

UPDATE

www.aala.us

Week of November 10, 2014

LESSONS LEARNED FROM THE ELECTION

We are pleased that AALA-endorsed candidate **Tom Torlakson** was successful in his bid for reelection to State Superintendent of Public Instruction. It was an initially closely contested race between two diametrically opposed candidates that was colored by an infusion of money from wealthy Wall Street, Silicon Valley and philanthropic self-titled education reformers. And while we are happy that Torlakson won and that the citizens of California did not buy into the education reform rhetoric, nor were they swayed by the millions of dollars spent in attack ads against him, this election is far from an endorsement of the current state of education in California. Torlakson now must continue to work with the Governor to ensure more equitable education funding, strengthen the implementation of the standards, update the tenure and seniority laws and support teachers and administrators.

Online newspaper *Politico* wrote that this race had more at stake than educational policy; it was a symbolic race for the heart and soul of the Democratic Party and a test of teachers' union power. This may be true, but more money was spent on this particular race than in any other on the ballot. The question looms, why was so much spent on a position that really has little power or influence on educational policy or budgeting? And why was a Harvard-educated corporate executive with no teaching experience so eager to attain it? We think it was not only about the Democratic Party, but about fundamentally differing views on the place of education in the global economy.

Although the race is nonpartisan, the media portrayed Torlakson and his challenger, **Marshall Tuck**, as Democrats having differing views on just a few, albeit significant, issues. The fact is, there are substantial differences between the two. To paraphrase our colleague, AALA strategist **David Tokofsky**, "Writing that this was a battle between two democrats is like saying that democrats from Massachusetts and democrats from Mississippi are the same democrats. Although the same party, such a statement is missing history, values and more." Torlakson has a history in the education arena, having begun as a teacher and continuing to do so, even after assuming public office. Tuck claimed that Torlakson was in favor of maintaining the status quo and beholden to labor unions. This is far from the truth and the public, wisely, saw through the allegation. Yes, he has the support of the unions, but that support required a process that involved the members endorsing him. There is no educator alive who believes that things are fine the way they are. True educators want to make a true difference for students by focusing on teaching and learning and building lives, not profits. Torlakson emphasized his support of teachers and students; while Tuck aims to quantify success by looking primarily at standardized test scores. The flaw is we do not have standardized children.

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ELECTION (Cont.)

Tuck, endorsed by every major newspaper, received millions from a little more than a dozen independent sources, who used their own private wealth to try to influence this election, under the guise of being education reformers. We have the three big “B” boys—**Bloomfield, Broad** and **Bloomberg**—who certainly have no children in the public schools in California (they probably do not even know any public school students!) donating huge sums to **Marshall Tuck**. They were joined by hedge fund managers, investors, members of the **Walton** family, the widow of **Steve Jobs**, Enron executive **John Arnold** and charter schools’ magnates. Their uniting mantra was that schools should be run like a business in order to prepare students for the high-tech world. However, when one follows the money, we find that the hidden agenda of those who identify themselves as education reformers to be the destabilization of the teaching profession and privatization of education leading to more corporate gains. Once again, the money that flowed into California could not buy the election. But it is a wake-up call, that we, as educators, must be leaders in systemic change. If we do not take the lead, the future of public school students will fall into the hands of those who see them as dollar signs and profit margins.

TEACHER GROWTH AND DEVELOPMENT CYCLE CERTIFICATION

We are pleased to inform you that **Superintendent Ramón Cortines** has suspended the Teacher Growth and Development Cycle (TGDC) Observer Certification requirement for newly assigned principals effective immediately. **Dr. Judith Perez**, AALA President, has been in communication with the Superintendent and senior staff during the last month regarding the certification which was mandated on October 1. Initially, administrators responsible for teacher evaluation were required to become “Preliminarily Certified” as a TGDC Observer within one year of beginning their assignment as an administrator. AALA immediately sent a notice of opposition to this requirement to each Board Member and the Superintendent. Subsequently, the requirement was restricted only to principals, not every administrator. AALA followed up with a demand for negotiations as this new requirement directly impacts working conditions. After review of AALA’s concerns, Mr. Cortines decided to suspend the requirement on October 31. We appreciate his action and prompt response.

ACSA PRESIDENT COMMENTS ON LAUSD

Dr. Randy Delling, ACSA President, is former principal at North Hollywood High School.

The mission of the Los Angeles Unified School District should simply read “Teaching and Learning.” Everything else is a distraction from teaching and learning. The District should now become singularly focused on high-level teaching and ensuring high-level learning. The superintendent should work to restore the respect and concern for the professionalism and expertise of the fine teachers and administrators of the LAUSD. Through the years, District educators have produced responsible, contributing citizens from all walks of life by concentrating on the work of teaching and learning. They have weathered the storms of unfounded change by concentrating on the work of teaching and learning and they prevail day after day in spite of all the obstacles placed before them. The solution for the LAUSD is to adopt the mission “Teaching and Learning” and get to it.

HEALTH BENEFITS FAQ

TOPIC: HAVE DUAL COVERAGE? CONSIDER MEDICAL OPT-OUT/CASH BACK

How does the Medical Opt-Out/Cash Back option work?

In dual coverage households where spouses or domestic partners are both District employees, one may elect Medical Opt-Out/Cash Back during Open Enrollment and still retain medical coverage as a dependent. The employee who opts out will receive \$3,000 cash back annually, paid in installments on regular salary warrants. The opt-out cash back is taxable income.

How does Medical 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 District retiree under 65 years of age, the 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, while 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 Medical Opt-Out permanent? Can I opt back in?

Opt-Out is not permanent. The opt-out member is eligible to enroll in his or her own medical coverage again during the next Open Enrollment period or earlier if the employee has an applicable major life event, such as beginning retirement, moving out of a plan's service area, birth or adoption and other reasons. To obtain a complete list of major life events, visit the Benefits Administration webpage at: <http://benefits.lausd.net/popup/major-life-events-mid-year-plan-changes>.

Will electing for Medical Opt-Out affect my future retirement benefits in any way?

No. Opting out will not affect your eligibility for retirement benefits.

I took the cash back option last year and wish to continue opting out. Am I required to reenroll in Medical Opt-Out/Cash Back during Open Enrollment each year?

No. Opt-Out/Cash Back remains in effect until you opt back in during Open Enrollment.

Why aren't retirees eligible for Opt-Out?

Opt-Out/Cash Back is available only for active employees who receive regular salary warrants from the District.

**SUSPENSION OF TRAVEL, MEETINGS AND
PROFESSIONAL DEVELOPMENT FAQS**

The following is a reprint of the FAQ related to the suspension of off-campus travel, meetings and professional development.

Does the cancellation of off-campus meetings mean that monthly principal network meetings are on hold?

No, but they are limited to ½ day.

Are Title III coaches meetings canceled?

No, they will continue.

Are the principals organization meetings canceled?

Yes, these meetings are canceled for November. Meetings beyond November are pending further discussion.

Are counseling coordinator meetings canceled?

No, these meetings will continue but will be limited to ½ day.

My school has a contract with an external provider to come on campus and do a professional development that requires substitutes. Is this OK? If I cancel, I could lose money.

No, professional development requiring substitutes cannot take place whether on or off campus. To avoid losing money, the principal should work with the vendor to reschedule.

To comply with the CORE Waiver, my school is supposed to do pairing activities (or community of practice activities) with another school. Can I request subs for this?

Yes, CORE Waiver-related activities will continue as previously discussed.

We are a SIG school. Does that get us an exception?

Yes, all activities related to SIG will continue as planned.

To date, we have used the one-time Common Core State Standards money only to pay the training rate for professional development after school or on Saturdays. Can we pay the hourly rate instead?

Yes, the one-time CCSS money may be used to pay the hourly rate through January 2015 and may be extended.

I really think I need an exception to the moratorium on travel, off-campus meetings and professional development requiring substitutes. How do I request one?

Please fill out the Travel/Conference Attendance/Professional Development Freeze Exception Request which may be found at <http://achieve.lausd.net/Page/8862>.

What's an example of professional development that might be considered essential?

Trainings that may be necessary to meet compliance requirements such as meeting the conditions of an Office of Civil Rights settlement or consent decree.

AMERICA'S HISPANIC CHILDREN

Child Trends, a nonpartisan, nonprofit research center, has opened the Child Trends Hispanic Institute to assist the nation in understanding Hispanic children and youth. The organization found that there was a lack of extensive data and significant research on this growing population. The Institute released in September a comprehensive report, *America's Hispanic Children: Gaining Ground, Looking Forward*, compiled by Drs. **David Murphey**, **Lina Guzman** and **Alicia Torres**, researchers. **Carol Emig**, President of Child Trends, wrote in her introduction to the report, "Among Hispanic children and youth, there are many positive trends. In highlighting these, our intention is not to overlook serious threats to the well-being of the many Hispanic children who are poor, struggling in school or fleeing violence. Our intention is to widen the lens, because America's Hispanic children are a bigger and more diverse group, and are more rooted in our nation's culture, than recent headlines might suggest. In the midst of many troubling indicators, there are enduring strengths upon which to build, and impressive, but often overlooked, signs of progress."

The report is comprehensive, far-reaching and certainly contains beneficial information for California and particularly Los Angeles educators. Almost 25% of the children in the United States are Hispanic, the largest and fastest-growing minority and contrary to popular opinion, more than ninety percent of them are U.S.-born citizens, with about half of them having at least one parent who was born outside the United States. The authors of the report use the terms Latino and Hispanic interchangeably as those whom the Census Bureau defines as having origins in Mexico, Puerto Rico, the Caribbean, Central and South America and Europe.

While the majority of Latino children are of Mexican heritage, there are regions of the country where those from Central and South America predominate, as in the Northeast. Of particular note is that more than half of these children are living below the poverty line which research has shown makes them more at risk for poor health, lower school achievement, delinquent behavior, unemployment and dependence on public assistance. Statisticians are just starting to correlate poverty with achievement in addition to race/ethnicity, recognizing that low income can account for experiences as a group.

Some key facts are shared in the report

- The majority (60%) of these children live with two married parents and are more likely than any other racial/ethnic group to eat dinner with their families at least six nights a week.
- They are continuing to make gains on national assessments.
- More Hispanic students than ever before have a high school diploma and are entering post-secondary education.
- While the high school dropout rate has declined, more than 25% of Latino high school freshmen do not graduate in four years.
- Latino children enter kindergarten with social-emotional skills that are well-developed but are less likely to know their alphabet or numbers or be able to write their name.
- One-third live below the poverty line (62% are low income) and disproportionately live in neighborhoods with poor housing, poor schools and high crime.
- Fifteen percent did not have a health screening last year and many are overweight or obese.

CHILDREN (Cont.)

- Hispanic children have distinct advantages of knowing two languages and strong social ties within and among families.
- More than half do not live in predominantly Latino communities.
- One in four shares a bedroom with at least three other family members.
- More than two-thirds have at least one parent who has steady full-time employment and 16% have two parents working full-time.

Of particular note are findings regarding school engagement among Hispanic families. We know the quote below, taken directly from page 19 of the report, will resonate with LAUSD educators.

School engagement is another arena where practices in some Hispanic families may diverge from norms of the majority culture. Part of the problem—and, therefore, part of the response—seems to be a mismatch, in some cases, between the cultural scripts of Hispanic families and those of schools, which may not have caught up with our communities’ new diversity. While parents generally support their children’s education in many ways, such as providing an enriching environment in the home, U.S. schools have expectations that at times may be at odds with Hispanic traditions.

For example, parents of school-aged children are typically encouraged to actively assert themselves in their child’s school experience, by asking the classroom teacher about the curriculum and their child’s progress, advocating for their child’s particular needs and interests, and participating in school-sponsored activities. However, Latino parents’ views of education may be influenced by traditions of respect for authority (respeto), which can inhibit behaviors seen as challenging the teacher or school. Add to that the possibility of a language barrier, and potential challenges around job schedules and transportation.

The lesson: Increased involvement by Latino parents in the schools’ mission may require a different set of strategies on the part of schools, including calling on some Latino families to provide outreach to their peers, valuing the particular ways in which Latino parents do support their children’s education, and respectfully engaging parents in activities they can do from home.

This report is largely a presentation of national data and has important economic and social policy implications. Investing in all children is certainly an investment in the country’s future and as Latino children become the majority, we must take time to understand their strong family culture and reinforce their strengths while addressing their areas of need. The data presented in this report is eye-opening. We encourage you to read all of it. The entire document can be accessed at: www.childtrends.org/hispanic-institute.

SAVE THE DATE

AALA members are invited to a music reception to support the reelection of LAUSD Board Member **Dr. George McKenna** on Sunday, November 16, 2014, from 4:00 p.m. – 6:00 p.m. at the Barbara Morrison Performing Arts Center, 4305 Degnan Blvd., #101, Los Angeles. The reception will feature musical performances by **Thelma Houston, Windy Barnes Farrell** and **Keschia Potter**. Please RSVP by November 12, to **Tresa McCoy** at 310.487.6954 or tresa.mccoy24@gmail.com.

Join the Ethnic Studies Now Coalition and cohosts **Jose Lara, Lisa Karahalios** and **Sean Abajian** to support Board Member **Bennett Kayser** in his bid for reelection on Sunday, November 23, 2014, from 4:00 p.m. – 7:00 p.m. at Lisa’s home, 1161 Kipling Avenue, Los Angeles. To RSVP, please call 323.465.9655 or e-mail nancydolanassociates@gmail.com. Checks may be made payable to Re-Elect Bennett Kayser for School Board 2015 and mailed to 419 N. Larchmont Blvd., #37, Los Angeles 90004.

CALENDAR

EVENT	DATE	CONTACT
AEMP-AMAE Teacher Conference at 74th Street ES	November 8, 2014	Antonio Camacho , 310.251.6306 acamacho1950@sbcglobal.net
Veterans Day	November 11, 2014	
CalSTRS Pre-Retirement Workshop at Manhattan Place ES, Auditorium	November 13, 2014 4:00 p.m.	
CCAE LA Metro Section Fall Awards Dinner	November 14, 2014	Cory Rayala , 213.626.7151 or crr41131@lausd.net
LA Fund Grant Application Due	November 15, 2014	www.LAFund.org/GrantsHQ
Young Men of Color Conference at Loyola Marymount University	November 15, 2014 8:00 a.m. – 3:00 p.m.	Dr. Brenda Manuel , 213.481.3317 or brenda.manuel@lausd.net
Academic Decathlon Scrimmage	November 15, 2014	Cliff Ker , 213.241.3503
Music Reception for George McKenna at 4305 Degnan Blvd., LA	November 16, 2014 4:00 p.m. – 6:00 p.m.	Tresa McCoy , 310.487.6954 or tresa.mccoy24@gmail.com
CalPERS Webinar: Power of Attorney	November 19, 2014 11:00 a.m. – 11:30 a.m.	www.calpers.ca.gov
COBA Meeting at Crenshaw HS Library	November 19, 2014 5:30 p.m.	Josephine Ruffin , 323.296.2010 or www.cobalausd.net
LAUSD 5K Move It! Challenge at Dodger Stadium	November 22, 2014 8:00 a.m.	To register, click HERE .
Fundraising Event for Bennett Kayser at 1161 Kipling Avenue, LA	November 23, 2014 4:00 p.m. – 7:00 p.m.	323.465.9655 or nancydolanassociates@gmail.com
Unassigned Days AALA Office Closed	November 24–26, 2014	
Positive Strategies to Address Challenging Student Behavior at Cedars-Sinai Medical Center	November 24, 2014 8:00 a.m. – 4:00 p.m.	Sara Brown , 310.423.3506 or sara.brown@cshs.org

IN MEMORIAM

MORRIS CUTLER—Former principal at Dixie Canyon Avenue School passed away on November 4, 2014. A celebration of life will be held on Sunday, November 9, 2014, from 10:00 a.m. – 2:00 p.m. at Porter Valley Country Club, 19216 Singing Hills Drive, Northridge.

CSUN FEATURES TIER I/M.A. DEGREE AND TIER II PROGRAMS

The CSUN program provided me with a strong foundation and the skills to work as a successful administrator. I was able to immediately use what I learned from the ELPS program as an assistant principal and especially now as a principal. The program was also an excellent launching point for the Doctoral program I completed. Overall the ELPS program was a great opportunity for my advancement in the field of Education.



~**Dr. Steve Martinez**, LAUSD Principal

Find someone with leadership potential to “tap on the shoulder!” New LAUSD Cohorts will be starting in January 2015 in the California State University Northridge (CSUN) Tier I Preliminary Administrative Credential and Master’s Degree Program in Educational Administration. Information meetings will be held in various locations—ESC East, ESC North, Thousand Oaks and Santa Monica—in November. For specific dates and locations, click [HERE](#).

Public, private and charter school educators are all welcome! Please visit our website at <http://www.csun.edu/education/elps>. For additional information, contact Dr. Jody Dunlap at jody.dunlap@csun.edu, or **Christine Hayashi** at christine.hayashi@csun.edu, or call the Educational Leadership & Policy Studies Office at California State University, Northridge 818.677.2591.

The Department of Educational Leadership and Policy Studies, California State University, Northridge, is pleased to announce the next cohort of its program for the attainment of the Professional Administrative Services Credential (Tier II). This is a one semester, 6 unit Tier II program.

The cohort will run from January 2015 through May 2015 at a centralized location. Tuition for the entire program will be \$2,489. Please note that this cohort is available to certificated employees of the Los Angeles Unified School District. For registration information, please contact **Cynthia Perez**, at the CSUN ELPS Office at 818.677.2591 or cynthia.perez@csun.edu.

**PROGRAM DIRECTOR FOR THE LOS ANGELES
URBAN TEACHER RESIDENCY PROGRAM**

The Center for Collaborative Education (CCE) seeks a Program Director for LAUTR. The Program Director position is a full-time position housed at the Center for Collaborative Education (CCE), Los Angeles Offices.



To learn more about the Program Director position and application procedures, please click [HERE](#), or contact **Whitney Willis**, Office Manager, at 213.351.2000. Application deadline is Friday, November 7, 2014.



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POSITIONS AVAILABLE

Note to Applicants: Please be advised that you are responsible for making sure all the District requirements have been met. Do not contact AALA for information regarding positions; for detailed requirements for positions and employment updates use the contact phone number provided in the announcement or visit the District website at <http://www.lausdjobs.org> (classified) or http://teachinla.com/admin_vacancies/ (certificated). Employees who change basis during the school year may not earn a full year of service credit and annualized employees who change their basis during the year may sustain an annualized settlement.

CERTIFICATED, SCHOOL-BASED

INSTRUCTIONAL SPECIALIST

Fleming Middle School, ESC South, MST 40G, B Basis. For information and application procedures, please contact **Terry Ball**, Instructional Director, at 310.354.3400. Application deadline is 5:00 p.m., Monday, November 17, 2014.

153rd Street Elementary School, ISIC, MST 37G, E Basis. For information and application procedures, please contact **Maria Bolado**, Instructional Director, at 213.241.0100. Application deadline is 5:00 p.m., Wednesday, November 19, 2014.

CERTIFICATED, NON-SCHOOL-BASED

INSTRUCTIONAL DIRECTOR, SECONDARY

Intensive Support and Innovation Service Center (ISIC), MST 48G, Temporary Adviser, E Basis. Please visit http://teachinla.com/admin_vacancies/ for information and application procedures. Application deadline is 5:00 p.m., Thursday, November 20, 2014.

SPECIALIST, SECONDARY DUAL LANGUAGE PROGRAMS

Multilingual & Multicultural Education Department and Asian Pacific & Other Languages/Dual Language Office, Office of Curriculum, Instruction and School Support (OCISS), MST 38G, Temporary Adviser, E Basis. Please visit http://teachinla.com/admin_vacancies/ for information and application procedures. Application deadline is 5:00 p.m., Tuesday, November 18, 2014.

SPECIALIST, ORGANIZATIONAL CHANGE MANAGEMENT

Common Core Technology Project, OCISS, MST 38G, Temporary Adviser, A Basis. Please visit http://teachinla.com/admin_vacancies/ for information and application procedures. Application deadline is 5:00 p.m., Thursday, November 20, 2014.

SPECIALIST, PSYCHOLOGICAL SERVICES

Division of Special Educations, MST 37G, E Basis, 5 positions (ESCs North, South, East and West). For information and application procedures, please contact **Beth Kauffman**, Director, at 213.241.8303. Application deadline is 5:00 p.m., Tuesday, November 18, 2014.

CLASSIFIED

DESIGN NETWORK ENGINEER

Information Technology Division, \$85,000 - \$121,300, A Basis. For information and application procedures, please click [HERE](#). Application deadline is Monday, November 17, 2014.

PRINCIPAL AUDITOR

Internal or Contract Audit Unit, Office of the Inspector General, \$38.09 - \$47.46 hourly, A Basis. For information and application procedures, please click [HERE](#). Application deadline is Friday, November 14, 2014.

PREVIOUSLY ANNOUNCED POSITIONS

CERTIFICATED POSITIONS	LOCATION	CONTACT	DEADLINE
<i>ELEMENTARY PRINCIPAL</i> MST 41G, E Basis	Purche ES, ESC South	Tina Choyce , Instructional Director, 310.354.3400	Friday 5:00 p.m. November 7, 2014
<i>INSTRUCTIONAL SPECIALIST</i> MST 41G, B Basis	San Pedro HS, ESC South	Linda Kay , Instructional Director, 310.354.3400	Friday 5:00 p.m. November 7, 2014
<i>INSTRUCTIONAL SPECIALIST</i> MST 41G, B Basis	Cortines HS of Visual and Performing Arts, ISIC	http://teachinla.com/admin_vacancies/	EXTENDED Friday 5:00 p.m. November 7, 2014
<i>COORDINATOR, TITLE I</i> MST 41G, E Basis	Federal and State Education Programs	http://teachinla.com/admin_vacancies/	5:00 p.m. Monday November 10, 2014
<i>SPECIALIST, LEAST RESTRICTIVE ENVIRONMENT</i> MST 38G, E Basis, multiple positions	Division of Special Education	Lisa Kendrick , Director, 213.241.6701 or lisa.kendrick@lausd.net	EXTENDED 5:00 p.m. Monday November 10, 2014
<i>INSTRUCTIONAL SPECIALIST</i> MST 38G, E Basis	66th Street ES and Hillcrest ES, ISIC	Karen G. Long , Instructional Director, karen.long@lausd.net	5:00 p.m. Monday November 10, 2014
<i>SPECIALIST, TECHNOLOGY INTEGRATION, STUDENTS WITH DISABILITIES</i> MST 38G, A Basis	Common Core Technology Project, OCISS	http://teachinla.com/admin_vacancies/	5:00 p.m. Monday November 10, 2014
<i>INSTRUCTIONAL SPECIALIST</i> MST 41G, B Basis	Reseda HS, ESC North	Dr. Margaret Kim , Instructional Director, 818.654.3600	5:00 p.m. Wednesday November 12, 2014

Associated Administrators of Los Angeles

CERTIFICATED POSITIONS	LOCATION	CONTACT	DEADLINE
<i>COORDINATOR, OPERATIONS SUPPORT SERVICES MST 43G, E Basis</i>	ESC West	Jan Davis , Administrator of Operations, 310.914.2100	3:00 p.m. Thursday November 13, 2014
<i>COORDINATOR, STANDARD ENGLISH LEARNER PROGRAM MST 41G, E Basis, 5 positions</i>	Multilingual & Multicultural Ed. Dept., OCISS	http://teachinla.com/admin _vacancies/	EXTENDED 5:00 p.m. Thursday November 13, 2014
<i>COORDINATOR, SPECIAL EDUCATION SCHOOL AND FAMILY SERVICES MST 40G, A Basis</i>	Division of Special Education	Aaron Jeffery , Director, 213.241.6701 or aaron.jeffery@lausd.net	5:00 p.m. Friday November 14, 2014
<i>SPECIALIST, BEHAVIOR SUPPORT MST 38G, E Basis, 7 positions</i>	Division of Special Education	Laura Zeff , Specialist, 213.241.6701 or laura.zeff@lausd.net	EXTENDED 5:00 p.m. Friday November 14, 2014