


Volume 21: Issue 2
An Affiliate of CTA and NEA

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For 2017-2018:

Rep Council:

August 17, 2017

September 20, 2017

October 18, 2017

Meeting Called to Order at 4:15^{PM}

Happy Hour:

August 18, 2017

January 19, 2018

**A Positive Party
with a Purpose!**

From 4:00 - 6:00^{PM}
Babysitting Available
for Ages 12 & under

President's Message

Our school community has been through a lot this year and I want to encourage you all to take some time during this summer to relax and recharge. As educators, we spend so much of our time focused on our students that we often do not stop to take that much-needed time to tend to our own self-care.

Although we may not realize it, we are exposed to traumatic stress through our on-going relationships with students during a school year. When students are living in distressed community and family environments, the trauma exposure to staff can be chronic and overwhelming. Working with these students can be challenging, yet full of reward and inspiration. An important aspect of this positive viewpoint is the ability to recognize when we are distressed ourselves.

Developing a self-care plan can be a way to positively continue in the profession and model for students how to cope during difficult situations. Adaptive coping can be the following (PREPaRE, NASP, 2012):

- Talking with others who have shared experiences and who are also searching for positive outcomes.
- Finding ways to keep physically active or start a consistent exercise routine.
- Being sure to obtain regular and adequate sleep.
- Avoiding the use of alcohol and drugs as a coping strategy-this can easily become a maladaptive method.
- Pursuing your interests and passions outside of work that bring you pleasure and feelings of competence.
- Eating a balanced diet and at regular times.
- Connecting often, or reconnect, with your spirituality and belief systems.
- Surrounding yourself with those people, animals, and activities which support you.

There is a public domain assessment tool, ProQOL: Professional Quality of Life Measure, which anyone can take and score (http://www.proqol.org/ProQol_Test.html).

This self-report scale can provide an educator with their own measure of Compassion Satisfaction and Compassion Fatigue. All five personal areas can be addressed; however, it is sometimes most useful to pick 1 or 2 to start with and then reassess yourself.

Congratulations on another successful school year, and best wishes for a safe and healthful summer for each and everyone of you!

- Ashley Bettas-Alcalá, SBTA President

MONTE and WHO Awards for 2016-2017



CTA/San Geronio Service Center Council WHO Awards:

“We Honor our Own,” and this year the following members are being recognized for service above and beyond!



*N. Veronica Brown, Mark Lehman
& Sharon Mordetzky*

SBTA MONTE Awards:

“Many of Our Nations Top Educators” awards were presented to certificated individuals who have made outstanding contributions to a specialized or general field of education services.



Innovation in Education:

Paul Akahoshi, San Bernardino HS



High School:

Robert (Bob) Satterfield, San Geronio HS

We held our annual MONTE Awards and Retirement Recognition Dinner on May 11, 2017. This year we honored some amazing educators from across the district. We were honored to have Karen Smith’s family join us to accept her MONTE Award.



Middle School:

Richard Becker, Golden Valley MS



Special Services:

*Karen Smith
North Park ES*



Elementary School:

George Estrada, Fairfax ES

Rep Council Dinner and Installation of Elected Officers



Our Rep Council Dinner honoring the service of our reps, conducting our last rep council of the school year and installing our elected positions was held at the Castaway Restaurant on May 17, 2017.



The Oath of Office — Mark Lehman style!



Rebecca Harper and Kim Emery also joined us for the festivities.



Pictured here are our newly elected SbTA Officers (left to right): Sheila Houston—entering Treasurer; Nancy Glenn—Secretary; Barbara Pastuschek—VP; Ashley Bettas-Alcalá—President



SBCUSD's Office of Emergency Services Department also has a Facebook page. Sign up to receive current alerts.



Keep on pulling those tabs in support of Ronald McDonald House! Your efforts are starting to stack up at the office.

Updates from District Tech Committee: May 18, 2017



The Student Tech Showcase was held at Indian Springs HS on April 26, 2017. Twenty-eight schools sent teams to exhibit a wide variety of projects integrating technology. If you would like to see the video feed, go to: https://youtu.be/-z7hr_bIRVs



Elementary Ed. has recently purchased access to an online art program called Arts Attack. It employs a video based curricula for ease of use by classroom teachers. Each grade level's curriculum is organized in a developmental and sequential way, focusing on motivation and self-expression.

Website URL: artsattack.com

UN: school name PW: school phone # (no area code)

Contact person: Kari Freeman

Other topics under discussion:

- The 1:1 device integration in middle school will be continuing in 2017-2018.
- The District Technology Standards List for purchasing equipment was updated on 5/5/2017. It is not yet available on the district website. It is on the agenda to be revised in the fall to remove older equipment.
- The district warranty program will be continuing for site purchases at \$100 per device, or 10% for devices priced under \$500.
- Currently, IT is reorganizing it's repair program. Issues with the contractor required pulling back devices, and a new contractor is being sought. Some repairs are happening in-house, but expect delays until this is resolved.
- Issues with Internet access and speed in recent days is a result of the need to upgrade the capacity of the district Firewall. The project bid will go to Board in June, and should proceed throughout July.
- The Student email system and Gaggle Safety Management system implementation are on hold until the Firewall, and specific tech updates take place.

RANSOMWARE: Recently in the news, there were numerous reports of the Ransomware attack affecting 150 countries. This attack was focused on a vulnerability within the Windows operating system. It is recommended that all Windows OS systems users install the March update. Microsoft has also issued a patch for older Windows operating systems. The WannaCry Ransomware traveled into the district network from a teacher's laptop that was infected when in use at their home. IT has contacted all site techs and sent CS1's out to sites to update student devices. Updates for office systems and other staff computers are being pushed out through the network.

HOW TO PROTECT YOURSELF:

- 1) *Keep your software up to date.*
- 2) *Use both antivirus & antimalware software.*
- 3) *Back up your data files to the Cloud, or a external storage device.*
- 4) *Do not open attachments from someone you don't know.*
- 5) *Watch out for downloads with the file extensions ".exe," ".vbs" or ".scr"*



Options for backing up your data:

- Cloud Services: Google Drive, Box, Dropbox, OneDrive, etc.
- External Hard Drive
- Burn files to CD / DVD
- Flashdrive

We did also put forth concerns that were brought to our attention by the membership:

- 1) Issues with SBAC device readiness
- 2) Request for release time for Site Tech Coaches to coteach/model tech integration during instructional time.
- 3) Need for localized comp techs at sites to support increase in tech assets and testing needs.

Please direct any questions and/or ongoing concerns on district technology issues to your three SBTA reps to the DTC:

Alissa Blackburn, San Andreas HS
Connie Jones, Chavez MS
Donna Kosman, Lankershim Elementary

Reps Going Rogue!



Reps Going Rogue was founded in February with one goal in mind... **GET MEMBERS INVOLVED!** With that in mind, a grant was written and approved. We were off! Our first planning meeting was a laughter filled, sky's the limit kind of meeting. We had giant wall calendars, color coded sticky notes and a lot of ideas. Over the past two months we have planned, coordinated and executed 10+ new activities or events for our members. We have plans for more throughout the summer and into next school year! Our hope with these events is that we get people talking. I mean forming relationships, not just talking shop!

We have coordinated a variety of events and activities. We successfully hosted a private screening of Guardians of the Galaxy 2 at the Harkins, Redlands. Paint night was sold out and great! We may have broken into song, once or twice. We can agree that Taco Night was a success as well. We have provided new swag (and have more on the way!!). We have a few more ideas up our sleeves for the upcoming months, so stay tuned! Watch for our flyers and our emails!

At the end of the day, we want to know, what do YOU want out of your union membership? How can YOU help create the union you envision? What will it take for you to #getinvolved?

#GetInvolved

repsgonerogue@gmail.com



Let Them Sleep? Later School Start Times Improve Graduation & Attendance Rates

By Elizabeth Malatesta, reprinted from NEA Today: April 13, 2017



In the current climate of polarized debate about best school practices and policies, it is refreshing to learn that there are some ideas that are supported by research *and* an emerging bipartisan consensus.

An increasing body of evidence is showing how later school start times are making a difference in students' lives, including improved educational outcomes and mental well-being. Physicians have been advocating for later start times for more than two decades, and the body of literature linking adolescent sleep with increased student success has only grown in depth and rigor.

A [new study](#) by Pamela McKeever of Central Connecticut State University and her colleague Linda Clark found that delaying high school start times to 8:30 a.m. and later significantly improved graduation and attendance rates.

School districts “set students up for failure by endorsing traditional school schedules,” McKeever writes, and this practice continues even in the face of mounting evidence supporting the benefits of a later start time. The [U.S. Centers for Disease Control and Prevention \(CDC\)](#) reports that in 42 states, 75%-100% of public schools start before 8:30 a.m. According to the CDC, school should begin no earlier than 8:30.

Early starting times are out of synch with [adolescent sleep cycles](#) – and, no, it’s not because they’re out late every night or glued to social media and video games. The adolescent body doesn’t begin to produce melatonin, a hormone linked to sleep cycles, until around 11:00pm, leaving adolescents with a limited window in which to obtain sufficient sleep.

Insufficient sleep in teens has been linked to an increase in car accidents, substance abuse, suicide attempts, depression, even criminal activity. [A 2014 study](#) of eight public high schools by Kyla Wahlstrom of the University of Minnesota, for example, found that the number of car crashes for teen drivers was significantly reduced by a simple shift in school start time from 7:35 a.m. to 8:55 a.m.

In their study, McKeever and Clark looked at 29 high schools across seven states, comparing attendance and graduation rates before and after the schools implemented a delayed starting time. The average graduation rate jumped from 79% to 88%, and the average attendance rate went from 90% to 94%.

“As graduation rates improve, young adults experience less hardship after graduation, a lower chance of incarceration and a higher chance of career success,” McKeever told Reuters. Given the evidence, later start times could possibly serve as a mechanism for narrowing the achievement gap, McKeever added.

Of course, there are a few caveats to every study. McKeever did not specifically measure the amount of sleep each student in the study got, but instead relied on prior research that linked later school times to more sleep. She also acknowledges that multiple factors play a role in graduation and attendance rates, but it is clear that there is a statistically significant difference between these rates after a delayed start time was implemented.

The benefits of later school start times have not gone unnoticed by lawmakers. In 2016, Maryland made enacted the bipartisan [Orange Ribbon Bill for Healthy School Hours](#), the nation’s first incentive program that encourages schools to implement later start times. New Jersey has also [passed a bill to research the issue prior to implementing a pilot program](#), and six other states currently have pending legislation.

On a federal level, U.S. Representative Zoe Lofgren (D-CA) has [repeatedly introduced bills pushing for later school start times](#), with her most recent proposal calling for the Secretary of Education to conduct a study of

*“Educators are in a pivotal position to become change agents and advocates for high school students by teaching all stakeholders about adolescent sleep. These changes accomplish what all educators and educational leaders aspire to: student success” –
Pamela McKeever, Central Connecticut State University*

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The Promise of ESSA in Reducing Test Stress

By Cindy Long, reprinted from *NEA Today*: April 26, 2017



NEA President Lily Eskelsen Garcia discussing the Every Student Succeeds Act at a townhall in Manassas, VA.

Morgan Dennis, a high school student at Forest Park High School in Prince William County, Virginia, said she gets migraines from the enormous amount of test stress she's under at school. Classmate Caili Downs agreed.

"It's actually affecting my eyesight, all the testing," Downs said. "It takes the fun out of school. The work and testing level in AP classes is just way too high."

The students were seated around a cafeteria table at Stonewall Jackson High School in Manassas, Virginia, with educators, parents and community leaders at a townhall meeting hosted by the [Prince William County Education Association \(PWEA\)](#). The goal of the meeting was to get input from everyone in the school

community about how the new [Every Student Succeeds Act \(ESSA\)](#) could reduce testing and improve public education overall.

Community members now have the chance to weigh in on both the Virginia state plan, which will be rolled out in September, as well their district plans. The [National Education Association \(NEA\)](#), [Virginia Education Association \(VEA\)](#) and affiliates like PWEA are now asking that people fill out an "opportunity checklist" for schools that will improve learning conditions. Reducing testing, increasing enrichment programs, improving school climate, updating technology – anything and everything that makes a school great should be on the list.

NEA President Lily Eskelsen García calls for an "[opportunity dashboard](#)" composed of key indicators of school quality that is largely data already captured by the Department of Education's Office of Civil Rights. They include access to advanced coursework (AP/IB, dual enrollment, college gateway math and science) fully-qualified teachers, specialized instructional support personnel (school counselors, nurses and psychologists), high-quality early education, arts and athletic programs, and community health care and wellness programs.

At the PWEA townhall, more than 150 people crowded around tables throughout the cafeteria to share what they thought schools needed to improve and [how ESSA might help](#). The one issue that kept popping up at every table – testing and test stress.

One educator said she tries to find ways to give students brain breaks and creative outlets to break up the grueling testing sessions. A central office staff member said schools should offer instructional support with more mental health specialists like counselors, social workers and nurses to help boost positive school climate and reduce test stress. A parent said her daughter must take AP tests even if she doesn't want to and that parents should be informed about how to opt their kids out.

"A townhall like this is so critical because we have an opportunity for change and improvement and we need to listen to all voices," says Prince William County School Board vice chair Lillie Jessie. "We're hearing a lot about testing, and though we need ongoing assessments, there is a lot of standardized testing that doesn't guide instruction. Any test that doesn't guide instruction is the wrong kind of test. Right ESSA offers an opportunity to improve assessments, and as we continue with implementation..."

(continued on p. 8)

Let Them Sleep? Later School Start Times Improve Graduation & Attendance Rates *(cont. from p. 6)*

...the relationship between later start times and adolescent health, well-being, and performance.

While promising, these preliminary efforts are not enough, says McKeever, who urges stakeholders to continue to advocate for later school start times.

While McKeever optimistically writes that "the continuing investigation of the benefits of delayed start times could encourage new support for policy change," further research would simply be confirming what we already know. Our children need more sleep in order to succeed, McKeever says, and it is time to take these findings and push for real reform.

Of course, moving to a later school start time [can be a complicated undertaking](#). Changing schedules has to involve the input of all school stakeholders, including parents.

"The decision to start high school later requires a shift in mindset," McKeever writes. "Educators are in a pivotal position to become change agents and advocates for high school students by teaching all stakeholders about adolescent sleep. These changes accomplish what all educators and educational leaders aspire to: student success."

The Promise of ESSA in Reducing Test Stress (continued from p. 7)

...we'll continue to get input from the community."

When Jim Livingston, a middle school math teacher and Virginia Education Association president, addressed the townhall he said that "nobody in this room has ever learned a thing by filling in a bubble on a standardized test. With ESSA we are talking now about how to improve performance assessments and reduce testing. For teachers, that's exciting because that's where the joy gets back into learning. It's coming!"

He said that the heart and soul of ESSA is about continuous improvement. "As union leaders, educators, parents, community members and students we should always be asking how could I have done that better?" he said. "And what ESSA recognizes and the No Child Left Behind Law failed to see is that improvement doesn't come from the top down but from the bottom up. ESSA requires policy makers to listen to us and that's the piece that's been left out for far too long."

ESSA allows for educator and community voices to be heard and Livingston encouraged everyone gathered to make their voices heard. "It's an opportunity we haven't had in two decades."

NEA President Lily Eskelsen García, the keynote speaker at the townhall, said her proudest moment was sitting in the White House with President Obama when he signed ESSA into law and signed out of existence No Child Left Behind, or what she called "No Child Left Untested."

But she said that ESSA isn't only about getting rid of the era of toxic testing, it's about finding ways to improve all aspects of education and doing so with the expertise of those who know it best – our educators.

"On every state and school level they are asking us to provide a dashboard of indicators of what makes a school successful, things that measure student success beyond standardized tests like access to classes offer college credit in high school, access to rigorous classes, or gifted and talented programs in elementary schools," she said. "And a librarian! That's like a unicorn in some places, having a librarian in some areas is like a fable, but we know a staff librarian is a measure of school success."

For years, Eskelsen García said, the government tried to find the school failures by looking at test scores, and when they were low, they blamed the teachers and administrators. They fired people and shut schools down.

"We want to do the opposite. We want to find what the best schools with the most successful students are providing and give that to all of our schools," she said. "Did you know that 80 percent of the richest families send their kids to their neighborhood public schools? Why? Because they are fabulous schools."

She encouraged everyone to visit the best schools they can find and take inventory. Do they have an orchestra? A school nurse, librarian and counselors? How about updated technology? Are there AP classes, baccalaureates, after school programs, enrichment classes, and nutrition programs? She said that educators should make a list of all the things that make a school great and demand that they be offered at their own schools. ESSA offers that opportunity.

The focus on charters and vouchers are a deflection that evade the real questions, she said, like why some schools are allowed to have roofs that are leaking or why some schools have no counselors to reach out to kids at risk of dropping out.

"Every public school should look like our best public schools," she said.

While policymakers focus on the letter of the law, educators, parents and community members can focus on the spirit of the law, Eskelsen García said.



"It's all about voice, your voice," she said. "Talk to each other. Partner with each other. Together we can design the schools of our dreams. What would the school or your dreams look like? Kids would smile. Parents would show up. Well, who wants to work on why the parents aren't coming and how we can change that? Why aren't kids smiling and what can we do to change that? Once you're working on your dreams, you won't let anyone stop you."

Learn more about how to get involved at getessaright.org.



CTA's Good Teaching Conference (South)

I attended the Good Teacher Southern Conference on March 17-19, 2017. I attended many sessions that I found would be extremely beneficial in my professional growth and in supporting the teachers I work with one on one. There were sessions that aligned to our district focus and PAR focus as it relates to the tiered two and three level of support we provide. I attended two trainings with Grace Dearborn that focused on Classroom Management/Trouble Shooting Tricky Transitions that both included specific strategies that can reduce defiance, off-task behavior, and increase student participation. The strategies and techniques that I gained can benefit me greatly in supporting the teachers, taking into consideration that majority of the support that I provide focuses on student participation and classroom management. I also attended the Dynamic Vocabulary and Sentence Building Strategies to Kick Writing up a Notch. That focused on creating a classroom filled with opportunities for collaborative conversations, daily read/write aloud, increasing student talk time and providing dialogue for questions to build understanding. All in which can be used in multiple way in providing support. I also attended one workshop on Erasing Student Loan Debt which can help me alone in maintaining a balance life.

I am excited about the resources, strategies, and practical application pieces to use in strengthening the teacher I work with. Thank you for the opportunity for allowing me to attend this conference.

Euridici Fitz, M. Ed.
PA Teacher Consultant

There were several sessions that I enjoyed. Mostly, I enjoyed the mindfulness section with Phe and how to build on what I am currently doing with teachers and classrooms. He brought for the concept of mindfulness for both movement and breathing. These are aspects I have already begun building upon in working with teachers and site staff for classrooms.

The other workshops I enjoyed, was Positive Classroom Management Strategies with Alyson Hoberecht. There were many key pieces supporting our district initiatives: thank student s immediately when they do what is asked, instead of focusing on off task behavior. Create a tri-fold tent with three pictures: one green, one yellow, one red. Allow students to provide quiet feedback—green=I understand, Yellow= I have questions, Red=Stop, I am confused or don't understand. This will be helpful in supporting my teachers through their journey of checking for understanding, gathering input and student voice.

Thank you,
Tawnya Rhoades-Hensley

I attended many sessions at the Good Teaching South Conference. I found the sessions on classroom management the most beneficial due to the correlation with building positive teacher-student relationships. There were also ties to PBiS, which is our District's focus. The session on *Positive Classroom Management Strategies and Discipline Techniques Balance Consequence with Care* provided research and strategies directly aligned to PBiS. I especially enjoyed Aylson Hoberecht's presentation on the variety of ways that teachers of all grade levels could build relationships with students. The following quote correlated with me and I will use often, "The more you connect, the less you correct." Another point that resonated with me was that educators should genuinely thank students for doing the positive behavior immediately rather than focusing on the off task behavior. As always, I learn practical knowledge I can implement the next day from Good Teaching Conference.

Denise Loera, PAR Consulting Teacher

At the Good Teaching Conference, I was able to attend several workshops. I found the workshops very helpful and really gave me new ideas. I attended three workshops presented by Grace Dearborn, which I loved. The overall theme of her presentations was classroom management. Grace explained that the most important component of any classroom management strategy is following through. As teachers, at times we do not follow through or enforce the rules we create. This simple mistake could cause retaliation, defiance, or off-task behaviors. Another workshop I enjoyed was the Dynamic Vocabulary and Sentence Building Strategies by Carolyn Hood. She provided great strategies to build vocabulary and develop vocabulary skill utilizing simple graphic organizers and modifying them to meet teachers' objectives. I felt that this conference gave me so many new ideas and strategies which I know I will be sharing with my colleagues and teachers I support.

Qiqing Hu, PAR Coach



Good Teaching Conference Presenter, Grace Dearborn: Consultant, Teacher Trainer, Mentor, Author, Program Director, has taught for over 10 years in the SF Bay Area, been a BTSA Coordinator, PD Coordinator, Literacy Coach, Curriculum Specialist, Mentor Teacher and been a Master Instructional Coach. Currently she facilitates workshops on classroom management, and brain compatible motivation and engagement. She is also the author of "Picture This!" a book for K-12 teachers on using visuals to teach and reinforce classroom routines, procedures, and appropriate behaviors.

You can find additional information at:

<http://www.consciousteaching.com/grace-dearborn/>

CTA's Good Teaching Conference (South)

Thank you for opportunity to attend CTA's Good Teaching Conference! There were many wonderful sessions with outstanding speakers, and it was difficult to choose which sessions to attend. My first session was "Closing the School Discipline Gap" with Lisa Adams. Ms. Adams discussed AB 420, then talked about several alternatives to school discipline such as PBIS, Restorative Justice, and Trauma Informed Schools. She discussed how programs such as these can be used to bring down the suspension and expulsion rate while building a positive culture in a school

Erik Francis continually asked, "What is a good question?" in his session on how to promote cognitive rigor through questioning. This was one of the most thought-provoking conference sessions I have attended in several years. Mr. Francis went beyond turning the standards into questions and talked about guiding the students to create their own questions, even if that question was, "Why do I have to learn this?" He connected Essential Questions to Themes to questions you would ask about a specific text or topic, to questions that would lead to writing. This was a powerful session, and I walked away energized and ready to work!



Music is a critical component in the classroom, and can be used in many ways to help students learn, but I would never have thought to use it as a writing prompt. This is exactly what Ron Boren and Tonja Parkin did. In their presentation, we learned how to use music as a prompt and to guide students through the creation of a plot diagram through the writing process to a final product. Talk about powerful!

I heard Grace Dearborn last year, and she was worth hearing again this year. I attended a session on a new topic, increasing student attention and participation, which we all want to know more about. In addition to being entertaining, Ms. Dearborn shared a smorgashborg of strategies from which teachers can pick and choose depending on the students with whom s/he is working. Not every strategy will work with every student, or every year, but Ms. Dearborn provided enough strategies that each teacher should be able to find something that works for every student at some point and draws him/her in.

The CTA Good Teaching Conference was a wonderful time of networking, learning, and relaxing in a professional atmosphere, and I can't wait to go again next year!

Becky Monroe

This is the second time that I have attended the Good Teaching Conference and it seems that each time it gets better and better. This time I was able to attend with my co-workers, which enhanced the experience because we were able to collaborate and plan how we will implement the information we learned to provide support for teachers and students. The Good Teaching Conference is like a banquet table. There was so much offered with something for everyone. I especially enjoyed the management sessions I attended presented by Grace Dearborn and Allyson Hoberecht. Both presenters were engaging and provided participants with practical strategies that could be immediately implemented in a classroom. Additionally, I found Justin Arnold's workshop on Justice/Using Hip Hop to relate/challenge students very thought provoking and relevant the issues of our school district. I would highly recommend attending the Good Teaching Conference to other teachers.

Carmen Quinn-Okoh

Equity & Human Rights Workshops

The Equity & Human Rights Workshops were great. The conference sessions were held in a timely manner. The meeting rooms were roomy and accessible. The workshop that I really loved was the CTA/NEA Member Benefits workshop. It was very informative and insightful. It highlighted numerous programs and discount services that is offered via the CTA/NEA Website.. This was truly amazing and wonderful. Some members are aware of the these jewels. I also enjoyed the Student Centered Advocacy workshop session.. The primary focus was using bargaining, organizing through the LCAP process to meet the needs of students and teachers in the community. Overall, enjoyed all sessions and workshops and presentations.

Thanks, Olivia Johnson

To find out more about *Member Benefits*, go to:

<http://www.cta.org/Member-Services/Member-Benefits.aspx>





Retiring this year?

You can continue your Life Insurance with The Standard

If you're retiring this year, you and your loved ones can continue a portion of your current, active CTA-endorsed Life Insurance if you maintain a CTA-NEA Retired Lifetime Membership and apply within 120 days of retirement. This is a **limited-time opportunity** so apply now by calling The Standard's CTA Customer Service Department at **800.522.0406**.

Changing School Districts? Make sure to let us know!

If you are changing school districts, contact The Standard as soon as possible to ensure that your coverage information is up to date. Also, if you apply within 120 days of a district change or transfer, you can choose to continue your insurance coverage with The Standard at your current level, or you can apply for Disability Insurance and up to \$200,000 of Life Insurance.

To learn more visit: www.standard.com/cta/newhire

Why Switch to the Standard?

CTA members have unique insurance needs. That's why CTA makes Voluntary Disability and Life Insurance plans available to members through Standard Insurance Company (The Standard). The plans have unique features specifically designed for educators, including:

- Provisions to allow for continuation of coverage during temporary layoffs and labor disputes.
- Access to the CTA Advisory Panel on Endorsed Services.
- Coverage for extra-duty pay such as coaching and tutoring.
- Coverage for disabilities occurring both on and off the job.

The need for disability and life insurance is very real. Each year, almost 5,000* of your peers receive much-needed help from the CTA-endorsed plans.

To learn more, visit [CTAMemberBenefits.org/The Standard](http://CTAMemberBenefits.org/TheStandard)

**From 9/1/15 – 8/31/16, based on data developed by The Standard*

For costs and further details of the coverage, including exclusions, benefit waiting periods and any reductions or limitations and the terms under which the policy may be continued in force, please contact The Standard's dedicated CTA Customer Service Department at 800-522-0406 from 7:00 a.m. to 6:00 p.m.

California Casualty and CTA Team Up for CA Educators and Schools

Since 1951, California Teachers Association and California Casualty have supported and protected educators in the Golden State in partnership. That's why it is no surprise that both organizations are proud sponsors of the 2017 California School Recognition Program, acknowledging those who are making strides to educate our children, create great learning centers, and adapt to new challenges and standards.

We join the California Department of Education in recognizing the five extraordinary California Teachers of the Year (celebrated in February) and the 275 middle and high schools named 2017 Gold Ribbon Schools. These honorable distinctions commend the exceptional teachers, administrators and classified employees that have made a significance difference for public schools in California. For a listing of the California Teachers of the Year, go to <http://www.cde.ca.gov/nr/ne/yr16/yr16rel73.asp>. To see a listing of the 2017 Gold Ribbon Schools, go to <http://www.cde.ca.gov/nr/ne/yr17/yr17rel28.asp>.

After attending the California Teachers of the Year Gala, California Casualty's AVP Lisa Almeida remarked how humbled she was by the sheer strength and tremendous dedication each teacher showed. "What an amazing evening of celebration," she said. California Casualty CEO Beau Brown added how impressed he was by the educators who help students reach their full potential. "We are all inspired by the extraordinary commitment it takes to be a Gold Ribbon School," he said. "Just as you commit so much to make a difference for future generations, we are proud to support you with the highest level of care, service, compassion and understanding."

Superintendent Tom Torlakson said, "These awards highlight excellence across the state, provide a forum for sharing best practices and recognize educators who contribute to the highest quality of education for California's students." The alliance of the California Department of Education, CTA and California Casualty is a testament to how education advocates, businesses and organizations can come together to promote the remarkable successes of our schools and educators. California Casualty local Field Marketing Managers – who share the benefits of CTA membership with California educators, in person, on a regular basis – will deliver Gold Ribbon awards to hundreds of schools across the state.

We are excited to learn about your school's accomplishments and offer our personal congratulations to the teachers, administrators, staff and parents who worked together to attain this honor.

Contact Information:

1997 E. Marshall Blvd.
San Bernardino, CA 92404
Phone: 909-881-6755
Fax: 909-881-6752
E-mail: ashleysbta@gmail.com
Website: www.sbta.info

Union Code of Conduct

I will not criticize any union colleague except to the individual directly.

If any union colleague is being criticized in my presence, I will confront the criticism and ask that it stop.

I will not participate in any conversation with administration that criticizes or negatively speculates about any union colleague.

I will settle my differences with my colleagues within my union.

I will engage in debate, offer them every opportunity for debate, and respect minority viewpoints, but I will observe and support the majority mandate of my union.



Stay in touch, keep updated, ask questions, be part of the discussion and know what's going on by joining the SBTA Facebook page.

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