**United Educators of San Francisco**

**Assembly Meeting**

Wednesday October 17, 2018 4:15 p.m.

**Minutes**

***Approval*** ***of Minutes and Financial Report***

1. Roll Call A.J. Frazier, Sergeant at Arms
2. Approval of Minutes Katie Waller-O’Connor
3. Financial Report VanCedric Williams
4. COPE Financial Report Anabel Ibañez

Reports

1.High School Committee Report Claire Merced-Robles or David Knight

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
	1. 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.
		1. How to support students with 504?
		2. 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 continuingly 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.
				1. 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.
		3. Can firm guidelines be established?
			1. Working plans individually to support the teacher. Can we also support the 504 coordinator and counselor?
				1. 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.

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.

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 !EP or 504 meeting. Even then, the discussion of what is a reasonable extended time has rarely been part of the discussion.

* + 1. 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.
	1. Co-teaching issues “good faith effort”
		1. 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.
				1. Provide more training.
	2. Special Education Managers overwhelmed.
		1. 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.
		2. Balboa had provided Special Education Case Managers with no homeroom, giving them more time to manage their caseloads.
		3. Working on how to assign case managers so that they can interphase with their students and manage their caseload.
		4. Letting them know they can be flexible.
		5. Paperwork has increases.
		6. SEIS at the state level
			1. 3 program administrators over last 3 year
			2. Updated last year.
1. Lock Down Security Measures
	1. During the last meeting, a promise was made to share your timeline, but we have yet to receive it.
	2. 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.
	3. Steering committee was assembled with a consultant to develop the following priorities (not a complete list)
		1. PA systems #1, and Locks are #2 priority.
		2. Been meeting monthly.
		3. Reached out to certain site administrators, health, but not teachers so far.
		4. 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.
				1. 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.
	4. How does the Emergency Plan address the times when the site administrators are pulled away for District Professional Development?
		1. 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.
		2. Often substitutes were provided for the Administration.
			1. A few times retired administrators have substituted in this situation, but has this occurred each time.
		3. 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.
2. Health Care changes last year were not clear (HHSS)
	1. Providers dropped from the list.
	2. Last year was the first where employees had to state that they wished to stay with their prior Health Care program.
		1. This resulted in many employees who are seeing medical specialist to reschedule appointments after a longer post process with HHSS.
	3. What has changed this year so employees are clear about their responsibilities.
	4. Blue Shield Provider list was not up to date, and this was an attempt to get the provider list up to date.
	5. HHSS learned from last year, and the status quo will remain the same.
	6. New teachers lag in getting health benefits.
		1. 87% higher enrollments this year that last year.
		2. Teamed City and County IT with SFUSD’s IT, which streamlined the interphase file.
		3. 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.
		4. Are their policies around vacations?
			1. Medical leave occurred in August.
			2. Sub-Clerk was hired, but this is a specialist position.
		5. Communication problem from HR regarding billing issues and pending bills.
		6. 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.
		7. Allocate some office hours time for data entry, so not always available for phone calls.
		8. Implemented a ticketing system (zendesk).
			1. Will allow to track data better.
3. Lack of support for new and Emergency Credentialed teachers. (Marshall, Wall, Lincoln, Downtown)
	1. Particular issue with schools that have had large turnover.
	2. What are the new teacher support structures and how can we best support schools with so many new teachers?
	3. [New Teacher HS Data](https://docs.google.com/spreadsheets/d/1_iGRMwC8NHzDZojrT-SrlUXo-0I4bqdp-SgRd-p6wA4/edit#gid=738749742)
		1. Induction
		2. Intern
			1. 1 hour per week support (e.g. meeting and planning with a mentor)
		3. 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)
	4. Worked with UESF to provide support
	5. TSA support 3 teachers each.
	6. 3rd year of this new support program.
	7. Every administrator should at this point should be aware of their new teachers, and who their support person.
		1. Last year, only one place to connect
		2. This year, has two connections to know who is getting support and their mentors/coaches.
		3. Provided data to HS last week.
		4. In field development for mentors
		5. Want to provide coaching support for Administrators.
			1. Teacher retention and support.
		6. 4 locally grown programs
			1. SF teaching residency, NYU,
				1. K-12
			2. NYU
			3. Para to Teacher program
				1. 1-6 years
			4. Pathway to teaching
				1. Elementary (1 year program)
			5. Now have a master list of who is in each of these satellite programs.
	8. Has crisis, 5 to 200 Emergency teachers.
		1. Can’t pass their test has been the largest hurdle.
		2. TestPrep (50 teachers gotten help)
		3. Once Prop G funds are release, will have better funding.
	9. Issue are sites with high turnover, pairing teachers in same credential for support within Master Schedule. Often new teacher getting the odd prep.
		1. District hears this from Administrators.
		2. UESF could also help with this message.
			1. Shirts “I support a new teacher”?
		3. Get help from Dept. Chairs.
	10. Retention from year 1-2 is 50%
		1. 90% for teachers over 5 years.
4. Can you update us on the Parking spots issues at schools (e.g. parking slots at Galileo)
5. 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)
	1. General strategy, but can’t speak course by course
	2. 4 years on textbook, 9th year in SFUSD
	3. Resources come exclusively from lottery funds ($3x10^6 per year)
		1. 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.
	4. Develop a cycle for sustained period of time, then pulled back.
	5. ELA classroom libraries, teacher selection process.
	6. Math came next, involved teachers. Did not adopt a single text, but adopted units. Worked with publishers to break apart their textbooks.
		1. There is a question if the district’s printed Math Textbook applies under the Williams Act.
	7. Science spending. 2-3 years. Committed to get feedback at MS and ES level.
	8. Next up Social Studies. State adoption xxx years ago. None of the existing textbooks are aligned. 2 History Teachers of Special Assignments developing
	9. Not enough resources to work on both Science and Social Studies.
	10. Big funding support for Science, but don’t see it happening in Social Studies.
		1. CSI was cut, and both SS TSAs.
	11. The Williams Act does not cover eTextbooks, only paper textbooks.
	12. AP textbooks
		1. Former process
		2. Past practices, but Williams does not cover AP courses.
		3. Does the shift in the district’s position of opening AP courses move AP textbooks under the Williams Act?
	13. State level making open sources for AP textbooks.
6. Student email on Synergy
	1. 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.
	2. 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.
7. Back To School Night expectations
	1. Expectations and past practices regarding teachers staying after work hours.
		1. There is no specific contract language around this.
		2. Past practices was giving teachers time back either by a shorter day via CPT, or late start.
		3. Marshall asking teachers to have a Fall and a Spring Back to School night.
		4. 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. Elementary School Committee Report Darcie Chan Blackburn

**Elementary Committee meeting with LEAD (**Leadership, Equity, Achievement, Development)

**UESF:** Darcie Chan Blackburn,

**SFUSD: E’leva Hughes Gibson, David Wong**

**Agenda Items: Since the Elementary Committee had not yet met, I decided to use last year’s notes as a reference for general topics that need to be covered at the beginning of every school year.**

1. **Prop G Passports**
2. **Release days for F&P** 3. **Buildings and Grounds:**
3. **Faculty/Site Based Meeting Schedules**
4. **Comprehensive Safety and Disaster Plan**
5. **Behavior Teams**
6. **Report Cards**
7. **Certificated Positions** still vacant on nonclassroom positions. 99% classrooms staffed
8. **Ten day count has been done.**  Allocations for WSF, SPED funds will go out this Friday. This establish how any students are assigned to a site and what their identified needs are.
9. **SPED Situation** with runner
10. **Assessment Schedule**

**Next meeting Tuesday, October 9, 2018, 4:30 at 555 Franklin, 3rd**

**Floor Room 307 (the Sunshine Room)**

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| **Prop G Passports** – I had difficulty finding the link to the passport on the district website. David Wong suggested that I check with Mimi Chwang for the link. I did this after the meeting and she emailed it to me. I will attach the file to my notes.   |
| **Release days for F&P** – I heard that at least 1st grade teachers were going to be given 2 release days for the first round of F&P assessments. I asked E’leva for a more detailed description of what support would be provided for F&P assessments this year for grades K-2.  |
| **Buildings and Grounds:** 1. We agreed the protocol for addressing outstanding building issues (ones that are not addressed within 2 weeks). Members should ask their site’s secretary for the Work Order number and date and send this info along with the name of the school site to Darcie or Beatrice. We will then share this info (and provide the school’s cohort  |

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| name) with LEAD so they can follow up on this. 2. David will send cohort list of schools to me.  |
| **Faculty/Site Based Meeting Schedules:** LEAD will send a reminder to their administrators that they need to establish a meeting schedule for the year that adheres to the language in the contract. I will remind people at Elementary Committee meeting to make sure their UBCs know that they must take place in this process. They should send this meeting schedule to UESF. 7.2.6 Site-based Meetings 7.2.6.1 Site-based meetings shall not exceed six (6) hours per month for all TK-5 teachers, exclusive of faculty meetings but including at least two (2) hours per month for grade level planning time. These six (6) hours shall be considered part of the work week described above. Teachers shall provide input and suggestions into the agenda for one (1) such hour of grade-level planning time based on the site’s academic goals. 7.2.6.2 Planned Meeting Time: Planned meeting time is essential to teacher effectiveness and student success. Teachers may be required to attend no more than two (2) faculty meetings per month, such time to be considered part of the work week described above. Meetings within the work day may include:  |
| Comprehensive Safety and Disaster Plan: Each site needs to have an emergency response plan in place by October 1st 14.1.1 Each work site to which teachers are regularly assigned shall have a comprehensive safety and disaster plan, which shall be updated annually by October 1st of each school year. 14.1.1.1 The site administrator shall develop or modify the plan after collaborative input from the UBC, classified employees, the site council and/or the parent-teacher organization at the site. The plan shall be submitted to the Superintendent or his/her designee for approval.  |
| Behavior Teams: Each site needs to establish a Behavior Team and communicate the school’s behavior plan to all its members. LEAD will remind their administrators of this and I will remind teachers during the Elementary Committee meeting. 21.2.3 Within the first four weeks of each school year, unit members, in collaboration with school site administration, shall review student discipline policies and procedures. Said presentation shall also include (a) information regarding teacher rights and responsibilities relative to student discipline and (b) behavior strategies in support of a positive productive approach to school-wide intervention, such as positive behavior intervention and support. This review will cover student discipline policies and procedures that will be applied for the current school year at each site. 21.2.4 A school behavior team shall be established at each school site. Such team shall include one or more classroom teachers, a Student Support Services unit member, and a paraprofessional/paraeducator (for example, a family liaison or elementary advisor). The site administrator shall be responsible for the implementation and monitoring of a school-wide behavior plan that is based on school-wide student behavior procedures and norms as developed by the school behavior team and the site administrator.  |
| Report Cards: LEAD will remind their administrators to provide the current version of the Report Card rubric to all their teachers. I will send my copy of last year’s link:  |
| <https://sites.google.com/sfusd.edu/aao/elementary-tk-5/report-cards?pli=1&authuser=1>to David and he will check to see if it still applies to this year. Then I can send it out to Elementary Members.  |
| **SPED Situation** with runner– My site has a new student who does not have an IEP who runs out of the classroom repeatedly. To address this safety issue, our administrator has assigned one of the SPED paras to shadow him. This has resulted in the loss of support to the student who has an IEP that the para is assigned to. LEAD described the process for addressing this. They reach out to Pupil Services to have behaviorist come out. They first want school to first do due diligence to have tiered supports in place. An SST request needs to be filed.  |
| **Assessment Schedule:** 1. E’leva provided me with a copy and we decided to look over it at another date to schedule discussions about upcoming assessments and to make sure the appropriate protocols are being presented to members.
2. At this point the assessments occurring in Elementary are the Language Assessments for ELLs and the F&Ps.
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**Next meeting Tuesday, October 9, 2018, 4:30 at 555 Franklin, 3rd Floor**

**Room 307 (the Sunshine Room)**

Contacts:

David Wong wongd4@sfusd.edu Cohort 2

Richard Curci curcir@sfusd.edu Cohort 5

E’leva Hughes Gibson hughese@sfusd.edu Cohort 5

Regina Piper piperr@sfusd.edu Cohort 1 schools (panhandle Richmond)

Anakarita Allen, allena1@sfusd.edu Cohort 4

Ana deArce Cohort 1 dearcea1sfusd.edu

415-241-6310 Receptionist for Assistant Superintendents’ office

Enikia Ford-Morthel Cohort 3 fordmorthele@sfusd.edu

Tony Payne Cohort 6 paynec1@sfusd.edu

Lizzie Hull Barnes, Math Department

RPA office – 415-241-6400

Buildings and Grounds – Kevin Konnolly at konnolyk@sfusd.edu 641-3540

**LEAD** – Leadership, Equity, Achievement, Development – Supervising 6 cohorts K-8 and 1 for High School.

# Ritu Khanna khannar@sfusd.edu

David Wong provided the link to access all report card information: <https://sites.google.com/sfusd.edu/aao/elementary-tk-5/report-cards>

Contract Articles Sited:



3. Middle School Report Lisa Beth Watkins

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 BankThere 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.

4. Para-Educators Division Carolyn Samoa

5. Substitute Division Earl Lene De Santiago

The first UESF Substitute Divisional meeting was held on Wednesday, September 26, 2018, at 4:00 pm.

***Introductions ~***

Introductions and educational experiences were shared by 13 members in attendance.

***Know Your Contract ~***

Members were provided with copies of certain sections (applicable to Substitute Teachers) of the UESF/SFUSD, Certificated Contract and updated Salary Schedules.

Key Points from the Contract, emphasized at this meeting, included:

* the job assignment expected upon arrival a site versus the actual placement at the site
* high school assignments and having a ‘prep’ period
* provision of keys to the classroom and facilities

***Issues – Concerns – Questions ~***

* High Schools: Master Copy available for viewing
* All Schools: Schedule for that Day (if not noted on Lesson Plan) or the next day
* Sick Pay: for any Substitute, how number of days determined, use online to report, availability for retirees working a Substitute Teacher, yearly carry-over of sick days
* QTEA Status: as Prop A Substitute Teacher, payment for QTEA Training
* Health Coverage: clarification on who is eligible, how to apply
* All Schools: the Substitute position of a Teacher Serving As Principal (TSAP) or Assistant Principal, clarification for entitlement to additional compensation
* Pertinent Information: Newsletter Blasts specifically for Substitute Teachers
* Elementary School Level: clarification on area of responsibility when Parents shadow their child
* Unemployment Insurance Claims: Summer school work, entitlement; “Assurance of Eligibility”

 ***Announcements ~***

* Presentations: UESF President Susan Solomon, UESF Political Director Anabel Ibanez
* UESF Membership Conference, October 13, 2018, Burton HS
* Nominations for Substitute Standing Committee and Assembly Representatives

6. Retired Division Rudi Faltus

7. Sick Leave Bank

The Sick Leave Bank Committee met on September 18 (next meeting October 16).

The certificated bank received 87 days donated through that date in the open enrollment period.

The certificated bank is currently at 545 confirmed days as of that date.

This includes recent withdrawals for the 2016-17 and 2017-18 school years.

There is still concern about the accounting procedures in the past. If members need to verify a donation to the bank prior to 2016, they should have their building rep email Carrie Slaughter with the following information: Name, employee ID, school year of donation, school site of donation, current site.

Anecdotally the bank has received "many more donations" between the 18th and now, Ms Slaughter is working hard to keep up with the receipt letters and accounting.

The classified bank received 15 hours donated through that date in the open enrollment period.

The classified bank currently has 273 confirmed hours total.

We clearly have a recruiting problem in the classified bank donations. The committee has had numerous conversations about this. Pamela Davis has agreed to become the classified member on the committee. She brings many years of experience to the table and has been a positive participant in the discussion.

Officers Reports

1. President’s Report Susan Solomon
2. Executive Vice-President’s Report Elaine Merriweather

The school year is starting out good for many of our educators. I visited (6) schools so far, and they were all excited about the 7% increase from Prop “G”.

# Quality Teacher Education Act Innovation Awards

I represent UESF on this committee and we have met twice so far. This award provides financial support to the schools that model effective school-wide strategies that are innovative. They model solutions that interrupt equity gaps. Each person on the committee read (10) applications and scored them on a rubric. The committee selected (10) schools and they will be given seed money for their design process.

# San Francisco Residency Program

The San Francisco Residency Program is up and running. UESF partners with SFUSD, Stanford University, and the University of San Francisco to provide (1) year teacher residency, followed by a (3) year introduction program for emerging teachers. The program has also successfully recruited and retained candidates, as well as increased the overall diversity of SFUSD teachers. This year we have (16) candidates for these programs. If you would like more information about the program, please email me at emerriweather@uesf.org.

# Lobbying in Washington D.C.

I spent (3) days at the NEA Board Meeting in Washington D.C. It was difficult getting around on the Hill the first day due to the Kavanaugh hearing. There were many women protesting outside the Senate. Watch for my upcoming NEA Board Newsletter.

## Lobby Topics:

Kavanaugh Nomination to the Supreme Court

Rejection of Betsy De Vos utilizing Title IV funds to arm teachers with guns

Spoke with the House & Senate about increasing federal investment in public education

COPE Report Anabel Ibañez

Resolutions

1. Oct. 4 Day of Action to Cancel Kavanaugh (for Informational Purposes
2. Yes on Prop 2: No Place Like Home (for Informational Purposes)
3. City College of SF Board of Trustees Endorsements (for Informational Purposes)
4. Support of UTLA and OEA Contract Campaigns

Whereas United Teachers Los Angeles (UTLA) and the Oakland Education Association (OEA) are currently waging pro-active contract campaigns fighting not just for improved salary and benefits, but also for improved working and learning conditions, such as lower class sizes; more counselors, nurses, librarians, and other support personnel; less time on standardized testing; expansion of ethnic studies programs; and support for model community schools as an alternative to corporate-driven, privately-run charter schools.

And whereas UTLA and OEA are currently in mediation and are preparing to strike, if necessary, this fall and/or winter, for a contract that invests in their students, their schools, and their educators,

And whereas the success of UTLA and OEA – two of the largest and geographically central teacher union locals in the state – will set a pattern for other contract negotiations throughout California,

And whereas the powerful cross-local unity exhibited during the red state teacher strikes of last spring, resulting in increased salaries and funding for public education, brought educators together irrespective of state or national affiliation,

Therefore be it resolved that United Educators (UESF) commits to supporting solidarity actions in support of the UTLA and OEA contract campaigns, including:

* Publicizing the progress of the UTLA and OEA contract campaigns in all internal communications.
* Inviting UTLA and OEA leaders to speak before UESF elected bodies.
* Holding site meetings to discuss the issues and importance of the UTLA and OEA contract campaigns, as well as organizing solidarity actions at every work site.
* Preparing members to wear red shirts to work (“Red for Ed”) in solidarity with UTLA and/or OEA when they take a significant action.
* Staging solidarity “walk-ins” before work in the event of a strike.
* Initiating and/or joining local and regional support rallies in the event of a strike.

Be it further resolved that UESF will advocate within CTA and CFT for a similar statewide call to action.

Be it finally resolved that the UESF Executive Board will take responsibility for implementing this motion.

Special Order of Business

 (Break Out Groups)

 (60 minutes)

Sergeant at Arms Report A.J. Frazier

New Business/Good of the Order

Adjournment