

## CTA Urges Passage of Assembly "Race to the Top" Bill

December 09, 2009

Sacramento --The California Teachers Association supports ABx5 8, an Assembly bill that is the state's best opportunity to qualify for up to \$700 million in federal "Race to the Top" grant funding, it announced this morning.

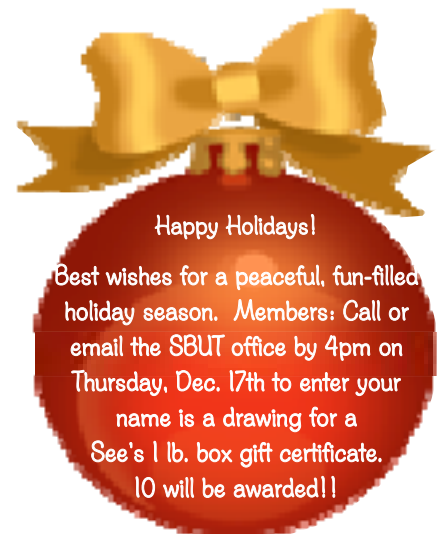
"The Assembly bill will put California in the best position to qualify for the federal funding program," said CTA President David A. Sanchez. "We commend Assembly Speaker Karen Bass for working with parents and educators to draft legislation that will build upon California's already rigorous education standards and accountability system, and create a coherent system of school reform."

ABx5 8 by Assembly member Julia

Brownley improves the state's assessment and testing system by using multiple measures of student achievement, shrinking the achievement gap, as well as improving instruction and school leadership. The bill also offers greater fiscal and performance accountability for California's charter schools.

State Race to the Top applications will be judged based on a 500-point scale, with points awarded in the categories of State Success Factors, Standards and Assessments, Great Teachers and Leaders, Turning Around Lowest Achieving Schools, and a "General" category that includes accountability for charter schools. Legislation crafted before the final Race to the Top guidelines were released is incomplete, lacks coherence and fails to provide adequate legislative guidance.

ABx5 8 will be heard in the Assembly Education Committee December 9th.



Happy Holidays!

Best wishes for a peaceful, fun-filled holiday season. Members: Call or email the SBUT office by 4pm on Thursday, Dec. 17th to enter your name is a drawing for a See's 1 lb. box gift certificate. 10 will be awarded!

(Be sure we have your current home address when you respond)

### Special Election Announcement

A special election has been declared to fill a vacancy for the CTA/ABC Committee. The election will be held at the January 30-31, 2010 State Council meeting. This special election will be held to elect a Member At-Large for the CTA/ABC Committee to complete the term ending June 25, 2012.

A candidate for the office of the CTA/ABC Committee Member At-Large must be an Active member of CTA, NEA, a local chapter, and be a member of an ethnic minority group as defined in the CTA bylaws.

Anyone wishing to run for this seat must file a Declaration of Candidacy form by 5:00pm, January 15, 2010 with the CTA Governance Support Department, by mail to 1705 Murchison Drive, Burlingame, CA 94010, or by fax to 650-552-5010.

*The CTA/ABC Committee (CTA Association for Better Citizenship) is advisory committee to the CTA Board of Directors and administers the political action fund of the Association in accordance with policy set by the State Council of Education. The committee accepts applications for campaign assistance from local chapters to assist in school board races, local bond measures and other initiatives.*

**Call or email the office for a Declaration of Candidacy form,  
or visit the "current news" section of the [www.sbut.org](http://www.sbut.org) website.**

# CTA State Council of Education - Your Voice to the State Organization

## *From the CTA Educator, October 2009: "Democracy in action"*

written by Mike Myslinski

Two extraordinary CTA political victories 17 years apart helped define the union forever as a major player in California politics and a champion of public education. These successful ballot box battles began as they all do, with the direction given by rank and file delegates elected to CTA's State Council of Education.

Passing Proposition 98 in 1988 to guarantee minimum funding for schools and community colleges put CTA in a league of its own, thanks to the hard work of thousands of members. Defeating Gov. Schwarzenegger's three dangerous initiatives in the 2005 special election inspired younger teachers to get involved, says State Council delegate Terri Jackson, who represents United Teachers of Richmond.

There was a lot on the line in 2005, and Council delegates met the challenge, Jackson says. "The buck really stops with the delegate. This victory was the height of being the 'relentless political machine' that Pete Wilson called us. People who were not involved until then got fired up because of 2005."

Jackson is one of 755 democratically elected delegates to State Council, which meets four weekends a year in Los Angeles to make vital decisions affecting our 340,000 CTA members.

Delegates serve three-year terms. Elected in their assigned districts across the state by secret ballot, most teacher delegates represent either one larger chapter or several smaller ones. Other delegates represent higher education, education support professionals, Student CTA members and retired educators.

The ratio of members to delegates is 447, so a larger chapter may have more than one delegate. Council delegates elect the CTA president, vice president and secretary-treasurer, the 21 members of the CTA Board of Directors, and the numerous members of Council committees.

CTA policies, election priori-

ties and positions on legislation are brought to the floor of Council for a vote by the body after members on 18 Council committees weigh the issues and make recommendations about new or old business items submitted by the Board of Directors or rank and file members.

"There is always a lot of lively discussion," says Jackson, who is vice chair of the critical Political Involvement Committee (PIC) of Council. She has shared many victories with the PIC chair, Gayle Bilek, over the past nine years. Also involved at Council for nine years before he was termed out in May was Rick McClure, past chair of the vital Financing Public Education Committee.

Since 2000, CTA has beaten back a school voucher initiative, won passage of three statewide school bonds totaling \$35.7 billion, and created a \$60 million CTA war chest to oppose the governor's three well-funded initiatives in November 2005. These measures would have cut school funding, destroyed teachers' due process rights, and silenced the political voices of all public employees in the state.

"Our union is there to support us as teachers," says Bilek, who is also president of the Templeton Teachers Association in San Luis Obispo. "I have seen it. That's what the whole Council process is about. It really is representational."

Along the way, Council has protected Prop. 98 again and again from attempted raids by the governor and lawmakers, says McClure, who is also president of the Ontario-Montclair Teachers Association.

"I think CTA has been very successful over the years in protecting Prop. 98," he says, noting that this summer's budget agreement includes a restoration over several years of \$11.2 billion owed to public schools under Prop. 98.

Lynne Formigli served nine years on Council, sat out one year, and is now back for more union work. She

is one of two delegates representing United Teachers of Santa Clara in Silicon Valley and sits on Council's Curriculum and Instruction Committee.

"Council is made up of human beings, so it's not perfect," she says. "But we are a very effective organization."

Members can always read the latest "Council Decides" summary of the last State Council meeting on the [State Council page](http://www.cta.org) of [www.cta.org](http://www.cta.org).

South Bay United Teachers' chapters, along with Wiseburn and Hermosa Beach, have five CTA State Council reps to represent you to CTA, all of whom are currently SBUT members. They can take your concerns and questions to State Council:

**Erik Carlstone**

(Leuzinger High—CV)

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**Jack Foreman**

(Hawthorne High—CV)

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[cjdrama@aol.com](mailto:cjdrama@aol.com)

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**Kisha Williams**

(Peninsula High—PV)

[kishaw5@sbcglobal.net](mailto:kishaw5@sbcglobal.net)

The CTA Board member who represents members of SBUT is **Bonnie Shatun** of the Burbank Teachers Association.

Read her board reports on "Current News" link of the SBUT website.

# Teacher's Guide to School Safety

Produced by: School Safety/School Management Committee  
State Council of Education



## School District Responsibilities

While teachers have a general duty to maintain custody and control over their students, school districts have the legal responsibility to establish and enforce the discipline policy that circumscribes teachers' supervisory efforts. This means that board members and administrators are responsible for general school administration, including enforcement of the school district's discipline policy. (5 Cal. Code Reg. § 5551)

### Drills (Ed Code §32001)

Fire, earthquake and lockdown drills should be practiced regularly. State law requires monthly fire drills at elementary schools, four per year at intermediate schools and one each semester at high schools.

### School Safety Plan (Ed Code § 32280-32289) Comprehensive School Safety Plan

In order to prevent campus crime and violence and promote safe educational conditions, each school district shall adopt a comprehensive "School Safety Plan."

The Plan shall be drafted by the school site council or by a school safety committee made up of at least the principal or designee, teacher's union representative, classified employee union representative, and parent, in consultation with a representative from law enforcement.

The Plan must be reviewed and updated by March 1 each year by the school site council or safety committee and each school must report on the status of its school safety plan in its school accountability report card.

## Facilities

### Bathrooms (Ed. Code § 35292.5)

Every restroom shall at all times be maintained and cleaned regularly, fully operational and stocked at all times with toilet paper, soap, and paper towels or functional hand dryers.

### Communications (Ed. Code §17077.10)

It is a goal of the Legislature to eventually enhance pupil safety by equipping all elementary and secondary school classrooms with a telephone hook connected to a public switched network.

## Injury & Illness Prevention Program

(Labor Code § 6401.7)

A school district shall establish, implement, and maintain an effective injury prevention program. The program shall be written and include at least the following

- ◆ Regular work site inspection
- ◆ Safety Training
- ◆ Methods for identifying and correcting unsafe conditions in a timely manner

## Prohibitions Against Violence & Disruption

### Notification of Violent Students

(Ed. Code § 49079)

A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts (described in EC. §48900) that are grounds for suspension and/or expulsion. The district shall provide the information based upon records it maintains, or receives from a law enforcement agency, regarding a pupil. The information provided shall be from the previous three school years and it shall be received in confidence.

### School Disruptions (Ed Code § 44811)

Any parent, guardian or other person whose conduct in a place where a school employee is required to be in the course of his or her duties, materially disrupts class work or extracurricular activities or involves substantial disorder, is guilty of a misdemeanor. This section does not apply to any otherwise lawful employee concerted activity.

### Classroom Interruptions (Ed Code § 32212)

It is the intent of the Legislature that each school district board formally address the problem of classroom interruptions and adopt a policy to control those interruptions.

## School Site Security

- ◆ No outsider shall enter or remain on school grounds during school hours without having registered with the principal or front office. (Pen. Code § 627.2)
- ◆ Any person who willfully disturbs any public school or any public school meeting is guilty of a misdemeanor and shall be subject to a fine of not more than \$500. (Ed. Code § 32210).
- ◆ Any person other than a student, parent or guardian, or employee of the school district shall promptly depart from the school premises during school hours when requested to do so by the school principal or designee. Such person shall not return for seven (7) days. The request to leave shall be made exclusively on the basis that it appears reasonable to conclude that the continued presence of the person would disrupt or interfere with classes or other school activities. (Pen Code § 626.7; Ed. Code 32211).
- ◆ Every minor over 16 or adult who is not a pupil of the school who enters any school ground and willfully interferes with any class or school activity with the intent to disrupt, obstruct or to inflict damage to property or bodily injury to any person, is guilty of a misdemeanor (Ed Code §44810).

## Educator's Rights & Responsibilities

### Suspension by a Teacher (Ed. Code § 48910)

A teacher may suspend a pupil from his/her class or class period, for any act specified in Ed. Code § 48900, for the day of the suspension and the day following. The suspension must be immediately reported to the principal and the student sent to the principal for further action. The teacher must also request a parent/teacher conference as soon as possible. The pupil shall not be returned to the class from which the pupil was suspended without the concurrence of the teacher and principal.

### Notification of Law Enforcement

(Ed. Code § 44014)

Whenever any school employee is attacked, assaulted or physically threatened by a pupil, it is the duty of the employee and the supervisor who has knowledge of the incident to promptly report the matter to law enforcement authorities. Failure to make such a report is an infraction punishable by a fine. Any school employee who attempts to impede the making of a required report is guilty of an infraction punishable by a fine. No board member or school district employee may impose any sanctions against a person for making this report.

## Suggestions

- ◆ Develop a systematic way to review and update the site safety plan and to ensure that new staff receives a copy. If necessary, put the revision and distribution requirements in the local contract.
- ◆ Maintain first aid and crisis response boxes and in-service the site staff on their location and use in an emergency.
- ◆ If there is a problem, work first with your District Administration. Most districts have safety committees whose job is to remedy concerns. If those avenues don't produce results, assert the teachers' contractual rights to a safe and healthy workplace. If necessary, file a grievance and work through your local Association.
- ◆ If problems persist or affect a large number of teachers at a school site or within the district, contact your local CTA staff consultant and work with your local Association leaders to plan a strategy to deal with these safety issues. Don't agonize, organize.

## Web Sites

NEA – [www.nea.org/schoolsafety/index.html](http://www.nea.org/schoolsafety/index.html)  
Healthy School Environment – [www.epa.gov/schools](http://www.epa.gov/schools)  
Indoor Air Quality— [www.epa.gov/iaq/schools](http://www.epa.gov/iaq/schools)  
CA Dept. of Health Services – [www.cal-iaq.org](http://www.cal-iaq.org)

## DON'T FORGET THESE RESOURCES...

NEA "Works 4 Me" has tips & tricks that fellow educators have found useful.

Check it out at <http://www.nea.org/tools/Works4Me.html>. Here are a few examples:

### Adding Machine Scrolls

*Janet Keohane, a fifth-sixth grade teacher in Beach, North Dakota*

I involve my students in an ongoing contest to see who can find the most nouns, adjectives, words with four syllables, etc. from a list of words. I have them number and write their findings on a piece of adding machine tape that can be easily rolled into a scroll and attached with a paper clip to keep it in place. When winners are decided on the final day, I hang everyone's strip from the ceiling. The adding machine tape makes a great display of students' work and they enjoy the change of pace from using regular notebook paper.

### Starting the Parent-Teacher Conference Dialogue

*From C Sanders, a high school English teacher in Brooten, Minnesota*

I always begin parent-teacher conferences by asking the parent, "What does (child's name) say at home about my class?" The response gets the dialogue started. I explain what we are studying and talk about how the child is doing. I point out resources available to students

such as tutoring, after school study center, etc. I also ask for email addresses so that I can contact parents more efficiently. I ask parents of high school seniors what their child wants to do after graduation. This helps me advise them on what classes they should take next term.

### Helping Parents Help Their Child

*From L Carvel Wilson, a middle school geography teacher in Syracuse, Utah*

Parents, in many cases, want to know how to help their student succeed in your class. Finding common ground with parents in ways to help their child will alleviate many problems and conflicts as the year proceeds.

Parent-teacher conferences are critical to establishing this common ground. Most times my student attends with their parents. During the conference, I ask the student direct questions, leading him to explain to his own parents what he is doing in the class. This takes the focus off teaching styles, content or even communication issues and puts it squarely on the shoulders of the student, who has ultimate responsibility for his own success. We

then talk together about how to set high goals and achieve them or about how to adjust attitude and behavior to achieve success. I let them know the easiest way to contact me (which is through email) and assure them of quick responses. Teaching is already difficult enough without power struggles, which we seldom win. Unless there is a major behavioral problem or a moral issue at stake, you should be able to find common ground with parents — if nothing else, there is always your concern and caring for their child and your desire to help him succeed in your class and in life.

### Blue Chip Rewards

*From C Sanders, a high school English teacher in Brooten, Minnesota*

Our school uses blue chip rewards rather than an abundance of medals or certificates. Teachers are issued blue plastic coins that say, "Caught in a good act." We hand them out to students who we witness doing admirable deeds — picking up paper on the floor, helping a classmate, etc. On Fridays, all students who earn a blue chip that week are excused ten minutes early for ice cream before school lets out for the weekend.

## Student Achievement / Learning & Leadership GRANT OPPORTUNITIES at <http://www.neafoundation.org/>

The NEA Foundation provides grants to improve the **academic achievement** of students in U.S. public schools and public higher education institutions in any subject area(s). The proposed work should engage students in critical thinking and problem solving that deepen their knowledge of standards-based subject matter. The work should also improve students' habits of inquiry, self-directed learning, and critical reflection. **Amount:** The grant amount is **\$5,000**.

Grant funds may be used for resource materials, supplies, equipment, transportation, software, or scholars-in-residence. Although some funds may be used to support the professional development necessary to implement the project, the majority of grant funds must be spent on materials or educational experiences for students.

Our **Learning & Leadership** grants support public school teachers, public education support professionals, and/or faculty and staff in public institutions of higher education for one of the following two purposes:

- ◆ Grants to individuals fund participation in high-quality professional development experiences, such as summer

institutes or action research; or

- ◆ Grants to groups fund collegial study, including study groups, action research, lesson study, or mentoring experiences for faculty or staff new to an assignment.

Grant funds may be used for fees, travel expenses, books, or other materials that enable applicants to learn subject matter, instructional approaches, and skills. Recipients are expected to exercise professional leadership by sharing their new learning with their colleagues. **Amount:** The grant amount is **\$2,000** for individuals and **\$5,000** for groups engaged in collegial study.

Visit [www.neafoundation.org](http://www.neafoundation.org), "grants" link for more information and applications.

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[https://www.neamb.com/home/  
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