

## UPDATE

Week of October 18, 2010

### SAFE AND CLEAN SCHOOLS RESOLUTION

*At the Board meeting of October 12, 2010, Board Vice President **Dr. Richard Vladovic** sponsored a motion along with Board Members **Marguerite LaMotte** and **Steve Zimmer** to restore plant managers to all elementary schools during the 2010-2011 school year. AALA President **Dr. Judith Perez** made the following comments in support of the **Safe and Clean Schools Resolution**.*

Good afternoon, Madam President, Board Members and Superintendent. My name is Judith Perez, and I am the President of AALA. I am here to speak in support of this motion.

**As policymakers, you are fully aware that principals are accountable for the safety and security of students, staff members and their schools. When principals and their constituents tell you that the decision to eliminate plant managers at many elementary schools will create safety and security risks, you must listen to them. For over five months, AALA has informed you, Mr. Superintendent, Board Members and the Chief Facilities Executive, that our members are concerned that safety and security have been left out of the so-called *Clean Schools Initiative*. In fact, every single principal who has contacted us about the issue is vehemently opposed to this plan.**

Plant managers are not part of AALA's bargaining unit. So why are principals so concerned? Plant managers play a critical role in student safety and school security. It's not just about cleaning schools! Plant managers are specially trained in safety procedures, the proper use of chemicals and the supervision of staff. Many times a day they analyze complex issues and solve problems independently.

Here's an example: I was principal for nearly nine years of an elementary school near Fairfax and Third, in a neighborhood of old oil fields. In 1985, methane gas that had accumulated under a nearby store exploded, and 23 people were hurt. Today that school has a sophisticated methane detection system.

The problem is that sometimes the alarms and flashing lights are tripped due to equipment malfunctions. **We never waited: we evacuated.** My responsibility as principal was to supervise the 720 students and 70 plus staff members on the playground while the plant manager determined if there was a real emergency or a false alarm. Sometimes the local firefighters were unavailable, so he analyzed the data from the methane detection equipment dials himself. The well-being of our students—and all of us—depended upon him.

Plant managers feel a loyalty to their schools—and pride in their work. If you think that demoting them to Buildings & Grounds worker status will maintain that commitment, think again. Why should they remain loyal if District leaders don't understand or respect the work they do? In reality, many of these skilled individuals will seek work elsewhere, and our schools will be far less safe. Saving \$2.3 million isn't worth the risk. A single tragedy resulting in a lawsuit could wipe out the money saved.

**SAFE AND CLEAN SCHOOLS RESOLUTION (Continued)**

Finally, without plant managers, principals will be expected to assume more duties, which will further reduce their time as instructional leaders and staff evaluators.

*Three other LAUSD employees' unions actively supported AALA's views at the Board meeting: UTLA, the Teamsters and CSEA. Because the resolution was not addressed until nearly 4:30 p.m., many parents who had come to express their views had to leave and pick up their children at school. Nevertheless, parents representing at least eight schools spoke in support of Dr. Vladovic's motion. **Unfortunately, in the end, the vote was four to three against, with only the three educators on the Board who co-sponsored the motion clearly registering their understanding of the safety and security issues that occur at schools!***

*Many AALA members, teachers and parents contacted Board Members and the Superintendent prior to the meeting to share their views. Here are two of many e-mails sent by active members and alumni in support of Dr. Vladovic's resolution:*

From: Michell, Felicia  
Sent: Monday, October 11, 2010 9:18 A.M.  
To: Garcia, Monica (Board Member); Flores, Yolie; Galatzan, Tamar; Martinez, Nury; Vladovic, Richard; Zimmer, Steven; LaMotte, Marguerite

Subject: Elementary Plant Managers

Good Morning Board members,

My name is Felicia Michell and I am the Principal of Esperanza Elementary School, located in the Pico-Union area just west of Downtown. We are one of 4 year-round schools left in Local District 4.

I am writing to strongly ask and implore you to support the "Safe and Clean Schools Resolution" being brought before you tomorrow. The Plant Managers are one of the most important and necessary positions in our schools. Their special training, supervisorial skills and commitment are invaluable to our school communities. We need them to help ensure the safety, security and cleanliness of our schools.

My Plant Manager officially starts at 6:00 a.m., yet he is regularly here by 5:30, cleaning up the beer bottles (some broken, some not), graffiti, urine and other bodily discharges left almost daily by people who use my campus after hours. One of the most affected areas is our eating pavilion. If it weren't for the diligent efforts of my Plant Manager, this area would not be fit for use by students during breakfast.

He also is aware, and keeps me informed of the gang activity in the neighborhood. It seems there is a turf war going on as evidenced by the competing graffiti left all over a wall out front of our school over the past weekend. Before 6:00 a.m., an emergency trouble call was made by my Plant Manager. During the day as he is working, he is constantly on the look out, providing a constant source of supervision and security for the staff, students and parents on campus.

I am well aware of the financial crisis, however, this is not a workable or safe solution. This reduction would be putting staff, students and parents at risk. Please consider our safety as you make your decision.

**SAFE AND CLEAN SCHOOLS RESOLUTION (Continued)**

From: Norene Charnofsky  
Sent: Sunday, October 10, 2010 2:24 P.M.  
To: Monica.garcia@lausd.net  
Cc: yolie.flores@lausd.net; Nury.martinez@lausd.net; tamar.galatzan@lausd.net

Subject: Support of Clean Schools Resolution

Honorable Los Angeles Unified School District Board President Monica Garcia, and Board Members Galatzan, Flores and Martinez:

I am a retired LAUSD bilingual teacher and elementary principal. I attended Los Angeles public schools K-12, as did all of my three children. So my ties to LAUSD are long and deep.

I watch with concern as I see the District, like most government entities, trying to do more with less. But I feel so strongly about the need to keep a plant manager on site at each elementary school, that I am impelled to write, urging you to support the Clean Schools Resolution (Waiver of Board Rule 72) being brought forward by Board Members Vladovic, LaMotte and Zimmer.

From my experiences both as teacher and principal, I know that the services of a plant manager on site are crucial to the sanitation, safety and security of each elementary school. Our plant managers are trained to deal with every type of emergency and nonemergency situation. For example, they know where the gas, electric and water turnoffs are at their schools in the event of earthquakes or other utility line ruptures; they help lock down a campus in a flash when necessary; and they efficiently even clean up the vomit that sometimes occurs in the Kindergarten (most inconveniently when dozens of floor blocks are the receiving surfaces!). They see to it that graffiti is painted out quickly, that cafeteria food spills are immediately removed to prevent slipping and falling, and that the night custodians' work is properly accomplished. They are required to clean up after parent meetings during the day at our schools. I could go on and on.

Elementary principals are responsible for the safety and security of hundreds of people—pupils, staff, parents, and volunteers—at LAUSD's busy, community involved school sites. In helping principals with this awesome responsibility, a plant manager at every site, who is a person trained to prioritize the accomplishment of tasks, is not a luxury, but a necessity. I was fortunate when I was principal that I had wonderful plant managers. It's appalling to even consider managing a school without a plant manager, a crucially important member of the leadership team at any school.

Thank you for your consideration of this important issue.

Sincerely,  
Norene M. Charnofsky

**HEALTH BENEFITS FAQ**

*Topic: Concerns About Dropping the Employee Assistance Program*

*Why did the HBC discontinue EAP for 2011?*

An analysis of program usage showed extremely low numbers of employees accessing the program, calling into question cost effectiveness. Usage was far less than one percent of all employees and their dependents.

*What should I do if I or my staff, including classified and part-time employees, need help dealing with stress, family problems, drug/alcohol problems and other challenges?*

Employees with full benefits can access their medical plan's mental health services for assistance. Employees who are not eligible for benefits, however, will no longer have access to support. This is of concern to both the Superintendent and the HBC.

*Is there any chance that EAP could be continued, even on a limited basis?*

Due to the fact that many District employees work without full benefits, the HBC is looking into alternative options with EAP providers. AALA will keep you posted of any changes.

**IN MEMORIAM**

**PATRICIA CHATMAN** – Former Principal of Woodcrest School, and Assistant Principal of Nueva Vista School. She retired on January 14, 2006, and passed away on October 5, 2010.

**UCLA PRINCIPALS' CENTER WORKSHOP**

Principals and aspiring principals committed to personal transformative leadership work are invited to participate in a workshop on *"The Principal's Role in Promoting Economic Literacy."* The workshop will be held on Wednesday, October 20, 2010, 5:30 – 8:00 p.m., at UCLA Moore Hall, room 3340. The cost is \$20 (wine, cheese and the workshop). The speaker will be **Dr. William Ouchi**, Professor of Corporate Renewal at the UCLA Anderson School of Management. UCLA parking is \$10 in Lot 2 (recommended). For more information and to RSVP contact **Nataly Birch** at 310.267.4905 or [Birch@gseis.ucla.edu](mailto: Birch@gseis.ucla.edu).

**REMINDER...**

**AALA ALUMNI (RETIREES) FALL LUNCHEON**

**WEDNESDAY, OCTOBER 20, 2010  
THE CENTER AT CATHEDRAL PLAZA**

**11:30 A.M.**

**PARKING: Complimentary with validation, which AALA will provide.**

## WHO TAUGHT SUPERMAN?

By **Adam Strom**, Director of Content Development, Facing History and Ourselves

Do you remember the names of the best teachers you ever had? How did they get to be good? What do you think kept them going year after year? What would it take to have more teachers like this? The answers to these questions are at the heart of our current debate about how to improve our schools.

**Davis Guggenheim's** documentary, "[\*Waiting for Superman\*](#)," which opened nationally this week, puts a stark face on the consequences of not having a sufficient supply of highly effective teachers. Through sharing the constrained choices of five families, the film has catalyzed enormous interest and concern across the country. The stakes of not providing high quality education are high—indeed they are at the heart of the survival of our democracy. Yet, with the exclusive focus on reformers working outside of conventional public schools, viewers might leave the theater without hope for the 95,000 plus schools that are currently serving our nation's children.

Having worked for the past two decades at [\*Facing History and Ourselves\*](#), an international nonprofit organization that has supported 29,000 teachers and accelerated the academic and civic achievement of 20 million students over the last 35 years, I have seen the impact that engaged teachers have on the lives of young people. Indeed, numerous researchers understand that improving teacher quality is the most powerful way to create better schools.

How do you improve teacher quality? The simple, yet most important, lesson we've learned is that teachers are professionals and we need to value their development. Good teachers are lifelong learners. Doctors go on grand rounds to update their practice. Teachers need those same opportunities. We believe that creating effective teachers includes three best practices.

Good teachers know how to engage students with relevant and rigorous resources. When students are interested, they learn more. Sadly, too many textbooks are boring. Instead of asking big questions and having students apply what they've learned, too many textbooks emphasize basic recall.

Equally important is high-quality, ongoing professional development. Teacher education has to go beyond classes in teaching methods or afternoon workshops on new instructional programs. The professional development practices most likely to have impact must include not just listening but also active learning where teachers struggle with content and ideas. Teachers also need mentors who can provide both positive and critical feedback—colleagues they can turn to as they work to take the big ideas from their resources and professional development and craft them into classroom lessons. This mentoring and continual follow-through with teachers is one of the hallmarks of the Facing History approach.

Finally, if we are to have good schools and great teachers in every classroom, we cannot think about classrooms in isolation. Teachers themselves need to be part of a learning community, whether based within their own school, or better yet, within a larger network such as Facing History. During the year, when teachers in our network gather, they not only learn proven strategies from their peers, they connect with a larger vision of their role as educators of the future leaders of our world.

These three principles are the cornerstone of Facing History's work. [Their value was recently confirmed](#) by a randomized experimental design study demonstrating that our approach helps to create effective teachers who improve their students' academic achievement and civic learning. Having college and workforce-ready graduates is not only good for our economy; it is essential for society.

## WHO TAUGHT *SUPERMAN*? (Continued)

Research and data show us that the challenge we face is keeping good teachers in the classroom and helping all teachers, regardless of the kind of school in which they teach, become more effective. According to U.S. Secretary of Education **Arne Duncan**, during the next four years, up to one-third of teachers and administrators in the U.S. may leave the profession or retire. By 2014, up to one million teaching positions will be filled by new teachers. Too many of the educational solutions that have captured the nation's attention sound good but are unproven or have been shown to have mixed results. To prepare our students to capitalize on the challenges and opportunities they'll face in our globalized world, we have to [equip the broadest base of teachers](#) to create classrooms that engage students to the highest levels of achievement. With that focus, students and parents won't have to keep waiting for Superman.

### Author:

**Adam Strom** is Director of Content Development at *Facing History and Ourselves*. [www.facinghistory.org](http://www.facinghistory.org)

## WHAT "SUPERMAN" LEAVES OUT

In a review of the much-discussed documentary "Waiting for Superman," **Dana Goldstein** writes in *The Nation* that it "is a moving but vastly oversimplified brief on American educational inequality." The film shows "working- and middle-class parents desperate to get their charming, healthy, well-behaved children into successful public charter schools," but doesn't show "teen moms, households without an adult English speaker or headed by a drug addict, or any of the millions of children who never have a chance to enter a charter school lottery (or get help with their homework or a nice breakfast) because adults simply aren't engaged in their education." It also leaves out charter schoolteachers such as those at Green Dot schools in Los Angeles, happily unionized, and regular neighborhood schools like PS 83 in East Harlem and the George Hall Elementary School in Mobile, Alabama, nationally recognized for successfully educating poor kids. The film also ignores what Goldstein characterizes as "intra-union ferment," with affiliates across the country talking about effective teaching in a meaningful way. **Randi Weingarten**, president of the AFT, is given particularly negative treatment; in fact, she has shown strong commitment to retooling the profession to better emphasize professional excellence and student achievement.

Read more: <http://www.thenation.com/article/154986/grading-waiting-superman?page=0.0>

## UCLA PRINCIPAL LEADERSHIP INSTITUTE

*The UCLA Principal Leadership Institute (PLI)* invites aspiring administrators to apply for a 14-month program to earn a Master of Education degree and a Preliminary Administrative Services Credential. The next cohort begins in June 2011 and ends in August 2012. The PLI prepares educators to be social justice leaders who promote rigorous, high quality learning. To attend an information session, please go to the website at: <http://centerx.gseis.ucla.edu/principal-leadership/news-and-events> or get in touch with **Nancy Parachini** at: 310.825.6212 [nparachi@ucla.edu](mailto:nparachi@ucla.edu). Application deadline is January 10, 2011.

**CORRECTION-**

In the article on AALA's Fall Reception (*UPDATE*, 10/11/10), Alumni Member **Perlisa Dorn** was identified as a former Associate Principal of Kentwood EEC. Ms. Dorn is a former Principal of Marina and Kentwood EEC. AALA apologizes for the error.

**POSITIONS AVAILABLE**

**Minimum Qualifications:** Candidates are responsible for making sure all the District requirements have been met. Do not contact AALA for information regarding positions. Use the listed contact phone number.

**CLASSIFIED POSITIONS AVAILABLE**

***SENIOR POLICY ANALYST, MAYOR'S OFFICE OF EDUCATION***

The Senior Policy Analyst will work with the Deputy Mayor of Education to carry out the Mayor's education policy agenda. Compensation will be negotiated within established annual salary range commensurate with demonstrated skills and work experience. Interested individuals should send a letter of interest and résumé to **Alysha-Stein Manes** at [alysha.stein-manes@lacity.org](mailto:alysha.stein-manes@lacity.org).

***PROGRAM AND POLICY DEVELOPMENT ADVISOR***

The Los Angeles Unified School District (LAUSD) is seeking a highly qualified and motivated individual with extensive knowledge and considerable experience managing the entire life cycle of large-scale school reform initiatives. The individual chosen to fill this position will be part of the innovative team that will be setting strategic vision for the District's future. For information about this opportunity go to: <http://lausdjobs.lausd.k12.ca.us/appv1/main> or [http://lausdjobs.lausd.k12.ca.us/appv1/main/pdf/ppda\\_monique.pdf](http://lausdjobs.lausd.k12.ca.us/appv1/main/pdf/ppda_monique.pdf).

**CERTIFICATED POSITIONS AVAILABLE**

***PRINCIPAL, SECONDARY***

**Berendo Middle School (4) MST 45**, 1157 S. Berendo Street, Los Angeles, CA 90006  
Berendo is an E Basis school. For information and application procedures contact **Lourdes Ramirez-Ortiz**, Principal Leader, at 213.241.0100. **Filing deadline is Friday, October 22, 2010.**

**Downtown Magnets High School (4) MST 44**, 1081 West Temple Street, Los Angeles, CA 90012  
Downtown Magnets is an E Basis school. For information and application procedures contact **Danny Palma**, Administrative Assistant, at 213.241.0100. **Filing deadline is Friday, October 22, 2010.**

The following positions are available to view in their entirety by going to the AALA Website, <http://www.aalausd.com>. By clicking on "positions available" to the left of the screen, you can select School-Based and Nonschool-Based positions and click on any position to view the specific flyer.

Position	Location	Deadline	Contact
Instr. Specialist	Clay Middle School	10/22/10	310.354.3400
Instr. Specialist	Markham Middle School	Until filled	<a href="mailto:employment@partnershipla.org">employment@partnershipla.org</a>

## POSITIONS AVAILABLE (Continued)

<ul style="list-style-type: none"> <li>▪ <b>ADMINISTRATOR, INSTRUCTIONAL AND OPERATIONAL OVERSIGHT, MST 45, B Basis, Charter Schools Division</b> For information and application procedures contact <b>Aaron Eairleywine</b>, Central Business Advisor, at 213.241.5516.</li> </ul>	<b>UNTIL FILLED</b>
<ul style="list-style-type: none"> <li>▪ <b>SPECIALIST, BTSA, MST 38 (Temp. Adv.), E Basis, Local District 2</b> For information and application procedures contact <b>Debra McIntyre-Sciarrino</b>, Administrator, Instructional Support Services, at 818.252.5400.</li> </ul>	<b>5:00 p.m. Tues., Oct. 19, 2010</b>
<ul style="list-style-type: none"> <li>▪ <b>SPECIALIST, LISTENING and SPEAKING PROGRAMS/DEAF and HARD OF HEARING PROGRAM, MST 38 (Temp. Adv.), B Basis, Division of Special Education</b> For information and application procedures contact <b>Gloria Lopez</b>, Director, at 213.241.8169.</li> </ul>	<b>Mon., Oct. 18, 2010</b>
<ul style="list-style-type: none"> <li>▪ <b>INSTRUCTIONAL COORDINATOR, PILOT SCHOOLS, MST 39 (Temp. Adv.), E Basis, Innovation &amp; Charter Schools Division</b> For information and application procedures contact <b>Katherine Trainor</b>, Senior Office Technician, at 213.241.5104.</li> </ul>	<b>Fri., Oct. 22, 2010</b>
<ul style="list-style-type: none"> <li>▪ <b>SPECIALIST, DEAF AND HARD OF HEARING PROGRAM, MST 38 (Temp. Adv.), B Basis, Division of Special Education</b> For information and application procedures contact <b>Gloria Lopez</b>, Director, at 213.241.8169.</li> </ul>	<b>Mon., Oct. 18, 2010</b>
<ul style="list-style-type: none"> <li>▪ <b>DIRECTOR, SCHOOL IMPROVEMENT GRANT TEAM, MST 45 (Temp. Adv.), E Basis, Office of the Superintendent</b> For information and application procedures contact <b>Sharon Robinson</b>, Special Assistant to the Superintendent, at 213.241.7000 or <a href="mailto:sharon.robinson@lausd.net">sharon.robinson@lausd.net</a>.</li> </ul>	<b>5:00 p.m. Fri., Oct. 22, 2010</b>
<ul style="list-style-type: none"> <li>▪ <b>PRINCIPAL LEAD, SCHOOL IMPROVEMENT GRANT TEAM, MST 45 (Temp. Adv.), B Basis, Office of the Superintendent</b> For information and application procedures contact <b>Sharon Robinson</b>, Special Assistant to the Superintendent, at 213.241.7000 or <a href="mailto:sharon.robinson@lausd.net">sharon.robinson@lausd.net</a>.</li> </ul>	<b>5:00 p.m. Fri., Oct. 22, 2010</b>
<ul style="list-style-type: none"> <li>▪ <b>SPECIALIST, PARENT/SCHOOL RESOLUTION LIAISON, MST 37 (Temp. Adv.), B Basis, Division of Special Education, Due Process Dept.</b> For information and application procedures contact <b>Lisa Kendrick</b>, Administrative Coordinator, at 213.241.6718.</li> </ul>	<b>EXTENDED TO 5:00 p.m. Fri., Nov. 5, 2010</b>
<ul style="list-style-type: none"> <li>▪ <b>SPECIALIST, READINESS and EMERGENCY MANAGEMENT for SCHOOLS (REMS) GRANT, MST 38 (Temp. Adv.), E Basis, Office of School Operations Emergency Services</b> For information and application procedures contact <b>Bob Spears</b>, Director of Emergency Services, at 213.241.3889.</li> </ul>	<b>5:00 p.m. Fri., Oct. 22, 2010</b>

### ***FREEDOM.....!***

*"Freedom in a democratic society requires respect  
for the wishes of the majority and willingness  
to defend the rights of the minority.  
It does not require agreement or unanimity.  
It does require respect and understanding."*

Anonymous