

San Francisco EDUCATOR

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UNITED EDUCATORS
OF SAN FRANCISCO



AFT/CFT #64, AFL-CIO, NEA/CTA

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Monroe Elementary teacher Marie Tang thanks the educators, parents, and students who gathered at a recent school board meeting, when Chinese Bilingual teachers spoke before the board, urging them to provide appropriate pay, training, and support for the extra assessments and report cards they require of all bilingual teachers.

Chinese Biliteracy Teachers Speak Out at the BoE

Call for adequate pay, support, and training to do the extra work required of them

On Tuesday, February 9th over 30 teachers, parents, and students from across the SFUSD gathered at the Board of Education to speak out in support of Chinese bilingual/biliteracy teachers and the students they serve. The teachers who testified before the Board spoke of their dedication to bilingual education in the SFUSD. They asked only for the support, training, and pay that will allow them to do their very best for their students. Their specific con-

cern was the additional work required of them because they must conduct assessments and write report cards in both English and Chinese.

The speak out at the Board of Education follows an organizing drive by Chinese bilingual teachers, who gathered over 150 signatures from rank-and-file educators asking for UESF leadership to address their concerns.

Monroe Elementary teacher Marie Tang, who helped organize the peti-

tion drive, was one of the teachers who spoke out at the Board, requesting their attention to their concerns.

“Because we love our work and the job we do, 150 teachers from Cantonese immersion, Mandarin immersion, and biliteracy pathways have organized and signed this petition to tell you that we do not feel that we are getting the compensation and support that we need,” said

Continued on page 4

UESF

UESF represents more than 6,000 employees of the San Francisco Unified School District including teachers, counselors, instructional aides, psychologists, nurses, speech pathologists, substitutes, and therapists.

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ESSA: Some Pros, Some Cons, Some Questions

By **Lita Blanc**
UESF President



On December 10th the Every Student Succeeds Act (ESSA) was signed into law by President Barack Obama. While many of the NCLB's worst features have been eliminated, all educators and parents ought to familiarize themselves with the specifics of the new law which will shape American schools for the next decade.

I've been reading up on the ESSA and also have had the opportunity to hear a number of speakers talk about the ESSA. I want to share some observations about what ESSA means for us nationally, in California, and here in the SFUSD.

First of all, here's what we can celebrate: On the national level, ESSA has eliminated AYP – a federally defined growth indicator that was attached to federally defined punitive measures for “failing schools,” including state takeover, closure, and characterization. ESSA also prohibits federal mandates around teacher evaluations, including linking evaluation to standardized tests. Another plus of ESSA is that it allows states and districts to offer a national assessment such as the SAT as part of their accountability system. ESSA also preserves federal funding for our most needy children. Finally, a new feature of the federal law is that it clearly states that ESSA cannot pre-empt state and local laws on opt-out.

NEA President Lily Eskelsen Garcia states that ESSA gives us, “an opportunity on the state and local level to design a new accountability system” that will create a system that works for students. AFT President Randi Weingarten says, “This law will usher in the most sweeping, positive changes to public education we've seen in two decades.”

Unfortunately, there's plenty to be wary of in ESSA. ESSA is still based on the belief that we need external monitoring of our work in the classroom and it provides for undue influence on education by giant testing companies like Pearson. It still mandates standardized tests annually in grades 3–8 and once in grades 10–12. Federal law still requires that 95% of students in those grades take a standardized test.

Additionally, embedded in ESSA, through funds earmarked for education innovation, is the promotion of Competency Based Education (CBE), also known as Mastery Learning. Academics such as Stephen Krashen and Anthony Cody have pointed to CBE as a Trojan horse. CBE generally refers to coursework that is designed and provided by a publishing company and delivered online. Students move from module to module, at their own pace, based on computerized assessments.

Disguised as differentiated learning, CBE should be seen as a new weapon aimed at educators and their unions. Why hire new teachers, if computers can do the job? Computers do not need health care and cannot organize on behalf of their school communities. That's why the report on CBE by the National Governors Association asks if “current contracts with educators allow for innovative roles?”

Responsibility for the creation of accountability systems has been passed along to state legislatures which have to approve new accountability systems that will be functional by the 2017–2018 school year.

The good news is that these accountability systems must include multiple measures of student success and not rely on test scores alone. These measures must include at least one indicator such as school climate or the availability of counselors and nurses.

The bad news is that ESSA still mandates that states identify the lowest performing 5% of schools. If those schools do not meet locally determined criteria for success, they must implement state-determined interventions.

Diane Ravitch writes, “The good thing that the law does is to shift the issues to the state level. That means that citizens have some chance to get a better perspective on education by voting out those legislators who are currently crippling public education in their states.”

Following up on Ravitch's comment, I wonder how California legislators will decide what's best for our students? Could multiple town hall meetings with parents, students, and educators be held to determine what role, if any, standardized tests should play in our public education system? Can we ensure that the new accountability system does not result in school closures or the proliferation of charter schools? These are questions that CFT, CTA, and UESF should consider.

UESF Testing Committee Gets to Work

What's UESF doing to reduce excessive testing and to promote useful assessment? The UESF Testing Committee is working on a member survey that will provide us with a snapshot of our members' opinions about the current assessments in SFUSD as well feedback on the amount of time devoted to assessments.

Using that feedback, our goal is to eliminate those assessments which do not inform instruction.

*When Congress passes
Every Student Is Well-Fed,
Every Student Has Proper
Health Care, and
No Student Is Left
Homeless, then we can talk
seriously about “Every
Student Succeeds.”*

– Stephen Krashen
USC Professor

The committee also developed an opt-out form which educators may pass out to parents to inform them of their right to opt their children out of the SBAC and other assessments. This form is available on our website in English, Spanish, and Chinese.

Lastly, let's keep in mind that the greatest predictor of high test scores is the socio-economic background of our students. USC Professor Stephen Krashen puts it eloquently, when he writes:

When Congress passes
Every Student Is Well-Fed,
Every Student Has Proper Health Care,
and No Student Is Left Homeless,
then we can talk seriously about
“Every Student Succeeds.”

Knowledge is Power

Find out for yourself what ESSA is all about! Go to www.uesf.org/essa for links to fact sheets from our national affiliates, a discussion of competency based learning, and critical perspectives of ESSA by Diane Ravitch and Stephen Krashen. Feel free to send me an email any time at lblanc@uesf.org or give me a call at 956-8373.

Housing Survey Results: Affordability Crisis Looms Large

In December 2015, a professional polling firm associated with the New York State United Teachers union conducted a randomized phone survey of all UESF members. In total, 920 certificated and classified staff responded to the survey, a significant number that will enable us to draw detailed and accurate conclusions on the housing needs of every demographic of UESF member. Early results of the survey confirm that the affordable housing crisis weighs heavy on the minds of nearly every UESF member.

Perhaps the most telling result of the survey was that 59% of UESF members are concerned that the high cost of living in San Francisco means they will not be able to stay in the City working for the SFUSD. With the current statewide teacher shortage, the crisis in finding both para and teacher substitutes, and the turnover of hundreds of members last year already straining the SFUSD, without a robust response the district is looking at a crisis that could permanently undermine the quality of education in the SFUSD.

“We are looking at every possible avenue to address the worsening housing crisis,” says UESF President Lita Blanc. “From rental and homeownership assistance, to further eviction protections and a broad affordable housing agenda in the City, everything is on the table. But let us be clear, with the

rebounding state economy filling district coffers, there is no more important housing strategy than to pay educators a wage that gives us a fighting chance to live near the communities we serve.”

With re-openers set for November 2016 and negotiations for another contract set for 2017, UESF leadership has already put the district on notice that they must budget for significant wage increases.

Meanwhile, the benefits from the November Prop. A parcel tax will begin to come on line in May. UESF members who are interested in purchasing a home using the Teacher Next Door forgivable loan and the Down Payment Assistance Loan Program (DALP) should immediately meet with one of the counseling agencies approved by the Mayor’s Office of Housing in order to get their paperwork and credit in order, and to begin the process of finding a lender. Go to www.uesf.org/housing for links to approved agencies.

Discussions with the Mayor’s office and the SFUSD on the construction of brick-and-mortar educator housing also continue. At a meeting in January at 555 Franklin, Olson Lee, the Director of the Mayor’s Office of Housing, challenged the school district to get the project underway by the end of the school year.

Survey Says

77% of respondents say their household had a “very difficult time” or “somewhat difficult time” finding housing suitable to their needs.

59% of respondents are concerned that the high cost of living in SF means they will not be able to stay in the City working for the SFUSD.

23% of respondents are concerned that they will receive an eviction notice and 40% are concerned they will receive a rent increase they cannot afford.

69% said they would be interested in a housing development reserved entirely for SFUSD teachers, staff, and their families.

94% of respondents think SFUSD should provide affordable housing opportunities for its employees.

For more on the survey, go to www.uesf.org/housing-survey.



Rosa Parks Elementary School teacher Sekani Moyenda is one of the many UESF members facing eviction. Sekani is fighting her eviction, but is concerned about the toll the conflict is having on her teaching, and is deeply worried about being pushed out of the SFUSD should she be forced to relocate.

Are you facing eviction?

UESF members facing eviction are encouraged to contact the UESF office immediately at 956-8373 to get connected to resources and support. Because of UESF’s strong relationship with tenant activists and anti-eviction advocates, we are often successful in fighting evictions. High profile and successful eviction struggles like those of para Benito Santiago and teacher Claudia Tirado have also helped to raise the profile of educator evictions, and the impact the devastating ordeal has on our schools and our students. The old adage, of course, applies: We don’t win if we don’t fight back!

Rank-and-file members of the UESF Housing Committee are also working on creating resource binders to distribute at every school and work site in the district with important information and references.



UESF President Lita Blanc welcomes members to a recent version of the tenant rights bootcamp, provided by Dean Preston of Tenants Together for UESF members on January 13th.

Decision on Friedrichs Case Now Up in the Air

With the passing of Supreme Court Justice Antonin Scalia, the fate of the *Friedrichs vs. CTA* lawsuit is now up in the air. The case, supported by the conservative activists at the Center for Individual Rights, would seriously damage public sector unions by eliminating our ability to collect agency, or fair share, fees.

With the passing of Scalia, the case is widely expected to be locked in a 4-4 decision when the remaining members of the Court issue a decision this June, which would uphold the lower court ruling in favor of CTA on a non-precedent-setting basis. With conservatives in the Senate vowing to block President Obama from exercising his constitutional duty to nominate a new justice, the stakes in the November election have gotten even higher. Voting rights, women’s rights, affirmative action, and decisions on the environment among others hang in the balance.

According to UESF President Lita Blanc, UESF will continue our organizing program regardless of the *Friedrichs* outcome. “Organizing is a long term strategy for dealing with the many challenges we face,” says Lita. “Whether it is contract re-openers, stopping the privatization of our schools, or fighting back against testing, our priority is to engage our members at their school sites and with their communities.”

March 2, 2016

UESF Executive Board
4:00 p.m. @ Parks ES

March 3, 2016

Housing Committee Meeting
4:30 p.m. @ BVHM

March 7, 2016

Early Education Committee Meeting
6:30 p.m. @ Las Americas

March 9, 2016

Legal Rights Training
4:00 p.m. @ Parks ES

March 11-13, 2016

CFT Convention
San Francisco

March 12, 2016

Testing Committee Organizing Meeting
10:30 a.m. @ TBA

March 14, 2016

Special Education Committee Meeting
4:15 p.m. @ Civic Center Secondary HS

March 16, 2016

UESF Assembly
4:00 p.m. @ Parks ES Secondary HS

March 18, 2016

Black Lives Matter Committee Meeting
4:30 p.m. @ UESF

March 23, 2016

UESF Division Meetings
* Paraprofessionals
* Substitutes
* Elementary School
* Middle School
* High School
4:00 p.m. @ Parks ES

Other Meetings

SFUSD Board Meetings
6:00 p.m. 2nd & 4th
Tuesdays @ 555 Franklin

Labor Council Meetings
6:00 p.m. 2nd & 4th
Mondays @ 1621 Market

Bilingual Teachers Speak Out at the Board of Ed

Continued from page 1

Marie at the meeting, where she also invited the Board commissioners to celebrate the Lunar New Year at her school.

In recognition of the extra work being done by the bilingual teachers, which they conservatively estimate at 21 hours per year, UESF Senior Staff Rep Eric Hall has filed a grievance requesting per diem pay for the extra hours. The initial grievance hearing was held on February 12th, and a response from the district is due no later than March 1st. To support the grievance, Chinese bilitery teachers have kept work logs documenting the extra work they must do, including the taking of personal days.

UESF Executive Vice-President Susan Solomon, who represented the teachers at the grievance hearing, points out that the extra work involved in these assessments and report cards is true for other bilingual and bilitery teachers as well (including Spanish), and therefore they are also covered by the grievance.

“Our next step is to reach out to the other bilingual teachers and to encourage them also to document the extra hours they do in work logs,” says Susan, who along with UESF Secretary Lisa Guzmán, also spoke in support of the teachers at the Board meeting. “When the district provides its response to the grievance, we will then work with bilingual teachers district-wide on next steps, including figuring out what additional support and training should be provided.”

If you would like to document the extra hours you work as a bilingual teacher, go to www.uesf.org/work-log. Links to a Facebook photo album of the speak out, and to the video of the presentation are also available on the UESF website.

Addressing Concerns Highlighted in the UESF Listening Tour

The great organizing job being done by Chinese bilingual teachers is a key step in addressing one of

Bilingual education is important to my family because it helps my children retain their home language so that they can communicate and keep the connection with the many loved ones in my family. Please support the teachers and pay them what they need so that they can continue to do a good job for my children.

*Bonnie Wong
Monroe ES parent*

the major issues identified during the UESF fall listening tour. With over 60 schools taking part, concerns around four main themes emerged: The affordability crisis, Safe and Supportive Schools, Special Education, and workload.

To see how UESF members are addressing issues surrounding Safe and Supportive Schools, see page 6 in this edition of the *SF Educator*. Details about our work addressing the affordability crisis can be found on page 3 and 5.

Finally, UESF SPED Committee leaders have also put together a Special Education solutions documents, which has been distributed at the most recent Assembly and emailed to UBC leaders for discussion at each school site. According to Susan Solomon, the goal of the discussions is to gather more input from rank-and-file educators on how they would like to see the program improved. Already the district is addressing many of the issues identified in the document.



Over 30 teachers, parents, and students from school sites across the district gathered at the School Board meeting to speak out on issues of workload, pay, training, and support for Chinese bilingual teachers. Speakers included Chinese Immersion School Building Rep Stephen Lau (bottom left), and Monroe Elementary parent Bonnie Wong and her daughter Apphia (bottom right).

UESF Testing Committee in Full Swing

On February 17th, UESF Testing Committee Chair and Executive Board member Cynthia Lasden gave a report on the work of the committee for the assembled UBC leaders. As part of her report, Cynthia shared the three priorities the committee has for this school year: First, to monitor the increasing number of tests mandated by the district; second, to evaluate which tests are meaningful to educators, students and families, and which are not; and third, to push back against tests that don't meaningfully inform instruction, including educating members about testing, informing families about their opt-out rights, and ensuring that rank-and-file educators have a voice when setting district testing policy.

As part of their efforts, the testing committee distributed opt-out forms and instructions to UBC leaders to share with parents at their school sites. According to state education

code, while educators are not allowed to encourage parents to opt out of testing, we are within our rights to inform them of their right to do so. A recent policy statement from UESF's state affiliate, the California Teachers Association, re-affirms that "educators shall be allowed without penalty, to inform parents, guardians, and students of their legal rights to be exempted from standardized tests."

Links to the opt-out forms and instructions are available at www.uesf.org.

Cynthia also reported that the testing committee is developing a survey to determine how rank-and-file educators believe testing is impacting their instruction, and to gauge their opinions on specific assessments. The survey is currently being tested at select schools across the city, with a broader roll out set for next month.

"We will use the outcomes of this data for organizing and educating our members and



UESF Testing Committee Chair and Executive Board member Cynthia Lasden presents at the February Assembly meeting on the efforts the committee is taking to ensure that testing is primarily used to inform instruction.

families, as well as lobbying the School Board and the SFUSD assessment office," says Cynthia.

If you are interested in getting involved with the UESF Testing

Committee, contact Cynthia Lasden by email at notengotia@gmail.com. The committee will next meet on Saturday, March 12th from 10:30 a.m. to noon.

Supervisor Campos Introduces Legislation Preventing Mid Year Educator Evictions

At a press conference on February 2nd Supervisor David Campos announced that he has introduced legislation to the Board of Supervisors that would prevent all mid-school-year 'no fault' evictions of San Francisco educators, except for Ellis Act evictions. The legislation, crafted with Campos Chief of Staff Hillary Ronen and Dean Preston of Tenants Together, extends the protections that are already afforded to families of school-aged children in San Francisco.

"Evictions continue to ravage our communities in San Francisco," said Campos at the press conference. "As we work towards long term solutions to build more housing, we must also stop the displacement of families and educators, who are critical to the fabric of our city."

Thanks to Supervisor Campos for intro-

ducing the legislation and for continuing to be a champion for public education and educators. Special thanks also to Revere K-8 teacher Allison Leshefsky and Las Americas teacher Kristen Pantl for sharing their personal stories, which were covered in a front page story in the *San Francisco Chronicle*. The press conference was an opportunity to help educate the public about the impact mid-year evictions have on educators, their students, and on broader school communities. The event generated significant television and radio coverage, including several local TV and radio stations, and Chinese and Spanish language media.

The next step will be a hearing at City Hall to discuss the legislation. Already Supervisors Kim, Mar, and Avalos have



Las Americas teacher Kristen Pantl speaks about her housing insecurity at the February 2nd press conference.

signed on as co-sponsors. For links to some of the media coverage, go to www.uesf.org/campos-legislation.

SF State Faculty Set to Strike in April

Thousands of Cal State University faculty, including those at SF State, are set to go on strike April 13-15 and April 18-19 if they are unable to come to a successful resolution to their ongoing contract talks with the university. With negotiations dragging on since May 2014, at the center of the conflict is the university system's insistence that it can only offer a 2% raise, as opposed to the 5% asked for by the faculty. A fact finding report on negotiations by a three-person panel is set to be released in March. If faculty do go on strike, look for more information via email and on the web for how you can help.

AFT Local 2121, the faculty and staff at City College of San Francisco, are also locked in protracted contract talks with their administration. Currently in mediation, the two-sides are also far apart in negotiations for a wage increase. According to representatives from AFT 2121, CCSF has \$65 million available in their negotiations, but so far is unwilling to offer a fair proposal, while also demanding that 26% of all classes for students be cut.

Joint UESF/SFUSD Leadership Trainings Finding Success

UESF To Start New Labor in the Schools Committee

Retired Cleveland Elementary teacher Bill Morgan is looking for fellow educators to join him on a new UESF Labor in the Schools Committee. The purpose of the committee would be to disseminate and develop curriculum on the history and importance of the labor movement into K-12 classrooms, and to help educate fellow members about labor history.

If interested please contact UESF President Lita Blanc at lblanc@uesf.org or Bill Morgan directly at marusi2@aol.com or (415) 516-5822.

Dynamic Duo!



Giannini Co-Building Reps (and spouses!) Shelby and Lisa-Beth Watkins with contract in hand at 555 Franklin after a contentious meeting with SFUSD administration as part of their duties serving on the Middle School Committee. Meeting every 4th Wednesday, UESF divisions are a key place to advocate and problem solve. All are welcome at the meetings.

On February 4th, forty-six lead teachers and back up lead teachers in the Early Education program had their first training in twenty years that was tailored specifically for their needs. The training was a collaboration between UESF and the district as part of the joint UESF/district committee on Early Education.

According to UESF staff rep Elaine Merriweather, who helped pull the day together with Betty Robinson-Harris, Carolyn Samoa, and several rank-and-file members, the goal of the training was to get lead teachers the skills necessary to address the many challenges of working with younger students. UESF Early Education leaders, along with district staff, jointly provided workshops on Emergency and Crisis Response, Licensing Protocols, and Building Relational Trust.

“This is a great example of the union and the district working together to get what our teachers need, especially for our many new lead teachers who have never been trained,” says Elaine. “I’m most excited about the session on building relational trust, because there is a strong need to resolve conflict in the workplace between staff, and between staff and parents, before it gets out of hand.”

Following the successful training, the joint committee will now turn to designing a training specifically for Early Education paraprofessionals set to take place in April. A possible workshop topic is DRDP assess-

ments. For more information, or to propose additional paraprofessional-focused workshops, contact UESF Vice-President for Paraprofessionals Carolyn Samoa at csamoa@uesf.org or 956-8373.

First Steps Taken to Create a Paraprofessional Leadership Network

UESF paraprofessional leaders are also working closely with the SFUSD Office of Curriculum and Instruction to develop a new Paraprofessional Leadership Network (PLN). The goal of the network is to help paraprofessionals build their leadership skills by designing para-specific professional development that will be conducted by rank-and-file paras themselves.

According to UESF Vice-President for Paraprofessionals Carolyn Samoa, a survey went out last year asking paras about their professional development needs. In general paras felt that professional development wasn’t readily available to them, and seldom relevant.

“Paras are the most underserved group of educators in the district in terms of meaningful and applicable professional development,” says Carolyn, echoing the results of the survey. “We are excited about the



Members of the UESF Assembly take part in a group photo in solidarity with the February 17th National Day of Action by the Alliance to Reclaim Our Schools. For more information on the developing national network, go to www.reclaimourschools.org.

opportunity to start a robust training program, with the full support of the district, that is responsive to the needs of paras in the classrooms and the schools.”

Currently in the design stage, the goal is to identify paraprofessional leaders by the end of this school year to develop and implement training during the 2016-2017 school year.

If you would like to offer your suggestions on what type of trainings you would like to see the PLN offer, contact Carolyn Samoa. The team is also looking for a bilingual para to join in the initial design phase.

Immigrant Rights Training For and By Students

By Derrlyn Tom
Mission High School Co-Building Rep

The new year began with the announcement of ICE (Immigration and Customs Enforcement) raiding many immigrant families homes and workplaces throughout the country. Here in San Francisco, students at Mission High School decided to do something to protect their communities and to fight back. They asked for and took part in a “know-your-rights” training offered by three community based organizations to educate parents and fellow students in what to do when stopped by ICE or the police. Organizers from PODER, Chinese for Affirmative

Action, and ASPIRE (of Asian American Advancing Justice) came to Mission High School on January 14th to work with students to understand their rights, to develop and act out scenarios when approached by ICE, and to share many legal resources.

The students have gone to classrooms to perform these various scenarios for other students and to parent groups like the English Learners Advisory Council (ELAC). If you are interested in learning more about getting students at your school trained and empowered with knowing their rights, contact me by email at dтом_07@yahoo.com or by phone at Mission High school at 415-241-6240.



PHOTO COURTESY OF DERRLYN TOM

Students at Mission High School have taken the lead in helping to educate families about their rights.

Using the Contract to Establish a School Discipline Plan

The Safe and Supportive Schools Resolution was passed by the Board of Education in 2014. UESF supported the resolution, agreeing that negative consequences alone are overly punitive, have not proven successful for teaching appropriate behavior, and disproportionately affect black and brown students. The goals of the program, if implemented well, can help struggling students find success and eliminate the disparate treatment of students. However, many issues remain with the uneven way the resolution is being implemented in schools, particularly around issues of classroom management, discipline, and the ability of teachers to suspend students.

At UESF's UBC training on February 10th, Civic Center Secondary High School Building Rep and High School Committee Chair Matt Bello got a chance to share his school's successful experience addressing many of these concerns. In response to a safety grievance filed by Bello, the site administration agreed to work with educators on site to develop a joint discipline plan. Teacher Christopher Albert sat down with the assistant principal, and co-developed a consequences document. While Bello insists that the plan is still a work in progress, the document can serve as a template for other high schools when dealing with issues of discipline.

UESF Executive Vice-President Susan Solomon, who chairs UESF's Safe and

Resources Available at www.uesf.org/safe-schools

Five things all site leaders should know about UESF's approach to Safe and Supportive Schools.

Specific contract articles on school discipline and safety and the rights of Union Building Committees.

A sample discipline document crafted by Civic Center Secondary High School.

A letter from SFUSD affirming the right to suspend students when appropriate.

Supportive Schools Committee, applauds the good work by the educators at Civic Center Secondary. "The work they've done is a classic example of a UBC asserting their rights and then educators looking for an appropriate solution on site," says Susan. "Our next step as a committee is to spread the word to the other high schools, and then to assist an elementary and middle school to develop a plan of their own that can be also used as a model as well."



Civic Center Secondary Building Rep and High School Committee Chair Matt Bello discusses the discipline plan that teachers at his school crafted with site administration at the UBC training on February 10th.

Fortunately, the UESF contract has strong language empowering UBCs to do just that, including Article 21.2.3 of the certificated contract which calls for site administration to sit down with the UBCs to develop a discipline plan for the school.

UBC leaders are encouraged to review the resources available online at uesf.org/safe-schools and then contact Susan Solomon at 956-8373 or ssolomon@uesf.org to get started at your site.



At the UBC training on February 10th, Harte Elementary UBC leader Jose Sanchez (right) talked about how with the support of the union, his school was able to get organized this school year despite facing many challenges.

the materials at uesf.org/UBC, including Noah's guide to building a UBC from scratch. Call 956-8373 or email ask-uesf@uesf.org for further support.

Legal Rights Training for UESF Members

Wednesday, March 9th
4:00–6:00 p.m.
Rosa Parks Elementary
1501 O'Farrell St.
Light dinner available

Veteran labor attorney Dale Brodsky will provide an in depth legal training for all Union Building Committee leaders, site activists, and other interested members at our next UESF training on March 9th. Titled, "Know Your Rights and Wrongs," the training will cover a wide-variety of legal issues that educators need to know about, including: Parent-teacher interactions, unfair treatment by an administrator, email and social networks, breaking up fights, the right to know a student's history of misconduct and to suspend from class, and more. RSVP online at uesf.org/rsvp, or call 956-8373.

Black Lives Committee Meeting March 18th

The next UESF Black Lives Matter Committee meeting will take place from 4:30–6:30 p.m. on Friday, March 18th at the UESF office (2310 Mason St.). All are invited.

Strengthening Union Building Committees a Key UESF Goal

On February 10th over 25 UESF members from throughout the district took part in a training focusing on how to empower their Union Building Committees to ensure that educators have a professional voice in site decisions and priorities.

Following a self-assessment based on a rubric created by the California Teachers Association, those assembled heard from rank and file leaders who have found success at their sites, with practical skills and experience the focus of the conversation.

"We know that empowered UBCs are the basis for ensuring a strong professional voice at the workplace," says UESF President Lita Blanc. "One of our primary goals through the rest of the school year is to help educators find that success by developing specific plans for each school

site based on organizing around issues important to the members."

At the training UESF Area Rep Noah Weaker, who joined UESF this year after nearly 20 years as a Building Rep throughout the district, shared his recommendations on how to start a UBC from scratch. He offered his advice on how to set up regular meetings with principals, how to develop and maintain a flow of communication, and how to successfully organize around the critical issues.

Those assembled also discussed the importance of involving paraprofessionals in UBC activities, recognizing the barriers to para participation as many leave immediately after school to second jobs.

For more information on how to get your UBC up and running at your school, review

AWARDS & HONORS

Congratulations to the 15/16 National Board Teachers

Congratulations to the 30 UESF members who have completed their National Board certification this year. Because of their hard work and dedication to their craft, the SFUSD continues to have the honorable distinction of having the highest percentage of National Board certified teachers in the state!

Cathy Sullivan Wins SF PTA Award



Congratulations to Grattan Elementary Kindergarten teacher, and UESF Executive Board member, Cathy Sullivan, who was recognized for her service to her students at the San Francisco PTA's Founders Dinner on February 5th.

Newly Certified Teachers:

Tanayah Adcock
Giannini MS

Keli Baker
Fairmount ES

David Barrios
Galileo HS

Ilana Barth
Ortega ES

Gladys Dalmau
Lick MS

Tamara Fields
Drew ES

Jody Frandle
Clarendon ES

Martin Garrett
Lawton ES

Karla Leon Guerrero
Revere K-8

Cui Qin Li
Ortega ES

Juan Lopez
Lowell HS

Kingston Louie
Giannini MS

Laura Palacio
Lakeshore ES

Kelly Rogers
Revere K-8

David Russitano
Revere K-8

Gloria Sagastume
Monroe ES

Jennifer Zubia
Marshall ES

Elisa Romero
Gateway HS

Renewing Teachers

Lisa Bishop
Aptos MS

Susanne Brennan
Webster ES

Kathleen Golata
Galileo HS

Christina Huizar
Tenderloin ES

Stephen Lavezzo
Lawton K-8

Eric Lewis
Curriculum &
Instruction

Sharn Matusek
Lowell HS



National Board certified teacher Tamara Fields of Drew Elementary celebrates with her parents at a reception before a recent Board of Education meeting. For more photos of the event, go to UESF's Facebook page at facebook.com/uesf61.

Christopher Sklarz
Galileo HS

Heather Woodward
Ruth Asawa School of
the Arts

Maria Woodworth

Curriculum &
Instruction

Daniel Yamamoto
Burton HS

Nancy Yin-Pollack
Lafayette ES

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UESF's social media pages are a great way to get the latest news and information about UESF, public education, and our City, and a place to share your viewpoints. Like our Facebook page at facebook.com/uesf61 and follow us on Twitter today at twitter.com/uesf!

Great Support Available for UESF Members Ready to Take on National Boards

National Board program coordinators, and UESF members, Sara Saldaña and Emily Lauer offer incredible support to those taking up the challenge to earn their National Board certification. The pair are the latest in a long line of stellar rank-and-file teachers, who have dedicated their work to helping educators who are ready to take the next step in their teaching. Because of strong support from these teacher leaders, the SFUSD continues to have the highest percentage of National Board teachers in the state of California.

According to Sara, the secret to this success is how educators undertaking the program provide support for one another, particularly those from a school site who take up the challenge as a group. One such group is the seven teacher cohort at Rosa Parks Elementary.

"I wouldn't have considered doing this by myself – I wouldn't have thought about it," says Rosa Parks teacher Cindy Mar. "But when I was told who else was doing it, I thought, 'Oh, if there are that many people doing it then, yes!' It's a challenge I wanted

to do because I knew I would have support."

For more information, check out the National Board page on the SFUSD website at sfusdopll.org/nb.html. Questions? Contact Sara and Emily by email at nationalboard@sfusd.edu.



With the support of Sara Saldaña and Emily Lauer (left), the Rosa Parks ES cohort (above) are finding success as they tackle their National Board certification.

