Gov. Newsom's 2020 Budget Proposal Addresses Concerns That Negatively Impact Students
Gov. Prioritizes Teacher Shortage Crisis, Special Education and Resources for Neediest Students

SACRAMENTO – California Teachers Association President E. Toby Boyd issued the following statement on January 10 recognizing Gov. Gavin Newsom's ongoing commitment to California's schools and colleges in his 2020 budget proposal, which allocates $84 billion for K-14, an increase of $3.8 billion from last year:

"We embrace Governor Gavin Newsom's budget proposal released today for many reasons, especially the students we teach and work with every day. It's clear that the governor recognizes the challenges facing our students and educators, and he applauds him for making strong allocations to address the needs of students and the critical teacher shortage in this state. The $900 million for attracting and recruiting educators will help us make progress toward ensuring our students have teachers who look like them and who are qualified in the areas they teach like Special Education, math and science.

"The federal government has shortchanged our students with special needs for far too long. Gov. Newsom's $900 million proposal for Special Education support will help offset some of those shortfalls and help provide the resources our students need. We look forward to having fruitful conversations with the governor and the Legislature to ensure all students have the programs and resources they need to succeed.

"The $1.2 billion increase to the Local Control Funding Formula will help local schools provide additional programs for students, especially those with higher needs like English learners, lower-income students and foster youth. The proposal also includes additional funding for early childhood education and for making college more accessible to students.

"Despite California's economy consistently expanding - now being ranked fifth-largest in the entire world - we have some of the most underfunded schools in the country. We rank 39th in the nation in per-pupil funding, boast the most overcrowded classrooms in the entire country, and suffer from some of the worst ratios of students to counselors and nurses.

"This is why we are supporting the Schools & Communities First (SCF) initiative and why educators are working to get it on the November ballot. SCF guarantees the long-term, steady funding stream that our schools and local communities need. By closing corporate property tax loopholes, we can ensure that $12 billion every year gets re-claimed locally for our schools and local communities."

Inside this issue:
President's Message 2  Schools & Communities 8
Counselors Week 3  Member Benefits 9
Resolved Grievances 4  Special Education 9
Contract Management 5  General Information 10
Legal Advice 6  Facebook Group 10
Human Rights 7  Union Code of Conduct 10
New Members 10

The United Teachers of Pasadena (UTP) strives to empower its members so that they may provide the best conducive educational environment for the students of the Pasadena Unified School District. The UTP endeavors to raise the standards of the teaching profession, secure competitive salaries and benefits, better theworking environment, strengthen the contract, and improve communications between unit members and the PUSD administration. The UTP Voice is a monthly publication created by UTP's Communications Team. We welcome your input! Email: marcelalara@utp5@gmail.com

Great Public Schools for Every Child
Stand Up and Be Counted
President’s Message — by Allison Steppes

Happy New Year to you all. I am hopeful your winter break was restful, and you came back to work rejuvenated. Over the first semester I visited our school sites to talk with members about their experiences in Pasadena Unified School District during the 2019 – 2020 school year. Members met with Superintendent Brian McDonald and Chief Academic Officer Elizabeth Blanco regarding the special education program in our district. Our members have had an opportunity to receive information on State Teachers’ Retirement System (STRS) and Social Media as it relates to us as educators. Also in the fall, Site Representatives had a chance to be trained at the same time as principals on the evaluation procedures.

The second semester has started, and we have chances to gain more information about our role in 504s and IEPs as well as what we can expect when addressing discipline in our classrooms. We will also need to examine what equity means to us as educators and how it impacts the environment we work in as well as the students we work with daily.

As we delve into focusing on equity and human rights let us be mindful that in 1920, the 19th Amendment to the United States Constitution was ratified, and women were granted the right to vote. As we enter election season this year, let us all be sure to exercise our constitutional right to have our voices counted. The year 2020 is also the year that we tally all of those in our country in the Census. Be sure you participate and encourage others to do the same because to be counted is one avenue to have equity among our communities.

Important Dates

**February is Black History Month**
- February 3—Executive Board Meeting, UTP Office
- February 3–7—School Counseling Week
- February 10—Lincoln’s Day (Schools & Offices Closed)
- February 17—Presidents Day (Schools & Office Closed)
- February 24—Representative Council Meeting, PHS
- February 27—PUSD Board of Education Meeting, Ed. Center
- February 27–28—CTA/NEA Retired Conference, Irvine
- February 28—March 1—CTA Equity & Human Rights Conference, Irvine

**March is Women’s History Month**
- March 8—Daylight Savings Begins
- March 9—Executive Board Meeting, UTP Office
- March 11—CTA Service Center One Community Outreach Action Team Awards, San Dimas
- March 11—CTA Service Center One Council Meeting, San Dimas
- March 13—Quarterly Exams, Rose City
- March 13–15—CTA Good Teaching Conference, Garden Grove
- March 16—Representative Council Meeting, PHS
- March 20—Professional Development Day (Student-Free)
- March 25—Open House: Muir, PHS, & Rose City (Minimum Day)
- March 26—PUSD Board of Education Meeting, Ed. Center
- March 27—Shortened Day (K–12)
- March 27–29—CTA State Council Meetings, Los Angeles
- March 30—April 3—Spring Break (Schools Closed)
School Counselors: Helping Build Better Humans

National School Counseling Week, sponsored by the American School Counselor Association (ASCA), will be celebrated from Feb. 3–7, 2020, to focus public attention on the unique contribution of school counselors within U.S. school systems and how students are different as a result of what school counselors do. National School Counseling Week highlights the tremendous impact school counselors can have in helping students achieve school success and plan for a career.

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

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

"School counselors work with all students to remove barriers to learning by addressing students' academic concerns, postsecondary options and social/emotional skills," said Kwok-Sze Wong, Ed.D., ASCA executive director. "School counseling programs help to increase student achievement and provide a much-needed resource for students, parents, teachers and administrators. School counselors are integral to student success."

More than 100,000 school counselors nationwide will be participating in the week's festivities. Many schools will be hosting special events and activities to call attention to the countless benefits of a comprehensive school counseling program.

Parents or community members with specific questions or concerns about school counseling programs should contact the school counselors at their local schools. More general information can also be found on ASCA's website, www.schoolcounselor.org.

2020 National School Counseling Week Photo Challenge
Take a photo/video of the day's theme and share on Twitter, Facebook and/or Instagram with #NSCW2020. Get students, families and school colleagues in on the fun. Encourage them to download and use the supporter signs listed below.
Go to: schoolcounselor.org/school-counselors-members/about-asca-(1)/national-school-counseling-week

Monday: Happy National School Counseling Week
Take a picture/video with the new National School Counseling Week sign

Tuesday: Lend a Helping Hand
School counselors: Take a photo with the sign — "I'm helping build better humans by..."

Wednesday: Offer Encouragement
School Counselors: Download the "My students help me be a better human by..." sign
Supporters: Download the "My school counselor helps me be better by..." sign

Thursday: Show Appreciation
Supporters: Download the "Thank you (insert school counselor's name) for (share something learned/gained from working with your school counselor)" sign

Friday: Be the Change in the World
All: Download the "Better humans are..." sign

School Counselors serve students in Grades 7-12 in the Pasadena Unified School District.
Resolved Grievances
By Karen Kobey, Contract Management Team Chairperson

#190715—Violation of Article VI, Hours. District has not paid $500 per semester stipend to some bargaining unit members who are required by their assignment to travel daily between District sites. District claims mileage is enough, even though contract specifies that mileage is in addition to the stipend. **No later than January 10, 2020, affected bargaining unit members shall be paid the $500 per semester stipend owed for 2018–2019. Interest on the amount owed shall accrue until stipend is paid—retroactive to February 19, 2019, for the first semester and retroactive to July 31, 2019, for the second semester. Interest shall be paid no later than February 10, 2020. (Formal Level Three, District)**

#191007—Violation of Article VI, Hours, and Resolution of Grievance (#091027). District scheduled and/or led an A Monday activity (training) on a B Monday, affecting at least 15 counselors. 1. **All affected UTP bargaining unit members shall receive two (2) hours of B Monday time during the two (2) hours of A Monday meeting time on December 9, 2019, for attendance at the October 7, 2019 training. 2. All affected UTP bargaining unit members shall receive two (2) hours of B Monday time during the two (2) hours of A Monday meeting time on January 6, 2020, for attendance at the November 4, 2019 training. 3. All affected UTP bargaining unit members shall receive two (2) hours of B Monday time during the two (2) hours of A Monday meeting time on January 27, 2020, for attendance at the December 2, 2019 training. 4. The District shall cease and desist from scheduling and/or leading professional development activities and/or meetings on dates that are B Mondays. 5. The District shall not encourage, advertise (verbally, via email, etc.), and/or invite any UTP bargaining unit member to attend any professional development activity and/or school and/or district-related meeting held on dates that are B Mondays. (Formal Level Three, District)**

#191023—Violation of Article XIV, Salary and Salary Schedule Rules and Regulations; Article V, Grievance Procedure; Resolution of Grievance dated 2/26/08; Resolution of Grievance dated 6/2/15 (#150311); Formal Level Two (2) District Grievance Officer’s Response dated 10/27/14 (#140905); Resolution of Grievance dated 3/29/19 (#181206). District did not include longevity portion of 20% of annual salary in payment for teaching an additional period. **Per Article XIV, Section 14.3.1; Article V, Section 5.1.2; and previous grievance resolutions, the District agrees to ensure that affected bargaining unit members be paid the remainder of the 20% of total salary owed. Additionally, the District agrees to pay the interest accrued retroactive to the date on which payment was originally due (on that month’s pay warrant); all interest owed and overdue payment shall be paid by January 10, 2020. (Formal Level Two, District)**

#191104—Violation of Article VI, Hours, and Resolution of Grievance (#091027). District held and co-sponsored a meeting on a B Monday, which the District had previously agreed not to do. **The District shall cease and desist from scheduling and/or leading professional development activities and/or meetings on dates that are B Mondays. The District shall not encourage, advertise (verbally, via email, etc.), and/or invite any UTP bargaining unit member to attend any professional development activity and/or meeting held during B Monday time. (Formal Level Three, District)**

#191030—Violation of Article VI, Hours, and Resolution of Grievance dated 4/25/14 (#140410). District did not pay $500 per semester stipend to eligible unit member in 2016–2017 and 2017–2018. **Per Article VI, Section 6.15, the District shall pay affected bargaining unit members the $500 per semester stipend for 2016–2017 and 2017–2018 plus interest (for each day past 60 calendar days beyond the end of each relevant semester; for example, interest for the first semester amount of $500 accrues beginning 60 calendar days beyond the end of the first semester) no later than February 28, 2020. (Formal Level Two, District)**

#200108—Violation of Article VIII, Evaluation Procedures. Evaluator completed goal-setting and tried to scheduled formal observations based upon a summative evaluation that was thrown out per a grievance resolution. **All 2019–2020 evaluation documents re. the unit member shall be immediately removed from all files and destroyed. Unit member’s next evaluation year shall be 2020–2021. (Informal Level, Elliot)**

#191122—Violation of Article VI, Hours, and Resolution of Grievance (#091027). District held meetings on B Monday, which the District had previously agreed not to do. **B Mondays are reserved for teacher-driven meetings and activities. “B Monday” refers to the entire day, including non-contract hours. The District shall cease and desist from scheduling and/or leading professional development activities and/or meetings on dates that are B Mondays. The District shall not encourage, advertise (verbally, via email, etc.), and/or invite any UTP bargaining unit member to attend any professional development activity and/or school and/or district-related meeting held on dates that are B Mondays. (Formal Level One, Washington Middle)**
Many elementary teachers have transferred to middle school positions; there are also several secondary teachers who are new to the district. Secondary teachers have the right to a daily preparation/planning period. Below is the contract language that specifies how that time can be used as well as the language that asserts your right to be paid if you spend your preparation/planning period covering another teacher’s class. Elementary teachers also have the right to be paid for taking in students from an absent teacher’s class. Most importantly, if you do cover another class (for secondary) or take in students for an absent teacher (for elementary), make sure to get a timesheet from your office manager, submit it as immediately as possible, and follow up if you are not paid within 60 days.

Section 6.7: Each full time unit member teaching under departmentalized conditions shall be afforded one scheduled class period as part of the regular basic assignment as a preparation/planning duty period. In situations involving STAR testing schedules (or any successor program thereto), said daily preparation/planning may be rescheduled by the site manager provided the unit member receives the same overall amount of preparation/planning time during a two week period of rescheduling as he/she would have received in the more traditional student instructional format. Elementary RSP Teachers will be provided with a preparation/conference period outside of student instructional hours. Preparation/planning duty time shall be utilized for personal preparation and planning purposes, unit member/student conferences, unit member/student conferences, unit member/administrator conferences, administrative assignments and student testing and guidance team meetings for Special Education Teachers. Administrative assignments are for extraordinary circumstances such as:

6.7.1 school campus security,

6.7.2 student safety related emergencies, and

6.7.3 substituting for a temporarily absent unit member.

If a unit member at a departmentalized school is required to render substitute service during his/her preparation period, he/she shall be paid the prorated amount of the daily substitute rate for a teaching period of substitute service; if a unit member assigned to a non-departmentalized school, or a departmentalized school without a preparation period is required to receive students from a temporarily absent teacher, he/she shall be paid the prorated amount of the daily substitute as the students he/she was required to receive bears to the number of students in the absent teacher’s class (e.g., receiving 15 of 30 students for a day will result in the payment of one-half of the daily rate of substitute pay). If administratively feasible, such substituting assignments shall be on a voluntary basis. Site administrators shall equitably distribute assignments for substituting for temporarily absent unit members among unit members with a common preparation/planning duty period (Section 6.7.3.1)

Without the allocation of resources beyond current levels, each elementary classroom teacher shall be provided with approximately sixty (60) minutes per full week of planning/preparation time; said time shall be duty free, except in unusual safety related circumstances. (Section 6.16)

6.15 Except for those with itinerant location schedules, unit members shall be paid $500.00/semester if required by their daily assignments to travel between District locations; said travel compensation shall be in addition to mileage reimbursement at the IRS established rate, and shall be in lieu of any daily conference period allocation for travel purposes.
Legal Advice on Social Media

By Brenda Sutton-Wills

It's as if you had three wishes. You wish that there was a way to easily reach your students once they leave your classroom for the day. You wish that your students would be more responsive and open in responding to your communications. Finally, you wish that you could reach students in their comfort zone. Facebook, Twitter and other social networking sites have potentially granted all of those wishes — especially if you are teaching students with easy access to technology.

In order to get the most out of social media, there are a few best practices and precautions to keep in mind:

> Keep a separate account for your classroom communications. While it does seem magical to suddenly be in touch with your best friend from third grade and your long-lost college roommate, you do not want your students to be privy to this part of your life.

> Along those lines, your seemingly private communications are not private. Be intentional about the privacy settings on your account. Frequently monitor your settings to restrict access to your professional page so that you have "closed" communications with your classroom. Although this is not "private," it is more professionally appropriate. Also, be prepared to respond to "friend" requests from the parents of students who visit your class page. Have a set and published policy about this, and don’t make choices on the fly.

> Allowing students to post directly to your wall is like allowing them to write in Sharpie on your whiteboard when you aren’t in the classroom — only worse. Students can and do post to social media sites from their cell phones. By the time you get to your page, truly permanent damage will be done. You can disable this feature through privacy settings on Facebook.

> Your social media record will last longer than those "temporary" bungalows erected in the 1970s. You cannot erase your social media record. It’s possible to subpoena an archive of all your posts and all posts made to you.

> Always be aware of the unintended audience. Your separate account can still affect your career. What you post there can be published and re-posted to other sites. There is always a danger of the content being transferred out of context.

> Keep it professional. To be certain, your sense of "free speech" and privacy are not ways to gauge whether your social media content is appropriate. While, in some circumstances, off-campus speech can have more First Amendment protection than on-campus speech, courts have noted that technology has practically eliminated classroom borders. "Off campus speech can become on-campus speech with the click of a mouse," according to Doninger v. Niehoff (2d Cir. 2008). Courts have considered some Facebook and YouTube posts on-campus speech, with diminished First-Amendment protections. As courts develop the definition of on-campus speech as it relates to the Internet and social networking, keep in mind that your influence and accountability as a teacher extend to where students access technology. In this sense, off-campus behavior and documentation on social networking sites can be problematic.

Social networking grants a potentially efficient and agile way to communicate with students. Be certain to develop a professional protocol that includes common-sense barriers and protections in working with youth online, and social media can fulfill all of your wishes for a powerful communications tool for educators.

Brenda Sutton-Wills is a CTA staff attorney. She recently gave a presentation titled “Hearing Secrets That You Keep: Is There Any Such Thing as Electronic Privacy?” at a Los Angeles County Bar Association Labor and Employment Law Symposium.
The Universal Declaration of

HUMAN RIGHTS

Adopted by the General Assembly of the United Nations in 1948, the Universal Declaration states basic rights and fundamental freedoms to which all human beings are entitled.

We are all born free and equal
Everyone is entitled to these rights

No matter your race, religion or nationality

Everyone has the right to
Life, freedom, and safety

You have the right to
Thought and to voice your opinions to others.

Everyone has the right to
A fair hearing in any legal proceedings.

Every child has the right to
Education and to

To be protected from

No one can

Seek asylum in

You have the responsibility to respect the rights of others

No one can take away any of your rights

You are all entitled to social order so we can enjoy these rights.

zen pencils
SCHOOLS & COMMUNITIES FIRST

SCHOOLS & COMMUNITIES FIRST WILL RECLAIM OVER $12 BILLION EVERY YEAR FOR SCHOOLS AND LOCAL COMMUNITIES.

Most of us want similar things: good schools for our children, a healthy family, and safe neighborhoods. But for more than four decades, big corporations have not been paying their fair share, leaving California's school funding falling behind. California now has the most overcrowded classrooms in the U.S. and some of the worst ratios of counselors, librarians, and nurses per student. Schools & Communities First ensures that our schools and communities come first - with the resources to educate all of our kids and the services to support all of our families. It closes commercial property tax loopholes benefiting a fraction of corporations and wealthy investors, without affecting homeowners or renters, and reclaims $12 billion every year to fund world-class schools and strengthen local economies to lift up all Californians. It's time to invest in California's future.

WHAT DOES SCHOOLS AND COMMUNITIES FIRST DO?

- **RECLAIMS** over $12 billion per year for K-12 schools, community colleges, and local communities.
- **CLOSES** commercial property tax loopholes and ends shady schemes that big corporations and wealthy investors use to avoid paying their fair share of property taxes.
- **PROTECTS** all homeowners and renters by maintaining tax protections for ALL residential property.
- **ENSURES** strict accountability so that money goes directly to our students and communities.
- **INVESTS** in educating all of our kids and in the vital services necessary to support our families and communities.
- **PROVIDES** one of the largest tax incentives in a generation to spur new investment in small businesses.
- **LEVELS** the playing field for all the businesses that already pay their fair share.

Join a powerful and growing coalition of labor unions, small business owners, elected officials, teachers, students, housing advocates, social justice groups, and faith-based organizations in supporting the first structural and equitable tax reform in four decades.

HELP QUALIFY SCHOOLS & COMMUNITIES FIRST FOR THE NOVEMBER 2020 BALLOT:

1. Collect petition signatures
2. Spread the word to friends and family
3. Follow the campaign on social media @Schools1stCA
4. Donate to help power our movement

Paid for by Schools and Communities First - Sponsored by a Coalition of Social Justice Organizations Representing Families and Students. Committee major funding from:

- Chan Zuckerberg Advocacy (Nonprofit (501(c)(4))
- The San Francisco Foundation
- California Teachers Association

Funding details at [http://fppc.ca.gov](http://fppc.ca.gov)

777 S. Figueroa St., Ste. 4050, Los Angeles, CA 90017

SchoolsandCommunitliesFirst.org  Info [info@schoolsandcommunitiesfirst.org](mailto:info@schoolsandcommunitiesfirst.org)  Text OUR FUTURE to 97779
**Member Benefits**

*Time is running out for Special Opportunity for Newly Hired CTA Members*

CTA members starting their first job or long-time CTA members starting at a new district have a special opportunity to apply for CTA-endorsed Disability insurance and up to $200,000 in Life insurance from Standard Insurance Company (The Standard) all **without having to answer any health questions**. To take advantage of this offer members must apply **within 180 days from starting their new job**.

Enrolling is easy! Visit us at: standard.com/cta/newhire. Go to: ctamemberbenefits.org/tsnews

---

**CTA Members Can Win a Jeep Compass From California Casualty**

CTA members who make a pledge to “Keep on Course” can enter to win a new Jeep® Compass* from California Casualty. The contest will run from January 1, 2020 through October 4, 2020.

CTA and Member Benefits partner, California Casualty, are working hard to end dangerous habits behind the wheel. California Casualty is rewarding CTA members who make a promise to drive safely with the chance to win a new Jeep® Compass. All it takes is a visit to www.WinAJeepCompass.com/CTA before October 4, 2020. Go to: ctamemberbenefits.org/ccnews

---

**Special Education Update**  
**By Allison Steppes, President**

On December 9, 2019, UTP members met with Superintendent Brian McDonald and Chief Academic Officer Elizabeth Blanco to share their concerns and issues regarding the special education program in Pasadena Unified School District. There were many issues brought to the forefront including lack of supplies, lack of ongoing professional development and lack of communication. Issues were grouped in categories of human resources, processes, support and resources/time.

As a result of your communication, the District is seeking to implement a few changes to help support the sites and the work that is done in special education. To answer questions there will be a dedicated staff member to answer emails and telephone calls placed to a dedicated email address and phone number specifically to address your needs. For the most recent information regarding special education, Dr. Lew will be sending out a monthly communication. Within the newsletter will be links to the Special Education Department’s Organizational Chart, their contact list, and procedural manuals. The District is partnering with the Los Angeles County Office of Education to provide professional development to our teachers. They are also working on a plan to provide coaching support to teachers and psychologists.

There is still work to be done in revamping how PUSD provides services to our students who have special education needs. We must continue to have our voices heard in addressing the change that needs to occur. In the spring we will reconvene to determine if the changes brought forth are moving us in the right direction and also to ascertain the needs to be addressed over the summer and into next school year.
Welcome New Members

Field
Hui Ting Lee

Franklin
Elaine Serna

Hamilton
Jacqueline Kimble-Cummings

Jefferson ES
Roberto Trujillo

Muir
Carmen Toscano

PHS
Lourdes Commons
Jo Anne Yoon

Sierra Madre ES
Samantha Etchison

General Information

UTP Office:
2303 E. Washington Blvd.
Pasadena, CA 91104
(626) 798-0928
Fax (626) 219-6030
marcelalaraupert5@gmail.com
www.utofp.org

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

UTP Area Directors:
Cassandra William Brown, Area 1
Laurel Ware, Area 2
Martha Tovar, Area 3
Lorna Washington, Area 4
TBD, Area 5

Frequently Requested Numbers:
Education Center (626) 396-3600
- Human Resources ext. 88777
- Health Benefits ext. 88144
- Substitute Line ext. 88382
- Payroll ext. 88369

Frequently Requested Numbers:
CalSTRS (800) 228-5453
CTA Group Life and Disability Insurance (800) 522-0406
CTA Auto and Home Insurance Program (800) 800-9410

facebook
join our group +

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!

YOU are the 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, observe and support the majority mandate of my union.
### Update Your Information!

<table>
<thead>
<tr>
<th>Field</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td></td>
</tr>
<tr>
<td>Address</td>
<td></td>
</tr>
<tr>
<td>Cell Phone number</td>
<td></td>
</tr>
<tr>
<td>Non PUSD email address</td>
<td></td>
</tr>
</tbody>
</table>

Send it to the UTP office 2303 E. Washington Blvd. or email to 
marcelalaraup5@gmail.com
CTA Members Who Stay Focused Can Win a Car from California Casualty

CTA and the CTA Auto & Home Insurance Program provider, California Casualty, are working hard to end dangerous habits behind the wheel. California Casualty is rewarding CTA members who make a promise to drive safely with the chance to win a new Jeep® Compass. All it takes is a visit to www.WinAJeepCompass.com/CTA before October 4, 2020.

Jessica Meda
Field Marketing Manager
323-829-7637
jmeda@calcas.com

Enter for a Chance to Win an Academic Award!

$2,500 Giveaway

We greatly appreciate your dedication to helping future generations. That's why we are bringing back our Academic Award. One lucky winner will receive $2,500 to purchase school supplies for their students. Good Luck!

ENTER TODAY ➤ TeachersAcademicAward.com