**United Educators of San Francisco**

**Executive Board**

Wednesday June 5, 2019 3:30 pm

**Minutes**

***Call to order & quorum @ 3:40PM***

***Minutes and Financial Report***

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

August meeting will look at final numbers of the budget, would like for the executive board to submit feedback about the budget, email any of the budget committee members.

Reports

1. Year end report of the Catastrophic Sick Leave Bank Committee June 5, 2019

The Certificated Sick Leave Bank:

There were a total of 231 days donated

There were a total of 345 days used (including some allocated that may be returned to the bank if not required by the member)

The balance is 345.5 days as of 3/19/19

The Classified Sick Leave Bank:

There were a total of 15 hours donated

There were a total of 0 hours used

The balance is 273 hours as of 3/19/19

We continue to have a lower volume of donations in the classified bank than the certificated bank. Donations do generally increase when a member is diagnosed with illness.

Forms:

The Catastrophic Sick Leave Bank Committee (CSLBC) has reviewed and revised the forms for donation and the applications for sick leave bank days. The revised forms have been posted to the District website and made available to the UESF leadership.

Recommendations:

Under the contract 10.2.5.5.13 , the committee may make recommendations at the end of the year to leadership. The following are our recommendations:

* + Communications to members: the CSLBC recommends that the donation forms be part of the new teacher orientation and part of the classified intake process by the District. The CSLBC recommends that the District LEAD teams advise their Administrative teams to promote the Sick Leave Bank in the beginning of year Professional Development days and meetings. The CSLBC recommends that the Union promote the Sick leave bank in their early UBC training meetings and through the field representatives to sites. The CSLBC recommends the District place the forms and announcement on Oasis at the beginning of the school year and at the second enrollment period. The CSLBC recommends the Union place the forms on several of the email blasts during the two enrollment periods and the newsletter at the beginning of the school year and at the second enrollment period.  The CSLBC recommends that the District and the Union post the forms for donation and for use of the bank clearly on their respective websites.
  + Modifications to contract language: In the course of meetings over the last two years since the committee has been reconstituted, we have identified several parts to the contract language that, if modified, would either increase the clarity of the language, increase the strength of the language, or support the membership more equitably. The language below is modified in the standard fashion, article justifications are included as a header to each modification. Strikethrough is deleted language, bold is new language.

Justification: members are suffering extreme financial burden from use of extended sick leave.

10.2.4.1 After using all earned and accumulated sick leave, a teacher who has exhausted his or her sick leave for a single illness or accident shall have up to 100 days of

extended sick leave for said illness or accident. A teacher on extended sick leave shall receive his or her own pro rata salary minus the per diem rate of a substitute teacher. **Notwithstanding section 10.2.4.1, a unit member shall receive not less than $150 per day during a catastrophic sick leave.** See Appendix B for 2017-2020 Teacher Contract – 20 – July 1, 2017 appropriate Sub Dock rate. After the first use of extended sick leave, the District shall retain the right to require an examination conducted by the physician employed by the District if there is a disagreement as to whether the injury/illness/accident qualifies for an additional 100 days of extended sick leave. leave (section 10.2.4).

Justification: It has become common practice, especially when donations are toward an ill member, to count the membership donations simultaneously instead of sequentially. In the past, members were asked to become a member at open enrollment, then they could target donations to an ill member as needed later, we are seeing a need to accept the initial donation for membership at the same time that the targeted donations are accepted.

10.2.5.3.2 A unit member who has donated one (1) sick day to the Catastrophic Sick Leave Bank is immediately eligible to be a recipient of the Catastrophic Sick Leave Bank. A Unit member donating a single day is immediately eligible to use the pool of sick leave days available in the Catastrophic Sick Leave Bank, pursuant to limitations of 10.2.5.5.7. **Donations from any member towards any member can be counted immediately and simultaneously for the membership to the bank, and the support of the members receiving days from the bank.**

10.2.5.3.3 Only unit members who are already members of the Catastrophic Sick Leave Bank can make a donation to a specific individual. **Donations from any member towards any member can be counted immediately and simultaneously for the membership to the bank, and the support of the members receiving days from the bank.**

Justification: A catastrophic illness of a family member (spouse, partner, child, parent, etc) requiring the membr to be absent to support the family member can have the same impact on the member as a member’s own illness. An illness that prevents the member from significant income for a significant period of time can have a catastrophic impact on the member’s housing situation.

10.2.5.5.1 A catastrophic illness or injury is defined as one which is life threatening and will last for at least thirty (30) days and which prevents the unit member from performing his/her duties. **A catastrophic illness of a family member for whom the unit member has primary responsibility of care can also be defined as a catastrophic illness or injury for this article. Any condition that causes loss of significant income resulting in loss of housing situation can be considered catastrophic illness or injury for this article.**

Justification: In some cases the member can legitimately be ill and yet expected to recover in just a little bit more time.

10.2.5.5.7 A unit member may receive no more than 85 days from this Catastrophic Sick Leave Bank in any school year. **Upon application to the committee, if the illness persists, an additional time up to 85 days may be allocated.**

Justification: Exhausting extended leave prior to utilizing sick leave bank has a significant impact to members of nearly $20,000. The requirement to utilize extended leave has a significant dampening impact on donations to the sick leave bank. The California Education code allows us to modify the contract. *(f) Nothing in this section shall be construed so as to deprive any district, city, or city and county of the right to make any reasonable rule for the regulation of accident or sick leave or cumulative accident or sick leave without loss of salary for persons acquiring certification qualifications. (CA ed code)*

10.2.5.8 Unit members must expend their accrued sick leave ~~and extended sick leave and any paid time off~~ prior to receiving donations from the Catastrophic Sick Leave Bank. **If all sick leave accrued and donated is expended, members may utilize their extended sick leave.**

1. Special Education Committee Report ..........................................Brittny Roeland

Agenda: 5/13/19

1. Introductions: Jennifer Jimenez Payne (Sped Director), Kee Fricke-Pothier (Sped Supervisor Cohort 2), Margaret Farrugio (Sped Director), Sandie Spoering (Sped Supervisor Cohort 5), William Patterson (Co-Chair Sped Committee), Brittny O’Connor (Co-Chair Sped Committee)
2. Norms:
   1. Assume Best Intentions
   2. Be Respectful
   3. Stay on time
   4. Don’t interject/interrupt
   5. Be solution oriented
3. Update on correcting the SpEd Type and General Education Pathway errors.: Jenny went over what she did for her cohort. She has a good system for flagging and counting what will happen. Consults with school psychologists about initials.How can UESF sped committee support this process to reduce unneeded consolidations. Margaret suggested we have more trainings to reduce these things. Other suggestions were talking about informational emails that could go throughout the year to case managers so they check this periodically. Procedurals manual will include guides like this.
4. Update on Caseload Audit - brief overview
5. Discussion of allocations - not consolidations
   1. Would like more collaborative year round monitoring of allocation data and site schedules. DJ has been working to help this with data reports, but, while job position data is vague at best, perhaps a list of schools nearing increases or decreases would help?
   2. We’d like Supervisors to be familiar with their sites, and consulting Content Specialists frequently.
      1. Just prior to meeting, Will and Margaret discussed a google form to teachers within a cohort to identify their SpEd department meeting time. Margaret was interested in the possibility of content specialists reaching out to their sites to arrange regular meetings during the day.
   3. We’d like to be involved in the consolidation process either committee or staff.
      1. We did not get to address this.
   4. We want accurate data that helps us find areas of increased allocation need as well as decreased need - what steps can we take to address this?
      1. We did not get to address this.
   5. Pathways may need SDC 50%+ Gen Ed options.
      1. Wallenburg, Washington, (learning Stations model schools)
      2. High need students being placed in Gen Ed for co-teaching,
      3. If the student may need study skills and other support periods to benefit; and, if they need co-taught classes to be successful in academic subjects, if it amounts to more than 50% f the day, would they be MM 50%+ General Education? What pathway would address this?
      4. Would a change in pathways allow SDC funding with high FAPE%? Co-Taught classes count as SAI minutes and % Gen Ed, so it seems reasonable.
      5. Can 50%+1 be altered to only academic periods for SDC students?
         1. If not, can these students have a study skills class to process and complete work?
6. Selecting sites for SDC classes:
   1. Concern that sites need at least two classrooms so that teachers can cover for lunch and other breaks. When only one classroom, it sets the teacher up for a conflict with Admin who need to find certificated coverage for their classrooms.

Students can’t be reassigned. Example of June Jordan. Teacher wants to leave. Caseload too much with consolidation of the 1.0 SDC teacher at the same grade level. Enrollments too low. Need to wait for 10 day count to see what happened.

What happened with ReThink, What will the new teacher/para ratios be?

* 1. People in these rooms were told 1:8 staffing ratio for years.
  2. Teachers and paras have concerns about not being trained for specific tasks related to these students. What para requirements will there be in the new program? Are there positions more specific to this very demanding setting?

SFUSD is not renewing contract with Re-Think program for Aut specific programs. Some people didn’t like Re-Think curriculum. Email went out to Re-Think case managers about this mild moderate is 1-12 with 2 paras and moderate to severe is 8-10 with 2 paras. Data showed most frequent users of Re-Think were central office. 38 SDC’s have have this but only a few people were logging in. It wasn’t a user friendly system. Program is being replaced with different trainings and something that more people will actually use. SFUSD will pay teachers to come in over the summer to help plan. August 7-9 there is a budget set aside teachers can come to sped central to help. They are waiting to hear back as far as if their budget request will be approved for new tools and trainings for AUT specific programs.

7.SBAC and Other testing procedures for next year:

* 1. SPED staff should not provide all accommodations:
     1. All Certificated Staff can test - please DIRECT this to Admin.
        1. In fact, our service minutes are mandated by federal law
     2. All trained adults can read/write/accompany students for breaks
  2. Accommodations could use an “other” field, or, 1:1 testing room for severe
  3. Would be nice for accommodations to export to Synergy so that ARTIFs can print and organize with current info. Or if Artif and Admin would use Admin account to work together.

Jenny said Sped would need to work with LEAD to move something like this forward. Beginning of the year survey question to determine how many people on site that are certificated and not in the classrooms who could potentially support with this. E.g. ARTIF, intervention teachers, ELD teachers, social workers, SLPS, counselors, librarians etc.

Added after 72 hour notice:

1. Middle School and High School IIS paraeducators need to be bell to bell. The RSP paras are being pulled, or, SDC classrooms are losing their instructional paraeducators because 1 FT IIS at HS creates a 0.5 Para for RSP.

Positive Shout Outs:

* Access Program Shout out to Matt and Kara for work helping to make the program function after a difficult year last year.
* Anonymous source: “Our supervisors and content specialists have been very helpful this year, which is a change from some of my previous years with the district.”

1. Vice-President for Paraeducators Report Carolyn Samoa

* Yesterday a letter given to all T-10s notifying everyone that Mr. Quesada no longer will be supervising T-10s.

1. President for Retired Division Report Rudi Faltus

* Low numbers for retirement, working on website to list updates on-line.

Officers’ Reports

1. President’s Report Susan Solomon

The Primary School [TPS]: Labor Relations Chief Carmelo Sgarlato and I met with the VP of Policy & Growth to start discussions about a Memorandum of Understanding [MOU] for UESF, SFUSD, and TPS should TPS become an SFUSD public school. Most of the proposal, which includes additions and changes to our UESF collective bargaining agreements, is straightforward and not onerous. The biggest area of disagreement is that they are proposing a longer work year, more instructional days, and an 8-hour day, but with a stipend, not *per diem* pay, for classroom teachers. They proposed *per diem* pay for other certificated personnel and paraeducators, so it is confusing why there is a difference in their proposal for classroom teachers, especially since the proposed stipend is less than even a beginning teacher’s *per diem* rate of pay. I stated that, on behalf of UESF, a stipend in lieu of *per diem* pay is not acceptable. They proposed using the current evaluation system, but want to add other elements that can be linked to the California Standards for the Teaching Profession. The one change they want is to have annual evaluations. These added elements have not been presented yet. There was less discussion about paraeducator evaluations.

Negotiations with staff union USO/CSO: Elaine Merriweather and I have had several bargaining sessions with the union that represents the UESF Communications Director, Organizing Director, and staff representatives. We have made progress on several items, including language on comp time procedures; parking; training; and a respect clause. We are still exchanging salary proposals. The USO/CSO/UESF contract expires on June 30. I fully expect that we will complete negotiations this summer, and so we will bring a Tentative Agreement for a vote to our August 2019 Executive Board meeting.

Respectfully submitted, Susan Solomon

1. Executive Vice-President’s Report Elaine Merriweather

Our past president Joan-Marie Shelly is having a birthday celebration at the end of June 27.

100 year celebration committee is starting to plan, let Elaine know if your interested.

California Casualty $250 grant for classroom for the fall.

CTC subject matter advisory panel would like educators to sit on a panel, if you would like to nominate people.

M/S/C President’s Recommendations for Expenditures Susan Solomon

1. Anti-oppression training for UESF Staff.......................................$7,401.86
2. CTA/CFT/AFT/NEA summer and early fall conferences......up to $8,000
3. Funding for AFT Education Summer..................................up to $4,500
4. Tenants Union Annual Fundraiser...............................................$2,500
5. Support for New Haven Education Association..............................$1,200
6. Sponsor SFLC Union Night at AT&T Park, July 22...........................$200

M/S/C (1 abstention) President’s Recommendations for COPE Expenditures

1. SF DCCC..............................................$10,000

Request for DCCC to come speak with the executive board

1. Poll for Mar Initiative to tax IPO’s............$2,000
2. Sponsor SF District 11 Democratic Club 20th Annual Dinner & Auction, 6/7/19

Patio Español......................$200 (includes 2 dinner tickets)

COPE Report Anabel Ibañez

When we say “teacher housing” this includes paraeducators and all other bargaining members. Suggested definition “At least three-quarters of the units in a Teacher Housing Project must be deed restricted to be affordable to households with an income from 60% up to 140% of the unadjusted area median family income (AMI), up to an overall average of 100% AMI across all the units, and one-quarter of the units must be deed restricted up to a maximum 180% AMI.”

Resolutions

1. M/S/C Kate Kennedy Remembrance Dennis Kelly

Whereas Kate Kennedy was a San Francisco teacher and principal who fought economic and social injustice in the schools, and

Whereas Kate Kennedy was a member of the Knights of Labor, the closest organization to a union that embraced teachers in the late 1800s, and

Whereas, as late as 1911 female teachers organized into Kate Kennedy clubs to press for economic and social justice in San Francisco schools, and

Whereas the Kate Kennedy Remembrance committee seeks to keep the memory of this valiant sister alive,

Therefore be it resolved that UESF shall endorse the second annual commemoration of Kate Kennedy to take place on 9 June 2019 at 1:30 at Cypress Lawn cemetery, and

Be it finally resolved that UESF will contribute $100 to the Remembrance committee to underwrite the event.

*Submitted to the June 5, 2019 Meeting of the UESF Executive Board by Dennis Kelly*

1. Passed (4 abstentions) Request to table - did not pass Inclusive Schools Week Brittny O’Connor

Whereas Inclusive Schools Week is an annual event held during the first full week in December (12/2/2019-12/6/2019). It provides the opportunity for educators, students and parents to discuss how to successfully educate all children.

Whereas this years theme is Around the World with 174 countries currently participating. Inclusive Schools Week will spotlight schools and organizations that contribute to improved learning, relationships, and outcomes for students with disabilities.

Whereas in the past United Educators of San Francisco (UESF) and Community Advisory Committee (CAC) have partnered together to help bring broader outreach, support, knowledge and participation of individual teachers and entire school sites for Inclusive Schools Week.

CAC gives the community an opportunity to have opinions heard and make a difference in the way special education is conducted in our area. Many parents participate in CAC meetings and directly receive information from CAC. UESF has a strong channel of communication to deliver information to unit members. By partnering together the message of Inclusive Schools Week will likely reach more people.

Let it be resolved UESF will partner with CAC for Inclusive Schools Week

*Submitted to the June 5, 2019 Meeting of the UESF Executive Board by*

*Brittny O’Connor*

Special Order of Business: Contract Organizing Plans for Next Year (Hand Out)

**GROUP 1: Bargaining for the common good**

* What can we do outside of wages, hours and conditions of work? School districts can push back and argue that these are things that we don’t HAVE to bargain about.
* Various parts of the contract that might allow some bargaining wiggle room, Health & Safety, Safe & Supportive Schools
* Bringing community members and parents into the bargaining room to put pressure on the district.
* We need to fund the programs that the district is saying school sites need to xxx Mandate PD’s for teachers; these trainings have to be rolled out with fidelity. Perhaps utilize the PD days at the beginning of the school year. Have some staff input around the desired PDs at school sites.
* Putting the pressure on school board members, request that school board meet with union for updates, ask board members to attend the negotiations
* Union needs to be careful about how we communicate negotiation updates back to our members
* Suggestion for union to reach out to the school sites to gain feedback about what our members want out of negotiations, asking members “why” is bargaining for this important to you? This will really engage our members.
* Suggestion for child care for our new members at school sites so our younger teachers don’t leave the district, cost of child care is almost as high as a mortgage.

Strikes: Anabel

Highlights: Carolyn

Budget: VanCedric

Communication: Lisa-Beth

Sergeant at Arms Report A.J. Frazier

None

New Business/Good of the Order

Special thanks from Carolyn memorial service for her sister on June 22 @ SEIU @ 1pm

Please sign up for the Facebook page California Reads

Adjournment @ 6:36pm