

**United Educators of San Francisco  
Executive Board**  
Wednesday, June 4, 2008, 4:15 p.m.  
**Minutes**

---

**Order of Business**

**Agenda**

1. Roll Call ..... Roberto Michel, Sergeant at Arms
2. Minutes ..... Susan Solomon, Secretary

M/S/C to accept the minutes of the May 7, 2008 Executive Board meeting as presented.

**COPE Financial Report** ..... Ken Tray

M/S/C to accept the May 31, 2008 COPE Financial Report as presented. The COPE revenues have grown tremendously since the implementation of the monthly COPE dues deduction. CTA and CFT made sizable contributions to the Proposition A campaign, and there is still a balance of \$70,195, which is good because of the upcoming Board of Education campaigns.

M/S/C **President's Recommendations for Expenditures** ..... Dennis Kelly

1. Gratuity for Swett Custodian ..... \$100.00
2. SMLC Jackie Speier Breakfast, June 16<sup>th</sup>..... 2@\$30.00=\$60.00
3. Coleman Advocates YMAC celebration..... 4@\$50=\$200.00
4. AU CO Vietnamese Cultural Center (Donation)..... \$250.00
5. Bay Area Union Labor Party Awards Dinner .....2@\$400.00

**COPE Expenditures** ..... Ken Tray

Most expenses were for the Proposition A campaign.

**Special Order of Business:**

1. Grievance Committee Report ..... Stan DeBella

M/S/C to accept the committee's recommendation to take case 0708-61 to arbitration.

M/S/C to accept the committee's recommendation NOT to take case 0708-66 to arbitration.

M/S/C to accept the committee's recommendation to take case 0708-52 to arbitration.

**Resolutions**

1. M/S/C as amended, with 2 abstentions: Donation to Assist Victims of Earthquake in China .....Tay McArthur

**DONATION RESOLUTION: TO ASSIST TEACHER AND STUDENT VICTIMS OF THE 7.9  
EARTHQUAKE IN CHINA**

Whereas the 7.9 – 8.0 earthquake in China has devastated much of the area; and

Whereas by Friday, May 30, 2008, according to the SF Chronicle, 6,800 classrooms had been destroyed, and

Whereas our hearts go out to our fellow teachers that are going through such pain; and

Whereas as many as 59,000 men, women, and children have died and 400,000 are homeless, and

Whereas humanitarian aid has been flowing in from all over the world; and

Whereas the fundraising at Lincoln High School has brought in \$5,438.00;

Therefore Be it Resolved that UESF donate \$500, routing it through the AFT and/or NEA's worldwide affiliations (such as Education International) so that it is directed toward teachers, students and schools that are in need.

M/S/C with one abstention, amendment: Change contribution to \$500.00. (The language of the original motion had to be changed to reflect this amendment.

As the next Assembly meeting is three months away, the above motion is an emergency resolution and will not go to the Assembly for a vote.

2. M/S/C Early Childhood Education for the 21<sup>st</sup> Century.....Elaine Merriweather  
Adopted July 2002 by AFT; proposed revision for July 2008

WHEREAS, to address the needs of all children to meet high standards and to close the objectionably large achievement gap between advantaged and disadvantaged students, the nation must turn our attention to issues related to early childhood education and school readiness; and

WHEREAS, well-regarded studies have shown that high-quality early childhood programs both increase the likelihood that children will gain higher levels of cognitive and social skills and become successful students and productive citizens and reduce the chances that they will drop out of high school, become dependent on welfare, or be incarcerated; and

WHEREAS, studies show that current child care policies and practices do not reflect what is known about child development—particularly what has been learned in the last decade about brain development and the critical role that systematic exposure to high-quality learning opportunities play in future development and academic abilities; and

WHEREAS, alarmingly, more than 50 percent of children in the country have one or more risk factors that, without intervention, can lead to a developmental deficit even before they start kindergarten and jeopardize their chances to learn and succeed in school; and

WHEREAS, these risk factors include too little exposure to stimulating language, reading, storytelling, and other literacy-building activities upon which later success in schooling is based; limited-English proficiency; hearing and vision disabilities; learning, speech and language impairments and/or other disabilities; and

WHEREAS, large bodies of research and effective pedagogy have been developed within the 100-year history of the child development/pre-school profession, and effective, successful models exist, however, these practices are not widely adopted due to lack of training and funding; and

WHEREAS, more than 50 percent, and as many as 80 percent, of the early care and education programs in the country not only fail to reflect what is currently known about child development but fail to meet basic standards of quality—thereby putting children’s health, safety and overall development in jeopardy; and

WHEREAS, the lack of access to high-quality early childhood programs is a major problem that affects nearly every working family in America, whether poor or middle class, and is likely to become more acute as the numbers of working mothers and fathers increase; and

WHEREAS, there is little or no coordination and connection between various early childhood programs, their funding and policies, and their targeted communities, and such a "nonsystem" results in programs and policies that are largely divorced from each other and from the K-12 system; and

WHEREAS, to assure a seamless transition, there must be an articulation of early childhood education and Head Start programs with standards, curricula and frameworks in the K-12 system; and

WHEREAS, the perceived high cost of delivering services contributes to the shortage of high-quality early childhood programs; and

WHEREAS, most early childhood education programs are financed largely by fees from families and supplemented by modest (and often inadequate) levels of public and private contributions; and, where publicly funded, they are often viewed as the most expendable line items in the face of state or district budget cuts; and

WHEREAS, one of the reasons more public elementary schools do not have early childhood education programs and full-day kindergarten is that they lack adequate space in their current facilities in which to house such classes; and

WHEREAS, although many aspects of quality in early childhood education programs, like the use of research-based practices, are linked to having adequate numbers of well-qualified adults who get decent salaries, 40 percent of current early childhood program staff have only a high school diploma, and, in general, early childhood program staff rank among the lowest in pay and in training and highest in turnover rates of any occupation; and

WHEREAS, we can learn from and build upon the high-quality, universal early childhood programs that are widely available in other industrialized countries and in our own country—including the early childhood education and care system sponsored by the Department of Defense and promising elements in programs offered in states like Georgia, New York, North Carolina and Oklahoma; and

WHEREAS, although Head Start, the federal early childhood program for disadvantaged children, has already provided a foundation on which to base a system of high quality early childhood education, its current funding level is insufficient to meet the needs of all eligible children, and its trademark health and social services and parent involvement programs must be augmented by an enhanced intellectual development component; and

WHEREAS, extending kindergarten to a full school day is key to establishing and reinforcing school readiness; and

WHEREAS, we know that universal access to affordable, high-quality early childhood education encourages civic values and national cohesiveness by enabling children of diverse backgrounds to learn together from the start; and

Whereas, AFT has invested resources nationally and locally into organizing and advocating for early childhood educators; and

Whereas, early childhood education has become an important item on our national and statewide agendas; and

Whereas, many policy-making organizations, foundations, advocacy groups and unions are working on ways to design an early childhood education system; and

Whereas, the voice of the workforce is not always heard as these plans are discussed and implemented; and

Whereas, the landscape of the field has changed over the last five years:

THEREFORE BE IT RESOLVED, that the AFT and its affiliates:

Call on the nation to make a commitment to high-quality early childhood education programs from ages 0 to 5. These programs must be accessible and affordable to all families that want their children to participate; and because high-quality early childhood education has been shown to be effective in bridging the achievement gap between advantaged and disadvantaged students, economically disadvantaged children must be given priority and provided with quality services at no cost to their families; and

- \_ Urge that such high-quality early childhood education programs, in addition to being accessible on an equitable basis, free for poor children, and affordable for all:
- \_ Focus on school readiness in all its forms;
- \_ Provide comprehensive support services (health, nutrition, parent involvement, etc.) for all children, including children with disabilities who are expected to enter the public K-12 system;
- \_ Include resources and support for high levels of training, certification, professional development and compensation of staff;
- \_ Have clear and specific linkages to the K-12 system; and

\_ Coordinate the various programs, services and corresponding funding streams at the federal, state and local levels; and

\_ Call on Congress and the president to fully fund Head Start so that it will cover all eligible children and provide them with an educational program that includes and strengthens Head Start's performance standards, baseline for credentialing, and its trademark health and social services and parent involvement programs and also meets the other criteria for a high-quality program; and

\_ Urge policymakers, to we expand beyond Head Start to meet current needs, using the potential of school- and community-based programs to create a universal system of high-quality early childhood

learning and care, whether the programs are in schools or community-based centers and whether they are state-funded preschool programs or federally funded programs like Head Start; and

\_ Urge federal, state, and local legislators to fund a voluntary, universal early childhood education program through cost sharing—first by leveraging existing funds for early childhood initiatives and programs—to establish a high quality system and to pay the costs for poor families who want to enroll their children in early childhood programs; and

\_ Call on states to develop a sliding-scale fee system for parents above the poverty line so that all families have access to quality services and children from various socioeconomic backgrounds can be educated together; and

\_ Lobby state legislatures to increase their financial commitment to high-quality universal early childhood education by creating a consistent, stable and permanent funding stream for early childhood education programs; and

\_ Call on states to provide full-time, full-day kindergarten, thereby extending the instructional time in kindergarten to enhance and augment school readiness, success and academic achievement for the later grades; and

\_ Call on the federal government to fund states and school districts to initiate a "Kindergarten-Plus" program that will provide disadvantaged youngsters with additional time in kindergarten, starting the summer before children would ordinarily enter and continuing through the summer before they enter first grade; and

\_ Urge school districts to add early childhood programs to their current systems; and

\_ Lobby the federal government to do its fair share in providing school construction funds to states and to districts to ensure that public elementary schools have sufficient and adequate facilities in which to house early childhood education programs and full-day kindergarten classes; and

- \_ Encourage states to develop and implement early childhood education standards and curricula in collaboration with recognized best practices for children under five and in articulation with K-12 standards; and
  
- \_ Lobby for and commit to supporting legislation requiring that future early childhood educators have access to and funding for college-level programs, and have participated in a teacher preparation program focused on child development and early childhood education approaches; and
  
- \_ Advocate for quality professional development in research-based early childhood education for incumbent early childhood educators, paraprofessionals and others to enable them to meet higher credentialing standards for early childhood program staff; and
  
- \_ Advocate for staff compensation commensurate with the higher levels of education and experience demanded by higher standards; and
  
- \_ Provide information to affiliates on the importance of early childhood education; and
  
- \_ Identify models of quality early childhood programs within the public K-12 system and the U.S. Department of Defense schools that are showing promising results; and
  
- \_ Develop and disseminate a "What Works" on those effective models; and
  
- \_ Pursue collective bargaining relationships with the staff in early childhood programs built on both traditional and non-traditional models which reflect the nation's existing mixed delivery systems of services and resources as found at local, state and federal levels; and
  
- \_ Lobby for the inclusion of practicing early childhood educators when local, state and federal government leaders meet to develop mandates and create policy, such as quality rating systems, for early learning programs.
  
- \_ Analyze new policy initiatives in early childhood education, and offer recommendations and advocacy to support that analysis.

**Reports**

1) COPE Committee Report

- a) School Board 2008 Endorsement Process ..... Ken Tray

The COPE Working Committee, with volunteers from the Executive Board, will develop a questionnaire for candidates. It will be mailed to all announced candidates, starting next week and continuing through August. All COPE members will receive a mailed card, outlining the process and timeline. There will be a meeting in early August to screen the completed questionnaires. All COPE members will be invited to participate. The UESF/COPE Candidate Recommendation meeting will be on August 18, followed by the August 20 Executive Board Endorsement Meeting. To qualify for endorsement, a candidate must receive 2/3 of the vote at the recommendation meeting. A candidate must receive a 50% majority from the Executive Board vote to be endorsed. A candidate

who has not qualified with the 2/3 vote can qualify with a supermajority of the Executive Board's vote. (These regulations are in the revised bylaws.)

2) Peace Justice, and Human Rights Committee Report..... Lita Blanc

The minutes of the last committee meeting were in the meeting packet. Sister Blanc spoke about the committee's plan to concentrate on getting out many members to events we endorse. She also mentioned that on Monday, June 9, there is a meeting at the district about a program that it is an alternative to ROTC.

3) Divisional Committee Reports

a) Elementary School Report ..... Darcie Chan Blackburn

The committee finally had their one and only meeting this year with an SOIS. Only Davide Celoria attended. Issues included: CEDLT; Brigance; 4/5 grade relief time teachers; the need for counseling at the schools. Celoria mentioned that LSPs can help find interns who work for free, but several members at today's meeting spoke to the problems with such a plan. He said that the LSP does not provide ongoing counseling support. He provided platitudes. It is evident that there is a lack of organization and coordination about the support staff roles.

4) President's Report.....Dennis Kelly

a) The Mayor's ten Teachers of the Month awards ceremony will be on Thursday, June 5. Executive Board member and CDP teacher Betty Robinson-Harris is one of the honorees. Other honorees: Michael Sova, Feinstein ES; Sumako Morimoto, Clarendon ES; Celia Magtoto, Jean Parker ES; Irene Fong, McKinley ES; Louise Feldman, Commodore Sloat ES; Karen Berman, James Lick MS; Elizabeth Abrahams, Visitacion Valley MS; Shannon Morris-Lawson, Mission HS; and Jennifer Moffitt, Lowell HS

b) M/S/C to appoint the listed members as the Bargaining Team for contract reopeners. Not all bargaining team members will be involved in all sessions.

Betty Robinson-Harris, CDP issues

Carolyn Samoa, paraprofessional and special education issues

Claire Merced, high school and bilingual education issues

Daniel Markarian, substitute issues

Darcie Chan Blackburn, elementary school issues

Janet Eberhardt, veteran bargainer and paraprofessional issues

Ken Tray, high school and political issues

Larry Blake, middle school issues and numbers person

Linda Plack, high school, special education and counselor issues

Susan Solomon, recorder, elementary and high school issues

Susan Kitchell, non-classroom personnel and special education issues

Liz Conley, substitute issues

Lita Blanc, elementary school issues

c) M/S/C Committees

Be it Resolved that all committees created by the Executive Board for the 2007/2008 school year are terminated as of the end of this meeting and may be considered for re-installation in the next school year.

The following committees are included: PJHRC; Black Caucus Committee; Social Activities Committee

Suggestion: Formalize a process for recruiting members to committees.

d) Prop A: Brother Kelly spoke of the great work UESF members did. 98% of those who voted, voted on Prop A, which shows the level of voter education that was accomplished.

5) Vice-President's Report

- a) 2310 Mason Street Building Report: An offer has been made for 2310 Mason. The hurdle is our co-owners. The buyer would buy the building; NALC could lease if they don't want to move. The potential buyers want to move quickly. The Executive Board will be contacted if decisions need to be made. UESF will have to lease at another location if it is necessary to move soon. Suggestion that, with the proceeds from the sale, we start a building fund.
- b) Educator housing: About a year ago, we started looking with the district at surplus properties, and how best to use it towards housing. A study for this will cost \$95,000. The District signed an MOU that they will get money from DCYC to pay for this study.

6) Substitute Issues ..... Liz Conley

See written report in the meeting packet.

7) Paraprofessional Issues ..... Carolyn Samoa

The contract committee for para accumulated sick leave finally met. The highest rate of pay will be used to calculate the dollar amount, which will be converted to 403b's for qualifying retiring paras.

Para layoffs have been reduced from 69 to 9 or possibly fewer.

Finally, the Para Medication Committee is scheduled to have its first meeting on June 11.

8) Retired Division ..... Gerry Meister

In honor of this being the last meeting of the year, there is no report. President Kelly thanked those retired members who helped greatly in the Prop A campaign.

9) UESF Education Project Report for 2007-2008 ..... Mary Anne Ahtye

This report will be coming soon.

**Adjournment** – 6:28 p.m.

Respectfully submitted,  
Susan Solomon, Secretary