



THE VOICE



United Teachers of Pasadena

Volume 18, Issue 3

November 2013

Enjoy Your Weekend? Thank a Union.

In the tradition of the upcoming holiday season, we focus on reasons to be thankful and we reflect on the joy of family. This presents an opportune time to be reminded of our purpose as a professional family, known as the Union. We assume that because we put a lot of effort and care into our work, that we in turn will be cared for by our employer. However, recent events have shown us that advocating for our students is not enough—we need to advocate for ourselves. The proposed changes to our Health Benefits are of great concern because of the drastic effects they will have on our families' quality of life. As the UTP Bargaining Team fights for our interests at the bargaining table, let us take time to remember what has been accomplished by unions in the past who have stood together as one and fought for what is right.

36 Reasons Why You Should Thank a Union

(Source: "Thank a Union: 36 Ways Unions Have Improved Your Life" dailyKos.com)

1. Weekends
2. All Breaks at Work, including your Lunch Breaks
3. Paid Vacation
4. Family Medical Leave Act (FMLA)
5. Sick Leave
6. Social Security
7. Minimum Wage
8. Civil Rights Act/Title VII (Prohibits Employer Discrimination)
9. 8-Hour Work Day
10. Overtime Pay
11. Child Labor Laws
12. Occupational Safety & Health Act (OSHA)
13. 40-Hour Work Week
14. Worker's Compensation (Worker's Comp)



15. Unemployment Insurance
16. Americans With Disabilities Act (ADA)
17. Pensions
18. Workplace Safety Standards and Regulations
19. Employer Health Care Insurance
20. Collective Bargaining Rights for Employees
21. Wrongful Termination Laws
22. Age Discrimination in Employment Act of 1967
23. Whistleblower Protection Laws
24. Employee Polygraph Protect Act (Prohibits Employer from using a lie detector test on an employee)
25. Veteran's Employment and Training Services (VETS)
26. Compensation increases and Evaluations (Raises)
27. Sexual Harassment Laws
28. Holiday Pay
29. Employer Dental, Life, and Vision Insurance
30. Privacy Rights
31. Pregnancy and Parental Leave
32. Military Leave
33. The Right to Strike
34. Public Education for Children
35. Equal Pay Acts of 1963 & 2011 (Requires employers pay men and women equally)
36. Laws Ending Sweatshops in the United States

Solidarity, action, and mass participation are the only ways these goals were accomplished. Not one of these benefits came to be out of the goodness of employers' hearts. They happened because people like you and me stood together and demanded fair compensation and decent wages. Be prepared and willing to join other members -- your professional family -- to make sure the district considers us a player and believes that our needs are important and must be valued. **Uniting not only gives us a Voice, it is our one source of Power.** You are the Union!

Opportunities for Common Core PD

Dr. Allison Steppes, Instruction and Professional Development Chair

There is a series of Common Core Institutes planned for professional development. This Fall, the training focuses on English Language Arts and Math. In December 2013, there will be a training for Science and one for Kindergarten teachers. The District will provide details once times and locations have been finalized. For a full list of trainings, contact Helen Hill, Professional Development Coordinator, at helen.hill@pusd.us. There have been many questions about how and where to access the CRW units developed by PUSD teachers. Teachers can go to the PUSD website under the staff tab to access common core, which is the last

link on the menu. Using your Fusion access code, you will be able to see all of the CRW units, pacing guides and scope and sequence that have been developed by PUSD teachers. The District is establishing a Curriculum Refinement Committee (CRC) which will review the common core units. CRCs are the newly formed teams that will refine the Common Core Units that were created during the CRW. The CRC committee will consist of three teachers in each of the following areas:

- Elementary (K through 5):
- ◆ ELA teachers
 - ◆ Math teachers

For middle school (Grades 6-8):

- ◆ ELA teachers
- ◆ Math teachers
- ◆ Social Studies teachers
- ◆ Science teachers.

For high school:

- ◆ Algebra I teachers
- ◆ Geometry teachers
- ◆ Algebra II teachers
- ◆ U.S. History teachers
- ◆ Biology teachers
- ◆ Chemistry teachers

If you are interested joining the CRC, please email the UTP office at utplara5@yahoo.com, with "CRC involvement" in the subject line. Include your school site and subject area.

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YOU are the UNION!

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!



Health Benefits — Restoration and Enhancement

President's Message — by Alvin Nash



The District has proposed that it compensate its teachers, counselors, nurses, speech therapists, and librarians significantly less

than it has in the past several years. UTP members have not received Cost of Living Adjustment (COLA) or an increase on their salary schedule in more than six years — since July 1, 2007. In addition, UTP members agreed to furlough days for two years, which effectively resulted in a 2.69% decrease in pay during 2010-2012. Our total compensation has decreased, between furlough days and rising health care costs, and has not kept pace with the rising Cost of Living. Over the years, UTP has bargained to keep health care and benefits costs low and forgone salary increases. We believed we were operating in good faith. This was further supported by District positions. On January 31, the District agreed that it "is fully committed to restoring [and] enhancing the total compensation levels of 2009-2010 as immediately as possible." In contradiction, on October 11, the District proposed to go in the opposite direction by decreasing the total compensation levels drastically — below those of 2009-2010 — by placing a cap on their contribution to health and welfare benefits.

Health care is one of the most important issues for members because we want to be able to take care of our families. Even those who do not have spouses or dependents currently, may wish to in the future, and they want to know that they will not have to struggle in order to provide basic health care. The majority of our members will not qualify for any Federal subsidies under the Affordable Care Act, so we must rely on our employer (PUSD) for mandated health care services.

NO CAP on Health Benefits

The District has proposed a cap (maximum) on the amount it contributes to UTP members for health and welfare benefits beginning January 1, 2014. This cap will drastically increase the out-of-pocket expenses for UTP members and decrease our net pay. The chart to the right outlines how much of our salaries will go towards health and welfare:

	Decrease in Compensation	Percentage of Salary
Kaiser*		
Two-party	\$3,247	4.3% - 7.2%
Family	\$7,564	10.0% - 16.7%
Blue Shield*		
Two-party	\$6,710	8.9% - 14.8%
Family	\$11,736	15.6% - 25.9%

*No change to the Single Tier

FULL RESTORATION and ENHANCEMENT

After years of budget cuts, the District is receiving additional funding for 2013-2014. The Local Control Funding Formula allocates an additional \$6.3 million from the State (including COLA funded at 1.12%). The District is also receiving \$3.6 million from the Common Core Grant plus an additional \$3.1 million from the Magnet School Assistance Grant. This adds up to over \$13 million this year!

The dramatic lowering of compensation — through furlough days and increases to out-of-pocket costs — made sense when it was unknown if the District could remain financially solvent. However, this is the year that the District has the funds. The District should honor the agreement from less than

a year ago and restore the total

compensation levels of 2009-2010 for its teachers, counselors, nurses, speech therapists, and librarians.

HONOR YOUR WORD

This is an ongoing issue. Thanks to those who attended the General Membership Meeting on October 15, 2014 at PHS; your energy is vital to strengthening our position and communicating our expectation that the District **HONOR ITS WORD!** The Bargaining Team is working hard to address this issue, but we need the District to know that all members are standing together with the expectation that they honor their word and restore "the total compensation levels of 2009-2010 as immediately as possible."

You can affect this issue today:

- Go to www.utofp.org and fill out the bargaining survey.
- Read all the information that your site reps put in your mailbox so you can know about actions, meetings and other ways you can be heard.
- **SHOW UP** to UTP actions and **MAKE YOUR VOICE HEARD!**

You Are the Union! We must be a united front on this issue.

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

Tina Renzullo, Elementary III

Yolanda Munoz, Elementary IV

Roger Gray, Middle School

Carol Locke, High School

Frequently Requested

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

Important Dates

November 1-3 — **CTA Region 3 Future Leaders Conference**

November 3 — **Daylight Savings Ends**

November 6-7 — **Final Exams**, Rose City High School

November 11 — Veterans Day, Schools Closed

November 14 — **New Teacher Social**, 4pm, Hamburger Hamlet

November 15-17 — **CTA GLBT Conference**

November 17-23 — **American Education Week**

November 18 — **Representative Council**, 4pm, PHS Cafeteria

November 21 — **Board of Education Meeting**, 5:30pm, Board Room

November 20 — **NEA Education Support Professionals Day**

November 26 — **Shortened Day**

November 27-29 — **Thanksgiving Break**, Schools Closed

November 28 — Happy Thanksgiving!

November is American Indian Heritage Month!



Know Your Contract: Work Hours, Leaves of Absence

by Karen Kobey, Contract Management Chair

WORK HOURS AND BREAKS

ARTICLE VI, Hours

Your working conditions include a morning physical relief break, which has been established as being ten (10) minutes long, and a thirty (30) minute duty-free lunch. You are not required to hold or attend any meetings or to supervise students during these times—even on rainy days.

For classroom teachers, department chairpersons and resource teachers, the on-site workday shall begin twenty (20) minutes before {eighteen (18) minutes before for teachers at grades 9-12} the site's regular student instructional day and shall end twenty (20) minutes following the end of the site's regular student instructional day. (Section 6.2.1)

The on-site workday for counselors and librarians shall be eight and one-half (8.5) hours, including a duty free lunch of not less than thirty (30) minutes. (Section 6.2.3)

Unit members shall have a duty-free lunch period, at a time arranged by the site management, of at least thirty (30) consecutive minutes, exclusive of passing periods, except for student safety emergencies such as fire drills. (Section 6.6)

Unit members shall be provided one (1) physical relief break each morning. (Section 6.1.5)

LEAVES OF ABSENCE

Article IX, Leaves

At some point, we all need to take a day off, for various reasons. You can take time off in increments of no less than a half-day. Although some more commonly used types of leave are listed below, there are others described in the contract.

Sick Leave:

A unit member whose absence under this section exceeds five (5) working days shall provide, upon request by the District, a statement from a licensed physician or practitioner or other appropriate source stating the reason for the absence, including a release for the unit member to return to District duties without impairment or restriction. (Section 9.1.7)

Unit members who are employed full time for five (5) days per week for a school year of service (September to June) shall be entitled to ten (10) days leave of absence annually for illness or injury. Unit members whose regular assignment is from 190 to 210 days shall be entitled to eleven (11) days annual leave. Unit members whose regular work year assignment is for more than 210 days shall be entitled to twelve (12) days annual leave.....the number of days not used shall accumulate from year to year. (Section 9.2.2)

Upon exhaustion of all current and accumulated illness/injury leave credit, a unit member who continues to be absent shall receive the difference between his/her salary and the salary of a substitute, or the salary that would have been paid to a substitute, for a period of not more than 100 days (i.e. 5 months). (Section 9.2.4)

Personal Necessity Leave:

A unit member shall be entitled to use, during each school year, a maximum of seven (7) days of the sick leave provided for in Section 9.2 of this Article as Personal Necessity Leave....(Section 9.4.1)

Bereavement Leave:

A unit member shall be eligible for a temporary leave of absence for the death of any member of the immediate family without loss of pay or deduction from other leave benefits found in this Article. This leave shall be for three (3) days, unless out of state travel or travel of more than four hundred (400) miles (one way) is required. In this case the length of the leave shall be for five (5) days. (Section 9.5.1) *Immediate family is defined in Section 9.5.3 of the contract.*

Jury Leave:

Effective July 1, 2004, up to five (5) days per year of paid jury duty leave shall be granted to unit members; required jury duty absence beyond five (5) days shall be deducted from Personal Necessity Leave (See Section 9.4). (Section 9.7.2.1.1)

RECENTLY RESOLVED GRIEVANCES

#131007 – Violation of Article VI, Hours. District did not provide 10 minute morning physical relief break during minimum day due to Back to School Night. District schedule for exam days at the end of the semester also does not include a 10 minute morning physical relief break; district schedule includes 3 exam days for middle school when it should only apply to middle school. *Schedules for exam days and minimum days shall be adjusted, no later than October 18, 2013. Affected bargaining unit members at Focus Point Academy shall receive an additional 10 minute morning physical relief break and 30 minutes of prep time as compensation for not having a 10 minute morning physical relief break on September 18, 2013 (minimum day due to Back to School Night).*

Human Rights Corner: Redefining “Everyone,” a Lesson on Inclusion

By Elizabeth Beaumont, Human Rights Chair

As a product of the 1960's, I have seen a lot of social change. My family was progressive and I was raised to advocate for the human rights and dignity of women, men, people of color, the LGBT community — everyone.

At least I thought “everyone.”

The truth is, there is an entire swath of our society that was never mentioned and whom I rarely, if ever, saw. People with disabilities just never came up. They weren't on the streets, or in the stores, or in the movies. They were somewhere else — I didn't even know where.

Decades later, I teach students with mild-to-moderate disabilities, but still, these are disabilities you cannot see. I have even caught myself emphasizing that I teach kids with LEARNING disabilities — not severe. Shame on me.

So when I found out that M. — a young man with severe orthopedic challenges — would be in my American History class, I wondered what I would

do. I have long overcome my discomfort at being around people who are in wheelchairs, or need walkers, or do not communicate in ways I am used to. But, if I am honest, I have to say that I was doubtful about what M. could learn. How can he learn History? He doesn't read or speak. He communicates only by raising his eyes for “yes”, and lowering his eyes and head for “no.” How was I supposed to teach him?

I want to mention that the students at Blair High School are amazing with students with severe disabilities—no staring, no giggling. Students with disabilities are part of our community. When M. enters the classroom with his one-on-one aide, “Linda,” the kids all call out “hey, M.,” “Howzit going, M.?”

M. sat in class and seemed attentive. Linda read aloud the assigned reading. But still, I did not ask him questions or direct any attention to him. I left it to Linda. One day my assumptions and prejudices were blown away for good.

The class assignment was a report on Native Americans. Linda took M. to the Library every day for a week. At presentation time, she brought M. to the front of the class with a beautiful display on a bright

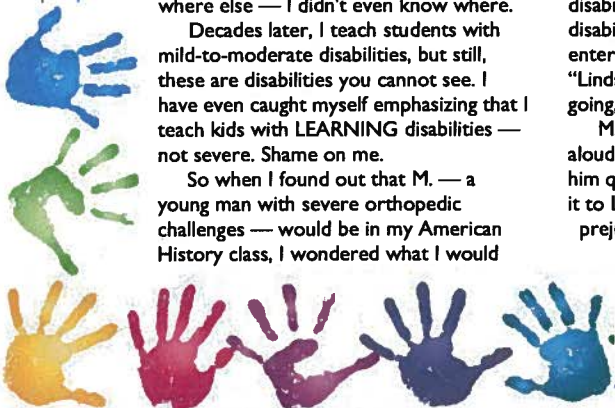
orange poster board. One of the students whispered, “Ms B., M. didn't do that.” I shot him a look.

Everyone attended to the presentation. “M.,” Linda said, “are we doing a report on Cherokee?” M bent his head down for “no.” “Are we doing a report on the Sioux?” No. “Are we doing it on the Navaho?” With a huge grin M. thrust his head and eyes skyward. He knew.

What followed was a clear display of M.'s learning. He knew what the Navaho ate, where they lived, and that they were not normally warriors. The students and I asked a few yes/no questions. He answered without a glance at Linda. We all applauded at the end.

What if M. had been placed in an institution like the ones where kids like him were previously cloistered? How many people lived their whole lives in a place where they were housed, fed, and forgotten? Wasted lives.

So, let's remember that when a student with a severe disability comes through our classroom door, we may be uncomfortable, or doubtful, or even a little bit afraid. But if we open our minds and hearts, our classrooms will be enriched by their capabilities, not hampered by their disabilities. **Let them in.**





Before



After

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Lisa Branham
McKinley:
Sheila Miller
Brenda Sandoval
Muir:
Adam DeVore
PHS:
Sally Sebenius
Roosevelt:
Karyn Messler
San Rafael:
Maria Arias
Veronica Parra
Carla Rojas
Marbely Villalobos
Sierra Madre MS:
Carla Boykin
Erika Maldonado
Webster:
Angela Chavez



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.

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Pete@RateOneFinancial.com
www.MeetwithPete.com
DRE Lic. # 01496367 NMLS ID # 254904

Century 21
VILLAGE REALTY

Nathalie Marles
Real Estate Professional

(626) 921-8148

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