

Voter

*The League of Women Voters
Of Fremont, Newark and
Union City*

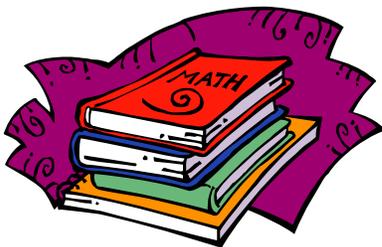


Happy Thanksgiving

November, 2004

THE LEAGUE OF WOMEN VOTERS OF FREMONT, NEWARK AND UNION CITY
Presents:

***Informational and
Consensus Meetings
to update LWVC
Positions On Education
Presented by the Education Resource
Committee
At St. James Episcopal Church
37051Cabrillo Terrace
Fremont
November 8 and 15
6:30— Coffee and dessert
7:00— Program***



PRESIDENT'S MESSAGE

I have this recurring 'dream' that we are putting on a forum for tens of candidates and they are all talking at the same time in a nonsense language. What do you think Freud would say? As I write this we have a few more forums to present. The entire re-play schedule is on the web site, including the last forum on October 26th for the Ohlone board. Ellen and Letha and their entire crew have been spectacular. Bob and Veronica at Comcast have helped us out as usual. We have initiated new moderators with great success. We have presented Pros and Cons to about 12 different groups. Voter registration affidavits are disappearing at rapid rates. The frosting on top of the cake will be the election on November 2nd. Many of us will be working at the polls to help the voters' dreams of a free and fair election come true. And for local voters the completion of the Candidate Information Booklet has meant access to information about more candidates. Congratulations to that committee.

In addition to all of the Voter Service activity, several members are participating in a media watch of election coverage of the early and late evening news broadcasts. Our League along with 4 other non partisan organizations are each filling our forms to see what if any substantive election coverage is being sent out over the airwaves in the 3 weeks prior to the election. We are watching KTVU, KNTV, KRON, KPIX and KGO. We met with KRON, KGO and KPIX before starting the coverage and hope to meet again after the election. The idea is to build bridges between the stations and the communities they serve.

In November and December we will be back to policy working. November will find us re-examining LWVC's position on education in two consensus meetings. Material for the meetings is contained in this Voter.

December is our annual time for Program Planning, this time for LWVC positions. On January 9th we have been asked to monitor the election for the Sikh temple. We will need lots of volunteers since they anticipate over 8,000 voters in one day! So save that date and also January 10th when we will be counting the votes!

—Alex Starr

BOARD BRIEFS

Reported on meetings with KGO, KPIX & KRON and planned media watch.

Approved appointment of Judy Zlatnik as our representative on the UUT oversight committee if measure passes.

Added Democracy Dinner in April 2005 to our regular agenda.

Supported innovative membership renewal mailing.

Approved monitoring of Sikh Temple election on January 9, 2005.

RUMMAGE SALE A BIG SUCCESS

Thanks to Alison Kieft for organizing another successful Rummage Sale for our League. We made \$365.40. Thanks to all who donated their "treasures" and to all those who helped at the event. Holly Bell Walter graciously hosted the sale and pricing party the night before. It was a fun day for everyone who participated.

CONSENSUS QUESTIONS

1. EQUITABLE ACCESS TO QUALITY EDUCATION

Is it the obligation of the state to provide equitable opportunities for teaching and learning systemwide such that every student will be able to meet mandated state standards and to graduate with the skills and knowledge necessary to choose either postsecondary education or immediate entry into gainful employment or both?

- A. If it is the obligation of the state to provide equitable opportunities as stated above, is the state currently meeting this constitutional obligation? (Yes/No). If the answer to 1A is "Yes", proceed to C; if the answer is "No", proceed to B.
- B. If the answer to 1A is "No",
 - 1. What obstacles prevent it from doing so?
 - 2. What steps can be taken to improve the equitable delivery of quality public education to all students in California?
 - 3. What are the elements that have to be provided if all students are to receive an equitable opportunity to learn?
- C. Charter schools have been introduced since our last study of education.
 - 1. Are charter schools helping students succeed?
 - 2. What effect, if any, are they having on noncharter public schools?
 - 3. Should they be actively encouraged?
- D. How can the State assist individual school organizations (local districts and school sites) in providing what is needed to maximize the potential for every student to achieve?
- E. A goal of the California Master Plan for Education is to have every child enter school ready to learn.
 - 1. Is this a worthy goal?
 - 2. What proportion of students should be ready to learn to be successful in achieving this goal? (e.g. 70%. 90%)
 - 3. What interventions are needed to make this happen?
 - a. Universal access to voluntary preschool for all children?
 - b. Universal access for those most at risk?
 - c. What about high-risk families who do not choose to enroll?
 - 4. Does the Master Plan adequately address the parent as the child's first teacher?

2. SCHOOL FINANCE

- A. Given the high standards that are now required of all students in California schools, in what ways can the State exercise its constitutional responsibility to provide sustainable, transparent, adequate and timely funding to equitably meet the needs of all students?
 - 1. Should the State set aside funds for specific purposes (i.e. textbooks, needs of English Language Learners, special education, low socio-economic, etc.? Please answer Yes or No and give rationale.
 - 2. If the State does set aside funding for specific purposes, should the current categorical funding sources remain or should the State move to block grant concept or weighted student formula of students served?
 - 3. To which level should State funds be given for local decision-making?

	ALL FUNDS	RESTRICTED FUNDS
County Board/County Office of Education		
School District Board/Superintendent		
School Site Council/School Governance Committee		
Principal		

- 4. Should the State take action to make it possible for schools to seek new revenue locally?
Current options for operational funds are parcel tax and Maintenance Assessment District (recreation tax).

3. GOVERNANCE

- A. At the State level, how can authority best be aligned with accountability?
- B. How can funding responsibilities be aligned with other governance responsibilities?
- C. Should governance be more centralized, or should there be an improved system of checks and balances among educational policy makers?
- D. Which functions of governance should be locally controlled and which ones are best reserved for the State?
- E. At the State level, which of the following entities should bear the greatest responsibility/power/accountability for the governance of education or should they be shared?
 - 1. Legislature
 - 2. Governor
 - 3. Secretary of Education
 - 4. State Board of Education (SBE)
 - 5. State Superintendent of Education (SPI)

4. ACCOUNTABILITY AND ASSESSMENT

- A. Is student assessment helping improve the quality of education and student learning?
 1. If yes, how?
 2. If no, why?
 3. In what ways does student assessment have a positive effect
 4. In what ways does student assessment have a negative effect?
- B. By focusing attention of all students, has California's accountability system resulted in improved student achievement, particularly in low-performing schools?
- C. What effect is the emphasis on testing for basic skills acquisition having on high-level learning/thinking, and the development of non-cognitive skills (i.e., reliability, integrity, working with others, etc.)?
- D. Are rewards and sanctions currently tied to student test scores effectively motivating educators to improve academic outcomes?
- E. Are schools that serve the urban and rural poor receiving sufficient additional resources and assistance needed to improve student outcomes?
- F. Are lower-performing schools receiving sufficient additional resources, assistance, and time to work with low-achieving students as much as needed to improve student outcomes?
- G. Is performance data presented to teachers, schools, and districts in a way that is understandable and usable?
- H. Are teachers, schools, districts, and parents able to use the performance data to effectively support student success?
- I. What roles and responsibilities should be designated to the local districts and sites to improve student achievement in their schools?
- J. Have policy-makers taken the necessary steps to ensure the successful implementation of the High School Exit Exam, targeted for 2006?

5. THE PUBLIC'S ROLE IN PUBLIC EDUCATION

How can all the institutions and nongovernmental organizations that are concerned about public education in California work together more effectively to improve the quality of education offered to California Students? What role can the LWVC play?

CANDIDATE INFORMATION BOOKLET,

Many, many thanks to the Candidate Information Booklet Crew for all their hard and competent work and for their great attitude. The job of being chair was the one that took the least skill, but I was surrounded by people who knew their jobs and did them professionally and on time. It was a great group effort!!

Gus Morrison calculated the numbers and worked 12 straight hours on the data base. Then he made two BART runs to Oakland to get information from the Registrar of Voters saying it was no big deal because he read on the BART. His head is full of vital information, and he always does his work- by the next morning!

Jean Holmes handled the finances and checked in all the materials. She helped new candidates get their FPPC numbers even though two of them had to make a last minute trip to Sacramento to meet the booklet deadline. She stayed on top of things and saw that the bills and refunds were paid on time.

New member Barbara Juzulenas helped get out the original invitations and did proof reading. She has a very good eye, and she is a great addition to our League.

Jane Mueller produced flawless text for the pages of the book. She never seems to get flapped and always delivers her copy on time. She makes us look good!

John Smith made a trip to Oakland and managed to jawbone the postmaster into allowing us to use a non-profit rate for mailing. We never managed to do this in the past, but John is persuasive. He also is a competent person with the calculator, and he wants to know all the details. He kept me on task as the two of us called and e-mailed the candidates to meet the deadlines.

Bob Monkman did the initial PR and gave good suggestions for changes that were incorporated. This year, with the help of the smartvoter webmaster, the candidates' pages were loaded onto our League smartvoter site.

Charlie Scribner knows the printing business, and he was our end of project savior, spending countless hours fixing and correcting and making copies of discs. One of the last nights, he was at it until one in the morning. He got us to the printer on time and looking good. And he is unendingly cheerful no matter what happens.

Anu Naturajan wasn't on our original committee, but she joined us and became a wonderful help. Her computer skills are amazing, and she's a worker.

So you see that the job was shared, and now there are nine people who know exactly how to chair this project. All I can say to them is a huge thank you for all the effort. It was fantastic to be in their company.

—Marilyn Singer
Project Coordinator
Candidate Information Booklet 2004

(Editor's note: I am sure that all of you will join me in thanking Marilyn Singer for all her hard work in producing the Candidate Information Booklet)

LWVC EDUCATION POSITIONS

POSITION IN BRIEF: *Support a comprehensive kindergarten through twelfth grade public education system which meets the needs of each individual student; challenges all students to reach their highest potential; develops patterns of lifelong learning and responsible citizenship.*

Support a system of funding which is adequate, flexible, equitable, reliable; derived from a combination of revenue sources; distributed fairly to ensure equal access to public education for all students.

Support formulating broad general guidelines at the state level and developing and implementing program at the local level.

POSITIONS

Curriculum

1. Joint responsibility for coordinated curriculum planning in which the state develops broad guidelines for a common core curriculum and the local district develops a comprehensive challenging curriculum which:

- a. includes the state minimum requirements;
- b. meets the needs and challenges the abilities of all students in the district;
- c. reflects priorities set in the local community.

Guidelines

2. State policies, guidelines, and standards for curriculum should encourage the local districts to:
 - a. develop a broad curriculum;
 - b. provide for an appropriate range of student abilities and interests;
 - c. evaluate feasibility of proposals and effectiveness of curriculum.

Program

3. Educational programs should have sufficient resources to provide all students with:
 - a. command of basic skills;
 - b. competence in complex skills;
 - c. exposure to broad common body of knowledge;
 - d. appreciation and respect for one's own cultural heritage and that of others;
 - d. appreciation and respect for one's own cultural heritage and that of others;
 - e. preparation for leading productive lives;
 - f. sufficient instruction to develop competence in speaking, reading, and writing English;
 - g. services needed to ensure a school environment conducive to learning;
 - h. a process to identify special needs and provide appropriate services to meet those needs;
 - i. a variety of challenging learning opportunities.

Personnel-State Level

4. Responsibility at the state level for:
 - a. developing guidelines for recruiting, training, certifying, and retraining teachers which maintain high standards;
 - b. including early and extensive experience in the classroom in the teacher training system;
 - c. developing guidelines for evaluation which are fair, rigorous, and frequent with high standards for retraining teachers and with effective procedures for removing ineffective teachers;
 - d. allocating sufficient funds to provide adequate and appropriate salaries for teachers and administrators;
 - e. maintaining a financially sound teacher retirement system;
 - f. regulations governing tenure which permit a fair, rigorous, and frequent evaluation system.

(Continued)

Personnel-Local Level

- 5. Responsibility at the local level for:
 - a. maintaining high performance standards for teachers and administrators;
 - b. implementing a fair, rigorous, frequent evaluation system;
 - c. providing opportunities for retraining and professional growth for teachers;
 - d. ensuring adequate and appropriate salaries and benefits;
 - e. providing a work environment which is conducive to good teaching;
 - f. providing incentives for excellence in teaching;
 - g. sustaining community support and recognition for educators and education;
 - h. providing the appropriate notice and access for the community to the collective bargaining process;
 - i. utilizing, when possible, collaborative approaches to collective bargaining.

Finance

- 6. Responsibility at the state level for:
 - a. primary funding of public education, with provision for as much local control as possible over local schools;
 - b. a flexible, equitable system of adequate and reliable funding derived from a combination of tax sources that includes a portion of the property tax;
 - c. developing a school finance system that incorporates a multi-year mechanism and enables orderly, timely, effective budgeting and negotiating processes at the local level;
 - d. developing a process for forward funding of the educational budget with decisions made in the year before implementation;
 - e. equitable distribution of general purpose funds based on student population;
 - f. general purpose funding which is sufficient to provide a comprehensive and challenging program for all students;
 - g. separate and appropriate funding of programs for students with special needs;
 - h. an equitable funding system that encourages local control;
 - i. full funding of mandated programs and procedures to avoid encroachment upon the general educational program;
 - j. periodic review of state mandated programs;
 - k. permitting districts access to supplementary funds for meeting locally determined needs with due regard to equity;
 - l. a uniform system of budgeting and accounting;
 - m. opposition to expenditures by the state for vouchers to non-public schools.

Governance

- 7. Implementation of a system of educational accountability for both finances and student progress in which:
 - a. the local district is accountable to its community and state;
 - b. the state is accountable to its citizens.

State Level

- 8. Responsibility at the state level for:
 - a. setting broad education goals and policies;
 - b. formulating long range plans for the statewide system;
 - c. determining minimum standards and guidelines for evaluating student progress;
 - d. a state educational code which defines state responsibilities and allows local decision making;
 - e. developing broad guidelines for instructional materials selection;
 - f. school building safety standards.

Local Level

- 9. Responsibility at the local level for:
 - a. setting long range community goals and interim objectives;
 - b. long range planning for the district;
 - c. formulation, implementation, and evaluation of programs;
 - d. effective implementation of mandated programs;
 - e. involvement of the community in the assessment of local educational needs and goals.
- 10. State and local responsibility for providing public access to decision making in public education.

Adopted 1973; Updated 1985; Readopted at the last convention



★ **THANKS!** ★

★ **Thanks to Fremont Bank for its generous donation to our League.** ★



It's easy to JOIN the LEAGUE OF WOMEN VOTERS

Any person, man or woman, who subscribes to the purpose and policy of the League may join.

To be a voting member, one must be at least 18 years of age and a U.S. citizen

Annual dues includes membership in Local, Bay Area, California and National Leagues.

Make your check payable to: LEAGUE OF WOMEN VOTERS and mail it with this form to:

LWVFNUC—MEMBERSHIP, P.O. Box 3218, Fremont, CA, 94539

_____ Individual Membership - \$50 _____ Household - \$75

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Dues and contributions to the League are not tax deductible. Contributions to L.W.V. Ed Fund are deductible to the extent allowed by law. For more information, or for confidential financial dues assistance, please contact: Ann Crosbie: 510-657-3422, crosbieclan@comcast.net. LWVFNUC affirms its commitment to reflect the diversity of our communities in our membership and actions. We believe diverse views are important for responsible decision making and seek to work with all people and groups who reflect our community's diversity.

LWVFNUC Voter

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of Fremont, Newark and Union City.*

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*Materials are available 7:30 AM to 5:00 PM
with permission from a board member*

VOTER SERVICE

Candidate Forums were in progress most of October. We covered all local races in Fremont, Newark and Union City. It has been an art of juggling to find dates and locations that did not have schedule clashes, but we are glad to report that they all fell into place. Candidates were largely very responsive to our invitations to participate and very cooperative in their participation.

Comcast has rebroadcast all the forums. The schedule was on our website and on Smart Voter so that all could learn about the candidates. We would like to thank all the League members who have given generously of their time to help at the forums.

Letha Saldanha and Ellen Culver

Mission Statement

The League of Women Voters of Fremont, Newark, and Union City, a non-partisan political organization, encourages the informed and active participation of citizens in government, works to increase understanding of major public policy issues, and influences public policy through education and advocacy

ELECTRONIC CORNER

Log on to

<http://www.100topgovernmentsites.com>

You can find many interesting sites. The opening page lists 100 top government sites, included, among many, **Institute for Public Accuracy**, a nationwide consortium of policy researchers, **The Federal Gateway**, a huge directory of federal government links, **U.S. House of Representatives**, official site for the U.S. House, and 97 more. In addition it provides links from Animals to Wrestling, even Jokes and Games.

—Vesta Wilson

A World of Its Own: Electric Utility Regulation in California



Background: Public utilities bring essential commodities and services to the public – electricity, gas, water, telephones, transportation.

At their beginnings a century and more ago, they enjoyed (some more than others) a period of untrammled competition. The results included a disorderly, sometimes dangerous and always needless multiplication of pipe lines and overhead pole lines, and demonstrated to the satisfaction of most that public utilities were “natural monopolies.”

Legislatures granted them exclusive service territories. Recognizing that this protection from competition could be abused, they also set up regulatory bodies to control utility rates and ensure that they operate in the public interest. A particular benefit, not always generally appreciated, was the ability this gave the utilities to make orderly, long-term plans to serve the public.

The Regulators and the Regulated: Our state is served by three major investor-owned electric utilities: Pacific Gas & Electric (PG&E), Southern California Edison (SCE) and San Diego Gas & Electric (SDG&E). Other electric utilities are owned by municipalities or irrigation districts and not subject to state regulation. Three principal state agencies do the regulating:

The California Public Utilities Commission (CPUC), with both legislative and judicial powers. A principal duty of the five commissioners is to question and analyze detailed applications by the utilities for rate changes and set the final rates that are charged customers.

The California Energy Commission (CEC) (as it is generally known). Its five commissioners must forecast energy needs, license power plants, and promote conservation and alternative energy resources.

The California Independent System Operator (CA ISO), established in 1996 along with the legislation, AB 1890, which “deregulated” the private utilities. AB 1890 required the utilities to commit control of their transmission facilities to the ISO.

In addition, **the Federal Energy Regulatory Commission (FERC)** regulates natural gas and hydropower projects, and interstate transmission of natural gas, oil and electricity.

Electricity Generation: Through nearly all of the 1900s, most of California’s electricity was produced in plants owned by the three major investor-owned utilities (IOUs). As their fuel costs increased and as they invested in new facilities, they petitioned the CPUC for adjustments in their rates to recover these costs. For a variety of reasons, by the 1990s electric rates in California were among the highest in the nation. Demand was increasing, power plants were aging and new ones were not being built.

Hoping to bring prices down by encouraging the construction of new plants and by increasing the available fuel supply, the state legislature passed AB 1890, which ended the protected-monopoly status of the three IOUs. They were required to sell most of their largest generating plants. Competition was invited into the market.

The results are well remembered. “Merchant generators” – independent power producers, out-of-state utilities, and power brokers – established a *de facto* oligopoly. They kept prices high. In the 2000-2001 energy crisis they took plants off-line when demand was highest – like hot summer afternoons with massive air-conditioning usage – causing truly outrageous wholesale prices. Legislation now keeps them from doing this. And the CA ISO is developing ways to separate real from contrived price fluctuations, so the legislature or the CPUC can cap prices if manipulation again becomes evident.

In 2002 the legislature passed SB 1389, which requires the CEC to prepare an Integrated Energy Policy Report every two years. The staff is asked to look ahead five to 20 years and judge what California’s energy systems should look like, and what we need to do to get there. The LWVC Energy Committee has been working with the CEC staff for more than a year to present a public interest perspective on this.

Incentives – to produce and to conserve – remain the big issues in the area of generation. More than 9,400 MW of new capacity came on line in the last four years, but forecasters warn that without yet more investment in new plants, another power crunch is likely – and within two to six years. The weakened financial status of utilities and merchant generators remains a concern.

Electricity Transmission: Before deregulation, the major California transmission lines were owned and operated by the IOUs. They were responsible for reliability within their service territories, although their lines were (and still are) part of a coordinated 14-

western-state grid. Then AB1890 required the utilities to give control of their transmission facilities to the ISO. Owners of the lines still develop their own expansion plans, but the ISO judges the need and (if a proposed CPUC rule is adopted) the CPUC then defines the transmission routes that best serve the “public convenience and necessity.”

Current long- and short-term visions of the CEC, CPUC and CPA are set out in an action plan that supports development of a strategic, long-range plan for transmission. But even as this planning goes forward, a number of areas have transmission constraints, most notably the San Francisco Bay, Tehachapi, Devers and San Diego areas.

Some of the big questions in transmission include how to:

- Ensure system reliability when the public fights grid expansion.
- Ensure reliability when generators are far distant from end users.
- Develop a cost/benefit assessment process that includes merchant generators.
- Factor environmental justice into siting decisions.
- Remedy the present balkanized state of the transmission system.
- Find or establish statewide or regional land-use planning authorities.

Electricity Distribution: Distribution refers to the lower-voltage lines and equipment that deliver power from the high-voltage transmission lines to the consumers. Before AB 1890 all end-users – industrial, commercial and residential – were customers of the IOUs. With the passage of that bill, choice was offered: customers could negotiate **direct access** contracts with other suppliers. The hope – or dream – was that more generation would come into the market and prices would decline. What happened was the “perfect storm” of price increases.

The IOUs at that point had virtually no long-term wholesale contracts in place, and they became more and more dependent on the day-ahead market price for purchased power as set by the ISO through a bidding process. Power outages and financial hemorrhaging of the IOUs followed.

In a desperate attempt to save the situation, then-Governor Davis had the state enter into long-range contracts at the best prices available in an already stressed market. The resulting contracts called for payments to merchant generators of twice the actual cost of generation, for up to 10 years. These contracts account for most of the electricity being distributed to retail customers today (and made a significant contribution to the premature departure of Gov. Davis).

Predictably, as supplies tightened and prices rose, more industrial customers opted out of their utility relationships in favor of **direct access** contracts with merchant generators. This practice was ultimately barred, with about 14 percent of industrial customers left buying directly from non-utility suppliers. They have been required to pay a surcharge of 2.7 cents per kilowatt-hour, which supposedly covers their share of the excess costs incurred by the state’s long-term contracts; they continue to use the utility-owned transmission and distribution systems.

Recent Developments: The legislature and the CPUC are considering a new market structure with just two basic customer groups: **Core customers**, residential and small commercial; and **non-core customers**, large commercial and industrial. Non-core customers could negotiate **direct access** contracts with non-utility suppliers, but would lose the guarantee of back-up power from the utilities. And their contracts would have to protect the economic interests of core customers, unable to negotiate with outside suppliers. The CPUC proposals include additional options for both customer classes, including real-time (dynamic) pricing and green (renewable) power options. Governor Schwarzenegger, independent power producers, SCE and the Silicon Valley Manufacturing Group actively support this core/non-core or “hybrid market” approach.

A major worry: Non-core customers are expected to make up 25 to 40 percent of total capacity contracts, which could make it difficult to protect the economic interests of core customers.

Over the past year there have also been legislative efforts to re-regulate – to put the IOUs back into the boxes that were shattered by the 1996 deregulation. This would be difficult if not impossible. The utilities had to sell much of their generating capacity, which is now owned by out-of-state merchant generators, and the wholesale prices charged by these plants are not subject to CPUC control and get only cursory review by the Federal Energy Regulatory Commission.

Right now both planning and regulation of the electric industry in California are in a state of flux. Decisions that will restore some stability are vital to stimulating the investments that will build new power plants and re-power existing ones, and vital as well to stimulating investments in energy efficiency and the strengthened power grid that is essential to a reliable state electric system. ■



**LEAGUE OF WOMEN
VOTERS OF FREMONT,
NEWARK AND UNION CITY**
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WATCH VOTING MATTERS

Watch Alex Starr interview her guests.
Topic: Fremont Utility Users Tax, Washington
Hospital Bond
Fremont, Channel 29, every Wednesday at
7:30 PM
Newark, Channel 6, every Thursday at 7 PM
Union City, Channel 15, every Thursday at
9:30 PM
Hayward, Channel 28, every Monday at 9:30
PM

VISIT OUR WEBSITE

Http://www.lwvfnc.org
Peter Starr, Webmaster,
Jack Keller, Back-up

CALENDAR

Tues., Nov. 2	Education Committee	11:45 AM	Miriam Keller's Home
Mon., Nov. 8	Consensus Meeting	6:30 PM	St. James Episcopal Church
Tuesday, Nov. 9	Education Committee	11:45 AM	Miriam Keller's Home
Fri., Nov. 12	LWVFNUC Board Meeting	7:30 PM	Mary Miller's Home
Mon., Nov. 15	Consensus Meeting	6:30 PM	Saint James Episcopal Church
Wed., Nov. 17	Cable Taping	2:30 PM	Comcast Studios
Fri., Nov 19	Education Committee	11:45 AM	Miriam Keller's Home
Jan. 9th and 10th	Sikh Election—Save the dates.		