

## UPDATE

[www.aalausd.com](http://www.aalausd.com)

Week of November 14, 2011

### **THE MAGIC IS MORALE**

During the past three months, we have published a series of articles in *Update* about the overwhelming workload experienced by AALA members this year. To put a human face on the issue, we asked administrators at all levels and in various departments to write about their personal experiences (see the piece on APEIS working conditions, page 4). Many of our members shared suggestions for ways to reduce administrators' workload, which we have discussed with the Superintendent during our regular meetings. We have told him and the two deputy superintendents that our members are barely hanging on, and something has got to give.

We also ran a piece, entitled *The Climate of Fear at Beaudry* (week of October 17, 2011), which touched a chord with many AALA members who called and e-mailed AALA leadership to tell us that the fear of retaliation is widespread in the District, well beyond the Beaudry Building. The result is many administrators keep their mouths shut and simply do what they are told. Our view is that shutting down capable, educated school leaders harms children, hurts teachers and certainly damages the District in the long run. What is the point of hiring intelligent employees but not allowing them to express their views?

We have written frequently about how the financial crisis has had an enormous negative impact on AALA members, both professionally and personally. Nevertheless, they continue to focus their energies on the needs of students, staff members and parents. In the absence of District resources, administrators hold schools together. They do all they can to maintain safety and improve teaching and learning. However, beyond a certain point, they cannot do their best work.

Taken together, the articles we've published about working conditions paint a picture of institutional dysfunction, highly disturbing to those of us who have dedicated our professional lives to public education and to the District. We say to LAUSD leadership: If we are all in this together, show us that you are truly with us. Respect, support and sensitivity must start at the top, on the 24<sup>th</sup> floor and in all Local District offices. Immediately embark on a meaningful campaign to raise employee morale using the following guidelines:

- Acknowledge that administrators' workload is overwhelming, and implement ways to lighten the load.
- Improve line/staff communication at all levels. Admit that principals have often been the last to be informed about issues critical to schools, such as classified staffing matters. Put administrators first in line to receive such important information—not last.
- Make sure human beings, not machines, answer all phones at Beaudry during the school day. Provide timely responses to requests for information and assistance. Be honest. If you do not know the answer, say so, get the answer and respond quickly.

## THE MAGIC IS MORALE (Continued)

- Implement a true service model: Ask how you may help rather than dictating to administrators what they must do. Avoid micromanagement.
- Lead by example. Demonstrate appreciation for the hard work AALA members do every day. Show by your actions that you believe in them and their capacity to learn and lead.

If there is any secret to moving a District forward, it rests in the creation of a positive culture at all levels. The magic is morale. Be intentional. Start now.

## TEN EASY WAYS TO RAISE MORALE:

1. Highlight schools and students doing exceptionally well on AP exams and college admissions.
2. Talk about and visit schools with API 900, and praise the practitioners.
3. Publicize schools reducing the number of Far Below Basic students as often as you mention how few students are Proficient or Advanced.
4. Initiate employee recognition programs funded by the private sector.
5. Quote employees more often as opposed to deceased historical figures.
6. Think about firing up your employees rather than firing them.
7. Be like **John Wooden**, and build a pyramid of success rather than digging a sinkhole of failure.
8. Avoid using any form of the word "failure" for three months.
9. Speak curriculum and instruction instead of reform and evaluation.
10. When things are going badly, don't blame the troops. Always take full responsibility.

## EARLY START CALENDAR, 2012-2013

As mentioned in *Update* last month, the Board of Education voted once again to move forward District-wide with the Early Start Calendar for the 2012-2013 school year. Because the AALA office has received many requests for clarification, we are publishing key Early Start Calendar dates once again. Please be aware that the dates are still tentative, pending review by the Calendar Committee.

July 2, 2012	A-Basis begins
July 19, 2012	E-Basis begins
July 23, 2012	D-Basis begins
July 30, 2012	B-Basis begins
August 13, 2012	Pupil free day
August 14, 2012	First day of instruction
June 4, 2013	Last day of instruction
June 5, 2013	Pupil free day

We will publish further information once it becomes available.

## CSEA RESTORATION AND CLERICAL NORM

At AALA's request, District senior staff is sending this memo on restoration of CSEA positions to Local District Superintendents who will share it with principals. We thank **Michelle King**, Senior Deputy Superintendent, School Operations, for her responsiveness. Go to the link below for a copy of the memo.

<http://www.aala.us/docs/2011/11/CSEA-Restoration-and-Clerical-Norm.pdf>

**HEALTH BENEFITS FAQ**

*Topic: Have dual coverage? Consider Opt-Out/Cash Back during Open Enrollment*

**My spouse/domestic partner and I are both District employees and want to elect a single medical plan and Medical Opt-Out/Cash Back. How does Opt-Out work?**

Since you both work for the District, one of you may elect Medical Opt-Out/Cash Back and be covered as a dependent under your spouse's/domestic partner's plan. If you opt-out, you will receive \$3,000 annual cash back. This amount is taxable income and will be paid in installments in your regular payroll check.

**How does Opt-Out work if one member of a dual coverage household is retired?**

- In a dual coverage household where one member is an employee and the other is a retiree under 65 years of age, the District employee may opt-out and receive \$3,000 cash back while covered as a dependent on the retiree's medical plan.
- If an active employee has a retired spouse/domestic partner who is age 65 or older, Opt-Out is only possible if the retiree's medical plan is Anthem Blue Cross EPO. In this case, medical costs for the retiree are shared by Medicare and Anthem; the employee's coverage as a dependent requires a 20% coinsurance payment subject to a \$7,500 annual out-of-pocket limit and a \$300 deductible.

**Does Opt-Out apply to my dental and vision plans as well?**

No. If you opt-out of District medical coverage, you may still elect dental and vision care coverage.

**Is Opt-Out permanent? Can I opt back in?**

Opt-Out does not mean your benefits are forfeited permanently. You will be eligible to enroll in medical coverage again during the next Open Enrollment period or earlier if you have an applicable major life event.

**Why aren't retirees eligible for Opt-Out?**

Opt-Out/Cash Back is paid only through an employee's regular salary warrant.

**My new spouse/domestic partner and I are both district employees with a dependent child. We would like dual coverage and cover each other and our child as dependents. What guidelines must we follow?**

You may each enroll in a medical, dental and vision plan, as follows:

- You may each enroll in separate plans and cover each other as dependent spouses and each may cover eligible children OR
- You may enroll in the same plans. If you select this option, you may not cover each other as dependents.
- If you have children, only one of you may provide coverage for the eligible children.

**Do the same guidelines for dual coverage apply to retirees?**

- Yes, but with some exceptions. The same dual coverage guidelines apply to retirees who are under 65 years of age.
- For retirees over age 65, the following rules for dual coverage apply to Medicare Advantage plan members:
  - A Medicare retiree in Kaiser Senior Advantage, Health Net Seniority Plus, and SecureHorizons by UnitedHealthcare may not be covered as a dependent in any other plan.
  - SecureHorizons only covers spouses/domestic partners as dependents if they are also Medicare retirees, 65 years of age or over.

*Remember to make your selections during the Open Enrollment period from November 1 through November 20, 2011. All selections become final on November 20 at 11:59 p.m. The Open Enrollment website is: <http://benefits.lausd.net>. You may also call 800.527.1482 and make your selections by phone.*

**ADMINISTRATORS WORKLOAD, Part 8**

**Life as an APEIS**

*AALA wishes to thank the anonymous APEIS who wrote this piece for Update.*

As the workload has increased for principals, it has also increased tremendously for Assistant Principals, Elementary Instructional Specialist (APEISs), the elementary APs responsible for Special Education. We struggle daily to perform more and more demanding Special Education tasks while we support the principals at our respective school sites.

According to the National Center for Education Statistics, the average ratio for administrator-to-student is 1:222. In California, the ratio is 1:342. In LAUSD in 2008-2009, there were over 400 APEISs, but on or about July 1, 2009, then Superintendent Ramon Cortines reduced the number to 200. Whereas prior to the 2009-2010 school year, the majority of APEISs had one school to support, we now have anywhere from two to five schools. In 2008-2009, most assistant principals had 50 to 60 IEPs per school year, but we currently administer from 200 to over 400 IEPs within any given year. We are given the title of APEIS, but it is extremely difficult to know our students anymore, and we wonder how we can be instructional leaders when our time in the classroom is all too little given the administrative duties at our assigned schools.

The special education responsibilities assigned to APEISs include such compliance issues as opening IEPs, sending out notices, directing clerical staff (who most likely have no Welligent experience), keeping track of returned notices and assessment plans, writing the FAPE pages, holding IEP meetings, ensuring that all service providers enter their data correctly and proofreading all IEPs for spelling and grammar errors, tracking down parents to sign notices and signature pages, holding Implementation IEPs from Due Process and IEPs for students in independent elementary and preschools, conducting professional development presentations, dealing with entitled parents and rude, disrespectful attorneys and advocates, trying to do IEPs with Welligent slowness and frequent shutdowns, meeting Modified Consent Decree (MCD) outcomes, keeping up with new bulletins, monitoring funding for special education compliance, matching time and frequency of service to student schedules, checking IEP services through tracking logs, and the list goes on and on.

We may or may not have adequate equipment to perform these tasks at each school site. Some APEISs report they have no printer or desktop computer access. Recently, a specialist from Beaudry told me to scan a document and upload it into Welligent. I laughed. Scan? We don't have scanners at my school sites! I frequently use my own printer and home computer for printing IEPs since my work frequently continues late into the night.

In addition, we are expected to monitor instruction within the classrooms including DIBELS data. We must track students who fall below the basic level on CST and are in need of intervention within the Learning Labs. We also administer SST meetings and RTI programs. We evaluate special education teachers and train special education assistants. When a Special Education assistant is absent, we are expected to have a plan for coverage and keep a log of who covered which student, even if we are not at that school on that particular day.

## ADMINISTRATORS' WORKLOAD, Part 8 (Continued)

And then there are our non-Special Education duties that include, but are not limited to, recess and lunch supervision, assemblies, CELDT testing, proctoring CST and CMA, supporting principals with staff relations issues including disciplinary meetings, hiring of certificated and classified staff, monitoring textbooks, covering and dispersing classes, and dealing with many supervisors who often have contrary instructions and differing scheduling needs. We are really not supposed to be doing these tasks, but many of us support our principals whenever we can. We know how overwhelmed they are with all they are expected to do.

Being an itinerant means that no matter where I am there is a crisis at one of my other schools. My DIS providers have schedules that don't mesh with mine, and I have difficulty keeping track of who is where and when in scheduling IEPs. I use my own cell phone constantly for LAUSD business, drive long distances, spend increasing money for gas and upkeep for my car, and I have mountains more paperwork just to send in for reporting my pay. I frequently do my Welligent work on the weekends, making this a 24/7 position.

On one of my first IEPs as an itinerant APEIS, a parent asked me if I knew his child. Suddenly I realized that I was a "visitor" at the school. I had to admit that I really didn't know his child at all. It was a moment I never forgot, and I promised myself that it wouldn't happen again. Given the current reality of the APEIS position, it has become increasingly more difficult to keep that promise.

### ISIS NEWS

*AALA wishes to thank Alan Warhaftig, our representative on the ISIS Stakeholders' Committee, for reporting on progress with ISIS.*

ISIS was inaccessible to many users for prolonged periods during the weeks of October 14 and 21, 2011. The reasons are murky: The problems may have been with Single Sign-On (SSO) and data partitioning rather than the SchoolMax application itself.

In any event, the timing was unfortunate, as decimated school clerical staffs struggled to enter emergency card data into both the legacy Student Information System (SIS) and ISIS. This may impact the new online magnet application process, which opened November 1, 2011. Validation for parents of current LAUSD students is based on matching the home phone number and e-mail address in ISIS.

If the emergency card data was not entered due to cuts in clerical staff, inaccessibility of ISIS, or schools using the old buff card-stock emergency cards, which do not ask for an e-mail address, parents will require time-consuming support from school clerks, administrators and other out-of-classroom personnel.

On November 8, 2011, the magnet office sent updated information to schools indicating that parents of current LAUSD students may now submit an application without having a parent account, which will circumvent the validation problem. The process will nonetheless be difficult for many parents, especially those who speak languages other than English and Spanish.

## **SUBSTITUTE EDUCATORS APPRECIATION DAY**

On November 18, the Friday of American Education Week, LAUSD will celebrate Substitute Educators Appreciation Day, to recognize, acknowledge and thank the substitute employees of all types, jobs and classifications in our public schools. These hard working, often invisible yet critically important, substitute employees are essential in education at all levels.

The National Education Association first established Substitute Educators Appreciation Day in 2003. It was later expanded and adopted by the LAUSD Board of Education in 2005. The purpose of Substitute Educators Appreciation Day is to:

- Increase respect for substitute educators.
- Advocate for all school substitutes to receive wage and health benefits for those who work most of, or all of a full school year.
- Receive genuine, continual professional development in the art of substitute teaching.
- Provide a reminder for school staffs about effective practices to prepare for, welcome, and support substitute educators.

Following is the link to NEA's info, video and resources for Substitute Educators Appreciation Day: <http://www.nea.org/grants/36934.htm#>. For further information about NEA's Education Week, go to: <http://www.nea.org/grants/19823.htm>.

## **SOROPTIMIST COMMUNITY AWARD**

If you know young women between the ages of 14 and 17 who volunteer at school or in the community, they may be eligible to win a *Soroptimist Violet Richardson Award*. This award recognizes young women who are leaders and who make the community and world a better place through volunteer efforts such as: fighting drugs, crime and violence; cleaning up the environment; and working to end discrimination and poverty. Volunteer actions that benefit women or girls are especially valued.

Soroptimist International of Los Angeles (SILA) is a volunteer organization for business and professional women that work to improve the lives of women and girls in local communities and throughout the world. Founded in 1922, SILA is one of the oldest volunteer organizations in Los Angeles and is part of Soroptimist International of the Americas. SILA members join with almost 100,000 Soroptimists in about 120 countries and territories to contribute time and financial support to community-based projects benefiting women.

The Award program begins at the local Soroptimist club level, where the amount of award varies; the winner then becomes eligible to compete at the regional and national levels. Contributions are also made at each level to the organizations with which the young women volunteer. In 2009 and in 2010, the award winners for Soroptimist International of Los Angeles were from North Hollywood High School. The 2009 winner won the regional competition.

Applications for the *Violet Richardson Award* program are available by contacting **Dr. Ginger Cole** at [gwhiz50@att.net](mailto:gwhiz50@att.net) or 323.276.0766. Applicants must submit a 750-word essay telling where she volunteers and why. She should also describe the goals of her organization, its impact on the problem(s) it addresses, her role in the organization and what she has accomplished as a volunteer. Supporting documents are also welcomed. Applications must be returned to Soroptimist International of Los Angeles by December 10, 2011.

**UCLA DOCTORATE of EDUCATION (ED.D.)  
in EDUCATIONAL LEADERSHIP**

UCLA is accepting applications for our Fall 2012 Ed.D. Cohort. We seek educators committed to improving education within the context of a K-16 doctoral program. Each cohort embarks on a practitioner-oriented three-year experience in a supportive environment with outstanding faculty and expert educational practitioners. Established in 1993, UCLA's small, student-focused Ed.D. program is committed to preparing educators to advance educational organizations and improve educational outcomes for children, youth and adults. For further information or to RSVP for an information session, e-mail [eddinfo@gseis.ucla.edu](mailto:eddinfo@gseis.ucla.edu), call 310.206.1673, or visit: [www.edd.gseis.ucla.edu](http://www.edd.gseis.ucla.edu).

**Application deadline: February 1, 2012.**

**EARN YOUR DOCTORATE IN 3 YEARS!**

Advance your career in urban education with a USC Ed.D.! Our 3-year program equips practitioner-scholars with the skills needed to lead high-performing organizations and connect research with practice, helping all students learn. The program is for working professionals who want to be leaders in education. Concentrations are offered in K-12 Leadership in Urban School Settings, Educational Psychology, Teacher Education in Multicultural Societies, and Higher Education Administration. To RSVP for a USC Ed.D. event, visit our Upcoming Events website: <http://rossier.usc.edu/admission/events.html>.

Questions? Contact us. USC Rossier School of Education at [rossier.info@usc.edu](mailto:rossier.info@usc.edu), 213-740-0224. Visit our website at <http://rossier.usc.edu/academic/edd/>.

Go to the following link for additional information: <http://www.aala.us/docs/2011/10/USC-EdD-AALA-Update-for-10-27-11.pdf>.

**SAVE THE DATES**

**WEDNESDAY, NOVEMBER 16, 2011** – The 2011 Alliance of Asian Pacific Administrators "BRING YOUR BOSS" To Dinner will be held at the Empress Pavilion (in the Bamboo Plaza), 988 North Hill Street, Los Angeles. Social Hour at 5:00 p.m.; dinner at 6:00 p.m. For more information contact **Carol Shimizu** at 213.739.2753 or [cms6440@lausd.net](mailto:cms6440@lausd.net).

**WEDNESDAY, NOVEMBER 30, 2011** – Region XVI – ACSA-R Winter Luncheon, to be held at 11:30 a.m. at **Taix Restaurant**, 1911 W. Sunset Blvd., Los Angeles.

**IN MEMORIAM**

**AARON MORETZSKY** - Former Director, Office of Credentials, former Assistant Principal of Le Conte, Mulholland and Pacoima middle schools. Aaron retired on July 1, 2002, and passed away on November 7, 2011. A memorial service will be held on Monday, November 14, 2011, 11:30 a.m., at Temple Ahavat Shalom, 18200 Rinaldi Place, Northridge.

**NOTICE TO ALL COBA MEMBERS: The general membership meeting scheduled for Wednesday, November 16, 2011, has been changed to Wednesday, November 30, 2011.**

## POSITIONS AVAILABLE

**Minimum Qualifications:** Candidates are responsible for making sure all the District requirements have been met. Do not contact AALA for information regarding positions. Use the listed contact phone number.

### CERTIFICATED POSITIONS

#### *PRINCIPAL, ELEMENTARY*

**Roscoe ES (2) MST 43**, 10765 Strathern Street, Sun Valley, CA 91352  
Roscoe is an E Basis school. For information and application procedures contact **Yolanda Guerra**, Principal Leader, at 818.252.5405. **Filing deadline is Wednesday, November 23, 2011.**

**Hazeltine Avenue ES (2) MST 43**, 7105 Hazeltine Avenue, Van Nuys, CA 91405  
Hazeltine is an E Basis school. For information and application procedures contact **Jack Bagwell**, Principal Leader, at 818.252.5404. **Filing deadline is 5:00 p.m., Friday, November 18, 2011.**

#### *INSTRUCTIONAL SPECIALIST*

**Sepulveda MS & Gifted Magnet, MST 39 (Temp. Adv.)**, 15330 Plummer Street, North Hills, CA 91343  
Sepulveda is a B Basis school. For information and application procedures contact **Kimberly Noble**, Principal, at 818.920.2130 or [knoble@lausd.net](mailto:knoble@lausd.net). **Filing deadline is Thursday, November 17, 2011.**

The following positions are available to view in their entirety by going to [http://certificated.lausd.k12.ca.us/admin\\_vacancies](http://certificated.lausd.k12.ca.us/admin_vacancies). Select School-Based and Non-School-Based positions and click on any position to view the specific flyer.

POSITION	LOCATION	CONTACT	DEADLINE
<b>Principal, Elementary</b>	Columbus Avenue ES	818.252.5404	11/16/11
<b>Instructional Specialist</b>	Manual Arts HS	213.745.4928	<b>Until Filled</b>
<b>Asst. Prin., SCS</b>	Frost MS	818.654.3600	11/14/11
<b>Instructional Specialist</b>	West Adams Prep HS	213.745.4928	11/14/11
<b>Instructional Specialist</b>	Sherman Oaks CES	818.654.3600	11/16/11
<b>Asst. Prin., SCS</b>	Narbonne HS	310.354.3400	11/16/11

POSITION	DEADLINE
<ul style="list-style-type: none"> <li>• <b>SCHOOL IMPROVEMENT GRANT – STRATEGIC SUPPORT COACH, MST 43 (Temp. Adv.), E Basis + Z Time, LAUSD Secondary Programs.</b> Contact Nader Delnavaz at <a href="mailto:nader.delnavaz@lausd.net">nader.delnavaz@lausd.net</a>. Limited time basis, 2-yr. timeline estimate.</li> </ul>	<b>5:00 p.m. Fri., Nov. 18, 2011</b>
<ul style="list-style-type: none"> <li>• <b>COORDINATOR, ADVANCED PLACEMENT (AP) BOOST GRANT PROGRAM, MST 41 (Temp. Adv.), Office of Curriculum, Instruction and School Support.</b> Contact <b>Arzie Galvez</b>, Administrative Coordinator, at <a href="mailto:arzie.galvez@lausd.net">arzie.galvez@lausd.net</a> or 213.241.2541.</li> </ul>	<b>Friday, November 18, 2011</b>
<ul style="list-style-type: none"> <li>• <b>DIRECTOR, LAUSD CHARTER OPERATED PROGRAMS, MST 45 (Temp. Adv.), A Basis, Division of Special Education.</b> Contact <b>Sharyn Howell</b>, Executive Director, at 213.241.6701.</li> </ul>	<b>EXTENDED 5:00 p.m. Fri., Dec. 9, 2011</b>