

UPDATE

Week of December 1, 2008

Q. AND A. FOR ADMINISTRATORS WHO MAY RECEIVE A NOTICE OF REDUCTION IN FORCE

During the past several days, AALA staff members have received numerous calls seeking information regarding potential reduction in force concerns. We are hopeful that the following information will provide some answers for our membership:

1. *What Contract Article addresses the release and subsequent reassignment of personnel?*

ARTICLE IX, Section 4.0 (of the AALA-LAUDS Agreement) - THE RELEASE AND SUBSEQUENT REASSIGNMENT OF PERSONNEL WHEN POSITIONS ARE DISCONTINUED BECAUSE OF A REDUCTION IN FORCE/REASSIGNMENT.

2. *What is the order of release of personnel?*

The order of release is as follows:

Employees shall be released from a class by status in the class beginning with:

- a. Substitute Acting Employees, then
- b. Limited Acting Employees, then
- c. Substitute Eligible Employees, then
- d. Qualifying I Employees, then
- e. Qualifying II Employees, and finally
- f. Continuing Employees

An employee on position leave from another supervisory class shall be subject to release from such leave class pursuant to the provisions of this Section. Except as provided in Section 4.3 below, within each of the above class status groups, an employee with a later date of election to the status group shall be reduced before those with earlier dates of election. If a tie develops in determining the order of release, the employee shall be retained who has the earlier date of continuous assignment to a supervisory class. If a tie still exists, the employee shall be retained who has the earlier District seniority date. Remaining ties shall be broken by using the District seniority number.

3. *If an employee is released from a class, who is responsible for his/her reassignment?*

The responsibility to reassign an employee rests with the District's Human Resources Division in conjunction with Local District Superintendents and/or Division Heads. As always, employees may seek advertised positions for which they are qualified.

Q. and A., REDUCTION IN FORCE (Continued)

4. *What are an employee's reassignment/displacement rights?*

An employee who is released from a class shall be:

- reassigned to a vacant position in the highest existing class in which the employee formerly held status (including substitute acting or limited acting status but only if service was for a period of 130 days of full-time paid satisfactory service); or
- reassigned to a former class based on an earlier seniority date thereby displacing the most recently assigned incumbent in such class.

5. *What are an employee's recall rights to a class from which he/she was reduced in force?*

Employees who have served for 130 days of full-time satisfactory service in substitute acting status or in limited acting status and employees in substitute eligible, qualifying, or continuing status who are released from a class shall be placed on a reassignment list for the class in reverse order of release. Except as provided below, such list shall be used for assignments to the class before the use of any other list, and any name shall remain on the list for not more than 39 months from the date the employee was released from a position in the class. Employees in substitute acting status and limited acting status who are placed on a reassignment list shall not have preference for reassignment to a class if an eligible list is established unless they are on the eligible list. The time between a layoff and return within the return-limit of 39 months will not constitute a break in service.

Each offer of assignment from this list shall be made to one of the first five available candidates except that a candidate whose name has reached the head of the list may not be passed more than four times before the candidate is offered an assignment. The name of a candidate will be deleted from the list immediately following the refusal of two offers of assignment.

AAALA members who receive a March 15, 2009, letter and then receive subsequent notification that they will be released from a position and/or reassigned to a lower class may wish to contact AAALA for assistance.

Administrators who have questions regarding their current status in their class may call **Phyllis Bradford**, Administrative Coordinator, Human Resources Division, at 213.241.6886.

ACADEMIC DECATHLON VOLUNTEERS NEEDED

The 2009 LAUSD Academic Decathlon competition, the 28th annual, will be held on Saturday, January 31, 2009, at Bravo Medical Magnet High School and Saturday, February 7, 2009, at UCLA. Past support by administrators and teachers for this competition has been outstanding, and that support is needed again this year, especially at Bravo for the Speech and Interview events. Volunteer applications are available at all participating high schools, Local District offices, and at www.acadecala.net. Contact **Cliff Ker** at 818.654.3714 or at cliff.ker@lausd.net if you have any questions.

PROGRAM OFFERINGS FROM PEPPERDINE UNIVERSITY

Pepperdine University Doctor of Education (Ed.D.) in Educational Leadership, Administration, and Policy

Take your career in administration to the next level by earning your doctoral degree at the Pepperdine University Graduate School of Education and Psychology. Pepperdine prepares you for administrative roles in pre-K, K-12, and adult education nationwide. This program is designed for the working professional with a hybrid learning format that is **40% online and 60% face-to-face sessions at the West Los Angeles Graduate Campus**. Applications are currently being accepted for the 2009 academic year, which begins in June 2009. To speak with an admissions manager or to begin the application process, please contact us at T: (866) 503-5467; E: elapadm@pepperdine.edu; W: www.gsep.pepperdine.edu. The application deadline is April 1, 2009.

Pepperdine University Master of Science in Administration with Administrative Services Credential

Earn your master's degree in administration within **1-year** at the Pepperdine University Graduate School of Education and Psychology. This applied program strengthens your leadership skills for a successful career in education administration. In lieu of a traditional thesis, you will focus on your current school or district through a customized action research project, thus, you will learn strategies that immediately enhance your job performance. This program is offered at the West Los Angeles and Irvine Graduate Campuses. Applications are currently being accepted for the Fall 2009 term. To attend an information meeting or to begin the application process, please contact us at T: (866) 503-5467; E: ms-education-admin@pepperdine.edu; W: www.gsep.pepperdine.edu. The application deadline for the Fall 2009 is June 1, 2009.

LACK OF PLAYTIME SEEN AS TROUBLING HEALTH/SCHOOL ISSUE

Teachers and parents are frequently warned that students in the United States are lacking the academic skills they need for the 21st century. But a growing contingent of educators, psychologists, and other professionals are voicing worries that today's children are also growing up without the chance to play. Test preparation in kindergarten, homework requirements, busy out-of-school schedules, and reduced recess periods are leaving young children without time to engage in what author and early childhood expert **Vivian Gussin Paley** calls "the theater of the young"—that make-believe world in which children act out stories. "It is this natural outpouring of ideas that receives the least attention from those planning curriculum in our nation's schools," she told roughly 900 early childhood educators gathered here at the 92nd Street Y, a cultural and community center known for having a sought-after nursery school program.

Two years ago, the *American Academy of Pediatrics* issued a report saying that play is essential for children's healthy development. "Because every child deserves the opportunity to develop to their unique potential," the report said, "child advocates must consider all factors that interfere with optimal development and press for circumstances that allow each child to fully reap the advantages associated with play." Then last year, the *Alliance for Childhood*, a College Park, Maryland-based advocacy group with affiliates in Europe and South America, published an opinion article in a London newspaper saying that the erosion of play, especially outdoor, "loosely supervised play," is contributing to mental health problems in young children. Formal learning activities, the alliance added, are replacing the time that children have to play with friends. The statement was signed by such leading U.S. child development figures as **David Elkind**, the author of *The Hurried Child*, and **Lawrence Schweinhart**, the president of the High/Scope Educational Research Foundation in Ypsilanti, Michigan.

Child-initiated play, not memorizing information, is the vehicle through which children develop many of the skills that education reformers and business leaders say they need, such as collaboration, critical thinking, and confidence, suggests **Kathy Hirsh-Pasek**, a psychology professor at Temple University in Philadelphia.

While it's long been thought that play and free time have been diminishing in kindergarten classrooms as a result of academic expectations, quantitative evidence has been lacking. But before the end of the year, the *Alliance for Childhood* is expected to release the results of a study involving researchers from Long Island University in New York and the University of California, Los Angeles, providing a look at the amount of time children have for play in public school kindergarten classrooms in New York City and Los Angeles.

The study is expected to show that play "now appears to be a minor activity in most kindergartens," said **Edward Miller**, a program director at the alliance. "We think the results are quite interesting and significant," he said. "Play is disappearing from kindergarten classrooms."

Source: **Linda Jacobson**, *Education Week*, December 3, 2008

AALA SCHOLARSHIP APPLICATIONS AVAILABLE

Applications for the 2009 AALA Scholarships are now available in all regular high schools, continuation high schools, and adult schools. Encourage qualified students to apply for these awards. **The deadline for filing the applications is Friday, March 20, 2009.** The scholarships will be awarded to the selected students at the AALA Scholarship/Community Awards Banquet on Thursday, May 21, 2009, at the Millennium Biltmore Hotel.

PRERETIREMENT WORKSHOPS

The District and CalSTRS are co-sponsoring preretirement workshops for the 2008-2009 school year. Information will be provided regarding the calculation of retirement allowances, available options, required forms, and District requirements necessary to establish benefits upon retirement. Time will be provided at the end of the workshop presentation for questions and answers. The workshops are individual meetings (not a series). All CalSTRS members are encouraged to attend a preretirement workshop at least three (3) times during their career in order to plan for retirement security: early in their career; again just prior to age 50; and one (1) year prior to retirement. **All workshops will be held from 4:00-5:30 p.m.**

Date	Location
12/11/08 (Th)	South Gate Middle School Auditorium, 4100 Firestone Blvd., South Gate
01/08/09 (Th)	Hazeltine Avenue School Auditorium, 7150 Hazeltine Avenue, Van Nuys
01/15/09 (Th)	Berendo Middle School Auditorium, 1157 S. Berendo Street, Los Angeles
01/22/09 (Th)	Beethoven School Library, 3711 Beethoven Street, Los Angeles

NOTE:

UPDATE will not be published during the WINTER BREAK.

The final edition of UPDATE for this year (2008) will be the week of December 15, 2008.

The first edition of UPDATE for the year 2009 will be the week of January 5, 2009.

BAILOUT FOR ALL (Imagine That!)

\$ 85, 000, 000, 000. 00! That's a lot of money! Our government gave AIG an \$85,000,000,000 bailout.

What if our government gave \$85 billion divided into equal amounts to every American?

To make the math simple, let's assume there are 200,000,000 bonafide U. S. Citizens 18 years old and older. Our population is about 301,000,000 +/- counting every man, woman, and child. So 200,000,000 might be a fair stab at adults 18 and up.

So divide 200 million adults 18+ into \$85 billion and that equals **\$425,000**.

Suppose the United States government gave \$425,000 to every person 18+ as a special dividend for being good citizens.

Of course, it would NOT be tax free.

So let's assume a tax rate of 30%.

Every individual 18+ would have to pay \$127,500 in taxes.

That sends \$25,500,000,000 right back to Uncle Sam.

But it means that every adult 18+ would have \$297,500 in his/her pocket.

A husband and wife would have \$595,000.

What would you do with \$297,500 to \$595,000 in your family?

Suggestions. ??

IN MEMORIAM

WESLEY BALBUENA, Sr. – Former Principal, Hollywood Community Adult School, Harbor Occupational and North Valley Occupational centers. He retired June 30, 1990, and passed away on November 28, 2008.

ALBERT PORTER – Former LAUSD Art Supervisor. He passed away on November 18, 2008.

D.C. CHANCELLOR AND MAYOR MAY SEEK FEDERAL EMERGENCY LEGISLATION FOR SCHOOLS

The Washington Post reports that D.C. Schools Chancellor **Michelle Rhee** and D.C. Mayor **Adrian Fenty** may seek federal legislation declaring the D.C. schools to be in a "state of emergency," a dramatic gambit that would eliminate the need to bargain with the Washington Teachers' Union and allow them to build a system essentially from scratch, much as has happened in New Orleans. The proposals were contained in a draft statement that Rhee and Fenty had been slated to deliver in late September, but their news conference was cancelled and its proposals never made public. The Post obtained the draft statement via the Freedom of Information Act. The draft also states that Rhee intends to explore local and federal legislation to assume the power to create charter and "autonomous" schools operated by the District, in which staff and parents would have a higher degree of freedom to shape academic programs. This power had been held by the D.C. School Board but lapsed with the mayoral takeover of the school system last year. Union leaders doubt these ideas can gain traction in the current political environment.

Read more: http://www.washingtonpost.com/wp-dyn/content/article/2008/11/15/AR2008111502456_2.html

Also: <http://www.washingtonpost.com/wp-dyn/content/article/2008/11/17/AR2008111701581.html>

WHAT DO WE KNOW ABOUT THE OUTCOMES AT KIPP SCHOOLS?

With its reputation for high standards, highly committed teachers and longer school days, the Knowledge is Power Program (KIPP) has been widely hailed as a model for urban education. A new policy brief from the Great Lakes Center -- "What Do We Know About the Outcomes of KIPP Schools?" -- concludes that available evidence indicates that KIPP is indeed providing good opportunities for students but it also warns that some claims are exaggerated; the current evidence is incomplete and policymakers should proceed with cautious optimism. Among the positive findings of the report are that students who enter and stay in KIPP schools -- most of whom are minorities and many of whom have done poorly in prior schools -- tend to perform better than comparable students in traditional public schools, and this performance does not seem due to selective admissions. On the other hand, student turnover appears selective, with lower-performing students continuing to perform poorly at KIPP and being more likely to leave. Teacher enthusiasm at KIPP is high, but so are the demands and burnout, leading to "an unrelieved pressure to find and train new people." And although KIPP's extended-day policy has attracted a lot of attention, no hard evidence has linked this policy to the schools' success.

Read the press release: http://www.greatlakescenter.org/docs/Policy_Briefs/Henig_KIPP.htm

See the report: http://www.greatlakescenter.org/docs/Policy_Briefs/Henig_Kipp.pdf

POSITIONS AVAILABLE

Minimum Qualifications: Candidates are responsible for making sure all the District requirements for administrative positions have been met. AALA is not responsible for errors in publication.

NOTE: Please do not contact AALA for information regarding administrative positions. Use the listed contact phone number, or contact LAUSD Human Resources Division at 213.241.6886 or via e-mail at http://certificated.lausd.k12.ca.us/admin_vacancies.

NOTE: *Effective Friday, October 24, 2008, the District implemented a hiring freeze on all certificated school-based and nonschool-based positions.*

PRINCIPAL, SECONDARY

Manual Arts High School (7) MST 46, 4131 S. Vermont Ave., Los Angeles, CA 90037 213.745.4928
Manual Arts is a YR Concept 6 school that is a member of the MLA Partner Schools Network. For information and application procedures contact **Elsa Chagolla**, Chief Operating Officer, MLA Partner Schools. **Filing deadline EXTENDED TO Monday, January 5, 2009.**

ASSISTANT PRINCIPAL, SECONDARY

Gompers Middle School, MST 39, 234 East 112th Street, Los Angeles, CA 90061
Gompers is a B Basis school and part of the mayor's Partnership for Los Angeles Schools. For information and application procedures contact **Lovette Brooks-Curry**, Office of Mayor Antonio Villaraigosa, at Lovette.Brooks@lacity.org. **Filing deadline is OPEN UNTIL FILLED.**

ASSISTANT PRINCIPAL, SECONDARY COUNSELING SERVICES (SCS)

Gompers Middle School, MST 39, 234 East 112th Street, Los Angeles, CA 90061
Gompers is a B Basis school and part of the mayor's Partnership for Los Angeles Schools. For information and application procedures contact **Lovette Brooks-Curry**, Office of Mayor Antonio Villaraigosa, at Lovette.Brooks@lacity.org. **Filing deadline is OPEN UNTIL FILLED.**

ASSISTANT PRINCIPAL, ELEMENTARY INSTRUCTIONAL SPECIALIST (EIS)

Vena Avenue School (2) MST 37, 9377 Vena Avenue, Arleta, CA 91331
Vena is a Gifted/High Ability Center, B Basis. For information and application procedures contact **Maxine Matlen**, Director, Elementary Support Services, at 818.755.5312. **Filing deadline is Friday, December 12, 2008.**