

UPDATE

www.aala.us

Week of December 10, 2012

AALA UNIT J JOB STEWARD ELECTIONS

AALA's Unit J, representing our classified administrators, has accomplished a great deal during the past year, including formal recognition of the bargaining unit, completion of contract negotiations, ratification of Unit J's first contract, election of Unit J officers, participation in AALA governance and regular communication with District leadership. None of this would have been accomplished without the support of our classified membership.

AALA's next step will be to fulfill the duty of maintaining fair representation for all Unit J members through the nomination and election of Job Stewards in January 2013. Job Stewards will serve as the front-line bargaining unit representatives for Unit J members. Their primary role will be to ensure that the District and its representatives adhere to the union contract and provide Unit J members their due process rights. Additionally, as union leaders, Job Stewards will conduct outreach to build a united, organized and involved membership in the workplace.

Five (5) Job Stewards will be elected and the candidate with the most votes will be designated the Senior Steward. Training and professional development will be provided to those elected.

Qualifications and Membership: All candidates and voters must be active members of AALA and current members of Unit J. To become an active member is simple: submit completed Salary Deduction Authorization and Member Information forms to the AALA office. Forms are accessible on the AALA website, www.aala.us. Completed forms may be sent to AALA at gpivaral@aala.us, faxed to AALA at 213.484.0201 (ATTN: Gema), mailed or hand-delivered to AALA at 1910 W. Sunset Blvd., Suite 850, Los Angeles 90026. For answers to membership questions, please call Gema at 213.484.2226.

Details regarding the Job Steward nomination and election process will be sent via e-mail to Unit J members within the next few weeks. Information will also be published in the *Update*.

AALA's POLITICAL ACTION COMMITTEE (PAC) NEWS

AALA'S PAC Steering Committee met on November 30, 2012, to begin preparations for the upcoming Board of Education elections, which will take place March 5, 2013. If no candidate for a Board seat wins a majority of the vote, a run-off election is scheduled for May 21, 2013. The deadline for candidates to submit nominating petitions for Board Districts 2, 4 and 6 was December 5, 2012. The following candidates have filed; those marked with an asterisk have already been qualified for the ballot.

Board District 2: **Abelardo Díaz***, **Scott Folsom**, **Mónica García (incumbent)***, **Anna Marie Montañez**, **Robert D. Skeels***, **Isabel Vázquez***

Board District 4: **Kate Anderson***, **Jeneen Robinson**, **Samuel Paul Whitehead**, **Steve Zimmer (incumbent)***

Board District 6: **Maria Cano***, **Ernie Cardenas***, **Monica Ratliff***, **Antonio Sanchez***, **Iris Zuñiga**

PAC NEWS (Cont.)

The PAC Steering Committee has sent AALA's Core Values (see below) to all candidates to familiarize them with our members' priorities. The committee will conduct interviews with candidates this month and in January 2013 to identify candidates to recommend to AALA's PAC Council for endorsement. The timeline is so tight because the only Representative Assembly meeting prior to the March election will be held on January 17, 2013. The PAC Council is convened during Representative Assembly meetings and makes final decisions regarding political endorsements and campaign donations. The maximum AALA, as an organization, may donate to an individual candidate for a particular election is \$1,000.

We will keep you informed via the *Update* regarding our PAC's support for political issues and candidates and ways you may help. Please stay tuned!

AALA CORE VALUES

(Revised 11.30.12)

1. Collective bargaining agreements must be honored, including the provisions related to the evaluation of AALA members.
2. Lifetime health benefits are not negotiable.
3. The Health Benefits Committee has the right to make decisions regarding the monies related to the District's health benefits package.
4. Principals should be the summative evaluators of teachers and other staff members at their respective school sites.
5. Practitioners must be consulted when decisions are being contemplated that affect the scope, nature and conditions of their work.
6. Line-staff protocol is essential for the implementation of Districtwide communication, supervision and evaluation. Each AALA member should report to a single supervisor as opposed to multiple supervisors.
7. Being a school-site or non-school-site administrator is a year-round responsibility. School-site administrators must have time to prepare adequately for student learning, safety and staff members' professional development. Both school-site and non-school-site administrators must have adequate time and compensation to fulfill all of their professional responsibilities.
8. Administrative norms, both certificated and classified, must be significantly improved to insure the safety and welfare of students, to provide for the appropriate supervision of instruction and to allow administrators to complete mandated tasks.
9. Administrative assignments must be determined by a fair, merit-based promotional process.
10. Since State-funded programs establish mandates and require supervisory personnel to ensure accountability, communication and professional development, central and regional administrators need adequate resources to fulfill their responsibilities.

HEALTH BENEFITS FAQ

Topic: Know Your Rights for “Continuity of Care” When Enrolled in a New Health Plan

What is meant by “continuity of care” or “transition of care” in our District health plans?

Continuity of care is defined as temporary coverage when you become a member of another health plan and have an acute or serious chronic condition being treated by an out-of-network provider. Under California law, you have the right to continued medical care even if your doctor is not part of your current health plan or if your doctor, medical group or hospital leaves your plan.

What conditions are covered under “continuity” or “transition” of care?

Type of Problem or Condition	How long you get continuity of care
Acute Medical Condition*	As long as the condition lasts
Serious Chronic Condition (for example, heart disease or severe diabetes)	Until you complete a course of treatment and your doctor can safely transfer your care to another doctor, up to 12 months
Pregnancy	During Pregnancy and immediately after the delivery (post-partum period)
Terminal Illness	As long as the person lives
Care of a Child under 3 years	For up to 12 months
An already scheduled surgery or other procedure (for example, knee surgery or colonoscopy)	Scheduled to happen within 180 days of your doctor or hospital leaving your health plan

**An acute medical condition is generally one caused by injury, illness (such as pneumonia) or other medical problem that requires prompt medical attention for a limited duration.*

I just changed health plans and have a condition that may qualify for continuity of care. How do I access continuity of care in my new health plan?

You must call your health plan and ask for continuity of care. Additionally, your doctor or hospital must agree to keep you as a patient and agree to your plan’s reimbursement terms. As part of this process, be ready to discuss your medical information, such as the name of your doctor or hospital, your medical condition and treatments you are receiving. Initial contact information is listed below:

- Anthem Blue Cross EPO and Select HMO - Continuity of care policy and form are available at: https://www.anthem.com/ca/agent/f4/s2/t1/pw_a122375.pdf?refer=agent or call 800.700.3739.
- Health Net – Health Net’s transition of care policy document is available at the following website: https://www.healthnet.com/static/custom/unprotected/pdfs/ca26832_toc_policy.pdf or call Health Net at 800.654.9821.
- Health Net Seniority Plus – 800.275.4737.
- Kaiser - contact Customer Service at 800.788.0710 to request a form.
- UnitedHealthCare® Group Medicare Advantage HMO – 800.457.8506.

You can also request a copy your health plan's policy on continuity of care at any time.

What if I need immediate treatment for a medical condition covered under “continuity of care”?

Complete the continuity or transition of care application form and contact the Member or Customer Service number for your plan. Be sure to identify your medical emergency and your need for immediate care. Your request should be expedited.

TEACHER EVALUATION

AALA members are advised that although UTLA and LAUSD have reached a tentative agreement on a framework to use test scores in evaluation, it has neither been ratified by UTLA nor approved by the Board, and is, therefore, not in effect at this time. All provisions of the current contract remain in place.

MAINTENANCE AND OPERATIONS ISSUES

*Below is an excerpt from a letter sent to **Roger Finstad**, Director of M & O, by **Gary Garcia**, President of SHSPO, on behalf of Senior High School Principals expressing concerns regarding maintenance and operations issues. We will publish Mr. Finstad's response when it becomes available.*

- The District does not provide sufficient funds to purchase the maintenance and supplies that we need for a whole school year, e.g., toilet paper, soap, paper towels.
- Trouble calls are not always answered in a timely manner. It seems that someone is canceling trouble calls right before they reach the 30-day limit. Administrators and Plant Managers have to make repeated calls for service, sometimes for many months.
- The prices that are quoted to us for work that we must fund with dollars not allocated by the District to address our facilities needs are often grossly more expensive than what a professional in the private sector would charge.
- Campuses with old buildings (some of our high schools were built in the 1920s and 1930s) receive maintenance budgets at the same allocation rates that newer campuses are funded. However, the needs of the older campuses are more expensive. For example, while dozens of new schools have electric utility carts, the cart that was provided to my campus 20 or more years ago needs to be replaced, however there are not funds for this; the large sodium lights on the perimeter of my school must be replaced and are expensive, but newer schools do not have to pay for new lights.

ADMINISTRATIVE WORKLOAD

Since the beginning of the school year, **Dr. Judith Perez**, AALA President, and **Dan Isaacs**, AALA Administrator, have met with **Senior Deputy Superintendent Michelle King** and expressed members' concerns regarding the excessive workload and the interminable number of tasks to be completed and requests for reports from ESCs and the Central Office. At their request, Ms. King surveyed the various ESC and Central offices to obtain the requests made to schools during the month of October. We thank Ms. King for her willingness to conduct such a survey and understand that the Superintendent and Senior Staff are reviewing the information. We look forward to seeing how they plan to address this critical issue once they have completed their analysis.

BY THE WAY...

The Internal Revenue Service (IRS) announced on Wednesday, November 21, 2012, that as of January 1, 2013, the standard mileage reimbursement rate for the use of a car (including vans, pickups, or panel trucks) will increase slightly to 56.5¢ per mile for business miles driven. This increases the rate by 1¢ per mile from the 2012 mileage rate of 55.5¢.

DR. AQUINO RESPONDS

ALA thanks **Dr. Jaime Aquino**, Deputy Superintendent of Instruction, for preparing these written responses to the items in the letter from Senior High School Principals published last week. We are reprinting the concern, followed by the response.

- Modules have a bias toward the type of PD that is appropriate for elementary school faculties, not secondary.
There were external pressures forcing the District to provide professional development. The Office for Civil Rights, for example, required the District to train all staff on the new EL Master Plan. If the District had not entered into a Voluntary Agreement the resulting Office for Civil Rights sanctions could have resulted in even more directives loss of flexibility.
- The PD activities are designed for smaller groups of teachers than exist at most secondary schools.
The PD activities are designed for entire faculty as well as small groups. The design was meant to offer the module in large groups as well as concurrent small groups according the school site configuration.
- The videos that are part of the PD modules seldom, if ever, have representatives from high schools.
*The videos used for the CCSS are of **David Coleman** explaining the instructional shifts and as such are applicable to all audiences. He actually models the Gettysburg address (a text appropriate for high schools). Perhaps this concern refers to the videos used for training on the Teaching and Learning Framework. The Talent Management is looking for secondary teachers to videotape and incorporate into the training. Please let us know if you have a teacher you would recommend to be videotaped.*
- The EL PD spends too much time teaching/informing teachers about how to counsel or program EL students.... Secondary teachers at large schools do not program students....
The purpose of the four EL Master Plan modules was to provide an understanding of the components of the new Master Plan. These awareness modules were not intended to provide professional development on instructional strategies. When the Office for Civil Rights conducted their investigation, they found that most of the staff (teachers and principals) was not aware of the regulations and procedures related to the education of English Learners. Not complying with the OCR requirements, could lead to the federal government withholding federal funding. Given we are the District with the largest EL enrollment this could have a significant fiscal impact. Parents in many cases turn to teachers for advice on their child's programming as they are the most direct contact and as such teachers need to be well informed. Teachers of English Learners in a secondary setting can be more effective in working with ELs if they are aware of how their use of ELD and Access to Core strategies fit into the students' overall language and content development. It's important that every teacher and staff member in a school realize their contribution to the whole child's progress towards English and content area proficiency.
- The school year started before the modules were completed. Due dates for when the modules should be delivered to teachers have changed repeatedly this semester...
The ESCs provided a yearly calendar. However, minor adjustments needed to be made.
- ...Why do we need three accountability systems? (Performance Meter)
We do not see them as three different accountability systems. The Performance Meter is a tool for target setting that is part of the accountability system.
- If we are such good businessmen, why do we have pool teachers who earn full salaries wandering around the District? A prudent business model would be to assign these fully paid teachers to schools for the year so the school could include them in the master and lower class sizes.
We agree.

AQUINO RESPONDS (Cont.)

- Would he support a slower implementation timeline of common core [that is] balanced until such time that the resources to do it well and properly (on computers, not on paper) are made available...?
The timeline for the implementation of common core and Smarter Balanced assessments is set by the California Department of Education.
- My biggest concern is time... If we had a more expeditious system of entering data from our classroom visits, the new system would be more do-able...
The Talent Management division is working to make improvements to the online platform throughout this EGDC practice and feedback year. These include increased auto-tagging of evidence in Standard 1 as well as planned tablet functionality and hand-writing to text translators.
- ...the PD Modules are simply too many to adequately cover in 7-14 PD days...
See response to #1.
- ... Are there experienced high school APSCSs serving as part of the District-level discussion regarding the implementation of the...A-G diploma requirements...[and] intervention for at-risk students?
Thank you for the suggestion. Currently, the ESC Counseling Coordinators and central office Counseling Coordinator are all former APSCSs. They are currently in communication with their APSCSs in their service centers.
- The writers of the [EL Master Plan] book provide little differentiation for their widely varied audience...
All teachers, including Chemistry teachers, need to know how to support ELs and SELs. If a SEL makes a mistake and the Chemistry teacher is aware of the contrastive grammatical differences, then the teacher can point out the differences and support the student in using academic English. The primary responsibility of a secondary teacher is to be a content area teacher. However, when working with ELs they are to design instruction with language objectives in mind. The primary responsibility, for example, is to ensure that all students can access the core content being taught. Awareness of language issues is necessary in order to fulfill this responsibility.
The programming in secondary is different than in Elementary where one teacher is expected to teach all subjects along with ELD. The section on Access to Core and SDAIE can be geared toward Secondary teachers. MMED will work on creating a handbook with additional strategies for Secondary teachers.
- Problem with Common Core Standards Initiative: Using the term “instructional shifts”... suggests that competent high school English teachers have not been doing that all along...
The term "instructional shifts" does not imply that teachers might not be implementing the strategies called by the new standards but simply highlights the different pedagogical strategies required by the new standards as compared to those from the existing standards.

THE FISCAL CLIFF: FAQs

Talk about the “fiscal cliff” has been filling the newspapers and airwaves since the election in November. We know that administrators and others are concerned as to how it would impact them personally and professionally. Below are answers to some frequently asked questions that were developed by public policy reporter **Alyson Klein** and published recently in *Education Week*.

1. What exactly is the fiscal cliff?

Basically, it's a perfect storm of federal tax and spending legislation that has to be dealt with really quickly. A whole package of tax cuts, including the so-called Bush tax cuts, put in place under the previous president, are set to expire soon. Congress will have to figure out whether to extend them, and if so, which ones to extend. And, perhaps more important when it comes to education, a set of across-the-

FISCAL CLIFF (Cont.)

board cuts are set to be triggered for just about every federal agency, including the U.S. Department of Education and the Pentagon, on January 2. They will go into effect unless Congress acts to stop them.

2. Sequestration? What's that? And how did it come about?

The sequestration trigger-cuts were put in place as part of a **deal** to raise the debt ceiling last summer. Lawmakers and the administration tried—and failed—to come up with some sort of long-term solution for the nation's debt problem. Instead of coming up with a deal, they set the clock ticking on those automatic cuts—which virtually no one likes—essentially to force themselves to act. And they gave it a wonky, budgety name: sequestration. (If you're curious about where that term comes from, here's a great **explanation**.) The idea was that neither Republicans nor Democrats would be happy with the cuts since they would hit both military programs (which Republicans especially favor) and domestic spending (which is typically supported by Democrats). Even though the cuts were never supposed to actually happen, lawmakers so far haven't been able to come up with a long-term deal to head them off.

3. How would school districts be affected?

Most programs in the U.S. Department of Education would be cut by 8.2 percent, according to the White House Office of Management and Budget. That means federal money for disadvantaged students, now financed at \$15.75 billion, would be cut by almost \$1.3 billion. And special education programs, funded at \$12.64 billion, would be cut by about \$1.03 billion. More **here**. It's important to note, of course, that the feds make up less than 10 percent of all K-12 financing—the vast majority of funds come from state and local governments. Still, many districts say they're already squeezed at the local level and really can't afford to cope with federal cuts on top of state and local reductions.

4. So ... wait—my school district is going to lose 8.2 percent of its federal funding on Jan. 2 if Congress doesn't figure something out?

Actually, no. Even if there is a stalemate and no action on Capitol Hill, your district probably won't lose money right away. The big formula grants that school districts depend on most (Title I grants for disadvantaged students, special education, grants for teacher quality) are forward-funded. That means the cuts wouldn't kick in until the start of the 2013-14 school year, giving districts a planning window.

5. Are any programs exempt? And what about other programs that aren't funded through the Education Department?

Some programs are exempt, including federal student loans, some Pell Grant money, most child nutrition programs and the Children's Health Insurance Program. However, the Head Start program, which is funded through the U.S. Department of Health and Human Services, doesn't appear to be exempt.

6. What does President Obama say? What have leaders in Congress said?

Not very much so far, and virtually nothing about education specifically. Obama said during one of the presidential campaign debates that sequestration "won't happen." And **U.S. Rep. John Boehner**, R-Ohio, the Speaker of the House, has said he would be okay with some revenue increases, although he'd like them to come from closing tax loopholes, not raising taxes on the highest-earners, which is what Obama wants to do. **U.S. Sen. Tom Harkin**, D-Iowa, who oversees the Senate panel that deals with education spending, has been outspoken about the potential cuts to K-12. He is really worried about their impact.

7. What happens from here?

Lawmakers will try to work out a compromise. Most advocates and analysts expect that they will be able to reach some sort of temporary deal before the end of the year, but it's far from a sure thing.

AN INVITATION FOR AALA ALUMNI MEMBERS

AALA Alumni members are invited to attend the ACSA-R Winter Luncheon on Thursday, December 13, 2012, at Taix Restaurant. **Karen Stapf Walters**, Interim Executive Director of the Association of California School Administrators (ACSA), will be the guest speaker. Karen will share her expertise and respond to questions about the immediate and long range future of public education in this current political climate. It promises to be an informative session. Lunch will be served at 12:00 noon and the cost is \$20 per person. Please RSVP immediately by calling the AALA office at 213.484.2226.

CALENDAR

EVENT	DATE	CONTACT
Hanukkah	December 8 — December 16, 2012	
SEPO Meeting at Beaudry, 17 th Floor	December 12, 2012 8:00 a.m.	Michael Terry , mterry@lausd.net
CalSTRS Pre-Retirement Workshop at Ramona ES Auditorium	December 12, 2012 4:00 p.m.	Maria Voigt , 213.241.6365
ASPO Meeting at Beaudry, 18 th Floor, Room 124	December 12, 2012 8:00 a.m.	Donna Brashear , donna.brashear@lausd.net
ACSA-R Winter Luncheon at Taix Restaurant	December 13, 2012 11:30 a.m.	Michael Perez , mperez@aala.us or AALA Office, 213.484.2226
Winter Recess	December 17, 2012 — January 4, 2013	
AALA Office Closed	December 24, 2012 — January 1, 2013	
Second Semester Begins	January 7, 2013	
SEPO Meeting at Beaudry	January 9, 2013 3:00 p.m.	Michael Terry , mterry@lausd.net
CalSTRS Pre-Retirement Workshop at Stanford ES Auditorium	January 9, 2013 4:00 p.m.	Maria Voigt , 213.241.6365
CalSTRS Pre-Retirement Workshop at Hazeltine ES Auditorium	January 10, 2013 4:00 p.m.	Maria Voigt , 213.241.6365
AALA Executive Board Meeting at AALA Office	January 14, 2013 4:30 p.m.	Cathy Vacca , cvacca@aala.us
ASPO Meeting at Beaudry, 18 th Floor, Room 124	January 16, 2013 8:00 a.m.	Donna Brashear , donna.brashear@lausd.net
AALA Representative Assembly Meeting at AALA Office	January 17, 2013 4:30 p.m.	Cathy Vacca , cvacca@aala.us
Dr. Martin Luther King, Jr. Birthday Observed	January 21, 2013	
MSAPO/SHAPO Meeting at Monroe HS	January 23, 2013 8:00 a.m.	Felicia Drew , fdrew@lausd.net Ali Galedary , gali@lausd.net
COBA Meeting at Crenshaw HS	January 23, 2013 5:30 p.m.	Josephine Ruffin , josephineruffin@sbcglobal.net

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://teachinla.com/admin_vacancies/ for more detailed requirements for positions and employment updates.

CLASSIFIED

SR. IT INFRASTRUCTURE PROJECT/PROGRAM MANAGER

Information Technology Division, \$92,200 - \$114,300, A Basis. For information and application procedures visit <http://www.lausdjobs.org>. Filing deadline is Monday, December 10, 2012.

PREVIOUSLY ANNOUNCED POSITIONS

CERTIFICATED POSITIONS	LOCATION	CONTACT	DEADLINE
<i>ASSISTANT PRINCIPAL, EIS</i> MST 37G or 38G, B Basis	Multiple Locations	Sharyn Howell, Executive Director, 213.241.6701	5:00 p.m. Friday December 7, 2012
<i>PROGRAM COORDINATOR, LA</i> <i>UNIVERSAL PRESCHOOL</i> MST 38G, E Basis	Division of Early Childhood Education	Maureen Diekmann, Executive Director, 213.241.0480	5:00 p.m. Wednesday December 12, 2012