



## Features

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## New MOU Means Teachers Will Have More Input on Steering Committee for Common Core

The Memorandum of Understanding signed by our Bargaining Committee on Nov. 21<sup>st</sup> means that a new steering committee, made up of classroom teachers and administrators, will collaborate to make improvements and problem-solve on Common Core challenges. The committee includes the TVEA president and 7 classroom teachers (high school math and English, middle school math and English, special education, and 2 elementary)—and an equal number of administrators.

Members of the committee will receive input from members and use it to guide implementation of CCSS and assessments. The committee will discuss professional development needs, technology, curriculum, instructional materials, assessment, communication, and PLCs. At the end of each meeting, a communication from the group will be prepared for TVEA members and district administrators, to ensure everyone reads the same message. The group will meet alternately at the TVEA office and the district office, starting on Dec. 18th. The first meeting will be to set up a survey on Common Core for teachers and to create a calendar of meetings for the group.

TVEA leadership appreciates this opportunity for teachers to be a part of Common Core decisions and provide input at all levels of the implementation process. Not only are teachers building curriculum and creating assessments (and working on revisions and improvements) in district cohorts and in PLC teams, but now they will be collaborating in guiding the process of how Common Core is rolled out for the rest of this school year and next year. But...this new teacher empowerment tool is only valuable if classroom teachers share concerns and ideas with the reps on the committee. They need to hear from you about what works, what doesn't work, and what makes implementation most effective with students and manageable for teachers. I encourage you to embrace the opportunity to guide this program for great success! (See page 2 for a list of classroom teachers on the committee.)

## SOCIAL HOUR at KILARNEY'S



THURSDAY DEC. 12th 4-6pm  
Let's celebrate the holidays together!  
Join us for appetizers and raffles.  
32475 Temecula Pkwy G101,  
Temecula, CA 92592

29377 Rancho California Rd #206  
Temecula, CA 92591  
P. 951.699.9970 F. 951.699.4771  
[www.tveducators.org](http://www.tveducators.org)



Temecula Valley Educators Association



## Common Core Steering Committee Contacts

Please note you can offer input to any members of the committee. Committee members will not be addressing particular assessment questions or details about particular assignments. They'll be addressing themes we hear across the district or ideas/concerns about implementation.

These are the classroom teachers who will be representing TVEA on the joint steering committee:

Jean Weinfurter, RSP (LES)

Katie Vanderhorst, English (DMS)

Cara Ramsey, English (TVHS)

Sina Albertoni, 2<sup>nd</sup> Grade (TLES)

Karen Hoskins, Math (BVMS)

Kristan Morales, Math (CHS)

Carleen Cook, 5<sup>th</sup> Grade (PVES)

## Common Core News

### Change in Testing Plans

To address the interest expressed by a large number of districts to have students take items from both math and language arts content areas, the sampling plan for Smarter Balanced testing has been modified. 95% of all California students in grades 3 - 8 and grade 11 will take items from both content areas. These students will take approximately 25 items from each subject area. (The remaining 5% of students will take a single subject version in either ELA or math.) Both groups will complete one performance task. The estimated field test administration time will remain approximately 3.5 hours for all participants. State Supt. of Public Instruction Tom Torlakson announced this in a November 20th letter to school districts.

**Website resources** TVEA teachers have shared with us:

- Readworks.org
- K12reader.com
- Commoncoresheets.com
- mybookezzz.org

### Courses and Webinars

**Pce.sandiego.edu** offers online self-paced and independent study courses that include Common Core themes and strategies.

Head to this website for live Wednesday 5 pm Share My Lesson webinars called "Common Core Confident": <http://www.sharemylesson.com/article.aspx?storyCode=50013466#.Uof5wZnTnug>. Archived webinars are also available at the same web address.

**Writing to Inform, Argue, and Analyze Professional Learning Module** on Dec. 11 at 3:30 pm

This California Department of Education webinar will focus on providing educator leaders and professional learning providers with an overview of how to facilitate group sessions using module content. The module is part of the CCSS for California Educators series and was developed in collaboration with the University of California Berkeley/California Writing Project

**Lessons Learned: CCSS Implementation within General Ed and Special Ed Classrooms with an Emphasis on Schools in the California Postsecondary Education Commission Grant** on Dec. 12 at 3:30 pm

The Center for Distance and Online Learning (CDOL) and the LA County Office of Education Reading Language Arts Unit will provide a look at promising practices for implementing the CCSS. This free interactive webinar provides viewers with a discussion of strategies and tools, and features district representatives who will share implementation approaches and video segments of promising practices. Viewers will have a chance to ask questions. For more information, please visit the CDOL Webinar Web page.

**Common Core Search Database is Now Available from the CDE**

The California Department of Education (CDE) now offers Common Core Search, an online searchable database that allows access to high-quality resources to support local implementation efforts. The database allows users to employ filters and a keyword search to quickly find the resources they are seeking. Common Core Search currently offers hundreds of resources that have been reviewed for quality. More resources will be added as they become available.

## VAPA Teachers Will Bring Release Time to Elementary Classroom Teachers

Next semester, 4 teachers will be hired to run a Visual and Performing Arts program weekly at each elementary school. The funding comes from Common Core-designated money, not the general fund, because it enables release time for classroom teachers. The team of VAPA teachers will follow a model used at BES, TTES, and FVES currently, in which APs have pulled entire grade levels of students together for lessons and released general ed teachers to work on Common Core planning. The extra prep time will be half team-time and half personal time, answering the needs expressed to TVEA for more PLC time AND more individual prep time related to Common Core.

## Common Core Implementation Around the United States

Wondering if our experience with Common Core so far is unique to TVUSD? Scholastic.com surveyed 20,000 teachers across the United States about awareness, implementation, impact of the new curriculum, and job satisfaction. Their survey found that 52% of teachers who currently teach math and/or English language arts in Common Core states say that implementation in their school is fully complete or mostly complete in at least one of these areas. 42% say implementation is in its early stages, and 6% say implementation has not started. 62% overall (and specifically, 67% of elementary teachers and 64% of secondary language arts or math teachers) agree that implementation of the Common Core State Standards is going well in their school. 52% of secondary teachers **not** currently teaching Common Core agree that implementation is going well. 73% of teachers who teach math, English language arts, science and/or social studies in Common Core states agree that they are enthusiastic about the implementation of the Common Core State Standards in their classrooms—with elementary teachers agreeing at a higher rate than secondary. 74% of all teachers in Common Core states say implementation will require them to make changes in their teaching practice. Teachers say that **their biggest need is more planning time to find materials and lessons plans**. After that, they identify quality professional development as the second most important need. They are most concerned about students succeeding who are currently working two or more grades below grade-level--and special education students. They rank age-appropriate, leveled instructional materials as the number one need to help students meet the Common Core State Standards. Interestingly, despite the numerous challenges facing teachers in the shift to Common Core, **88% of teachers surveyed agree that the rewards of their profession outweigh the challenges--and 89% are either very satisfied or satisfied with their job as a teacher.**

## Organizing Committee Survey

265 people have signed up to be part of TVEA's new "Text Alert" system to let members know when their participation in an event is needed. "Events" may include attending a school board meeting, being part of a rally, calling a legislator about an important vote related to education, and other actions. If you haven't signed up, but want to be part of this, please email your cell phone number and name to Lisa at [lhtvea@verizon.net](mailto:lhtvea@verizon.net) to be added to our Text Alert system.



## TVEA's Organizing Committee Wants to Speak to You!

The TVEA Organizing Committee would like to visit your site to engage members in group discussions and open up new avenues of 2-way communication. These discussions could be tied to your 10-minute meetings for staff as a large group activity, or scheduled as smaller group meetings for grade levels or subject areas. The goal is to gather input from members on concerns of the profession and member priorities. Committee representatives will come to your site at scheduled times before or after school to open up discussions and listen to teacher concerns. Meetings will probably last 20 – 30 minutes. The Organizing Committee will compile the comments, concerns, and discussion items they hear and report the findings to the TVEA Exec Board. This process will help provide direction to TVEA leadership and the Bargaining Team in ongoing discussions with the district.

Site reps can schedule a meeting at your site. Please let your site rep know you are interested.

## Teachers Make a Difference in Kenyan Program that Helps Street Kids

In Nakura, Kenya, three TVEA members have been working to help street children transition off the streets through a program called Street Hope Kenya. Through fundraising and hands-on assistance in Kenya, local teachers Cheryl Insua (ARES), who is the founder and director, Georgia Wilson (CHES), and Heather Hidalgo (CHES) are making a difference for homeless children who have been orphaned, abandoned, or forced to run away from home because of abuse.

Crosspoint Church, located in Temecula, is the common thread that brought these women together to travel to Kenya as ministry outreach. Insua was the initiator of the project that encourages and supports young children (mostly boys) as they transition from street life to living in a “home” (Rain Edge International Center) with “adopted” parents, Pastor Sammy Nawali and his wife.

In 2007, Insua travelled to Kenya on a “church-planting” mission and met a group of boys who lived on the street, who were hungry for (food and) attention and friendship. In her blog, Insua wrote of her motivation to make a difference with these children,

*“Unlike my own children, these boys had no one to lead them . . . no one to guide them . . . and no one to cast vision for their future. Unlike my own children, they lacked the unconditional love of a parent and the protective ‘covering’ of being in a family. They lacked encouragement, discipline, and basic care. They were marginalized on the streets, unwanted and seemingly of ‘no value.’ And I ached for them in the deepest part of my being. This is when God placed a burden for these boys on my heart.”*

About 2 years later, Insua stopped making excuses for not moving forward with a plan and started talking to others about a project to help the street kids. With her church, she sponsored a fundraiser, “Walk a Mile in My Shoes,” and raised money towards shoes for the many barefoot children on the streets. In 2010, she returned to Kenya with her daughter and worked with Kenyan partners to put on a “soccer outreach” for street kids—a special time for the children because they were “seen” and felt connected to others, and not ignored, as is often the case. In 2011, she went to Kenya to find someone who had expertise in working with street kids and met up with Pastor Nawali (a former street kid himself), who was already caring for 30 kids. With him as a partner, plans and visions started coming together.

Wilson went to Africa to work with Street Hope Kenya 2 years ago in March. Currently she is involved in behind-the-scenes fundraising and sponsors one of the children at Rain Edge. “I enjoy seeing photos of the children I met while there and the many projects that have been accomplished since my visit. Street Hope Kenya is an amazing organization with a true vision for helping children.”

Hidalgo heard Pastor Sammy give testimony at her church, and “I knew I was supposed to go.” She raised money through local fundraisers (candle sales, Chick-Filet dinners, garage sales) to buy her ticket to Kenya last summer (part of a group of 14), and she hopes to go again. “The amount of people who supported me blew me away,” she said. “Most of my financial support came through friends and others that believe in and want to support the cause, and I’ll be asking for financial support to return again.”

Committed volunteers worked in Nakura in spring 2012 and summer 2013 on several projects. A dorm was expanded, a kitchen put in, and 2 greenhouses were built—and work moved forward on building trade skills for the children, including metalwork, woodwork, and horticulture. Currently, about 100 children from the orphanage and 100 children from the community attend the school, Living Fountain Academy (K-8), attached to Rain Edge. Hidalgo tutored small groups of children and built relationships with students. (Students speak Swahili and English.) She was impressed by the amazing teachers she worked with in Kenya, who worked with few resources but high expectations. “We celebrated these teachers and acknowledged the wonderful work they do.” She noted that teachers often wrote passages from a textbook (the only one the classroom might have) on the board and children copied notes (which needed to be neat and accurate), and that choral responses were used constantly in the classroom.

A current project being worked on is “Restoration House,” a transitional housing center for kids proving they are ready to leave the streets (and for many, a life of addiction to sniffing industrial glue). Kids who move towards rehabilitation can graduate to Rain Edge living. “Addiction is so complicated,” Insua explained. “I’ve seen kids go back and forth from living on the street, wanting a chance at a better life, but getting pulled back into the lure of the street. We have hopes that the Restoration House will increase success, by allowing time to assimilate and to heal.”



Pastor Nawali wrote about his experience with a team of Street Hope Kenya volunteers, *The team brought people with special skills which were invested in us, and by the end of their stay, my team and some local men and women were left better than before they came. Now our people can lay tile, run electricity, paint and decorate. These trades empowered us and gave us an upper hand in the construction industry here. We now have trades that give us a real advantage in securing employment. This is so much more valuable than just giving our people money for their immediate needs; this empowers us to provide a living and a long term future.*

**How does Street Hope Kenya make these TVEA Members better teachers here in Temecula?** “I have a different heart,” said Hidalgo. “I look at each child differently. I don’t just assume all our kids live in an ‘okay home’ in Temecula. I also opened up more with families about my personal



life. I am alive and full of joy in a way I never was before.”

“My role as an educator has taken on new significance,” said Wilson. “I have a deeper desire to know my students and their unique abilities. After being in Kenya I realize that even the most limited children have untapped potential given the right circumstances. I hope by sharing stories from Kenya with my students they are inspired to overcome challenges and appreciate the great gift of receiving an education.”

“A lovely by-product of traveling yearly to Kenya,” said Insua, “is the first-hand knowledge of the culture, the animals, and even a bit of Kiswahilli. I hope to instill in my students a love of travel and love of people everywhere! Truly our culture may be different, but our hearts unite us! My favorite thing to share is that an education is the most prized possession in Kenya, one that is still not afforded to everyone due to economic hardship. I hope that my students will appreciate all that they are offered in TVUSD.”

To make a donation, click here: [streethopekenya.org](http://streethopekenya.org). You can also contact any of the teachers in this article to help support their fundraising efforts.



## Our Education Community is Spreading Holiday Cheer!



TVHS is collecting Toys for Tots in their front office. They are also collecting dog and cat food and miscellaneous pet supplies for the Junior Animal Friends of the Valley club. Donations will be collected Dec 9-13.

GMS recently did a canned food drive with the Rotary Club, collecting about a thousand cans. They are presently involved with Operation Santa Claus.

BVMS is collecting toys at their staff holiday celebration. The toys will be donated to Spark of Love. The Spark of Love toy drive is sponsored by the Riverside firefighters. If anyone is interested, dona-

tions will be accepted at your neighborhood Fire Station and the Civic Center between the hours of 8:00 am and 5:00 pm through December 19th.

MMS Student Venture collected items for, and created a dozen shoeboxes for Operation Christmas Child. This organization, a member of Samaritan's Purse, delivers millions of shoeboxes to children all over the world, many of whom have never received a Christmas present. Inside the boxes are toiletries, school supplies, small clothing items, and small toys. MMS has been doing this for about five years; the students really love it. They write inspirational notes to put in the boxes for the children. Pamela Gibbs and Ray Filipini sponsor this project. In addition, Dannette Craft is managing a pajama fundraiser for the Friends of Scott Foundation. All pajamas collected will go to local hospitals and be given to kids who have cancer. The goal is 200 pairs of front-opening PJs.

TTES and CHES are collecting Toys for Tots this year.

At JES, they have set up a Christmas tree with tags from HUGS Foster Agency for their annual Christmas gift donation drive. The teachers/staff and parents take a tag from the tree and provide a gift or 2 for that child. They are also collecting toys for needy children.

TLES just finished a fundraiser to assist those affected by storms in the Philippines. They raised \$1700, which went to the Red Cross.

VHES collected approximately 1500 cans of food/non-perishable items for the Temecula/Murrieta Rescue Mission during the week of November 18 - November 22<sup>nd</sup>. The Mission had to rent a U-Haul to collect all the food!

RHES has a toy drive going on right now for the holiday. They just concluded their "Heroes to Heroes" project, in which goodie bags for deployed military men and women were collected and sent to the soldiers. The bags were filled with all kinds of creature comforts from home.

NVES is collecting pajamas for the Scholastic PJ drive and toys for Sparks of Love.

**VHES collecting items for Temecula/Murrieta Rescue Mission**

## Know Your Contract--Appendixes

What are the Appendixes of our Collective Bargaining Agreement? The end of our collective bargaining agreement includes forms, calendars, and "schedules".

Appendix A—calendars

Appendix B—Salary Schedules

Appendix C—Stipend Schedule

Appendix D—Grievance Forms

Appendix E—Goal-Setting Forms and Evaluations Reports

Appendix F—Request for Approval of Course Work

Appendix G—Leave Requests

Appendix H—Longevity Application

Appendix I—Shared Teaching Agreement

Appendix J—Request for Transfer

Appendix K—Extended year contract

APPENDIX L—Elementary Professional Release Day Plan

## Have you taken advantage of longevity steps?

It might be a good time to think about whether you are eligible for a longevity step, set up for the start of Years 16, 19, 22, and 25. Note that a minimum of 50% of those years must have been spent as a TVUSD certificated employee. Per our contract, you should know that it may take up to 3 months for the change in your salary to take place, once you've filed the form, Longevity H-1 (located in our contract, and under "Forms" on the TVEA website. **You must be in Column F to receive longevity steps**, which means you must have a Master's degree for any longevity step.

TVEA encourages you to consider taking courses to improve your skills and also increase your salary. A Master's degree pays for itself pretty quickly on our salary scale. Additional credits expand your expertise and help you grow as an educator. Your credential tech in HR can answer questions about your current status on credits submitted.

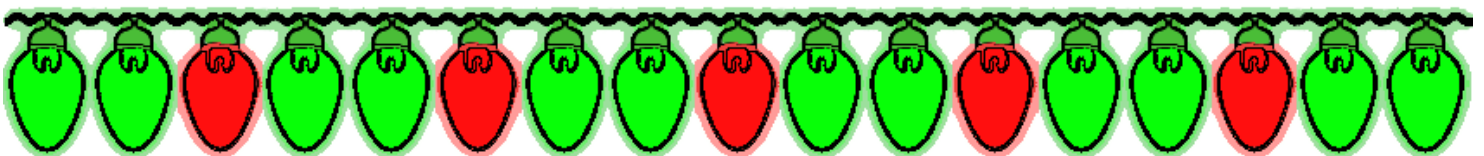
## Looking for a copy of the TVEA/TVUSD Contract?

All site leaders and Exec Board members have a hard copy of the current contract. To access on-line: you can go to <http://tveducators.org/images/docs/contract/201113/contract201113.pdf> or [http://www.tvusd.k12.ca.us/hr\\_contracts](http://www.tvusd.k12.ca.us/hr_contracts).

## GLBT Conference Inspires Attendees

Once again, CTA's GLBT Conference offered numerous workshop options-- with the only problem being there was not enough time to attend more sessions! Two 2-hour workshops were held Saturday and one 2-hour workshop was available Sunday morning. Cleve Jones, the man responsible for the AIDS quilt, was Saturday's keynote speaker and CTA President Dean Vogel spoke Sunday--both very motivating with their words. I attended sessions on Workplace Bullying, Interventions for LGBTQ Bullied Students, and a panel discussion featuring LGBTQ teachers, students, and parents---all very inspiring and informative sessions. The beauty of the conference is that while the focus may be on GLBTQ issues, the information shared in the workshops are applicable to any of the parents, colleagues, and students with whom we have contact. I encourage any of you to attend a future conference--for you, for your colleagues, for your parents, and for your students. --Mitch Brown (NHS)

I was inspired by another teacher's story to really take the reins on a project I've been thinking about for 2 years. I want to convey how important it is for teachers that are a part of the LGBT community and a part of TVEA to seek out and connect with other members in a safe and supportive environment. I want it to be known that I personally am working on a way for LGBT members to meet and get to know one another without fear of being ridiculed or "outed" before he/she is ready. It is important that these connections be made, just as with other minority groups, so that the sense of "community" can be felt strongly for ALL TVEA members. If anyone is interested in learning more about this project, or if anyone would like to offer help/ideas, please call the TVEA Office Manager at 699-9970 for contact information. LGBT members and allies could start to build the type of relationships we need in this conservative area we call home. --Sarah Cisneros (GOHS)



## **NEA Offers Great Public Schools Grants**

At the NEA Assembly this summer, delegates voted to increase dues \$3 annually to create a fund that distributes grants to help local associations demonstrate leadership in enhancing the quality of public education. As teachers, we can use our own ideas to step up boldly to take charge of our education professions! Grants will be awarded using criteria that stem from the key elements of NEA's "Raise Your Hand" campaign –

**Successful Students:** programs and initiatives that foster comprehensive student-centered school reform (such as successful implementation of the Common Core State Standards) and that provide programs and resources necessary to support local affiliate leaders in their roles as education change agents

**Accomplished Professionals:** initiatives that empower educators to define quality and develop systems that support and ensure quality professional practice at every level

**Dynamic Collaboration :** initiatives and partnerships, with members and other education and community stakeholders, that will enhance the education profession and student learning while putting educators and unions at the forefront of the promotion and protection of quality educational practices and quality educators

**Empowered Leaders:** programs that support and engage emerging education leaders and that shape/strengthen the critical factors necessary to achieve great public schools and empower all of our members to lead their professions.

GPS Grants may not be used for overhead expenses, public relations activities, legislative campaigns, or any other program or activity covered by other NEA grants or funded with other NEA monies. To find out more, go to <http://www.nea.org/grants/56725.htm>. Applications are due Dec. 31<sup>st</sup>.

## **NEA Offers Pet Insurance**

Thinking about pet health insurance? Pets Best Insurance is available at a discount from NEA Member Benefits and can take away some worries as you budget for pet care . It can help



make vet bills affordable and help you avoid large medical bills for your pet. Pet insurance can be a great way to help budget for veterinary care in case of an unexpected accident or illness, which can cost thousands of dollars. Pet insurance plans can typically include reimbursement for:

- Emergency Visits
- Exams
- Surgery
- Prescriptions
- Cancer
- X-rays
- Lab Tests
- Hospitalization
- and more...

NEA recommends Pets Best Insurance because it allows you to visit any licensed veterinarian, no medical records are required to enroll, and most claims are processed within 2 business days. In addition, there are no upper age limits for your pet, and you can opt for routine care coverage for an additional cost. Plans start at less than \$1 per day.

## **You can Apply to Be an NEA Community Facilitator!**

You can become a community facilitator to engage educators to collaborate, share resources, and improve public education.

As educators dedicated to student success, there's nothing more important than making a difference. We make a difference by exploring ways to improve our schools. We keep tabs on professional issues, search for ways to enhance student learning, and seek out resources to assist educators. When we find them, we share them.

NEA has set up the Great Public Schools Network to help educators build and engage online communities on these topics:

- Classroom Management
- Class Size
- Staff Bullying
- Flipped Classroom
- ELL/ESL/ESOL/Bilingual Education
- Teacher Evaluation
- Student Bullying
- Achievement Gap
- Special Education
- Literacy

Community facilitators will receive an annual stipend of \$2,000 USD per year (or \$1,000 each for a team of two) from NEA. The time commitment required is 2 - 5 hours per week and can be shared with a colleague. Responsibilities include: facilitating community discussions, recruiting members, managing resources, aiding in marketing, curating events, highlighting active members, reviewing site analytic reports to improve community activity, and actively engaging in the GPS Network community as a whole. Contact [bfrank@NEA.org](mailto:bfrank@NEA.org) if you are interested.

## Ethnic Minority Leadership Development Conference Provides Opportunities

The San Geronio Service Center presented a short conference in Riverside Nov. 8<sup>th</sup> and 9<sup>th</sup> at the Mission Inn in Riverside. Four TVEA members attended, focusing their attention on “Diversity, Dedication, Determination.” Workshops featured empowerment skills, legislation that affects communities of color, understanding the national and state association systems, intercultural conflict, and other topics. The Vista del Lago Polynesian Club entertained attendees after the keynote speech by Dr. Keith Osajima, a professor of race and ethnic studies from Redlands. “I attended a workshop called **Increasing Ethnic Minority Involvement**. TVEA’s demographics include 86% Caucasian, 2% African American, 7% Hispanic, and 5% other ethnic groups. It’s important that all members feel represented in the association, and feel their needs are being addressed. Site reps need to make sure they are inclusive of all ethnic groups, and share leadership role opportunities and training opportunities with all members. In addition to discussing encouraging minority involvement, the workshop discussed encouraging getting younger teachers involved, as they traditionally are a ‘less-engaged’ group in associations.” --Chris Lindberg

“**Putting ‘Local’ Back in the LCFF** is the workshop that I attended, and it was very informative. LCFF stands for Local Control Funding Formula and it is the new game in town for funding California schools. The way the state is funding local districts has changed drastically. Each school’s budget for 2013-2014 will be no less than last year. There will no longer be categorical funding, with strings attached to specific funds. The complete funding/implementation of LCFF will be an 8-year plan. Districts have created Local Control & Accountability Plan (LCAP) advisory committees to oversee and decide how funds should be spent. TVUSD’s LCAP committee (made up of teachers, administrators, and community members) has already met 3 times to analyze data and examine ways to improve services and instruction. TVUSD has also created a written form to gather suggestions to direct funding. On 11/7/13, at an LCAP Community forum (which only 3 teachers attended), Diana Damon-White estimated that the amount of LCFF funds our district will receive for 2014-2015 will roughly be \$1.5-1.7 million. The next Community Forum will be 12/19/13 in the ABC District conference rooms. To find out more, attend the LCAP community forums to advocate for funding that you think will benefit students most--and to gain a general understanding of how funding will be allocated in the future.” --Steve Campos (VRMS)



## SHOUTS

Thank you to Steve Campos, Jesus Aguilera, Tara Paul, Marcia Varner, and Chris Lindberg—who attended the Ethnic Minority Leadership Event in Riverside Nov. 8<sup>th</sup> and 9<sup>th</sup>!

Congratulations to the 52 teachers who received mini-grants from the Temecula Valley Foundation for Excellence in Education: Cheryl Insua (ARES), Jennifer Alexander & Lynn Belleggie & Erin Nielson (BES), Leanna Bush & Susana Torres (CHES), Marcia Varner & Christina Katan (FVES), Michelle Voye (NVES), Cathy Bamber & Anne O’Donnell McCann (RES), Melissa Salazar (RHES), Jaime Hall & Ariana Kraft & Rita Paladino & Jennifer Stanard & Karen Vogt (TLES), Lisa Han (TTES), Frank Bantle (VES), Robyn MacNair & Chris McLeod & Rebecca Scarfone & Jeanine Wulfenstein (GMS), Kathy McDonald & Amanda Siroky (BVMS), Lauren Davis & Aruna D’Souza & Sean O’Hara (DMS), Andrea Cadman (MMS), Rick Boyd & Alisha Coop & Paula Eberle & Pauline Nelson & Angelica Trujillo (VRMS), Pamela Combs (VHES), Valerie Backus & Scott Carey & Lori Herrington (CHS), Shirley Briggs & Kristen Olko & Alan Underwood (CHS), Mark Farrin & Ryan Garcia & David Miles & Sabrina Skeels & Ruben Villar (GOHS), Blaine Boyer (RVHS), and Julia Bell & Anthony Mendez (TVHS).

Scott Krefft and Greg Page (and TVUSD) were awarded Energy Stars awards by the EPA and celebrated at the November School Board Meeting. TVUSD has received national recognition for energy savings of over \$1.85 million, plus \$800,000 in other savings to the district since the program started under their leadership. The district has reduced nearly 17% of greenhouse gasses since the inception of the energy program and has been recognized for being in the Top 25th percentile of similar school districts nationwide in this area. Scott and Greg applaud the efforts of teachers, support staff to make this happen.

Alba Pineda, Soha Sjostrom, and Cheryl Stark were recognized at the same meeting for their Peer Buddies Program at GMS.

Thanks to speakers at the October School Board meeting: Frank Bantle, Mark Harniteaux, Chad Yates, and Edgar Diaz!

Christine Eagleton, Kate Kennedy, Amy Orth, and Jennifer Spencer did a great job of reporting out on Kindergarten Common Core one-on-one assessments, now being completed online for faster and more accessible record-keeping—for both teachers and parents.

Thanks go out to Anne-Marie Curtis, Jean Weinfurter, Julie Gonzalez, Karen Hogan, Angie Lucas, Kimberly Miller, and Erin Morrin, for giving up their weekend time Nov. 16<sup>th</sup> to attend a CTA Special Ed workshop!

Congratulations Kristen & William Breglio, their baby William Edward Jr was born 11/24!

TVEA’s thankful for Melissa Young, Cara Ramsey, and Wendy Johnson for their input on setting up our Steering Committee for Common Core.



# EVENTS



## Upcoming Events

Dec. 5	Executive Board Meeting
Dec. 9	Organizing Committee Meeting
Dec. 10	School Board Meeting
Dec. 11	Leadership Council Meeting
Dec. 12	Social Hour at Killarney's
Dec. 18	Common Core Steering Committee Meeting
Dec. 21 – Jan. 5	Winter Break/No School
Jan. 6	Staff Development /Teacher Prep Day
Jan. 7	Virtual Town Hall Meetings for all CTA members at 4 pm and 7 pm
Jan. 7	Organizing Committee Meeting
Jan. 9	Exec Board Meeting
Jan. 11	San Geronio Service Center Meeting
Jan. 15	Leadership Council Meeting
Jan. 17 – 19	CTA Issues Conference
Jan. 20	No School
Jan. 24 – 26	CTA State Council Meeting

## TVEA Congratulates Employees of the Year!

André Grey – District Administrator of the Year  
 Michael McTasney – Principal of the Year  
 Eric Pietersma – Classified Administrator of the Year  
 Omar Acosta – Site Support Employee of the Year  
 Patricia James – Classified Employee of the Year

## Welcome, New Teachers!

TVEA welcomes new members to association membership:  
 Breanna Dean (PVES)—RSP Teacher  
 Barbara Hinman—District Nurse  
 Shelly Sims (PES)—Speech and Language Pathologist  
 Jacqueline Amdur (TES)—1<sup>st</sup> Grade  
 Shannon Engelhart (GOHS)—ASL  
 Diana Turner (VES)—SDC Teacher

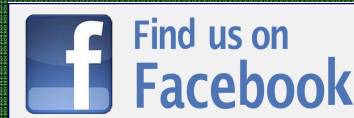


## Catastrophic Leave

Several employees could use your assistance right now.  
 TMS classified employee, Pamela Gonzales, has been approved for Catastrophic Leave for her current medical absence.  
 GOHS Classified employee, Cheryl Neff, has been approved for Catastrophic Leave for her current medical absence.  
 PES Classified employee, Megan Krugielki, has been approved for Catastrophic Leave for her current medical absence.  
 Any TVUSD employees (classified, certificated and administrative) may donate sick bank leave hours on their behalf by filling out and submitting to Payroll the Catastrophic Leave Donation form.  
 Note that donors may donate up to a maximum of 2 days' worth of their own sick bank leave time to an approved Catastrophic Leave employee. Donors must be able to maintain a minimum of 20 days' worth of sick leave for themselves.

## TVEA is on Facebook!

Please "like" TVEA-Temecula Valley Educators Association, and you'll be kept up to date on events, relevant news to educators, and perspectives on education issues! It's more important than ever to be informed about public education!



**Happy Holidays from  
 your Executive Board!**

## Temecula Valley Educators Association

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(951) 699-9970

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[www.tveducators.org](http://www.tveducators.org)

### TVEA Officers

Chris Lindberg, President

Edgar Diaz, GMS, 1st VP

Jeff Kingsberg, CHS, 2nd VP

Bob Rollins, RVHS, Treasurer

Carla Kestler, TES, Secretary

### Area Representatives

Chad Yates, GOHS, High School

Jeanine Wulfenstein, Middle School

Theresa Thompson, PVES,

Upper Elem

Upper Elementary

Tammy Iverson, LES,

Primary Elementary

Karen Hogan, Special Interest

### Committee Chairs

Edgar Diaz, GMS,

Bargaining

Marcia Varner, FVES,

Equity & Human Rights

Gary Check, VES, Insurance

Lynn Breen, LES, Insurance

Belisa Guerrero, TES,

Social Events

Traci Pawlak, VHES &

Mark Harnetiaux, GOHS, Elections

Alexa Ingram-Dupart, LES, &

Sean O'Hara (DMS) PAC

Robin Orner, LES, IPD

### CTA State Council

Mitch Brown

Bob Rollins

Marcia Varner

NEA Delegate

Marcia Varner



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