



ADVOCATE

Ontario-Montclair Teachers Association

January 2017

IMPORTANT DATES FEBRUARY

- 2nd OMSD SCHOOL BOARD MEETING
- 10th OMTA WINTER SOCIAL
- 13th OMTA E-BOARD MEETING
- 16th OMSD SCHOOL BOARD MEETING
- 17th LINCOLN'S BIRTHDAY NO SCHOOL
- 20th PRESIDENTS DAY NO SCHOOL
- 25th PURPLE EASEL PAINTING PARTY
- 27th OMTA REP COUNCIL MEETING

A MESSAGE FROM YOUR PRESIDENT

MaryKay Scheid



Happy New Year! I hope your winter holiday was everything you wanted it to be. While our winter vacation has ended, winter is still very much present. It's been a rainy month. I know we need the rain, but I also know we miss recess.

I've answered several questions this month with regards to inclement weather. Unlike heat and smog alerts, which are determined at the district level, inclement weather is called by your site administration. When administrators determine that it is too wet or the ground is too slippery to be safe, they will implement their rainy-day plans. Teachers may be called upon during the day to provide supervision in dry areas. You may be asked to open your doors 10-15 minutes before instruction begins. Perhaps you could work with your grade level to identify one or two rooms to provide shelter and take turns supervising. Students may also be stuck with indoor recess. While unpleasant, this is not technically a violation of contract or a violation of labor law.

Teachers qualify as "exempt" employees, so labor law protections (which in California provide a 10-minute paid break for every 3.5 hours worked) don't apply in the same way they do for hourly employees. The non-instructional minutes before and after school and recess are not actually "break" time; that is prep time and part of the paid work day. The State Education Code, however, does provide for a minimal duty-free (and UNPAID) lunch, so you do have a break at some point in the day. If your lunch break doesn't come at the right moment to meet a physical need, I expect that you would get support from someone on staff. I also hope administration would allow you to eat a snack in class or do a "fun" less stressful activity for part of the day.

The discussions surrounding all-day kindergarten continue. It is no secret that administration has an interest in providing this service to our community. Doing so may help us attract and retain students, thus reducing our declining enrollment trend. The Association has an interest in doing what we can to limit declining enrollment as well. If our enrollment continues to decline significantly, there is the very real danger we will lose a site, or lose the unused classrooms within a site, to a charter. Charter advocates have become increasingly successful in nearby districts. The new federal administration is likely to attempt to make it easier for charter advocates to gain ground. Both the District and the Association have an interest in ensuring that any changes to the current program lead to success for both students and staff. Your input has been invaluable in helping us understand the potential benefits and challenges. No determination has been made to date.

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HOME IS WHERE THE HEART IS – A REFLECTION ON HOME INSTRUCTION

by Terry Hall



Over the last 16 years, I have been blessed to be able to home school several children throughout the Ontario Montclair School District. I was first introduced to the Home/Hospital program as a second-year teacher, back in 2002. The first student I was assigned to was a student who attended Corona School, where I taught. The fifth grader

was going through a terrible illness which prevented her from being able to attend school. That first home school instruction job lasted 2 years. It was both a challenging and rewarding teaching experience. I learned so much. It was amazing to be able to spend quality one-on-one time with a student, a privilege we are rarely afforded in the classroom. As a beginning teacher, I learned what a child truly needs academically. The expectations were high, but my student excelled. The one-on-one teaching helped the child grow in every academic area. When my first home school assignment ended, I knew that I wanted to continue as a home school teacher. It had been such an amazing experience that I decided I needed to help more children in OMSD.

I want all my colleagues to know there are so many wonderful benefits of becoming a home school teacher. The first, as I mentioned before, is the one-on-one time. When you work one-on-one with a child, you quickly get to know their strengths and weaknesses and you can modify and/or change the lessons to help the child achieve the objective you are teaching. The second reason I truly enjoy home schooling is getting to know the families. As a regular education teacher, I am lucky if I get to know about 5 out of 25 families. There is just not enough time to form a meaningful relationship with families. Many parents work. Each family's schedules are different, and the meet-and-greet gatherings on campus are few. When you home school, you see the parents every time that you are scheduled to teach. The rapport you build and the connection you make are truly magical. The family confides in you and you build trust with them. They are excited to see you.

Most of the children I have home schooled over the past 16 years have been diagnosed with some form of childhood cancer. The diagnosis causes a lot of stress for both the caregivers and the child. Oftentimes, the parents have to give up their regular jobs to care for their child. When I knock on the door to home school, the parents are very excited and welcoming. They know that their child will be able to forget about the illness and just be a regular student for a while. The parents also know that they will have some down time to do what they need to do while I am teaching. It is a win – win situation all around. The kids and parents are both happy. Conversations are so open and engaging that you may find yourself still there an hour after your home schooling time is up. Another great part of getting to know these parents is being able to provide them with resources to help them deal with their child's illness.

As a childhood cancer survivor, myself, I can truly relate to the stress and struggles these children and parents go through. The extra time I spend with the families never interferes with the 5 hours per week of instruction, but it makes me feel so good inside knowing I am helping the children and parents cope with whatever illness they are going through. Becoming a home school teacher is such a valuable experience. I truly feel that all teachers who have the time should become a home school teacher at least once while working for the Ontario Montclair School District. It is a very rewarding job. 🍏

Home Instruction requires 5 hours of instruction each week after school in the student's home. You can arrange with the family to meet daily or a few days each week, as long as you (and a partner if you choose to share the position) accrue 5 hours per week (see samples below). The hourly compensation is \$45.15 plus mileage (one-way) from your school site to the student's home. There is a lesson plan due each Monday by noon for the week. A template & a sample lesson plan will be sent to you to for you to use weekly. Paul Valerio reports that, as of January, 2017 we have received approval from Special Education Director, Dr. Greg Alexander that teachers will receive compensation for their weekly lesson plans!

SAMPLES:					
Mon.	Tues.	Wed.	Thurs.	Fri.	Total ADA
1 hour	1 hour	1 hour	1 hour	1 hour	5 days

Mon.	Tues.	Wed.	Thurs.	Fri.	Total ADA
2 hours		2 hours		1 hour	5 days

Mon.	Tues.	Wed.	Thurs.	Fri.	Total ADA
Holiday		2 hours	1 hour	1 hour	4 days

Holiday week you only teach 4 hours

Mon.	Tues.	Wed.	Thurs.	Fri.	Total ADA
1.5 hours		1.5 hours	2 hours		5 days

The selection of a Home Hospital Teacher is based upon the following criteria & priorities:

- The teacher holds a multiple subject credential (single subject credential holders are not eligible for this program unless they are only teaching their credentialed subject)
- The teacher instructs the same grade level as the student, or works in the indicated special program
- The teacher works in the same school or at a nearby school
- The teacher has taught the student's grade level previously
- The teacher is available to work with the student

KNOW YOUR CONTRACT – ARTICLE XI, TRANSFER PROCEDURES

As much as we might feel we belong to our school site, we are ultimately employees of the district. During a period of declining enrollment, it may become necessary to reduce staff at certain sites. Teachers with probationary or permanent status may be administratively transferred to achieve the correct staffing ratios.

The contract language regarding administrative transfers reads:

First, administrators at affected sites will solicit volunteers. If and (when) there are insufficient qualified volunteers, administrators shall base their selection of personnel for administrative transfer upon unit member seniority unless they can provide justification that a specific transfer would negatively impact students because the programmatic expertise of a less senior unit member is crucial for the continued success of a current curriculum/instructional program or because the credential held by a less senior member is essential to the immediate program needs of his or her present site.

Teachers who are unhappy in or seeking a change from their current roles may volunteer to be an administrative transfer. Doing so allows them to have priority of placement in available positions because all administrative transfers are placed before administrators can consider voluntary transfers.

The placement process for both administrative and voluntary transfers may involve an interview. The contract language reads:

. . . all unit members being administratively transferred shall be granted interviews at existing openings. Administrative transferees, including those who volunteered to be administratively transferred, will have first opportunity to interview for available openings, in preference to transfers voluntarily initiated by unit members.

It can be valuable to participate in the interview process, as it allows the teacher to identify which sites are a better fit than others and to convey to administrators their personal strengths and preferences. Ultimately, however, permanent unit members being administratively transferred will be placed in a position for which they are credentialed regardless of whether or not they participate in the interview process.

Programmatic concerns and credentialing limitations could result in a less senior probationary or permanent unit member remaining at his or her site over a more senior teacher. A teacher who has a single subject credential cannot be placed at an elementary site with openings, so it may become necessary to transfer a teacher who is qualified for the available opening. All temporary positions will be available to probationary and permanent teachers who are displaced. Once the probationary and permanent teachers are placed, temporary teachers will be considered for the remaining vacancies. 🍏

THE LCAP PLANNING PROCESS

Several years ago, the state of California shifted much of the financial decision-making to local school districts –with the condition that all the stakeholders be allowed to give input to the Local Control Accountability Plan (LCAP). Each spring, OMSD engages in comprehensive data collection. Learning and Teaching spearheads the process and is asking for your assistance. Here is the request from Tammy Lipschultz, Assistant Superintendent, Learning and Teaching:

“It’s LCAP Season and your input is important! This year the stakeholder engagement process is online and collaborative. We are using a unique platform called ‘thought exchange,’ which allows you to engage in two brief online sessions on your computer, tablet, or phone. Phase One, capturing your thoughts, asks you to respond to three open-ended questions giving your ideas/input. Phase Two, starring your priorities, gives you a chance to see the ideas of others and star those ideas that you agree with. To participate, you must first

register online. You can access the registration page by following the “LCAP Season” link on the district’s main web page. Registration is available now; Phase One begins February 3. After registering, you will receive an email prompt to complete both Phase One and Phase Two. Easy! Parents are encouraged to register and give their thoughts as well. Your principal will be reaching out to parents for this purpose. If you have the email addresses of your students’ parents, please give them to your front office so they can be entered into Zangle or School Loop. All parents who have email addresses in one of these two locations will automatically receive the email to participate in this thought exchange process. The process for stakeholder engagement is transparent and will result in showing real trends in stakeholder interests, by school site. Please give us your thoughts!!”

I encourage you to take a few minutes out of your busy day to identify the resources most valuable to you and your students. 🍏

Message from President Continued from Page 1

Many members have already heard about staffing projections for next year. OMSD is still projecting declining enrollment, which will result in reduced staff at some sites. See the KnowYour Contract article for information about administrative transfers.

The Governor's 2017-2018 Education Budget Proposal has been submitted and CTA has provided us with an analysis. Proposition 55 prevented the deep cuts that would have resulted from the loss of Proposition 30 revenues, but CTA reports the news isn't necessarily rosy: "After several years of increasing state revenues, the state budget is beginning to see revenues lagging expectations. For 2017-2018 the state is facing a budget deficit of nearly \$2 billion." The Governor is still committed to protecting education funding, but the huge Local Control Funding Formula (LCFF) increases that we have seen in recent years will almost certainly end. Furthermore, the Governor has proposed a one-time \$859.1 million deferral from June 2017 to July 2018. Deferrals were common before Proposition 30 passed. A deferral allows districts to record the funding as received in 2016-2017 (to balance the budget), but to pay with 2017-2018 Prop 98 funds. OMSD has enough reserve funding that this proposal should have no real impact, but CTA notes "this is the first major budget gimmick to be proposed under the LCFF."

To brighten spirits, OMTA has planned several outings. Our presidential social will be at Don Jose Restaurant on February 10. Please stop by to say hi. We have a few discounted tickets for Shen Yun still available. The show is Saturday, April 1 at 2pm at Bridges Auditorium in Claremont. Tickets are \$63.00 each. Finally, we have scheduled an evening at the Purple Easel (an art studio for amateurs), Saturday February 25 from 6pm-8pm. The discounted class rate is \$25. Bring your own beverages (many amateur artists choose wine) and your sense of humor and embrace your inner muse with fellow educators. 🍏

Interested in becoming a Home/hospital Teacher?

If you are interested in this opportunity and would like to have your name added to our teacher availability list, please contact Cynthia Villalobos (cynthia.villalobos@omsd.net) Cynthia is the contact person for all home hospital assignments, time cards, and information. Her office is located in the Special Education Dept. To get your name on the list, let Cynthia know the following information:

1. Name
2. School site
3. Grade level
4. Contact Phone
5. Credential(s) held

Thank you for joining the team.

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