Declared Candidates for UTP’s March Election

Elections Committee
The following candidates submitted their declaration of candidacy forms by the January 31st deadline:

UTP Executive Board Members

President
Alvin Nash, UTP Office

Vice President
Karen Kobey, Wilson MS

Secretary
Stephanie Cosey, Focus Point Academy

Treasurer
Manuel Carcido, Pasadena HS

Area 1 Director
Bernadine Burgess, Burbank EEC

CTA Service Center One Voting Representative
Manuel Carcido, Pasadena HS

Local Delegates to the NEA Representative Assembly in 2013

Alvin Nash, UTP Office
Karen Kobey, Wilson MS
Manuel Carcido, Pasadena HS
David Berk, Cleveland ES
Yolanda Munoz, Sierra Madre ES
Kimberly Knudson, Wilson MS
Carol Locke, Marshall Fundamental
Darlene Davenport, Washington MS
Jeffrey Leming, Madison ES

Election Timeline

→ Ballots distributed on March 6, 2013
→ School Site Elections will be held March 11 through 13
→ Ballots are due no later than Thursday, March 14, 2013 at 9:00 a.m.
→ Ballots counted at 9:00 a.m., Thursday, March 14, 2013

Cast your vote on March 11 through 13 at your school site!
YOU are the Union.

Financial Planning

Instruction and Professional Development Committee
Retirement 101: What Every Educator Needs to Know about 403(b) & 457 Plans
This special one day pre-conference will cover the basics of 403(b) & 457 plans, strategies and resources to make informed investment decisions, along with how to deal with aggressive insurance agents. This is a great way to engage newer members of your chapter. Registration is open to all CTA members. Release time will be provided for up to two members from each chapter (approval by the chapter president is required). We encourage the chapter president to approve release time for one or more newer members of the chapter. This pre-conference is free.
Friday, March 22, 2013, Los Angeles, CA
Register online by March 8 at regonline.com/2013GTCSouth

UTP’s Mission

The United Teachers of Pasadena (UTP) strives to empower its members so that they may provide the best conducive educational environment for the students of the Pasadena Unified School District. The UTP endeavors to raise the standards of the teaching profession, secure competitive salaries and benefits, better the working environment, strengthen the contract, and improve communications between unit members and the PUSD administration.

The UTP Voice is a monthly publication created by UTP’s Communications Team. We welcome your input!
School Funding and Fiscal Stability for 2013-2014
President’s Message — by Alvin Nash

Governor Brown has released his 2013-14 State Budget proposal. There is certainly some good news. The state’s economy is slowly rebounding and thanks to all of your hard work and the passage of Proposition 30, instead of facing more cuts, California K-12 schools, colleges and universities are actually seeing funding increases. According to the proposal, funding for K-12 schools and community colleges increases by $2.7 billion, while UC and CSU receive an additional $250 million. The governor is also proposing to change the state’s funding formula for K-12 schools. The Local Control Funding Formula proposal moves the state toward a K-12 system that provides a base grant to all school districts tied to average daily attendance and then adjusts allocations to account for differential expenses between grades. The proposed formula also provides additional money for English Learners, low-income students and foster kids.

As a new report by Education Week shows, California ranks 49th in per-student funding. It is good to see a state budget proposal that begins to focus on increasing education spending. Pasadena, Alhambra, and Sierra Madre educators are pleased that Governor Brown’s proposed state budget reflects the will of voters and includes additional funding for students, public schools, and colleges as approved in Proposition 30. After years of drastic cuts, it is necessary for the future of our children and the future of California, that monies owed to students and public education begin to be repaid. Funding for California schools and colleges has been cut by more than $20 billion over the last four years and it is time our students have a chance to focus on learning instead of facing threats of larger class sizes, fewer classes to choose from, fewer teachers in the classroom, and higher tuition.

UTP is interested in hearing more about the proposed new funding formula for K-12 schools and will review all details as they become available. We appreciate the focus on local schools and allocating additional resources to students who need extra help. UTP also recognizes there are many unknowns in this proposal. Some of the unknowns are as follows:

→ UTP is concerned about the overall structure of the new K-12 funding system, the quality of the data and timing of implementation. We are concerned about moving forward with a new funding system before schools have received the money they are owed from years of cuts.
→ UTP wants to ensure the state has adequate resources to reduce class sizes and implement the Common Core State Standards. We commend the governor for including the state’s Class Size Reduction program for K-3 in the new funding formula, but even in these four grade levels, the 24:1 ratio is higher than in current law.
→ UTP also wants to ensure that the new funding system includes necessary content, yet alone re-teach, scaffold, and differentiate instruction. Up to eight furlough days could be negotiated, resulting in fewer instructional days for students and up to a 4% decrease in salary for teachers, counselors, nurses, and speech therapists. In the most concise picture, if the school year is shortened by five days each year, then by the 12th grade, students will have missed over three months of instruction and educators will have missed out on several mortgage, car, or student loan payments!

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Layoffs –
The District will eliminate positions and could layoff general and special education teachers, all elementary resource teachers, eight counselors, all librarians, nurses, and all elementary music and art teachers. With fewer classroom teachers, no resource teachers, fewer counselors, no librarians, fewer nurses, and no music and art teachers, how will the District close the achievement gap, meet the needs of students, exit Program Improvement, and meet its own objectives? Those who have the most direct contact with students and who greatly impact the day-to-day quality and facilitation of safety and learning are on the chopping block. Additional layoffs of security and custodial personnel will cause a decrease in safety and cleanliness in classrooms and on campuses. More layoffs of clerical staff will diminish the necessary support for students and teachers. Decreases to the educational infrastructure weaken the product of our professionalism — namely, self-actualization in our children’s futures.

Class Size –
The District may propose to increase staffing ratios (fewer teachers) for Special Education, middle school, and high school classes; larger counselor caseloads and fewer counselors; larger nurse caseloads and fewer nurses; and no librarians. This will lead to larger class sizes and caseloads, resulting in less one-on-one interaction between the teacher, counselor, nurse, and students and an increased workloads.

This condition diminishes student’s abilities to concentrate, teachers’ abilities to teach, counselors’ abilities to counsel, nurses’ abilities to nurse, and everyone’s ability to meet even the basic education standards, yet alone provide an advanced, well-rounded experience.

Salary –
Proposed Freeze Step and Column: There may not be any salary increase for additional years of service nor for additional education units or degrees.
Proposed Salary Reduction: All employees may receive a 2% reduction, in addition to any reduction due to furlough days. We must all ORGANIZE and convince the School Board to do the right thing for its students and for its employees. Our actions must counter the negative effects of the Worst-Case Scenarios for PUSD and enhance the educational experience for all PUSD students, families and employees.

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<table>
<thead>
<tr>
<th>Class</th>
<th>Current Average Class Sizes 2012-2013</th>
<th>Proposed Average Class Sizes 2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>25 to 1</td>
<td>30 to 1*</td>
</tr>
<tr>
<td>Grades 1-3</td>
<td>27 to 1</td>
<td>31.25 to 1 (Grade 1)<em>; 32.75 (Grades 2-3)</em></td>
</tr>
<tr>
<td>Grades 4-5</td>
<td>32.75 to 1</td>
<td>32.75 to 1</td>
</tr>
<tr>
<td>Grades 6-8</td>
<td>39.3 to 1</td>
<td>42 to 1</td>
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<tr>
<td>Grades 9-12</td>
<td>35.7 to 1</td>
<td>38.1 to 1</td>
</tr>
<tr>
<td>Counselors</td>
<td>400 to 1</td>
<td>650 to 1 (no counselors for Grades K-6)</td>
</tr>
<tr>
<td>Librarians</td>
<td>4**</td>
<td>0</td>
</tr>
</tbody>
</table>

*if Class Size Reduction eliminated
** only one each at Blair, Marshall, Muir, and PHS; no librarians at other schools
Know Your Contract—Article VI, Hours: Prep/Planning Periods and Internal Subs
by Karen Kobey, Contract Management Chair

Article VI, Hours

Many elementary teachers have transferred to middle school positions; there are also several secondary teachers who are new to the district. Secondary teachers have the right to a daily preparation/planning period. Below is the contract language that specifies how that time can be used as well as the language that asserts your right to be paid if you spend your preparation/planning period covering another teacher’s class. Elementary teachers also have the right to be paid for taking in students from an absent teacher’s class. Most importantly, if you do cover another class (for secondary) or take in students for an absent teacher (for elementary), make sure to get a timesheet from your office manager, submit it as immediately as possible, and follow up if you are not paid within 60 days.

6.7 Each full time unit member teaching under departmentalized conditions shall be afforded one scheduled class period as a preparation/planning period. In situations involving STAR testing schedules (or any successor program thereto), said daily preparation/planning may be rescheduled by the site manager provided the unit member receives the same overall amount of preparation/planning time during a two week period of rescheduling as he/she would have received in the more traditional student instructional format. Elementary RSP Teachers will be provided with a preparation/conference period outside of student instructional hours. Preparation/planning duty time shall be utilized for personal preparation and planning purposes, unit member/student conferences, unit member/parent conferences, administrative assignments and student testing and guidance team meetings for Special Education Teachers. Administrative assignments are for extraordinary circumstances such as:

6.7.1 School campus security,
6.7.2 Student safety related emergencies, and
6.7.3 Substituting for a temporarily absent unit member.

If a unit member at a departmentalized school is required to render substitute service during his/her preparation period, he/she shall be paid the prorated amount of the daily substitute rate for a teaching period of substitute service, if a unit member assigned to a non-departmentalized school, or a departmentalized school without preparation period is required to receive students from a temporarily absent teacher, he/she shall be paid the prorated amount of the daily substitute rate as the students he/she was required to receive bears to the number of students in the absent teacher’s class (e.g., receiving 15 of 30 students for a day will result in the payment of one-half of the daily rate of substitute pay). If administratively feasible, such substituting assignments shall be on a voluntary basis. Site administrators shall equitably distribute assignments for substituting for temporarily absent unit members among unit members with a common preparation/planning duty period. (Section 6.7.3.1)

Without the allocation of resources beyond current levels, each elementary classroom teacher shall be provided with approximately sixty (60) minutes per full week of planning/preparation time; said time shall be duty free, except in unusual safety related circumstances. (Section 6.16)

Adjunct Duties
Article VI, Hours

Many times we do more than just our basic job description. When we are called upon to do “extra”, we need to be aware that although we have the right to volunteer, there are times when the District has a reasonable right to distribute “extra” duties equitably.

Adjunct duties that do not involve the entire staff are by their nature subject to sharing or distribution among the unit members and staff at each site. The District shall make a reasonable effort to assign adjunct duties on an equitable basis and with reasonable advance notice.

Recently Resolved Grievances

Prior to the assignment of adjunct duties, volunteers will be sought; if a teacher serves as an annual club sponsor or in any other adjunct duty during the lunch hour, said service shall preclude the assignment of any other adjunct duties. (Section 6.4)

If such duties are paid by student body funds or other sources, they shall not be counted in determining the “equitable distribution” of duties. (Section 6.4.1)

A grievance is violation, misinterpretation, or misapplication of one or more sections of the contract. Other disputes regarding uncivil treatment and harassment should be addressed through the district’s Uniform Complaint Procedure.

There have been many grievances resolved recently. One to note is the last one listed here, regarding IEP meetings. The District shall make every effort to schedule IEP meetings to take place during your workday. They should not typically be scheduled right before your workday ends. The District must provide you with substitute coverage if any portion of the IEP meeting occurs during instructional time—this includes coverage for special education teachers. Lastly, if you are asked to provide coverage for a teacher who is in an IEP meeting, the District must pay you. Make sure to get a timesheet from your office manager, submit it as immediately as possible, and follow up if you are not paid within 60 days.

#120924 – Violation of Article XXIV, Discipline. Principal gave written reprimand without first beginning the discipline process with a verbal warning. One part of the written reprimand is without just cause since the staff supervising the student must have been someone other than the unit member. Written Warning removed from personnel file and destroyed; Verbal Warning (minus reference to one event) given instead. (Formal Level Two)

#121106A – Violation of Article VII, Transfers and Reassignments. District did not provide a notice of assignment to speech-language pathologists yet involuntarily transferred them. District has also not posted vacancies for the speech-language pathologist positions that are currently staffed by consultants. When a assigning and transferring speech-language pathologists, the District shall apply the language in Article VII. (Formal Level Two)

#121115 – Violation of Article XXIV, Discipline. Principal unnecessarily skipped a step of progressive discipline. Principal gave a written warning without first giving a verbal warning. Original discipline notice removed from file and destroyed; an amended version shall include the title “Verbal Warning Conference Summary” and shall not be signed by the unit member. Unit member shall be returned the half-day previously deducted for the date cited in the original discipline notice. (Formal Level One)

#121120 – Violation of Article XIV, Salary and Salary Schedule Rules and Regulations. District did not pay unit member for service as athletic director for the spring semester in 2012. Unit member will be paid at his hourly per diem rate for forty (40) hours. (Informal)

#121205 – Violation of Article VI, Hours. District did not make every effort to schedule IEP meetings during the workday. District did not always provide substitute coverage so that teachers with class in session could attend IEP meetings. District did not pay all teachers properly for providing substitute coverage for another teacher to attend an IEP meeting. District shall follow the language under Section 6.12 of the contract. District shall pay unit members for providing substitute coverage, in accordance with Section 6.7.3.1 of the contract. (Formal Level Two)
UTP Recommends Ruben Hueso and Stella Murga for School Board

Political Action Committee

On Monday, January 28, the UTP Representative Council voted to recommend Ruben Hueso for District 3 and Stella Murga for District 5 for the PUSD Board of Education. UTP recommends Ruben Hueso and Stella Murga, because they are aware of the need for greater accessibility and transparency with the PUSD budget. They also are willing to listen to and work with UTP to provide the best conducive educational environment for the students of PUSD.

Vote for Ruben Hueso, District 3 and for Stella Murga, District 5 in the March 5th, 2013, School Board election.

The UTP Political Action Interview Panel held interviews of School Board candidates at the UTP Office on December 13 and 14 from 9:00 a.m. to 5:00 p.m. All School Board candidates were invited to participate. The following candidates were interviewed:

District 1 – Dean Cooper and Kimberly Kenne
District 3 – Ruben Hueso and Tyron Hampton
District 5 – Stella Murga and Elizabeth Pomeroy
District 7 – Luis Carlos Ayala

Ruben Hueso is committed to engaging parents, teachers, and community stakeholders to create excellent educational environments. He will fight unacceptable achievement gaps in PUSD by championing innovative programs that stimulate and engage students.

Stella’s top priorities are to:
- Prepare students for college and rewarding careers
- Focus on student achievement
- Ensure transparency and accountability
- Strengthen community and business partnerships to support student success
- Encourage and facilitate parental involvement and support
- Support teachers and preserve small class size

UTP Recommends Ishmael Trone and Victor Gordo for Pasadena City Council

Political Action Committee

UTP is committed to establishing relationships with the communities that make up the PUSD. The goal is to expand and strengthen UTP’s community outreach with groups that represent the diversity of Pasadena, Altadena, and Sierra Madre and that are committed to public education.

On Monday, January 28, the UTP Representative Council voted to recommend Ishmael Trone for District 3 and Victor Gordo for District 5 for the Pasadena City Council. UTP recommends Ishmael Trone and Victor Gordo, because they value and support a vibrant public educational system as the shared responsibility of our community. They also are willing to listen to and work with UTP in the interest of PUSD’s students.

Vote for Ishmael Trone, District 3 and for Victor Gordo, District 5 in the March 5th, 2013, Pasadena City Council election.

The UTP Representative Council voted not to recommend a candidate for District 1 nor for District 7.

Please note that two School Board Candidates Forums inviting all school board candidates to participate were held at Pasadena High School on January 8 and at Blair High School on January 31. UTP co-sponsored these events with California School Employees Association (CSEA) Pasadena and Association of Pasadena School Administrators (APSA). Employees, parents, and the community-at-large were invited to attend.

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Ishmael Trone for District 3 and
Victor Gordo for District 5

for the Pasadena City Council. UTP recommends

Ishmael Trone and Victor Gordo,

because they value and support a vibrant public educational system as the shared responsibility of our community. They also are willing to listen to and work with UTP in the interest of PUSD’s students.

Councilmember Victor Gordo

has served Pasadena’s District 5 since 2001. He worked as a Jr. High School Teacher and as director of Day One, worked with over 100 agencies to create Youth Month, which continues to provide Pasadena young people with over 300 free activities during the month of August.

Ishmael Trone is a business owner who has worked with community organizations and officials to maintain channels of communication between police and community leaders, reduce crime, make neighborhoods more liveable, and to encourage local hiring.

Vote for Ishmael Trone, District 3 and for Victor Gordo, District 5 in the March 5th, 2013, Pasadena City Council election.

The UTP Political Action Interview Panel held interviews of Pasadena City Council candidates at the UTP Office 9:00 a.m.-5:00 p.m. on January 9. All Pasadena City Council candidates were invited to participate. The following candidates were interviewed:

District 3 – Ishmael Trone and John J. Kennedy
District 5 – Victor Gordo
District 7 – Terry Tornek

The UTP Representative Council voted not to recommend a candidate for District 7. Terry Tornek is running unopposed.
portion stays at the local level and is used to benefit members in a variety of ways. If you have questions about your dues, you may contact Manuel Carcido at jmcarcido@msn.com or contact the UTP office at 626-798-0928.

In preparation for tax season, you should know that if you itemized deductions, you may deduct your union dues. The fastest way to get your total dues contribution for the 2012 year is to look at your December 2012 pay warrant (paystub). Another way is to add the 10 months of dues contributions. Seven months at $111.64 and three months at $111.84 (7 months x $111.64 = $781.48; and 3 months x $111.84 = $335.52). Your total Union Dues for 2012 is $1117.00.

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General Information

**UTP Office:**
United Teachers of Pasadena
2303 E. Washington Blvd.
Pasadena, CA 91104
(626) 798-0928
(626) 798-5452 fax
aenash@sbcglobal.net
utplara5@yahoo.com
www.utofp.org

**UTP Officers:**
Alvin Nash, President
Karen Kobey, Vice President
Stephanie Cosey, Secretary
J. Manuel Carcido, Treasurer

**UTP Area Directors:**
Bernadine Burgess, Elementary I
Lorna Washington, Elementary II
Elementary III (vacant)
Yolanda Munoz, Elementary IV
Middle School (vacant)
Carol Locke, High School

**Frequently Requested Numbers:**
P.U.S.D. Numbers:
P.U.S.D. Ed Center (626) 396-3600
- Human Resources ext. 88380
- Health Benefits ext. 88144
- Substitute Line ext. 88382
- Payroll ext. 88360

**Frequently Requested Numbers:**
CAL STRS (800) 228-5453
CTA Group Life and Disability Insurance (800) 522-0406
CTA Auto and Home Insurance Program (800) 800-9410

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**Deduct Your Union Dues!**
Manuel Carcido, Budget and Finance Committee Chair

The graph below represents the Unified Dues that all UTP members pay per month. The combined Unified Dues are deducted tenthly (1/10) beginning with the month of October and ending with the month of July. Notice that you are a member of National Education Association, California Teacher Association and United Teachers of Pasadena. The UTP dues portion stays at the local level and is used to benefit members in a variety of ways. If you have questions about your dues, you may contact Manuel Carcido at jmcarcido@msn.com or contact the UTP office at 626-798-0928.

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**Read Across America 3.1.13**

![Illustration of two characters dancing with a balloon and hearts]

**Reading Takes You Places**

**Read Across America March 1, 2013**

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**Volume 17, Issue 6**
Stop, Think, Act: 5 Lenses for Reacting to Problem Behaviors
Adapted from “A Teacher’s Guide to Rerouting the Pipeline,” by Emily Chiarello in Teaching Tolerance, Issue 43, Spring 2013

Regardless of the subject areas or grades we teach, we all face challenging behaviors every day in our classrooms. Consistently dealing with the same violations from the same students can be especially frustrating. The graphic below, found on pages 42 and 43 of the latest issue of Teaching Tolerance Magazine, provides a matrix of action rather than reaction in response to common behavioral challenges. It presents 5 lenses through which to view the behaviors, each with a set of questions to ask oneself.

<table>
<thead>
<tr>
<th>VERBAL DISRESPECT</th>
<th>DRESS CODE VIOLATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A PUNITIVE RESPONSE</td>
<td>Argue, Kick out of Class, Referral</td>
</tr>
</tbody>
</table>

5 Paradigm Shifts:

1. ADOPT A SOCIAL-EMOTIONAL LENS

2. KNOW YOUR STUDENTS AND DEVELOP CULTURAL COMPETENCY

3. PLAN AND DELIVER STUDENT-CENTERED INSTRUCTION

4. SHIFT FROM PUNISHMENT TO DEVELOPMENT

5. RESIST THE CRIMINALIZATION OF SCHOOL BEHAVIOR
Although not all of these reflection questions will be relevant to all situations, they point to a toolbox of strategies that can help to deescalate tense situations and create a more positive classroom/school environment.

It is important to note that in any instance where a teacher feels personally threatened, it is incumbent on him or her to take appropriate action with the district and with law enforcement.

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**Personal safety and well-being are paramount.**

With this said, schools should not default to a punitive response, but rather be reflective and measured in our responses in order to create a safe, healthy, learning-centered environment for our students.

<table>
<thead>
<tr>
<th>LATENESS OR TRUANCY</th>
<th>AGGRESSIVE PHYSICAL BEHAVIOR *</th>
<th>FIGHTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lock Doors, Zeros on Missed Assignments, no Make-up Work</td>
<td>Argue, Call Security, Suspend from Class, Press Charges</td>
<td>Avoid Involvement, Suspend or Transfer from Class</td>
</tr>
</tbody>
</table>

### A RESPONSIVE TEACHER’S REFLECTIONS:

- **LATENESS OR TRUANCY**
  - Are there personal problems that interfere with punctuality and attendance?
  - Are there family problems that affect punctuality and attendance?
  - Is my curriculum relevant to students’ experiences and identity?
  - Should I set up a conference with family, teachers and other school staff to design a behavior intervention plan that supports a student with chronic truancy/tardiness?
  - Can our school provide free bus passes to prevent truancy and positively impact students’ futures?

- **AGGRESSIVE PHYSICAL BEHAVIOR**
  - What clues did I miss that led to the outburst?
  - What peer reactions and personal beliefs were at risk for the student had submitted?
  - Is the behavior triggered by academic difficulties? Can the literacy coach and special education team suggest intervention strategies?
  - Can the student and I come up with a signal to let me know he/she is feeling stressed and needs a three-minute cool-down period?
  - How can I encourage my administration to consider creative interventions as alternatives to suspension?

- **FIGHTING**
  - How can the feelings about the fight be addressed and the school be made more positive?
  - Who can help students through emotions and difficult situations that I have little experience with?
  - How can I use my curriculum to increase students’ ability to solve conflict nonviolently?
  - Would training students in peer mediation be a positive intervention strategy?
  - How can I encourage my administration to consider creative interventions as alternatives to suspensions?

* *not threatening personal safety*, for example, shouldering teacher out of the way when she blocked the door.
Across the country, more and more general education students are learning together in inclusive classrooms alongside students with special needs. This is a great achievement for civil rights, but it can also mean that students are learning in classrooms where teachers may not have the training and support to best serve them. With increasing diversity of all kinds in classrooms, teachers need support and encouragement to acquire the skills and practices to serve all students effectively. The following article is a starting place for a wider discussion of how to best meet the needs of all of our students.

The Basics: What General Education Teachers Should Know

- Using “student-first language” is a great place to start in adjusting one’s perspective on this issue. Labels have an unintentionally dehumanizing effect – language like, “RSP kids,” or “the Down’s Syndrome girl,” defines children by their disabilities rather than thinking of them first as human beings with many abilities. Whenever possible, teachers should retrain themselves to say “student with _____” (descriptor or fact) rather than using a label.
- The Individuals with Disabilities Education Act (IDEA) mandates that all children with disabilities receive a Free and Appropriate Public Education (FAPE) that is in the Least Restrictive Environment necessary for them to succeed academically. “To the maximum extent appropriate, children with disabilities… first as human beings with many abilities. Whenever possible, teachers should retrain themselves to say “student with _____” (descriptor or fact) rather than using a label.
- The Individualized Education Plan (IEP) is a legally-binding document. All teachers of a student with an IEP are responsible for implementing the IEP.
- The Team: Resources Available to General Education Teachers
  - IEPs are written in very formal language and can be difficult to decipher. If a child has a Behavior Support Plan (BSP), there are five pages of convoluted sentences to make sense of. Teachers should meet with the person who wrote the IEP (the Special Education Specialist/Case Carrier) to get an overview and review goals together whenever possible.
  - You are an essential member of the IEP team. If a goal seems inappropriate for a student, speak up! Let the student’s case carrier know your concerns.

The Toolbox: Strategies for Teaching to All Learners

- Provide multiple means of representation – present content in different ways to give students a variety of ways to acquire information and knowledge.
- Provide multiple means of expression – ensure that students have a variety of ways to show what they know. Remember – assessment should be to determine how a student is smart, not how smart they are.
- Provide multiple means of engagement – create a stimulating learning environment by offering various ways for a student to engage, based on preferences and interests.
- When planning for a variety of learning styles and ability levels, start with the question, “In this lesson/unit, what should all students know?” This could mean identifying the 5 key vocabulary words, the one key skill, the essential task of the dozens you will present to the entire class. This provides a framework through which to choose from the many strategies and scaffolds learned over the years.
- Work to create an inclusive community within your classroom. Model student-first language, don’t let students use the “R Word,” discuss learner differences (including our own) openly and non-judgmentally.

Inclusion gives students with disabilities access to the same experiences as their peers. General education students also get to experience diversity and benefit from excellent teaching strategies.

As a teacher of students with special needs, you have the precious task of removing barriers to opportunity for all of your students.
On December 12, UTP held its annual holiday celebration. The office was festively decorated with lights and tinsel. Dinner was catered by Stonefire Grill, while those who celebrated brought delicious desserts to share. Good times were had by all! Thank you for coming to connect with fellow educators!

Heard in the Halls: Sierra Madre Teacher Wins $2,000 NEA Grant

[quoted from a National Education Association Press Release, June 22, 2012]

Carolyn Halpern, of Sierra Madre Elementary School in Sierra Madre, California has received a $2,000 Learning and Leadership Grant from the NEA Foundation to attend the Summer Literacy Institute at Lesley University. Halpern will focus on reading and nonfiction writing workshops. After the institute, Halpern and colleagues will infuse nonfiction text into collegial workshops to prepare for the transition to the Common Core Standards. Halpern will also devise innovative teacher-student workshops that embrace informational text while transitioning from the current fiction-focused curriculum.

“With these grants, we are supporting educator-driven solutions that contribute to improved student performance in public schools,” said Harriet Sanford, president and CEO of the NEA Foundation. “Our support enables educators to engage in a wide variety of innovative approaches to the benefit of students across the country.”

Nationwide, the NEA Foundation announced that it is awarding 60 grants totaling $216,000 to support educators’ efforts to improve teaching and learning. The NEA Foundation awards two primary categories of grants to public education professionals: Student Achievement Grants for initiatives to improve academic achievement, and Learning & Leadership Grants for high-quality professional development activities. Of these, four are the NEA Foundation– EarthEcho Water Planet Challenge Grants, which support service-learning programs that improve the health of our water planet.

A team of 20 educators, many of whom are former grantees, carefully reviewed all applications and evaluated each one against a set of criteria. Funded grants were selected for the quality of the proposed ideas and their potential for enhancing student achievement. The latest grants were awarded to educators in 28 different states. The NEA Foundation has invested more than $8.6 million in grants to support the work of almost 4,000 educators from every state in the country to help students succeed. Each year, the Foundation awards approximately 150 Student Achievement and Learning & Leadership Grants. To learn about these educators’ projects, visit our searchable grantee database.

The Foundation awards its grants to educators three times a year. Application forms and a video with step by step instructions on how to apply can be found at neafoundation.org.

The NEA Foundation is a public charity supported by contributions from educators’ dues, corporate sponsors, and others who support public education initiatives. We partner with education unions, districts, and communities to create powerful, sustainable improvements in teaching and learning.

In Her Words:

The NEA grant has been an incredible experience. Studying over the summer at Lesley College in Boston, Mass. was revitalizing and helped me cultivate a new approach to teaching non-fiction in both reading and writing. My second grade students are reading and writing more non-fiction and LOVING it.

They are writing their own non-fiction books. Currently, we are working on animal camouflage as well as working on another unit on ocean creatures. I highly recommend that teachers take advantage of the NEA grant.

If you need any advice, contact me at halpern.carolyn@pusd.us.
The Voice

Don’t forget to reinstate your Disability Insurance after leave of absence

A lot of CTA members assume that their voluntary Disability Insurance coverage from Standard Insurance Company (The Standard) will be automatically reinstated when they return to work from an extended leave of absence. Unfortunately, that may not be the case. Because your Disability Insurance is a voluntary benefit sponsored by CTA, your district may not automatically notify The Standard that you are back at work.

The good news is reinstate your Disability Insurance with The Standard is easy. Once you know the date you will return to work, call The Standard’s Dedicated CTA Customer Service team at 800.522.0406. Tell the Customer Service Specialist that you will be returning to work after a leave of absence and you wish to reinstate your Disability Insurance. The Customer Service Specialist will send you a brief form to complete and send back to The Standard.

It's important to notify The Standard as soon as you know your return to work date, because: If you return your reinstatement form to The Standard within 120 days of your first day back at work, you do not have to provide proof of good health.

If you wait longer than 120 days to reinstate your Disability Insurance, you end up with a gap in your coverage and you might need to reapply with proof of good health.

Call The Standard’s Dedicated CTA Customer Service Department at 800.522.0406, Monday through Friday from 7:00 a.m. to 6:00 p.m. Pacific Time to get your Disability Insurance reinstated once you know your return to work date. After you return to work and send in the reinstatement form, be sure to check your pay stub to confirm that premiums are being deducted from your paycheck.

The good news is reinstating your Disability Insurance with The Standard is easy. Once you know the date you will return to work, call The Standard’s Dedicated CTA Customer Service team at 800.522.0406. Tell the Customer Service Specialist that you will be returning to work after a leave of absence and you wish to reinstate your Disability Insurance. The Customer Service Specialist will send you a brief form to complete and send back to The Standard.

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Member Benefits Information

Martin Luther King, Jr. Memorial Scholarship

CTA recognizes the shortage of ethnic minority teachers in California (2011-12 California Dept. of Education).

Total ethnic minority students - 72.3%
Total ethnic minority teachers - 29.6%
The goal of the Fund is to encourage ethnic minority students to become educators and to promote professional growth for ethnic minority teachers and paraprofessionals.

This scholarship is supported by voluntary contributions from the CTA membership and the CTA Foundation for Teaching and Learning. Scholarships vary each year depending on the amount of contributions and on the financial need of individual applicants.

Scholarship funds must be used for education-related expenses only.

Applicants for the Scholarship must also be:

- An active member of CTA, or
- A dependent child of an active, retired, or deceased CTA member, or
- An active member of Student CTA (SCTA)
- In order to receive the scholarship, the active SCTA member must:
  - Reside in California
  - Maintain membership at the time of disbursement

Application forms can be found at www.cta.org/scholarships.

Applications must be postmarked by Friday, February 22, 2013.

Give to the Dr. Martin Luther King Jr. Memorial Scholarship

In 1968, after the assassination of Dr. Martin Luther King, Jr., CTA and Student CTA (SCTA) established a living memorial in the form of a scholarship fund to aid members of ethnic minorities in preparing for teaching-related careers in public education.

The program is designed to assist ALL ethnic minority CTA members and their dependent children pursue degrees or credentials for teaching-related careers in public education. Ethnic minority Student CTA members are also eligible for this award.

The scholarship fund is supported by voluntary contributions from individuals and chapters. Contributors in any of the following categories receive a certificate in recognition of their donation:

- Patron Chapter
- 100% Chapter Participation ($1.00 per member)
- Benefactor
- $250.00 or more donation
- Sponsor
- $100.00 or more donation
- Contributor
- $50.00 or more
- Subscriber
- $25.00 or more

We encourage your active participation and support of this campaign. If you need additional information or assistance, please contact the CTA Human Rights Department at 650-552-5370.

Contributions should be submitted to the UTP office or mailed to:

CTA Martin Luther King Memorial Scholarship Fund
Human Rights Department
P.O. Box 921
Burlingame, California 94011-0921

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Join today!

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Questions? Call 800.462.8328

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Union Code of Conduct

- I will not criticize any union member except to the individual directly.
- If any member is being criticized in my presence, I will confront the criticism and ask that it stop.
- I will not participate in any conversations with management that criticizes or negatively speculates about any union member.
- I will settle my differences with members within my union.
- I will engage in debate, offer others every opportunity for debate, and respect minority viewpoints. I will, however, observe and support the majority mandate of my union.

Welcome New Member!

Tiffany Rivas, Pasadena High School

New Committee Members!

The Instruction and Professional Development Committee has a new chair and 4 new members!

Allison Steppes (Chair)
Joanthan Gardner
Carolyn Halpern
Kimberly Knudson
Lorna Washington

Welcome New Member!

Tiffany Rivas, Pasadena High School

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Monday: Closed

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