California’s Educators Support Tony Thurmond for Superintendent of Public Instruction and Gavin Newsom for Governor

LOS ANGELES – The top governing body of the 325,000-member California Teachers Association, the State Council of Education, has voted to support Tony Thurmond in his bid for State Superintendent of Public Instruction and Gavin Newsom for governor in the November 2018 Election. The decision came on October 21 during Council’s quarterly meeting.

CTA President Eric Heins said the following about Thurmond’s qualifications:

“Tony Thurmond is the most qualified candidate to serve as the Superintendent of Public Instruction. Here in California we have been leading a whole child approach to improving student learning and we need Tony’s leadership and commitment to continue that work and provide our millions of students with the quality public education they deserve.

“His work in public education and in local communities for disadvantaged students make him the most qualified candidate. Tony supports equity in school funding to give all kids the chance to go to college. He wants to expand early childhood education programs, school-based health, mental health, and social service programs.

“His unfettered support for transparency and accountability for all public schools, including charter schools, makes him the ideal candidate to lead California’s schools. With more than 1,200 charter schools operating in California and all the recent accounts of charter waste, fraud and abuse hurting our students, we need someone who is going to put kids before profits.

“Thurmond’s priorities are the opposite of his opponent, Marshall Tuck, who supports the proliferation of privately-run charter schools and who received millions in donations from his Wall Street backers during his failed 2014 bid. Tuck is getting money from the same school privatizers this time around. Thurmond is for kids, not profits.”

Thurmond has served the public in elected office for more than 12 years as a state Assembly member, school board trustee and city councilman.

In addressing the recommendation of Gavin Newsom, Heins said:

“We’re proud to support Lt. Gov. Gavin Newsom for governor. Gavin is a strong supporter of public schools, colleges, students and educators, believes in the mission of providing a quality, well-rounded education to all students and that the true objective of public education isn’t about picking winners and losers. It’s about ensuring that every child can succeed.

“Like CTA, he opposes the privatization of public education. He opposes the proliferation of charters, especially those run by private management companies who want to profit off our kids. He supports holding charter schools to the same standards of accountability and transparency as neighborhood public schools.

“Gavin has seen the waste and abuse by some charter operators and is committed to making it stop. He believes allCharters must provide equal access to ALL students and that the decisions about authorizing a charter school must be made locally, by local school boards.

“Gavin has long supported increased funding for education and is committed to making investing in students a top priority as governor. He supports a public education system that attracts, not attacks, teachers, universal preschool and affordable college for all.

“As a champion for social justice and equal rights, Gavin has fought for school safety, to protect Dreamers and lead the charge for marriage equality in our state and country. He’s fought for universal and affordable health care, pay equity, fair tax structures and increasing the minimum wage. Gavin Newsom will stand with and for students, educators, and all working families across California.”
Membership Has Its Benefits
President’s Message — by Alvin Nash

Under the Education Employment Relations Act (EERA), UTP members have the right to representation, by the exclusive representative UTP, in their employment relations with the District.

Benefits of UTP/CTA/NEA Membership include:

- Salary, health benefits, working conditions as stipulated by the Contract between UTP and PUSD.
- Voting privileges on ratification of the Contract.
- Representation on matters pertaining to your Contract.
- Organizations that advocate for students, staff, and public education.
- Legislative and public relations efforts for great public schools.
- Leadership Development Training opportunities.
- Access to CTA and NEA conferences.
- $1 million employment liability insurance coverage.
- Legal services provided for teacher permanency, wage & hour, and CCTC cases; certification and classification issues; discrimination; retirement issues; and unemployment cases.
- Legal and professional advice on employment-related statutory rights.
- Professional subscriptions to CTA Educator and NEA Today.
- CTA Death & Dismemberment Insurance.
- NEA Life Insurance Coverage
- Disaster Relief Fund Grants.
- Exclusive discounted CTA and NEA Member Benefit Programs: auto and home insurance; voluntary life and disability insurance; travel, restaurant, and purchasing discounts; investment and financial tools and resources; financial services such as credit cards, credit unions, mortgage financing; savings accounts, etc.

Non-Members receive only:

- Salary, health benefits, working conditions as stipulated by the Contract between UTP and PUSD.
- Representation ONLY on matters pertaining to your Contract.

We are UNITED!
We are the UNION!

Important Dates

November is American Indian Heritage Month
November 3-5—CTA Region 3 Future Leaders Workshop, Los Angeles
November 10—Veterans Day (schools and offices closed)
November 13-17—American Education Week
November 13-17—School Psychology Awareness Week
November 13—Executive Board Meeting, UTP Office
November 15—National Education Support Professionals Day
November 16—Board of Education Meeting, 5:30pm Education Center
November 20-24—Thanksgiving Break (schools closed)
November 23-24—Thanksgiving Holiday (offices closed)
November 27—Representative Council Meeting, 4pm PHS Cafeteria

December
December 4—Executive Board Meeting, UTP Office
December 8-10—CTA GLBT Issues Conference, San Jose
December 11—Representative Council Meeting, 4pm PHS Cafeteria
December 14—UTP Winter Holiday Party
December 15—Shortened Day (High Schools)
December 19—Shortened Day (Rose City High School)
December 19-21—Final Exams (High Schools)
December 20-21—Final Exams (Rose City High School)
December 21—Shortened Day (K-8)
December 22-January 5—Winter Break (schools closed)

General Information

UTP Office:
United Teachers of Pasadena
2303 E. Washington Blvd.
Pasadena, CA 91104
(626) 798-0928
(626) 219-6030 fax
aenash@sbcglobal.net
marcelalarutp5@gmail.com
www.utofp.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
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. 88777
- 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
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)

- 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)

- 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)

- 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 6.8.1)

This section shall not be subject to Article XIX, Contract Waivers.
RECENTLY RESOLVED GRIEVANCES
by Karen Kobey, Contract Management Chairperson

• #1702234—Violation of Article V, Grievance Procedure; Article VIII, Evaluation Procedures; and Article XXIV, Discipline. District gave Written Reprimand without just cause. In doing so, District intermixed evaluation and discipline processes. UTP believes District is retaliating for participation in grievance process. Both parties agree that the Written Reprimand dated 1/19/17 shall be immediately removed from all files and destroyed. (Formal Level Three, Marshall)

• #170515—Violations of Article VIII, Evaluation Procedures. Evaluator gave ratings on the summative based on informal observations for which the evaluator did not provide a written memo nor hold a conference; evaluator gave ratings on the summative based upon parent input. Both parties agreed to consider all 2016-2017 evaluations void; all copies will be shredded—at the site and District levels. Unit member will be placed on 2017-2018 evaluation cycle. (Formal Level One, Don Benito)

• #170531B—Violation of Article VII, Transfers and Reassignments. District hired outside applicants for positions at McKinley—positions that were not offered to those being involuntarily transferred. Both parties agree that in Spring 2017, some bargaining unit members were not afforded the opportunity to choose from all openings/vacancies for which they should have been given the opportunity to choose. The affected bargaining unit members shall be given priority/first choice, in seniority order, for transfer for the 2018-2019 school year. The affected bargaining unit members may also select not to transfer for the 2018-2019 school year. Both parties agree on the seniority order of the affected bargaining unit members. The affected bargaining unit members shall be given the choice of 2018-2019 openings/vacancies that are available/posted on or after April 12, 2018. No later than April 30, 2018, the affected bargaining unit members shall make their choice from the openings/vacancies (or select not to transfer). (Formal Level Three, District)

• #170817—Violations of Article VII, Transfers and Reassignments. District involuntarily transferred unit member for a reason other than those cited in the CBA; District did not ask for volunteers. Both parties agree that the involuntary transfer shall be rescinded, effective 9/26/17. (Formal Level Three, Special Education Dept)

• #171017—Violation of Article IX, Leaves. District docked unit member for a day of PNL, although unit member had not exceeded use of 7 days of PNL in the current school year. District shall immediately restore unit member's docked pay for the absence; that absence shall be changed from "Personal Leave Without Pay" to "Personal Necessity Leave" in Current Solutions and any other sick leave entitlement records. (Formal Level Two, District)

• #171018—Violation of Article VI, Hours, and Appendix A. District paid unit member at supplemental rate for internal substitution during 2016-2017 school year. District shall pay unit member the difference owed—$5.61. (Informal Level, District)

• 171030—Violation of Article VIII, Evaluation Procedures. District did not follow evaluation procedures; unit member found a 2015-2016 summative evaluation in her personnel file, even though there hadn’t been any observations and she had never seen or been given the summative evaluation. The evaluator indicated that the unit member refused to sign the summative evaluation, which was not the case. The 2015-2016 summative evaluation report shall be immediately removed from unit member's personnel file and destroyed. (Informal, District)
November is AMERICAN INDIAN HERITAGE MONTH

In November we celebrate American Indian Heritage 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.

"Let us put our minds together and see what life we will make for our children."
—Tatanka Iotanka ( Sitting Bull)

Recommended
Amazing Grace in Cherokee
youtube.com
Oyate.org

Awards
Read about CTA’s Human Rights Awards, including the Jim Clark American Indian/Alaska Native Human Rights Award
cta.org/Professional-Development/Awards/Human-Rights-Awards.aspx

Classroom resources
Smithsonianeducation.org
Educationworld.com
Learn about civil rights hero that opened state’s public schools to Native Americans

Listen to songs of American Indian women
Folkways
folkways.si.edu/in-our-own-voice-songs-american-indian-women/music/article smithsonian

View the National Museum of the American Indian's online art gallery
National Museum of the American Indian
nmai.si.edu/

AMERICAN EDUCATION WEEK: NOVEMBER 14–18, 2016
National Celebration Spotlighted Individuals Committed to Public Education

During American Education Week, November 13—17, 2017, Americans nationwide joined the National Education Association (NEA) in raising awareness about the need to provide every child with a quality public education. The celebration highlighted the importance of bringing together educators, parents, students, and communities in a unified effort to build great public schools. It also reflected NEA’s vision of calling upon America to provide public school students with quality schools so that they can grow and achieve in the 21st century.

To further reinforce American Education Week’s theme, each day of the week spotlighted the different people who are critical in building great public schools for the nation’s 50 million K–12 students. American Education Week’s celebration days include:

• Monday, November 13: Nationwide Kickoff. Across the country, schools celebrated excellence in education by hosting kickoff events and activities.

• Tuesday, November 14: Parents Day. Schools invited parents into the classroom for a hands-on experience of what the day is like for their child.

• Wednesday, November 15: Education Support Professionals Day. Individuals who provide invaluable services to schools were recognized for their outstanding work.

• Thursday, November 16: Educator for a Day. Community leaders were invited to serve as educators to get a glimpse of a day in the life of a school employee.

• Friday, November 17: Substitute Educators Day. This day honored the educators who are called upon to replace regularly employed teachers.

To help plan American Education Week’s celebration days, NEA offered a free, online toolkit, complete with promotional materials, activity ideas, and downloadable templates at www.nea.org/aew.
School Psychology Awareness Week 2017

Power Up! Be a Positive Charge
-National Association of School Psychologists

During the week of November 13-17, 2017, schools throughout the country celebrated National School Psychology Awareness Week to highlight the important work school psychologists and other educators do to help all students thrive.

This year's theme is "Power Up! Be a Positive Charge." The goal is to highlight how taking a small positive action can create momentum for positive change. The idea is that a small spark—a new skill, a piece of knowledge, an extra effort, a kind gesture—can create the connections necessary for students to develop critical academic and social-emotional skills. Sparks can include action words such as dream, laugh, connect, imagine, create, encourage, share, listen, help, explore, try, and speak up. Students can be both the recipients and conduits of a positive charge that generates personal achievement, growth and resilience, and sense of belonging and community.

The theme also applies to adults. With the high demands and ever-growing responsibilities placed on school psychologists, it can be easy to become overwhelmed. It is crucial that school psychologists recognize—and help fellow educators recognize—how even the small actions we each demonstrate every day have a profound impact on the students we serve and on the culture of our school communities. This awareness not only helps bolster adults' resilience, it serves as a model for students, who look to adults to see how they should interact and engage with the world. By encouraging and valuing intentional, positive efforts, adults and students can grow personally, build understanding, create compassion, and become more resilient. Ultimately, these strengths empower all to feel connected with one another and to take actions—both individually and collectively—to change lives for the better.

Resources and messaging can be adapted to students and adults, different age groups, and multiple contexts. The program involves a series of resources and suggested activities to help the school staff, students, and families understand the variety of factors that contribute to thriving students and school communities. From sample newsletters, to interactive classroom activities, to press releases, there are multiple ways to bring the "Power Up! Be a Positive Charge" theme to your local community. Go online at nasponline.org for more information.

Journey to Financial Independence Pre-Conference

Date: Friday, January 26, 2018 | 10 am – 4 pm | Rio Hotel, Las Vegas, NV

This free one-day workshop gives educators the tools to plan for financial independence and create an engagement plan to share with local union colleagues. We are excited about a new approach to our retirement savings pre-conferences which includes inviting UTP leaders, membership chairpersons, and site reps (up to 3).

(continued on page 8)
2018 CTA URBAN ISSUES CONFERENCE
Stronger Than Ever, We Stand Together

Come to the CTA Issues Conference to understand and embrace the challenges facing educators today in our local communities and statewide. You can shape the educational future for our youth and have a positive and dynamic impact in the classroom, on our culture and in our society. Learn how at the CTA Issues Conference!

We are offering many new and updated sessions again in this years agenda! The 2018 conference will feature dynamic and inspirational keynote speakers, session presenters, as well as opportunities to network and collaborate with colleagues and education thought leaders from around the state.

The conference will include an array of up-to-date elective skill building sessions and informative, relevant topic sessions for you to chose from including: Membership Engagement - Always, All Ways, All Days; Positive School Discipline; LCAP and On the Frontline: the School to Prison Pipeline and many more.

At the conference numerous exhibits will showcase CTA service and programs, offering participants the opportunity to learn how local chapters can access the many resources available from CTA. Also, conference participants will be able to meet with CTA and NEA Board representatives and members from other areas throughout the state.

After attending sessions on current issues, collaborating with colleagues to invest in lasting relationships and acquiring skill-sets, you will be stronger than ever as we stand together to shape the future of education for our youth and the society in which they live.

Session Highlights

- Adult on Adult Bullying at Schools: The Silent Epidemic
- Ethnic Minority Leadership Development: Communication for Effective Leadership
- Member Engagement – The Key to a Stronger Union
- Next Level: Parent and Community Organizing
- Rights and Responsibilities for ESP
- View a full list of Issues Conference Elective sessions at ctago.org.

Find out how you may get your transportation reimbursed at ctago.org!

KEYNOTE SPEAKER – ALAN J DALY Ph.D, University of California, San Diego

Better Together: The Power of Networks for Leveraging the Collective Potential

EARLY REGISTRATION INCENTIVE: Register by December 2, 2017 and you will be placed in a drawing to have Saturday lunch with CTA President Eric C. Heins, Vice President Dr. Theresa Montaño or Secretary-Treasurer David Goldberg.
National Education Support Professionals Day!

To recognize and honor the more than 2.9 million education support professionals providing services such as clerical and administrative support, transportation, food planning, nursing and health, security and technical support, on November 15 the National Education Association and its 3 million members celebrated Education Support Professionals Day. The celebration was part of NEA's 96th annual American Education Week during November 13–17, 2017.

Education Support Professionals Day helped draw attention to AEW's tagline, "Great Public Schools: A Basic Right and Our Responsibility." The tagline represents NEA's vision of calling upon all Americans to do their part in making public schools great for every child so that they can grow and achieve in the 21st century.

Education support professionals include the following:
- Paraeducator employees who provide instructional and non-instructional support as partners in student learning
- Clerical service employees who are the front line of public relations with parents and staff and the community
- Custodians who pay constant attention to all safety conditions in schools
- Maintenance service employees who are responsible for heating, ventilating, air-conditioning and overall safety for the entire school environment
- Transportation service employees who are the first and last person(s) seen by our students in a day
- Food service employees who provide the most basic component of student achievement: nutrition
- Skilled trades employees who are responsible for the physical quality of our school building environments
- Health and student service employees who are vital to student health and welfare within a public school
- Security service employees who are responsible for the safety and security of students, staff community and campus property
- Technical service employees who provide essential technical services throughout the school district

Education Support Professionals Day was first celebrated in 1987 after NEA's Representative Assembly, the Association's annual convention of nearly 10,000 member delegates, called for the creation of a way to honor contributions of school support staff. Today's support professionals provide services that enable students to learn in positive, supportive environments. Education Support Professionals Day is observed on Wednesday during American Education Week.

Journey to Financial Independence Pre-Conference (continued from page 6)

Why? Because CTA wants to help members reach their retirement dreams. This is a core union value and great way to engage UTP members. We are inviting members to the conference to help them in their journey and identify opportunities to build an organizing campaign around this important issue with UTP members.

Release time and reimbursement of Thursday night hotel room rate of $45 and $20 resort fee plus taxes will be provided for up to 3 leaders and/or site reps. CTA will reimburse the leader or site rep for the Thursday night hotel stay via a CTA Member Expense Statement form.

Release time is ONLY for release of the leader or site rep from work duties on Friday, January 26, 2018. CTA will reimburse the District upon receipt of an invoice for the release time.

All sessions take place on Friday before the main conference and are from 10:00 a.m. – 4:00 p.m. Continental breakfast and buffet lunch will be provided. Please call 650-552-5200 with any questions.
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

Blair
Sara Nikjoo
Burbank
Irene Tom
Don Benito
Brianna Root
Eliot
Sydney Minckler
Jackson
Ana Acosta
McKinley
Anthony Bonoli
Sara Dave
Terese Totaro
Roosevelt
Marla Kaseff
San Rafael
Juana Orozco-Salazar

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 marcelalaraautp5@gmail.com
Helping students to govern their own behavior in ways that help them learn is a long-standing goal of all teachers. Here are some helpful tips.

Know school guidelines for discipline procedures.

Be fair, positive and consistent. Be the kind of person young people can like and trust—firm, fair, friendly, courteous, enthusiastic and confident. Keep your sense of humor.

Provide a list of standards and consequences to parents and students. Make sure they are consistent with district and building policy. When in doubt, ask a colleague or your principal.

Keep your classroom orderly. Maintain a cheerful and attractive classroom rather than a disorderly one which might encourage disruptive behavior.

Get to know your students. Learn their names quickly and use them in and out of class. You will soon develop almost a sixth sense for anticipating trouble before it begins, but don’t act as though you expect trouble or you will almost certainly encounter some.

Let the students know you care. Determine jointly with the class what is acceptable in terms of behavior and what is not. Show interest in what students say, whether or not it pertains directly to the lesson.

Treat students with the same respect you expect from them; keep confidences.

Learn the meaning of terms, especially slang, used by students.

Begin class on time and in a business-like manner.

Make learning fun. Make education interesting and relevant to the students’ lives. Poor planning and a full curriculum can provoke disruptions.

Praise good work, good responses and good behavior.

Don’t threaten or use sarcasm. Never use threats to enforce discipline. Never humiliate a student.

Avoid arguing with students. Discussions about class work are invaluable, but arguments can become emotional encounters.

Be mobile, moving around the room as students work or respond to instruction.

Keep your voice at a normal level. If “disaster” strikes and you trip over the wastebasket, don’t be afraid to laugh.

Grade assignments and return them as soon as possible.

Give reasonable assignments. Don’t use schoolwork as punishment. Give clear directions.

Keep rules simple. Establish as few classroom rules as possible, and keep them simple.
Discipline — The LEAST Approach
There are several good methods of classroom discipline. One of the best is the LEAST Approach, developed by NEA, which helps you determine the appropriate level of involvement. If discipline problems can be handled at Step 1, there is no need to progress to Step 2, etc. Briefly, the LEAST Approach includes these steps:

- **Leave it alone.** If the event is a brief and minor disturbance that is unlikely to occur again, leave it be.
- **End the action indirectly.** When learning is disrupted or someone may get hurt, let the student(s) involved know you are aware of the inappropriate activity with a facial expression, a body gesture, or a quiet action such as walking toward the student(s) or calling the student(s)’ name(s).
- **Attend more fully.** Secure more information from the student on who, what, when, where and why. Be objective rather than emotional.
- **Spell out directions.** When a situation threatens to get out of hand, making learning impossible or risking harm to someone, clearly explain to the student(s) involved the consequences of his/her /their actions and your intent to follow through.
- **Treat student progress.** Record what happened, when, where, who was involved, what you did, and who witnessed the incident.

**Expect the unexpected.**
Schedules will be changed without warning and unanticipated events will occur. Be flexible in responding to the unexpected; ask your colleagues for suggestions on how to deal with situations like the following. What if:

- it rains at recess time?
- your class arrives too early at the cafeteria?
- a student tells you her pet died?
- a student tells you she is pregnant?
- a child wets his pants?
- a student is verbally abusive?
- a parent is angry and unreasonable?
- a student refuses to do what you ask?
- you have no textbooks?
- a student falls asleep?
- a student cuts her head falling out of her desk?
- you are called to the office in the middle of class?
- non-English speaking students are assigned to your class?
- a student has a seizure or goes into a coma?

**Be fair to your students**
Here are some ways to help you win the respect of your students:

- Be consistent in application of discipline and just in your requirements and assignments.
- Don’t refuse to let a student tell you his or her side of the situation. Be willing to consider mitigating circumstances.
- Don’t talk about the misdeeds of students except to those who have a right to know. Don’t openly compare one pupil to another.
- Apologize if you’ve treated a student unjustly.
- Make sure punishments are appropriate for the misbehavior, and explain to the student why he or she is being punished.

What if I “blow” the first week?
If you “blow” the first week, don’t worry. Just re-evaluate your rules and policies, tell the class you’re making some changes, and be consistent from then on.

Handling Classroom Conflicts
Here are a few practical suggestions for dealing with an angry student in the classroom who is defying your authority and is out of control:

- Do not raise your voice.
- Try to remain calm and rational.
- Do not touch an agitated or angry student.
- Try to keep the student seated. In many instances, this is impossible. You can only suggest the student remain seated so that he might explain to you what is wrong.
- Be reassuring to the student as well as the rest of the class. Explain the importance of protecting every student’s right to learn. Talk about options for resolving the conflict.
- Send another student for help. The student should be told to go to the nearest office to summon assistance from the administration.

After the incident is over, immediately document everything that happened. This documentation should include time, name(s) of student(s) involved, a brief description of the events that occurred, and any information that pertains to the student(s) or the incident. This report should be submitted to the administration. You also should keep a copy in case of a future conference with parents or school administrators regarding the incident.
DONT MISS CTA'S STUDENT-CENTERED

PROFESSIONAL DEVELOPMENT

AT STATEWIDE CONFERENCES ON BEST TEACHING PRACTICES,
LEADERSHIP DEVELOPMENT AND SOCIAL JUSTICE.

- Does classroom management give you the jitters?
- Nervous about your first parent/teacher conference?
- Need tips on working with special needs and English Learners?

CTA can help you.

Each year, CTA offers two statewide Good Teaching Conferences where educators from all over California network and share best practices. In addition, CTA members can participate in a variety of trainings and conferences on human and civil rights, education support professional issues, and community outreach programs, as well as regional leadership academies.

Let's conference!

| DEC. 8-12  | GLBT Conference (San Jose) |
| JAN. 26-28 | Urban Issues Conference (Las Vegas) |
| FEB. 23-25 | New Educator Weekend (San Francisco) |
| MAR. 1-2  | CTA/NEA Retired (Torrance) |
| MAR. 2-4  | Equity and Human Rights (Torrance) |
| MAR. 16-18 | Good Teaching South (Garden Grove) |
| JUL. 29 – AUG. 2 | Summer Institute (Los Angeles) |

Incentive Grant Application / Registration Deadlines 2017-2018:
- Urban Issues Conference – January 3
- New Educator Weekend – February 7
- CTA/NEA Retired Conference – February 14
- Equity & Human Rights Conference – January 1 / February 14
- Good Teaching Conference – January 1 / March 1

LEARN MORE AND SIGN UP FOR A CONFERENCE AT
WWW.CTA.ORG/CONFERENCES. THEN MARK YOUR
CALENDAR AND GET READY TO LEARN SOMETHING NEW.
UTP BARGAINING SURVEY:
Official Calendar for 2020-2021

Attention All UTP Bargaining Unit Members:

Your UTP Bargaining Team needs you to participate in an online bargaining survey. In preparation for negotiations concerning the Official Calendar for the 2020–2021 School Year, we must hear from YOU - the membership.

Please take a few minutes to complete the survey by visiting https://www.surveymonkey.com/r/Calendar2020–2021 beginning on Thursday, November 9, 2017.

Make sure that you complete the survey before/after contractual workday hours and NOT on your school computer. If you do not have internet access at home, you are invited to complete the survey at the UTP Office. The last day to complete the survey is Monday, November 27, 2017.

Thank you in advance for your participation!

*UTP Bargaining Team*

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**UTP Human Rights Survey Results**

During September 29–October 18, the UTP Human Rights Committee surveyed the Membership regarding bullying, harassment, discrimination, and uncivil treatment.

**Results:**

1. Educators in PUSD have experienced or perceived:
   - Uncivil treatment—31%
   - Bullying—28%
   - Harassment—25%
   - Discrimination—23%
   - None of the above—53%

2. Reasons for the bullying, harassment, discrimination, and uncivil treatment of educators were:
   - Membership, non-membership, or participation in lawful activities of any employee organization—18%
   - Gender—13%
   - Age (over 40 years old) – 9%
   - Ethnicity/Race—7%
   - Color—3%
   - Physical Disability—3%
   - Participating in lawful political affiliations—3%

3. Educators in PUSD are aware of students having experienced or perceived:
   - Bullying—68%
   - Discrimination—35%
   - Harassment—25%

4. Reasons for the bullying, harassment, discrimination, and uncivil treatment of students were:
   - Ethnicity/Race—40%
   - Color—32%
   - Mental Disability—21%
   - Gender—19%
   - Sexual Orientation—15%
   - Medical Condition—14%
   - Physical Disability—14%
   - National Origin—8%
   - Ancestry—5%
   - Religious Creed—3%
VETERANS DAY—A HUMBLING DAY OF REMEMBERANCE

Veterans Day is an annual holiday in America honoring the 24.9 million military veterans in the United States. Veterans Day is both a federal and state holiday and is usually observed on November 11 of each year.

In 1918, at the eleventh hour of the eleventh day in the eleventh month, the world rejoiced and celebrated because after four years of bitter war, the Allied powers signed a cease-fire agreement (an armistice) with Germany at Rethondes, France. This brought World War I to a close. November 11, 1919 was set aside as Armistice Day in the United States to remember the sacrifices that men and women made during World War I in order to ensure lasting peace. On Armistice Day, soldiers who survived the war marched in a parade through their home towns. Politicians and veteran officers gave speeches and held ceremonies of thanks for the peace they had won.

Some of the celebrations for Veterans Day included holding special events for each of the US’s major wars and conflicts. Some of the largest from the date of the first war included in Veterans Day are the following: World War I | World War II | Korean War | Vietnam War (conflict) | Desert Storm | The ongoing conflicts in Iraq and Afghanistan.
Protecting Your Property from Climate Change

While there may be some debate about the cause, more and more people are accepting the fact that a changing climate is leading to erratic weather with more intense storms, prolonged drought, and rising temperatures.1

There are many important steps you can take to help protect your property and your family from the major effects of storms and fires.

Keeping your home well maintained is essential to withstand the vagaries of weather. You can find a wealth of information about creating defensible space and home maintenance tips at the California Casualty Resource Page, www.calcas.com/resources.

Know Your Insurance

You also need to understand your insurance and know: if your homeowners policy includes replacement cost or actual cash value, whether you are covered for new additions, improvements or appliance and other upgrades, and that a floater or scheduled personal property endorsement is needed to fully cover high value items such as fine art, furs, jewelry, silverware and musical instruments.

And, without comprehensive coverage, your vehicle won’t be protected if it is damaged or destroyed by a flood, fire or falling tree limb.

California Casualty is also ready to give you a policy review to make sure that you have the protection you need. Failing to do so could leave you severely under-protected if your home were damaged by a raging fire or storm. Call a California Casualty advisor today for the best protection with the discounts you deserve at 1.800.800.9410 or go to www.CTAMemberBenefits.org/calcas or www.calcas.com/cta.


Get More from Your Life Insurance with Life Services Toolkit

Life Services Toolkit is available at no additional cost to those insured under a group Life Insurance policy from the only CTA-endorsed carrier – The Standard. Some of the services available to the plan participants through the Life Services Toolkit: Estate Planning Assistance, Financial Planning, Health and Wellness Information, Identity Theft Prevention, and Funeral Arrangements.

In addition, the Toolkit includes services for your beneficiaries: Grief Support, Legal Services, Financial Assistance, Support Services (such as help with funeral or memorial services), and Online Resources.

To learn more visit: www.standard.com/ctalifeservices MORE