **Security** – "I'm not interested in making waves."

Having used someone's objections to identify self-interest, the organizer then connects that self-interest directly to having a strong union. What follows are some helpful responses. **Keep in mind that it's more important to listen and talk about building strength, than to rebut.**

OBJECTION: Cost

"I can't afford to have dues deducted."

» State your own reasons for joining and explain your own hesitations. Be honest that dues are a financial commitment, but explain how important it is to have a counterbalance to the school administration and to have a voice in the state of Wyoming.

» "Membership strength translates into a greater say in dsitrict policies, our economic future, and greater influence in the Wyoming legislature. Your support will help make the changes you said were important to you."

» Don't be apologetic or soft-sell membership. Membership is not a favor to you. Respond with your own reasons for paying dues and why it's worth it to you.

» Quote dues in lowest terms: per day, per pay period, etc. "The deduction is $84 per pay period or $20 a week, $2.80 a day." Some Reps show their pay stub. It is helpful if you know your local, state, and national dues. Also, know you pay schedule. If you do not know, the local president can help.

» Share successes that you have had through member advocacy, lobbying, and negotiations to show that dues are a good investment.

OBJECTION: Experience

"The Union just doesn't seem effective."

» "Our Union is not perfect, but it's member led, and it is our voice. The more of our colleagues who get involved and help make it stronger, the more we can do. Would you rather the administration, the Superintendent or the School Board speak for employees and make all the decisions that affect us?"

» Our union believes that you — teaching, supporting, interacting daily with all our students, making this district work— should have a say in what your job should be, how problems surrounding it should be solved, and how much you should be paid for it.

» "How could it be done better?"

TALKING THROUGH RESISTANCE

OBJECTION: Status

"We're not assembly-line workers. I don't think a union is appropriate for us."

» "Teachers and education staff professionals do have a different culture from other workers, but we still need to be organized and speak up for education and our interests. The district has teams of employees working on all kinds of issues related to your working conditions. Who represents your interests? Together we do, through our union."

» "If you examine our track record, it has been our union who has stood for employees' working conditions, for increasing pay, for autonomy in the classroom, for fair and objective evaluations, for resources so that we can perform our jobs, for increasing our freedom from bureaucrats, etc. Our union — not the administrators, not the Superintendent, not the School Board — has held the district accountable for their action and works tirelessly to create the schools that every student deserves."

"I'm not planning on staying in this job" or "I plan to retire soon so why should I bother?"

» "I know it's important to you to maintain the integrity of our profession. Supporting our union now will go a long way towards putting education before politics."

» "There are thousands of people in your position across the state and your membership will help right now. We are all in this together and we can't do it without you."

» "If you support the issues we're coming together for, joining makes our voice stronger. If you don't stay, at least you took a stand while you are here."

» "Your retirement's stability depends upon current and future employees, and the plan our union continues to defend. We need your support to continue providing a stable, healthy retirement for others and to protect your own pension plan."

» "Join now and stay involved through WEA-Retired. You'll not only remain a vital part of education in Wyoming, our union will continue to work to protect your investment and your future!"

OBJECTION: Security

"I'm not interested in making waves," or
"If I get active in our union, I will not get renewed," or
"I will not be evaluated fairly."

» "A union creates stability and provides procedures and standards that the employees and administration negotiate together. Showing your support by taking a stand with your colleagues doesn't mean you have to make waves as an individual; it means you stand with your colleagues in an organization that represents your interests."

» Reassure the prospective member by expressing your self-confidence and sharing your experience as a union member who has not seen retaliation.

» "One of the reasons we have a union protections is to prevent arbitrary treatment. Do you really believe you will be retaliated against for joining? If so, we need to fight that because your constitutional rights are being ignored."

» Name some colleagues who are members who they respect who have not been retaliated against or who serve in leadership roles.

» Many administrators are strong union supporters, or they at least understand the benefits of working collaboratively with our union" "Our ARs are leaders in their worksites and many serve on school and district committees."

» With WEA moving to Autopay, the district does not know who belongs unless they tell the district themself.

Wyoming Education ASSOCIATION

ANSWERING TOUGH QUESTIONS

AFFIRM - ANSWER - REDIRECT

Affirm: Let them know you're listening, you understand, and their feelings are valid. Don't get mad at them - validate and educate them.

Answer: Give a truthful, concise answer to the question. If you don't know the answer, don't guess. Tell them you'll find out and get back to them.

Redirect: Once you've answered the question, bring the conversation back to your message.

Below are some simple answers to tough questions. You can use these or other answers, but follow the process of affirm, answer, and redirect.

QUESTION	AFFIRM	ANSWER	REDIRECT
Dues Costs: "I think dues are too expensive"	I can understand why you would be concerned about dues.	The dues are ____. The way our dues work is ____.	There are two ways that we get our power as a union. Money and people.
Free Riders: "Why do I have to join? I can get the benefits without paying for it."	I can understand why you would feel that way.	Currently, (% of members) of our colleagues pay dues because they see how membership strengthens our power as educators.	As you know, we are trying to solve (insert issue here) this year. We need everyone involved to win this fight. Will you join?
Bad/Lazy Workers: "I have heard that unions just protect lazy or bad teachers. Why would I want to support bad educators?"	I can understand your concern.	A union is about having a fair set of rules that apply to everyone. There is a process for those unable or unwilling to do their job.	The union is focused on strengthening the voices of educators about issues that concern us. (Specify an issue you have heard)
Futility: "Why should I be involved with the union? The union can't do anything about (issue)."	I can understand your concern. This (issue) can be challenging to address.	In fact, Union members have been able to get (issue) language into many of their contracts.,	Right now this is a decision that is solely up to management. As a union we can fight to be part of the process.
Strikes: "My superintendent told me the only weapon that the union has to get good agreements is to go on strike."	I can understand why you would be concerned. Nobody ever wants to go on strike.	The only time there is a strike is when an overwhelming majority of your co-workers vote to go on strike. Only you and your co-workers can make this decision.	The superintendent understands that you negotiate good contracts every year. They want to talk about strikes instead of the issues that concern you. (Specify their issue)
Self-interested: "I have heard that teacher unions care more about themselves than their students. I care about the kids, I'm not selfish.	I can understand your concern.	There have been years of attempts to discredit educators. NEA is a strong and consistent voice for students and for public education.	Teacher get involved in their unions because they know that their working conditions affect the ability of their students to learn. When educators come together, they make real improvements in the lives of students.

MAPPING

There are people who influence others, leading in both positive and negative ways. It's important when mapping to know who is influential and how they feel about our union.

Mapping is a worksite leadership team activity to create a physical depiction of a worksite that illustrates presence and physical proximity of educators and staff based on such factors as membership, job title, assessment status, etc.

Once created, a map gives us a look at selected data from a bird's eye view and provides a starting point for strategic discussion for organizing and engaging our members. Building mapping is a great tool for tracking one-on-one conversations, and determining who you will approach next.

FROM POTENTIAL MEMBER TO LEADER

We have to move bargaining unit members towards involvement and engagement in our union if we are to see real change and thrive as a powerful union.

ENGAGEMENT

Person starts to see reasons to become interested in/pay attention to our union through conversations

⇊

ACTIVATION / RECRUITMENT & RETENTION

Person begins voluntary action in support of our union
Person joins and remains a member

⇊

INDUCTION

Person is oriented to your local, they come to know its history, structure, values, etc

⇊

CONTINUAL ACTIVATION

Person continues voluntary action

⇊

SECONDARY LEADERSHIP

Person assumes a formal leadership role
(Association Representative, leads website, committee, etc)

⇊

PRIMARY LEADERSHIP

Person advances to highest levels of elected leadership
(committee chair, chief negotiator, officer, etc)

If we are not engaging members on every level, our union will stagnate and we will lose ground. If we don't ask members to help build their union, they will think they are not needed. We have to practice asking others for involvement if we want to build a powerful, grassroots local.

IDENTIFYING LEADERS

Identifying new leaders is a process that takes time. We can only assess their potential leadership capacity through multiple interactions and opportunities to see them lead in small and gradually increasing ways. Good leaders empower others to become leaders. Review the list below and note when you see members and potential members show the capacity to become leaders. Remember that a leader doesn't always have to be an elected officer in the union. There are many roles members can play in the union that require being a leader.

Are they a leader? Do they...

- ☐ Listen and observe before talking?
- ☐ Understand and believe in the power of Unionism?
- ☐ Show enthusiasm and willingness?
- ☐ Hold a place of trust and respect with their colleagues/peers?
- ☐ Respond positively when given opportunities to engage in additional union work (training, meetings, organizing)?

ACRONYMS

ABC	Association Budget Computer System
ADM	Average Daily Membership
AE	Aspiring Ed
AFT	American Federation of Teacher
AR	Association Representative
ARP	Attorney Referral Program
AYP	Average Yearly Progress
B&P	Business and Platforms Committee
BEWM	Because Education in Wyoming Matters
C4O	Center for Organizing
CAEP	Council for the Accreditation of Educator Preparation
CapCon	Capital Construction
COS	Committee on States (Network)
CPI	Consumer Price Index
DA	Delegate Assembly
ECA	External Cost Adjustment
ESP	Education Support Professional
ESPC	Equality State Policy Center
FTE	Full-time Equivalent
FYMP	Future Year Membership Processing
GR	Government Relations Commission
HCR	Human and Civil Rights (NEA)
HE	Higher Education
IMS	Interactive Membership Services System
IBN or IBB	Interest Based Negotiations or Bargaining
IDEA	Individuals with Disabilities Education Act
KYR	Know Your Rights
MACR	Member Advocacy and Civil Rights
McREL	Mid-Continent Regional Education Laboratory

ACRONYMS CONT.

NCA	North Central Accreditation
NCATE	National Council for Accreditation of Teacher Education
NCHE	National Council for Higher Education (NEA)
NCUEA	National Council of Urban Education Associations (NEA) (500 members +)
NEA	National Education Association
NEA Fund	NEA Fund for Children and Public Education (Political Action Committee)
PAC	Political Action Committee (NEA)
PACE	Political Action Committee for Education (WEA)
PTSB	Professional Teaching Standards Board
PSP	Professional Standards and Practices Commission
RA	Representative Assembly (NEA)
S&J	Safe and Just Schools Cadre
SBE	State Board of Education
SEROT	Southeast Region Organizing Team
SWEA	Student WEA/Aspiring Ed.
TNT	The Northern Tier (Alaska, Idaho, Montana, North Dakota, South Dakota, Wyoming)
ULSP	Unified Legal Services Program
UD	UniServ Director; Unified Services WEA/NEA Field Staff
WDE	Wyoming Department of Education
WEA	Wyoming Education Association
WEASO	WEA Staff Organization
WEBT	Wyoming Educators' Benefit Trust
WCLI	Wyoming Cost of Living Index
WIN	Wyoming Investment Network
WRS	Wyoming Retirement System
WYTOPP	Wyoming's Test of Proficiency and Progress

GUIDANCE WHEN FACING **POSSIBLE DISCIPLINARY ACTION**

DO:

- **Remain** calm
- **Contact** your local **association**
- **Attend** the meeting
- Ask if you can have an **Association Rep** with you
  - If allowed, take your **Association Rep**
- **Take** notes but **do not share** them with others

DO NOT

Be insubordinate

Insubordination: An intentional refusal to obey a reasonable direct order given with proper authority.

The following are NOT considered insubordination:

- Asking for an **Association Rep**
- Requesting to **reschedule** the meeting to a different time or date
- Asking for **additional time** to provide a statement

DO NOT

Make or **write statements** related to disciplinary action without **working** with your **local association.**

Important Reminder

Your **rights and responsibilities** may vary by district based on **policies, contracts,** and **negotiated agreements.**

These are **recommended practices** to follow if you need support.

ADVOCACY TRAINING **AVAILABLE**

Wyoming Education Association Advocacy 1.0 Training

The Wyoming Education Association offers **Advocacy 1.0 training** to help members better understand their rights, responsibilities, and how to **advocate** effectively.

Members can work with:

- Your Local Association
- Regional Governance
- Your UniServ Director
- The State WEA Office

to **schedule an Advocacy 1.0 training** for your association or region.

Why This Training Matters

- Understand their rights and protections
- Navigate challenging situations with confidence
- Strengthen local association leadership
- Build a stronger voice for educators

We Are Stronger Together

We are in this together.
Providing the **right training and support** helps ensure members feel confident, prepared, and empowered.

When we invest in advocacy training, we **strengthen** our association and our **profession.**

WHAT WE DO TOGETHER THROUGH OUR STATE

WEA & OUR MEMBERS MAKE A DIFFERENCE!

Look what we've accomplished so far in 2025 ...

DEFEATED ANTI-PUBLIC EDUCATION BILLS

The WEA and its members defeated legislation that would have allowed uncertified 18-year-olds to become teachers, attacked teachers' lesson planning, tried to upend teachers' continuing contracts, sought to criminalize educators for their reading choices, inserted political parties onto school boards, as well as many more anti-public education bills.

SCORED A MAJOR PUBLIC SCHOOL FUNDING VICTORY IN WYOMING'S COURTS

The WEA filed suit in 2022 regarding the school funding model. However, this year, the district court ruled that the WEA won every aspect of that lawsuit, declaring that Wyoming's school funding system is unconstitutional and that the state was inadequately and inequitably funding the public schools in violation of students' education and equal protection rights. The court ordered the state to modify the system.

STOPPED THE VOUCHER PROGRAM

This summer, a WEA lawsuit put a temporary stop on Wyoming's unconstitutional voucher program, which would have taken public tax dollars and given them to private schools . Wyoming's public education system is already underfunded, and these efforts would continue to harm our schools, with an estimated cost of nearly $500,000,000 over ten years. This is a crucial step in protecting our constitutional promise of a free, fair, and equitable public education for every Wyoming student.

Wyoming Education Association

MEMBER BENEFITS

People join because of issues they care about and because they want a voice and a vehicle through which they can make improvements. The benefits on this page are "icing on the cake." You can save many times your annual dues by taking advantage of our wide array of membership services. Our union has packets about these programs.

Have some fliers or pamphlets with you at functions and send them to new members to help with retention. These services include:

1. $1,000,000 Professional Liability Policy: You are automatically covered for this amount should you be sued while acting in your professional capacity.
2. Home and automobile insurance.
3. Mobile apps for discounts on the go, free subscriptions and magazine discounts, consumer guides, financial planning, AT&T phone 18% discount and more.

Shop these programs on the web for more information:

California Casualty: https://wyoea.org/wea-home-auto-insurance-california-casualty/
NEA: www.neamb.com

Wyoming Education ASSOCIATION

nea Member Benefits

2025-2026 Programs & Services

With 30+ programs and services, you can...

...save more, and borrow wisely

Discover smarter options for loans and credit cards that help you borrow well and save more.

...enjoy health and wellbeing

Prioritize your wellness with mental health resources and insurance programs for every stage of life.

...pay down student debt

Find relief from the burden of student debt.

...retire well

Discover retirement program options customized for your needs.

...save on everyday shopping and activities

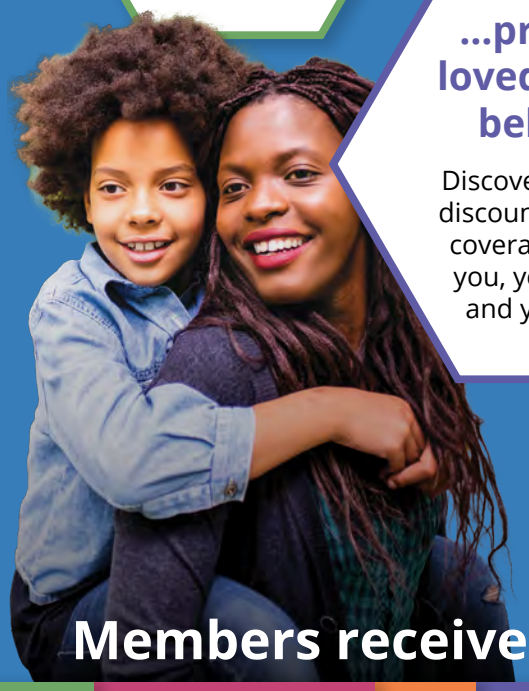
Tap into a variety of savings and discounts to your favorite stores, tickets to movies, events, theme parks and more!

...protect my loved ones and belongings

Discover member-only discounts on insurance coverage that protect you, your loved ones and your property.

...spend less on travel

Access deals on hotels, cruises, car rentals, flights and more.



Access Your Benefits

Scan the QR code to access benefits

neamb.com/start

Members receive exclusive benefits and discounts in:

MONEY | SHOPPING & DISCOUNTS | TRAVEL | LIFE, AD&D AND ACCIDENT INSURANCE | AUTO & HOME INSURANCE | HEALTH & WELLNESS | RETIREMENT

nea Member Benefits

How have members like me been helped?

$38K
in student loan debt forgiven on average

1.5M+
Members have experienced savings and support

$365K+
In assistance after natural disasters

"NEA Member Benefits helps me by providing complementary life insurance for my two precious kids. I also use the travel program to get discounts for all my adventures!"
NEA Member, Tennessee Education Association

"Being a member of NEA has been very beneficial to me. I have received discounts on my cell phone bill, my new car and a bank loan."
NEA Member, Virginia Education Association

Explore Your No-Cost Benefits

- Life Insurance
- Retirement Guidance
- Mental Health Support
- $500 Travel Dollars
- Student Debt Support

neamb.com/nocost

Connect with us

Get started today!
www.neamb.com/start

Follow us!
Facebook:
@NEAMemberBenefits

Need membership support?

Call the Member Advocacy Center:
1-800-637-4636

Hours:
8am-8pm ET Mon-Fri, 9am-1pm ET Saturday

nea Member Benefits

START maximizing your membership

by visiting neamb.com/start

- ✓ Designate or update a beneficiary for your **NEA Complimentary Life Insurance**
- ✓ Claim **$500 NEA Travel Dollars** to start saving on the cost of hotels, resorts, car rentals, cruises and tours booked through NEA Travel Program
- ✓ Discover student loan forgiveness programs through the **NEA Student Debt Navigator**
- ✓ Invest in yourself and your future with the **NEA Retirement Program**
- ✓ Save with member exclusive cash back deals and discounts from more than 3,500 stores through the **NEA Discount Marketplace**
- ✓ Access members-only tickets to concerts, amusement parks, sports events, movies and more with the **NEA Discount Ticket Program**

START Today

neamb.com/Start

1155
V.1223

California Casualty
AUTO AND HOME INSURANCE

Jolie Spence
Your California Casualty Representative
ReadyForQuote.com/Jolie

Auto & Home/Renters Insurance Program

for WEA Members

Provided by California Casualty

Simple.
Trusted.
Affordable.
Right for you.

- ADDITIONAL SAVINGS WHEN YOU BUNDLE
- AWARD WINNING SERVICE
- RATES LOCKED IN FOR A FULL YEAR
- 24-HOUR EMERGENCY CLAIMS SERVICE
- FREE IDENTITY THEFT RESOLUTION

We called for a quote on auto insurance. The rate was so much less we now have both cars insured with California Casualty. Recently, we filed a claim on our homeowners. California Casualty was quick to respond, settled very favorably, and even did a follow-up. Great customer service. ~ Linda Y.

START YOUR QUOTE TODAY: **ReadyForQuote.com/Jolie**

AUTO & HOME INSURANCE
For WEA Members

Auto Insurance Benefits Include:

BROAD POLICY PROTECTION

Know "who's covered when" with insurance that automatically extends to others driving your vehicle (with your permission), and you driving other vehicles (borrowed or rented).

$0 DEDUCTIBLE

Pay nothing out-of-pocket with a waived deductible if your vehicle is vandalized or hit while parked at school, school administrative office, or education association office.

$500 PERSONAL PROPERTY COVERAGE

Get more out of your auto policy with coverage for non-electronic personal belongings stolen from your vehicle—including instructional materials—whether it's locked or not.

SUMMER OR HOLIDAY SKIP PAYMENT OPTION

Pay less when you need money most by taking advantage of a variety of payment plan options created to fit your budget needs.

TOWING AND ROADSIDE ASSISTANCE

Get added peace of mind with coverage for towing and roadside assistance with flats and other simple repairs (for a small additional fee).

PET INJURY PROTECTION

California Casualty offers coverage for your four-legged family members while riding in your insured vehicle.

Homeowners/Renters Benefits Include:

FUNDRAISING MONEY COVERAGE

Safeguard fundraising efforts with $0 deductible for goods/funds valued up to $500 while under your care at school.

$3,000 PERSONAL PROPERTY COVERAGE

Take advantage of homeowners/renters insurance that covers your personal property while on the job, including instructional materials and laptops used for work.

EDUCATORS EXCESS LIABILITY COVERAGE

Increase your liability protection in the classroom at no additional charge with a California Casualty homeowners/renters policy.

BUILDING CODE UPGRADES

Repair/rebuild with one less worry. We provide increased structural coverage for upgrades required by today's building codes.

COVERAGE FOR LOSS OF USE

If your home becomes uninhabitable as a result of a claim, we will cover living expenses with $0 deductible while your home is repaired.

Coverage benefit descriptions are an overview only. Complete descriptions are outlined in the actual policy. Coverages and discounts described are subject to availability and eligibility.

CA Lic # 0041343 ©2017 California Casualty

California Casualty
AUTO AND HOME INSURANCE

BBB ACCREDITED BUSINESS A+ rating

START YOUR QUOTE TODAY:

ReadyForQuote.com/Jolie

1-833-989-3590