

United Educators of San Francisco
Executive Board
Wednesday, November 7, 2018 4:15 p.m.
Minutes

Agenda

Call to Order & Quorum: 4:17pm

Approval of Minutes and Financial Report

1. Roll Call A.J. Frazier, Sergeant at Arms
2. **M/S/C unanimous** Approval of Minutes Katie Waller-O'Connor
3. **M/S/C unanimous** Financial Report VanCedric Williams
 - budget committee meeting yesterday
 - reduction in all expenses to prepare for the next 3 years
 - building corp expenses include - insurance and property taxes and this is at 48%
 - preparing for next audit - interviewing different agencies to conduct the audit
 - PR - tickets is at 9% and looking to get the union more involved in various events
 - projected to have one million dollars remaining at the end of the year

Reports

Some Reports were submitted in writing.

1. High School Division Report Katherine Melvin
2018 October 11
555 Franklin St Rm 313B

Present: Davina Goldwasser (High School Lead), Kevin Hartzog (Balboa), Kathy Melvin (Lowell), Bill Kappenhagen (High School Lead), Bill Sanderson (Assistant Superintendent of High Schools), Goldwasser, Davina (Supervisor High School Division), Michele McAdams (504 Coordinator), Paul Quesada (Director of Crisis Response), Quarry Pak (504 Administrator), Jennifer Steiner (Teacher Support), Jeremy Balli (Benefits and HR), Teresa (Burton HS), David Knight (Burton HS)

Agenda Items with Assistant Superintendent Sanderson

- 1) Special Education
 - a) There has been a huge growth in SSTs and 504s (over 100 at Lowell High School). The number of students with IEPs now equal the number of students with 504s at Lowell HS.
 - i) How to support students with 504?
 - ii) How to communicate with teachers where their responsibilities end? Implementation.

- (1) For example, How many times does a teacher give a make-up exam?
- (2) If extra time is part of the plan, then who monitors the students during the extra time.
- (3) Michele McAdams, the 504 Coordinator, stated that a reasonable amount of time would be the expectation, and that it would be too much to expect a teacher to make a new test.
- (4) She went on by stating that 24 hrs after the student returned would be considered reasonable, but it would not be considered reasonable to continually extend the make-up time.
- (5) Quarry Pak, the 504 Administrator modified that prior statement that the timeline must fit within the 504 plan and the needs of the student.

(a) Pak's statement seems to contradict the guidelines provided by McAdams, and further confuses the main issue, what is a reasonable time limits for a student with a 504 who was absent to make-up an exam.

iii) Can firm guidelines be established?

- (1) Working plans individually to support the teacher. Can we also support the 504 coordinator and counselor?

(a) Can we agree on this issue: The impact of 504 plans will continue to grow as the law was recently amended to allow easier access to these types of plans. The law also states that teachers are required to provide all accommodations in 504 plans. 504 plans are to be developed with GEN ED input. When GEN ED teachers don't attend these meetings (also true for IEP's) plans are developed which include vague or unreasonable accommodations or vague solutions for implementing the plans.

(i) IEP and 504 input does not ask Gen. Ed teachers for input into the 504 or IEP, but just how the

teacher has accommodated the student.

- (ii) Both 504s and IEPs are often scheduled when Gen Ed teachers are teaching. Teachers seldom have had their class covered to attend just a portion of the IEP or 504 meeting. Even then, the discussion of what is a reasonable extended time has rarely been part of the discussion.
- iv) UESF still ask that developing guidelines for 504s regarding reasonable extended time for assignments, and the number of times a make-up exam can be offered.
- b) Co-teaching issues “good faith effort”
 - i) At several sites, teachers were told that they were co-teaching the day before or on the first day of class.
 - (1) Sites reporting this are Wallenberg, Marshall, and Balboa.
 - (2) Burton’s development of the timeline for establishing their Master Schedule was a two or three year process. The District may possibly use Burton’s system as a model for for both setting the Master Schedule and establishing Co-teaching partners.
 - (3) Ideally, the Master Schedule Planning begins on Presidents Day onward, and backward plan to be ready by the end of the school year.
 - (4) Sara Ashton has a google classroom for training.
 - (a) Provide more training.
- c) Special Education Managers overwhelmed.
 - i) For example, at Wallenberg, a teachers has two SDC classes, co-teach two classes, and has a homeroom. Not all of the homeroom students are on the teacher’s caseload.
 - ii) Balboa had provided Special Education Case Managers with no homeroom, giving them more time to manage their caseloads.
 - iii) Working on how to assign case managers so that they can interphase with their students and manage their caseload.

- iv) Letting them know they can be flexible.
 - v) Paperwork has increases.
 - vi) SEIS at the state level
 - (1) 3 program administrators over last 3 year
 - (2) Updated last year.
- 2) Lock Down Security Measures
- a) During the last meeting, a promise was made to share your timeline, but we have yet to receive it.
 - b) It was also agreed that the District will review and revise their “Master” (my word) Emergency Plans, and how sites will use it to develop site-specific Emergency Plans.
 - c) Steering committee was assembled with a consultant to develop the following priorities (not a complete list)
 - i) PA systems #1, and Locks are #2 priority.
 - ii) Been meeting monthly.
 - iii) Reached out to certain site administrators, health, but not teachers so far.
 - iv) Alysse Castro (Director High School Division) and Mr. Sanderson are part of the meetings.
 - (1) After November meeting (Nov 29), receiving feedback and develop priorities.
 - (2) Several schools have upgraded locks, but people are not happy because they don’t know if the door is locked or not.
 - (a) Can UBC help with training teachers upon the proper use of these locks? Site UBCs will need to know either if their locks were upgraded, or when their locks will be upgraded.
 - d) How does the Emergency Plan address the times when the site administrators are pulled away for District Professional Development?
 - i) One year at Balboa, two senior teachers who had Master of Ed. in in Administration were placed in charge while the Administration team was away. But this has not often occurred.
 - ii) Often substitutes were provided for the Administration.
 - (1) A few times retired administrators have substituted in this situation, but has this occurred each time.

- iii) Mr. Sanderson addressed the question for developing teachers who are interested in Administration for these roles when administrators are away for PD.
 - (1) Has such a program been established.
- 3) Health Care changes last year were not clear (HHSS)
 - a) Providers dropped from the list.
 - b) Last year was the first where employees had to state that they wished to stay with their prior Health Care program.
 - i) This resulted in many employees who are seeing medical specialist to reschedule appointments after a longer post process with HHSS.
 - c) What has changed this year so employees are clear about their responsibilities.
 - d) Blue Shield Provider list was not up to date, and this was an attempt to get the provider list up to date.
 - e) HHSS learned from last year, and the status quo will remain the same.
 - f) New teachers lag in getting health benefits.
 - i) 87% higher enrollments this year that last year.
 - ii) Teamed City and County IT with SFUSD's IT, which streamlined the interphase file.
 - iii) Can't establish benefits until SFUSD input the information to City and County of SF.
 - (1) This year, developed an interface program between SFUSD and City and County SF.
 - (2) Workforce (Stephen's Gordon's team) was also able to input data earlier.
 - iv) Are their policies around vacations?
 - (1) Medical leave occurred in August.
 - (2) Sub-Clerk was hired, but this is a specialist position.
 - v) Communication problem from HR regarding billing issues and pending bills.
 - vi) Did Delta Dental coverage changed, for one member was charged 20%, which as new.
 - (1) No changes, but sometimes issues with coverage levels. System errors or conflict with interface file.
 - vii) Allocate some office hours time for data entry, so not always available for phone calls.
 - viii) Implemented a ticketing system (zendesk).
 - (1) Will allow to track data better.

- 4) Lack of support for new and Emergency Credentialed teachers. (Marshall, Wall, Lincoln, Downtown)
 - a) Particular issue with schools that have had large turnover.
 - b) What are the new teacher support structures and how can we best support schools with so many new teachers?
 - c) New Teacher HS Data
 - i) Induction
 - ii) Intern
 - (1) 1 hour per week support (e.g. meeting and planning with a mentor)
 - iii) Emergency Permit
 - (1) Four types of Emergency Permits are used in the District
 - (2) 1 hour per week support (e.g. meeting and planning with a mentor)
 - d) Worked with UESF to provide support
 - e) TSA support 3 teachers each.
 - f) 3rd year of this new support program.
 - g) Every administrator should at this point should be aware of their new teachers, and who their support person.
 - i) Last year, only one place to connect
 - ii) This year, has two connections to know who is getting support and their mentors/coaches.
 - iii) Provided data to HS last week.
 - iv) In field development for mentors
 - v) Want to provide coaching support for Administrators.
 - (1) Teacher retention and support.
 - vi) 4 locally grown programs
 - (1) SF teaching residency, NYU,
 - (a) K-12
 - (2) NYU
 - (3) Para to Teacher program
 - (a) 1-6 years
 - (4) Pathway to teaching
 - (a) Elementary (1 year program)
 - (5) Now have a master list of who is in each of these satellite programs.
 - h) Has crisis, 5 to 200 Emergency teachers.
 - i) Can't pass their test has been the largest hurdle.
 - ii) TestPrep (50 teachers gotten help)
 - iii) Once Prop G funds are release, will have better funding.

- i) Issue are sites with high turnover, pairing teachers in same credential for support within Master Schedule. Often new teacher getting the odd prep.
 - i) District hears this from Administrators.
 - ii) UESF could also help with this message.
 - (1) Shirts “I support a new teacher”?
 - iii) Get help from Dept. Chairs.
 - j) Retention from year 1-2 is 50%
 - i) 90% for teachers over 5 years.
- 5) Can you update us on the Parking spots issues at schools (e.g. parking slots at Galileo)
- 6) There has not been a textbook adoption since 2008. Textbooks out of compliance, especially AP Books. The college board requires at least using the most recent edition of the AP textbook. (Brent Stephens)
- a) General strategy, but can't speak course by course
 - b) 4 years on textbook, 9th year in SFUSD
 - c) Resources come exclusively from lottery funds ($\$3 \times 10^6$ per year)
 - i) The AP in charge of textbooks at Lowell and the former AP at Marshall that this amount is not correct. Can we see the district's budget line item for textbook purchases, and line items that separate general education textbooks, AP textbooks, and the current printing of the Math and Science textbooks.
 - d) Develop a cycle for sustained period of time, then pulled back.
 - e) ELA classroom libraries, teacher selection process.
 - f) Math came next, involved teachers. Did not adopt a single text, but adopted units. Worked with publishers to break apart their textbooks.
 - i) There is a question if the district's printed Math Textbook applies under the Williams Act.
 - g) Science spending. 2-3 years. Committed to get feedback at MS and ES level.
 - h) Next up Social Studies. State adoption xxx years ago. None of the existing textbooks are aligned. 2 History Teachers of Special Assignments developing
 - i) Not enough resources to work on both Science and Social Studies.
 - j) Big funding support for Science, but don't see it happening in Social Studies.
 - i) CSI was cut, and both SS TSAs.

- k) The Williams Act does not cover eTextbooks, only paper textbooks.
 - l) AP textbooks
 - i) Former process
 - ii) Past practices, but Williams does not cover AP courses.
 - iii) Does the shift in the district's position of opening AP courses move AP textbooks under the Williams Act?
 - m) State level making open sources for AP textbooks.
- 7) Student email on Synergy
- a) Kappenagen stated " I just got confirmation from the team that is responsible for student email generation. Once a student is enrolled, with an active enrollment record in Synergy, a student email account is created in the back end. The student email and password is then generated, each early morning, and populated in Synergy. School site is responsible for providing email account and password to students. I believe this is because site staff needs to verify student before providing email login and password.
 - b) Site also has to ability to run U-ST800 Synergy report that would generate a list of their students' emails and passwords in mass. Here is additional instructions relating to student email account and email password.
- 8) Back To School Night expectations
- a) Expectations and past practices regarding teachers staying after work hours.
 - i) There is no specific contract language around this.
 - ii) Past practices was giving teachers time back either by a shorter day via CPT, or late start.
 - iii) Marshall asking teachers to have a Fall and a Spring Back to School night.
 - iv) Can LEAD provide guidance for principals?
 - (1) Sanderson will encourage his principals to work with UBC's to schedule around back to school night.

2. Middle School Report

UESF Middle School Division Meeting 9/26/2018

Rosa Parks School 4:30 -6:00 present were

Lisa-Beth Watkins chair, Cassondra Curiel, VVMS, Katie Waller, Hoover, Julie Fung, Lawton, Courtney Lindl, Giannini, Alma Soto UESF rep.

UESF Middle School Division Meeting with District Admin 10/09/2018

555 Franklin 4:30-5:30 Lisa-Beth Watkins, Alma Soto, Han Phung Assist. Superintendent in charge of Middle Schools, Anakarita Allen Assist. Superintendent in charge of K-8's, Tony Payne, director of Middle schools

1. Forms and Info from the Union –Alma Soto brought UBC rubric forms, Sick bank forms, COPE info, designated health provider and sign-ups related to upcoming election day events to share with UBC's and staff to the Sept. meeting. Contact Carrie Slaughter or Linda Plack if you have a question as to whether you are in the Sick Bank There are phone banks and canvassing opportunities for all of our members.
2. Principal expectations. The school sites represented questioned how important are the principals expectations to our evaluations. Only CSTP standard #6 refers to the expectations. At the October meeting, L. Watkins asked Han Phung if we could have copies of each principal expectation sheet from each middle school and K-8. She and Anakarita Allen said they would collect and forward them to us for future discussion. Han Phung has sent copies for us to discuss at our Oct 24th meeting
3. Hallway cameras and technology. Hallway cameras are to be used to keep students safe. A discussion was had with the district admin of staff being sent to the office regarding what had been seen on the hallway cameras that did not have to do with student safety. The cameras are directly for student safety. Contract language 6.3 and 16.31.9 refer to these practices
4. Middle School redesign. Cohort 2? At the October 9th meeting, Han Phung shared that the principals are being asked to go to their staffs/UBC and ask if their school is willing to be a pilot school for the Middle School Redesign for the school years beginning Fall of 2019. Staff and administrations should be having this discussion right now as decisions are going to be made soon. In the meantime, Brian Fox and Joyana Balk have put out an invitation to begin Cohort #2 on Nov. 5th. If you are a middle school or K-8 teacher, were a member of Cohort #1 and or want to be involved in Cohort#2, please contact either of these people. Brad Stam is now the director of the Middle School Redesign Committee.
5. Next Middle school meeting is Oct 24th 4:30 at Rosa Parks Elementary School. Please come represent your schools and bring your concerns. We have power and communication when we have your schools represented.

Officers Reports

1. President's Report

Susan Solomon

- a Revision to UESF mortgage for 2310 Mason Street: we are looking to lower the percentage of interest that we are making on our payments; interest rates have gone down. Reviewed various scenarios of pay off dates, monthly payment amounts and cumulative interest. DEBATE & DISCUSSION
M/S (17 yes 5 no 5 abstention) MOTION to recommend scenario 3 to move forward for consideration within the budget committee and officers.
- b Community Schools work update - Amanda Hart - provide wrap around services to schools; schools would get funding from Prop G; 2.7 million dollars includes staffing, so the people in charge of running these programs would be district employees. DEBATE & DISCUSSION
- c Feedback from breakout groups - this will be discussed at the Assembly meeting.

2. Executive Vice-President's Report

Elaine Merriweather

Schools & Communities First Campaign Update

Schools and Communities First has been qualified for the ballot. This is the first measure in (40) years to reclaim \$11 billion annually for schools and local communities. This will challenge Proposition 13, which is the most devastating blow to the public education finance in the state's history. Schools and Communities First proposes to reform Prop 13 by assessing commercial and industrial property at a fair market value. This will close a corporate loophole that has allowed corporations and long-time land owners to avoid their fair share of property taxes. We have (2) years to campaign for this ballot measure. It will be on the ballot for 2020.

CTA State Council October 2018

- The State Council was quite interesting this time. We had a long discussion about the California Faculty Association being seated at State Council. CTA President, Eric Heins sent a letter to the state council delegates, which was his response to CFA President, Jennifer Eagan.
- CTA Board of Directors decided to amend the CTA Bylaws in order to make CFA a local chapter and subject to the rules that apply to all chapters. CFA is in disagreement with this change. We will vote on this amended Bylaw at the January State Council.
- The California Alliance for Community Schools had a forum on Saturday. UTLA and Oakland shared what's at stake if they strike, their purpose for fighting, and the impact it will have on other locals throughout California. June 2019 an election will be held for CTA's President, Vice President, and Secretary Treasurer. Surprisingly, there were new candidates campaigning at the State Council.

Local Updates

Amanda Hart prepared "Welcome Packets" that are being issues to school sites in an effort to recruit non-members. If you know of anyone at your school site that is a non-member of UESF, please let us know. An updated membership application is also available.

Red for Education! Every Wednesday, we will be wearing red for education. UESF has new red t-shirts available to order from our website: <http://www.uesf.org/>.

I would like to say a special “Thank You” to everyone who worked so tirelessly on the GOTV (Get Out The Vote) campaign.....You Rock! Thank You!

3. Vice-President for ParaEducators Carolyn Samoa
Early Ed PD day about 85 paras present. No more PDs scheduled for the rest of the year. 4 floating holidays are theirs to use how they wish. They would have to tell the secretary that they want to take their floating holiday.
4. Vice-President for Substitutes Earl Lene De Santiago
The second UESF Substitute Divisional meeting was held on Wednesday, October 24, 2018, at 4:00 pm.

Introductions ~ Sign-In

Introductions and educational experiences were shared by **19** members in attendance. A suggestion from the previous meeting was to have an official ‘Note Taker and Time Keeper’ for each meeting. Those accepting these responsibilities were: Kit Bell as Note Taker; Alan Lovaasen as Time Keeper.

Nominations ~ Standing Committee and Assembly Representatives

Although nomination forms were mailed to Members in early October, additional forms were provided at this meeting since the close time and date was: 5:00 PM on October 24, 2018. Discussion about the need for an election was discussed since ‘past practice’ showed there were fewer candidates for the positions than appropriated in the contract

Issues – Concerns – Questions ~

- Need of an email database for communication with Substitutes ONLY; examples where this would be beneficial were provided
- High School/Middle School Assignments: Substitute receiving additional pay for working an extra (sixth) period; clerical staff may not know how to navigate the system to accomplish this
- Assignment Cancellation: Sub System will not allow cancellation, online, after 12:00 am
- Assignment Postings: Vacancy shown without classification/assignment being shown;
An algorithm where a future, requested, assignment date is input into the sub system in advance, rather than a few days before the required date.
- Assignment Duties: Before School/Morning yard-duty, first day of assignment not part of our contract

- Accessing Staff at Sub Office: access via telephone during the early morning is not afforded Substitutes; request a consistent and guaranteed way to contact in emergencies
- All Schools: Stating the assignment date, at the beginning (first part) of the automated sub system would be more efficient and better utilization of members time
- Pertinent Information - Prop G Salary Raises: Discussion and questions reflected less than positive feelings about the outcome of this proposition when applied to Substitutes'
- More Pertinent Information: Suggestion that any concern or dissatisfaction with an issue should be put in writing and forwarded to the UESF Executive Officers and the Executive Board; one item is being formulated
- On-site Safety: Always be mindful of your personal belongings, i.e., wallets, purse, while on assignment

M/S/C unanimous President's Recommendations for Expenditures	Susan Solomon
1. CTA GLBT Issues Conference Dec. 7-9, Palm Springs	up to \$1600 for 2
2. CTA ESP Leadership Conference, Feb. 1-3. - will discuss this next month instead.	
3. CTA New Educator Weekend North: 3/ 8-10, Burlingame registration + possible release time for some	10@\$49 for up to \$1,000.00

COPE Report	Anabel Ibañez
Reviewed highlights from election night/last night.	
COPE - committee on political education; to support our elections	
M/S/C COPE Financial Report	Anabel Ibañez

M/S/C unanimously Resolution:

M/S/C unanimously Amendment: include "and Prop G the living wage for educators act" in the last resolve

- Quality Teacher and Education ActAlan Lovaasen et al
WHEREAS, The Quality Teacher and Education Act (QTEA) of 2008, sometimes called "Prop A" was established for teachers and paraeducators to receive eighteen (18) paid hours of Professional Development (PD), some full time SFUSD employees are excluded from enjoying the benefits of the QTEA program.

WHEREAS, most teachers and paraeducators have opportunities to enhance and customize their own professional learning and have ample opportunities to plan and/or collaborate with colleagues, attend district, UESF or external PD conferences, workshops and training sessions; these opportunities are not available to 400-600 Core, Prop A, established,

priority, day-to-day, or Early Education substitutes, and those individuals that have attained Tier 2 pay status.

WHEREAS, most teachers and paraeducators can attend book clubs, committee meetings, or engage in professional training relevant to their specific job, substitutes, no matter what category or status, are excluded from any paid workshops, classes, or online training that could greatly improve their job performance.

WHEREAS, the Commission on Teacher Credentialing (CTC) requires all Early Education Teachers to have 105 professional growth training hours every five years to renew their teaching permit, SFUSD does not offer any training to help substitute teachers meet this requirement, nor do they reimburse substitute teachers or substitute paraeducators for their efforts, even with the recent passage of Prop G. If the 105 hours of training is not completed by the substitute teacher within a five-year period, the district prevents the substitute from working as a teacher in Early Education schools until this requirement is met.

WHEREAS, beginning in January 1, 2018, California Health and Safety Code 1596.8662 requires all licensed employees to complete training as specified in their mandated reporter duties, and to renew their training annually, the district does not pay substitutes for the required on-line training.

WHEREAS, the district is requiring all Early Education School employees, (clerks, house parents, teachers, paraeducators, and substitutes) to pass an on-line, self-paced training module on “pesticides,” the district again does not reimburse substitute clerks, house parents, paraeducators and teachers with this required training.

WHEREAS, the district has provided teachers and paraeducators who work only 15 - 16.25 hours a week, are paid QTEA professional development hours and appear flexible on how these hours are spent and/or established, while full-time Prop-A and priority substitutes who work as much as 37.50 hours a week are not given any opportunity for paid training to improve their job performance. Relevant training might help reduce the high turnover rate of substitute teachers and prevent shortages on key dates when substitutes are in demand. Training can also help all substitutes face challenging situations professionally and legally, to reduce the chances of substitutes not being asked to return to certain school sites. Further, ongoing training can only help substitute educators teach successfully in an inclusive learning environment to accelerate student achievement.

RESOLVED, that UESF Executive Board and Assembly endorse this resolution and demand that SFUSD provide Substitutes with the minimum eighteen (18) hours of professional growth training so as to allow them to benefit from the Quality Teacher and Education Act, and Prop G, the

Living Wage for Educators Act, as do other certificated and classified SFUSD employees.

Submitted to the November 7, 2018 meeting of the UESF Executive Board by Alan Lovaasen, Kit Bell, Paul Bodner, William Chadwick, Gabrielle Lavelle, Erasmo Martinez, Linda Plack, Sherry Linker, and Earl Lene De Santiago

**M/S/C unanimously Committee Appointments
2018-2019**

Susan Solomon

UESF/SFUSD COMMITTEES

Elementary School Division

1. Darcie Chan Blackburn, Chair
2. Cathy Sullivan, Co-Chair
3. Sheri Tiamiyu

Middle School Division

1. Katie Waller-O'Connor
2. Lisa-Beth Watkins
3. Leslie Hu
4. Cassandra Curiel
5. Amanda Barnett

Housing Assistance Committee

1. Claudia Tirado
2. Paula Guillory
3. William Patterson

Special Education Committee

- | | |
|--------------------------------|-------------------|
| 1. Co-chair: Brittny O'Connor | 8. Diane Thompson |
| 2. Co-chair: William Patterson | 9. Tom Harriman |
| 3. Yvette Huginnie | 10. Molly Stark |
| 4. Leslie White | 11. Amy Klee |
| 5. Peter Graham | 12. Brian Borsos |
| 6. Teh Heard | |
| 7. Taprina Parrish | |

Safe and Supportive Community Committee and Labor/Management Health and Safety Committee, classified and certificated

1. Darcie Blackburn
2. Carolyn Samoa
3. Katie Waller-O'Connor
4. Erika Rubinstein Irby
5. Nick Chandler
6. Omar Amador

Union/District Special Education Committee for case coordinator feasibility recommendations

1. Steve O'Reilly
2. Brittany O'Connor
3. Wilson Skinner
4. Lisbeth Benninger
5. Carolyn Samoa

Reassignment of Unit Members in Support Services

1. Susan Kitchell
2. Bobbie Headman
3. Michelle Fortunado
4. Leonor Jackson

District Professional Development

1. Claudia Tirado
2. Chris Pepper
3. May Sun
4. Anthony Arinwine
5. William Patterson

Evaluation Committee (focus on non-classroom certificated personnel)

1. Ariela Rothstein
2. Anthony Arinwine
3. Michelle Raitt
4. Susan Kitchell
5. Lisa Bohorquez

Career in Teaching Committee

1. Jackie Peters
2. Callen Taylor
3. Claire Merced

Career Ladder / Certification / Credentialing for Paraeducators

1. Betty Robinson-Harris
2. Naomi Forsberg
3. Leonor Jackson
4. William Ford

Home Visits Committee

1. Leslie Hu
2. Erika Rubinstein Irby
3. Megan Caluza

Student Libraries and Book Acquisition Committee

1. Emily McManus
2. Nancy Cussary

Early Release/Late Start Committee

1. Claudia Tirado
2. Darcie Chan Blackburn

Assessment Committee

1. Cynthia Lasden
2. Jennifer Moless
- 3.
- 4.

Substitute Committee

1. Earl Lene De Santiago, chair
2. Sherry Linker
2. Linda Plack
3. Daniel Markarian
4. Erwin Steinbeisser
5. Dennis Fox
6. Mark Podhorecki
7. Kit Bell

Paraeducator Committee

1. Carolyn Samoa, chair
2. Janet Eberhardt
3. Eva Tellez

Review of C10 Salary Committee

1. Betty Robinson-Harris
2. Carolyn Samoa
- 3.

UESF Committees from Bylaws and Ad Hoc Committees

Grievance Committee

1. Cassondra Curiel
2. Sherry Linker
3. Lisa Bohorquez
4. Anabel Ibáñez

Rules Committee

1. Susan Kitchell (mentor)
2. Sherry Linker
3. Tom Harriman
4. Earl Lene

5.

Social Activities Committee

1. Katie Waller-O'Connor
2. Janet Eberhardt
3. Anthony Arinwine
4. Greg Gallup
5. AJ Frazier
6. Eva Tellez
7. Bobbie Washington

Special Order of Business

Susan Solomon

1. **M/S/C unanimously** Appointment of Five Keys Charter School member to Executive Board - Matt Milton
2. Report from Executive Board member and Security Aide - Michelle Camp
3. Vote on proposed 2019-2020 and 2020-2021 TK-12 grade school year calendars

2019-2020

M/S/C 20 Yes; 4 No; 0 abstentions; Motion to support Draft B DEBATE & DISCUSSION

M/S/C unanimous Call the Question

2020-2021

M/S/C Call the Question

12 yes, 9 no, 1 abstention; Motion to support Draft B DEBATE & DISCUSSION

Sergeant at Arms Report

A.J. Frazier

- 37 present; 4 absent

New Business / Good of the Order

- wear red for Ed on Tuesday to support UTLA

Adjournment @ 6:37pm