CTA Offers Support and Resources to Educators Impacted by Devastating California Wildfires

BURLINGAME – California Teachers Association President Eric C. Heins issued the following statement today about the support and resources that CTA is offering to educators who lost their homes or were evacuated due to the deadly wildfires raging in the state:

"CTA and the entire education community offer our thoughts and support to the students, teachers and families who have lost their homes and been devastated by the fires or have been evacuated just as they are preparing for the new school year. In the Redding area alone, at least 31 CTA members have lost their homes due to the Carr Fire in Shasta and Trinity counties, and many others joined the huge evacuations. CTA members affected by these firestorms are eligible for financial grants from the CTA Disaster Relief Fund, which provided hundreds of thousands of dollars in relief last fall in the aftermath of the wildfires in Sonoma County and beyond.

"Already, the record-setting Mendocino Complex fires have burned more than 300,000 acres and aren’t expected to be fully contained until September 1, according to Cal Fire and press reports. Our local CTA union chapters and staff members in several CTA offices are reaching out in the burn zones to help all educators cope as they, together with their communities, help families and students heal from the chaos. We are all stronger together."

The 325,000-member California Teachers Association is affiliated with the 3 million-member National Education

CTA Stands in Strong Support with Banning Educators,

BURLINGAME – California Teachers Association President Eric Heins issued the following statement today in support of the Banning Teachers Association’s Unfair Labor Practice strike over unilateral decisions that negatively impact students:

"On behalf of the 325,000 CTA members standing in solidarity with our colleagues in Banning, we strongly urge the Banning Unified School District to come to the table with respect and in good faith after having implemented unilateral changes to school schedules. Students of Banning deserve a quality education and that only happens through collaboration and with input from the teachers and educators who work with them day in and day out. It’s time for the school district to make learning and working conditions the top priority."
"What Will UTP Do for Me?"
President’s Message — by Alvin Nash

As previously stated, we should not think of UTP in the third person—the “Union.” We are all UTP. We must ask ourselves and our colleagues, “What will we do for ourselves as a united group of professional educators?”

- We must hold the District administration and school board accountable for the fiscal condition of the District.
- We must maintain our out-of-pocket costs for health and welfare benefits and enhance our dental coverage to include the provisions that the other bargaining units in PUSD already have.
- We must bargain lower class size averages and maximum student to teacher ratios for each class.
- We must enforce the Contract, including procedures to insure that transfers and reassignments are not made in an arbitrary, capricious, discriminatory, or retaliatory manner.
- We must ensure safe working conditions and safety protocols at all sites.
- We must maintain the length of the workday and work year and supplemental pay for work after school, on Saturdays, and during the Summer Break.
- We must expect the District to be consistent and reasonably apply the negotiated evaluation procedures for all members.
- We must resolve violations, misinterpretations, and misapplications of the Contract.

We must be UNITED!

Important Dates

September 15–October 15 is Hispanic Heritage Month

September 3—Labor Day (Schools and Offices Closed)
September 10—UTP Executive Board Meeting, UTP Office
September 11—Patriot Day
September 12—Back-to-School Nights: Coombs, Don Benito, Madison, & Sierra Madre ES
September 13—Back-to-School Night: Altadena, Cleveland, Field, Franklin, Hamilton, Jackson, McKinley, & San Rafael
September 15—CTA Service Center One Legislative Breakfast & Leadership Conference, Pomona
September 17—UTP Representative Council Meeting, PHS Cafeteria
September 25—Back-to-School Night: Washington ES & Webster
September 26—Back-to-School Night: Focus Point, Muir, PALS, PHS, & Rose City
September 27—PUSD Board of Education Meeting, Education Center

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
marcelalarautp5@gmail.com
www.utofp.org

UTP Officers:
Alvin Nash, President
Allison Steppes, Vice President

UTP Area Directors:
Cassandra William Brown, 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
UTP Structure and Governance

Executive Board
- President—Alvin Nash
- Vice President—Allison Steppes (PHS)
- Secretary—Manuel Carcido (PHS)
- Treasurer—Stephanie Cosey (Education Center)
- Area 1 Director—Cassandra Williams Brown (Longfellow CC)
- Area 2 Director—Laurel Ware (Roosevelt)
- Area 3 Director—Martha Tovar (McKinley)
- Area 4 Director—Lorna Washington (Willard CC)
- Area 5 Director—Jonathan Gardner (PHS)

Representative Council

Area 1
- Altadena—Lita Haido-Mayer
- Burbank—Julie McLean
- Eliot—(vacant)
- Focus Point—Donna Shepard
- Longfellow CC—Janine Montanez (Alternate)
- Longfellow ES—Emily Brink
- Madison—(vacant)
- Webster—Keith Stubbs

Area 2
- Cleveland—Dawna Tully (Alternate)
- Franklin—Jennifer Boynton
- Jackson—Jocelyn Strickland (Alternate)
- Roosevelt—Rebekah Black
- Washington CC—Dina Perez
- Washington ES—Karina Evans & Monica Rosales
- Washington MS—(vacant)

Area 3
- Education Center—(vacant)
- Hamilton—(vacant)
- Jefferson CC—Carolina Arizaga
- Jefferson ES—Fil Vargas

Committee Chairpersons
- Bargaining Team—Bethel Lira (Eliot)
- Budget & Finance—Stephanie Cosey
- Contract Management Team—Karen Kobey (Washington MS)
- Elections—Lita Haido-Mayer (Altadena)
- Human Rights—Laurel Ware
- Instruction & Professional Development—Allison Steppes
- Membership Engagement—Manuel Carcido
- Organizing—Martha Tovar
- Political Action—Manuel Carcido
- Social Activities—Allison Steppes
- Special Education—Stephanie Cosey

Representative Council (continued)

Area 3 (continued)
- McKinley—Jeanne Gwinn
- San Rafael—Priscila Leon & Veronica Parra
- Nurses—Lisa Collins
- Psychologists—(vacant)

Area 4
- Norma Coombs—Donita Whitley
- Don Benito—Steve Owen (Alternate)
- Field—(vacant)
- Sierra Madre ES—(vacant)
- Sierra Madre MS—Maggie Gonzalez-Munsell
- Willard CC—(vacant)
- Willard ES—Armando Mayer
- Wilson—(vacant)

Area 5
- Blair—Kathy Anderson & Patricia Gorse
- CIS—Rhyna Vasquez (Alternate)
- Marshall—Zara Agyanian & Leslie Stotlar
- Muir—Daniel Harris
- PHS—Colleen Allen
- Rose City—John Howard
Collective Bargaining

For educators in the Pasadena Unified School District, our union contract should be as vital as our student gradebook or lesson planner. It is a critical document that is the culmination of the collective bargaining process. Understanding it and how it came about is critical to understanding how United Teachers of Pasadena impacts its members' professional life in profound ways.

At least once every three years, sometimes more often, the union and the school district sit down to negotiate the terms for working in the district. Educators in UTP bargain a contract defining the issues for all members of the bargaining unit: teachers, counselors, librarians, nurses, psychologists, and speech-language pathologists.

Disputes over labor law are settled by filing an “unfair labor practice” charge with Public Employment Relations Board (PERB). Disputes over sections of the labor contract are settled by filing grievances against the school district.

Once a union contract settlement is reached, it must be ratified by a majority vote of UTP’s members, and then by the school board. When the contract expires, the process begins again. If a state mediator cannot help break any bargaining impasse that occurs, and a non-binding report from a neutral fact-finder fails to resolve the crisis, only then can teachers strike.

Not everything is negotiable. Critical job issues that are within the legal scope of bargaining include compensation, hours of work, safety matters, class size, evaluation and disciplinary procedures, health care, access to personnel files, preparation time, seniority, transfer rights, grievance procedure with binding arbitration to settle major disputes, job assignments, and early retirement.

Issues not within the scope of bargaining include the district’s staffing needs, the district budget process, matters affecting employees outside the bargaining unit, the timing of layoffs, an advisory committee formed by the employer, and access to information unrelated to union representation.

Bargaining law levels the playing field. Teachers sit down as equals with administrators and both sides start the process with initial proposals. With today’s harsh economic climate, where the school district is trying to reduce health care benefits and salaries and impose worse working conditions, the bargaining process has shown that teachers are willing to push back to protect their profession and their compensation.

UTP Bargaining Team 2018-2019

- Bethel Lira, Chairperson (Eliot)
- Rosette Aghoian, Vice Chairperson (Webster)
- Stephanie Cosey (Education Center)
- Lita Haido-Mayer (Altadena)
- Allison Steppes (PHS)
- Karen Favor, Alternate (Blair)
- Alvin Nash, UTP President
- Roberto Gallegos, CTA Regional UniServ Staff
Human Rights Committee

Advocating for All Students: A Social Justice Toolkit

How to Respond to Hate
Here are ways you can respond to incidents of hateful words, actions and images in school:

- **Be present and available.** Bullying can occur anywhere in the school building or on the grounds. Be present during school transitions. Tell your students they can come to you.

- **Intervene!** If you witness bullying, racist slurs or name-calling, stop the incident immediately. Separate the students. Get help from other staff if needed. Ask targeted students if they’re OK.

- **Give clear messages.** Students who bully or commit acts of hate must hear the message that their behavior is wrong and harms others. Targeted students must hear the message that caring adults will protect them.

- **Be calm.** Don’t require students to apologize or make amends right after you stop the incident. You may not know the full story. Keep everyone calm as you first focus on safety.

- **Support the targeted students.** Make eye contact with the targeted students, demonstrate empathy, and reassure them that what happened was not their fault.

- **Tell students never to ignore bullying or hateful actions.** Let bystanders who stood up for targeted students know that you admire their courage and thank them. Give other bystanders examples of how to intervene appropriately the next time (such as getting help from an adult, telling the person to stop).

- **Investigate, document, follow up.** After the incident, question all involved individually. If appropriate, impose immediate consequences on students who bullied; provide them necessary support, such as counseling. Work with colleagues to improve your school climate to build a culture that prevents bullying.

- **Be a caring advocate.** Make sure students are supported and have the resources they need well beyond the incident. Involve other staff who can provide guidance and emotional support.

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UTP Human Rights Committee
2018-2019

- Laurel Ware, Chairperson (Roosevelt)
- Randyl Barrozo (PHS)
- Stephanie Cosey (Education Center)

If you are interested in joining the Human Rights Committee, please contact the UTP Office at aenash@sbcglobal.net or at 626-798-0928.
PROFESSIONAL DEVELOPMENT

Quality professional development is essential to improving public education and the teaching profession. In addition to CTA's numerous events designed to improve the quality of teaching and learning and to enhance your livelihood, your own colleagues are providing assistance to fellow educators as they navigate the Common Core State Standards and other pertinent areas within our profession. Whether it is attending one of CTA’s annual conferences, participating in some of the many trainings or workshops offered throughout the year, or learning from the true experts in the field – classroom teachers – you will find a wealth of practical information and resources for successful educational experiences in and outside of the classroom.

GLBT Issues Conference | December 7–9 - Palm Springs
New Educator Weekend (South) | December 14–16 - San Diego
Urban Issues Conference | January 18–20 - Las Vegas
CTA/NEA Retired Conference | Feb 28–Mar 1 - San Jose
Equity & Human Rights Conference | March 1–3 - San Jose
Good Teaching Conference (South) | March 22–24 - Garden Grove

CTA’s New Educator Weekend is a conference for new CTA members. This conference is for educators in their first three years in the profession. The New Educator Weekend has everything that educators need to be successful in their first years of teaching with sessions and electives concentrating on:

- Classroom Management – Creating a productive and inspiring learning environment
- Navigating IEP’s and Special Education Areas
- What I wish I knew my first years of teaching
- Working with colleagues, administration and parents
- Common Core, State Standards, Assessments and Pedagogy
- Teaching is a Career
- Student Loan Forgiveness Programs for Educators
- Resources and Programs from CTA available to members

UNIVERSITY CREDIT

University Credit is available online from California State University Chico Department of Education. One unit of University Credit is available to those attending the main conference. A second unit of University Credit is available to those attending the Pre-Conference. If attending the Pre-Conference only, a reflection paper is due one week after the conclusion of the Conference. The cost is $60 per unit for CTA members, payable only online. You can register online at http://rce.csuchico.edu/teachers/cta.
UTP Instruction & Professional Development Committee 2018–2019

UTP's Instruction and Professional Development (IPD) Committee provides assistance to sites, UTP leadership, and various PUSD departments in the areas of standards, assessment, curriculum, instruction, special education, accountability, and teacher evaluation.

We believe in building the capacity of all members and strengthening the education profession. We know that, more than ever, teachers are facing challenges with professional issues.

If you are interested in joining the IPD Committee, please contact the UTP Office at aenash@sbcglobal.net or at 626-798-0928.

♦ Allison Steppes, Chairperson (PHS)
♦ Zara Agvanian (Marshall)
♦ Regina Major (Altadena)
♦ Diana Morrison (McKinley)

City of Pasadena Election—November 2018

ADVISORY VOTE ONLY: If Pasadena voters approve a local sales tax measure, should the City use 2/3rds of the measure’s annual revenue to maintain essential City of Pasadena services such as fire, police, paramedics, emergency service/response times; keep fire stations open; improve neighborhood and school safety; repair streets/sidewalks; address homelessness; maintain after-school programs/senior services; with the remaining 1/3rd of the measure’s revenue going to support Pasadena public schools?

☐ Yes
☐ No

VOTE ON TUESDAY, NOVEMBER 6, 2018.

UTP Special Education Committee 2018–2019

UTP and CTA believe that students with exceptional needs must be educated in the most appropriate placement and that many of these children can benefit by instruction in regular education classes. Class size/caseload limits are vital to supporting educators’ efforts to educate these students, and full funding is crucial to the program’s success.

If you are interested in joining the Special Education Committee, please contact the UTP Office at aenash@sbcglobal.net or at 626-798-0928.

♦ Stephanie Cosey, Chairperson (Education Center)
♦ Elizabeth Beaumont, Vice Chairperson (Willard ES)
♦ Lisa Collins (Marshall)
♦ Debra Holland (Roosevelt)
SPECIAL ED ISSUES

RESPONSIBILITIES, RIGHTS, & INFORMATION

GENERAL ED TEACHER RIGHTS

STEP 1
MEETING NOTIFICATION
56341.5. The individualized education program meeting shall be scheduled at a mutually agreed upon time and place.

STEP 2
REQUEST TO DEVELOP, REVIEW, OR REVISE IEP
56343: An IEP team shall meet whenever a teacher or parent requests to develop, review, or revise an IEP.

STEP 3
PLACEMENT NOTIFICATION
56347: General and Special Ed teacher MUST be notified in advance of the placement of a student with an IEP in their class. They shall be informed of his/her responsibilities in the IEP plan.

DID YOU KNOW?
The regular education teacher of an individual with exceptional needs, to the extent appropriate, shall participate in the development, review, and revision of the pupil's individualized education program, including assisting in the determination of appropriate positive behavioral interventions and supports, and other strategies for the pupil, and the determination of supplementary aids and services, program modifications, and supports for school personnel that will be provided for the pupil, consistent with Section 1414(d)(1)(A)(i)(IV) of Title 20 of the United States Code.

LEAST RESTRICTIVE ENVIRONMENT

IEP MEETING
The placement of services is determined at the IEP meeting by the IEP team. All members must give feedback but do not necessarily have to all agree to the decisions made.

75%
THE MORE A STUDENT RECEIVES SERVICES, THE MORE RESTRICTIVE THE ENVIRONMENT.

In the U.S., Individuals with Disabilities Education Act (IDEA), least restrictive environment (LRE) means that a student who has a disability should have the opportunity to be educated with non-disabled peers, to the greatest extent appropriate.

Students with disabilities in California, 2014
Special Education Enrollment by Disability. www.kisdnet.org/
Special Ed Class Sizes & Caseloads

There are no specific class size requirements for students with IEPs.

Several education teachers may teach any number of students with IEPs in their classroom, as long as they are teaching the subject matter for which they are credentialed.

Class sizes & caseloads can be bargained in the collective bargaining agreement.

Any contract language agreed upon cannot prevent students with IEPs from accessing the general education curriculum.

CTA has policy recommendations for Special Education class size/caseloads in the Organizational Handbook, which can be found online at www.cta.org.

Every situation is unique. Talk to your association site rep, leadership, or CTA Primary Contact Staff if you have questions or concerns.

Speech Language Pathologists have Ed Code and Regulations written specifically on caseload requirements and limits.

Online Resources

Find all of our recommended links & resources at:

- Pinterest: www.pinterest.com/CTAIPD/

The RSP Caseload Waiver

"EC Section 56301 allows the State Board of Education (SBE) to waive any provision of EC or regulation if the waiver is necessary or beneficial when implementing a student IEP. Title 5 CCR specifically allows the SBE to approve waivers for resource specialists providing special education services to allow them to exceed the maximum caseload of 28 students by no more than four students. However, there are specific requirements in these regulations which must be met for approval, and if these requirements are not met, the waiver must be denied."

- California State Board of Education

RSP Caseload Waiver Stipulations

1. The requesting agency demonstrates to the satisfaction of the SBE: (a) that the excess resource specialist caseload results from extraordinary fiscal and/or programmatic conditions; and (b) that the extraordinary conditions have been resolved or will be resolved by the time the waiver expires.

2. The waiver stipulates that an affected resource specialist will have the assistance of an instructional aide at least five hours daily whenever the student resource specialist’s caseload exceeds the statutory maximum during the waiver’s effective period.

3. The waiver confirms that the students served by an affected resource specialist will receive all of the services called for in their IEPs.

4. The waiver was agreed to by any affected resource specialist, and the bargaining unit, if any, to which the resource specialist belongs participated in the waiver’s development.

5. The waiver demonstrates to the satisfaction of the SBE that the excess caseload can be reasonably managed by an affected resource specialist in particular relation to: (a) the resource specialist’s pupil contact time and other assigned duties; and (b) the programmatic conditions faced by the resource specialist, including, but not limited to, student age level, age span, and the behavioral characteristics; number of curriculum levels taught at any one time or any given session; and intensity of student instructional needs. (Source: California Department of Education)
Welcome New Members!

Altadena
Andrea Taylor

Field
Lu Cai
Wenyan Li
Zhong Qiang Sun
Siyin Yang

McKinley
Nicole Chan
Camille Torres

Blair
Camerina Marquez
Lezlie Porter
Nicholas Thompson
Maria Torres

Muir
Ashley Butler

Franklin
Bonita Moore

PALS
Melanie Hackman

Cleveland
Denise Burciaga

Jackson
Wendy Barton
Melissa Cervantes
Alejandra Jimenez

PHS
Manuel Ruiz
Jessica Ting

Coombs
Kyle Kennelly

San Rafael
Stephanie Kaul

Don Benito
William Brown

Marshall
Heather Bryant
Nicole Busdeker
Andrea Flores
Gretchen Gingher
Marti Macinnes
Darcy Naganuma
Tramieka Thomas
Hank Wisecarver
Peng Zhao

Sierra Madre MS
Amanda Moore-Lopez
Nathan Moriyama
Daniel Walker

Eliot
Erika Moore

Webster
Seyone Hovanguimian

Wilson
Karla Coleman
Even if Facebook is not your thing, here are a few compelling reasons to sign up and join our closed Facebook group:

United Teachers Of Pasadena Community Group (Members Only)
- Staying Up-To-Date on Important UTP Information
- Sharing Photos and Celebrations of Events at Your School
- Trash-To-Treasure — Giving and Receiving Classroom Items
- Building a Stronger, More Connected Union!

**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,

---

**Update Your Membership Information!**

Name: ____________________________

Address: __________________________

Cell Phone number: __________________

Non PUSD email address: __________________

Send it to the UTP office 2303 E. Washington Blvd. or email to marcelalarautp5@gmail.com
Know Your Contract! – “B” Monday Activities

Section 6.3.7.1 of the Contract states, “The following activities are consistent with the definition of Professional Development set forth in this Article and shall be conducted on “B” Mondays as determined by the individual bargaining unit member(s).

- Parent/student conferences – teacher(s)/counselor initiated conferences
- IEPs – conferences, report writing
- SST meetings
- 504 meetings
- Standards-based curriculum development and lesson planning
- Data entry – language arts & math, IEP reports, grades/rubrics, report cards
- Reviewing, analyzing, and grading student work
- Parent communication
- Classroom set-up in support of instruction

All “B” Monday Professional Development Activities shall be completed within the contractual workday."

“B” Mondays 2018-2019
August 20
September 10
September 24
October 8
October 22
November 5
December 3
December 17
January 14
February 4
March 4
March 25

Be Involved: YOU are the UNION!

UTP certificated members include teachers, counselors, librarians, nurses, psychologists, and speech-language pathologists who work in PUSD. Your expertise is called upon in numerous ways, whether it is to help implement best practices in our schools, or to improve the working conditions of the profession.

UTP is a place where new teachers and veteran educators can come together to learn from one another – and that is what makes us a strong, dynamic, and inclusive organization.

The more you engage in the Association, the more you will grow professionally and personally.

Please join us at one of our committee meetings that may interest you, and share your ideas.

- Contract Management
- Human Rights
- Instruction & Professional Development
- Membership Engagement
- Organizing
- Political Action
- Social Activities
- Special Education
CTA Access to Savings: Everyday Deals at Your Fingertips

Use the CTA Access to Savings program to save up to 50% off on everyday purchases such as dining, shopping, services and more. You will save at over 350,000 locations locally and nationwide and can even save enough to offset the cost of your association dues!

MOBILE:
1. Download the My Deals mobile app
2. Use your email address and CTA Access to Savings password to get started! (You may be prompted to enter your Program ID: 200449)
3. Show your phone to save

WEB: Have your membership number ready
1. Visit CTAMemberBenefits.org/Access
2. Log in with your username and password (Don't have a login yet? Sign up today!)
3. Click the "Enter" button

CTA members can save up to $26 off Disneyland® Resort tickets!

Find savings at other great merchants such as:

- Carter's
- Redbox
- Macaroni Grill
- Dell
- Office Depot

Save up to 50% on Travel

Get Wholesale Prices on Hotels & Car Rentals at Access Travel
- Savings average 10%-50% over Expedia®, Orbitz®, Priceline® etc.
- Select from 500,000+ hotels & car rental locations
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Nina Ericksen  
(805)377-6561  
nericksen@calcas.com

TEAM UP WITH
CALIFORNIA CASUALTY

Give your athletes a sporting chance with a Thomas R. Brown Athletics Grant. Apply to receive $1,000 to $3,000 for your middle/high school’s team.

The California Casualty Thomas R. Brown Athletics Grant was established to provide support to public school sports programs impacted by reduced budgets.

As an employee of the school and a member of a participating education association, you can apply for a grant award for your school's sports program.

Visit CalCasAthleticsGrant.com for application deadlines and grant eligibility.

To apply for a grant, go to:  
CalCasAthleticsGrant.com

Grants not available in AK, HI, WA, MT, MT and WY. Please visit CalCasAthleticsGrant.com for full program rules.  
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