

THE ADVOCATE

SAN DIEGO EDUCATION ASSOCIATION

MORE MONEY, MORE TEMPORARY CONTRACTS

— Union Audit of SDUSD Temporary Contract Practices Continues —

In the face of the unprecedented COVID pandemic, both the state and federal government have sent hundreds of millions in one-time fiscal aid to SDUSD. This money has been critical in providing additional instructional opportunities to our students, in addition to funding the critical COVID safety mitigations. That means everything from masks, to the COVID testing program, and the air purifiers in our classrooms have been funded by these sources.

Relatedly, the California Education Code allows school districts the ability to hire certificated employees on temporary contracts, in limited circumstances—including when positions are funded by temporary monies. The COVID relief dollars received by SDUSD have also meant that they've hired educators using short

term money. This has led to an increase in the number of SDEA members being offered temporary contracts. Members who are on temporary contracts are paid in accordance with the salary schedule in our contract, are covered by our union contract-provided health benefits plan, in addition to many other rights found in the contract. However, the job security of members on temporary contracts is tenuous to say the least.

To change that, SDEA staff, and our attorneys, are engaged in a year-long investigation into the temporary employment contract practices of SDUSD. The goal is to ensure that the District is following the letter and intent of the law that allows them to give out temporary contracts. This effort has seen union attorneys question SDUSD

management on their practices related to these temporary contracts. Also, SDEA members who are on temporary contracts have been providing critical data that has been leveraged to ensure contracts can be converted from temporary status to probationary—which allows a path towards permanent status.

The effort to convert educators' contracts will be ongoing and the membership's solidarity will be critical.



*"I'm proud to be a member of a strong union! When we come together we have the power we need to advocate for all educators, especially new teachers on temporary contracts. When we win for temporary teachers it means educator stability for our students. This is why I'm proud to be #SDEAstrong."
- Jade Hernandez*

"Employers fight hard against unions for a reason. Without collective power standing in their way, management can simply do what they want. It's through collective power that as union members we can fight for and win better working conditions for hard working educators, including those with temporary contracts. Every day in the news we hear about the national teacher shortage. Here in



our district, there are many temporary teachers like me looking for a permanent contract so that we can stay in San Diego Unified and build strong relationships and learning communities at our schools. I love my students at Balboa Elementary and want to make this my home as a teacher. I know that as an active and engaged union member, along with thousands of others, we have the collective power to win for our schools and students. Si se puede!" - Gabriela Robledo

SDEA PRESIDENT

**KISHA BORDEN**

SDEA VICE PRESIDENT

**KYLE WEINBERG**

LETTERS IN SOLIDARITY

UNITY AND COORDINATION GIVE US POWER

We all hoped that 2022 would bring a return to our pre-pandemic lives and while that may eventually prove to be true, the Omicron surge has dealt us another challenge as we have worked hard to keep students safe and learning while experiencing severe staffing shortages. To address coverage issues and diminished capacity during this surge, SDEA member leaders advocated for and won a suspension of all nonessential training and professional development, the highest visiting teacher pay in the county, regular distribution of high filtration masks to schools and an additional staff-only testing site. We are bargaining with the District on an expansion of COVID leave and are also awaiting imminent action by the California legislature that would extend COVID leave until September.

As this surge recedes and absences are fortunately diminishing in our schools, we as SDEA union educators cannot let our guard down and squander the gains that we have been able to achieve over the last 2 years. We won some of the strongest mitigation measures in the country with the guidance of UCSD public health experts and we will need to continue to engage our organizing muscles as we embark on our next contract campaign.

To prepare for this new round of bargaining, we need members to give input on what our next contract should look like through input sessions that started in January. If they haven't already, your SDEA Association Representative will be reaching out soon about the bargaining input session for your school or program. It is vital that all members participate in an input session. Your SDEA bargaining team does not determine what is bargained. They are the voice of all

6500 unit members at the bargaining table, so make sure we hear from you!

To have power at the bargaining table to win the priorities that emerge from our bargaining input sessions, we will need to speak with a unified voice with not just our fellow SDEA members but also alongside union educators statewide in the California Alliance for Community Schools (CACCS), a coalition with other large urban unions in LA, the Central Valley and the Bay fighting for well-resourced, community-centered, anti-racist and democratically-run schools. We believe coordinating our organizing and the development of contract campaign goals across our districts is key to winning bigger for our students—in ways we haven't always achieved through our local efforts.

SDEA members participated in a survey last spring that helped us develop a [statewide platform](#) that we can integrate into our upcoming contract campaign. Now we can unite across the state to address these priorities, while also tackling the critical local issues that come out of our SDEA bargaining input sessions. By coordinating our efforts in communities throughout California, we will be better able to improve school funding, make use of COVID relief funds available this year for long term solutions, and be better able to generate sufficient power to win the schools our students deserve.

TOGETHER WE ARE STRONGER!!

KISHA BORDEN
SDEA PRESIDENT

KYLE WEINBERG
SDEA VICE PRESIDENT



KNOW YOUR RIGHTS

STUDENT DISCIPLINE

A STUDENT DISCIPLINE PLAN AT EVERY SCHOOL

Our union contract requires that each school have a written student discipline plan, and that the plan comply with the union contract. The plan must at least include the following:

1. Expectations and consequences for behavior
2. Responsibility for implementation of the plan
3. Parent responsibility and support

The principal must create the plan with the Site Governance Team (SGT). Administration must give all unit members at their site a copy of the plan within 10 workdays of reporting at the beginning of each school year.

THE RIGHT TO INFORMALLY SUSPEND

One of the tools teachers have is the right to informally suspend a student from the teacher's class for the day of an incident and the following day. The student isn't suspended from school, just from the teacher's class — that's why this is called an informal, or "in-school" suspension. The behaviors for which a student can be informally suspended include, but are not limited to:

- Insubordination
- Hitting staff or students
- Threatening or attempting physical injury to another person
- Damaging property
- Obscene acts or habitual vulgarity

Student can't be sent to another teacher's class

The California Education Code ([see Appendix K in the union contract](#)) says that the suspended student cannot be sent to another teacher's class during the period of the suspension. If the student goes to more than one class per day, this rule doesn't apply to the other teachers' classes.

Reporting the suspension

Teachers or other members must report the suspension to the principal or administrative designee. When reporting, the member has to indicate whether they contacted the parent about the incident. If not, the principal or administrative designee must contact the parent to set up a parent/teacher conference.

Principal to follow up in writing

After reporting a suspension to the principal or administrative designee, they have to follow up with the member about the action taken regarding the suspended student. The follow up must be in writing. The format for written follow up is determined by shared-decision making (SGT).

Students with IEPs

The teacher's right to informally suspend also applies to students with IEPs, however if the suspensions add up to or are for more than 10 school days over the course of a school year, there must be a "manifestation determination" under the Individuals with Disabilities Education Act (IDEA). Consult with your site Education Specialists, administration, or the central office Special Education Department for more information.

CONTINUING BEHAVIOR ISSUES REQUIRE ACTION

New right won in 2019: If behavior problems continue, the site administrator must attempt to identify a resolution. The resolution must include progressive support and/or discipline. It must also include progressive support for the member. At the member's request, District-adopted trainings must be provided to the member. Trainings include but are not limited to Pro-ACT (Professional Assault Crisis Training), Trauma Informed Care, and ACE (Adverse Childhood Experiences).

TOGETHER
WE ARE
STRONGER

SDEA

San Diego Education Association

SOURCE: [SDEA Collective Negotiations Contract, July 2020 – June 2022 \(Article 11 and Appendix K\)](#)

Find more *Know Your Rights!* flyers at sdea.net

Lewis Middle School



Doyle Elementary



UNION STRONG

in New SDEA Member T-Shirts

SDEA PAC FUND DRIVE

SDEA recently launched a PAC Fund Drive to increase member contributions to help win the political fights ahead. SDEA has endorsed two candidates for school board, Shana Hazan for subdistrict B and Dr. Cody Petterson for subdistrict C. We need to ensure that we maintain a labor friendly school board in the face of increased attacks on union educators and public education. The COVID pandemic has emboldened extremely vocal anti-worker and anti-public education groups that are targeting local school boards. These fringe groups have been able to influence school boards in other districts to weaken working conditions for educators and learning conditions for students.

that affect our livelihoods. Our wages, health benefits, class size, and caseloads are all influenced by the board. In addition, the school board makes decisions that affect our daily working conditions such as: curriculum, prep. time, substitute teacher pay, safety, leave policies, because they have to ratify our union contract that emerges from collective bargaining!

Additionally, we will potentially face incredibly dangerous ballot initiatives in November that seek to send public school money to private schools, and outlaw the ability of public school educators to bargain over things like wages, benefits, and class size. We are going to be in a political fight for the future of public education! We need your support to help us win this fight.

The school board makes decisions

Please [contribute to the SDEA PAC Fund now.](#)



SDEA PAC is critical for our fights ahead!

- Winning a contract that improves our working conditions and our students' learning conditions
- Electing a pro-public education School Board and keeping privatizers out of our schools
- Winning critically needed funding for our schools and communities

I'M ALL IN TO WIN THE SCHOOLS OUR STUDENTS DESERVE!

- Bronze \$10/month
- Silver \$20/month
- Gold \$30/month
- Platinum \$50/month
- Other \$ _____/month

NAME _____ EMPLOYEE ID _____
 SITE/PROGRAM _____ PERSONAL EMAIL _____
 ADDRESS _____

I hereby acknowledge the following: (a) I am an employee of SDEA; (b) I am a member of SDEA; (c) I am a U.S. citizen or permanent resident; (d) I recognize the political purpose of the PAC and the uses of contributions to the PAC; (e) I am voluntarily authorizing the payroll deduction; (f) I am not a federal contractor; (g) I am not a member SDEA Political Action Committee ("SDEA PAC"); I collect contributions and use these funds to help elect friends of education at the local level and for legislative advocacy; SDEA PAC is a General Purpose County political action committee. Contributions are strictly voluntary and are not a condition of employment. I am not an employee of SDEA, CTA, or NEA or any affiliated organization. A member may contribute more or less than the amount suggested on this form, or may decide to not make any contribution, and this will not affect his/her status, rights or benefits in SDEA or any of its affiliates. This authorization shall remain in force until canceled by written notice from SDEA or by the member who signed this authorization.

Signature: _____ Date: _____

Contribute to the SDEA PAC today!



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GP190-LIFE/S399/CTA.3 SI 21765-CTAvol (8/21)





CALIFORNIA SCHOOLS
VEBA



Could You Have High Blood Pressure and Not Know It?

About 1 in 3 adults in the U.S. have high blood pressure and don't know that they do. High blood pressure, or hypertension, often has no symptoms so can go untreated. In San Diego County, hypertension was the most common health condition in COVID-19-related deaths in 2021.

Experts recommend having your blood pressure checked at least once a year. Learn more about high blood pressure during the County's annual Love Your Heart event. Visit [LoveYourHeartSD.org](https://www.loveyourheart.org).

Be Heart-Healthy with the VEBA Resource Center

The VEBA Resource Center (VRC) offers free heart-healthy resources for all VEBA members. Choose from mindfulness, cooking, fitness and education classes.

Come visit us in person at 5520 Ruffin Road, San Diego, CA, 92123. Or enjoy one of more than 200 free monthly classes by checking out our calendar. Click on this ad to learn more!

TOGETHER WE ARE STRONGER





San Diego Education Association

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