Transforming Our Profession
Membership Committee

This month’s theme highlights an essential strand of CTA’s Strategic Plan: Transforming Our Profession. As educators, we are at the forefront of PUSD’s mission, “providing a caring, engaging, challenging educational experience for every student every day.” We hold ourselves to the highest quality standards in student-centered education, we strive to determine the most effective teaching methods and to constantly improve our practice. Our members are instruction leaders at the state level and are recognized by local and national awards. Read about their accomplishments on pages 5-9.

As both CTA and UTP strive to improve recruitment of educators that represent the diversity of our community, we can look to some recent additions and shifts in our Association’s membership to see evidence that we would like everyone’s voice to be heard!

Special Education Committee
Our Special Education committee is made up of psychologists, nurses, and special educators, and is looking for new members to expand their collaborative efforts. They aspire to work in the interests of both special and general education students and stakeholders by communicating member concerns and ideas to the District Advisory Council, District Special Education Department and UTP’s Bargaining Team. This committee brings special education issues to the forefront and gives all parties involved a much needed voice.

Psychologists join UTP
As of September 2014, our school psychologists are now a part of our bargaining unit. Psychologists now have a venue to advocate for the students they serve. Welcome to UTP, school psychologists!

The Human Rights Committee
Our Human Rights Committee was established in order to involve, empower, and educate all PUSD stakeholders. Its mission is to improve education for all students and help ensure the equitable access to public education by focusing on quality education, respect and dignity for all students and teachers, and recruiting and retaining a diverse teaching force. It also seeks to abolish discrimination, bullying, and harassment in our public schools. Contact UTP to join this important committee.

The Community Engagement Committee
Our Community Engagement Committee seeks to reach out to all community members to promote a positive, collaborative relationship with the UTP. It is difficult to garner public support when the public only sees us when we are demanding higher salaries or rallying for better benefits. We need the public to see how we are contributing to the community in which they live on a daily basis. This committee provides community outreach with parents, businesses, service organizations, and nonprofits in order to improve our visibility and our relationship with the community that we serve.

We are striving to improve the diversity of our membership and give every member of our profession a voice. This is the best way to serve our students and families and give them a voice, too!

Correction:
Due to a formatting error, the last paragraph of the article, “Leadership in Action, It Takes TLC,” highlighting Tina Renzullo’s CTA Teacher Leadership Cohort project, was truncated. It should have read:

This project has the support of PUSD’s Early Childhood Education, Elementary Education, and Professional Development departments and demonstrates a collaboration between UTP, CTA and PUSD.

A corrected version of the November 2014 issue of The Voice is available at utofp.org. We apologize for this oversight.

Inside this issue:

| President’s Message            | 2 |
| General Information            | 2 |
| Important Dates                | 2 |
| Know Your Contract             | 3 |
| IPD Committee                  | 4 |
| Schedule a Tech Coach          | 4 |
| Meet Your TOSAs                | 5 |
| Life Changer Nomination        | 5 |
| PEF Awards                     | 6-7 |
| Fund For Teachers Fellowship   | 7 |
| National PD Providers          | 8 |
| Heard in the Halls             | 8 |
| Award-Winning Voice            | 9 |
| Member Benefits                | 9 |
| Welcome New Members            | 10 |
| Union Code of Conduct          | 10 |
| Paid Advertisements            | 10-12 |

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! Email utpvoice@gmail.com
Your Voice. Our Union. Our Future, Part III, Transforming Our Profession

President’s Message — by Alvin Nash

Goal 1 – Create the capacity to collectively drive the education profession.
- Work with CTA to promote the use of common language for educators.
- Determine how to effectively use the Local Control Funding Formula (LCFF) to drive the education agenda and promote the learning environment.
- Identify and share best practices for promoting a consistently high level of educator quality.

Goal 2 – Develop professional and cultural capital to strengthen teaching and learning.
- Assist CTA in identifying networks of educators.

Goal 3 – Promote a whole-student, strength-based education system.
- Use research conducted by CTA on best practices in curriculum and instruction, support systems, and assessment and share these out at the local level.

UTP members first and foremost are educators. Helping children, guiding their learning, and being part of a profession that creates a better society and future for all of us are the reasons most members give for choosing to become educators. This focus area, “Transforming Our Profession,” reflects this realization and will guide the Union’s work at all levels of the organization.

UTP members represent the full spectrum of professions within Pasadena Unified schools and take enormous pride in their work.

The CTA Strategic Plan supports establishing the highest standards of quality in student-centered education and increases the capacity of educators to help determine the most effective teaching methods, curriculum, and evaluation systems. The Plan also recognizes all education professionals for the experts they are; calls for facilitating networks to develop professional capital within UTP; acknowledges the importance of instructional leadership within the Union; and challenges schools to improve the recruitment and retention of educators who represent the full diversity of the communities they serve.

To view CTA’s Strategic Plan in its entirety, visit http://www.cta.org/About-CTA/Strategic-Long-Term-Planning.aspx

Important Dates

January 6 — 2nd Semester Begins
January 8 — Ethnic Minority Leadership Development Reception, Monrovia
January 14 — Representative Council, 4pm, PHS Cafeteria
January 16-18 — CTA Issues Conference, Las Vegas
January 19 — Martin Luther King Day, Schools and Offices Closed
January 22 — Board of Education Meeting, 5:30pm, Board Room
January 23—25 — CTA State Council, Los Angeles

January is National Blood Donor Month!

General Information

UTP Office:
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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
Allison Steppes, High School

Frequently Requested 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
Know Your Contract: Observations, Changing BTS/Open House, Finals
by Karen Kobey, Contract Management Chair

Formal and Informal Observations
Article XVIII, Evaluation Procedures

Informal observations may occur at any time; you must be provided a written note on any observation lasting more than fifteen (15) minutes.

Formal observations shall occur according to the schedule provided below. You are to complete a pre-observation form and submit it two days prior to your scheduled observation. A pre-observation conference is optional—at the request of either yourself or your evaluator. Formal observations must encompass one lesson or class period and in no event will be less than thirty (30) consecutive minutes. Lastly, within ten working days after the formal observation, a written report must be submitted to you by the evaluator and discussed in a post observation conference. You should receive the written report at least one day prior to the post observation conference.

- Full-year permanent unit members, with satisfactory prior evaluations (Section 8.10.1):
  - b. Prior to December 15—at least one informal observation shall be conducted (8.10.1b)
  - c. Prior to April 15—at least one formal classroom observation and post observation conference shall be conducted and supporting data gathered (8.10.1c)

- Full-year permanent unit members with prior year unsatisfactory evaluations (Section 8.10.2):
  - b. Prior to December 15—two formal classroom observations and two post observation conferences shall be conducted; supporting data shall also be gathered (8.10.2b)
  - c. Not later than December 15—the summative evaluation shall be completed and given to the unit member personally; in the case of an overall unsatisfactory summative evaluation, it shall include identification of written suggestions for improvement (8.10.2c)
  - d. Between January 15-April 15—two additional formal classroom observations and two post observation conferences shall be conducted if the December summative evaluation was less than satisfactory; supporting data shall also be gathered (8.10.2d)

- Full-year probationary unit members in their first or second year of probationary status, and those probationary unit members holding an emergency permit or pre-intern certificate (Section 8.10.3):
  - b. Prior to January 31—two formal classroom observations, with two post observation conferences shall be held; supporting data shall also be gathered (8.10.3b)
  - c. Between January 31 and March 31—one formal classroom observation and post observation conference shall be held; supporting data shall also be gathered (8.10.3c)
  - Full-year temporary unit members (Section 8.10.4)

b. Prior to April 15—at least one informal classroom observation, of more than fifteen (15) minutes, may be conducted each semester; supporting data may also be gathered (8.10.4b)

Open House and/or Back to School Night: Changing the Scheduled Date
Article VI, Hours

If a school site wishes to change the date of its Back-to-School Night and/or Open House for the next school year, it would be done through a secret ballot process; no later than January 31 of the current school year. In that process, a majority of bargaining unit members at your site would be needed to change the Open House and/or Back to School Night date. No one other than the elected site rep or another Association representative shall conduct that secret ballot vote.

If any school site wishes to change its Back-to-School Night and/or Open House for the subsequent school year to a date that is different than the Official Calendar, then the revised date(s) for Back-to-School Night and/or Open House shall be determined officially no later than January 31 of the current school year. Revised date(s) for Back-to-School Night and/or Open House shall be determined by a simple majority (50% plus 1) secret ballot vote of UTP bargaining unit members at the individual school sites as conducted by the Association. These school-based decisions must take into account the need to accommodate parents with children at different grade levels, yearly testing schedules, Board of Education meetings, feeder school considerations, religious holidays, and bus schedules/release times. Back-to-School Night and Open House shall not occur on a Monday for any school site. Furthermore, for K-8 schools, middle schools, and high schools, Back-to-School Night and Open House shall not occur on a Tuesday or on a Friday due to instructional minutes required by the Education Code. (Section 6.8.3)

This section shall not be subject to Article XIX, Contract Waivers.

End of Semester Testing: High Schools
Article VI, Hours

December 17-19: The testing day schedule of instructional minutes at Rose City Continuation High School for one (1) day at the end of the first and third quarters and for two (2) days at the end each semester shall be two hundred forty-seven (247). (Section 6.9.3)

December 18-19: Effective the 2014-2015 school year, the testing day schedule of instructional minutes at Rose City Continuation High School for one (1) day at the end of the first and third quarters and for two (2) days at the end each semester shall be two hundred forty-seven (247). (Section 6.9.3.1)

RECENTLY RESOLVED GRIEVANCES

#140905—Violation of Article VI, Hours. District is not paying unit members assigned to work 1.20% full pay for illness/injury days, personal necessity leave days, and school business days. Teachers who teach an extra period shall continue to be paid for the extra period for the days they are absent—retroactive to 8/14/14. Sick leave shall be accrued and deducted per status quo. (Formal Level Two)

#141027A—Violation of Article XIV, Salary and Salary Schedule Rules and Regulations. District did not pay unit member for supplemental work within 60 days. Unit member shall be paid on 1/1/15. (Informal)

#141027B—Violation of Appendix C. District did not pay unit member for supplemental work within 60 days. Retroactive to 1/1/14, unit member shall be paid the difference no later than December 2014. (Informal)

#141022—Violation of Article X, Class Size, and misapplication of Article VI, Hours. District has not abided by staffing ratio; due to enrollment, there should be an additional teacher allocated. Due to this, teachers are essentially substituting for the additional teacher who is not yet there; for this extra work, teachers are not being compensated. Additional teacher was provided; affected unit members shall be paid, retroactive to 9/16/14, at the internal substitution rate—pro-rated based upon the number of excess students per period. (Final Level One)
Planning for Professional Development

Dr. Allison Steppes, Instruction and Professional Development Chair

In October, the Instruction and Professional Development Committee met with Helen Hill, PUSD Director of Professional Development, to discuss the series of Professional Development days for the remainder of the 2014-15 school year, as well as the role of the technology coaches and other TOSAs. Here is what we found!

The Professional Development day on January 5, 2015 included strategies for implementing the Common Core Standards when teaching English Language Learners and students with special needs. Evaluations were collected by presenters, and UTP IPD will receive feedback at a later time. If you have any additional comments or input, please email utplara5@yahoo.com with IPD in the subject line.

The Professional Development day scheduled for March will be offered in the seminar format that was piloted last year. If you are interested in presenting, watch for communications from Helen Hill in the near future.

The January 2014 PD attendance was about 60 percent and increased to about 90 percent in March. Helen Hill’s team believes that it was beneficial to have PUSD teachers training colleagues, and they want to continue that model. We look forward to another successful seminar-style PD in March 2015.

Mr. Tendaji Jamal and Ms. Helen Hill are collaborating to determine the role of technology coaches in the classroom. The coaches support teachers in using technology in their instruction and content delivery; they are not responsible for the repair of equipment. Those requests should be directed to the IT Help Desk. See below for information on how to schedule a technology coach.

Technology coaches will come to each site as part of Phase I of the technology plan. They are coordinating with principals to be allotted time during A Mondays for the trainings.

Trainings include:
- Navigating Chromebooks
- Accessing Email
- Google Drive/Docs/Forms
- Google Apps for Education (GAFE)

Visit Ed Tech’s PD page (tinyurl.com/pusdtaa) for resources, news and tutorials.

How to Schedule a Technology Coach

- **For a group of teachers on an “A” Monday** - submit a ticket to TAA with possible PD dates and Professional Development for the category and they will email to set up at date.

- **For an all-staff PD** - submit a ticket to TAA with possible PD dates and Professional Development for the category and they will email them to set up at date.

- **For an individual teacher** - send Harmony Cano or John Durfee an email and they will schedule a meeting.

- **For a group of teachers on a “B” Monday** - TAA does not schedule it. They will stop by a classroom and talk to teachers if teacher asks them to be there (see “individual teacher” above).
Meet Your TOSAs

Instruction and Professional Development Committee

Every teacher is a leader in their classroom and in the lives of their students. The teaching profession has multiple opportunities for leadership that require dedicated professionals to undertake additional roles that support the important work that takes place in classroom. Towards this effort, the following instructional leaders (TOSAs) provide support at the district level in specific content and subject areas.

Curriculum, Instruction & Professional Development

Nadirah Nayo
Secondary Math Coach
Marshall, PHS, Rose City/CIS, Focus Point Academy, Washington Middle, Wilson

Noemi Montano
Secondary Math Coach
Blair, Muir, Eliot, McKinley Middle, Sierra Madre Middle

Ann Anderson
Secondary Literacy Coach
All 6th-12th ELA

Carmela Ching
Elementary Coach
Field, Jackson, Hamilton, San Rafael, Sierra Madre Elementary, Willard

Debra Lucas
Elementary Coach
Franklin, Longfellow, McKinley, Norma Coombs, Washington Elementary, Webster

Frances Werking
Elementary Coach
Altadena, Cleveland, Don Benito, Focus Point Academy, Jefferson, Madison, Roosevelt

Technology, Assessment and Accountability

John Durfee
Technology Coach

Harmony Cano
Technology Coach

Office of Innovative Programs

Jodi Marchesso
District STEM Coach
All K-12th STEM

College & Career Pathways

Lanisha Kelly
Pathways Coach

Sofia Valadez-Paez
Pathways Coach

LADD

Merle Bugarin
Elementary TOSA

Lorena Bugarin
Secondary Intervention TOSA

Dorothy Sortino
Secondary Intervention TOSA

Jeff Leming
Elementary Intervention TOSA

Candice Choi
Elementary Intervention TOSA

Alyson Beecher
Early Literacy TOSA

UTP Member Nominated as a Life Changer

Hamilton Elementary School fifth grade teacher Joycelyn Knight has been nominated as a 2014-2015 Life Changer of the Year. This national program recognizes and rewards K-12 school district educators and employees who make a difference in the lives of students by exemplifying excellence, positive influence and leadership.

Joycelyn has taught at Hamilton for 23 years. She works closely with other teachers to develop effective classroom strategies and frequently tutors students who are struggling in math and science.

Joycelyn was nominated for the Life Changer of the Year award by a member of the Hamilton Elementary School community and was honored at a school assembly in November. The top ten national Life Changers of the Year will be announced in Spring 2015.

For each nominee, a unique online profile is created so that their story can be shared. Colleagues, students, friends and family are encouraged to visit the profile and express how that nominee has touched their lives.

To view Joycelyn’s profile, visit lifechangeroftheyearnominees.com/2014/11/03/joycelyn-knight/
Pasadena Education Foundation (PEF) Awards

Educating students is bigger than one classroom, one school site or one district office. Community support is essential to the mission of providing all students with a quality educational experience. The Pasadena Educational Foundation (PEF) is a huge supporter of Pasadena Unified School District and supplies teachers with additional resources to explore new areas and to integrate creativity and technology into their practice. PEF has awarded the following grants for the 2014-2015 academic year.

**SPECIAL AWARDS**

**Jarratt Brunson Memorial Teacher Grant Award**

Gilbert Ochoa, Kathleen Peralta, Jose Guzman, Fil Vargas, Jesus Gomez
Madison Elementary School
Accelerated Reading Program

**Kathy Onoye Principal Award for Excellence in Leadership**

Esther Salinas, Principal
Debbie Henderson, Teacher
Sierra Madre Elementary School
Core Strengthening Through Library Services

**The 2014-15 PEF Teacher Grant Awards (by school)**

- **Altadena Elementary School**
  - Annette Abbagians
  - Early Learning Portable Technology Workstation
  - Elizabeth Burleson Mortilla, Marla Kasell
  - Dessire Emralino
  - Inclusion Library

- **Blair School**
  - Rene Rodriguez
  - Stopping the Virus
  - Christine McLaughlin
  - Engagement through Novels and Autobiographies
  - Kieu Voong
  - Graphing Calculator Explorations
  - Mirna Rivera, Kathy Anderson
  - College and Science Experience
  - Ervin Turner
  - JROTC Accomplishments
  - Raul Delgado
  - Tchoukball

- **Burbank Preschool**
  - Jennifer Weisbart, Ann O’Mara, Elizabeth Huertas, Diana Medley, Janet Ottersberg, Francisco Castro
  - Learning to Relate through Play

- **CIS Academy**
  - Debbie Curtin
  - HOSA (Health Occupations of America)

- **Cleveland Elementary School**
  - Jeffrey Bracamonte
  - Engagement technologies

- **Don Benito Elementary School**
  - Kathie Hennigan-Bautista
  - Reading for Life

- **Eliot Middle School**
  - Robert Moya
  - More Materials for More Art
  - Bethel Lira
  - Classroom Maps

- **Field Elementary School**
  - Le Xu Shen
  - Read to Me in Mandarin
  - April Wu
  - Interactive and Collaborative Hands-On Math!
  - Yuan Zhao, Ya Ning Kuo
  - Math Supplies for Mandarin Immersion Program
  - Emily Fang
  - Sports
  - Erin Musick
  - Reading for Life
  - Tingting Mei
  - Learning Centers

- **Jackson Elementary School**
  - Melissa Ruiz
  - STEM Materials
  - Karla Castro & Mavonwe Banerdt
  - Literature For Learning
  - Xiomara Tovar
  - Butterfly Pavilions
  - Jocelyn Strickland
  - Applying STEM Across the Curriculum!

- **Jefferson Elementary School**
  - Fran De La Rosa
  - Reading for All
  - Mary Roper
  - Let’s Make the Most of Our Chrome Books!
  - Sophia Tashjian Mejia, Yolanda Boyer, Kai Venable, & Candi Cooper Horn
  - The Classroom Outside

- **Longfellow Elementary School**
  - Emily Brink, Carol Parker, & Patricia Giberson
  - Little Red Riding Hood Play

- **Marshall Fundamental School**
  - Joel Lopez
  - Music Program Audio Equipment

- **McKinley School**
  - Raimer Rojas
  - Puppet Playwrights
  - Lisa Mutchiah, Christine Lovret, Teresa Totaro, & John Vigil
  - Grammarsaurus

- **John Muir High School**
  - Susana Oliu, Alexandrea Gonzalez
  - Invasive Species Project and Field Trip Research Experience
  - Michael Watter
  - Math

- **Norma Coombs Elementary School**
  - Susan Franklin
  - Collaborate Small Group Literacy Centers
**UTP Member Wins Fund For Teachers Fellowship**

The Fund for Teachers has recognized Sierra Madre Elementary Teacher Carolyn Halpern as a 2014 Fellow and awarded her $4,688 to study the concept of biomimicry. As part of the fellowship, Halpern attended the International Conference on STEM in Education at the University of British Columbia and continued her journey learning more about biomimicry and marine life by kayaking off of Vancouver Island, Canada. Upon her return home, she held a two-day free biomimicry camp at the Hastings Branch Library for PUSD and other area students. From thousands of applications from across the country, Halpern’s proposal stood out as one that will bring relevant knowledge and skills back to her students.

The Fund for Teachers enriches the personal and professional growth of teachers through grants for travel and professional development. They recognize and support teachers as they identify and pursue opportunities around the globe that will have the greatest impact on their practice, the academic lives of their students and on their school communities.

After navigating the globe conducting field research, attending seminars, volunteering with community organizations or observing best practices, Fund for Teachers Fellows inspire school communities with authentic learning.
UTP Members Named National PD Providers

Two PUSD educators were selected to become “Professional Development Providers” (PDP) for the California Department of Education’s Building Educator Assessment Literacy Project. PUSD math coaches Nadirah Nayo and Noemi Montano (pictured left) were chosen to be two of only 100 PDP’s in the nation! WestEd and SCALE will prepare PDPs from participating states to deliver two-day face-to-face trainings to practitioners in their own states and to support ongoing virtual learning in the spring of 2015.

Congratulations, Nadirah and Noemi!

Heard In the Halls: Making a Difference Doesn’t Stop at School Boundaries

There are times when a “real-world” event presents a teachable moment. One such opportunity came about when the students at John Muir High School (JMHS) contemplated a mass walkout over events throughout the country where young men of color were victims of police killings. Students responding to a social media call to action and protest prompted a discussion at the Black Student Union meeting of which English teacher Roland Bynum is the advisor. Instead of walking out of class onto the streets in protest, Bynum encouraged the students to stage a forum. They used this opportunity to invite the police, district and community members to open a dialogue to build a relationship between the school and Pasadena police departments. This well-attended forum was moderated by students and the panel included Pasadena Police Chief Phillip Sanchez, Pasadena Police Deputy Chief Darryl Qualls, Pasadena’s NAACP President Gary Moody, Publisher of the Pasadena Journal Joe Hopkins, History teacher Manuel Rustin and JMHS senior Shaka Terry. Also in attendance were Superintendent Brian McDonald who delivered the opening remarks, School Board member Tyron Hampton and Pathways Coach Lanisha Kelly.

This was a great learning experience for all in attendance. Deputy Chief Moody said “sometimes we get caught up in our own dialogue…so the best part was when the students reached out to us.” This insightful conversation acquainted the police with the youth of Pasadena in a positive setting, facilitated the integration of real-world current events and problem solving with academic content and empowered the students with the realization that their voices matter and are most powerful when used responsibly.

This program was not the result of a lesson plan from a pacing guide or a scripted curriculum. Mr. Bynum listened to his students, responded to their world view and guided them to create an experience that afforded an opportunity to extend their thinking, to collaborate and reflect and to gain a new perspective about an issue that is important and relevant.

This is teaching that transforms our profession and makes a difference. We all can continue to look for opportunities that allow students to define and analyze issues and to create and evaluate solutions. As these teachable moments or engaging projects happen at your school site, share them with The Voice at utpvoice@gmail.com with “Heard in the Halls” in the subject line.

The Voice found out about this event through JMHS students and conversations with fellow members. You do not need to submit an article in its entirety. Just give us the lead and the editors of The Voice will follow through to make sure that your successes and best practices are Heard in the Halls.
Give Your Public High School a Sporting Chance: Apply For a California Casualty Thomas R. Brown Athletics Grant

If your public high school’s athletics program is in need of funding, apply for a 2015 California Casualty Thomas R. Brown Athletics Grant. Guidelines and application forms can be found at www.calcasathleticsgrant.com.

California Casualty will award numerous grants this year, in amounts of $1,000-to-$3,000, to public high schools across California that demonstrate the most need. Entries for the 2014-2015 academic year must be received by January 15, 2015, for consideration.

Last year, 13 California public high schools received a total of $18,000 to supplement equipment and facilities, such as funding the purchase of portable goals for the Pioneer High School coed soccer team in Woodland, provide new batting helmets, catchers gear and balls and bats for the John C. Fremont High School baseball team in Los Angeles and to buy safer wrestling mats at George Washington High School in San Francisco.

Applicants must be a current member (or referred by a member) of the California Teachers Association (CTA) as well as be an active employee of the public high school for which funding is sought. Awardees will be announced in May. Official rules and applications can be found at www.calcasathleticsgrant.com.

Learn more about the CTA Auto and Home Insurance Program provided by California Casualty at www.calcas.com/CTA or by calling 1.800.800.9410.
Welcome New Members!

Altadena
Amardeep Kaur

Ed Center
Zena Begin
Kristina Turley

Jackson
Olivia Cardenas
Alejandra Colon

Willard
Theoni Katsafados

Wilson
Melissa Schwartz

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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