

United Educators of San Francisco
Assembly Meeting
Wednesday March 20, 2019 4:15 pm

Minutes

Call to Order @ 4:30pm; Quorum @ 5:00pm

Minutes and Financial Report

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| 1. Roll Call | A.J. Frazier, Sergeant at Arms |
| 2. M/S/C Minutes | Katie Waller-O'Connor |
| 3. M/S/C Financial Report | VanCedric Williams |

Reports

- | | |
|--------------------------------------|-----------------------|
| 1. Elementary School Report | Darcie Chan Blackburn |
| Wednesday, February 27, 2019 4:30 pm | |

Elementary Committee Meeting

Darcie Chan Blackburn, Cathy Sullivan, Beatrice Montenegro, Michelle Ferraz, Michelle See, Tricia Moriarty

Agenda Items:

1. Presentation by someone from SFUSD about Absenteeism
2. SPED check in
3. Buildings and Grounds Check in- members should come with outstanding repair issues for us to present to LEAD. Best if they can give specifics and also find out what the work order number is.
4. Questions/Concerns about Amplify Science. Elementary members are welcome to attend the March 12 meeting with LEAD where they will have staff who are helping roll out the new curriculum share what strategies they've developed. For those who can't attend, I will take notes and bring them to the March 12 LEAD meeting.

Next Elementary Committee Meeting - Wednesday, April 24, 2019, 4:30 at Rosa Parks Elementary Committee.

Agenda for Supe Meeting, Tuesday, March 12, 2019 at 555 Franklin, 3rd floor Room 307:

1. Building and Grounds
2. Special Ed
3. Amplify Questions
4. ELD Implementation and New Curriculum
5. Restorative Practices

Presentation about Absenteeism

How can the district improve the implementation of specific strategies?

Three Stations to give our input

1. What action is your school taking to improve outcomes for each and every student?
2. How could these actions be more effective to improve student outcomes? How would we know if these were successful?
3. Given limited resources what three actions would you recommend to improve student outcomes? What actions would you commit to supporting?

Other:

Feinstein UBC. All these people need to have notes emailed out to them: Aaron Neimark, Naomi Berman, Michelle See, Tricia Moriarty, Steve Firestone, James Zucchi, Rene Mitsui.

Contacts for SFUSD:

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 dearce1@sfusd.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 Connolly at connolyk@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>

2. High School Committee Report Kevin Hartzog, Kathy Melvin
2019 February 27

Present: Kevin Hartzog (Balboa), Kathy Melvin (Lowell), David Knight (Burton HS), Theresa Quindlen (Burton HS), Julian Quinonez (UESF High School Representative), Mark Mosheim (Lincoln HS), Reynaldo Dulaney Jr. (Thurgood Marshall Academic High School)

Agenda Items with Assistant Superintendent Sanderson
Co-Teaching (Informational)

Balboa's UBC Generated a list of best and worst practices.

Several documents have been shared with us regarding best practices.

I still have to read through the list and develop a best practices sheet.

Shift presentation to 555 Franklin to April meeting

504

Good conversations

Nurse and Counseling will work up a better list of vocabulary and best practices.

Sent an information sheet to District to learn the number of students with 504s in the District.

Response was that “the information is not available”.

Item: We will add this on the agenda at 555 Franklin.

Aim to present to 555 Franklin in April meeting

April meeting in April at 555 Franklin has to be rescheduled due to conflict in Mr. Sanderson’s schedule.

PERB complaints (Informational)

UESF filed a complaint in Feb, 2018 of unfair working practice that Synergy is an unfair working practice.

PERB ruled that SFUSD had unfair labor practice.

PERB has determined that Synergy is change in working conditions.

PERB hearing in Feb.

SFUSD declined a settlement.

PERB kept case opened for another hearing.

Lawyer rewriting complaint, and another hearing with PERB

For Information - Non-Reelects rules, and deadlines. Also, the Principals should notify UBCs that they may be approached regarding a non-reelect.

Staffing Calendar

HS committee is recognizing that HR calendar is being applied differently at different sites. Request LEAD team to reinforce the calendar. Emphasize best practices for hiring, especially posting positions on time.

For Information - Finals

Finals - The past practice is changing. Alysse reviewed that we need to ensure compliance and instructional minutes. Discussed bringing the calendar to committee to look at a teacher work day before grading. Can we share the document that sites received to guide the calendar fixes?

Time Allotment Bell Schedule for Finals

Lock Down Security Measures - (Risk Management)

Invitation of UESF member on the committee

UASF member, but not a UESF member yet.

Sick Out

District said that anyone who took a personal day will be reprimanded

Classroom Situation at Lincoln High School

3. Middle School Committee Report Lisa-Beth Watkins
March 12, 2019 Middle School Division meeting with district Admin
In Attendance: Alma Soto, Amanda Hart, Julian Quinonez for UESF, Han Phung, Carlo Scarloto, Brent Stephens, district, Lisa-Beth Watkins, Chair. Schools represented: Hoover – 6 member, Denman -1 member, Francisco-1 member, Roosevelt –1 member, A.P. Giannini – 1 member, Visitacion Valley – 1 member
 1. Funding
Roosevelt and Francisco will be receiving extra funding from both district and private funding (predominantly Salesforce which enters into it’s 6 year of a 10 year promise to help fund public schools

The funding will provide 6 extra FTE's, a site based coach at each site, opportunities for world language.

C&I are also providing some funding and PD related to Nora Housman for PBL (project based learning).

Salesforce gave \$7.5 million last year and will give \$9 million next year.

Denman, Hoover, A.P. Giannini or any other middle school who begins to change their programs will not receive additional monies. Last years extra Salesforce money went to PITCH schools. Next year it will be used in the 2 pilot middle schools. Brent Stephens said the all the schools who are receiving the Principals funds from Salesforce will continue to receive the same amount

No specific timeline for monies. The district is waiting for schools to look at budgets, bell schedules and master schedules for next year. Our question is how do schools plan without knowing of extra funding sources.

2. Instructional minutes. Brent and Han spoke of the students having extra instructional minutes but not teachers. We need to ask about Para educators and Security. Parents at Roosevelt are expressing concerns about an extra long school day that they did not ask for and there are also concerns about how the extra length of day affects athletic programs and the athletes who participate in the programs. The district maintained that the minutes for teachers would fall into the 7 hour work day contractual language.

3. Block Scheduling and increase of Periods taught

We shared contract language regarding our 5 period teaching day. Han Phung spoke of a precedent being set at high school. Julian Quinonez the Union rep for high school said that there is no high school where a teacher teaches more than 5 preps without additional compensation. Lisa-Beth and Alma asked what high school has set this precedent. Neither Han Phung, Carmelo Scarloto, nor Brent Stephens could name a high school. Teaching 6 periods is a violation of our contract sections 7.2.1.1 and 7.2.1.1.1.

As the term precedent was brought up at this moment of the meeting, I (Watkins) should have reiterated a point that was made last year and want to place in the notes. It is our understanding that pilot schools do not set precedent for any other school, hence the name and freedom to be a pilot.

4. Research

We were given a paper to read from the Buck Institute. We asked if the district is aware of what is happening in Seattle Unified. More to come

4. Class Size

We shared our concerns that as new classes are added at schools, other mandatory classes are eliminated for example. To make room for accelerated literacy in a possible new Hoover schedule, 6 language arts classes are eliminated. The kids still need language arts, they will be in larger remaining classes. This is a problem.

5. Professional Development

Change and pilot schools have been happening in our district. When are we going to have some PD time to discuss what is working/not working/ ideas/concerns? Those of us at the school sites have the knowledge and the data. We are told that time has been set aside for the new pilot schools to share ideas, older pilots have some time together regarding computers, perhaps build some sharing into there.

We also questioned what new PD's for the pilots schools will be happening. Both Phung and Stephens said there is PD built in. No specifics that I heard.

6. Credentialing

We did not get into this portion other than to remind the district that teachers need appropriate credentials and ask how the district will help with any of these new programs. We also shared the concern that some administrators are telling those staff with multiple subject credentials to look elsewhere and one administrator has told their staff that they are only hiring single subject credentialed people (APG) At an earlier meeting we were told by Ms. Phung with Tony Payne and Anakarita Allen present that the pilots would supplement not replace or remove staff. Needs more discussion

7. Substitutes for Administrators.

We brought it to the attention of the leadership that many school sites are experiencing days without substitutes for missing administration. Teachers need substitutes. Para's need substitutes. Why don't administrators? Using sub days cuts into our retirement. Are administrators not using sub days when they are absent? Does the district cover school sites when they demand administrators to be offsite during the school day? Looking forward to answers to these questions.

Union reps will visit various middle schools over the next week to check on conditions and help out with contractual decisions. There is a middle school redesign survey also being put forward that we hope each member at each middle school will fill out so that we can establish supportive data in this effort.

4. Vice-President for Substitute Reports Earl Lene de Santiago
The UESF Substitute Divisional meeting was held on Wednesday, February 27, 2019.

Introductions ~ Sign-In

Introductions were shared by 12 members in attendance. Kit Bell and Alan performed duties as 'Note Taker' and 'Time Keeper.'

SFUSD Board Policies ~

Four SFUSD Board Policies were handed out and discussed briefly. The policies shared were:

These policies have been distributed by the district to our Substitutes who may have been subjected to some form of disciplinary action in the past. It became evident that many of our members were unaware of their existence or how valuable they could be in them performing their duties.

Announcement ~

The previously planned UESF/SFUSD meeting has been rescheduled for Tuesday, March 5, 2019.

Resolution ~

A resolution, 'The Living Wage For Educators Act of 2018', which was discussed at a previous Divisional meeting was presented and discussed extensively. This resolution was accepted unanimously. The final resolution will be introduced at the UESF Executive Board meeting for review.

Issues ~

The district has changed the job classification/description of Teacher Serving As Principal (TSAP) and Teacher Serving As Assistant Principal (TSAAP). These job assignments, as defined in our UESF contract, stipulate that our Substitutes, who accept these assignments, would receive additional compensation for their work. The district has chosen to code the classification/description as, 'Principal/Assistant Principal' assignments with a notation stating that 'No TSAP Pay Unless Specified'. The district is utilizing this change in the automated Substitute System. This change had **not** been discussed, nor agreed to, with UESF. Documentation has been provided by several Substitutes who did not receive their rightful monetary compensation after accepting the assignments described as TSAP/TSAAP.

The concern of 'harassment and discrimination' directed toward our Substitute Teachers was discussed. It was suggested that using some form of a media apparatus could document inappropriate language and/or drawings. Although there is a Board Policy (5145.3), on this item, a vehicle for filing a complaint may be warranted. Suggestion for accomplishing this could be the use of the 'Incident Report' and reporting the incident to a UESF Staff Representative.

It has come to our attention that changes to the accepted job assignment are being made, once our Substitutes arrive on site.

On the automated Substitute System, the 'reasons for declining an assignment' are limited. This item will be referred to the UESF/SFUSD Standing Committee for consideration.

5. Vice-President for Paraeducators Report Carolyn Samoa
Paras are hourly employees and district notified T10's saying that they were mandated to attend training 5-7:30pm and Carolyn reminded district that these kinds of meetings should be optional. Questions about this should be directed to Carolyn and Union will send communication out about this.
6. Elections Committee Brittney O'Connor
Encourage your school sites to vote to get a higher turnout this year.

Officers' Reports

1. President's Report

Susan Solomon

a) Close the Gap Coalition Structure

The Close the Gap coalition, which UESF co-founded over five years ago, has been focusing its efforts on these main areas:

- growing and supporting whole community schools,
- expanded revenue for public education,
- the full implementation of the SFUSD Safe and Supportive Schools Policy, and
- limiting the privatization and corporate charterization of public schools, while expanding the rights of families and staff in charter schools, and holding charter schools accountable to families and students.

Goals include:

- Establishing and expanding cross-affiliate communication and planning through the California Alliance for Community Schools coalition to promote the growth of Community Schools across the state.
- Continuing to participate in national AROS work to reclaim the promise of public education as our nation's gateway to a strong democracy and racial and economic justice.

The community schools effort started with educating CTG members about what is meant by the term "community schools." For this effort, we had and have the support of AFT and NEA staff. Martin Luther King Middle School and Buena Vista Horace Mann social workers Leslie Hu and Nick Chandler have also been central to guiding other CTG members in our understanding of the benefits of community schools.

The efforts around charter schools have been supported by CTA staff and Friends of Bayview Public Schools, and CTG Steering Committee members and allies.

Currently, the organizations involved in Close the Gap work are UESF, Coleman Advocates for Children and Youth, Jobs with Justice, SEIU 1021, Legal Services for Children, and San Francisco Families Union. Moving forward, and with the support of the grants from AFT and NEA (see report on grants), Close the Gap will be focusing on outreach to other community, parent, and faith-based organizations whose work focuses on education, racial, economic, and social justice. This is not a new concept for CTG; rather, it is a rebooting of CTG's early work and commitments to working in coalition with the broader community.

CTG is recognized by SFUSD administrators and school board members as an organization that should be at the table in conversations and plans for improving our collective efforts to provide schools that all of our students deserve.

Recommendation

- Develop plans to increase the visibility of CTG among our members and school communities, and encourage feedback and participation.

Respectfully submitted,
Susan Solomon

- b) Report on Grants Received from Affiliates This Year
The full text of the grant proposals are available at the UESF office.

1. Grants for Close the Gap (CTG) coalition work:

- \$25,000 from the National Education Association (NEA)
- \$40,000 grant from the American Federation of Teachers (AFT)

This funding is being used to pay the salary of the CTG coordinator position. Julie Roberts-Phung, who held the position last year, is continuing as coordinator. Due to increased grant funding compared to last year's grant funding, her hours have been increased.

2. CTA Community Advocacy & Partnership Engagement (CAPE) grant of \$30,000 for work with Friends of Bayview Public Schools

Grow Friends of Bayview Public Schools. Across California, foundations and charter chains are capitalizing on Black and Brown communities' legitimate dissatisfaction with public education in order to build support for privatization. Already, California has more charter schools than any other state – over 1300 – and the State Board of Education routinely overrules local school boards' denials. But pro-public education advocates are now gaining ground. As privatizers target San Francisco, particularly the historically Black neighborhood of Bayview, a grassroots movement is fighting back.

Friends of Bayview Public Schools has emerged as a counterweight to the millions of dollars astroturfing charter accelerators are using to bring people into their systems. Already, Bayview Friends and its allies are exposing and countering privatization organizations, such as Innovate Public Schools, that are targeting San Francisco's Black and Brown communities. Friends of Bayview Public Schools is creating an alternative approach and vision for public education by building on the strengths of its community and advocating for more investment in existing public schools. This new and rapidly growing organization brings together faith leaders, community groups, direct-service providers, parents, students, teachers, and other key stakeholders, to promote and protect Bayview schools. After its advocacy this past spring, enrollment in the Bayview's Malcolm X Academy increased almost 30% – and Innovate's new charter was denied by the local school board.

Close the Gap is working with Friends of Bayview Public Schools, as are some UESF members who work at schools in the Bayview.

3. Grants for funding the salaries of area organizers Kit Bell and Will Happy from January 14 – April 26, 2019, and for release timers who lobbied at City Hall for ERAF funding.
- \$22,400 from AFT

- \$22,400 from NEA
4. Grants for Political Work:
 - CTA ABC Grant: \$58,638
 - CTA ABC Special Circumstances Grant: \$50,000
 - CTA Grant Member to Member grant: \$13,000 for member to member COPE expenses (this covered the cost of the Fall Membership Conference, worksite COPE presentation, material, mileage, release timers including time for Paula Guillory who helped turned out member to volunteer for the campaign, food, etc.)
 - CFT Grant: \$10,000
 - CFT Organizer Grant: approximately \$3,330 (this helped pay for one organizer—Jeffrey Lau)

2. **Executive Vice-President's Report**

Elaine Merriweather

NEA

In February the NEA Board received Implicit Bias Training. It was facilitated by Hilario Benzon, manager in the NEA's Human Civil Right Department. We've worked through a series of activities designed to help deepen our understanding of what implicit bias is and how to confront it when it's identified. We were encouraged to "Name it, Claim it, & Stop it". If you want more information about the training, email me @ emerriweather@uesf.org. One of our lobbying topics was the creation of a National ESP Award HR 276/S323. This award is long overdue. Paraeducators are an integral part of our schools and they keep our school operating. Paraeducators create learning environments that help students reach their fullest potential.

CFT

California Federation of Teachers EC / TK – 12 Division Council had a very good Lobby Day on February 19th. We shared some of our sponsored legislation and budget request during our lobby visits. This included AB39 which would establish new higher funding targets under the Local Control Formula. AB123 (McCarty) which would provide the intent of the legislature, to offer targeted universal Pre-K for (4) year-olds that reside in school attendance area where 70% of children enroll in free and reduced-price lunch programs; offer an additional year of preschool for (3) year-olds living in poverty.

LOCAL NEWS

Your officers spent time with the Oakland teachers during the strike. We went to elementary, middle, and high schools. We had an opportunity to talk to the teachers and parents about the importance of that strike. Carolyn and I went to visit the Methodist Church that set-up a safe place for parents to drop off their children. They also provided breakfast, lunch, and dinner for the children. Some of the teacher and parent volunteers planned activities for the children. It was really nice to see how much the community supported the teachers.

COPE Report

Anabel Ibañez

School board (Jenny Lam) appointed by Mayor to fill Haney's position; we will invite her to come speak with the union, along with any other candidates.

Special Orders of Business

1. Prop. G Fight Back Campaign Report - update by Amanda Hart
2. May 22 Day of Action: Plans about what action to do before school is out/over. May 22 is a proposed date of Action.
3. Update on the Primary School: School that already exists in east palo alto, private non-profit school; the Primary School approached district to propose idea of new school here in San Francisco. Suggestions about making some changes to the contract including: Longer work year, more staff meetings, yearly evaluations of teachers, some control over staffing. Union has had to remind them 3 times that there are two contracts that they have to keep in mind. All next year they have suggested would be a planning year.

Resolutions

1. **M/S/C Unanimously** - A Union at Work and Home - A Tenants' Right to Organize
Anabel Ibañez, et al
WHEREAS, since 2008 California's rental housing market has experienced dramatic consolidation into fewer and larger hands and increased speculation by national and international investors; and
WHEREAS, tenants are increasingly likely to deal with a corporation as their landlord. An individual tenant's ability to request repairs, negotiate rent adjustments, and ultimately engage on equal terms has diminished; and
WHEREAS, tenants lack bargaining power and are vulnerable to abuse, neglect and mistreatment at the hands of their landlords. Tenants who organize are regularly evicted without cause; and
WHEREAS, an inequality of bargaining power exists between tenants and landlords, regardless of building size or type of owner; and
WHEREAS, State Senator Maria Elena Durazo has introduced legislation that will amend the Civil Code to provide tenants the right to organize; and
WHEREAS, the legislative bill will provide tenants the right to organize and join a tenant association that will have the following rights:
 - **Just Cause:** No eviction of the tenants in the tenant association except for cause.
 - **Right to Strike:** A right to engage in a rent strike – landlord must bargain in good faith about grievances and may not evict for nonpayment during the negotiations period.
 - **Enhanced Penalties:** Statutory penalty of five times current penalties for retaliation or violation of this law, and in no event less than \$1,000.**THEREFORE LET IT BE RESOLVED**, that United Educators of San Francisco (UESF) will actively engage and participate in the Tenants Together statewide coalition to support the passage of the Tenants Right to Organize bill.

Submitted by: Anabel Ibáñez, Susan Solomon, Frank Lara, Anthony Arinwine, Claudia Tirado, Susan Kitchell, Cassondra Curiel, Bobbie Washington, Mary Lavalais, Charles James Jr., Leslie Hu, Tom Harriman, Darci Chan Blackwell, and David Smith.

to the March 20, 2019 meeting of the UESF Assembly as recommended by the UESF Executive Board

2. **M/S/C Unanimously** - Support for Sacramento City School District Teacher's Association's Request Audit of the Sacramento City Unified School District Susan Solomon, et al.

Whereas the Sacramento City Unified School District appears to be on the brink of fiscal insolvency, and

Whereas, Sacramento City Teachers Association's well-documented concerns regarding potential conflicts of interest among the superintendent and other top administrators merit a serious investigation, and

Whereas, the eight local educator unions that comprise the California Alliance of Community Schools have been asked to support SCTA in its call for an investigation and audit of the SCUSD,

Therefore be it resolved that UESF direct its president to sign the attached letter, urging Superintendent of Instruction Tony Thurmond to conduct an investigation and audit of the Sacramento City Unified School District (SCUSD).

Respectfully submitted by

*Susan Solomon, Susan Kitchell, Anabel Ibáñez, Elaine Merriweather
to the UESF Assembly meeting of March 20, 2019, as recommended by the UESF Executive Board*

3. **M/S/C Unanimously** - Opposition to SB1045 (Weiner) Susan Kitchell, et al.
- Whereas, SB 1045 (Weiner) is a pilot program authorizing three counties (San Francisco, Los Angeles and San Diego) to expand a conservatorship approach for people deemed incapable of caring for their own health and well-being due to severe mental health and substance abuse disorders; and,
- Whereas, conservatorship is a legal process that takes away someone's rights to make their own choices and determine their own treatment by hospitalizing or incarcerating a person for a period of time while a County Conservator determines whether the person meets the standard of "grave disability" and files a petition which is then adjudicated and may result in the person being in either temporary or permanent placement, usually in a locked facility; and,
- Whereas, Susan Mizner (Director, Disability Rights Program, ACLU) has stated that "conservatorship is the most extreme deprivation of civil liberties aside for the death penalty"; and,
- Whereas, in San Francisco, there is a consensus that homelessness has reached the level of crisis yet nothing in this bill expands services or creates more housing or expands medical or mental health care; and,
- Whereas, SB 1045 (Weiner) will lead to the expansion of involuntary treatment, which is considered the most ineffective, inhumane and most expensive level of

care all while there are thousands of people waiting for voluntary treatment and housing *that does not exist*; and,
THEREFORE, BE IT RESOLVED that UESF will write a letter to each member of the Board of Supervisors and Mayor Breed telling them that our union opposes the expansion of conservatorships in San Francisco and urge them to opt out of implementation of SB 1045 (Weiner) as has been done by Los Angeles and San Diego; and,

Be it further resolved, that UESF will send an e-mail message to all members highlighting the key facts and reasons for opposing the implementation of SB 1045 (Weiner) and will encourage all members to call the members of the Board of Supervisors and Mayor Breed telling them that they oppose the expansion of conservatorship in San Francisco and urge them to opt out of implementation of SB 1045 (Weiner) as has been done by Los Angeles and San Diego.

Respectfully submitted by Susan Kitchell, Susan Solomon, Anabel Ibáñez, and Brittny O'Connor, to the March 20, 2019 meeting of the UESF Assembly as recommended by the UESF Executive Board

4. ***M/S/C Unanimously*** - Living Wage for Educators Act for 2019-2020 Earl Lene de Santiago, et al

WHEREAS, when the Proposition G Parcel Tax was passed authorizing San Francisco to levy an annual Parcel Tax of \$298 per parcel in the city for 20 years to fund educator's salaries, it passed with 60.76 percent of the votes with the assumption that all educators would benefit from its passage.

WHEREAS, the Prop G Parcel Tax specifically states that revenues will be provided to San Francisco Unified School District (SFUSD) to fund educators' salaries, staffing, professional development and technology, nowhere was it stated that Substitute teachers or Substitute Para-educators be excluded from the passage of this measure.

WHEREAS, Substitute teachers and Substitute Para-educators would greatly benefit from receiving a 7% add on salary increase each day they work to offset the high cost of living in San Francisco and the Bay Area.

WHEREAS, when Substitutes file for unemployment compensation with the Employment Development Department (EDD) because they need temporary financial assistance when laid off due to lack of work (especially during summer months), they are usually disqualified from receiving benefits and must file an appeal. When a judge sides with the applicant and overturns the original motion, money is usually paid out months later. In the meantime, the Substitutes experience a severe financial hardship while living below poverty level wages, as they receive no income whatsoever. The extra money received through the passage of the Prop G Parcel Tax, could help Substitutes save up for the summer months, when employment offers are scarce.

WHEREAS, many Substitute teachers and Substitute Para-educators fought hard for the passage of the Prop G Parcel Tax at the request of UESF, volunteering many hours working in the phone banks and being an advocate, with the

assumption that all educators would be receiving the 7% raise for their efforts, SFUSD has failed to include Substitute teachers and Substitute Para-educators in receiving this raise.

WHEREAS, many retired teachers are receiving a pension after many years of public service, they find that they need to supplement their income by substituting just to make ends meet. The Prop G 7% add on raise for retired teachers would help SFUSD retain proven quality educators to accelerate student achievement while helping these retired professionals pay for their health care needs and other miscellaneous contingencies.

WHEREAS, some retired Para-educators may still be receiving a pension, the majority of recently retired Para-educators are not due to the PARS settlement. These individuals, who might have been working only 20-24 hours a week, are also forced to work as Substitute Para-educators well past 66 years old, and can only benefit from the passage of Proposition G Parcel Tax.

RESOLVED, that UESF Executive Board and Assembly endorse this resolution and demand that SFUSD provide all educators, (including Substitute teachers and Substitute Para-educators), with the 7% pay increase.

Be it further resolved that UESF demand a meeting with SFUSD to draft a Memorandum of Understanding (MOU) with salary parity for Substitutes and Substitute Para-educators to go into effect immediately and that it be negotiated and included in the new contract in 2020.

Respectfully submitted by Alan Lovaasen, Linda Plack, Liz Conley, Nancy Petercupo, Sherry Linker, Paula Guillory, Kit Bell, Gabriella Lavelle, and Earl Lene De Santiago, to the March 20, 2019 meeting of the UESF Assembly, as recommended by the UESF Executive Board

5. Sergeant at Arms Report

A.J. Frazier

schools represented 24 & 34 members present

6. New Business/Good of the Order

moment of silence for David Knight's father

Adjournment @ 6:24pm