California’s Educators Send Message to White House: Unqualified Education Secretary Nominee Betsy DeVos Disastrous for Students, Public Schools

800-member CTA State Council Pledges to Fight for Safe Public Schools, Civil Rights for All Students

LOS ANGELES – California’s educators say White House nominee for U.S. Secretary of Education Betsy DeVos would be a disaster for California’s students and public schools. Flanked by the nearly 800 delegates to the CTA State Council of Education, CTA President Eric Heins held a news conference today calling for the rejection of DeVos at her Senate committee confirmation hearing on Tuesday. Educators also approved a resolution demanding the public education all students deserve and inviting Californians to take the pledge to ensure all students can succeed.

"President Donald Trump’s unqualified nominee to head the federal Department of Education would be a disaster for our students," Heins said. "Betsy DeVos has never worked as an educator or in a public school in any capacity. She didn’t attend public schools, and did not send her children to public schools," he said. "Instead, she has spent her career working to undermine and privatize public education. DeVos has lobbied and bankrolled failed schemes like vouchers, which take taxpayer money away from public schools to fund private schools, and unaccountable, corporate charter schools."

Declaring that “social justice for all begins with a quality, free public education” where students are safe, delegates to CTA’s top governing body today unanimously approved a “Resolution in Support of the Public Education All California’s Students Deserve” calling on federal, state and local lawmakers to advocate for all students and against any policies that undermine students’ rights to “attend school free of fear, bullying and discrimination.”

Heins said today’s State Council resolution is necessary to remind the White House that destabilizing our schools will destabilize our communities. “Our neighborhood schools build future generations,” he said. “We are a state with nine million students in our schools and colleges and we are rising up to defend our values.”

"Since the election, there has been an increase in hate speech and hostile acts directed at students in schools. Many students are scared and anxious. This is not acceptable,” said Heins. "That’s why we’re asking ALL Californians to take the pledge. Together we will protect students and their families, public schools and colleges, the teaching profession and our communities from any policies that would undermine these values. Join us in saying NO to Betsy DeVos and YES to the civil rights which begin with a free, quality public education for all students.”

Take the Pledge: A Call to Action for the Public Education ALL California’s Students Deserve. Many resources are available in the Advocating for All Students: A Social Justice Toolkit including social justice posters with messages such as Free Public Education Is a Civil Right, Hate-Free Zone, and This Classroom Is a Safe Zone. Resources about CTA’s ongoing campaign against for-profit charters in California are at www.KidsNotProfits.com. California school districts, college districts and city councils are urged to pass similar resolutions.

The resolution declares that "public schools should serve as centers of the community, not profit centers" for corporations looking to plunder public education funding with schemes that DeVos backed in Michigan as a billionaire lobbyist. She has zero experience in public schools and is bent on dismantling and privatizing them nationwide.

(continued on page 4)
Political Action—PUSD School Board Campaign March 2017

President’s Message — by Alvin Nash

On December 16, the PUSD and UTP Bargaining Teams reached a Tentative Agreement regarding the 2019–2020 UTP Membership.

However, on January 23, Chief HR Officer Kathleen Sanchez informed UTP that she was rejecting the Tentative Agreement, which she herself had signed, and was not submitting the Tentative Agreement to the School Board for approval. This is the worst form of bad faith bargaining. Both bargaining teams come to the negotiations table with full authority to reach a tentative agreement. When the bargaining teams reach a tentative agreement, the signatures of the PUSD Chief HR Officer, the UTP Bargaining Chairperson, and the UTP President commit both parties to recommend the ratification of the Agreement to the School Board and the UTP Membership.

Section 6.8 of the Contract between PUSD and UTP states, "If the two parties do not reach agreement for the Official Calendar in a subsequent third year by January 31, then the status quo calendar template shall prevail." Since a Tentative Agreement was signed prior to January 31, the status quo calendar template shall not prevail. Since the Tentative Agreement was not submitted to the School Board for action on January 26, the Chief HR Officer is obligated to subject the Tentative Agreement to the School Board for approval at the next School Board meeting.

Once again, the UTP members’ "No Confidence" in the Chief HR Officer is reinforced. It is perceived that, not only is the bargaining in bad faith, the Chief HR Officer is making the decision for the School Board by not subjecting the Tentative Agreement for their vote.

How is UTP to continue with negotiations if the District’s Chief HR Officer is willing to sign a Tentative Agreement and then reject it afterward? Is the signature of the Chief HR Officer meaningless and not worth the ink and paper?

UTP expects the School Board to proceed appropriately and vote on the Tentative Agreements at its next meeting.

Important Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 6-8</td>
<td>CTA Future Leaders Workshop, Los Angeles</td>
</tr>
<tr>
<td>January 9</td>
<td>2nd Semester Begins</td>
</tr>
<tr>
<td>January 11</td>
<td>Executive Board Meeting, La Canada</td>
</tr>
<tr>
<td>January 16</td>
<td>Representative Council Meeting, 4pm PHS Cafeteria</td>
</tr>
<tr>
<td>January 18</td>
<td>CTA Service Center Council Meeting, San Dimas</td>
</tr>
<tr>
<td>January 20-22</td>
<td>CTA Urban Issues Conference, Las Vegas</td>
</tr>
<tr>
<td>January 26</td>
<td>Board of Education Meeting, 6pm Education Center</td>
</tr>
<tr>
<td>January 27-29</td>
<td>CTA State Council Meeting, Los Angeles</td>
</tr>
</tbody>
</table>

February is Black History Month

February 6—Executive Board Meeting, UTP Office

February 6-10—National School Counseling Week

February 10-12—CTA Political Academy, San Diego

February 13—Lincoln’s Day (School and Offices Closed)

February 20—Presidents Day (Schools and Offices Closed)

February 23—Board of Education Meeting, 6pm Education Center

February 24-26—CTA Organizing Seminar

February 27—Representative Council Meeting, 4pm PHS Cafeteria

March is Women’s History Month

March is California Arts Education Month

March 2—Read Across America

March 2-3—NEA/CTA Retired Issues Conference, San Jose

March 3-5—CTA Equity & Human Rights Conference, San Jose

March 6-8—UTP/CTA/NEA Elections

March 8—CTA Community Outreach Action Team Awards, San Dimas

March 8—CTA Service Center Council Meeting, San Dimas

March 10-12—CTA Region 3 Leadership Conference

March 10-12—CTA New Educators Weekend, Irvine

March 13—Executive Board Meeting, UTP Office

March 17—Shortened Day (K-12)

March 17-19—CTA Good Teaching Conference, Garden Grove

March 20-24—Spring Break (Schools Closed)

General Information

UTP Office:
United Teachers of Pasadena
2303 E. Washington Blvd.
Pasadena, CA 91104
(626) 798-0928
(626) 606-0441 fax
alenash@sbcglobal.net
marcelalaraup5@gmail.com
www.utop.org

UTP Officers:
Alvin Nash, President
Allison Steppes, Vice President
J. Manuel Carcido, Secretary
Stephanie Cosey, Treasurer

UTP Area Directors:
Bernadine Burgess, Area 1
Laurel Ware, Area 2
Tina Renzullo, Area 3
Lorna Washington, Area 4
Jonathan Gardner, Area 5

P.U.S.D. Numbers:
P.U.S.D. Ed Center (626) 396-3600
• Human Resources ext. 88779
• Health Benefits ext. 88144
• Substitute Line ext. 88382
• Payroll ext. 88369

Frequently Requested Numbers:
CAL STRS (800) 228-5453
CTA Group Life and Disability Insurance (800) 522-6406
CTA Auto and Home Insurance Program (800) 800-9410
Know Your Contract—Evaluation Procedures (Article VIII), Voluntary Transfers (Article VII)
by Karen Kobey, Contract Management Chairperson

TERMS OF SERVICE

Article XXV, Teachers on Special Assignment

Teachers on Special Assignment (TOSAs), whether they work at a school site or at the Ed Center, have a limit to their time out of the classroom. Although the intent is to have a term lasting three (3) consecutive years, it is possible for that time to be shorter or longer (see the language below). For those current TOSAs who have held their position for twelve or more years as of the end of the 2008–2009 school year, a reassignment to a classroom position shall occur by the beginning of the 2012–2013 school year.

Unit members who transfer to Teacher on Special Assignment positions are deemed to be on “position leave” from their regular classroom positions. Upon completion of the term of the Teacher on Special Assignment duty, the unit member shall be afforded the rights of a voluntary transfer and shall be assigned before all other voluntary transfer applicants. (Section 25.9)

Effective July 1, 2009, a unit member shall hold a Teacher on Special Assignment position for a term of three (3) consecutive years. After completing a term of service, the immediate supervisor and the Teacher on Special Assignment may agree on a successor three (3) year term. In the absence of such agreement, the unit member shall receive a voluntary transfer to a classroom position. (Section 25.10.1)

A unit member shall hold a Teacher on Special Assignment position for no more than four (4) successive terms. Subsequently, the Teacher on Special Assignment shall be granted return rights as stated above. (Section 25.10.2)

Either a Teacher on Special Assignment or the Site Administrator may end the assignment at the completion of any school year so long as this action is not arbitrary or capricious. (Section 25.10.3)

Teachers on Special Assignment who would have otherwise completed four (4) consecutive terms at the end of the 2008–2009 school year shall be reassigned to a classroom position no later than the beginning of the 2012–2013 school year. (Section 25.10.4)

LAYOFFS

Article XXII, Layoff Actions & Effects Related Thereto

Layoffs occur by type of credential or service identified by the district and then by seniority within those areas. Preliminary notices are sent out by March 15; the district has until May 15 to rescind those notices. If not rescinded, then by Ed. Code, the members who are laid off are entitled to re-hire rights if positions open up. Depending on whether you are a probationary or permanent employee, you have either 24 months or 39 months during which you may either serve as a substitute (you would be called upon in seniority order for those jobs) or be reappointed to a position in the district (based on seniority and credential), if one opens up. You may use up to 6 PNL days for job interviews, though you must give 3 days advanced notice to do so.

The District and the Association agree that all Education Code procedural requirements and provisions for layoff and recall of unit members shall be observed if the District determines that reductions in force are necessary as a result of declining enrollment or that there will be a reduction or discontinuance of a particular kind of service not later than the beginning of the following year. (Section 22.1)

The services of no unit member may be terminated under the provisions of Education Code Section 44955 while any other employee with less seniority is retained to render any service which the unit member is certificated and competent to render. (Section 22.1.1)

Pursuant to Education Code Section 44955, as between employees who first rendered paid service to the District on the same date, the governing board shall determine the order of termination solely on the basis of needs of the District and the students thereof. (Section 22.2)

Article XV, Health and Welfare Benefits, shall provide coverage through August 31 for those unit members who have worked a full school year and who are given layoff notice as a result of a reduction-in-force action by the Board on or before May 15 of the previous school year. (Section 22.3)

As to any such employee who is reappointed, the period of his/her absence shall be treated as a Leave of Absence and shall not be considered as a break in the continuity of his/her service. He/she shall retain the classification and order of employment held when his/her services were terminated. Credit for prior service under any state or district retirement system shall not be affected by such termination, but the period of layoff shall not count as a part of the service required for retirement. (Section 22.7.7)

Employees given a March 15 notice of intent not to reemploy shall be entitled to use six (6) full days or six (6) half days of available Personal Necessity Leave for purposes of bonafide job interviews with other prospective employers, provided that they give at least three (3) days advance notice to their immediate supervisors. (Section 22.10)
Recently Resolved Grievances
by Karen Kobey, Contract Management Chairperson

RECENTLY RESOLVED GRIEVANCES

#161013—Violation of Article X, Class Size. District is not fulfilling staffing ratio for classroom teachers. On November 3, 2016, the District opened an additional 4th–5th grade classroom at Norma Coombs Elementary School—with a substitute teacher. On December 5, 2016, the District voluntarily transferred a UTP bargaining unit member to fill that 4th–5th grade classroom position. Based upon the actions of the District, the Association considers this grievance to be resolved. (Formal Level Two)

#161025A—Violation of Appendix C (Additional Supplemental Pay Assignment at the Senior High School); Article V, Grievance Procedure; and past practice. District has not paid counseling department chair the department chair ratio. Unit member shall be paid the department chair ratio, retroactive to July 27, 2016. (Formal Level Two)

#161107—Violation of Article VII, Transfers and Reassignments. District involuntarily transferred a unit member for a reason other than those cited in the CBA. Unit member was not notified as soon as possible. Unit member was not provided three (3) days of paid release time prior to the involuntary transfer/reassignment. Unit members shall be paid for three (3) days at their daily rate of pay. (Formal Level Two)

#161129A—Violation of Article III, Association Rights, and Article VI, Hours. District is not providing agenda prior to a Monday meeting; district is not holding an A Monday meeting on every other Monday. District shall lead professional development activities on each and every A Monday, per Sections 6.3.3, 6.3.5, 6.3.6, 6.3.6.1, and 6.3.8. The next A Monday is scheduled for December 5, 2016. District shall provide unit members with an agenda the Friday prior to each A Monday meeting. The next A Monday is December 2, 2016. At each A Monday meeting, there shall be UTP announcements not to exceed 15 minutes (consistent with Section 3.11 of the current Agreement). (Informal)

#161129B—Violation of Article VIII, Evaluation Procedures. District is attempting to have goal-setting conferences after the September 30 deadline. All affected bargaining unit members shall not be required to participate in goal-setting for 2016-2017 and shall be evaluated no sooner than the 2017-2018 school year. (Informal)

#161129C—Violation of Article II, Recognition, and Article XXV, Teachers on Special Assignment. District was utilizing unit members to perform administrative and supervisory work. District shall not utilize unit members, including TOSAs, to perform administrative and/or supervisory duties and/or roles, other than that of administrative designee. This includes but is not limited to having unit members: assign services without consulting with service providers, delegate cases and/or other tasks, decide/determine what is ordered (such as assessment tools, protocols, scoring materials, and other work supplied) and/or who shall receive ordered items, schedule and/or organize staff meetings, and require another unit member to meet at least once a week to review school site cases and/or monitor progress on these cases. (Informal)

DeVos Disastrous for Students, Public Schools
(continued from page 1)

The resolution's preamble states, "When a U.S. president nominates a secretary of education who has never worked in public education and has led efforts to privatize our schools, this is not acceptable."

The resolution reiterates CTA's longstanding commitment to ensuring all students have the well-rounded education they deserve, and the basic academic and workplace rights that CTA has fought for over the union's 154-year history. The state "has always strived for and deserves a quality, inclusive, safe and innovative public education system that ensures all students can succeed, regardless of their ZIP code, the color of their skin, their native language, their gender or gender identity, their immigration status, their religion, who they love, or their social standing."

California “supports safe-haven schools and sanctuary cities that reflect and embrace the diversity of our students and their families, as well as the rich language and cultural assets they bring to our communities,” the resolution says.

It stresses that all students deserve access to affordable colleges, smaller class sizes, and adequate health care, and that parent, family and community engagement are vital to creating a shared vision for student learning.

Educators must have, among other things, time to collaborate with colleagues, the right to shared decision-making to determine the most effective teaching methods, and competitive salaries comparable to other professions to attract and retain quality educators for students.

While California is leading efforts to bring equity to its school funding system, it now ranks 46th in per-pupil funding and is $3,462 below the national average.

In the resolution's conclusion, the Council delegates resolved to renew their commitment to protect students and their families, public schools and colleges, the teaching profession and our communities from any policies that would undermine these values.

Black History Month

In February we celebrate Black History Month

In addition to the many activities CTA has designed to enhance family and community involvement in schools – and the efforts of our Institute for Teaching, Community Engagement, and Read Across America programs – CTA offers a variety of other activities and resources to promote awareness. Go online to: http://www.cta.org/Parents-and-Community/Awareness-Holidays/Black-History-Month.aspx
National School Counseling Week

National School Counseling Week, sponsored by the American School Counselor Association (ASCA), will be celebrated from Feb. 6-10, 2017, to focus public attention on the unique contribution of professional school counselors within U.S. school systems and how students are different as a result of what school counselors do. National School Counseling Week highlights the tremendous impact school counselors can have in helping students achieve school success and plan for a career.

The special week honoring school counselors provides recognition for school counselors who "implement comprehensive school counseling programs, a vital part of the educational process for all students as they meet the challenges of the 21st century," according to UTP President Alvin Nash.

In a proclamation, Alvin Nash cited school counselors for being actively engaged in helping students examine their abilities, strengths, interests and talents; for working in a partnership with parents as they encounter the challenges of raising children in today's world; for focusing on positive ways to enhance students' social/personal, educational and career development; and working with teachers and other educators to provide an educational system where students can realize their potential and set healthy, realistic and optimistic aspirations for themselves. Professional school counselors are certified, experienced educators with a master's degree in guidance and counseling. The combination of their training and experience makes them an integral part of the total educational program.

"School counselors work with all students to remove barriers to learning by addressing students' academic concerns, career awareness in post-secondary options and personal/social skills," said Kwok-Sze Wong, Ed.D., ASCA executive director.

"Comprehensive school counseling programs help to increase student achievement and provide a much-needed resource for students, parents, teachers and administrators. School counselors are integral to student success."

More than 100,000 school counselors nationwide will be participating in the week's festivities. Many school counselors will be hosting special events and activities to call attention to the myriad benefits of a comprehensive school counseling program. Parents or community members with specific questions or concerns about school counseling programs should contact the school counselors at their local schools. More general information can also be found on ASCA's website, www.schoolcounselor.org.

The American School Counselor Association (ASCA) is a worldwide nonprofit organization based in Alexandria, Va. Founded in 1952, ASCA supports school counselors' efforts to help students focus on academic, career and social/emotional so they not only achieve success in school but are prepared to lead fulfilling lives as responsible members of society. The association, which is the school counseling division of the American Counseling Association, provides professional development, publications and other resources, research and advocacy to more school counselors around the globe.
COPING WITH STRESS AND STAYING HEALTHY

In the middle of the school year, there will still be many demands made of you: textbooks, techniques, schedules, students, and life. Understanding what is happening will help you cope with these responses.

It isn’t stress that causes problems, but rather the inappropriate choices we make in coping with the demands on us.

People who don’t deal positively with stressful situations become ill. This occurs because the body’s immune system is worn down in the fight against the stressors. Migraines, ulcers, backaches, constipation and heart attacks are only a few of the physical consequences of inappropriate coping techniques.

Experienced teachers have found some useful techniques and some “preventive medicine” to protect against debilitating stress symptoms:

Exercise! After a day of teaching, you owe it to your body to shake off the chalk dust. It will revive you. Exercise also helps rid the body of chemicals that are discharged as a result of stress. The best cardiovascular activities include walking, swimming, bicycling and jogging. (Always clear your exercise plan with your physician.)

Leave your teaching at school. If you must lug home schoolwork, get it done early in the evening. Better yet, do it at school and leave it there.

Be good to yourself. What could do more for your self-esteem than to take yourself out to dinner or buy yourself a treat?

Always have something to look forward to. This will perk up your spirits.

Don’t schedule all of your leisure hours. You live by a schedule all day long. Leave yourself some “open space.”

Get plenty of sleep. Go to bed early if you are tired. Don’t lie awake worrying about how you should have handled Johnny in class.

Observe good eating habits. Watch your vitamin and mineral supplements. You need to eat wholesome foods so that your body takes in a sufficient amount of calcium, potassium, iron, vitamin B, vitamin C and protein. When in stress, the system calls on these nutrients for energy. If they are not available, the physiological system breaks down and you get tired or sick.

Pursue a project or hobby that involves your concentration so much that you forget about school. You’ll find this much more relaxing than doing nothing but thinking about school.

Find a friend who can be a “trusted” listener. Talking a problem out won’t make it go away, but it can relieve tension. Do your talking in a private place. Don’t vent your frustrations in a public place where you can be overheard and misunderstood.
Preventing Classroom Stress

Involve students and parents or guardians in maintaining classroom procedures and rules.

Continue management guidelines that are appropriate to the age and cultural context of the students.

Emphasize maintaining self-discipline in the classroom management plan.

Communicate desired behaviors, expectations, and rules to students on a regular basis.

Be flexible in implementing the management plan; remember that situations change, students develop new interests, and each person is unique.

Utilize cooperative learning strategies that promote the involvement of all students.

Review the management plan periodically to assure that needed refinements are made.

Know the behavior of the students as much as possible and integrate this knowledge into classroom management planning.

Anticipate potential problems and design scenarios for responding to them.

Evaluate the plan at least once a year, using the results to refine and improve it.

How to Avoid Classroom Burnout

- Don't procrastinate about things you have to do. Having something "hanging over you" can cause more tension than the project is worth.
- Don't feel you have to do everything. You can't and you won't. So why worry about it?
- Keep a "things to do" list. Review it daily and do at least one or two things. When you cross something off the list, you will have a sense of accomplishment.
- Rid yourself of worry. A study has shown that 40 percent of the items people worry about never happen; 35 percent can be changed; 15 percent turn out better than expected; 8 percent involve needless concern; and only 2 percent really deserve attention.
- Learn to plan. Disorganization breeds stress. Having too many projects going at the same time leads to confusion, forgetfulness, and a terrible sense of uncompleted tasks hanging over one's head. Plan ahead. Develop your own personal style of getting things done in a calm, orderly way. Whenever possible, take on projects one at a time and work on them until completed.
- Learn to play. You need to regularly escape from the pressures of life and have fun. Find pastimes or hobbies that are absorbing and enjoyable regardless of your level of ability.
- Recognize and accept limits. Most of us set unreasonable and perfectionist goals for ourselves. But we can never be perfect (or even come close), so we often have a sense of failure or inadequacy no matter how well we perform. Reevaluate your goals with ruthless realism. Are they achievable? Or do they reflect an effort to reach perfection, certainty or ultimate security in a very imperfect world? Is that what life is really all about?
- Learn to tolerate and forgive. Intolerance and judging others leads to frustration and anger. Try to really understand the other person's concerns and fears. Try to see the pressures on them. This will make you feel more accepting of them even if you do not agree with their behavior options.
- Be a positive person. Avoid criticizing others. Learn to praise the things you like in others. Focus on the good qualities of those around you. Excessive criticism of others almost always reflects dissatisfaction with oneself.
- Avoid unnecessary competition. Many competitive situations cannot be avoided. But too much concern with winning in too many areas of life creates tension and hostility. It is generally desirable to minimize competitiveness and concern with winning.
- Get regular physical exercise. Check with your physician before beginning any exercise program. You will be more likely to stay with the program if you choose one that you really enjoy rather than one that seems like drudgery. It is difficult to overstate the importance of regular, vigorous exercise for good physical and mental health.
- Talk out your troubles. Find a friend, member of the clergy, counselor or therapist you can be open with. Expressing your "bottled up" tension and concerns to an understanding and sympathetic ear can be incredibly helpful.
Campaign March 2017
by Manuel Carciodo, Political Action Chairperson

On January 11, 2017, United Teachers of Pasadena voted unanimously to recommend the following candidates for the election on March 7, 2017:

**PUSD Board of Education**
- District 1—Kimberly Kenne
- District 3—Michelle Richardson Bailey

**PUSD Board of Education**

**Schools in District 1:**
- Altadena
- Eliot
- Focus Point
- Franklin
- Jackson

**Schools in District 3:**
- Cleveland
- Muir
- Washington Children’s Center
- Washington Elementary
- Washington Middle

**Pasadena City Council**
- District 5—Victor Gordo
- District 7—Phil Hosp

**Pasadena City Council**

**Schools in District 5:**
- Madison

**Schools in District 7:**
- Blair
- Hamilton
- McKinley
- Rose City

**GET OUT THE VOTE!**
Election Day is Tuesday, March 7.
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 Members!

Eliot
Tobias Aguilera Jr.
Reyna Haro

Educational Center
John Miranda Jr.

Hamilton
Christopher Ramirez

Jackson
Linda Le Verne

Madison
Nancy Cruzat
Katrine Lalaian
Marlene Pech

Marshall
Luis Curz

Mckinley
Jocelyn Selter
Jeffifer Synold

Muir
Totam Dao

PHS
Thomas Haynes

Sierra Madre MS
Andrew Gupilan
Jingshuang Liu

Washington MS
Laurel Nelissen

Washington CC
Tracy Hall

Wilson
Sheri Bignell
Susan Rodriguez
Brandy Wojciechowski
Now Introducing:
Life Services Toolkit

You can now get more with Life Insurance from the only CTA-endorsed provider - The Standard. Learn more at standard.com/utplifeservices.

The Life Services Toolkit is provided through an arrangement with Bensaiger, DuPont & Associates (BDA) and is not affiliated with The Standard. BDA is solely responsible for providing and administering the included service. This service is not an insurance product. The Life Services Toolkit is not available to Life insurance beneficiaries who are minors or non-individual entities such as trusts, estates or charities.

For costs and further details of the coverage, including the exclusions, any reductions, benefit waiting periods or limitations and terms under which the policy may be continued in force, call Standard Insurance Company at 800.522.0406 (TTY).

Standard Insurance Company, 1100 SW Sixth Avenue, Portland, OR 97204

LUNCH
BREAKFAST
BRUNCH

TEACHERS/STAFF
SHOW SCHOOL ID AND RECEIVE 15% OFF FOOD & FUND RAISING

TRENCHER

Los Angeles

1305 PORTIA ST • ECHO PARK • 90026 • 323.604.9621
Not having a paycheck during the summer had been cataclysmic. Having a Summer Saver helps me save throughout the year so I don’t have to borrow for the summer.”

ARRONDA H.
INTERMEDIATE SCHOOL TEACHER
MEMBER SINCE 2013

MORE THAN
SAVINGS ACCOUNTS.
(a support system)

SUMMER SAVER
Bills don’t take the summer off. We can help you automatically set aside funds monthly so you have the money you need when you’re not receiving a paycheck.

PAYCHECK PLANNER
If you’re a public school employee on a 10- or 11-month pay schedule, Paycheck Planner can distribute your paycheck over 12 months.

SHARE CERTIFICATE
Share certificates are a great way to save. With higher dividend rates than our regular savings account, and terms that fit your needs.

schoolsfirstfcu.org | 800.462.8328
UNITED TEACHERS OF PASADENA
SOCIAL
Friday, February 17th, 4-7 pm
CABRERA'S
655 N Lake Ave, Pasadena, CA 91101

Buying, Selling or Refinancing?
Meet our Neighborhood Specialists...

We can assure you the best possible service and make buying, selling or refinancing a home a more pleasant experience.

Pete Katsafados
Branch Manager / Senior Loan Consultant
(626) 991-0412
696 E. Colorado Blvd., Suite 205
Pasadena, CA 91101
Pete@RateOneFinancial.com
www.MeetwithPete.com
DRE Lic. # 01496367 NMLS ID # 254904

Nathalie Marles
Real Estate Professional
(626) 921-8148
38 W. Sierra Madre Blvd.
Sierra Madre, CA 91024
nmarles@gmail.com
www.NatSoldit.com
License # 01330558

MENTION THIS AD FOR A FREE
Appraisal & Home Warranty!

$900 VALUE

Helping our community grow through homeownership.

The UTP Voice is subsidized by these paid advertisements; however, this should not be considered an endorsement or recommendation by UTP.