**United Educators of San Francisco**

**Assembly Meeting**

Wednesday November 14, 2018

**Minutes**

***Call to order @ 4:29pm***

***No Quorum***

***Agenda***

|  |  |
| --- | --- |
| ***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

* 10% reduction in budget to prepare for the future
* looking at reducing our mortgage payments
* encourage members to apply for the health and welfare fund & scatena fund (up to $2,000), applications are online

4. COPE Financial Report Anabel Ibañez

***Reports***

1.High School Committee Report Kathy Melvin or Kevin Hartzog

* how much extra time students are given for 504 accommodations when it is written into their plan that they get extra time on exams
* teachers told last minute that they needed to co-teach classes; this correlates with master scheduling issues
* district has a committee developed to create lockdown procedures recommended that someone from UESF sit on this committee

1. Elementary School Committee Report Darcie Chan Blackburn
   * meet every 4th Wednesday of the month except November & December, next meeting will happen in January
   * trying to figure out how to get more people involved in meetings and looking into people being able to conference call in
2. Middle School Committee Report Lisa Beth Watkins
   * Middle School Division October 24, 2018
   * In attendance: Lisa-Beth Watkins, Cassondra Curiel, Julia Fung, Courtney Lindl, Amanda Gallagher, John Lisovsky, Nicole Bixler, Eric Uribe, Rory (Denman) - Noncompliance to IEPs:
   * VVMS: services not provided to the site and unmet IEPs; RBT is leaving school bc the focal student is not there on time; teachers are told to “just hold” with focal student in the same setting without the support or support is inappropriate (results in many suspensions and conflicts adding to trauma of focal student and peers) o We can grieve not having IEP

o Special Ed Committee – for focal student with Alma

* + - Lick: daily schedule changes for 1-to-1’s
    - Everett: para shortage
    - Francisco: para shortage
    - APG: not enough paras to meet IEPs o Principals are “subbing” as the paras to comply with minutes and making critiques about teachers while serving in that position; daily schedule changes
    - Middle School Expectations: Are principals expecting/asking for the same things?

▪ \*\*\*Principals are supposed to be CURRENTLY having discussions with the UBC to decide on becoming a pilot program.

Brad Stam to next mtg to hear these concerns

Nov. 5 (4-7) iLab Thurgood Marshall – 3 extended hours for MS Redesign (Courtney Lindl)

* + - Lawton: requiring specific commercial programs and then tallying # of teachers in compliance o Academic freedom recognized by Supes & Staff/UBC need to be in agreement with principal in order to

o Principal says when there are more than 2 PD sessions, he can make it a requirement

* + - APG: Principal changed BSC to reflect the instructional rounds issue; SSC was asked to sign off without discussion
    - Social Emotional Climate Report:
    - Alarming how unhappy staff is across the board – What is the district doing with this information??? o Including staff & schools when evaluating Principals

o No Supes not looking at teacher retention as an evaluative measure ▪ ESSA? Trends from previous climate reports?

* + Grading
  + 50% F expectations instead of a 0 for individual assignments; effects ESSA?

o Academic Freedom determines grades and curriculum

* + - Emergency Coverage Plans
    - Everett: each teacher takes the class list and breaks them up to disperse among all different teachers in the same grade level; less negative impact on lessons; everyone gets a little amount of $ (confirmed); P.E. just takes the whole class

* + - Superintendent Admin/UESF MS Division meeting Agenda (November 13)
    - Noncompliance to IEPs o Send Alma information prior to meeting
    - MS Redesign

o Picking for pilot schools

* + - Climate Survey Results and impact on Evaluations for Principals o What other methods are being used to ensure that their efforts are looking at real stuff?
    - Academic Freedom in regards to grading o Teachers have freedom to score assignments/grades at their own discretion

1. Early Education Committee Report Betty Robinson Harris
   * all principals have been instructed that they can evaluate staff every year
   * issues with co-teaching
   * issues coming up with new administrators at school sites
   * issues with kids/toddlers that are not potty trained, district has decided that students do not need to be potty trained
2. Para-Educators Division Carolyn Samoa
   * 4 floating holidays that para’s can use however they would like
   * no division meeting because of thanksgiving break and no division meeting in december - PD for early ed paras
3. Substitute Division 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 ~~~~~ St~~a~~nding Committee ~~a~~nd 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

***Officers Reports***

1. President’s Report Susan Solomon

● 2019-2020 & 2020-2021 Instructional Calendars Approved by Exec. Board

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](http://www.uesf.org/)​ [/](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!

***COPE Report*** Anabel Ibañez

* + - * election update
      * members should know that they can take release time to help with the elections

***Resolutions***

1. The Quality Teacher and Education Act Alan 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 as amended by the UESF Executive Board to the November 14, 2018 meeting of the UESF*

*Assembly by Alan Lovaasen, Kit Bell, Paul Bodner, William Chadwick, Gabrielle Lavelle, Erasmo Martinez, Linda Plack, Sherry Linker, and Earl Lene De Santiago*

***Special Order of Business***

1. Feedback from last month’s Break Out Groups Susan Solomon

Please note that there were a number of duplicate responses and common themes. (Most duplicates are listed only once below; any duplicates listings are due to editing issues, or have relevance in more than one section.)

These ideas and suggestions are being used to inform this year’s UESF Organizing Plan, which will be revisited throughout the year.

1. For sites and departments that don’t yet have a UBC: How can UESF officers and staff best support the establishment of a UBC?

* + Find a point person for each site without a UBC.
  + Bringing on more organizers.
  + Speak to Admin to be on first staff meeting agenda.
  + UESF to provide a beginning informational set of points.
  + Paras are under-represented on UBCs because their work schedules often don’t allow for them to attend UBC meetings. For this reason, at some sites, there is no outreach to paras. o How do we get the message from the UBC to tell the paras what’s going on? o Rotate paras to represent – Can Janet Eberhardt can work with Elaine Merriweather on that?
  + Staff reps should visit schools to meet with UBR and plan ahead for meetings; do trainings with them about what the work entails.
  + Find good times to meet: ex: Early release time 1/week. 2 hrs of which are determined by teachers. First 15-20min (while paras are still working) to have UBC meeting.
  + Send out texts/emails
  + More responses at the union offices.
  + Suggestions: o Site visits

Have UBC trainings in different locations (southeast side especially): o Short blurbs; frequently asked questions about the contract “hot topics” o Listserv for building reps so they can ask questions of each other about the contract

* + - 1:1s with members who are disengaged; train UBRs in how to do so o 2 way communication - let people talk about the issues that come up for them.
    - UBR : Put a note in my box what your issues are
  + Have staff reps partner with strong leaders at those sites where we have no UBC, have a meeting to get an understanding of what is happening at the site and what the need is.
  + Creating volunteer field rep core, on release time, to help have union reps at the meetings.
  + Focus their work on schools that don’t have a UBC.
  + A guide on how to start a UBC at each site
  + A video explaining more about what a UBC does
  + Getting UESF members to the school sites to try and recruit/develop a UBC; there have to be people whom we know at the schools; bring food to draw them to the meeting. Consider before school, lunch and after school for meeting times.
  + Ask for a Staff Rep or Officer to come in to an informational meeting to answer questions directly in order to expedite the process for the benefit of the staff.

1. For sites or departments that have UBCs, how can UESF officers and staff best support the work of the UBCs?

Officers and staff work with new/inexperienced UBCs on how to file grievances.

Regional Communications between sites.

Meetings for TSA’s

Teaching Principals about the role of the UBC.

Political Actions should be on the website.

Website Review – should not be a problem asking for time.

Template Agenda

Bullet Point out – Upcoming events - email to union rep.

Knowing the contract - a sort of “Know your Contract” blurb in every newsletter.

How to navigate the contract (control+find) how to use it.

Newsletter: issue from contract - 1 from classified, 1 from certificated

Union website - link to Prop G hours

Website searches sometimes don’t work.

Join the union button make it very big/central on the website.

Listserv for union building reps

Provide materials for 1/month UBC meeting (agendas, handouts, talking points) just to building reps

* Talking points o Ex: procedure for student behavior issues

o Staff person train the UBC: train in labor law! Can’t make side deals o Need help knowing the ‘non negotiables’ within the contract. o New teacher support (probationary) - training for building reps about protecting

* more visibility from the area reps
* do regular personal check ins once every few months, come to the site to say hi and build relationships (check in could be zoom, conference call, etc. doesn’t have to necessarily be in the room)
* need to establish regular communication
* creating volunteer field rep core, on release time, to help have union reps at the meetings
* important to hold admin & staff accountable for what needs to be done
* Come in and meet with members to see how they can help.
* Unexpected visits are nice too - drop by just to see how they can help.
* Contract article of the month/week in our newsletter, explain to members how to make this work at your site (note this was a favorite suggestion from all members at the breakout session)
* Regular visits to school sites- instead of just when there’s a problem.

3. School or department administrators are supposed to meet monthly with the UBC. What are the best ways to make sure that happens? Please share how you have been successful at your site.

Having Staff checking in with existing UBC’s and making sure meetings are taking place.

Also making sure those meetings are effective.

Have a meeting template, and suggested norms.

When successful, meetings have been set for the year, whether it’s the UBC/UBR and Admin or 10 minutes at staff meetings. SSC is also important for info and input.

* one example: everyone a part of the UBC, so multiple members meeting admin.
* Have election in the spring; in the spring set the dates for the UBC-admin meeting o If administrator doesn’t show up multiple times; it is a grievance. Tell UBC members that! Document it.
* Send reminders to admin about the meeting.
* We have a reoccurring set time each month
* Important to hold admin & staff accountable for what needs to be done.
* Book the meetings with the principal at the beginning of the year so the dates are set.
* Let the principal know this meeting time is required per contact Article 23.3.7.
* Get more people at your school site to get involved in the UBC and help support various initiatives.

4. What are the four main workplace issues at your site or in your department?

Top down decision making (uninformed decisions at that.)

Lack of respect from the principals/administrators

Targeting of individual educators and staff.

Too much management. (Example:Only 7 safe and supportive coaches, but 5 Administrators.)

Not enough SPED support/large caseloads, and not enough para support.

Class sizes too large.

CEP meetings during class time.

Construction Project: Lack of safety and communication; moving expectations.

Bilingual program. – Putting English only students into Spanish only.

ELD issues – decisions around language acquisition made by persons without training, and is not being done appropriately.

Children stuck with inappropriate designation.

SST’s are to be done with a BCLAD for Bilingual – not [?]

Lack of District Support.

* Subbing - not enough subs -> move to core subs again! Shortage of substitutes at the school sites; when paras are absent there and no sub to cover; this is a legal issue with special ed compliance.
* Special education not enough paras, not enough support
* Students have IEPs but we don’t have enough para minutes or RSP minutes; students that need 1:1s; need more paras in SOAR
* Runners in kindergarten - taking 100% of para time.
* principal intimidation
* Not knowing the contract
* Students who have unsafe behavior, resulting in harm to adults and other students
* Too many meetings
* Lack of safety
* People being required to do work that is not in their job description
* too many meetings
* staff turn over
* behavioral support

Additional suggestions about how UBCs can be effective:

* Holding monthly “benefit” workshops to help staff understand some of the benefits they reap from the union or something that other members can teach others (how to

read your paycheck, family leave, retirement, disability, etc.).

* Reviewing notes from UBC/Admin meetings with the entire staff.
* Geographically regional UBC meetings
* Have list of sites where we have UBC & sites that don’t have UBCs and have an adopt a school site program.

2. Report of Committee Appointments (as approved by UESF Executive Board 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
    2. Co-chair: William Patterson
    3. Yvette Huginnie
    4. Leslie White
    5. Peter Graham
    6. Teh Heard
    7. Taprina Parrish
    8. Diane Thompson
    9. Tom Harriman

10.Molly Stark

11.Amy Klee

12.Brian Borsos

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. Brittny 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​

1. Anthony Arinwine
2. Michelle Raitt
3. Susan Kitchell
4. 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

1. Linda Plack
2. Daniel Markarian
3. Erwin Steinbeisser
4. Dennis Fox
5. Mark Podhorecki
6. 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

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

***Sergeant at Arms Report*** A.J. Frazier

Only 20 sites represented; we need 21 sites represented in order to have a quorum

***New Business/Good of the Order***

***Adjournment @ 5:58pm***