

UPDATE

www.aala.us

Week of September 17, 2012

BARGAINING BULLETIN

On September 10, 2012, AALA's certificated bargaining team reached a tentative agreement with the District on a one-year Memorandum of Understanding (MOU) on administrator evaluation that satisfies the Court's decision of July 24, 2012, in *Doe v. Deasy (Update, week of July 30)*. The Board of Education must approve this tentative agreement and is expected to do so within the next few weeks. AALA members will recall that in his decision **Judge Chalfant** stated that LAUSD must comply with the Stull Law which requires student academic performance, based on District and State standards, to be incorporated into the evaluation of teachers, principals and assistant principals. He further indicated that the District must comply with the law this school year, 2012-2013.

The court recognized that under the Education Employment Relations Act (EERA), evaluation is a subject for collective bargaining and changes in the evaluation process must be negotiated. The Judge set a deadline of December 4, 2012, for agreement to be reached between the District and its two respective certificated unions, AALA and UTLA. AALA's negotiations with the District began in June, continued throughout the summer and into the new school year. Following our repeated requests, the District finally offered a concrete written proposal on August 29, which our team quickly countered. Intense negotiations during Labor Day week culminated in the MOU which is summarized below. (To see the full text of the tentative agreement, go to <http://www.aala.us/about-us/key-documents/>.)

Article VII of the AALA-LAUSD collective bargaining agreement which addresses evaluation has not been changed. AALA members retain all rights and protections provided by the contract.

Who is covered by the MOU? The MOU addresses the evaluation of principals and assistant principals only. It explicitly excludes APEISs and special education instructional specialists.

Initial planning sheets and conferences for principals and assistant principals will include a review of school-wide standards-based student achievement data in the evaluation planning and objective-setting process. Student performance for the past three years and the immediate past year, as indicated by CST results, where available, and AGT data on a school-wide, grade level/department basis, where available, will be considered. Additional sources of data may be used, depending upon school level, focus and goals. Many examples of such data are mentioned in the MOU, e.g., attendance rates, ELL and SEL reclassification rates, formative assessment data and school-designed standards-based student assessment data.

Where available CST and AGT will be used as an objective under the instructional leadership dimension on the initial planning sheet. Classroom observations will be informed by the data and objectives in addition to other considerations.

Final year-end Stull evaluation: Where available, CST and AGT will be referenced in the comments section for at least one dimension. Such student performance data may be referenced, as appropriate, in the overall evaluation section. However, CST and AGT results and all other student data are to be considered a limited part of the whole evaluation picture, with no specific predetermined weight to be given them, nor are they to be treated by the District or evaluators as the sole, or as the primary or controlling factor in determining the final overall evaluation of the administrator's performance. The areas of evaluation indicated in Section 1.4 of Article VII will remain the primary factors for evaluation.

BARGAINING BULLETIN (Cont.)

Training: ESC superintendents, directors and administrators will be trained regarding the provisions of the MOU. Instructional directors, principals and assistant principals will be provided training in the use of data for evaluation. Training will be consistent and coherent throughout the District. Previously scheduled ESC sessions will be used for this training. If any training is scheduled outside AALA members' regular work day, they will be paid at their regular hourly rate. Participants will have the opportunity to evaluate the training sessions confidentially; evaluations will be given to AALA so we may make recommendations for improvement. An advisory committee of AALA practitioners will review these evaluations and provide input.

Survey: In April 2013, principals, assistant principals and instructional directors will be surveyed confidentially to determine the effectiveness of the modified evaluation process according to the provisions of the MOU.

Additional negotiations: Two separate MOUs related to evaluation will be scheduled for negotiations between AALA and the District, beginning later in September:

1. The responsibilities and working conditions of instructional directors and school-site administrators related to the implementation of the 2012-2013 pilot Educator Growth and Development Program (i.e., teacher evaluation); and
2. The responsibilities and working conditions of instructional directors and school-site administrators in the implementation of the pilot program on administrator evaluation (ref: the School Leadership Framework) for 2012-2013.

AALA and the District will continue negotiations with respect to evaluation procedures to become effective in 2013-2014.

TECHNICAL ASSISTANCE REPORTS--FREQUENTLY ASKED QUESTIONS

On September 7, 2012, **Dr. Judith Perez** and **Dan Isaacs** explained AALA members' concerns to **Dr. Jaime Aquino** regarding the newly introduced Technical Assistance Reports (TARs). He provided the following FAQ to clarify the purposes of the TAR.

What is "Technical Assistance?"

- Technical assistance is defined as the delivery of any service that supports the school's effort in improving student achievement.

What is the purpose of Technical Assistance Reports (TAR)?

- Technical Assistance Reports are a way of memorializing the collaborative work between an instructional director and principal to support the effort of improving student achievement.

What are the accountabilities for Instructional Directors?

Instructional Directors are expected to:

- Use productive two-way communication to build a collaborative relationship that engages the participation of principals.
- Understand and address the changing needs of principals through using a variety of strategies and resources and understand that they are integral participants in identifying these needs and developing action plans to address them.
- Provide leadership that fosters a trusting, reciprocal relationship with principals.
- Demonstrate expertise in applying research-based knowledge and content, best practices, resources and current technology to address the needs of principals.

TARs (Cont.)

- Provide information on different strategies and resources available to schools.
- Analyze information from observations to guide the development of program improvement goals with measurable outcomes.
- Demonstrate flexibility and a positive attitude in delivering assistance to meet the challenges and changing needs of principals.
- Support goals that require different levels of intensity and timelines through understanding and planning for specific goals.
- Provide a process for ongoing planning and discussion.
- Provide support and guidance to principals in developing a network of peers working to address similar issues.
- Use new knowledge and skills to assist principals in capacity building.
- Provide well-documented assessment and reports.
- Provide timely services and follow-up that addresses specific needs of principals.

Why are the competencies of the School Leadership Framework (SLF) part of the TAR?

Since instructional directors are each piloting the SLF with one principal this year, including its competencies in the Technical Assistance Report will enable them to practice using the language of the SLF while discussing school leadership work. It also serves to familiarize all principals with the language of the SLF.

Will the Technical Assistance Report be used for principal evaluations?

The TAR has been designed as a tool to enable instructional directors to coach and support principals and it is NOT to be used as evaluative in and of itself. It can be compared to the informal notes that principals provide to teachers with feedback when visiting their classrooms.

We noticed that principals have the option of removing support providers from the list. Is it an option for principals to delete names?

Allowing principals to manage support providers gives them the flexibility to add individuals who may not be their director or superintendent (e.g., a coordinator who is playing an active role at their school). It's technically possible for a principal to temporarily remove his/her director as a support provider; however, there's a nightly update that adds the director right back on. Any TARs that have been completed will still be there.

Why do Dr. Deasy and Dr. Aquino have access to the TARs?

Dr. Deasy and Dr. Aquino want to know what schools are working on when they go to visit so that they can provide support. Recently, Dr. Aquino went to visit a school that is focusing on literature circles and because he knew this prior to the visit, he was able to take a book to the principal that he thought might prove useful.

Why is Noah Bookman listed as a support provider for all principals?

It allows the Performance Management Unit to manage adjustments to the support provider assignments in real time without needing to interact with the vendor. The PMU receives regular e-mails requesting that directors be added to a school or two and this access enables a same day turn around. The PMU is not reviewing content but simply assisting with technical issues.

Who else has access to read the TARs?

ESC Superintendents have access to the TARs to monitor the level of support being given to principals. This enables them to coach and support instructional directors as well as dedicate resources such as instructional content coordinator support as appropriate to the needs of schools.

AALA members are invited to comment on this new District initiative.

HEALTH BENEFITS FAQ

Topic: General Information about Anthem Blue Cross EPO, Prescription Plan for Medicare Retirees and FSA Documentation

AALA receives several calls about health benefits, many of which are general in nature. We cover three general questions in this issue. Other questions will be addressed in future *Updates*.

Why does my Anthem Blue Cross EPO member card have “PPO” printed on it? I know this plan is not a “PPO” plan where members can go to any licensed medical practitioner.

Your Anthem Blue Cross medical plan is called *Exclusive Provider Organization*, which means that you must utilize in-network doctors. What’s confusing is that the Anthem Blue Cross network of participating providers is called *Preferred Provider Organization*, or PPO. As an EPO insured member, you must select your services from participating in-network physicians, medical groups and facilities. The EPO plan does not pay for services rendered by out-of-network doctors. Some exceptions apply.

I am a retiree with Medicare and Anthem Blue Cross EPO coverage. I know that the District pays higher premiums for our supplemental coverage than plans such as those offered by AARP and others. Why are the costs so high?

Remember that in order for retirees to retain their medical coverage, they must not enroll in Medicare Part D, nor pay the Part D premium. The premiums paid by the District for Medicare retirees in Anthem Blue Cross EPO plan include prescription coverage through CVS Caremark. The District-provided prescription plan is better than the Medicare Part D plan, has no *donut hole* for drugs and offers an expanded list of permitted medications. Some additional differences include:

- Annual deductible – District plan, none; Part D subscriber, \$320.
- Annual coverage limit – District plan, none; Part D subscriber, \$2,930*.
- Out-of-pocket threshold – District plan, none; Part D subscriber, \$4,700*.

*The coverage gap between \$2,930 and \$4,700 is called the *Coverage Gap* or *Donut Hole*. After paying the \$320 deductible and \$2,930 limit, Part D subscribers pay 50% of the full retail price of brand-name prescriptions and up to 86% of the cost of generic drugs until they reach the threshold.

What documents or receipts do I submit for reimbursement from my Flexible Spending Account?

The District’s claim form says to attach Explanation of Benefits (EOB) showing amounts you are obligated to pay. If you do not have an EOB, you may provide an explanation in the “Explanation” column and attach an itemized bill. The itemized bills must contain the provider’s name, the date of service, the amount charged and a description of the service provided. Cash register receipts, balance forward statements and canceled checks are not considered itemized bills. For prescriptions, you will need to submit a receipt from the pharmacy with the prescription number on it or a copy of the prescription and a receipt with the amount and prescription number. Your receipt will say “Qualified Healthcare Products” (QHP) and indicate the amount that qualifies.

Visit the AALA website, www.aala.us, to see what’s happening in the world of education, including recent studies, current trends, politics, working conditions and budget cuts throughout the country!

SUMMARY OF AB 340, THE CALIFORNIA PUBLIC EMPLOYEES' PENSION REFORM ACT OF 2013 AND ITS IMPACT ON CALSTRS MEMBERS

<u>Reform Title</u>	<u>AB 340</u>	<u>Impact on CalSTRS Members</u>	<u>Applies To:</u>
1. Requires Equal Sharing of Pension Costs	Requires new members to pay at least 50% of the normal, ongoing cost of benefits or the current contribution rate, whichever is greater.	Moderate. Current members pay 8% in contributions, equal to 44% of normal costs. Fifty percent of the estimated normal cost of the new plan is less than 8%. Therefore, the new member contribution rate will likely be 8%, according to preliminary estimates.	New members
2. Places a Cap on Compensation used to Calculate a Defined Benefit	Places a cap equal to 120% of the Social Security wage base on compensation earnable. The cap is adjusted each year based on changes to the Consumer Price Index for All Urban Consumers. An employer may provide a contribution to a defined contribution plan on compensation in excess of the cap.	Significant impact to a minimal number of members. The cap significantly affects members who earn above 120% of the Social Security wage base (or \$132,120 in 2012). Approximately 4,500 current members make more than that amount.	New members
3. Changes Age Factors and Eliminate Career Factor	Changes the normal retirement age from 60 to 62 with a 2% age factor. Changes the maximum age factor from 2.4% at age 63 to 2.4% at age 65. Changes the age factor for early retirement at age 55 with five years of service from 1.4% to 1.16%. Eliminates the ability for members with 30 years of service to retire as early as age 50. Eliminates the career factor.	Significant impact to a significant number of members. Current normal retirement age is 60. Current maximum age factor is 2.4% at age 63. Actual average retirement age is about 62. Age factors will be lower for new members retiring before age 65.	New members
4. Requires Three-Year Final Compensation	Extends the final compensation period to three years for all new members, regardless of years of service.	Moderate impact to a significant number of members. Current members who retire with 25 years of service have their final compensation based on the highest 12 consecutive months.	New members
5. Eliminates Replacement Benefits Program	Limits benefits from the Defined Benefit Program to the federal 415 limit (\$171,202 at age 65 in 2012).	Significant impact to a minimal number of members.	New members

A similar comparison for CalPERS members will be in next week's *Update*.

Courtesy of CalSTRS, www.calstrs.com

WE GET LETTERS

AALA thanks an anonymous APEIS for this comprehensive look at the impact budget cuts have had on APEISs.

*“LAUSD Chief **John Deasy** Revs Up Top Staff” was the headline in the Los Angeles Daily News a few weeks ago when the Superintendent spoke to the principals in his annual address. Not all LAUSD administrators were invited to attend this meeting and no amount of motivational speech will get us revved up. As an Assistant Principal/Elementary Instructional Specialist, I go to work every day knowing that the District attempted to close down my position three years ago. It is demoralizing.*

The reality is that the District did in fact succeed in stripping us of our Assistant Principal standing. Even though I have the title APEIS, I do little more than fill out paperwork, monitor tracking logs, file for due process, preside over meetings and try to protect the District from liability within special education. In a city where educational advocates are as plentiful as Starbucks, it’s like trying to put my finger in a crack in the Hoover Dam to hold back the Colorado River. No matter what I do, we lose more cases than we win. In the “olden days” when I was a real Assistant Principal, I knew the families at my school and there was a certain level of trust. I knew the needs of the students and I had few cases ever go beyond the IEP level. Now, I know all of the specialists in the Due Process department by first name. Whatever money was saved by decimating the ranks of the elementary assistant principals is now going out to attorneys, advocates and on nonpublic schools and agencies as more and more parents jump on this bandwagon and file for due process.

The evidence is overwhelming that the APEIS position is set up to fail. I recently had a conversation with a special education specialist who told me that the District had expected most of us to retire or self-demote the first year that we were assigned to multiple sites. The hierarchy was shocked that so many of us are still around. Instead of feeling proud that we are still standing, they are actually disappointed that we haven’t just faded away. How is that for “revving” us up for a new school year?

This is not just hearsay. Consider the facts. Most special education clerical support has been eliminated. There are supposed to be dedicated staff trained in Welligent at each school to do the endless amounts of paperwork associated with special education, but office techs who actually know an assessment plan from a notification are as rare as a California condor. At one of my schools last year, we had nine different people transferred into that position. Only one had Welligent training.

The paperwork is relentless. Being too efficient is also not a good idea in this position. I once filled out some matrices for behavior support three times within a week because the form was revised that many times in five days. Each time I was told to fill out that specific version and turn it in within a few days. I also have to do my own payroll forms twice a month and ensure compliance with MCD outcomes while visiting classrooms to check in seat attendance to ensure that services are compliant with resource specialist logs and IEPs; all requiring more forms to complete. Capricious decision making also adds to the paperwork. When a class was scheduled to close, I had to amend the IEPs to reflect the new program. A week after completing those meetings, I was told the class was now staying and I would have to re-amend to reflect the former program. It made for fourteen extra IEPs.

We assistant principals are transferred and moved around with little thought to our preferences, commutes or caseloads. One AP had ten special education classrooms to support at four schools, not to mention resource students in general education and private preschoolers. Other APs are driving three to four hours a day to areas that are far from their homes. There is no extra

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LETTERS (Cont.)

consideration for schools where parents may be very contentious and IEPs can last four, five or even eight hours.

But the clearest evidence that elementary APEISs are set up to become extinct is that almost all of our “administrative” responsibilities have been eliminated. We no longer have access to the performance evaluation website for our schools, and therefore, we cannot support our principals with the Stull evaluation process. With the sheer number of IEPs that must be held and the paperwork that accompanies the responsibilities of the position, observing instruction in the classroom, monitoring interventions for RTI, attending grade level meetings, analyzing data and just getting to know students and their needs have all fallen by the wayside.

Elementary Assistant Principals were originally assigned to local areas. We had an identity with a specific school and community and the opportunity to know feeder schools. Now we are disenfranchised from Educational Service Centers, schools and neighborhoods. We were not even invited to hear the Superintendent’s opening motivational speech. Two years ago, we were told that we should attend the District Team Leadership Meetings for special education staff. An e-mail invitation was sent once and then never again. We really don’t belong to either special education or to the ESCs. We don’t belong anywhere.

Finally, we have been eliminated from the promotional track. Since the directors don’t know us and the superintendents have no contact with us, it’s almost impossible to even be considered for principal positions. Even though most of us have years of administrative experience, we are being passed over and left out of the promotional process in favor of coordinators and coaches who have no administrative experience. I feel as if we have been set aside and allowed to drift away from the larger District. We are indeed set up to become obsolete.

CALENDAR

EVENT	DATE	CONTACT
Rosh Hashanah <i>Unassigned Day for Single Track Schools</i>	September 17, 2012	
Rosh Hashanah	September 18, 2012	
COBA Opening Meeting at the California African American Museum	September 19, 2012 5:30 p.m.	Josephine Ruffin, josephineruffin@sbcglobal.net
Jean Anita Mitchell’s Retirement Dinner at the Marina Del Rey Marriott	September 21, 2012 6:00 p.m.	Kelli Davis, 310.925.2857
Mike Shannon’s Retirement Celebration at the Ports O’Call Restaurant	September 23, 2012 12:00 p.m.	Dale Reinert, dale.reinert@lausd.net
Yom Kippur <i>Unassigned Day for Single Track Schools</i>	September 26, 2012	
Maxine Hammond’s Retirement Event at the DoubleTree Hotel	September 30, 2012 11:30 a.m.	Jesus Bastidas, 323.564.1431
National Principals Month	October 1 – 31, 2012	http://www.nassp.org/NATIONAL-PRINCIPALS-MONTH
AALA Representative Assembly Meeting at AALA Office	October 4, 2012 4:30 p.m.	AALA Office, 213.484.2226
AALA Alumni Luncheon at The Center at Cathedral Plaza	October 17, 2012 11:30 a.m.	AALA Office, 213.484.2226
COBA Meeting at Crenshaw High School Library	October 24, 2012	Josephine Ruffin, josephineruffin@sbcglobal.net

AALA'S ANNUAL FALL RECEPTION

AALA's annual Fall Reception honoring its members for their extraordinary administrative leadership was held on Thursday, September 6, at The Center at Cathedral Plaza in downtown Los Angeles. Over 325 active and retired members attended the reception and enjoyed a delightful buffet of Italian, Southwestern and Asian hors d'oeuvres while reconnecting with many of their friends and colleagues. From all observations and comments heard, everyone seemed to enjoy the evening.

Dr. Judith Perez, President, presided over a program that included brief presentations by **Superintendent John Deasy** and **Board Members Marguerite Poindexter LaMotte** and **Steve Zimmer**. Both Superintendent Deasy and Board Members LaMotte and Zimmer commended the administrators and thanked them for their dedicated leadership in these difficult times for LAUSD. Other introductions included the Educational Service Center Superintendents and Administrators of Operations, LAUSD Senior Staff and retired superintendents in attendance. A special welcome was given to our newest members, Unit J – Classified. The newly elected Executive Board members were introduced—**John Gilbert**, Vice President; **Ken Devine** and **Steven Johnson**, Directors.

For the third year, AALA was fortunate to secure generous sponsors for the reception. The levels of sponsorship were: Platinum, Gold+, Gold and Bronze. The representatives present from each of the Platinum sponsors were introduced and one addressed the guests briefly. We thank this year's generous sponsors:

PLATINUM

The Academic Advantage
Arey Jones Educational Solutions
Blackboard Connect (3rd year)
Nannette Macbeth, The Macbeth Group
of Merrill Lynch (3rd year)
Renaissance Learning (2nd year)
Scholastic Inc. (2nd year)
SolarCity
Voyager Learning (2nd year)

GOLD+

Best Office Products
Hewlett Packard
Parker & Covert LLP (3rd year)

GOLD

ACHIEVE 3000 – The Leader in
Differentiated Instruction
ARC – After School & Experiential Education
Arizona State/Academic Partnerships
California Credit Union (2nd year)
Junior Achievement of Southern California
McGraw-Hill Education (3rd year)
Pitsco Education/K20associates
PURELL
Retirement Choices
SMART Technologies (2nd year)

BRONZE

BusWest
California Council on Economic Education
Center for Civic Education
Promethean, Inc.
Schools FCU
Social Studies School Service
Specialists in Long Term Care
Insurance Services (3rd year)

SPECIAL NOTE: A member left her prescription sunglasses in a California Credit Union bag at the reception. If anyone accidentally picked up the bag with the glasses, please contact AALA, 213.484.2226.

FREE RESUME DEVELOPMENT FOR ADMINISTRATORS

AALA has arranged with CareerBeamPRO, a company that provides online career counseling geared to white collar professionals, to make its website services available for AALA members who may be released from their assignment due to the reduction in force. Services include resume development, career assessments, interview preparation, job postings, information on companies and other resources. AALA members may utilize the available services through October 1, 2012. Visit <http://www.careerbeampro.com/aala/register/> for more information. Please do not contact the AALA Office, all necessary information is on the website.

ACSA SPECIAL EDUCATION ACADEMY IN LA

The Special Education Academy addresses what you need to know to be a successful special education administrator at all levels and areas of responsibility through a consistent focus on leadership, communication, prevention and intervention. The academy, designed to meet the standards for CCTC Professional Clear Administrative Services Credential nonuniversity programs, includes 70 hours of professional development over seven weekends and meets on Fridays from 5:00 p.m. to 9:00 p.m. and Saturdays from 9:00 a.m. to 3:30 p.m. It will be held in Alhambra and North Hills beginning on September 28. For more information visit the ACSA website, www.acsa.org/academies or call 800.608.ACSA.

IN MEMORIAM

Salvador Gonzales—Former principal of Belvedere Middle School and assistant principal of Belvedere and White middle schools. Salvador retired from the District on June 27, 1986, and passed away on September 6, 2012. Viewing will be held on Saturday, September 15, 2012, 8 a.m. - 8:45 a.m., followed by a funeral mass at Queen of Heaven Chapel, 2161 S. Fullerton Road, Roland Heights, CA 91748, 616.964.1291.

Vernon Dane Lowry—Former principal and assistant principal of Fremont Community Adult School. Vernon retired in 1978 and passed away on September 2, 2012, at the age of 95. For information about the Celebration of Life which will be held in his honor on October 28, 2012, e-mail his daughter, **Marilyn Owens Scully**, at marilyn Owens@earthlink.net. Contributions in his memory may be made to the USC Norris Cancer Center.

POSITIONS AVAILABLE

Minimum Qualifications: *Candidates are responsible for making sure all the District requirements have been met. Please do not contact AALA for information regarding positions; use the contact phone number provided in the announcement or go to http://www.teachinla.com/admin_vacancies/ for more detailed requirements for positions and employment updates.*

CLASSIFIED POSITIONS

Although the process for AALA to receive information about available positions has not yet been determined by the Personnel Commission, classified members may subscribe to receive alerts via e-mail regarding specific positions. Visit the Personnel Commission website to obtain more information and sign-up, <https://persweb.lausd.net/rons/>.

CERTIFICATED POSITIONS

PRINCIPAL, SECONDARY

San Fernando Middle School (ESC North), MST 45G, E Basis. For information and application procedures contact **Joseph Nacorda**, Instructional Director, at jcn9591@lausd.net or 818.654.3600. Filing deadline is Friday, September 21, 2012.

PRINCIPAL, OPPORTUNITY HIGH SCHOOL

Richard A. Alonzo Community Day School (Options Programs), MST 42G, E Basis. For information and application procedures contact **Regina Awtry**, Coordinator, at rawtry@lausd.net. Filing deadline is 5:00 p.m., Friday, September 21, 2012.

PRINCIPAL, ELEMENTARY

Alexander Science Center (ESC West), MST 40G, E Basis. For information and application procedures contact **Judy Utvich**, Instructional Director, at 310.914.2100. Filing deadline is 5:00 p.m., Monday, September 24, 2012.

ASSISTANT PRINCIPAL, SECONDARY COUNSELING SERVICES

Panorama High School (ISIC), MST 40G, B Basis. For information and application procedures contact **Dr. Paula Nelson**, Instructional Director, at 213.241.0100. Filing deadline is 5:00 p.m., Monday, September 24, 2012.

ASSISTANT PRINCIPAL, SPECIAL EDUCATION

Carlson Home Hospital School (Options Programs), MST 38G, B Basis. For information and application procedures contact **Regina Awtry**, Coordinator, at rawtry@lausd.net. Filing deadline is 5:00 p.m., Wednesday, September 26, 2012.

SENIOR COORDINATOR

Charter Schools Division, MST 42G, Temporary Adviser, E Basis. For information and application procedures call Human Resources at 213.241.6886. Filing deadline is 5:00 p.m., Wednesday, September 26, 2012, or until filled.

COORDINATOR, SITE OPERATIONS

Cesar Chavez Campus (ISIC), MST 40G, Temporary Adviser, B Basis. For information and application procedures contact **Shannon Corbett-Halio**, Instructional Director, at seco136@lausd.net or 213.241.1922. Filing deadline is 5:00 p.m., Wednesday, September 26, 2012.

SPECIALIST, CHANGE MANAGEMENT

ITD Business Applications Supporting Education (ITD), MST 37G, Temporary Adviser, E Basis. For information and application procedures contact **Teri Lyons**, Interim Chief ERP Director, at 213.241.1718. Filing deadline is 5:00 p.m., Monday, September 24, 2012.

DIRECTOR OF TEACHING AND LEARNING

LA's Promise, salary commensurate with qualifications, experience and education. For information and application procedures visit <http://www.laspromise.org/about/join-our-team.php>.

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PREVIOUSLY ANNOUNCED POSITIONS

POSITION	LOCATION	CONTACT	DEADLINE
<i>CHIEF OPERATING OFFICER (COO)</i>	L.A.'s Promise	http://www.laspromise.org/about/join-our-team.php	Until Filled
<i>INSTRUCTIONAL SPECIALIST MST 39G, B Basis</i>	Peary Middle School (ESC South)	Terry Ball , Instructional Director, 323.354.3400	5:00 p.m. Friday September 14, 2012
<i>PUPIL SERVICES AND ATTENDANCE COORDINATOR MST 39G, B Basis</i>	Community Dev. Dept. Partnership, Student Health and Human Services	Human Resources, 213.241.6886	5:00 p.m. Friday September 14, 2012
<i>SPECIALIST, COMPLIANCE SUPPORT & MONITORING MST 38G, B Basis (Multiple positions)</i>	Division of Special Education	Sharyn Howell , Executive Director, 213.241.6701	EXTENDED 5:00 p.m. Wednesday September 26, 2012