California’s Educators: ALL Dreamers Welcome in California’s Schools

Trump Administration Announcement to End DACA Reinforces Educators’ Pledge to Continue to Make Sure Classrooms Are Safe and Supportive Places for all Students

BURLINGAME – CTA President Eric C. Heins issued this statement today following the Trump Administration’s revocation of the Deferred Action for Childhood Arrivals (DACA) program which protects from deportation approximately 800,000 young people who were brought to the United States as children—200,000 of whom are here in California.

“Today’s calculated action by President Donald Trump and his administration threatens the futures of nearly a million young Dreamers and places them at risk of deportation from the only country most of them have ever truly known as home. This is an outrageous breach of faith and a broken promise to these young people who applied for DACA protection and who have met the education and/or military service requirements. It threatens to break up families, ruin lives, and is a betrayal not only to the affected young people and their loved ones, but to the very core values we share as a nation.

“California educators understand from first-hand experience what DACA has meant for the security and well-being of thousands of our students. DACA participants have graduated with distinction from our schools and many are in our classrooms today, having only recently begun the new school year with at least a glimmer of hope that their education and their dreams would not be shattered by a callous act such as the one taken this morning.

“The California Teachers Association states unequivocally that their struggle and our support does not end with today’s announcement. ALL Dreamers continue to be welcome in California classrooms and schools. Educators are mobilizing on behalf of their students, many joining protests in recent weeks and today, while others continue hosting workshops to help inform immigrant families of their rights. All educators will continue to make sure our classrooms are safe and supportive places for all students.

“We call on Congress to act now, not later, to protect these Dreamers and to resolve the chaos into which their lives have been suddenly thrown, by passing legislation with the urgency this situation and good conscience both demand.”

Resources are available to help: Create a safe zone for students, report incidents, speak up and share on social media, and to send a strong message to Congress.

www.cta.org/ForAllStudents#toolkit
www.splcenter.org/reportthe
www.neaedjustice.org/daca-resources

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The 325,000-member California Teachers Association is affiliated with the 3 million-member National Education Association.
"What Has UTP Done for Me Lately?"
President's Message — by Alvin Nash

First, we must stop thinking of UTP in the third person. We are all UTP. The question should be, "What have we done for ourselves as a united group of educators?"

- As united educators, we negotiated a 6% salary schedule increase effective January 1, 2016.
- As united educators, we negotiated no increase to our out-of-pocket costs for health and welfare benefits since 2014.
- As united educators, we bargained class size averages and maximum staffing ratios.
- As united educators, we bargained the length of the workday and the work year, including supplemental pay for after school, Saturday, and summer work.
- As united educators, we obtained procedures to insure that transfers and reassignments are not made in an arbitrary, capricious, discriminatory, or retaliatory manner.
- As united educators, we obtained evaluation procedures to include evaluative criteria, their application, and assessment that are consistent and reasonably applied throughout the District.
- As united educators, we negotiated paid leaves of absence during illnesses, injuries, maternity and paternity, person necessities, bereavements, family care, etc.

As united educators, we negotiated safe working conditions, school and personal property liability coverage, and safety protocols.

As united educators, we bargained a grievance procedure to resolve violations, misinterpretations, and misapplications of the Contract.

As united educators, we bargained principles and procedures of progressive discipline that may be applied only for just cause.

As united educators, we obtained Peer Assistance and Review to improve the quality of instruction for permanent teachers.

As united educators, we obtained procedural requirements and procedures for layoff actions and their related effects.

We are UNITED!
We are the UNION!

Important Dates

September 15-October 15 is Hispanic Heritage Month

September 4—Labor Day (Schools and Offices Closed)
September 6—Back to School Night: Eliot & Marshall
September 7—Back to School Night: Sierra Madre MS, Washington MS, & Wilson
September 9—CTA Service Center One Picnic, 11am-2pm
San Dimas
September 11—Patriot Day
September 11—Executive Board Meeting, UTP Office
September 13—Back to School Night: Coombs, Don Benito, Madison, & Sierra Madre ES
September 14—Back to School Night: Alhambra, Cleveland, Field, Franklin, Hamilton, Jackson, Longfellow, McKinley, Roosevelt, & San Rafael
September 16—CTA Service Center One Legislative Breakfast & Leadership Conference, Pomona
September 18—Representative Council Meeting, 4pm PHS Cafeteria
September 19—Back to School Night: Washington ES, Webster, & Willard ES
September 20—New Members Welcome, 4pm El Toro
September 22-24—CTA Region 3 Leadership Conference, Costa Mesa
September 27—Back to School Night: Focus Point, PALS, PHS, & Rose City
September 28—Meet and Make
September 28—Board of Education Meeting, 6pm Education Center

October is Filipino-American Month

October 4—CTA Service Center One Council Meeting, San Dimas
October 9—Indigenous Peoples Day
October 9—Executive Board Meeting, UTP Office
October 12—Quarterly Exams, Shortened Day (Rose City)
October 13—Teacher/Parent Conferences (K-8)
October 13—Professional Development Day (High Schools)
October 16—Representative Council Meeting, 4pm PHS Cafeteria
October 20-22—CTA State Council Meeting, Los Angeles
October 26—Board of Education Meeting, 6pm Education Center

General Information

UTP Office:
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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
Martha Tovar, Area 3
Lorna Washington, Area 4
Jonathan Gardner, Area 5

Frequently Requested
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) 522-0406
CTA Auto and Home Insurance Program (800) 800-9410
Know Your Contract and Resolve Grievances
by Karen Kobey, Contract Management Chairperson

During this school year, my team members and I look forward to supporting you in learning more about your contractual rights and participating in the grievance process, if needed. We are here to help you uphold your contract rights.

The current contract is available online at www.ucolp.org, with some sections highlighted in the UTP Voice. The contract is a great resource to use, not only to see what rights you do have but also to check to see if what administration has done honors those rights. Although I am contacted often with questions about contract language, the truth is that interpretation of the language is not always the same. There are cases in which the contract language is a bit vague, and one person’s interpretation of that language may differ from another’s, to include the District. This can set in motion the grievance process (if that person believes that language was violated, misinterpreted, or misapplied by the District).

At other times, language that is vague may have already undergone the grievance process and, despite the language itself, may already have an agreed-upon interpretation (based upon what UTP and PUSD have agreed as a result of the grievance process). In such cases, a new violation of that language may still be grieved, though how past violations were resolved can often help to resolve a new violation sooner and in a similar fashion. This is another reason to double-check the UTP Voice; I include examples of recent grievances and their resolutions, which may help you recognize a similar violation at your school site as well as to see how it may be resolved.

So, when in doubt, do check the contract language and, if still in doubt, do contact UTP. Most likely, the first person to contact will be your Site Representative; we support Site Representatives in the grievance process as well as provide training. When the violation is one that is beyond the school site, we can help to give you context and guidance in regards to a possible grievance.

Resolved Grievances

#160512—Violation of Article V, Grievance Procedure; Article VIII, Evaluation Procedures; and Appendix E. Evaluator included comments under Standard 6.0 related to events that occurred outside of the formal observation period. Ratings on summative evaluation are not all a result of the formative process. Improvement Plan does not include specific recommendations for improvement, specific support to be provided, an accurate timeline for improvement, and methods by which improvement will be measured. Improvement Plan also incorrectly shows that unit member is referred to PAR as well as includes meeting dates outside of the evaluation timeline. (Both parties agree that all of unit member’s 2015–2016 observation and evaluation documents shall be immediately removed from all files and destroyed. Both parties agree that concerns contained within the grievance, while valid, do not necessarily constitute a violation of the contract. Both parties agree that any future grievance on this issue must stand on its own merits. Formal Level Three: Norma Coombs)

#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 acquire another unit member to meet at least once a week to review school site cases and/or monitor progress on these cases. (Formal Level One, Special Education Dept)

#160921—Violation of Article VI, Hours. District is not providing a daily morning physical relief break of at least ten (10) consecutive minutes. Effective no later than May 1, 2017, the bell schedule at McKinley School for Grades 6–8 shall revert back to the same bell schedule that was in place during the 2015–2016 school year. (McKinley)

#161101—Violation of Article XI, Safety; Ed Code; and Code of Federal Regulations. District has not made a reasonable, timely, and appropriate response to eliminate unsafe or hazardous conditions that endanger unit member’s health, safety, or well-being. District did not comply with California Ed Code. When teacher invoked right to suspend pupil from class, District did not comply and sent pupil back to class. (On February 27, 2017, Principal emailed unit (continued on page 4))
Know Your Contract and Resolve Grievances (continued)
by Karen Kobey, Contract Management Chairperson

(continued from page 3)

member to indicate that the IEP team placed the student (who yells and attempts to bump into unit member) in another classroom for a one (1) week trial period. The District confirmed in the Formal Level Two Response dated 3/28/17 that the District "has transferred the student to a different classroom". In the District's Formal Level Two Response, the District confirmed that "the School will support [unit member] should [unit member] suspend any pupil from her class for any of the acts enumerated in Education Code section 48900 and the student shall not be returned to the class from which he/she was suspended during the period of the suspension without the concurrence of the teacher and the principal or designee". There have also not been any further reported incidences in which a student was returned to unit member's classroom during the period of the suspension. Based upon information provided in the Formal Level Two Response and the actions of the District, the Association considers this grievance to be resolved. Formal Level Two; Marshall

#170238—Violation of Article V, Grievance Procedure, VIII, Evaluation Procedures, and Appendix E, Attachment I. The District did not use results of the formative process to reflect on the assessment of unit member's teaching performance. Input from students and parents was used in evaluation of unit member. Formal observation was not received at least one day prior to the conference. Evaluator incorrectly marked "PAR Conference Held" on summative and on improvement plan. Evaluator did not specify methods by which improvements will be assessed. Only one resource is being provided by evaluator to assist unit member in implementing recommendations. Evaluator lumped all concerns from multiple informal observations into one memo and conference, instead of addressing them as they occurred. Summative evaluation was not provided to unit member by December 15. Follow-up meeting dates on improvement plan are not provided. Evaluator used the fact that unit member invoked Ed Code 48910 as justification to lower evaluation rating. December summative and related memo shall be removed from all files and destroyed. MOU regarding this unit member's evaluation timeline shall remain in effect. Unit member is eligible for voluntary transfer, regardless of rating on April 2016 summative. (Formal Level Three; Marshall)

#170328—Violation of Article V, Grievance Procedure, XXIV, Discipline. District gave Written Reprimand without just cause. Written Reprimand shall be immediately removed from all files and destroyed. (Formal Level Two; Marshall)

#170405—Violation of Article V, Grievance Procedure, VIII, Evaluation Procedures, and Appendix E, Attachment I. Evaluator included comment and rating based upon something that occurred outside of the formal observation period in the classroom. Formal Observation form shall be immediately removed from all files and destroyed. (Formal Level One; Marshall)

#170424—Violation of Article V, Evaluation Procedures. Evaluator used parent input for some of the ratings on the summative evaluation. The Immediate Supervisor provided an updated summative evaluation which changed the "N" ratings to "S" ratings under standard 2.0. All but the most recent version of the summative evaluation shall be immediately removed from all files and destroyed. (Formal Level One, Sierra Madre Elementary)

#170530—Violation of Article XIV, Salary and Salary Schedule Rules and Regulations. District did not pay unit members for supplementary hours (math pilot training) within 60 days. Based on the list provided by Academics, pay warrants were issued on July 13, 2017, for the February 2, 2017 and March 9, 2017 math trainings; payment was based on hours attended at the supplemental hourly rate set forth in Appendix A of the CBA. No later than August 15, 2017, the interest accrued beyond the 60 days will be distributed to those on the list referred to in #1 above. If there are any other affected bargaining unit members who were not on the list provided by Academics and who have not yet been paid for attending math training (that occurred outside of their workday) during the second semester of the 2016-2017 school year, those affected bargaining unit members shall be paid in accordance with Appendix A of the CBA. If it is evident that such affected bargaining unit members were inadvertently left off of the list provided by Academics, then such affected bargaining unit members shall receive interest for each day beyond the 60-day timeline outlined in Article XIV of the CBA. (Formal Level Two, District)

CHEERS!

UTP sends a special shout out to the following school sites for resolving at least one (1) grievance in 2016-2017 at the lowest levels possible—the informal level or Formal Level One:

Marshall: Leslie Stotlar and Zara Agvanian (Site Reps.)/Mark Anderson (Principal)
Sierra Madre Elementary: Yolanda Munoz (Site Rep.)/Lindsay Lewis (Principal)
Special Education Department: Jerall Hill (Former Assistant Superintendent)
September 15-October 15 is NATIONAL HISPANIC HERITAGE MONTH

From September 15–October 15 – and all year round – join CTA in celebrating the vibrant and historical tributes of Hispanic heritage and culture during National Hispanic Heritage Month.

In CTA’s Family Involvement section, you’ll find a wealth of tips and resources in Spanish and various languages to help children and youth learn and prosper in school and at home.

www.cta.org/Parents-and-Community/Family-Involvement.aspx

Learn about our César Chávez Education Awards program and view the winners of the 2015–16 César Chávez Essay and Visual Arts competitions. These programs provide recognition for teams of students and their teachers who demonstrate an understanding of the vision and guiding principles by which César Chávez lived his life.


For additional resources and information on National Hispanic Heritage Month, check the NEA website and the website for the Library of Congress.

www.nea.org/tools/lessons/hispanic-heritage-month.html
hispanicheritagemonth.gov

Mobilizing the Membership
by Bernadine Emanuel-Burgess, Area 1 Director

Membership Engagement for the Area 1 Team
(Altadena, Burbank EEC, Eliot, Focus Point, Longfellow CC and ES, Madison and Webster):

1) We will reach out to new employees with a warm, friendly “Welcome” greeting, share the purpose of the Union as well as success stories, encourage educators to join the Union and pass out enrollment forms, hold a brief one-on-one meeting with prospective members, provide individualized attention to questions and concerns, and show that we care. That is important.

2) As the UTP Area 1 Director, I will visit Site Reps. during Back-to-School Night to show appreciation for their hard work as educators and as Union members.

3) We will inform all members of events with UTP, CTA, NEA, and community groups, such as trainings, conferences, rallies, social events, etc. by distributing flyers in a timely manner and following up with face-to-face verbal reminders or a text, in order to increase participation. UTP will invite members to join a committee and get more involved, and remind members that “YOU ARE THE UNION!”

4) UTP will provide gift cards and/or union T-shirt incentives to Site Reps. A job well done deserves recognition, and makes us stronger and more unified.
Our Voice, Our Union, Our Future
by Lorna Washington, Area 4 Director

Membership Engagement for the Area 4 Team
(Norma Coombs, Don Benito, Field, Sierra Madre ES and MS, Willard CC and ES, and Wilson):

- For Area 4 and the Union, we will provide the important knowledge of the Association and real life experiences, so we can move forward and continue to make a difference.
- We will show members the value of Union membership, explain why we need to make a difference, encourage active participation and involvement in UTP activities, and encourage fair and positive interaction with each other.
- We will work together and not apart. We will be that Union, united and not divided. Yes, we can and we shall.

PROFESSIONAL DEVELOPMENT—CONFERENCES

by Allison Steppes, Instruction & Professional Development Chairperson

California Teachers Association offers statewide conferences designed to provide knowledge and skills for members as they go about the work of the Organization. Over the years, CTA has been recognized for its excellent leadership and professional development training programs. When you attend a CTA conference, you receive vital information and perspective from some of the best content experts and thought leaders in public education in the state that you can immediately apply to your role as an educator and local leader. Learn about all the CTA Conferences and Register Online.

STATEWIDE CONFERENCE INCENTIVE GRANTS: APPLICATION DEADLINE—NOVEMBER 5, 2017

The CTA Board of Directors will award Minority Incentive Grants for attendance at the following statewide conferences: Urban Issues Conference, Equity and Human Rights Conference, and Good Teaching Conference.

Grants for members in their first five years of membership are available as for each conference.

Each grant includes payment of the conference fee and transportation expenses. Housing and all other expenses will be the responsibility of the individual, the chapter, or the school district.

For grant details or to get started, go online at ctago.org/conference-grants

GLBT ISSUES CONFERENCE: REGISTRATION DEADLINE—NOVEMBER 24, 2017

CTA is proud to present the ninth annual CTA conference addressing GLBT issues involving educators, students and community. This conference is open to all CTA members and will serve as a venue to discuss a variety of subjects affecting the entire membership and California's youth. Participants will have a variety of workshops to choose from as well as opportunities to interact as a group.

Also, over the weekend you will have time to visit the exhibitor area. Exhibits will showcase many organizations that address GLBT issues including many CTA services and resources.

Date: Dec 8-10, 2017 | Location: Fairmont, San Jose | For more info., go online at ctago.org/events/2017-glbt-issues-conference

ISSUES CONFERENCE: REGISTRATION DEADLINE—DECEMBER 28, 2017

The Urban Issues Conference provides an opportunity for educators from urban local areas, throughout the state, to learn, share, strategize and unite together to determine the future of public education. As members with diverse interests and multiple perspectives, don't miss this opportunity to reconnect with fellow educators, reenergize your skill set and help strategize solutions to confront the challenges we are facing together. For more info., go online at ctago.org/events/2018-issues-conference

Date: January 26-28, 2018 | Location: Rio All-Suite Hotel, Las Vegas, Nevada
Human Rights Committee 2.0:
The UTP Human Rights Committee will advocate equity in all aspects of UTP activities. The committee will engage staff, members, and the public in human rights and social justice activities designed to empower all public school children and educate teachers and students to accept different cultures and sexual orientations, thus promoting understanding and tolerance of all differences. Therefore, the intent of the Human Rights Committee will be to promote positive human relations and improve the education of all students with a focus on equitable access to public education by focusing on the following concerns:

- A quality education for all students
- Respect and dignity for all students and teachers
- Recruitment and retention of a diverse teaching force
- Education on human/civil rights issues
- Empowerment of diverse communities to take part in educational decisions

Social Justice
Social justice encompasses educational, economic, and political arenas. Social justice is a commitment to equity and fairness in treatment and access to opportunities and resources for everyone, recognizing that all is not equal. Social Justice means that we work actively to eradicate structural and institutional racism, classism, linguisticism, ableism, ageism, heterosexism, religious bias and xenophobia. Social justice means that we, as educators are responsible for the collective good of society, not simply our own individual interests.

If you are interested in joining the Human Rights Committee, please contact the UTP Office at aenash@sbglobal.net or at 626-798-0928.
Welcome New Members!

Altadena
Amanda Austin
Leslie Gonzalez
Elizabeth Robinson

Blair
Carla Ayala
Karina Bennett
Alex Chau
Teresita Diaz
Jennifer D'Souza-Brown
Eric Glenn
Benaiah Ben Hicks
Heather Lawrence

Burbank
Maria Calderon

Don Benito
Luis Martinez
Jennifer Straka

Ed Center
Paul-Michael Dalton
Karina Padilla
Wendy Ramirez

Eliot
Jacobo Coronel
Alisha Schloesser

Field
Wane June Kiesel
Juan Lan
Xiaofei Lei Yue
Li Li
Dana Williams

Focus Point Academy
Antoinette Lima-Washington

Franklin
Rebecca Tashjian Cormalis

Hamilton Elementary
Stephanie Elliott

Jackson
Lissett Barron
Ashley Nava

Jefferson ES
Sandy Garcia
Carmen Nunez
Jennifer Nunez

Longfellow ES
Sarah Jones

Madison
Yeh (Sou) Ung

Marshall
Margaret Asato
Thomas Abich
Maria Montero
Tyler Bills
Michele Doran-Gonzales
Benjamin Fackerell
Masaki Jason Fukao
Jonathan Gould
Daniel Jarashow
Sang Lee
Jessica Maker-Bilandzija
Vickie March
Dolores Martinez - Barcena
Avetis Avo Ovakimyan
James Schurman
Avetis Terigrigorian
Maria Torres

Muir
Rosa Cruz
Melissa Fernandez
Janet Ho
Amice Warner
Coombs Norma
Jaclyn Hemphill

PHS
Giovanna Healy
Kimberly Nix
Nancy Oasillas
Roger Baar
William Benson
Richard Chung
La Joy Johnson
Jelissa Martinez
Alejandra Mendoza
Susan Alfaro
Melody Cardenas
Alexander Jazyk
Linnea Jones-Hernandez
Hannah Kang
Delia Swanner
Sean McNeley

San Rafael
Angie Arzili
Aida Barrales
Alan Eskridge
Carmela Guevara
Berenize Leal
Juana Salazar

Sierra Madre ES
Agnes Akabogu

Sierra Madre MS
Erik Delgadillo
Nickole Pritchard
Yun Qin
Xiaoyuan Qu
Christina Zambrana

Washington M.S
Daniel E. Chua
Roslyn Crowder

Webster ES
Jacqueline DesRosier
Allison Oei
Willard ES
Lindi Killen
Yafeng Liao
Jennifer Lynn Dimas
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.

Update Your Membership Information!

Name: ____________________________

Address: ____________________________

Cell Phone number: ______________________

Non PUSD email address: ______________________

Birthday: ________________________
             (mm/dd/ )

Send it to the UTP office 2303 E. Washington Blvd. or email to marcelalarautp5@gmail.com

Welcome New Site Representatives

Burbank—Julie McLean
McKinley—Jeanne Gwinn
Muir—Daniel Harris
Nurses—Lisa Collins
Roosevelt—Rebekah Black
Washington ES—Karina Evans & Monica Rosales
Communicating with parents and guardians is one of the most important things we do as teachers. When we can work together with a student’s parents toward common goals, we improve the atmosphere for learning.

Most successful teacher-parent “teams” begin with a conference, usually one conducted before there’s a real need to meet.

Of course, while parent conferences can be one of the most helpful techniques in a teacher’s “bag of tricks,” we also know that sometimes they can be a discouraging waste of time — or even turn into ugly confrontations. Here are some tips to help make your parent conferences productive and successful:

1. INVITE ALL GUARDIANS
Encourage both parents to attend conferences when possible. Misunderstandings are less common if everyone hears what you have to say, and you’ll be able to gauge the kind of support the student will have at home. Remember that increasing numbers of students live in single-parent homes. Even with two parents, both parents often work outside the home.

2. MAKE CONTACT EARLY
You’ll get your relationship with parents off to a good start if you contact them early in the year, perhaps with a memo or newsletter sent home to all pupils. Give parents an outline of what their children will be studying, and let them know you’ll be happy to meet with them, and how and when they may contact you for conferences.

3. ALLOW ENOUGH TIME
Schedule plenty of time for the meeting. Twenty to 30 minutes is usually adequate. If you’re scheduling back-to-back conferences, be sure to allow enough time between them (10 minutes or so) so you can make necessary notes on the just-conducted conferences and prepare for the upcoming one.

4. BE READY FOR QUESTIONS
Parents may have specific questions. They’re likely to ask:
   - What is my child’s ability level?
   - Is my child working up to his/her ability level?
   - How is my child doing in specific subjects?
   - Does my child cause any trouble?
   - Does my child have any specific skills or abilities in schoolwork?

5. PLAN — GET YOUR PAPERS ORGANIZED IN ADVANCE
Assemble your grade book, test papers, samples of the student’s work, attendance records and other pertinent data ahead of time. Have in mind a general but flexible outline of what you’re going to say, including a survey of student progress, a review of his or her strengths and needs, and proposed plan of action.

6. GREET PARENTS NEAR THE ENTRANCE THEY’LL USE
You’ll alleviate anxiety and frustration and make parents feel more welcome.

7. GET THE NAME RIGHT
Don’t assume that Jennifer Peabody’s mother is Mrs. Peabody. She could well have been married again since Jennifer was born. Check your record ahead of time to make sure you’ve got the parents’ names right. And don’t assume that the wrinkled gray-haired gentleman coming in with Johnny is his grandfather. It could be his father or an uncle. Politely ask. Double check names so you don’t talk to the Smiths about their son “Stan” when their son’s name is “Steve.”
8. AVOID PHYSICAL BARRIERS
Don't sit behind your desk or force the parents to squeeze into the children's desks on the front row. Arrange conference table seating, if possible, so you'll all be equals together.

9. OPEN ON A POSITIVE NOTE
Begin conferences on a warm, positive note to keep everyone relaxed. Start with a positive statement about the child's abilities, work or interests.

10. STRUCTURE THE SESSION
As soon as the parents arrive, review the structure of the conference — the why, what, how and when — so you'll both have an "agenda." (Remember, of course, that parents often come with their own agendas or questions they want answered, so you'll have to be flexible.)

11. BE SPECIFIC IN YOUR COMMENTS
Parents may flounder if you deal only in generalities. Instead of saying "She doesn't accept responsibility," pin down the problem by pointing out "Amanda had a whole week to finish up her book report, but she only wrote two paragraphs."

12. OFFER A SUGGESTED COURSE OF ACTION
Parents appreciate being given some specific direction. If Jane is immature, it might be helpful to suggest that her parents give her a list of weekly chores, allow her to take care of a pet or give her a notebook to write down assignments. (Of course, when you offer advice, let parents know you're only making a suggestion.)

13. FORGET THE JARGON
Education jargon phrases like "criterion referenced testing," "perceptual skills" and "least restrictive environment" may be just too much double-talk to many parents.

14. TURN THE OTHER CHEEK
It is unusual to run into parents who are abusive and hostile, but it can happen. Try not to be rude, whatever the provocation. Hear out the parents in as pleasant a manner as possible, without getting defensive. If the situation is threatening or you begin to feel uncomfortable, end the conference immediately or call for assistance.

15. ASK FOR PARENTS' OPINIONS
Let parents know you're interested in their opinions, are eager to answer their questions and want to work with them throughout the year to help make their child's education the best. Confirm that you want to work together in the best interests of the child.

16. FOCUS ON STRENGTHS
It's very easy for parents to feel defensive, since many of them see themselves in their children. You'll help if you review the child's strengths, solutions and areas of need, rather than dwelling on criticism or stressing weaknesses.

17. USE BODY LANGUAGE
Nonverbal cues set the mood of the conference. Smile, nod, make eye contact and lean forward slightly. You'll be using your body's language to let parents know you're interested and approving.

18. LISTEN TO WHAT PARENTS SAY
Despite the fact we spend nearly a third of our lives listening, most adults are poor listeners. We concentrate on what we're going to say next, or we let our minds drift off to other concerns, or we hear only part of what a speaker is saying. You'll get more out of a parent conference if you really listen to what parents are saying to you.

19. ASK ABOUT THE CHILD
You don't want to pry, of course, but remember to ask parents if there is anything they think you should know about (such as study habits, relationships with siblings, any important events in his or her life) that may affect his or her schoolwork.

20. DON'T JUDGE
It may not always be possible to react neutrally to what parents say — their values may be very different from yours. Your judgment of parents' attitudes or behaviors can be a roadblock to a productive relationship with them.

21. SUMMARIZE
Before the conference ends, summarize the discussion and what actions you and the parents have decided to take.

22. WIND UP ON A POSITIVE NOTE
When you can, save at least one encouraging comment or positive statement about the student for the end of the conference.

23. MEET AGAIN IF YOU NEED TO
If you feel you need more time, arrange another meeting later rather than trying to rush everything before the kids get back from art class.

24. KEEP A RECORD OF THE CONFERENCE
You may find it helpful later to have a brief record of what was said at the conference, what suggestions for improvement were made and so forth. Make notes as soon as possible after the conference while details are fresh.

25. KEEP CONFIDENTIAL
Parents will tell you information they would not share with anyone else. Do not share "amusing" stories about the student's family with family or colleagues. Your funny story could cause pain to those you have tried most to encourage.
Ask Dr. Blanco
by Stephanie Cosey, Special Education Chairperson

Make your voice heard!

The UTP Special Education Committee will be meeting with PUSD Chief of Instructional Services, Dr. Elizabeth Blanco, in October and would like for all UTP members to submit any questions regarding Special Education to the committee to be answered by Dr. Blanco. Please send all questions to:
coseyutpbusiness@outlook.com.

Instruction and Professional Development Committee:
Be the Change That You Wish to See in PUSD
by Allison Steppes, Instruction & Professional Development Chairperson

The mission of the Instruction and Professional Development (IPD) Committee is to advance the interest of educators as organized professionals and to assist in the maintenance of the integrity of public education. The issues related to standards-based education, assessment, accountability, and school improvement guide the committee efforts to meet the needs of educators and students. The IPD Committee:

- Provides leadership and support for commitment to, maintenance of, and improvement of public education.
- Provides assistance in support of efforts to improve student learning, especially schools in various phases of improvement.
- Reinforces UTP efforts to renew public confidence in PUSD public schools by building UTP’s capacity to meet member needs, especially in the areas of improving schools and student learning.
- Promotes standards for quality professional development to be used by UTP in bargaining and consultation with the District.
- Assists UTP to identify and select resources to support the profession.
- Works to assist educators to assert their professional rights and responsibilities.
- Provides support when professional and school issues are bargained and/or advocated.
- Facilitates the development of training and other professional growth experiences for educators.

Please join the Instruction & Professional Development Committee by contacting the UTP Office at: aenash@sbcglobal.net or 626-798-0928.
PASADENA EDUCATIONAL FOUNDATION'S
TEACHER GRANTS
WWW.PASED.ORG/TEACHERS

PUSH TEACHERS & PRINCIPALS

Take your creative project from idea to reality with a PEF Teacher Grant!

Grant projects should:
- Be student centered.
- Relate to the curriculum.
- Enhance and improve student achievement.
- Directly benefit students.

Special Awards:
- Jarratt Brunson Memorial Award for Literacy
- Kathy Onoye Principal Award
- Calvin Hunt Award for Arts Education

Check our website for more information about Field Trip grants and other upcoming grant opportunities, too!

APPLY TODAY! WWW.PASED.ORG/TEACHERS
Deadline: October x, 2017
October is FILIPINO-AMERICAN HISTORY MONTH

The earliest documented proof of Filipino presence in the continental United States was on October 18, 1587, when the first "Luzones Indios" set foot in Morro Bay, California.

Filipino American History Month is celebrated in the United States during the month of October. The Filipino American National Historical Society established Filipino American History Month in the year 1988. In California (and in Hawaii), where a large number of Filipino Americans reside, Filipino American History Month is widely celebrated.

A pivotal year was 2006, which marked the centennial celebration of Filipino migration to the United States. In California, Filipino American History Month was first recognized statewide in 2006, when the California Department of Education placed it on its celebrations calendar.

On September 9, 2009, the California State Assembly voted to "designate the month of October 2009, and every October thereafter, as Filipino American History Month." The bill was introduced by former Senator Leland Yee with Senators Carol Liu, Pat Wiggins (now deceased) and Lois Wolk as co-authors.

There are now about four million Filipino Americans in the United States, approximately 1.5% of the country’s population. They speak a wide array of Philippine languages such as Tagalog, Bisaya, Ilocano, and Kapampangan, among many others.

Of note:

- NEA recognized Filipino-American educators at the Joint Conference of Concerns of Minorities and Women this past summer.
  www.nea.org/home/67539.htm

- Check out the chronology and timeline produced by California State University, Sacramento.

- Learn of celebrations underway in the Los Angeles area.

Community Engagement Committee: What's It All About?

A major factor in student success is an involved support system outside of school. When parents are involved in their children's education, kids do better in school. A concerned community adds even more to the equation.

UTP's community engagement efforts focus on developing projects and partnerships in support of public schools and their surrounding communities. Building vibrant, ongoing, and mutually beneficial partnerships with parents, students, other unions and community organizations is essential for UTP's long-term success.

If you are interested in joining the UTP Community Engagement Committee, please contact the UTP Office at: 626-798-0928 or aenash@sbcglobal.net.
OCTOBER IS BREAST CANCER AWARENESS MONTH

Although women are far more likely to die from heart disease, breast cancer is the most common cancer in women and remains the single most feared disease, according to a survey commissioned by the Society for Women's Health Research.

Fortunately, October’s Breast Cancer Awareness Month may be dispelling some of those fears through its extensive educational outreach. From special merchandise in grocery and department stores to pink ribbons worn on lapels, the campaign to raise awareness of the disease that affects millions has grown dramatically since it was first established in 1985.

For the past 20+ years, thousands of female public school educators have been involved in the California Teachers Study, a comprehensive study which revealed that California teachers have a higher-than-expected rate of breast cancer and other forms of the disease.

Continuing to monitor the situation, researchers have gathered data from more than 133,000 teachers in grades kindergarten through community college – both retirees and those currently in the classroom.

Suggested risk factors include:

- Higher level of education – partly because women who delay having their first child are at increased risk
- Use of hormone replacement therapy
- Alcohol consumption – two or more alcoholic beverages a day

Although no one can prevent cancers from occurring in the population, people can take steps to lower their risks. General recommendations include:

- Regular self-breast exams
- Regular mammograms for women starting at age 40 to 50 (depending on risk, such as family history)
- Avoiding smoking

Learn more
Susan G. Komen for the Cure
ww5.komen.org/
American Cancer Society
www.cancer.org/
National Cancer Institute
www.cancer.gov/types/breast
Web MD
www.webmd.com/breast-cancer/default.htm

ORGANIZED LABOR - PROUD AND FREE

As we honor our workers every day - and particularly those who hold our children’s futures in their hands, our educators - we acknowledge it’s time to strengthen our resolve and to reinvigorate the Union Movement. Working for a common goal - with everyone paying their fair share - can propel us into a bright and economically sound future for generations to come.
Kids Not Profits is an issue advocacy campaign and growing coalition of education, parent, civil rights and community organizations calling for greater accountability and transparency for California’s charter schools. Charter schools are privately-managed, taxpayer-funded schools exempted from some rules applicable to traditional public schools.

Research and news reports have documented that this lack of accountability has led to financial gains for these private charter operators; cost taxpayers millions in waste, fraud and abuse; and had real consequences for students. State regulators have found more than $81 million in fraudulent and wasteful spending at charter schools around California. That’s why we’re supporting legislation that addresses these problems.

Kids Not Profits is also exposing the agenda of a group of billionaires with no experience in our classrooms, who support these privately-managed schools and who are trying to push their education agenda on the rest of us. Their agenda is simple:

- Divert money out of California’s neighborhood public schools to fund privately-run charter schools, without accountability or transparency to parents and taxpayers.
- Cherry-pick the students who get to attend charter schools – weeding out and turning down students with special needs.
- Spend millions trying to influence local legislative and school board elections across California.

Join the coalition calling for higher standards and more accountability for these privately-run charter schools.

www.KidsNotProfits.com

#KidsNotProfits