From our classrooms to the community

UTLA’s Neighborhood Walks on October 6 bring together parents, students, and educators.

Connecting with actions in more than 230 cities nationwide, thousands of UTLA members, parents, and students took to the streets on October 6 to walk neighborhoods and talk to the community about public education. The large-scale coordinated walks were the first of their kind for UTLA and built on our ongoing work organizing with parents and the community for the schools that students deserve.

At Lizarraga Elementary, more than 40 parents and educators gathered in second-grade teacher Joy Kasper’s room after school to have a brief training about going door to door. They dug into a potluck spread of tings, pasta salad, and fruit salad before heading out in twos and threes to knock on doors. Materials for their walk included a one-pager about programs that Lizarraga offers and flyers on Propositions 55 and 58, two measures on the November ballot that would strengthen our schools. Prop. 55 would prevent up to $4 billion in state education cuts, and Prop. 58 would expand language learning opportunities for all students.

At Gardner Street parent Marc Boyd walked with his daughter and her teachers on October 6 because he knows that passing Prop. 55 is critical for funding the kind of school experience he wants for his daughter.

“Programs like music and art are important to me,” Boyd said. “I would hate to see these get cut out of school.”

Parent Sula Zafirios walked because of the “amazing” experience she has had at Gardner Street.

“It’s important for parents to stand up for public education,” Zafirios said. “Funding has been lost and it’s going to the wrong places. Instead of sending kids to private schools, let’s make public schools better.”

The neighborhood walks also involved conversations with community members about what people like about their local school and what they feel it would take to make it a true “community school.” In the Glassell Park Elementary community, walkers heard feedback about wanting speed bumps and a traffic light to make the streets safer for students. In the neighborhood around Haskell Elementary in the Valley, where SEIU Local 99 members walked with UTLA members and parents, participants met a man who was passionate about bringing a community garden to the site. YES Academy walkers amassed in the middle of a large apartment complex, playing music to pull people into the courtyard to talk about public education.

UTLA’s unique action was part of the national October 6 Day of Action, coordinated by the Alliance to Reclaim Our Schools, a coalition of labor, community, social justice, and faith groups. This is the third nationwide action this year, following events on February 17 and May 4. As schools are increasingly threatened by a push to cut funding and privatize public education, AROS is fighting back with a broad vision that prioritizes racial justice, equity, and well-resourced, world-class, community schools. Community schools leverage school campuses to become hubs of educational, cultural, health, and civic partnerships to improve the education of students and to strengthen the surrounding community.

Educators such as Erica Huerta, who walked on October 6 with her Garfield High community, know that building truly transformative community schools means addressing the impact that the unchecked expansion of charter schools has on equity and the sustainability of the public education system.

“Looking at the charters popping up in my neighborhood and seeing that not only are these charters not serving all students equally, they are able to weed out students who are not high achieving and the teachers at those schools are not protected and they’re not unionized,” Huerta said. “That is a threat to our whole profession.”

In the face of serious challenges to public education, Huerta is heartened by a coordinated national campaign to stand up for public education.

“It’s an exciting time, however bleak the situation looks,” Huerta said. “The fact that there is a national alliance to reclaim our schools and that people are starting to talk about these issues across the state and across the country and coordinating actions together—I think that’s really exciting.”

Make a difference in the final days for Props. 55 and 58

Voters trust educators, and they need to hear from us about two education-related measures on the ballot: Props. 55 and 58. UTLA members are making that crucial one-on-one contact by volunteering to call voters and knock on doors. Do your part to ensure victory on November 8 by signing up.

Phone banking @ UTLA: Monday through Thursday, 4 p.m. to 8 p.m.
Precinct walking: Saturdays
Plus expanded hours & days for GOTV November 5-8

To sign up: Go to utla.net for updated dates and times or contact UTLA political coordinator Astine Suleimanyan at 213-637-5174 or asuleimanyan@utla.net.
How it all fits together

By Alex Caputo-Pearl
UTLA President

On October 6, I walked with the Gardner Elementary school community, knocking on doors to ask people what they would like their legislators to do for their neighborhood school and giving out information about Propositions 55 and 58. We did this while UTLA members, parents, students, and other stakeholders from more than 100 schools across Los Angeles were doing the same, as part of the national Alliance to Reclaim Our Schools Day of Action. As Gardner chapter chair Robert Reyes and key Gardner neighborhood walk organizer Rebecca Cabrera worked with dozens of students and parents making posters for the walk, as LAUSD School Board President and UTLA-endorsed candidate Steve Zimmer rallied the Gardner crowd, and as I spoke to Reyes about Gardner's incredible 94% PACE contributor rate, it struck me that this was the perfect reflection of how we project what we stand for and how we are fighting for it. It was inspiring.

Enforcing the contract & organizing for improvement at schools

On and around the October 6 action, it's been energizing to watch our officers, Board of Directors members, and staff collaborating in work groups to address common school-site problems and broader issues that shape our city's classrooms. UTLA officer Cecily Myart-Cruz, UTLA Board members Erika Jones and Noah Lippe-Klein, and a broad team put together the amazing racial justice event at Dorse High School, while UTLA officers Colleen Schwab and Daniel Barnhart, UTLA Board member Bruce Newborn, and others organized the first of a series of strategic interventions with the District on student discipline and positive behavior support. Our Class Size Task Force continued to hammer away at the District on class-size data and supported organizing around class-size issues at schools, while our newly formed Special Education Task Force, chaired by UTLA Board member Lucia Arias, began setting down a framework for action around the crucial issues in serving our most vulnerable students.

The billionaires try to strike again

At around the same time, a drama was unfolding that crystallized who we are fighting against and why. For weeks, the California Charter Schools Association and its $170-million Super PAC had been walking the halls of Sacramento, twisting legislators' arms to stay away from our October 20 community forum on the financial impact of charters on LAUSD. CCSA is not an educational organization—it is a billionaire front group, funded by Eli Broad, the Waltons of Walmart, John Arnold of Enron, and more. CCSA is not about supporting the original intent of charters: to create contained, innovative learning environments for high-needs students within the broader public system. Not at all. Rather, CCSA wants an unlimited, unregulated charter sector that undermines the entire system and privatizes public education.

CCSA convinced legislators to stay away from the October 20 event. So, we pivoted, student “pushout” at charters. Localities like Anaheim and Huntington Park have voted for moratoriums on charters. The LAUSD School Board held the management of El Camino Charter, Magnolia, and Celery accountable for severe irregularities in the areas of budget, governance, and the use of public money.

In UTLA we should be proud that we have contributed mightily to building this movement. Some of our contributions have included:

• October 2014: We took a path-breaking proposal to the bargaining table with LAUSD, calling for an accountability article in the UTLA-LAUSD contract that would have set standards for all publicly funded schools on student equity and access, financial transparency, parent engagement, and more. While we were not able to win this in that bargaining, our proposal gained attention as a model for shaping demands among unions, school boards, community groups, and others.

• October 2014: We got rid of one of the most corporatist, pro-unregulated-charter-growth superintendents in the country, John Deasy, which sent a message to privatizers across the U.S.

• March 2015: Sixty-seven Alliance charter educators announced that they were forming a union, with UTLA's support, at L.A.'s largest charter operator. The major thrust of their organizing drive has been teacher voice in their profession and the ability to advocate for school improvement with parents and students. Alliance management's illegal anti-union, anti-student, and anti-parent response has been revealing and has gained media attention across the country.

• September-December 2015: From the exhilarating protest at the Broad Museum opening in September to the picketing at hundreds of schools in October, we pushed the Broad-Walmart privatization scheme into a corner, so much so that they have reformulated themselves several times.

• February 2016: More than 200 schools in L.A. participated in school “walk-ins” as part of the first AROS National Day of Action, which focused on what we love about our neighborhood schools and on our emerging proactive model, Sustainable Community Schools, that counters the privatizers.

• May 2016: We commissioned and released a nationally unique study by MGT of America on the fiscal impact of charter school growth on LAUSD, which showed in very detailed terms how continued unregulated charter school expansion will have dramatic, negative consequences for both District and charter students.
We’ve done a lot. If I were CCSA, I’d be afraid of us, too.

**Why CCSA is afraid to debate us: Part 2**

But, there’s more to why CCSA is afraid to debate us. We’re right and they’re wrong, and that makes us, for a hell of a lot, a good case for them to win. Consider just three examples.

- Two months ago, CCSA bullied legislators in Sacramento to oppose or abstain from voting on Senate Bill 322. The bill went down in flames. It was a common-sense measure that would have required due process for charter students who face suspension or expulsion. In the face of studies showing troubling racial disproportionality in suspensions/expulsions and their negative impacts—as well as the disproportionate use of suspension/expulsion by charter schools to push students out—it is unconscionable that CCSA led the effort to defeat this bill. In a public debate, this is indefensible.

- This week, CCSA attempted to prevent the LAUSD School Board from denying the charter renewal of two Celerity charter schools (LAUSD denied them anyway). Celerity plays a concerning shell game organizationally that doesn’t allow their authorizer, LAUSD, to appropriately monitor them. The shell game involves two business entities, Celerity Educational Group and Celerity Global Development, whose roles appear to shift in ways that are difficult to understand. Moreover, conflict-of-interest issues have been raised, as the same person has leadership roles with the two businesses and at Celerity schools. Celerity has refused to produce documents regarding its operations, and large unknowns exist regarding the uses of public money. In a public debate, this is indefensible.

- Finally, this week, CCSA attempted to bully Huntington Park Mayor Graciela Ortiz, a great counselor and UTLA member, and the Huntington Park City Council to get the city to back off its call for a moratorium on charter schools. The mayor and city council have very logical reasons for the moratorium: The city has seen an unregulated explosion in charters and has more than 20 schools across three square miles. Rather than continue to allow more charter expansion, the city wants to do some land-use planning—to consider parks, youth recreation spaces, and small business development zones. It was a shocking scene at the meeting: a billionaire front group descending on a small city to demand that the democratically elected leadership of the city bow down. CCSA did this with rhetoric that not only smacked of anti-democratic sentiment, but also of racism and paternalism. It was, frankly, disgusting. Ortiz and the city council stood their ground and extended the moratorium to a year. In a public debate, CCSA’s actions are, again, indefensible.

We’re going to press CCSA until they debate us.

**The centrality of Props. 55 & 56 and PACE**

This war with CCSA only puts an exclamation point on the need to get out the vote for Propositions 55 and 58 and the need to join PACE and organize our co-workers to join PACE.

Eli Broad and the Fisher family, huge contributors to CCSA, put $11 million into the secret campaign to defeat Prop. 30, Prop. 55’s predecessor, in 2012. They are likely doing the same right now to defeat Prop. 55. We need everyone phone-banking, precinct walking, and doing all they can to support Props. 55 and 58.

Moreover, CCSA dumped almost $10 million into the 2015 and 2013 School Board elections, and we can expect that they will dump more than that into the School Board elections this March, when we absolutely must elect a board that will support our movement for Sustainable Community Schools, support our demands around school-site issues emerging from our workgroups and site struggles, support our 2017 contract bargaining, and support our 2017 health benefits bargaining. We will not be able to equal the money of the billionaires, but we absolutely must increase our number of PACE contributors to be in the game.

I will end with Glenwood Elementary School in the East San Fernando Valley, and their great charter chair, Petra Cano, who is already leading the charge to elect UTLA-endorsed candidate Imelda Padilla to the School Board in March (by the way, Imelda joined a vibrant October 6 neighborhood walk with Arleta High School and charter chair Hector Perez-Roman). Amidst my many school visits—officers and staff have done almost 400, at this point, over the past six weeks—I was inspired by the educators at Glenwood. It was so moving to hear the story of a former teacher who had worked with students, parents, and community to make the beautiful murals that are all over the campus. They reflect so strongly what we are about: beauty, knowledge, and understanding of our society, it is critical that we all support Black Lives Matter.

I am not making a value judgment on the validity of recent police shootings of black men. I don’t have the facts in all of the cases. But it cannot be argued that there has always been a disproportional amount of police violence toward the black community, compared to others. Should police be better trained in dealing with potential violent situations, so that extreme force is not necessary? Of course. But that is only the surface. We must also address the causes of the socio-economic situation that place many of our black communities in situations of poverty and violence. We also have an obligation to raise awareness, knowledge, and understanding of minority communities among the general population. Supporting the current Ethnic Studies movement in our schools helps move us to that awareness.

But why support the Black Lives Matter movement? Because it represents the concept that all sectors of our society matter—that when one is aware of the plight of one minority group, it leads to better consideration and treatment of the next group, and the next group, and ultimately, everyone. An annual lesson that I attempt to teach my students is that they each have an obligation to make the world a little bit better when they leave than it was when they got here.

As a history teacher, I also believe that we have an obligation to learn from our past; to learn the importance of not allowing oppression, discrimination, or maltreatment to happen against any members of our society. One of the most important lessons of the Holocaust can be learned from this important poem, written by prominent Protestant pastor Martin Niemoller who lived in Germany at that time:

> First they came for the Socialists, and I did not speak out—Because I was not a Socialist.

> Then they came for the Trade Unionists, and I did not speak out—Because I was not a Trade Unionist.

> Then they came for the Jews, and I did not speak out—Because I was not a Jew.

> Then they came for me—and there was no one left to speak for me.

We have an obligation to speak out against any form of injustice and to support groups that do so. But at the same time, we have an equal obligation to promote and support justice on both sides of the issue. Unfortunately, some of those who support the Black Lives Matter movement promote

(continued on page 15)
October 6 Community Walks

YES Academy
Venice High School
Manhattan Place Elementary
Santee Learning Complex
RFK Community School
Lizarraga Elementary
Fourth Street Primary Center
Mendez High School
Arleta High School
Parents and teachers from Alliance charter schools joined UTLA’s neighborhood walks at several sites to advocate for school funding and public education.

UTLA calls out CCSA in L.A. Times

UTLA is stepping up our fight against the billionaire privatizers by taking on their well-funded front group, the California Charter Schools Association, in a full-page ad in the Los Angeles Times and HOY newspapers.

The ad, which connects with our ongoing “We Are Public Schools” media campaign, is in the Sunday, October 23, Los Angeles Times and will run in the Saturday, October 29, HOY.

Read more on page 2 about CCSA and their indefensible tactics, including attempts to shield charters from financial accountability and lobbying to defeat a bill protecting charter students from unfair expulsion.

Text of the UTLA ad

Dear Parents:

As educators in both district and charter schools, we believe you should be included in a discussion about the rapid expansion of unregulated charter schools in Los Angeles. The lobbying arm of the charter school industry, the California Charter School Association, does not.

As a front group for billionaires, CCSA has a plan to move one million students from public schools into charter schools by 2022. While charter schools use taxpayer money, they are virtually accountable to the public, resulting in discriminatory enrollment practices and biases against special needs students and English language learners at many charters. It has led to documented cases of financial malfeasance, self-dealing and profiteering.

These deeply concerning issues have led to shifts in the LA charter debate. On Tuesday, due to financial irregularities and a systemic lack of transparency, the Los Angeles Unified School Board denied five charter school renewal applications, moving towards closure. They also pushed for the resignation of the executive director at El Camino Real charter school for misuse of school funds. The same night, in Huntington Park, because of an over-proliferation of charter schools (10 in 3 square miles) and impacts on local neighborhoods like traffic and congestion, loss of green space and tax revenues, the City Council voted 4-1 to enact a moratorium on new charter schools.

Last weekend, the NAACP passed a resolution, calling for a nationwide moratorium on charter schools. Criticism at the ACLU as well as Black Lives Matter has been punctuated by scathing research that shows deep, discriminatory flaws in the rapid expansion of charters.

We believe that since charter schools are paid for by you, they should be transparent to you. So earlier this month, United Teachers Los Angeles invited CCSA to a public debate on the impact of charter schools, open to all parents, students and community members.

CCSA declined.

What are they afraid of? It is clear they prefer to operate behind the scenes, safe within the patronage of billionaires, perpetuating a false narrative about public schools while threatening local policy makers and state legislators.

Here’s what CCSA won’t tell you:

1. The original intent of charter schools was to provide innovative learning environments for students within the public school system; today, CCSA wants to dismantle our democratically run public education system.

2. Charter schools are paid for by funds that would have gone to our neighborhood public schools, often hurting the schools most in need.

3. This year, charter school growth will cost the Los Angeles Unified School District

$590 million, money that could have helped pay for smaller class sizes, arts, music and ethnic studies programs as well as librarians, nurses and counselors.

4. LA school board members are attacked by CCSA for investigating claims of malfeasance and self-dealing at various charter schools. CCSA is expected to spend millions in the 2017 school board race. CCSA attacked the Huntington Park City Council for simply wanting control over planning in their city.

5. Public schools are open to all; charter schools are allowed to be selective in their enrollment and retention process, leaving many students without the “choice” they claim to offer.

6. CCSA opposes common sense legislation, like Senate Bill 322, which would have protected charter students against unfair expulsions and suspensions.

7. Since 2011, CCSA’s political action committees have amassed $169 million, and are funded by billionaires who undermine democracy through privatization schemes.

8. Major CCSA billionaire donors include real estate mogul Eli Broad; the Walton family of Walmart; Doris Fisher of Gap, Inc.; Reed Hastings, CEO of Netflix; and John Arnold, former CEO of Enron.

In our neighborhood public schools, we work to educate every child who walks through the door. We believe that public schools have the power to be the anchors for our communities, locally grown and built by the neighborhoods they serve.

It is time for a public discussion on how a 287% increase in the number of charter schools affects our students, our neighborhoods and the overall sustainability of our educational system. It is time for CCSA to explain why the qualities that could make charters truly public – like financial transparency, student equity and access, open meeting laws and an elected oversight body – are absent.

Join us in calling on CCSA to accept our open invitation to a public debate on these matters, and to discuss the full impact of charter schools in Los Angeles.

Sincerely,
UTLA
Fixing the magnetization process

Turning a school into a magnet can be a great thing. It can unleash staff creativity, tighten academic focus, and invigorate parent and community support. But do badly, as LAUSD continues to do at some sites, it can be a divisive, destabilizing process that harms the continuity of student learning.

The District’s rushed magnet conversion this year of Wilmington Middle School is one example of a flawed process. Many parents and teachers support the concept of converting Wilmington to a STEAM magnet, but the belief the District corrupted the process. Key among the complaints is that LAUSD’s own policy was not followed to secure stakeholder input, which should have included parents from feeder schools and community residents. In addition, all teachers were forced to reapply for their positions, and some valued educators were not asked back and have been displaced from the school.

Others decided to leave of their own accord because LAUSD’s actions were creating tension and uncertainty on campus. In response, Wilmington parents and educators leafleted the community with “alert flyers,” rallied in front of the school, and organized meetings with LAUSD Superintendent Michelle King and LAUSD Board member Richard Vladovic to demand that the District address their concerns.

UTLA has persistently protested the District’s rushed and disorganized magnetization process to force staff to reapply for their positions. Interview and hiring procedures are frequently secretive and arbitrary, opening the door for discrimination against educators based on issues not related to job performance, such as age, outspokenness, or union activities. “Mouths dropped open when parents and students heard who would not be coming back to Wilmington,” chapter chair Taimi Crowell said. “Some of the teachers had taught multiple generations of the same family. Relationships have been wiped out because of adult issues, not student issues. Teachers were let go who had proven track records, many of whom were outspoken advocates for students.”

LAUSD has a history of controversial magnet conversions. Some conversions happen smoothly, with staff and community support, but others don’t. The 2012 magnetization of Crenshaw High School—a top-down conversion pushed by then-Superintendent John Deasy without any stakeholder input—led to community protests, the filing of charges with the labor board, and a short film that chronicled the destabilization of the campus after a number of committed educators with excellent evaluations were not rehired. Many of the teachers not asked back were union activists who had been key to building the school’s nationally recognized Extended Learning Cultural Model.

At a community forum, former Crenshaw student Tauheedah Shakur painted a picture of what was waiting for her when the school reopened as a magnet, including larger class sizes, a disorganized campus, and the loss of teachers she had known throughout her academic career.

“I was missing teachers I had a connection with, and I worried who was going to write my recommendations for college,” Shakur said. “The reconstitution was an attack on my community, and also on my mom. She has spent so much time to get a good education for me, but they didn’t ask for her opinion. Their solution was to throw away good teachers who knew our community and our struggles and replace them with teachers who didn’t know us.”

UTLA is pushing for changes to the magnetization process that would hold LAUSD accountable for fair and transparent procedures, with staff, parent, and community input and resources to support the conversion. Magnetization should not cut students off from faculty and staff they know, threaten valuable teacher-led programs, or destabilize school campuses. UTLA’s new work group on restructuring, led by UTLA officer Betty Forrester, will be exploring ways through contract bargaining to address LAUSD abuses of the process.

Accolades

Monroe High educator named one of five state Teachers of the Year.

Isela Lieber (center) at the L.A. County Teacher of the Year celebration—the first step toward being named a California Teacher of the Year. She is with some of her supportive colleagues. From left: Monroe High dean of students Michael Cranshaw, math teacher Donovan Huskey, TSP coordinator Maria Perez-Tapia, Monroe High principal Chris Rosas, and special education teacher Grace Fabian.

Isela Lieber, a former English learner who now teaches English and English as a Second Language at James Monroe High School, was named one of five California Teachers of the Year for 2017. An immigrant from Ecuador who came to the U.S. with only a seventh-grade education and very little knowledge of the English language, Lieber said she strongly identifies with her students, leading by example and sharing her personal story.

“I want to make a difference in the students I serve,” Lieber said. “I tell them that I studied hard and I worked hard and I have been able to achieve something, and that I believe they can do the same thing. Teaching is an act of social justice. To be a teacher is to be an agent for change.”

In addition to her work in the classroom, Lieber sponsors SUCCEED, a club she founded that provides information and support to first-generation high school students interested in pursuing a post-secondary education.

Two other L.A. Unified educators were named as finalists for the Teacher of the Year honors: Marcella DeBoer, who teaches English at the Cesar Chavez Learning Academies, and Matthew Waynee, a cinematic arts teacher at the LAUSD/USC Media Arts & Engineering Magnet.

Wonderland named Blue Ribbon School

Wonderland Elementary has been named a National Blue Ribbon School in recognition of its outstanding academic performance. Home to both a traditional school and a gifted/high-ability magnet, Wonderland is one of 279 public and 50 private elementary schools to receive the prestigious honor from the U.S. Department of Education. Now in its 34th year, the National Blue Ribbon Schools Program recognizes outstanding academic success or exceptional progress in closing the achievement gap among student subgroups. Fifteen other L.A. Unified schools have achieved Blue Ribbon status since 1986.

To submit news for “Accolades”: Email details and photos to UNewspaper@utla.net.
Members step up for PACE
School visits connect political power with our professional future.

By Ingrid Gunnell
UTLA PACE Legislative Vice Chair

“I’m very impressed with the way people are stepping up!” was the first comment from Georgia Flowers Lee, the chapter chair and PALS House Representative at Saturn Street Elementary School, when asked about the PACE drive on her campus. I spoke with Georgia the day after UTLA/NEA Vice President Cecily Myart-Zimmer visited the school. Cecily was able to tell me about the connection between their contributions to PACE (UTLA’s political action fund) and their jobs. A portion of the faculty at Saturn is relatively new to teaching, and they recall the continuous RIF layoff notices during the recession and the importance of seniority. They understand that if the Proposition 55 funding measure doesn’t pass, they will be at risk of losing their jobs.

The connection was also made to the LAUSD School Board races. Some Saturn staff members grew up in Board District 2 and have a personal connection to that area. They are not happy with the ideology of current Board Member Monica García, who is a consistent supporter of the corporate “reform” measures and the unregulated expansion of charter schools. Although Saturn is located in Board Member George McKenna’s district, the educators see the need to advocate for LAUSD School Board President Steve Zimmer in his 2017 reelection, because all Board members represent decision-making in the District. The question was asked during the site visit, “Why did a former East Coast mayor dump millions of his own dollars into a School Board race in California?” referring to former New York City Mayor Michael Bloomberg, who donated more than a million dollars in the last election to try to elect charter school candidate Kate Anderson and defeat Zimmer. The educators at Saturn understand the need to build the financial war chest and use their time and energy to elect pro-public education School Board members. Saturn’s PACE membership grew from 27% of members to 54% during Cecily’s visit.

Cecily also visited Vine Street Elementary School, where chapter chair and ETK teacher Billy Tyler is planning to use the momentum from her visit to recruit more PACE contributors. Everyone in attendance at their September meeting signed on for $16 per month. Billy will continue to have one-on-one conversations with his members to explain the importance of PACE dollars. He personally knows the importance of having supportive School Board members. As a longtime SRLDP teacher, he advocated with other UTLA members to save SRLDP. As a result of this advocacy, LAUSD transitioned many of the SRLDP programs into ETK, as opposed to eliminating thousands of seats for our youngest learners.

At 20th Street School, which has been embattled by a parent trigger takeover attempt and ultimately given to PLAS (Partnership for LA Schools), chapter chair and fourth-grade teacher Javier Cruz told his members, “We need to do this to keep our schools part of the community. We need money to fight for our schools and get people who are interested in the students elected to the School Board.” This echoes what UTLA has been organizing around, community schools, and Javier sees PACE membership as a key component to building political power to keep our schools community-based. He held a meeting at 7 a.m. with UTLA organizer Jollene Levid at his school site. Everyone who attended the early-morning meeting signed up for PACE. His school went from one PACE contributor to 18 this year.

It is crucial that UTLA have a successful PACE drive and build both our financial war chest and our people power. When organizations like the California Charter School Association (CCSA) and their allies can raise millions of dollars, with almost unlimited potential because of corporate backers and wealthy allies such as Eli Broad and Richard Riordan, we need to have a systematic and consistent PACE membership and PACE activists. Educators are the most trusted group when discussing public education. We need to use this trust to build and educate our communities and parents about what is at stake in elections.

Join PACE: See the ad on page 13 or go to www.utla.net/pace.

Health benefits: Critical updates for 2017
Open enrollment begins November 1.

Open enrollment begins November 1 for employee health plans for the calendar year 2017. Health benefits were rolled over with only minimal changes (see below) under the terms of the agreement negotiated by the union-majority Health Benefits Committee. UTLA members continue to be covered by one of the strongest plans in the state. Employees pay no monthly premiums for themselves or their families and are eligible for lifetime benefits, depending on length of service.

How to change plans during open enrollment: Employees should be receiving enrollment letters from LAUSD toward the end of October. Plan changes can be made any time during the open enrollment period (November 1 to 20) at benefits.lausd.net or by calling the automated telephone enrollment system at (800) 527-1482. IMPORTANT: To enroll or make changes online at benefits.lausd.net, please use the following registration code: LAUSD-99740.

Changes to dental coverage: The Health Benefits Committee secured changes to dental coverage to provide better plans for less money:

- DeltaCare USA will replace MetLife DHMO. DeltaCare USA will offer DHMO benefits in all 50 states.
- United Concordia PPO will replace MetLife PPO. This will result in an increased annual maximum benefit of $2,000 per member (up from $1,000). The cost for most preventive and diagnostic services will be excluded from the annual maximum when an in-network dentist is used.
- You must make an election during open enrollment to change your dental plans. If you are in the MetLife DHMO, you should check online if your current dentist is in the DeltaCare DHMO.
- If you do not change your plan during the open enrollment period, you will be automatically enrolled in the new plan as listed below:

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<td>MetLife Dental DHMO</td>
<td>DeltaCare USA DHMO</td>
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<tr>
<td>MetLife Dental PPO</td>
<td>United Concordia Dental PPO</td>
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New dual coverage option: UTLA and all LAUSD employee unions signed an agreement with LAUSD, approved by the UTLA House of Representatives, that gives employees and non-Medicare retirees an additional option when enrolling in health care plans and reduces costs. The change allows “dual working” units (both spouse and partner are employees or non-Medicare retirees) to cross enroll in the same plan, when one is listed as the dependent and the other as the employee/retiree.

FSA enrollment: IRS rules require annual enrollment, even if you wish to defer the same amount in 2017 as in 2016.

ACA regulations for opt-outs: If you are currently enrolled in the medical cash-back opt-out plan, you must certify that you and your eligible dependents have “minimum essential coverage” through a group health plan. This is required by the Affordable Care Act. You do not have to provide evidence of coverage; you just have to certify that you have it. Certification forms will be mailed in late October and must be submitted to continue to receive the monthly payment for opting out of LAUSD coverage.

Flu shots and other vaccines: The Health Benefits Committee just approved CVS Caremark and SilverScript Insurance Company (for Anthem Blue Cross Select HMO and EPO members) to offer certain vaccines, including flu shots and pneumonia vaccines, at more than 58,000 retail network pharmacies nationwide, including CVS. Members will need to present their prescription cards at the pharmacy. This will begin January 2017.

The multi-year agreement negotiated by the Health Benefits Committee, along with prudent plan revisions, has kept our health care coverage secure for many years, but all signs point to LAUSD aggressively going after those benefit costs for 2018 and beyond, as will charter employers. Health care negotiations will take place in the context of a national attack—funded by billionaire privatizers and others—that paints health care benefits for public employees as a costly luxury instead of the effective retention and recruitment tool that they are. The District will try to leverage those attacks to demand take-backs, such as institution of monthly premium payments, increases in out-of-pocket fees, and an end to fully paid retiree benefits. Organizing against attempts to cut benefits is part of UTLA’s strategic plan for the coming months.

Alert: New procedure To enroll or make changes online at benefits.lausd.net, you must use the registration code: LAUSD-99740.
From the classroom to the ballot box

November 8 election endorsements

UTLA endorsements

PROPOSITIONS
Prop. 55 ...................................... YES
School funding
Prop. 58 ...................................... YES
Multilingual education

STATE ASSEMBLY
Patty Lopez ...................... AD 39
Ardy Kassakhian ........ AD 43
Matthew Dababneh ...... AD 45
Adrin Nazarian .......... AD 46
Jimmy Gomez .......... AD 51
Miguel Santiago ........ AD 53

STATE SENATE
Anthony Portantino .... SD 25
Henry Stern .............. SD 27
Ricardo Lara ........... SD 33

U.S. SENATE
Kamala Harris

U.S. CONGRESS
Judy Chu ......................... CD 27
Adam Schiff ................. CD 28
Tony Cardenas ........ CD 29
Brad Sherman ........ CD 30
Roger Hernandez CD 32
Ted Lieu .................. CD 33
Xavier Becerra .... CD 34
Karen Bass .......... CD 37
Lucille Roybal-Allard CD 40
Maxine Waters CD 43
Isadore Hall .... CD 44

PROPOSITIONS
Prop. 51 ...................................... YES
Prop. 52 ...................................... YES+
Prop. 53 ...................................... NO
Prop. 54 ...................................... NO*
Prop. 55 ...................................... YES*
Prop. 56 ...................................... YES
Prop. 57 ...................................... YES^*
Prop. 58 ...................................... YES^*
Prop. 59 ...................................... YES^*
Prop. 62 ...................................... YES^*
Prop. 66 ...................................... NO^*
Prop. 67 ...................................... YES

STATE ASSEMBLY
Chris Holden* ...................... AD 41
Ed Chau* ............................. AD 49
Freddie Rodriguez* ........ AD 52
Ian Calderon* ................ AD 57
Al Muratsuchi* ........ AD 66
Patrick O'Donnell* .... AD 70

STATE SENATE
Johnathon Ervin* ................. SD 21
Steven Bradford (County Fed) SD 35
Warren Furutani (CFT) SD 35

U.S. CONGRESS
Bryan Caforio+ .................. CD 25
Norma Torres* ................. CD 35
Alan Lowenthal* ............. CD 47
* Indicates endorsed by CTA and CFT
+ Indicates endorsed by CTA
^ Indicates endorsed by CFT

Additional affiliate endorsements

The LA County Federation of Labor has made additional endorsements, noted below. We’ve also indicated if the endorsement is supported by our state affiliates, the California Teachers Association and the California Federation of Teachers.

PROPOSITIONS
Prop. 51 ...................................... YES
Prop. 52 ...................................... YES+
Prop. 53 ...................................... NO
Prop. 54 ...................................... NO*
Prop. 55 ...................................... YES*
Prop. 56 ...................................... YES
Prop. 57 ...................................... YES^*
Prop. 58 ...................................... YES^*
Prop. 59 ...................................... YES^*
Prop. 62 ...................................... YES^*
Prop. 66 ...................................... NO^*
Prop. 67 ...................................... YES

STATE ASSEMBLY
Chris Holden* ...................... AD 41
Ed Chau* ............................. AD 49
Freddie Rodriguez* ........ AD 52
Ian Calderon* ................ AD 57
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+ Indicates endorsed by CTA
^ Indicates endorsed by CFT

Get personalized ballot picks, customized for your local ballot from the CFT & CTA:
www.cft.yourvoter.guide/#/search
www.cta.yourvoter.guide/#/search

Find your polling place .................. www.lavote.net/Locator
Deadline to register to vote .................. October 24
Deadline for vote-by-mail request .............. November 1

Paid for by Political Action Council of Educators (United Teachers Los Angeles), Political Action Council of Educators, Sponsored by Teachers Unions, Including United Teachers Los Angeles, and United Teachers Los Angeles-Political Action Council of Educators (PACE) Issues (3303 Wilshire Blvd., 10th Floor, Los Angeles, CA 90010). This advertisement was not authorized by or paid for by any candidates for these offices or committees controlled by any candidates for these offices. Additional information is available at ethics.lacity.org.
Where do the children play?

Remembrance of times past underscores the need for well-rounded schools.

By Colleen Schwab
UTLA Secondary Vice President

At a recent high school reunion, Van Nuys High Class of Sometime Ago, we were all chatting and acquainting ourselves with the past, present, and future. The constant refrain was, “Do you remember” or “I recall” in talking about our elementary, middle, and high school years. Outside of the various memories of escapades and good times was a more serious overtone: the various memories of escapades and good times was a more serious overtone.

It was during the brief lull in our excited exchange that I once again realized the importance of Proposition 55, the school funding measure on the November ballot. Without its passage, truly where will the children play? It has been enough of a struggle to keep the arts alive as well as the classes that give our students the opportunity to explore learning experiences that could lead to future careers. I once visited a middle school in Spain where the core classes were taught but students also had the opportunity to take classes such as cosmetology, debate (can you think of a presidential candidate who could benefit?), plumbing, and electrical classes. Each year, the schools strived to expand their “alternative” classes, many of which kept students interested in school.

Our education system here in California and throughout the nation needs to look at the classes that give our students the opportunity to explore their interests and develop their intellectuality at their own pace. This is why ethnic studies is also an important addition to the course offerings; students can explore more about their own culture and learn about others’ culture.

Sadly, the philosophy of the “billionaires” is that unless students have been overtested, overwhelmed with homework, or constantly on a tightrope to push up standardized test scores, the system of education is a failure. We need to bring about an educational system that is diverse and truly meets student needs with intellectual, cultural, and exploratory classes. This can only be done with the continued efforts and “campaigning” of educators.

I am grateful for my high school memories. It is my hope that our hard work to pass Propositions 55 and 58 will enable the students we are teaching today to, at the time of their reunions, remember where the “children played.”

---

**Announcing the UTLA Sponsored Group Long Term Care Insurance Plan**

Current UTLA Employees/Members, Spouses, Retirees and Family Members are also eligible for these group rates; however, ALL must complete a health application and are subject to Medical Underwriting.

OR

New members of UTLA and within 30 days of being hired as a NEW EMPLOYEE of LAUSD, you have the opportunity to enroll in this plan on a Guarantee Issue basis (immediate acceptance with No Health Questions asked).

For assistance with website enrollment or to receive an Informational Packet with Rates, please call our office at 1-800-764-6585 or visit www.sltc.com/utla.

CA License #0795155
The female body is pretty incredible. Whether you’re expecting a baby or you simply want to feel your best, the more you know about women’s health, the healthier you’ll be. And if you’re a man, keep reading for some tips on how to support the women in your life.

Seize the days and take care of the whole you

The little things you do every day add up to a healthy lifestyle.

Move more.
Regular exercise can lower breast cancer risk by 10% to 20%* – just one of the many, many benefits of a regular fitness routine.

Be good to your bones.
80% of the people who have osteoporosis are women.† Be sure to get enough calcium, vitamin D, and weight-bearing exercise to reduce your risk.

Pregnant? Get your protein.
Pregnant women need 33% more protein per day than women who are not pregnant.‡ Find out more at kp.org/pregnancy.

Discover healthy habits that help you thrive at kp.org/womenshealth.

*Susan G. Komen for the Cure  †National Osteoporosis Foundation  ‡National Academy of Medicine
Making black lives matter in the classroom

Racial justice forum at Dorsey High uplifts student voices.

By Cecily Myart-Cruz
UTLA/NEA Vice President

On September 29, UTLA’s Racial Justice Task Force, in conjunction with Black Lives Matter and Students Deserve, held a third forum to shine a light on racial justice and connect it to the classroom. The event at Dorsey High School brought together more than 800 participants from across the spectrum, including educators, parents, community members, students, and our labor partners.

As I greeted people who were entering, I kept hearing similar phrases: “UTLA is involved in racial justice work?” and “I’m so glad my union is addressing these crucial issues.” As people signed in, walked past the student art display, picked up materials, and settled in the auditorium, it became very clear that people wanted and needed this dialogue.

The heart of the event was a student panel, which brought elementary, middle, and high school students together to talk about what they need from educators, parents, and community members. The students were eloquent, and when they spoke, people truly listened—the attentiveness in the room was amazing. The students shared stories that underscore their awareness of the risks they face because of their race. One 13-year-old student talked about how he is careful to take his hands out of his pockets on the bus to school whenever a police officer walks on board.

Among the critical issues the students addressed: institutional racism and unconscious bias, overpolicing in communities of color, and the need for schools that connect with and strengthen the community.

After the panel, students, educators, and community members facilitated conversations with the audience participants, and then people shared concerns from schools and asked when there will be other forums because they want to continue racial justice work within our schools.

Lastly, we filed out of the auditorium. In front of the school, all the students stood in the middle and all the adults formed a circle around them. We held hands and wrapped the students symbolically with our love, our wishes for success, and our support for their hopes and dreams. The student leaders taught dance moves and led call-and-response chants and African drumming. The energy was such that people continued conversations on the steps of the auditorium and on the sidewalk, not wanting this feeling or the forum to end. As LAUSD parent and professor Angela James said in reference to the student panel, “You’re not the future, you are our now.”

I am proud that UTLA has embarked on this journey for racial justice. Going forward, our Racial Justice Task Force will examine data, policy at the state and national level, ethnic studies, and disparities in class schedule offerings, as we integrate racial justice work into UTLA’s strategic plan.

Look for student voices from the forum in an upcoming UNITED TEACHER.
At Mentoring Minds, we’re focused on preparing students for the next generation.

Our robust supplemental curriculum provides teachers and students with a seamless transition from previous science standards to the NGSS.

Transform your science instruction today!
Visit our website or call today to learn more.
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Keep track

What would meaningful schoolwide discipline look like?

Real change demands more than sound bites and catch phrases.

By Daniel Barnhart
UTLA Secretary

Building a safe and supportive environment for all students is no easy task, no matter their age level. Likewise, moving beyond classroom management that focuses on maintaining order and suppression of problem behavior, to systems that focus on meaningful inclusion, critical thinking, and the development of student voice, can’t be done by reading a cleverly worded District bulletin or talking at people authoritatively in a faculty meeting. Real change for the better demands more than sound bites and catch phrases.

We, as a union, have to reconcile working in a District that often talks the talk but sometimes doesn’t walk the walk, and too often blames the classroom teacher when things break down. On the one hand, we have seen press conferences touting a dramatic reduction in disproportionate suspensions of black and brown students, and that’s not just a good thing, but a long overdue course correction toward racial justice. On the other hand, ending the symptom doesn’t mean the illness has been cured, or in some cases even diagnosed, and without a meaningful framework and support in place to guide student behavior, and school employee responses, we know that teachers can be left feeling unsupported, frustrated, and withdrawn, while whole schools can tilt toward chaos.

This column is about identifying what a meaningful student discipline plan might look like, and I invite your feedback as we chart our course toward better District-wide student discipline.

Support for educator learning

As educators, we know the importance of critically evaluating our practice, taking the best recommendations of research and our colleagues, and applying them to the fast-paced, frenetic world of the K-12 classroom. Emerging research and experiences with restorative justice (when given space, time, and resources to be done well), and trauma-informed practice are exciting to many teachers when considering the promise of schools that really can better address students’ unmet needs. As teachers, we need to own the process of learning from each other, innovative practices, and solid research, and we need to reject mere publicity-based reforms, implemented without support for our own learning.

When we know what we know, get out of our way and let us make it work. But when we don’t know what we don’t know, when we are told to do things in ways we haven’t tried before, or had success with before, then we need the support to learn about, understand, and incorporate new practices as our own.

Support for parent and student learning

School-based discipline issues are pretty much never confined to something “only happens at school.” Our students lead complex lives dealing with adults and peers in and out of school, and our approach must recognize this. To make a difference in many students’ lives, school-wide plans must consider how to bring parents and students into the conversation and the work, and how to share the responsibility for addressing situations and interrupting negative cycles of behavior.

Support for systems to work: School Councils

Our contract (Article 27, Section 2.4) gives Local School Leadership Councils the authority to craft local student discipline plans with all stakeholders. Our School Site Councils have the authority to help fund these plans, hopefully with positions, coverage, and other innovative support for making discipline and student support plans work. Just as we need space and support for our adult learning, we need the time and the people to help support our overall school plan.

When you’ve tried everything in your plan, and the situation calls for additional adult intervention, you better have that person available to take the next step, whether it’s a dean, a counselor, an administrator, a PSW, or other health and human services professional. Plans on paper mean nothing without the people to make them real and the time needed to see the job through.

Support through collective bargaining

While much good work can be accomplished when stakeholders at a school come together, cooperation and collaboration with the District can only get us so far. Some support will have to be won at the bargaining table, and some practices may need to take the form of a negotiated agreement. Given the importance of these issues to our members and to our students and families, we may want to use our LAUSD contract reopeners to win things that go beyond a few schools at a time.

UTLA CALENDAR

Friday, October 21
UNITED TEACHER Publishes

October 21-23
CTA State Council

Wednesday, October 26
UTLA House of Representatives Meeting

Monday, October 31
Halloween

Wednesday, November 2
UTLA Area Meetings (In the Eight UTLA Areas)

Friday, November 4
LAUSD Pay Day

Sunday, November 6
Daylight Savings Time Ends

Tuesday, November 8
Election Day

Friday, November 11
Veterans Day

Wednesday, November 16
PACE, Elementary, Secondary, African American, and Capably Disabled Committee Meetings

Friday, November 18
UNITED TEACHER Publishes

November 21-25
Schools Closed for Thanksgiving Week

Monday, November 28
Substitute Steering Committee Meeting

Wednesday, November 30
UTLA Board of Directors Meeting

Saturday, December 3
Pre-Retirement Investment Workshop

Call 1-866-680-5139 or click JustForOurMembers.com

We focus on you, so you can focus on them.

It’s California Casualty’s policy to do more for the people who give more. That’s why we are the only auto and home insurance provider to earn the trust and endorsement of UTLA. Take advantage of insurance designed specifically for you and get your quote today.
In spring 2017, the corporate reformers and their billionaire allies will be back, with millions more to spend on a PR campaign and on policies and candidates that support their flawed agenda.

While we can never match their money, we can level the playing field by having a majority of UTLA members contribute to PACE and continuing to organize for collective action in our communities.

We must support genuinely pro-education candidates for the Los Angeles Unified School Board, the people who will vote on our salary, our health care, discipline policies, how to spend state funding and more.

With a stronger PACE, our voice can be greatly amplified to win the change we need for the Schools LA Students Deserve.

UTLA PACE IS CRITICAL FOR OUR BATTLEGROUNDFIGHTS AHEAD.

- Defending salaries & health benefits
- Fully funding community schools
- State legislation on public school accountability

We are in a fight to save public education—from budget cuts and from an aggressive privatization agenda that challenges our profession, our students and our communities.

By law, unions can only spend a very small percentage of dues on political campaigns. This means that we must raise money for our political work through separate, voluntary contributions to PACE, our political action fund.

Join PACE today!

Federal law requires us to use our best efforts to collect and report the name, address, occupation and name of employer of each contributor.

Employer: LAUSD
Occupation: (Check One) ( ) Teacher ( ) Other (Please specify):
Work Site:
Location Code:
Your Name:
Employee #:
Non-LAUSD Email:
Non-LAUSD Phone:
Address:

( ) Bronze $8.33/month
( ) Silver $16.67/month
( ) Gold $25/month
( ) Platinum $35/month
( ) Diamond $45/month

Signature: __________________________ Date: ______________

I hereby acknowledge the following: (a) I am an employee of LAUSD; (b) I am a member of UTLA; (c) I am an U.S. citizen or permanent resident; (d) I recognize the political purpose of the PAC and the uses of contributions to the PAC; (e) I am voluntarily authorizing the payroll deduction; (f) I am not a federal contractor; and (g) I am not a minor.

Please give filled-out form to your chapter chair or mail to UTLA Membership, 3303 Wilshire Blvd, 10th Floor, LA, CA 90010.
In solidarity with union sisters and brothers
Together we fight for public education across the country.

By Arlene Inouye
UTLA Treasurer

Visiting more than 30 schools and health and human services programs over the past five weeks has shown me how much we all have grown in understanding the broader political context that we are part of.

When I first started to visit schools as a UTLA officer, about five years ago, many members did not know about the national attack on public education and attempts by the very wealthy to privatize schools, crush unions, control the political process, and demonize educators. Many educators were baffled and disillusioned by the “bad teacher” narrative, the excessive testing demands, and attempts to link high-stakes student test scores to teacher evaluations. And many felt that UTLA wasn’t doing enough. They felt disregarded and did not feel pride in being a public educator.

My school visits today reflect a different story. Though in some situations there continue to be feelings of being disrespected as educators, most of us understand that we are on the front lines in fighting for the last bastion of this democracy: a quality, free public education that gives all children the chance to live to their potential. Our members understand that as a collective, we can make a difference, and so many of you are willing to do more, expend your time and money, and put yourselves on the line in this fight. The surge of memberships in PACE, UTLA’s political action fund, over the past weeks speaks to the hope and understanding about the political reality we face today.

Knowing that we face a national attack on public education has drawn us closer to teachers’ unions across the country, including the Chicago Teachers Union, whose members were ready and willing to go on strike this month to secure a fair contract and more funding for schools. That job action was averted by a midnight-hour agreement that forces Mayor Rahm Emanuel to release millions of dollars in redevelopment money to stabilize the school district’s finances. CTU’s ongoing fight is against the use of “austerity” budgets to justify severe cuts to schools and the shameful budget priorities that put tax breaks for corporations and slush funds for elected officials above the needs of our students.

The threat of a strike put Chicago front and center in the news. But there are movements in local educational unions across the country that one never hears about in the news or on social media. Below are a few local unions whose members are beating back the billionaires and pushing for educational justice and the schools that students deserve.

• In Massachusetts, educators are focused on opposing an upcoming ballot measure to lift the cap on the number of charter schools (#NoOn2). On the October 6 Day of Action, teachers rallied and talked to parents and community around the state, including in Boston, Canton, Fall River, Somerville, and Springfield.

• In New York City, educators, along with an educator network called Teachers Unite, are organizing around increased staffing to create safer and transformative schools. They are focusing on restorative justice at the school level and smaller class sizes and caseloads for guidance counselors and social workers. This investment in staffing builds the union and takes a strong stand against the racially discriminatory punitive practices that fuel mass incarceration and systemic racism.

• In North Carolina, Organize 2020, an education caucus, ended last school year with a 20-mile march from Durham to Raleigh that resulted in 14 arrests for civil disobedience when the state’s governor failed to meet with the marchers to discuss the state of education on North Carolina. At the start of the 2016-17 school year, Organize 2020 rallied with the Show Up for Charlotte march on September 24 demanding dignity and respect for black lives after another unarmed African American man was shot and killed by police, this time in Charlotte. Going forward, Organize 2020 is focusing on a comprehensive training on the basics of base building and campaign work.

• In Philadelphia, education members are leading a letter-writing campaign demanding that the School Reform Commission return to bargaining with Philadelphia teachers. Two years ago, the SRC announced they were cancelling the Philadelphia Federation of Teachers’ collective bargaining agreement and imposing health care cuts. In August, the Pennsylvania Supreme Court ruled that SRC’s attempt to cancel the contract was illegal (upholding two lower court rulings).

Some of the struggles above are variations of what we are fighting in Los Angeles. But there is a direct link to common goals that we are striving for in solidarity as union brothers and sisters across the nation.

I have shared with members at school site visits and meetings with itinerant groups that I have been deeply involved in the union just over 10 years, or half my time as a speech therapist. In the early years of my career, it was easier to keep a distance from politics, but eventually I learned that everything about education is political. I had taken for granted the rights and given their lives for over the years.

I have shared with members at school site visits and meetings with itinerant groups that I have been deeply involved in the union just over 10 years, or half my time as a speech therapist. In the early years of my career, it was easier to keep a distance from politics, but eventually I learned that everything about education is political. I had taken for granted the rights and given their lives for over the years. I learned from union sisters and brothers in Wisconsin and Michigan that what you know can be taken away overnight. Today I choose to be on the front lines of this battle, fully appreciating who we are and the solidarity of our movement, as educators and ordinary people, that will lead us to victory.

Arlene Inouye can be reached at ainouye@utla.net.
Bilingual issues
Proposition 58 passes. Now what?

Before the passage of Prop. 227 in 1998, which severely curtailed access to bilingual education, only 30% of English learners were enrolled in bilingual programs. It is less than 3% now. Less than 400 out of 10,593 schools in the state currently offer multilingual education. But even if Prop. 58 passes in November and removes the burdensome requirements of Prop. 227, access to language programs will still require schools and school districts to provide parents with the information they need to make informed choices.

If Prop. 58 passes, the labyrinthine parental waiver requirements would be gone. The necessity of parents declaring their children as having “special needs” to access bilingual education would be gone. The threat of personal lawsuits against teachers would be gone. But do any of us think that this will automatically turn school districts into true believers, especially with the anti-immigrant rhetoric rearing its ugly head again? Granted, there is certainly more enlightenment regarding language learning today than there was in 1998, but a generation of Latino parents has been hit over the head with the flawed message that English-only is what’s best for their children. The expansion of dual immersion programs in LAUSD has been fueled by English-speaking parents who want their children to have a second language, but information on the benefits of multilingual education needs to go to all parents.

So post-November 8 it will be time for outreach. When I started with the state-mandated Peter Chacon bilingual program in 1973, we were sent to presentations to hear Latino parents give testimonials about the benefits of bilingual education for their own children. Chacon teachers received two weeks of intensive paid training a year to learn how to teach in a bilingual setting. This preceded the Bilingual Certificate of Competency and the BCLAD. Do we need to do this again?

A few years ago LAUSD hosted the A+ Summit with language experts from all over the country sharing research. Technology would now make it possible for every teacher and administrator to have access to this kind of thing. What about our teacher training programs? Will our colleges and universities step up to support multilingual education? What about the 7,000 teachers in LAUSD with BCLADs? What about our thousands of native Spanish-speaking teachers statewide who are not authorized with a BCLAD? A natural resource, no? What will we do to recruit teachers of other languages for secondary schools? A very high skill set required, no? Chemistry in Arabic, for example. Algebra II in Vietnamese. All subjects in every major language in the state.

But above and beyond all that, we need to share the research with our colleagues and our students’ parents. We need to let Latino parents know that their children are entitled to and will benefit from learning in English and in their native language. We need to let them know that wonderful career opportunities await those who can navigate in a multilingual society, in their families, in their cities, and in their world. We need to let English-speaking parents know all the same things. We need to tell them what research tells us: that their cognitive skills will expand, their empathy will grow, and they will be better people who can be expected to contribute to society.

So if Prop. 58 passes, what next? Prepare our teachers, prepare our schools and school districts, prepare our institutions of higher learning, and get the word out to parents and communities that they will be on the front lines of insisting that their schools provide multilingual programs for their children. They deserve the best.

For more information on Prop. 58, including a list of endorsers, go to www.cabe.org (California Association for Bilingual Education) or www.supportprop58.com.

Next Bilingual Ed Committee meeting: All are invited to a joint meeting of the Bilingual Education and the Raza Education committees on November 26 at 4:40 p.m. in Room 916.

—Cheryl Cortega
Director of Bilingual Education
cortega@utla.net

SPEAKING OUT
(continued from page 3)

the condemnation of all police. The police murdered in Dallas over the summer were killed for no other reason than they were “police,” and that type of attitude is just as wrong and unjust as racism.

The attempt to paint all police officers with the same brush must be rejected. Have we forgotten Miramonte? Because of a few “bad” teachers, all teachers were condemned. Then-superintendent John Deasy created “teacher jail,” an unjust situation where any allegation against a teacher—however minor or unfounded—resulted in the immediate removal of the teacher for days, weeks, or months, until his or her name was cleared. The vast majority of teachers were considered inherently bad—an attitude often shared by the public. Were there some “bad” teachers? Of course. Are there some “bad” cops? Of course. But does that mean that the vast majority of either group—or any group—is “bad”? Of course not.

Why do I, as a white teacher, support Black Lives Matter? Because it raises the awareness that injustice against a minority weakens our society as a whole. I support the movement because it promotes discussion and understanding, on all sides of the issue. I support it because every member of the black community is a member of my community, my society. Hillel says, “If I am not for myself, who will be for me? But if I am only for myself, who am I? If not now, when?”

—Scott Mandel
Valley East Area Chair
Pacoma MS Film, Media
and Performing Arts Magnet

Check out coverage of the racial justice forum at Dorsey High, cosponsored by UTLA, Students Deserve, and Black Lives Matter, on page 10.
UTLA members to elect union officers and board

Candidates must file by December 5.

In early 2017 UTLA members will be electing the UTLA citywide officers and members of the UTLA Board of Directors, which includes directors who serve a UTLA Area and directors who represent a special category of members. The complete list of offices is below. Together, the officers and Board work with UTLA staff to carry out the mandates of the UTLA House of Representatives and help oversee the operation of the union.

Citywide officers

President
NEA Affiliate Vice President
AFT Affiliate Vice President
Elementary Vice President
Secondary Vice President
Treasurer
Secretary

Board of Directors

Each area elects 3 NEA directors and 1 AFT director.

North Area
South Area
East Area
West Area
Central Area
Valley East Area
Valley West Area
Harbor Area

Board of Directors: Special category

Adult and Occupational Education
Bilingual Education
Early Childhood Education Centers
Health and Human Services
Special Education
Substitutes

2016-2017 ELECTIONS MANUAL
Approved by the UTLA Board of Directors on June 1, 2016

This Elections Manual constitutes the ongoing rules by which the elections described below are conducted. This Manual has been adopted by the UTLA Board of Directors and may only be modified by that Board. Except as provided in Article III and Article IV of this Manual, the Board of Directors of UTLA has the obligation to determine when to hold those elections that are required by the UTLA Constitution. This Manual does not supersede or modify the UTLA Constitution in any way. This Manual provides rules to implement the constitutionally mandated elections to ensure that those elections are conducted in a way that is fair and in accordance with rules that are known to all candidates and members.

I. Elections Covered

This Elections Manual is applicable to all UTLA elections for the offices of UTLA President, NEA Affiliate Vice President, AFT Affiliate Vice President, Elementary Vice President, Secondary Vice President, Secretary, Treasurer, and Board of Directors members representing UTLA Areas and Special Categories, including filling vacancies, except for the Director representing UTLA Retired, and for the Area Chairpersons.

II. Elections Committee

A. The UTLA Elections Committee is a standing Committee elected by the House of Representatives in accordance with Article XVI of the UTLA Constitutional Implementation. Members of the Elections Committee shall conduct themselves in a non-partisan fashion, keeping in mind at all times the best interests of UTLA and shall at all times endeavor to ensure that UTLA elections are conducted in a manner that provides an unfair advantage to any candidate and encourages the full participation of the membership in the election process. No candidate or member of the Elections Committee shall be a candidate for office in the election that they are supervising nor shall they be the spouse, partner, parent, parent-in-law, child, child-in-law, or business-related relative of a candidate for office. The Chair or Co-Chairs of the Elections Committee shall select by the Committee each year a member who has not been a Director or Officer of UTLA in the year prior to the year in which elections are to take place. The Elections Committee shall establish all other dates for the conduct of the Election, including the deadline for the filing of Declaration of Candidacy forms, the date of mailing of ballots, and the date by which ballots must be returned. The Elections Committee shall work with UTLA staff to ensure that notice of these dates is provided to the membership no later than 45 calendar days after the start of the school year in which elections are to take place.

B. The Elections Committee members shall not publicly discuss, debate or participate in any campaign or candidacy during the election process.

C. The Elections Committee and (not the Board of Directors—including Officers) shall have the authority to supervise the conduct of the election in a manner that is consistent with this Manual and the UTLA Constitution. The authority of the Elections Committee shall include, but is not limited to, the following:

1. After the Board of Directors has determined the dates and offices of those elections that are required by the UTLA Constitution, the Elections Committee has the authority to determine all other dates and procedures pertaining to those elections.

2. The Elections Committee has the authority to retain an election services company to print, mail, tabulate ballots, and certify election results.

3. The authority to conduct an election for Board of Directors vacancies by printing, mailing and tabulating ballots by retaining an election services company only after the Board of Directors has declared a vacancy, when a written, mailed ballot is authorized.

4. The authority to review and resolve any challenges pertaining to the conduct of the election, including challenges regarding the intent of a ballot.

5. The authority to hear and decide any charges alleging violations of the UTLA Constitution or this Manual in the conduct of the election.

6. The authority to determine that an election must be rerun, in whole or in part, but only if the Committee has determined that there has been a violation (as provided below in section XII) that a violation of the UTLA Constitution or of this Manual may have affected the outcome of the election.

7. The authority to adopt procedures during an election to remedy anticipated problems that arise during the election, provided that such remedies will be adopted only if there are no material disputed facts regarding that problem and the fairness of the election might be compromised if a remedy were not adopted. Furthermore, such remedies may be adopted only if approved by a vote of 75% of the Elections Committee.

8. The authority to determine voter eligibility in accordance with section V of this Manual and the UTLA Constitution.

9. The authority to determine candidate eligibility.

10. The authority to present a report to the BOD regarding elections that are being challenged, or are in arbitration, so that candidates will not be declared elected until they are seated, and the authority to present a report to the BOD when elections have been completed so that candidates who have been elected can be certified.

III. Time of Elections for UTLA Officers and members of the Board of Directors

A. Election ballots shall be counted during the month of February of the year of any regular election. The Elections Committee, in consultation with the elections services company and UTLA staff, shall set the exact date.

B. No later than 45 calendar days after the start of the school year in which elections are to take place, the Elections Committee shall establish all dates for the conduct of the Election, including the deadline for the filing of Declaration of Candidacy forms, the date of mailing of ballots, and the date by which ballots must be returned. The Elections Committee shall work with UTLA staff to ensure that notice of these dates is provided to the membership no later than 45 calendar days after the start of the school year in which elections are to take place.

C. The Elections Committee shall set the date of Run-off elections or Rerun elections (that is, elections conducted after a determination by the Elections Committee or arbitrator that a violation of the applicable rules has invalidated an election). The Elections Committee shall verify candidate eligibility within five (5) business days of the close of declarations. Candidates shall have five (5) business days to appeal the decision of the Elections Committee to the Elections Committee, or correct deficiencies in eligibility.

IV. Candidates elected by uncontested elections. In the event that there are only three (3) NEA Board of Directors candidates in an area, they shall be declared winners by acclamation. In the event that there is only one (1) AFT Board of Director candidate in an area, s/he shall be declared the winner by acclamation. In the event that there is only one candidate in the special category Board of Directors, s/he shall be declared the winner by acclamation.

B. Contested elections. For NEA Board of Directors Area election the three (3) candidates receiving the highest number of votes shall be declared elected. For AFT Board of Directors and special category Board of Directors, the candidate receiving the highest number of votes shall be declared elected. For officer elections, the candidate receiving the highest number of votes who has received at least a majority of votes by declared elected. In the event that one officer candidate does not receive a majority of votes cast in the first balloiting, a runoff election shall be held between the two candidates receiving the highest number of votes, unless there is a tie for the second highest, then the runoff will be the top three candidates.

C. Certification of Election. The official Elections Report must be completed by the Chairperson of the Elections Committee and sent to the UTLA Board of Directors and the House of Representatives after each ballot round.

UTLA 2016-2017 Election Timeline

September 16: Election announcement and timeline published in the UNITED TEACHER.

October 21: Election announcement, timeline, Declaration of Candidacy form, Itinerant Assignments Declaration form, and election rules will be published in the UNITED TEACHER.

November 18: Election announcement, timeline, Declaration of Candidacy form, Itinerant Assignments Declaration form, and election rules will be published in the UNITED TEACHER.

November 21: Deadline to file the Itinerant Assignments Declaration Form (due by 5 p.m.).

December 5: Deadline to file Declaration of Candidacy form (due by 5 p.m.). Deadline to submit candidate petitions (due by 5 p.m.). There will be an orientation meeting for all candidates and the drawing of ballot positions at 6 p.m.

December 16: Election announcement, timeline, and election rules published in the UNITED TEACHER.

January 9: Deadline for photo and candidate statements for the special election issue of the UNITED TEACHER (due by 5 p.m.).

January 9: Deadline to submit candidates’ flyer for UTLA website (due by 5 p.m.).

January 20: Special election issue of the UNITED TEACHER published.

February 3: Ballots mailed to membership.

February 13: Deadline to call for a replacement ballot (due by 5 p.m.).

February 27: Ballots picked up by Election Committee at post office at 8 a.m. First round of ballots counted. Deadline for filing financial disclosures statements (due by 5 p.m.).

March 7: Second round of ballots mailed to membership.

March 24: Results of first round of ballooning published in the UNITED TEACHER.

March 27: Deadline to call for a replacement ballot (due by 5 p.m.).

April 18: Ballots picked up by Elections Committee at post office at 8 a.m. Second round of ballots counted. Deadline for filing financial disclosures statements (due by 5 p.m.).

May 2: Third round of ballots mailed to membership.

May 16: Deadline to call for a replacement ballot (due by 5 p.m.).

May 31: Ballots picked up by Elections Committee at post office at 8 a.m. Third round of ballots counted. Deadline for filing financial disclosures statements (due by 5 p.m.).

July 21: Results of the third round of ballooning published in the UNITED TEACHER.

July 21: Candidates’ financial disclosure statements published in the UNITED TEACHER.

For election results: In addition to publication in the UNITED TEACHER, Balloting results will be posted on www.utla.net as quickly as possible. Approved by the UTLA Board of Directors on July 28, 2016. Timeline change due to BOD motion 1360.

TIMELINE NOTES

• Candidate petition forms, a new part of the self-nomination process, will be published in the October 2016 issue of the UNITED TEACHER and will be available online at utla.net.

• Itinerant employees who wish to run for office must submit the Itinerant Assignment Declaration form by 5 p.m. on November 21. The form is on page 17 of this issue and will appear in the October and November editions.

• Membership applications must be received by UTLA Office by 5 p.m. on December 5 for new members to be eligible to vote in the first round of ballooning.
UTLA one month prior to distribution of the ballots in that round (i.e. first round, second round run-off, or re-run) of balloting.

B. Members not assigned to a single work site a majority of the time or whose cost center does not accurately reflect their work site(s) shall be assigned to a UTLA Area based on where they actually work, and the principles adopted by the House of Representatives. If the designation is incorrect, the member must inform the UTLA Elections Committee of the correct area in which they worked the most and send notification to the Elections Committee at least one month prior to the mailing of the ballots. Prior to the opening of nominations, UTLA will provide in the United Teacher and on the UTLA Website a full explanation directed to members of their rights and obligations in this regard.

C. Upon publication of the election rules in the United Teacher or on the UTLA website, there will be communication to certified employees who are eligible to join UTLA notifying them of how to confirm and/or correct their member status, including affiliation, special category, and UTLA Area. Affiliation changes must be submitted at least one month prior to the first mailing of the election ballots.

VI. Candidate eligibility

A. Membership in good standing. Any person who has been an active member in good standing for at least twenty-four months, and a member of his/her affiliate for twelve months, including affiliation, special category, and UTLA Area. Membership in good standing means the person who has been an active member in good standing, including affiliation, special category, and UTLA Area for twelve months, prior to the date of the Election Supplement which shall be published indicating each candidate and the position they are seeking, provided that the following conditions are met:

a. Candidates must sign the statement that they submit.

b. Each statement will be printed in black and white and may be no longer than one (1) page, (8-1/2 x 11 inches).

c. If a candidate wishes to have a photograph as part of the 8-1/2 x 11 inch sheet, the candidate must provide a glossy print photograph or electronic file as specified by the Elections Committee, of only the candidate, which shall not be returned to the candidate.

d. The statement and photograph must be received by the UTLA office no later than ten (10) working days excluding holidays after the meeting in which the names of the candidates were announced. This is a firm deadline for the first and all subsequent rounds.

3. The Election Supplement, in a format determined by the Elections Committee, shall also be mailed to all voters with their ballot.

VIII. Ballots

A. When an independent elections services company is contracted, it shall be responsible for the printing, mailing and tabulating of the ballots, subject to supervision by the UTLA Elections Committee.

B. Candidates’ names shall be listed on the ballot in a random order by drawing lots. If a run-off election is held, the order of names of the candidates shall not be changed.

IX. Procedures pertaining to the mailing and counting of ballots

A. Rules governing the mailing and counting of the ballots are attached to this Manual as Attachment A.

X. Other Campaign Rules

A. The Elections Manual shall be made available through the United Teacher and the UTLA Website to all UTLA members and upon request.

(continued on page 18)
ELECTION RULES  
(continued from page 17)

B. The United Teacher, prior to opening of nominations, shall publish election procedures, rules, forms and the calendar. The election time line shall be published in each issue and on the UTLA Website until the close of the election.

C. Local, state, and/or national affiliate organizations shall not endorse, permit the provision of, or provide facilities or services to, financially contribute to, or be materially involved in any way with the campaign of any candidate. The UTLA President shall request affiliates to honor this election rule.

D. UTLA staff and employees shall not be involved in any candidate’s campaign.

E. UTLA Officers, materials, or other resources of UTLA shall not be used to support candidates. These resources include, but are not limited to UTLA copiers, telephones, computer systems, UTLA sponsored/affiliated websites (except as otherwise provided for in these rules). However, this shall not preclude the utilization of UTLA Meeting Rooms, to the extent that they are made equally available to all candidates.

F. UTLA shall create a video of the city-wide office candidates, whether contested or not. The Elections Committee shall determine the time, format, etc. with regard to the preparation and distribution of the video, in consultation with the UTLA Director of Communications. Video content shall not include language or references that is racist, sexist, homophobic, or otherwise offensive or contrary to UTLA guiding principles, as determined by the Elections Committee. Candidates shall have the opportunity to edit the video accordingly.

G. UTLA committees shall not endorse any candidates during the election process.

H. Candidates shall not seek or receive local, state or national affiliate financial support or any other form of support for his or her candidacy from vendors, UTLA staff, politicians or outside organizations and persons who stand to benefit financially or otherwise from their relationship with UTLA.

I. Candidate literature will not appear to be on any official UTLA petition, except the Special Edition of the United Teacher.

J. Campaigning at work sites

All candidates may campaign at work sites with the prior approval of the charter chair. Such approval shall not be unreasonably denied by a charter chair. Examples of unreasonable denial of approval would be because the charter chair does not support the candidate or a denial of approval because the charter chair does not like the candidate. Examples of a reasonable denial of approval would be because another candidate had already been granted approval on that day, or because the work schedule issues would make it impossible or disruptive for the candidate to campaign at that school on that particular day. Candidates are not permitted to combine campaign visits with official UTLA business.

K. Financial Reports

Candidates for all offices, and political committees formed by candidates or in which candidates are active participants, shall file at least two financial reports with the Elections Committee on a form approved by the Committee. The reports shall detail all expenditures, income and sources of income for a specific ballot in the election. The first report shall be due at the deadline for the declaration of filing, on or before 5:00 p.m. The second report shall be due on or before 5:00 p.m. the day upon which the ballots are counted.

Each candidate must sign the following affirmation “I affirm that all of the information provided by me in this form is correct to the best of my knowledge. Financial reports pertaining to subsequent balloting shall be on file on or before 5:00 p.m. the day upon which the ballots are counted.”

The financial statements of candidates and committees shall be printed in summary form in the next United Teacher issue after their due date, with a notice that originals are on file for inspection.

A candidate who has not filed a financial report shall not be permitted to assume the office to which that candidate has been elected unless and until the report is filed.

XI. Elections of Area Chairs

A. If all candidates for the office of Area Chair who have filed a declaration form have been elected by acclamation, then the Area Chair election will be held in the first round of balloting. In the event that all four (4) Directors in an area are elected on the first, citywide ballot, the Area Chairperson election for that area shall be conducted in the second round of balloting, if contested. In the event there is a run off for a Board of Directors seat, any election for Area Chair shall be conducted in a third round of balloting.

B. An Area Chairperson’s election shall be held. Area Chairpersons shall be elected from among the four (4) Board of Directors Members, newly elected to each UTLA area. The candidates for Area Chairperson in each area shall be those newly elected Board of Directors members who have also filed as candidates for Area Chairperson. In the event that no newly elected Board of Directors member has filed as a candidate for Area Chairperson, all four (4) newly elected Board of Directors names shall appear on the ballot for the office of Area Chairperson and shall be candidates for that office. If only one of four elected persons files, that person shall be declared the winner without balloting.

XII. Challenges to the Election

A. Only candidates may file challenges, and only to the office in which they are running.

B. In the event that a candidate claims that any violation of any provision of this Manual or of the Constitution has taken place in connection with an election in which that person is a candidate, that candidate may request a hearing by the Elections Committee by filing a written challenge no later than 5:00 p.m. on the fifth working day after election results are stated for the round of the election in which the candidate claims that there has been a violation, setting forth with reasonable certainty the nature of the alleged violation, and the facts constituting the alleged violation.

C. No later than 10 working days after the final election results for the position for which the challenge has been filed, the Elections Committee shall set a time and place for a fact finding hearing. That fact finding hearing shall take place no more than 30 working days following the final election results. The fact finding hearing shall not take place until after all run-off elections for the position for which the challenge has been filed.

D. At least a majority of the Elections Committee must attend each day of the fact finding hearing and only those members who attend each day of the fact finding hearing may participate in the decision of the Elections Committee.

E. The Elections Committee shall function in a manner similar to a committee of a legislative body and therefore shall be entitled to consider all facts and witnesses that the Committee, in its discretion believes would inform if those facts relevant to a decision, including facts and circumstances that it becomes aware of outside of the fact finding hearing itself.

F. The Elections Committee shall declare the election for any particular position void and shall direct and set procedures for the conduct of a rerun election if there has been a violation that may have affected the outcome of that election. In addition, if the Elections Committee finds by clear and convincing evidence that (a) a candidate had knowingly received financial support from a vendor or any other person or entity that the candidate knew stood to benefit financially from their relationship with UTLA or (b) knowingly accepted the endorsement or, of support of, any local, state or national affiliate organization, the Elections Committee shall disqualify the candidate and there shall be a rerun election among all other candidates for that position. If there is only one remaining candidate for that position, that candidate shall be declared elected without a rerun election.

Any determination of disqualification may be appealed to arbitration in accordance with

All forms downloadable at utla.net.
I. BALLOT MAILING

RULES PERTAINING TO THE MAILING AND DISTRIBUTION OF BALLOTS

A. Retrieved ballots will be sorted. Ballots that have not been provided as required will not be accepted. As soon as a decision by the Committee is made with regard to a challenge, the Elections Committee shall immediately inform all affected candidates of that decision. The Committee shall provide that notice by Certified Mail and by any other reasonable means that the Committee believes will ensure that the member has actual notice of the decision.

1. A candidate who has filed a claim of an election violation with the Elections Committee may withdraw the claim at any time before a decision by the Elections Committee.

J. Arbitration

If a candidate is dissatisfied with the decision of the Elections Committee, he or she may appeal that decision to arbitration by filing notice of appeal with the Elections Committee. That notice of appeal must be received at the UTLA offices no later than 10 working days after the date the Elections Committee decision is delivered to the member who has filed the charges and who must be accompanied by a non-refundable deposit of $1,000 by cashier’s check or money order for those candidates who were seeking Board of Directors positions. If the decision is not one to which the member has charged, the member who has charged the fees, shall be presumed that the decision was received 3 days after the decision is mailed to the member, unless the Elections Committee determines that member will ensure that the member has actual notice of the decision. The Elections Committee shall provide that notice by Certified Mail and by any other reasonable means that the Committee believes will ensure that the member has actual notice of the decision.

If there are multiple requests for arbitration, the Elections Committee has the discretion to order arbitration and any arbitration that should be consolidated into one arbitration hearing and attempt to obtain the agreement of the candidates to that procedure. Where the Elections Committee determines that the arbitration involves a challenge to a policy, decision or action of the Elections Committee itself, the Elections Committee may participate in the arbitration as a full party.

Otherwise, the Elections Committee shall participate in the arbitration only on the extent necessary to ensure that UTLA interests are protected and, in such case, the full parties shall be the candidate and the Elections Committee. The Elections Committee shall provide that notice by Certified Mail and by any other reasonable means that the Committee believes will ensure that the member has actual notice of the decision.

If the arbitrator upholds the challenge of a candidate in substantial part, the deposit provided by the candidate shall be returned to the candidate. The challenger shall determine whether such a refund is applicable.

A candidate who has appealed a decision of the Elections Committee or arbitration may withdraw that appeal at any time prior to the decision of the Arbitrator.

As soon as a decision by the Arbitrator is received by the Elections Committee, the Elections Committee shall immediately inform all affected candidates of the decision. The Committee shall provide that notice by Certified Mail and by any other reasonable means that the Committee believes will ensure that the member has actual notice of the decision.

J. Presumption of validity: Elections challenged by a member are presumed valid pending a decision of the Elections Committee or arbitrator. The record of an election and time established by the Elections Committee or arbitrator finds that the results of an election are not valid, those who have been elected shall hold office and shall have the full powers of the office while any challenges are being considered.

RULES PERTAINING TO THE MAILING AND COUNTING OF BALLOTS

I. BALLOT MAILING

Ballots will be mailed at a date established by the Elections Committee at a location established by the Elections Committee. The mail will be pre-addressed and paid in advance for the period between the date stated by the Elections Committee and at a place established by the Elections Committee. Ballots returned by candidates, at their own expense, may be presented to the process and accompany the mail of if they are subject to a challenge to a policy, decision or action of the Elections Committee itself, the Elections Committee shall provide that notice by Certified Mail and by any other reasonable means that the Committee believes will ensure that the member has actual notice of the decision.

C. A search of the returned envelopes (by Voter ID) will be conducted to verify that a replacement ballot is not a duplicate vote. Should two (2) return envelopes be found from the same member, the ballot in the original envelope will be counted.

D. Ballots in return envelopes that are unidentifiable (not an official return envelope), shall be set aside and not counted.

E. Ballots returned to a location other than assigned P.O. Boxes (e.g. UTLA offices) will not be opened or counted. UTLA Offices will not accept ballots.

F. The return envelopes will be opened and the contents removed.

G. Each secrecy envelope will be opened and the ballot removed and inspected.

H. Return envelopes that contain a voted ballot without a secrecy envelope will be counted.

I. Ballots that are not machine readable or are damaged (e.g. torn, eaten, etc.) will be repaired or duplicated in the presence of the Elections Committee. If the Elections Committee determines that member/voter intent is apparent, the ballot will be counted.

J. If a ballot contains votes for more candidates for an office than there are positions to be filled by election, the ballot for that office will not be counted.

K. If no votes are boxing a ballot on a marked ballot, it will be repaired or duplicated, if the multiplicity that member/voter intent is apparent, the ballot will be counted.

L. Any ballot returned that is not in its appropriate return envelope shall not be counted.

M. Ballots mailed to the wrong P.O. Box will not be counted. UTLA Offices will not accept ballots.

N. If more than one (1) ballot is returned in the same return envelope, even in separate secrecy envelopes, no ballots in that envelope will be counted.

O. The interpretation and application of these procedures for the 2016-17 cycle, and any challenge to counting ballots or election procedures shall be made by the Elections Committee only.

V. ACCURACY CERTIFICATION

Before any ballots are counted, the elections services company will test the ballot counting system for accuracy. If the test properly demonstrates the accuracy and program logic of the system, the companies will certify the system ready for ballot tabulation. This accuracy and logic test will be conducted in the presence of the Elections Committee Representatives and official observers. The same test will be conducted following the tabulation of the Official Ballots and the results of the two tests will be compared.

VI. BALLOT TABULATION

The accuracy certification, the elections services company will tabulate the ballots. The tabulation process involves four steps:

1. Scanning the ballot
2. Reading the ballot image
3. Reviewing and tallying any other ballots in question, including write-in ballots
4. Tabulating the ballots

Following the completion of the post-count accuracy and logic testing, the official results including the ballot inventory will be given to the Elections Committee which shall certify the results. The elections services company will certify as to performance in accordance with the foregoing procedures and as to the accuracy of the tabulated results, it being understood that the elections services company cannot certify the eligibility of any candidate or member to whom ballots were issued.

VII. PACKAGING AND SEALING

The ballots, which have been tabulated, will be placed in special containers and sealed with a permanent storage seal bearing the signatures of the Elections Committee Representatives and the elections services company representative who tabulated the ballots. The unused/ unopened original or replacement ballots in its possession. The ballots are to be made in a manner established by the Elections Committee in the presence of at least one member of the Elections Committee and the observers. The elections services company shall transport and store at the facilities of the elections services company. Ballots shall be stored for three years.

Changes to UTLA elections for 2016-17

Here’s a summary of the major changes to the election rules and procedures for the 2016-17 cycle.

• Petitions: To be eligible to run for office, candidates must submit petitions signed by active UTLA members (at least 50 signatures needed for Board of Director positions and at least 100 signatures for officer positions). Canvassing of signatures must be conducted on school campuses; it is required that candidates get more than the minimum amount to ensure sufficient valid signatures. These petitions must be filed by the same date as the declaration of intent to run form.

• Mailing of flyers: Candidate flyers will be posted at utla.net instead of being mailed to members’ homes. Members will be able to receive the UNITED TEACHER special election issue with candidate statements and photos.

• Changes due to merger: Because of the Build the Future, Fund the Fight changes approved by UTLA members, all UTLA members now belong to both of our national affiliates—the NEA and the AFT—and will be eligible to vote for all Board member positions for their area and for all officer positions (previously, members could only vote in races connected to their affiliation; for example, an NEA member could not cast a ballot in the AFT vice presidential race). The affiliation distinction is still in place for candidates, however, and candidates must have been a member of the affiliate for which they seek office for at least 12 months preceding the deadline for filing the intent to run form.

• Challenges: Only candidates can file challenges to elections and only for the office for which they are running.

Revisions to the election manual were approved by the UTLA Board of Directors in June.
Salary point class on cultural competency

“Valuing Difference” is an interactive seminar on cultural diversity, family history, media and societal impacts, and effective communications. The salary point workshop covers the important role your own culture plays in day-to-day interactions and includes interactive exercises in which participants review various issues from a variety of viewpoints. The next session is November 12 and 13 from 9 a.m. to 5 p.m. The fee is $95. Location: 8339 W. Third Street, L.A., CA 90048. One salary point available. For more information or to register, call Kari Bower at 323-653-3332 or email ShawnGrifLA@aol.com.

California Subject Matter Project seminars for teachers of world languages

L.A. STARS, a regional center of the California World Language Project, has announced its professional development seminars for the 2016-2017 school year. Programs for teachers of ELD, foreign languages, Spanish for Spanish speakers, and AP Language, Literature, and Culture will take place on the campus of Occidental College on Saturdays. All programs will highlight the Common Core standards and 21st-century skills. For additional information, please call 323-259-2949, email occlp@oxy.edu, or visit www.la-stars.net, where you can download information and applications.

Free professional development at the Museum of Tolerance

The Museum of Tolerance is offering grant-funded professional development programs for teachers. Educators can sign up for Tools for Tolerance for Educators, an interactive, experiential program designed to advance anti-bias education and the creation of inclusive and equitable schools. Programs are offered in the immersive, high-tech learning environment of the Museum of Tolerance. Programs are offered in one- or two-day formats. Lunch and materials are included. Individuals may register for special open enrollment institutes. Groups of 30 participants or more may register for a customized program. All pre-K to 12th-grade educators welcome. One LAUSD salary point credit available for most programs. Find more info at www.museumoftolerance.com/FreePD.
A motion passed by the UTLA House of Representatives calls for a report to be published in the UNITED TEACHER that lists all union-paid travel by UTLA officers and directors outside of Los Angeles County. Below are the travel expenses incurred from December 2015 to May 2016, with an explanation as to how the travel relates to UTLA business.

CFT Convention in San Francisco
Attended by Alex Caputo-Pearl ($226), Cecily Myart-Cruz ($1,485), Betty Forrest-er ($1,360), Juan Ramirez ($1,249), Arlene Inouye ($1,369), Dan Barnhart ($1,546), Aaron Bruhnke ($1,162), Wendi Davis ($1,250), Ingrid Gunnell ($349), Mel House ($1,292), Matthew Kogan ($956), Gillian Russom ($1,099), and Jennifer Villayo ($336).
Purpose: Local unions send delegates to the conference to help shape CFT policy.

NEA Affiliates Meeting in D.C.
Attended by Alex Caputo-Pearl ($550)
Purpose: To represent UTLA at a national affiliate meeting.

UTLA support for housed teachers
Under former superintendent John Deasy, many educators were victims of the “teacher jail” system. Caught off guard and often falsely accused, they were left to suffer alone, under house arrest and unsure of what to do. LAUSD’s abuse of “teacher jail” has lessened since the departure of Deasy, but we still need to be vigilant about each and every case.

Don’t be a victim of unfair job actions and false charges. UTLA wants you to know: You are not alone. We are here to help its falsely accused and unfair judgement.

UTLA officer contacts: If you’ve been recently removed from the classroom, please contact UTLA Second-ary Vice President Colleen Schwab (213-368-6237, cshelfab@utla.net) or UTLA Treasurer Arlene Inouye (213-368-6218, ainouye@utla.net).

Unjustly Housed Teachers Committee: UTLA provides support, guidance, and assistance to all re-housed teachers through the Unjustly Housed Teachers Committee. The committee meets monthly at the UTLA building.
The next meeting is November 8 from 4:30 to 6:30 p.m. in Room 904. The UTLA building is located at 3303 Wilshire Blvd., Los Angeles, CA 90010 (213-487-5560).

UTLA is ready, willing, and able to help its falsely accused and unfairly treated members. Make the call, attend the meeting, and let UTLA help you.

Meetings with Legislators in Sacramento
Attended by Alex Caputo-Pearl ($255 in Feb., $167 in March, $952 in May)
Purpose: To meet with legislators on pending bills.

National Council of Urban Education Associations Conference in Baltimore
Attended by Cecily Myart-Cruz ($577)
Purpose: To set policy for urban councils for the year.

NEA Black Issues Conference in Kansas City
Attended by Cecily Myart-Cruz ($946)
Purpose: To set goals for the NEA Black Caucus to advance racial justice in public education (Myart-Cruz is the NEA Black Caucus Pacific Region Director).

CTA Issues Conference in Las Vegas
Attended by Cecily Myart-Cruz ($988)
Purpose: To connect with educators from throughout the state to strategize solutions to challenges to public education.

NEA Leadership Summit in Texas
Attended by Cecily Myart-Cruz ($1,406)
Purpose: To develop activist leaders and prepare them with the leadership skills to lead a relevant union.

Joint Legislative Audit Committee Meeting in Sacramento
Attended by Cecily Myart-Cruz ($558)
Purpose: To testify before the audit committee regarding Alliance charter schools.

CTA Lobby Days in Sacramento
Attended by Cecily Myart-Cruz ($458) and Juan Ramirez ($383)
Purpose: To meet with legislators on issues of importance to public education.

California Labor Fed Executive Meeting in Oakland
Attended by Betty Forrester ($319)
Purpose: To represent UTLA at the state level.

California Association for Bilingual Education Conference in San Francisco
Attended by Juan Ramirez ($1,508)
Purpose: To attend workshops and connect with educators statewide on bilingual education issues.

AFT Western Region Meeting in San Francisco
Attended by Betty Forrester ($130) and Alex Caputo-Pearl ($602)
Purpose: To represent UTLA at a national affiliate meeting.

Labor Notes Conference in Chicago
Attended by Arlene Inouye ($970), Dan Barnhart ($902), Gloria Martinez ($1,067), and Gillian Russom ($314).
Purpose: To connect with union activists from across the country to share tactics and swap notes.

Community Schools National Forum in New Mexico
Attended by Karla Griego ($756) and Maria Miranda ($844).
Purpose: To learn about models that support sustainable communities.

AFT Negotiations Teacher Training in D.C.
Attended by Gloria Martinez ($814)
Purpose: To learn about negotiation tactics and best practices.

AFT Conference in D.C.
Attended by Juan Ramirez ($222)
Purpose: To represent UTLA at the national level.

Salary Advancement Courses for Educators
Convenient | Relevant K-12 Applications | Practical Curriculum

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Karen Rose | k100pc@yahoo.com | 310-745-1099

Downtown Los Angeles
310-874-4090

Sherman Oaks
Jennifer Krauss | jenkrauss@gmail.com | 805-559-3060

Monterey Park
Jim Burk | jimburk7@gmail.com | 1-800-664-6130

Santa Clarita | Burbank
Scott Cody | scottmccody@gmail.com | 323-496-3318

Downey | Los Alamitos
Craig Yokoi | craig.yokoi@me.com | 310-292-1039

$329 FOR THREE SEMESTER UNITS OF GRADUATE LEVEL EXTENSION CREDIT

Visit our website http://sandiego.edu/educatorsprograms
By Mignon Jackson

UTLA-R Secretary

UTLA-R President John Perez called the meeting to order at 10:30 a.m. with a moment of silence in memory of UTLA-Retired members Marc Valley and Bonnie Tompkins.

President’s Report: UTLA-R President John Perez reported on the continuing problems with SilverScript prescriptions. Please contact Mariam Hironimus with LAUSD at mariam.hironimus@lausd.net for help with your specific issues. Also contact UTLA President Alex Caputo-Pearl at acaputopearl@utla.net and UTLA Vice President Betty Forrester at bforrester@utla.net to make your specific SilverScript issues known to UTLA leadership.

Perez also indicated that it likely will be the District’s position in upcoming health benefits bargaining that members should start paying a monthly premium for health coverage and that the negotiations will be difficult because the unions (UTLA and all the others) will oppose this District provision. Perez also spoke about the upcoming November 2016 elections and of the importance of full passage of Proposition 55, the Children’s Education and Health Care Protection Act, and Proposition 58, the Learn Initiative. Proposition 55 will maintain the current tax rates on the wealthiest Californians to prevent billions of dollars in funding cuts for public education and other vital services. Proposition 58 will make it easier to establish bilingual programs for English language learners so all students can learn English as quickly as possible.

A request was made for volunteers to work in this election with UTLA phone banking or with CFT or AFL-CIO in battle-ground states such as precinct walking, voter registration, phone banking, or GOTV. Some expenses will be paid.

Treasurer’s report: UTLA-R Treasurer Mike Dreebin reported that about $52,000 is in the UTLA-Retired budget. Much of the budget will be allocated to allow UTLA-Retired members to participate in conferences and meetings on issues affecting retirees.

Health benefits report: Loretta Toggenburger reviewed health benefits FAQs from the LAUSD Health Benefits Committee that addressed “Your Rights As a Health Plan Member and What to Do if...” If you have any questions, contact Toggenburger at ltoggen@lausd.net.

PACE report: UTLA-R Vice President Cecelia Boskin stated that current UTLA-Retired membership is about 4,300 members. Recruitment is important and members should speak to former colleagues and friends who have recently retired about joining. UTLA-R members are encouraged to continue their PACE contributions. These contributions may be mailed to Cecelia Boskin, 3547 Federal Ave., Los Angeles, CA 90066.

UTLA-R elections: Election Committee member Frank Anderson announced that elections for UTLA-Retired members to the House of Representatives will be held at the October 14, 2016, UTLA-Retired General Assembly meeting and that the elections for the UTLA-Retired Steering Committee will be held at the January 20, 2017, General Assembly meeting.

Guest speakers: Liz Zeliski, Ph.D., professor of gerontology and psychology at the University of Southern California, spoke on the topic of “How to Improve Your Memory.” Points of interest were:

• Memory progression: acquire, store, retain, and retrieve.
• Major processes involved in memory: encoding, storage, and retrieval.
• Specific kinds of memory problems: transience (information is lost), absent-mindedness, blocking, misattribution, suggestibility, persistence.

The older we get, the more we remember the positive.
• People who think their health is good have good memories.
• People with more education tend to do better in old age.
• Volunteer work and being socially involved helps your memory.
• Brain training requires active work from you on a daily basis. Some techniques to help: repeat and relive; employ mental flexibility and patience; and put things in writing.

Additional research and studies are available at USC Leonard Davis School of Gerontology.

By John Perez

UTLA-Retired President

Who knows best? Phi Delta Kappa is a national organization that supports education, and for the past 48 years they have sponsored a national poll about how Americans feel about public education. There were two important takeaways from this year’s poll. One of the recurring questions of the poll has been to ask Americans to give our public schools a letter grade. What is most interesting about this question is that over time there has been a very clear difference between how the general public feels and how parents with kids in our public schools feel about our nation’s schools.

When asked what letter grade the general public would give our nation’s schools, only 24% gave a grade of “A” or “B,” with 26% giving our schools grades of either “D” or “F.” When asked about their local public schools, 48% of the general public gave them grades of “A” or “B,” with the “D” and “F” grades shrinking to 17%. But when the grades of parents with kids in public schools were tabulated, fully 67% of parents gave their kid’s school either an “A” or “B” with only 10% of parents giving their school a grade of either a “D” or an “F.”

This dichotomy of beliefs between the views of the general public and the views of parents with kids in public schools has been a feature of this annual poll for at least 20 years, if not longer. The people closest to our public schools, parents with kids going to them, know how hard our active colleagues work to give their kids a quality education.

The second important takeaway was on the question of what people feel should be done to so-called “failing” public schools. Eli Broad and the privatizers have been pushing for the closure of schools they feel are not up to grade. But does the public feel this way? When asked, “Should failing public schools be closed,” fully 84% of the public answered with a very loud “NO!”

The public does not want their neighborhood public school closed—they want it improved for the kids who go there. The Phi Delta Kappa poll shows that people like Eli Broad, who don’t send their kids to public schools, are totally out of touch with how Americans feel about our schools.

UTLA-Retired President

UTLA has endorsed Imelda Padilla for LAUSD School Board: UTLA-R has endorsed Imelda Padilla for School Board in the East San Fernando Valley District for next spring’s School Board elections. Padilla is an excellent candidate for School Board; she reminds me of Julie Korenstein when Julie first ran office. She is a local woman who went to East Valley schools from kindergarten to high school. In fact, she went to the same middle school and high school that my youngest daughter went to. When she was introduced at a recent Valley East Area meeting, a couple of her former teachers were in the audience. Padilla has a BA from UC Berkeley and is working on a masters of public administration at California State University, Northridge. After university she came home to the community where she grew up and became a community organizer for the local city councilmember and a number of local community-based organizations. Padilla has said she does not see the School Board as a stepping-stone for higher office, but as a position from which to do important public service.

Support PACE: So far this year, UTLA-Retired members have contributed $4,800 to PACE. UTLA-R is developing a PACE card that will allow you to deduct PACE contributions from your CalSTRS pension. Until this is finalized please continue to send your contributions to PACE to Cecelia Boskin, 3547 Federal Ave., L.A., CA 90066. John can be reached at tpalmer466@lausd.net.

If you want to have your name added to our UTLA-R email Alert List, send your email address to utla-r@roadrunner.com. If you want to make a donation to PACE, send your check to Cecelia Boskin at 3547 Federal Ave., L.A., CA 90066.

Note from UTLA-R President

By John Perez

UTLA-Retired President

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John can be reached at tpalmer466@lausd.net.
Pursuant to the UTLA Constitution and By-Laws, notice is hereby given of the intent to conduct a mail ballot for the UTLA House of Representatives 2017-18. Members elected to the House of Representatives shall be seated at the February 8, 2017, meeting of the House.

Nominations: Any UTLA member in good standing may nominate himself/herself or completing the self-nomination form and turning it to the UTLA House Elections Committee, c/o Daniel Barnhart, 3303 Wilshire Blvd., 10th Floor, Los Angeles, CA 90010. The nomination period shall be from September 16 to November 3, at 4:30 p.m.

Nominations received by October 26, 2016, shall receive written verification. Nominations received after October 26 shall not be mailed verification and cannot be guaranteed inclusion in the election unless the nomination form is submitted in person, at UTLA headquarters, to Daniel Barnhart (or designee) by November 3, 2016, before 4:30 p.m.

Ballot: Balloting will take place via U.S. mail. Ballots will be sent to each member at his/her home address November 3, 2016. No ballots will be sent to members whose schools are located in electoral districts in which races are not contested. See below. Members who do not receive ballots by November 22, or who receive the wrong ballot, should call Princess Sykes (or designee) at (213) 368-6220 no later than 4:30 p.m. on November 22.

Ballots must be received at the post office by 9 a.m. on December 2, 2016, in order to be counted. Each member must complete the ballot and envelopes according to the instruction sheet which will accompany the ballot.

Counting: Ballots will be counted on December 2, 2016. Each ballot will be verified prior to counting. The names of winners in all electoral districts will be published in the UNITED TEACHER and posted at www.utla.net, and each elected person shall be notified by mail.

Election districts: Balloting for seats on the House of Representatives shall be by electoral district. Those members not assigned to one specific location should complete the Itinerant Assignments Declaration Form (see page 17) and return it to UTLA headquarters no later than November 3, 2016.

Non-Contested Elections: In those electoral districts where the number of candidates is less than the number of House seats, no ballots will be mailed. Candidates in those districts shall be declared elected by the UTLA Board of Directors. Any vacancies may be filled by an at-large House Election conducted at Area meetings.

New Members: Teachers/support personnel who joined UTLA on or before September 30, 2016, will be eligible to vote in the House elections.

Special Interest Group Elections: Members in the following groups—psychiatric social workers, traveling music teachers, adult education, children’s center/early childhood ed. center teachers, nurses, occupational center teachers, skill center teachers, PFA counselors, substitute teachers, counselors, and special education teachers—shall elect their representatives at meetings of their respective caucuses.

UTLA House of Representatives self-nomination form

I wish to be a candidate for election to the 2017-18 UTLA House of Representatives. I understand my responsibilities as a member of the House to include (Article V, Sections 5, 9, 10): (1) attend all regular and special meetings of the House, (2) participate in the complete business portion of the meeting, (3) attend all Area meetings, and (4) report activities of the House to my constituents.

Name ____________________________
Employee No. ______________________
School ____________________________
Home address ______________________
City/Zip ____________________________
Phone ____________________________
Non-lausd.net email ____________________
UTLA Area (circle one) North South East West Central Valley East Valley West Harbor
Electoral District (office use only) ____________________________

Mail to: UTLA House Committee, c/o UTLA Secretary Daniel Barnhart, 3303 Wilshire Blvd., 10th Floor, Los Angeles, CA 90010. A high-quality scan or photo can also be emailed to HRelection@utla.net.

Nominations MUST be received by 4:30 p.m., November 3, 2016. Incomplete forms may invalidate your candidacy.

A list of electoral districts and how many representatives will be elected by each district will be posted soon at utla.net.
**Save This Date!**

UTLA African American Education Committee

Presents the
Forty-Fourth Annual Community Conference

"Black Students Matter: Unlocking the Chains That Bind Us"

Saturday, February 4, 2017

7:30 AM to 4:30 PM

UTLA Building
3303 Wilshire Blvd. Room 815
Los Angeles, CA 90010

Panel Discussion
"How Do We Reach the African American Student?"

Presenters, Panel Discussion, Entertainment, Food & White Elephant Sale

Continental Breakfast and Lunch

Donation $25.00

For more information contact: UTLA Conference Secretary: Debbie Reid at UTLA (213) 368-6232

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**CalSTRS preretirement workshops**

Free workshops are open to all CalSTRS members.

All UTLA members are encouraged to attend a preretirement workshop at least three times during their career in order to plan for retirement security: early in their career, again just prior to age 50, and one year prior to retirement.

Each year, the District and CalSTRS partner to offer educational pre-retirement workshops to District certificated staff. The workshops include details on how retirement benefits are calculated, the LAUSD 457(b) supplemental savings plan, option choices, post-retirement information and on-line resources. The CalSTRS benefits planning specialists will also explain the retirement process, including timelines and the required steps needed for resignation and retirement. Time will be provided at the end of each workshop presentation for questions and answers. The workshops are individual meetings (not a series).

**Dates and locations**

All workshops are from 4 to 5:30 p.m.

- **November 17, 2016 (Thursday)**
  - Manhattan Elementary (Auditorium)
  - 1850 West 96th St.
  - Los Angeles, CA 90047
- **December 1, 2016 (Thursday)**
  - Polystemich SH
  - (Cafetorium/Multipurpose Room)
  - 12431 Roscoe Blvd.
  - Sun Valley, CA 91352
- **December 8, 2016 (Thursday)**
  - Ramona Elementary (Auditorium)
  - 1133 N. Mariposa Ave.
  - Los Angeles, CA 90029
- **January 12, 2017 (Thursday)**
  - Hazelview Elementary (Auditorium)
  - 7150 Hazelview Ave.
  - Van Nuys, CA 91405
- **February 2, 2017 (Thursday)**
  - Caroldale Ave. (Auditorium)
  - 22424 Caroldale Ave.
  - Carson, CA 90745
- **February 16, 2017 (Thursday)**
  - Burbank Middle School (Room A-106)
  - 6460 North Figueroa St.
  - Los Angeles, CA 90042
- **March 2, 2017 (Thursday)**
  - Bell HS (Room TBD)
  - 4328 Bell Ave.
  - Bell, CA 90201

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**Professional Development**

Limited Enrollment • 21 Salary Point Hours

**LESSON DESIGN for the ARGUMENT STANDARD in the California Content State Standards (CCSS) & Next Generation Science Standards (NGSS)**

**Seminar Title**

Lesson Design for the Argument Standard for Common Core State (CCSS) & Next Generation Science Standards (NGSS)

**Description**

Teams (formed by teachers) with ISCA technical and technological support, design CCSS or NGSS-based lesson including:

- Performance-mastery assessment
- Rubric
- Handouts

WHERE?

3-Day Seminar
- January 4th
- 8:30 AM – 3:30 PM

WHERE?

UTLA
- 3303 Wilshire Blvd.
- Free Parking

**Follow-up Sessions**

3 Required follow-ups... 745*

1) Debrief videotaped lesson (after school)
2) Score student performance assessment (at UTLA)**
3) Redesign unit based on scoring results (at UTLA)**

*Scheduled with team during seminar
**School must provide 3 substitute-days for each teacher

**Compensation:** 21 Salary Point Hours

**Eligibility:**

- Application by team only (2-4 teachers developing the same claim/argument lesson)
- All subjects, grade levels, programs (General and Special Ed., EL, AP)
- Focus will be addressing Argument Standard for CCSS Literacy & Math Practices, NGSS Science & Engineering Practices
- What you learn will be applicable to future lessons in every unit you teach.
- Teachers who have done ISCA Lesson Design are welcome back
- Preparation webinar must be completed by 4PM, November 30th
- Each and every member of applicant team must complete entire registration form
- Fee: $1,000 per participant.

School can pay as conference attendance fee, if approved by SSC and/or principal.

**Registration Deadline:** 4PM, October 28, 2016

Apply online @ application.iscaonline.org

If you have questions, please contact Cheri @ cheri@iscaonline.org

**How to Write a Salary Point Course Proposal**

- Meaningful Professional Development is teacher-led.
- I haven’t maxed out my salary points.
- I’m a NBC Teacher and I want to share my expertise.

**Dates for the 2016/2017 school year:**

**Sept. 8/Oct. 27/Dec. 8/Jan. 26/March 9/April 13-June 15**

All workshops are held from 4:00-6:00 PM @ the UTLA Building 3303 Wilshire Blvd., Los Angeles, CA 90010

**Salary Point Credit Courses**

For more info, go to the "Salary Point Credit" link onlausd.net.

Register on The Learning Zone.

If you have questions email: mg@162@lausd.net
Prepping for a sub
Advice from a long-time substitute teacher.

By Fredrick Bertz
UTLA Board of Director
for Substitutes

Being prepared for a substitute teacher begins long before you need one. It starts with registering for the new SmartFindExpress phone system by recording your name in a strong and clear voice. Along with your name, we request that you record your elementary grade level or secondary subject matter and grade level(s), as well as any special education designations. This is because the new system is not informing substitute teachers of this information the way SubFinder used to.

The next thing you should do is read LAUSD Bulletin 6524. It contains many things that teachers are supposed to provide for substitutes coming into their classes. These include current rosters, seating charts, emergency lesson plans, a listing of IEP and 504 accommodations, and other items. Even if a child does not have an IEP, but has special accommodations that you utilize, please inform the substitute teacher.

When preparing lesson plans for a substitute teacher, please try to make sure that the plan will cover more time than one entire period. It is best to have the work collected at the end of the period. This puts a limit on work time and cuts down on difficulties that even some of the best classes will sometimes give a substitute teacher. Also, please update your emergency lesson plan at the beginning of every unit so that in the event of an unexpected absence, the substitute teacher can have the students working on something current to what they are studying with you.

Be specific in your discipline plans. Remember, unless a substitute teacher is regularly at your school, he or she will not know what the school policy is. If there is a teacher the substitute can send a student to, let us know. If there is a form for sending a child to the dean or health office, please provide it on paper. We don’t have access to online forms that are becoming common at many campuses now.

Finally, trust that the substitute teacher the District has hired will do a good job. Many of us have been doing this job for years. Others are retired teachers with decades of classroom experience. Almost all of the newly hired substitute teachers have preliminary credentials. We are, as a group, highly trained and motivated. And, if we do a good job, please let us know. I always leave a letter for the classroom teacher on how the day went along with my contact information. If a substitute did an especially good job, you may want to ask your principal to submit a Substitute Commendation Form to the Human Relations office downtown.

When preparing lesson plans for a substitute teacher, please try to make sure that the plan will cover more time than one entire period. It is best to have the work collected at the end of the period. This puts a limit on work time and cuts down on difficulties that even some of the best classes will sometimes give a substitute teacher. Also, please update your emergency lesson plan at the beginning of every unit so that in the event of an unexpected absence, the substitute teacher can have the students working on something current to what they are studying with you.

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If we all work together, a substitute day can be a productive day for your students, and your classroom will be in great shape for your return.
**FOR SALE**

L.A. County Los Angeles area. Homes 2br 1ba, 3br 2ba recently refurnished. Call Broker Office at (323) 299-4881 or cell (323) 419-6914.

**INCOME TAX**

CPA firm in Woodland Hills appreciates teachers for their services. We’re making tax time STRESS FREE. Offering tax filing starting at $75 per tax return and one hour complimentary consulting. (818) 703-8410. Info@gautamkumarcpa.com.

**LIFE COACH**

YOU… The best investment you’ll ever make. Use your healthcare flexible spending to create a happy life you love! Michelle Fanias, Life Coach-Therapist, (323) 688-0979.

**PART-TIME TUTORS**

After-school hours: REACH Professional In-Home Tutoring is seeking credential teachers for private tutoring in Los Angeles County and neighboring counties. We provide in-home tutoring to students in all grade levels and most subjects. Our Educational Specialists meet with each family prior to assigning a tutor. Competitive Pay! Flexible Hours/No Lesson Planning. REACH is California’s Premier Private Tutoring Service. Managed by California Credentialed Educators. Apply at: http://www.reachproptutoring.com/tutoring-application (818) 94-REACH.

**THEATER**

Produce "The REAL High School Musical." Roles: Four females, two males sing live to profession- ally recorded instrumental score. Information: monarchtheatreguild@ca.rr.com.

**LAUSD EMPLOYMENT**

Job share/employment available ads in LAUSD employment section are FREE.

**JOB SHARE**

Looking for a job share partner for spring semester 2017 and beyond. Location would have to be at my school site, which is a middle school in local district east (City of South Gate). I teach RSP grades 6-8. I am interested in sharing the week. Deadline for Spring 2017 is November 15, 2016. It interested contact me at (323) 350-7438 (call or text) or email at mce7967@lausd.net.

Reduce workload partner for 2017-2018 wanted at your school. K-3 preferably, North-east or Northwest ideally but with travel. I’m professional flexible, enthusiastic, and eager! Let’s talk! (818) 275-3199.

Job share partner wanted for the 2017-2018 school year. I currently teach sixth grade at a middle school in the Valley. I am looking for somebody tosplit a sixth-grade position preferably at a non-block schedule school. I am open to all types of split schedules. Please call Michelle (818) 399-7690 or email michelle2691@att.net.

For Spring Semester. 32nd Street USC Performing Arts Magnet: Third-grade partner needed for job sharing from 10:50 a.m. to 2:10 p.m. With faculty meet- ings on Tuesdays. You would be responsible for Language Arts curriculum. You must have fewer than ten years in L.A. Unified due to seniority issues in our school. Please call: Cindy Berger at (310) 612-5067 and email your resume and letters of recommendation to cbergerlausd@gmail.com. We must have all paper- work into HR by November 16. There’s not much time!

Looking for long-term sub for 6 weeks, end of Septem- ber to November. I teach at a small high school in South Gate, 10th Grade World History and elec- tive Intro to Psychology. Please contact me at: thalia.catano@lausd.net or call cell (505) 514-9089.

Seeking a long-term sub for 3 months starting Janu- ary 2017. I teach sixth-grade science and seventh- grade health. Great school in Sherman Oakes. Prefer someone tech savvy who can use Google Class- room to collaborate with me while I’m overseas in India on a Fulbright award. Please contact Garry at (310) 487-7336 or greg5708@gmail.com.

Seeking a long-term sub for 3 months starting January 2017. I teach 6th grade science and 7th grade health. Great school in Sherman Oakes. Prefer someone tech savvy who can use Google Classroom to collaborate with me while I’m overseas in India on a Fulbright award. Please contact Garry at (310) 487-7336 or greg5708@gmail.com.

Interested in job sharing a PLTW teaching position for 2016-2017. Like to be at a school within 12 miles of Long Beach. Call or text (562) 977-7721, energydyndircloud.com.

I am seeking a teacher partner that would like to job share at their school site (LD Central or East) for spring 2017 and beyond. I have been a Special Education teacher for 11 years and took a leave of absence for fall 2016 because I was unable to find a job share opportunity before the April 15, 2016, deadline. This time, I am posting my own classified ad in hopes of finding a position before the new deadline November 15, 2016 (for spring 2017 placement). I have a double Ed. Sp. creden- tial and have taught SDC (m/m and m/s), a few years in RSP both at the middle school level and ESL. I taught upper elementary (4-6) the 2015- 2016 school year and loved that change. If you are considering job sharing, please contact at iris.kennedy@lausd.net. I will respond ASAP.

I am looking for a job share partner. I teach middle school, the moderate to severe class. I am interest- ed in sharing the work. I work at a fantastic school in the city of Bell. Looking to start 2016-2017 school year. Contact: Claudia (626) 230-8258.

Job share partner needed for the 2016-2017 spring semester to teach the ETK program at a small neighborhood elementary school in the West Val- ley. Looking for a partner with approved RWL sta- tus, Pre-K experience preferred. Contact Silviana at (818) 523-4778/spoc6665@lausd.net.

Job share partner wanted for the 2016-2017 and be- yond. (The deadline is April 15,) I have a special educa- tion preschool classroom (PAHS) open to a split sched- ule at my school or your school, preferably South or West local district. I have 10 plus years of teaching special education/general education preschool Cont- act Leah: (310) 916-6239 or lscoursey@yahoo.com.

Kindergarten PM. Job share position at my school in Mission Hills for fall 2016. I have five years of job share experience. Please contact Amy at (818) 569-7244.

I’m looking for a job share partner for Spring Semes- ter or S.Y. 2016-2017 at your school, preferably South or East local district. I have 17 years of teaching ex- perience in Elementary General Ed. (562) 291-8038.

**LAUSD POSITIONS AVAILABLE**

Saturn Street Elementary is looking for a fifth-grade teacher who works well in a collaborative environ- ment. Applicants should be willing to work as part of a team, creating a Common Core curriculum that is filled with technology, differentiated instruction, and project-based learning. As a member of the team, applicants will engage in extra-curricular activities for the fifth grade students. Applicants should be flexible and interested in creating life-long learners.

Interested applicants please contact Tiffany Cullen at Saturn Street (323) 931-1688.

Patrick Henry Academy of Performing and Visual Arts Magnet (located in Granada Hills) is seeking highly qualified applicants with a P.E. Credential who also have an extensive dance background. The expectation is that dance will be the vehicle by which the P.E. content standards are delivered. Passionate, enthusiastic dancers who meet this cri- teria, please email a cover letter with your resume to Lucinda Burton at Lburton@lausd.net.

Evenings for Educators at LACMA on October 25

For more than 30 years LACMA’s Evenings for Educators series has provided K-12 teachers with opportunities to talk about, discover, and create works of art. Inspired by the extraordinary imagination of Guillermo del Toro, writer and director of Pan’s Labyrinth and other films, this session of Evenings for Educators will explore his creative process. Participants will learn how pop culture and literature collide to inspire this innovative Mexican-born, L.A.-based filmmaker. Enjoy complimentary parking and dinner catered by the Patina Group as well as a thematic curriculum containing images, lesson plans, and resources. The “Guillermo del Toro: At Home With Monsters” session will take place on October 25, from 4:30 to 8:30 p.m. Tickets are $15 per person for the evening. For more information, please visit www.lacma.org/programs/education/evenings-educators or call 323-857-6093.

Holocaust Institute for teachers

Registration is now open for ADL’s Los Angeles Holocaust Education Institute for teachers. The 2016-17 Institute will launch this fall with Session One on Friday, October 28, from 8:30 a.m. until 3:30 p.m. at the Los Angeles Museum of the Holocaust. Three weeks later, Session Two will take place at the Museum of Tolerance on Friday, November 18, from 8 a.m. until 3 p.m. Session Three will take place February 3, 2017, at USC and feature training on Echoes and Reflections and I Witness. With the two museums located within a few miles of each other in Mid-City West and West L.A., participants at the first two sessions will receive VIP tours of both museums, as well as hear live testimony from Holocaust survivors. Session One at the L.A. Museum of the Holocaust will include information on their innovative educational programs, including the Share Our Stories and RIGHeous Conversations projects. Session Two content will include the history of anti-Semitism, as well as tools for teaching the Holocaust. A highlight of the day will be the exploration of the Museum of Tolerance’s Anne Frank exhibit. Each session costs $20 to register. Educators who attend an entire session may apply for a $50 personal stipend and for their schools to receive up to $150 in substitute teacher reimbursement. Funding is limited; both the stipend and reimbursement are available on a first-come, first-served basis. For more information and to register, please visit: www.adl.org/laholocaustinstitute or email mfriedman@adl.org.

Salary point class on Southwestern resources

Teachers of all subjects and levels are welcome to expand their knowledge of Southwestern heritage by enrolling in “Southwestern Resources.” The class will visit the Southwestern Museum, the Autry, and the Will Rogers Residence. This District-approved class is open to all K-12 educators and is worth two salary points. It will also expose participants to exciting resources and Common Core-based strategies that can supplement their teaching. Class will meet at Francis Polytechnic HS on November 5, 12, and 19, and December 3, 2016. From Francis Polytechnic High, participants will commute to the three locations (one each class day, except for December 3). The course fee is $175 for two units, preregistered ($185 on the first day), which includes breakfast, materials, and museum admissions. Enrollments will be accepted until— and including—the first day of class (November 5), or until cap is reached, whichever happens first. For further information, visit www.adl.org/laholocaustinstitute or email mfriedman@adl.org.

Conference on teacher-powered schools

The 2017 Teacher-Powered Schools National Conference will take place from January 27 to 29 at the UCLA Luskin Conference Center. Learn from other teacher teams who have secured autonomy for groups of teachers to collaboratively design, implement, and make decisions in areas impacting student success. This is especially relevant for pilot, ESBMM, LIS, and community schools. Learn more at www.teacherpowered.org/conference/2017. Salary point approved.
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