



Fall Edition

Volume 18: Issue 4

An Affiliate of CTA and NEA

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Torlakson vs. Tuck: Closer Than You Think

Although the outcome of November's election produced the results we strived for, the numbers were a lot closer than imagined. Tom Torlakson defeated challenger Marshall Tuck with 99% of precincts reporting by 52.1% to Tuck's 47.9%. In terms of an actual ballot count, that amounts to 2,266,000 to 2,085,000—a difference of only 181,000 votes.

"In the end, we won because of the strength in our numbers, our passion and our commitment to California's students and communities. It's now up to us to make a real change for our students, schools and colleges. We must stay on track, and continue to work together to give all students the quality education they deserve." - Dean E. Vogel, CTA President, Message from the President, Nov. 5, 2014

A special thank you to all of our reps and members who participated in postcard writing and phone banking activities. Without your efforts, the results could easily have been quite the opposite.

Math Adoption Update:

As you certainly are aware, a secondary set of ballots arrived at your site for a run-off 'election' for the math adoption. This was necessitated by the lack of any one publication receiving a majority vote. A clear 50% majority needed to be reached in order to recommend a specific publisher's product.

The High School adoption will run-off between Pearson (46%) and CPM (18%). The Middle School adoption will run-off between McGraw Hill (49%) and Pearson (23%). Elementary will run-off between Pearson Envision (40%) and HM Go Math (26%).

Ballots will be collected and processed, and results will be posted as soon as they are available.



Upcoming:

Rep Council:

December 17, 2014

January 21, 2015

February 18, 2015

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


Greet, Eat, & Meet

December 12, 2014

January 23, 2015

A Positive Party with a Purpose!

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



Making Hope Happen Through High Reliability Schools

SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT

California State University, San Bernardino
January 8 & 9, 2015

San Bernardino City Unified School District
Making Hope Happen Through High Reliability Schools
January 8th and January 9th
California State University San Bernardino

Session registration opened on December 5, 2014. You should have received an email with your login information. If you did not, please contact Kathy Cortez at 386-2557.

Certificated Employees Workdays

December 17, 2014:

Last Day with Students

December 18, 2014:

Teacher Workday (FULL WORKDAY, No staff meetings and No Professional Development)

Dec. 22, 2014—Jan. 7, 2015:

WINTER RECESS

January 8 and 9, 2015:

Return to Work (FULL WORKDAY, Mandatory Professional Development - Conference to be held at Cal State San Bernardino)

Monday, January 12, 2015:

Students Return

Hot Topics: New Sub Finder Email & Phone Number

The Smart Find Express substitute calling system has been upgraded to the newest version. With the upgrade, you will use the same ID and PIN to access the system.

New Telephone Access # (909) 708-4490

New Web Address: <https://sbcusd-certificated.eschoolsolutions.com>

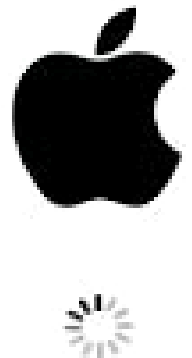


If you have any questions or concerns, please contact Shay Kreuziger at (909) 381-1115 or (909) 381-1111.

Hot Topics: Tech Update

Submitted by Donna L. Kosman - SBTA Elem. Rep to the District Technology Comm, Lankershim Elementary

Here's the latest.... Each school site that requested iPads through the District Tech Purchase last year has now been asked to complete a survey through IT detailing exactly the amount of equipment they will need to complete SBAC testing - which was due November 28. The school board has given the go ahead for the iPad purchase, but some of the original funds have been diverted for infrastructure support, contingency devices for last year's testing, purchase delays, and Board priorities leaving less monies for the iPad purchase. A limited number of iPads, wired keyboards and carts will be purchased and provided to sites with the greatest need for testing. This means that sites that have already received their requested the Dell laptops, or Mac laptops will have 2:1 integration at their site, but the sites that requested iPads will not. It is now being suggested that these schools use site funds to supplement their technology needs. The Board Priority that has been discussed is a loaner program where the district purchases devices to loan to community members. Details on this plan have not been forthcoming and will be a point of interest in the near future.



SBTA OFFICE Schedule

Holiday Hours and Winter Recess

The SBTA Office will be open on the following days:

December 15 - 18, 2014 from 8:00AM to 5:00PM

December 19, 2014 from 8:00AM to 12:00PM

*SBTA Office CLOSED for Winter Recess
December 22, 2014 – Jan 2, 2015*

(If you need assistance, please call the
CTA Region 4 Office 951-372-2540)



SBTA Office OPEN
January 5, 2015
from 8:00AM to 5:00PM

News & Views Email Address

SBTA's News and Views now has its own email address! All submission procedures remain the same for conference reports from members for

reimbursement, but please 'CC the News & Views. Specifically, please submit all images digitally (jpg, tif or png files preferred) to insure higher quality reproduction.



newsviewssbta@gmail.com

*Time to start thinking about updating
those Election Candidate Photos!*



(You MUST include the picture with your candidacy statement, but additionally, you can send a digital file to insure quality.)

How Do You Communicate?

Submitted by Betty Jo. Knick ~ 2014 NEA/RA Representative, San Bernardino High School



“The single biggest problem in communication is the illusion that it has taken place.”

*~ George Bernard Shaw
1856 – 1950*

During the 2014 Joint Conference on Concerns of Minorities and Women, keynote speaker Darren Phelps spoke. His message was powerful and simple. He is the National Executive Director for Pride At Work, a constituency group of the AFL-CIO for lesbian, gay, bisexual and transgender union members and allies. His resume is impressive, his accomplishments many, his work and guiding hand have changed the world in which he works but what touched me and galvanized within me was his underlying message of the importance of communication. As he told his story he spoke of his fears and uncertainties, his release when he opened up, and how communication may not be easy but is the most empowering tool we all have in our toolbox.

Darren Phelps offered anecdotal examples of how opening the lines of communication broke down barriers, encouraged dialogue, and placed cornerstones on which positive change would be built. Now, don't get me wrong, he didn't say we should just blurt out whatever we're thinking. He encouraged us to not be afraid. When we're afraid to speak up, to let someone know how we feel, or may feel awkward offering input we, at the least, are holding back and, at the most, causing harm. When we hold back, can we be surprised when something doesn't go our way? When we don't speak up and decisions are made that lead to less than perfect results, don't we share the blame. Wouldn't we rather share the approval?

As you consider communication, also consider this quote from Sydney Harris - "The two words information and communication are often used interchangeably, but they signify quite different things. Information is giving out; communication is getting through." Be sure when you're in the position to "communicate" you're not just speaking – be sure your words and your actions are appropriate and considered. As Mark Twain said, "The difference between the right word and the almost right word is the difference between lightning and a lightning bug." In every moment, take a breath, and remember Habit #5 from 7 Habits of Highly Successful Teens – "Seek First to Understand, Then to be Understood".



NEA/RA—My First Rep Assembly

Submitted by Iris Windom ~ 2014 NEA/RA Representative, Jones Elementary



Nothing could have prepared me for my first RA. It's no small wonder that so many of my veteran colleagues felt compelled to reassure me. The experience was truly overwhelming and invigorating all at once. Before attending the conference in Denver, I had a really small perspective of teaching and my place in the education universe. I thought in terms of my classroom, or my team, or even my faculty on my campus. I could easily grasp a number the

size of our local SBTA. But, I had no concept of the true breadth of the real NEA or the power of our California caucus.

At the NEA representative assembly, I learned the real meaning of political and social power. I saw it in action right before my eyes. NEA encompasses the width, depth and breadth of education, from pre-kindergarten through college. I came to understand that as a member of NEA, I am not only a member of a national organization, but a member of an international organization, as well. Our scope and influence are truly global with partnerships that span oceans and continents, all with a common goal – enriching and equipping all students, everywhere and empowering all teachers with the commitment for education for all.

I also came to understand that education doesn't stop at the classroom door. NEA's mission is the education of the whole person and leveling the playing field, so that all will have equal access to the benefits of education. By working in partnership with other education organizations and national labor unions, the NEA's commitment is clear. An affront to one is an affront to all. This solidarity allows us to raise a strong voice for educators and the children we've been charged with serving.

This experience is one everyone should have. Knowing that education belongs not only to teachers, but cafeteria workers, tutors, counselors, administrators, retirees – EVERYBODY! We all have a responsibility to break the education machine and cater to the humanness of every student from every circumstance. I'm proud to be a contributing member of the NEA and I hope others will learn to truly appreciate the dynamic power that we as one unit can wield. We have a voice. We are truly one.



NEA's Stand Against Arne Duncan

Submitted by Marc Pollitt ~ SBTA Executive Board (HS)

Ever since the start of the Obama presidency, the NEA Representative Assembly (NEA-RA) has debated whether or not to officially denounce the Federal Department of Education and DOE Secretary Arne Duncan for their support of value-added assessments of teacher quality, their insistence upon standardized testing as a metric for teacher evaluations, and the Race To The Top competition for Federal dollars.



Every year, however, the RA has voted to not formally condemn those policies or Secretary Duncan—until this year. This year, at the 2014 NEA-RA, a motion was made by the delegation from the State of California to have the NEA officially call for the resignation of DOE Secretary Arne Duncan because of two factors: first, his continuing support for "reforms" that are designed to blame and punish teachers rather than to reduce or eliminate the root causes of student struggles (which are predominantly poverty and underfunding of schools), and second, his enthusiastic support for the anti-union and anti-teacher decision in the Vergara v. State of California lawsuit earlier this year. That lawsuit, decided in Los Angeles County, resulted in a judgment that effectively abolishes many of the teacher protections that we take for granted in California, including "tenure" (known in our district as "permanent employee status"). The decision in Vergara is currently stayed (it is not enforceable) pending appeals, and CTA fully expects it to be overturned on appeal.

The vote to demand Arne Duncan's resignation passed with a majority of around 60% of the votes cast; the dissenters mostly voted against it not because they did not agree, but because they felt that it did not go far enough, and that the call should have been for the resignation of President Obama as well as Secretary Duncan; overwhelmingly, those dissenting votes came from "red" (conservative/Republican) states' delegates.

In November of this year, California voters are deciding who will become our next State Superintendent of Public Instruction: the incumbent Superintendent, Tom Torlakson, or his challenger, Marshall Tuck. Your vote is desperately needed in this election, and in this campaign, to show Arne Duncan that California teachers and California voters are serious about their dissatisfaction with Mr. Duncan's policies in the federal Department of Education. Torlakson, who is a veteran classroom teacher, has announced that he will vigorously fight the Vergara decision through the appellate courts, championing the cause of his fellow public school teachers; Tuck has declared that he would not appeal the Vergara decision, he has never been a classroom teacher, and his education experience is limited only to the administration of charter school corporations, notably Green Dot Charters in Los Angeles. For an insider's experience with Green Dot, particularly their "transformation" of Locke HS in Los Angeles, visit Diane Ravitch's blog at <http://dianeravitch.net/2013/06/05/the-inside-story-of-the-green-dot-charter-schools/> to see how poorly their teachers are treated and how poorly those "transformation" campuses have been run.

The voices of SBTA, CTA, and NEA all agreed—loudly—that the teacher-bashing and pro-testing/anti-student agenda of Arne Duncan's Department of Education is harming student learning and harming the future of America by weakening schools and education.

SBTA Fall Leadership Conference



School Board President Mike Gallo, SBTA VP Ashley Bettas-Alcala, CTA VP Eric Heins, School Board Member Abigail Medina, and SBTA President Robert Rodriguez



CTA VP Eric Heins delivers the Keynote Address

SBTA's Fall Leadership Conference was held from October 17-19, 2014. Site Reps and Alternates had the opportunity to participate in a large range of workshop sessions designed to fit their needs in supporting school site members. School Board President Mike Gallo and School Board Member Abigail Medina joined us, in particular, to participate in the Unconscious Bias Seminar conducted by Stacy Begin. Other workshops included: Know Your Contract, Basic Rep, Grievance, Elections, Empowering Yourself Using Your Union, Advocacy, Bullying Bosses & Behaviors, Teacher and the Law, Dealing with Difficult People, Finders Keepers, and Becoming Tech Saavy.



Justin Arnold discusses key points.



Robert, SBTA VP Ashley Bettas-Alcalá, and CTA VP Eric Heins



Uniserv Staff Members Peg Tracey and Justin Arnold with Maxine, Robert and Sharon

SBTA Fall Leadership Conference



Rebecca Harper and Patty Taylor



Serena Cereceres, Betsy Bailer, and Michelle Smith with additional Reps hard at work planning their schedule.



SBTA Office Staffers Maxine and Sharon with CTA VP Eric Heins



John Wingo, San Bernardino High School



School Board President Mike Gallo and SBTA President Robert Rodriguez



Lankershim Reps: Elycia Torres-Vargas, Linda Betancourt and Maria Ordaz



Robert and Ileana Candamil unwind between sessions.

SBTA Fall Leadership Conference



CTA Strategic Plan: Presented by Ann Adler

“Strategic planning is a proven way to help unions activate and engage membership, create more effective relationships with community allies, and create common goals for the future. We have a union so our voices can be unified and can represent our shared values and interests. That’s why CTA is trying to ensure we are moving in a direction where our members’ interests are met. After all, when our members feel supported, they can better support their students. We are going to have to think creatively and think outside the box. We have a lot of power at CTA, but we need to stay aware of what our members want us to do in order to lead and guide the conversation around how to improve our public schools and provide our students with the education they deserve.” (*refer to <http://www.cta.org/About-CTA/Strategic-Long-Term-Planning/Strategic-Planning-FAQ.aspx> for additional information.*)

The ultimate goal of these changes within CTA is building an organizing culture to build strong Union Chapters.

How do you deal with difficult behaviors?

By: Betty Jo. Knick, San Bernardino High School

"Human behavior flows from three main sources: desire, emotion, and knowledge." - Plato

During the 2014 Fall Leadership Conference a session was offered entitled "The A-B-C's of Dealing with Difficult Behaviors". Our presenter, Juan Carlos (pictured below), focused on who these people are who subject others to their "difficult behaviors" and, unfortunately, had a limited amount of time to deliver his presentation. That being said, understanding your reaction to these people is often more important than why the behavior in question exists in the first place. You have no control over what someone else says or does or how they behave. You have every control over your reaction to it and this is your power.

If someone aggravates you, ask yourself why. If it's because you are jealous, change what you can in yourself to achieve your desire — don't become angry or impulsive and get yourself in trouble. If your irritation is because you don't understand — ask questions. I know they say there are no "stupid questions" and maybe this is true. I can tell you the question that isn't asked is far more damaging. Knowledge is Power! Don't let ignorance control you that would be stupid. If you feel frustration - take a deep breath and ask behavior .. yourself why. That pause is time that may be more beneficial than ranting, raving, and venting. Often, when you take a moment, clarity will creep in and a productive path will be presented. You are your own best friend or your own worst enemy. Choose wisely. You only have control of yourself and how you interact with others. Control what you can — don't obsess over what you can't. Life is too short.



Presenter Juan Carlos



CTA STRATEGIC PLAN



Quality Public Education and Our Profession

Advocacy on Education Reform:

- Student-centered agenda; incorporating the insights/expertise of education professionals
- Building a platform for CTA members to lead an education agenda
- Engaging the local communities in discourse
- Continuing to be strong/effective advocates on educational policy/in the political arena

Transforming Our Profession:

- Highest quality standards in student-centered education
- Determining the most effective teaching methods, curriculum, and evaluation systems
- Viewing education professionals as the experts; Instructional leadership within the union
- Facilitating networks to develop professional capital within CTA
- Improving the recruitment and retention of educators in schools that is representative of the full diversity of the communities

Building a Strong Union

Building an Organizing Culture:

- Ongoing involvement culture, not a servicing culture.
- Action/Policy based on listening to members' common values, beliefs
- Organizing members to identify/address priorities & implement plans
- Interactive, member-driven culture

Leadership Development:

- Recruiting, retaining, developing effective leaders who represent full member diversity at all union levels
- Focusing on instructional leaders who promote initiatives to advance education reform and devise strategies to transform our profession
- Creating support systems to develop & mentor leaders

Community Engagement & Coalition Building:

- Building vibrant, ongoing, and mutually beneficial partnerships with parents, students, other unions and community organizations
- Building collaborative community relationships and strategic partnerships that advance free, universal and quality public education
- Recognizing educators as positive, contributing members of the community
- Gaining recognition for CTA and local unions as a source of expertise on education issues

Social Justice, Equity and Diversity:

- Commitment to equity and fairness in treatment
- Access to opportunities and resources for everyone
- Recognizing that equality is not necessarily equitable
- Working actively to eradicate structural and institutional forms of oppression such as racism, sexism, classism, linguicism, ableism, ageism, heterosexism, gender bias, religious bias, xenophobia, and other "isms" and biases

Organizing Unrepresented Education Workers:

- Providing a voice for all educational professionals in determining their working conditions and shaping educational policy
- New member organizing – including charter school workers, education support professionals, college faculty, substitutes and other unrepresented educators in an effort to provide a quality education for all.
- Raising awareness among CTA members and leaders about threat posed by the proliferation of schools run by private management companies where education professionals receive substandard salaries and benefits, and lack an effective voice on the job
- Identifying organizing opportunities of strategic importance that will support vital organizational goals

Structure and Governance

- Retaining CTA's long-standing commitment to a strong system of representational democracy
- Responsive structure and governance systems (both short- and long-term challenges)
- Alignment of CTA's budget allocations to reflect strategic plan priorities and goals
- Anticipating the need for relevant changes in structure, governance and resource allocation
- Establishment of an implementation oversight group, advisory to the board and representing the diversity of the organization, to lead this inquiry process across CTA's internal structures
- Year-long process of inquiry, examining each of these areas in depth and identifying changes that will support CTA's ability to carry out its mission
- Recommending changes to the appropriate decision-making bodies throughout the first year, as the union gears up for full implementation of the strategic plan

SBTA Fall Leadership Conference

Stacy Begin's session, Empowering Yourself Using Your Union: Special Education, focused on workload issues, bargaining strategies, and ideas to strengthen Special Education working with your local association. We examined current reforms related to Special Education, emerging issues, and teacher rights to include current budget constraints and new service delivery options which have raised very serious concerns about caseload, class sizes, lack of planning time, reduced services to students, and increased workload. Resources addressed specific Special Education issues were discussed and two are shared below.



Presenter Stacy Begin

Gen Ed Teachers Receiving IEP prior to Students

56347. A local educational agency, prior to the placement of the individual with exceptional needs, shall ensure that the regular teacher or teachers, the special education teacher or teachers, and other persons who provide special education, related services, or both to the individual with exceptional needs have access to the pupil's individualized education program, shall be knowledgeable of the content of the individualized education program, and shall be informed of his or her specific responsibilities related to implementing a pupil's individualized education program and the specific accommodations, modifications and supports that shall be provided for the pupil in accordance with the individualized education program, pursuant to Section 300.323(d) of Title 34 of the Code of Federal Regulations. A copy of each individualized education program shall be maintained at each schoolsite where the pupil is enrolled. Service providers from other agencies who provide instruction or a related service to the individual off the schoolsite shall be provided a copy of the individualized education program. All individualized education programs shall be maintained in accordance with state and



CA Ed Code Section 56046 (a) Protects educators and other staff who assist a parent of a special education student from being intimidated, threatened, or coerced by the local education agency (LEA)

By law, the IEP Team has the power to make decisions for students with disabilities -- not district administration.

Federal Law- Individuals Disabilities Education Act IDEA

§ 300.320 Individualized Education Program

(a) The term individualized education program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with §§300.320 through 300.324

§ 300.323 Accessibility of child's IEP to teachers and others. Each public agency must ensure that (1) The child's IEP is accessible to each regular education teacher, special education teacher, related services provider, and any other service provider who is responsible for its implementation;

§ 300.324 Development, review, and revision of IEP.

The IEP Team must consider the academic, developmental, and functional needs of the child. In the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior

§300.320 Review and revision of IEPs Districts must ensure that the IEP Team reviews the child's IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved; and revises the IEP, as appropriate, to address any lack of expected progress toward the annual goals described in §300.320(a)(2), and in the general education curriculum, if appropriate.

§ 300.327 Educational placements - Districts must ensure that the parents of each child with a disability are members of any group that makes decisions on the educational placement of their child.

The IDEA includes two fundamental requirements: that the child will receive a **free appropriate public education (FAPE) in the least restrictive environment (LRE):**

Least Restrictive Environment (LRE) - Each child is assured of his/her right of education with non-disabled peers to the maximum extent appropriate to the needs of both

Free Appropriate Public Education (FAPE) - Each public school system is responsible for ensuring that each child with disabilities is served appropriately, at no expense to the parent.

20 U.S.C. § 1412(5) IDEA's mainstreaming provision establishes that students with disabilities are to be educated with children who are not handicapped only "to the maximum extent appropriate."

Q and A about Teachers Rights in IEPs

Should I sign an IEP if I did not attend the meeting?

No, only sign an IEP if you attended the IEP meeting. Signing the IEP verifies that you attended the meeting

What should I do if I do not agree with IEP and I attended the IEP meeting?

When an educator does not agree with the IEP they can dissent from the IEP:

1. Verbalize to the IEP team what part of the IEP they do not agree and strongly urge for this to be recorded in the meeting notes;
2. Write the word **Dissenting** after their signature on the IEP;
3. Prepare a written report stating your objections to the proposed IEP and ask that it be attached to the proposed IEP;
4. Notify the local association president of the dissenting action

What should I do at an IEP if the student with disabilities would benefit from additional assistive technology services?

This concern should be vocalized at the IEP meeting and documented in the team meeting notes. IDEA provides for technology services as part of students' special education program. For students with significant learning, communication, sensory, cognitive, or physical disabilities, the use of technology to assist teaching and learning can make the difference between accessing genuine opportunities for literacy and higher-level academics and a school day that is limited to low level functional, redundant activities.

What should I do if the administrator has reprimanded me for information and recommendations I made at an IEP meeting?

Immediately following the reprisal, an educator should document the incident and notify their local association president. California Education Code 56046 protects educators and other service providers from retaliation, coercion, and intimidation from district administration. Often districts need to be reminded of this education code, and documentation of ongoing violations should be reported to the CDE procedural safeguards unit. **If this should occur, contact your Association president immediately.**

What should I do if a student with an IEP is not making progress in the educational setting and/or their behavior is having a negative impact on their learning and the learning of others in the class?

The teacher should request in writing an IEP team meeting to review and revise the IEP as necessary to ensure students' academic needs are being met. This can be done anytime there are concerns about the contents or implementation of the IEP.

How much of the IEP should the general education teachers be familiar with?

As a general educator, you are required by law to have knowledge regarding the contents of the IEP for each special education student enrolled in your classes, and you are legally obligated to implement any portions of an IEP that apply to you. To successfully meet this obligation, you should read the IEP for each special education student for whom you deliver instruction in order to fully understand the student's education condition, their instructional needs, any specific activities that have been assigned to you and your classroom, and what, if any, accommodations or modifications you should be implementing.

How can I manage accommodations, modifications, and standards?

IDEA requires general educators to implement accommodations and modifications as prescribed by the student's IEP. It is imperative that the general educator participate in the IEP team meeting in order to provide input on the selection, locations, subject areas, and frequency of the accommodations and modifications used in the general education setting.

Who makes the inclusion decisions for students with disabilities?

Federal law requires that a full continuum of placement options be available to each special education student and that placement decisions made by the IEP team to include students in the general education classroom be based on the individual and unique needs of the student. Because of their expertise in the curriculum area in which they teach, general educators play a vital role in determining the extent to which students with disabilities can be successful in the general curriculum.

You can also send questions and concerns confidentially to a secure CDE email address specialeducation@cde.ca.gov

For more information on special education go to www.cta.org/ind

CTA Scholarship Information

CTA César E. Chávez Memorial Education Awards Program

Sponsor: California Teachers Association (CTA), CTA Human Rights Department, P.O. Box 921, Burlingame, CA 94011-0921

Scholarship Amount:

Up to \$550

Deadline: Jan 10, 2015

5 Weeks Left

Number of Awards:

VARIES

The California Teachers Association is pleased to announce the fourteenth year of our exciting art and essay competition. The 2015 CTA César E. Chávez Memorial Education Awards Program.

This program is designed to provide recognition for teams of students and teachers who demonstrate an understanding of the vision and guiding principles by which César E. Chávez lived his life. The Awards Program honors the memory of this great man and ensures that the spirit of his work continues in the classrooms of California.

The recipients, both students and CTA members, will receive up to \$550 and their work will be recognized by the posting of visual art and written essays online and in various CTA publications. The exact amount will be determined by the Awards committee.

For the current school year, eligible projects must fit into the category of either **Written Essays** or **Visual Arts**.

This competition is divided into two project types: **Individual or Group**. In order to ensure eligibility and consideration by the CTA **César E. Chávez Memorial Education Awards Program**:

- For individual projects, the sponsor must be a CTA member and may submit up to three (3) individual applications. **Only one (1) entry per student per year.**
- For group projects, the sponsor must be a CTA member and submit a project with a group of no more than three (3) students. Group entries will share the award.
- The sponsor must be employed at the **same school or campus** where the student(s) enrolled.
- Any communication concerning submission(s) should be only through the sponsoring CTA member.
- Artwork and written essays must go back to the school/college of the sponsoring teacher.
- The application form must be complete.
- Applications and projects must be postmarked by **January 9, 2015**.

Application forms are available from www.cta.org/scholarships



The California Teachers Association is pleased to announce that applications are now being accepted for the 2015 CTA Scholarships in the following categories:

- **Dependent Children**
- **Del A. Weber for Dependent Children Attending Continuation High School/Alternative Education**
- **Members**
- **L. Gordon Bittle Memorial Scholarship for Student CTA**

In order to ensure eligibility and consideration by the CTA Scholarship Committee:

- **The application must be complete.**
- **Applications must be submitted online by 11:59 p.m. on February 6, 2016.**

Applications will be evaluated and presented to the CTA Board of Directors for approval. Recipients will be notified by mail. Their names will be posted on the CTA website and announced at the June meeting of the CTA State Council. Awards will be remitted directly to the college/university where the recipient is enrolled.

For additional scholarship opportunities, please visit:

www.cta.org/scholarships

Time to Apply for a California Casualty Thomas R. Brown Athletics Grant



Entries for the 2014/2015 California Casualty Thomas R. Brown Athletics Grants are now being taken for California public high schools in need of funds to preserve their athletics program. The grant program was created to offset severe budget cuts that have forced public high schools across the nation to decrease, eliminate or implement fees for their sporting programs – leaving some kids sitting on the sidelines unable to participate. The deadline to enter for 2014/2015 consideration is January 15, 2015. Details and entry forms can be found at www.calcasathleticsgrant.com.

Last year, 13 California public high schools received a total of \$18,000 to supplement equipment and facilities, such as funding the purchase of portable goals for the Pioneer High School coed soccer team in Woodland, provide new batting helmets, catchers gear and balls and bats for the John C. Fremont High School baseball team in Los Angeles and to buy safer wrestling mats at George Washington High School in San Francisco.

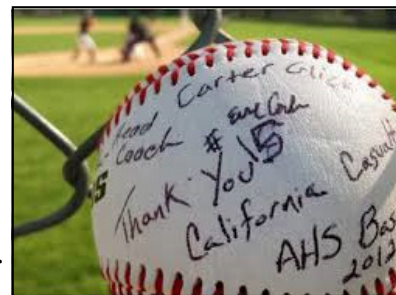
California Casualty has partnered with the CTA since 1951 and provides the CTA Auto and Home Insurance program. The company gives back through numerous community impact Initiatives:

The \$2,500 Academic Award – given annually to an educator to help buy school supplies or provide for school programs facing cuts, www.calcasacademicaward.com

The \$7,500 School Lounge Makeover® to create a more soothing and relaxing area for educators to recharge during the school day, www.school loungemakeover.com

Learn more about the CTA Auto and Home Insurance Program provided by California Casualty at www.CTAMemberBenefits.org/calcas or www.calcas.com/CTA or by calling 1.800.800.9410.

Headquartered in San Mateo, CA, with Service Centers in Arizona, Colorado and Kansas, California Casualty, in partnership with CTA since 1951, provides members [auto](#) and [home](#) insurance tailored to their professional needs. Celebrating 100 years of service, California Casualty has been led by four generations of the Brown family. To learn more, or to request an [auto](#) insurance quote, please visit www.calcas.com/CTA or call 1.800.800.9410.



Healthy Me, Better Year Pledge

NEA Health Information Network has recently launched a pledge-based social media campaign around member self-care – the Healthy Me, Better Year Pledge. This simple engagement tool is a way to remind members that taking care of themselves benefits the students and the entire school community.

It would be fabulous if members could share the Healthy Me, Better Year Pledge through their social media.



Here is a link for the Pledge -- <http://bit.ly/HMBYPledge>;

NEA is using the hashtag **#NewSelfie1415** across social media platforms.

Are You Protecting Your Loved Ones?

According to insurance industry research group LIMRA, 30 percent of U.S. households have no [life](#) insurance coverage. LIMRA's most recent Trends in Life Insurance Ownership study also found that 40 percent of U.S. households said that they would have immediate trouble meeting everyday living expenses if the primary breadwinner died today.

September is Life Insurance Awareness Month, so take some time to check your own coverage and educate yourself about the options available to you as a CTA member.

If you're a CTA member newly hired by your district, the Fall is a great time to get CTA-endorsed Life Insurance from Standard Insurance Company (The Standard). You have a special opportunity to **apply for up to \$200,000 of Life Insurance** within 120 days of starting work – without providing any proof of good health.

And, all eligible CTA members can apply for up to \$400,000 of Life Insurance at any time with satisfactory proof of good health.

Not sure how much Life Insurance you need?

Visit

CTAMemberBenefits.org/life

and log in using the link at the upper right to access The Standard's Life Insurance calculator.

Contact Information:

1997 E. Marshall Blvd.
San Bernardino, CA 92404

Phone: 909-881-6755

Fax: 909-881-6752

E-mail: robertsbta@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.

Join us for the next Greet, Eat & Meet on December 12th!

(Held monthly at the SBTA office)

If you are interested in joining our committee, please email Kim Emery at: kimkam47@aol.com.



Your SBTA office is here for you.

Please don't hesitate to call when you need our assistance!

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 **San Bernardino Teachers Association: News & Views**