

THE ADVOCATE

SAN DIEGO EDUCATION ASSOCIATION

STATE LEADERS PUSH FOR SCHOOL REOPENING

In early December, a coalition of powerful state legislators proposed [AB 10](#), a bill that would push for the restarting of schools. Shortly afterwards, [Gov. Newsom came out with a plan](#) that sets aside \$2 billion to incentivize districts to restart in-person instruction at elementary schools. All of this points to a growing chorus of state leaders pushing for restarting of schools at some point in this school year.

The State is delivering a confusing, and often unproven, message on the health and safety of our state's youngest students. The leaders in Sacramento believe that the public health data demonstrate that elementary schools that have remained open while following proper mitigation strategies (facial coverings, physical distancing, hygiene, and cohorting) have operated safely with little or no

transmission of the virus occurring at school. However, in the absence of robust COVID testing in these schools, there is simply no way to verify this claim.

These moves are occurring while California's coronavirus case rate situation grows more dire by the day. In Los Angeles, 1 in 3 asymptomatic students who partook in a surveillance testing program recently tested positive for COVID. While the rates in Los Angeles are higher than here in San Diego, the situation here is quite bleak. Our region's ICU capacity is still at 0% and San Diego's case rates are more than five times the level that would trigger the Purple Tier.

California's state level leadership's push to reopen schools is not unsimilar to what is happening in other states. Some of the nation's largest school districts,

like New York and Chicago, have reopened despite vociferous objections from educators. When COVID case rates and the availability of the COVID vaccines improve, the push to restart in-person instruction in California will be profound and may potentially carry with it the weight of the law.

Currently, educators and [administrators in the largest school districts in California](#) are on the same page: it is simply too unsafe to reopen now. Being organized and ready to stand behind a platform of reopening when case rates are low, testing is available, and COVID mitigation strategies are being implemented in schools, will be critical to ensuring that unsafe opening is avoided. It will take a whole lot of educators being organized to beat back efforts to reopen unsafely.

UPDATED EVALUATION PROCESS FOR THIS SCHOOL YEAR

For the 2020-21 school year, the traditional Stull evaluation process has been placed on hold. Alternatively, classroom educators on cycle for their evaluation have three options to choose to participate in.

[Read the full MOU](#) for more details.

1 MODIFIED E3 PROCESS
 The Modified E3 process entails attending four training sessions this school year on the E3 growth and development goal writing process and reflection.

During Phase One and the Phase One Expansion, educators participating in any E3 training sessions can adjust their synchronous responsibilities or provide asynchronous learning during the times they are participating in the E3 training. In future phases, that includes onsite instruction, educators will be compensated at the Workshop Rate.

Members who participate in this process will be held harmless and receive an effective evaluation for this year.

2 FULL E3 PROCESS
 The Full E3 process entails attending five training sessions (*see page 7*) this school year and going through the goal writing, observation, and coaching process with your administrator.

Members who participate in this process will be held harmless and receive an effective evaluation for this year.

3 ALTERNATIVE EVALUATION
 Classroom educators will have the option to participate in the Alternative Evaluation process as outlined in [Section 14.7](#) of the contract.

There is no guaranteed effectiveness for the alternative evaluation for classroom educators.

NON-CLASSROOM EDUCATORS

The non-classroom educator E3 process is still in the development stage and should be ready for piloting in the 2021-2022 school year. Therefore, non-classroom educators on cycle for their evaluation will participate in the Alternative Evaluation for this school year. Non-classroom educators participating in the Alternative Evaluation will be held harmless and receive an effective evaluation for this year.



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UNION MADE
SDEA



LETTERS IN SOLIDARITY

KISHA BORDEN
SDEA PRESIDENT



KYLE WEINBERG
SDEA VICE PRESIDENT

— UNIONS ARE — THE FOUNDATION OF OUR DEMOCRACY

We hope you had an opportunity to recharge over winter break. It is hard to believe that we are almost halfway through this school year that is unlike any we have ever experienced. And while we gained new digital skills out of necessity during this crisis and discovered new ways to connect with students and spur their love of learning, our resolve has been continually challenged by tragic events on the national stage, from the loss of Black lives at the hands of law enforcement and vigilantes, to the failure of the Trump administration to implement a coherent approach combating COVID, to last week's attack on the US Capitol during the certification of the presidential vote.

We take heart, however, in the power of education and unions to strengthen our democracy and tackle systemic inequities. Unions are how we achieve workplace democracy with our collective educator voice represented in the contract that provides "laws" that must be respected. Teachers in non-union charter schools, for example, have no vehicle to engage on equal terms with management. Instead, they are often bullied into accepting less pay for more work and live with constant fear of not having their yearly contract renewed if they fall out of favor with the wrong administrator.

When we maintain high rates of union membership and flex our organizing muscles, we force the boss to take our demands seriously (Are all of your co-workers SDEA members? If not, direct them to the [online membership form](#)). And in our school district, as well as in our larger democracy, why shouldn't we prioritize the insight of frontline educators who work closest with students and families?

Sadly, the willingness of union educators to advocate for the needs of our most vulnerable community members is what most threatens those who seek to make money off education. They view engaged educators, nurses and other public sector union members as the biggest obstacle to majority control of governmental bodies that will further their interests at the expense of the people's well-being. And the forces of privatization and greed will try the most desperate divide and conquer tactics to prevent us from uniting to promote equity and public education. To level the playing field in our democracy, we need strong unions who can take on the shadowy organizations sponsored by billionaires who represent far fewer individuals, but whose unlimited financial resources give them outsized and undue influence (Did we mention the importance of encouraging co-workers to join the union?).

The tides are shifting and on January 20, we will have a first lady and education secretary with experience as public school educators, as well as a new school board and county board of supervisors that are pro-public education and pro-science. We will continue to be tested by this pandemic but will be in a much better place to take the collective measures needed to transition from day-to-day disaster response to building an educational system with the power to provide opportunities and a voice to all - the foundation of our democracy.

TOGETHER WE ARE STRONGER!

KISHA BORDEN
SDEA PRESIDENT

KYLE WEINBERG
SDEA VICE PRESIDENT



CALIFORNIA SCHOOLS
VEBA

GET THE LATEST ON THE COVID-19 VACCINE FROM VEBA



Not sure where to look for news on the COVID-19 vaccine? Check out the VEBA web page dedicated to the COVID-19 vaccine.

Stay updated on the vaccine and information from VEBA carriers and medical groups.

Visit VEBAonline.com and click on **"COVID-19 Vaccination Information"**



Join us for a live webinar about the COVID-19 vaccine on Monday, January 25, from 4 - 5 p.m.

Shane Crotty, Ph.D., La Jolla Institute for Immunology, will tell you everything you need to know about the vaccine, such as how it works, effectiveness, safety and side effects. Dr. Crotty is a professor at the Center for Infectious Disease and Vaccine Research. COVID-19 research done at his lab has informed vaccine efforts worldwide.



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SDEA PLATFORM FOR SAFELY REOPENING SCHOOLS

In August, SDEA consulted with a panel of experts from University of California, San Diego on how to safely reopen schools. That panel issued a report and recommendations. In October, 43% of 6,500 SDEA members participated in a survey on reopening schools. Then in November and December, SDEA members participated in online, school-based input meetings on reopening protections.

Based on the results of all three sources, San Diego Education Association members say this is what it will take for a safe school reopening:

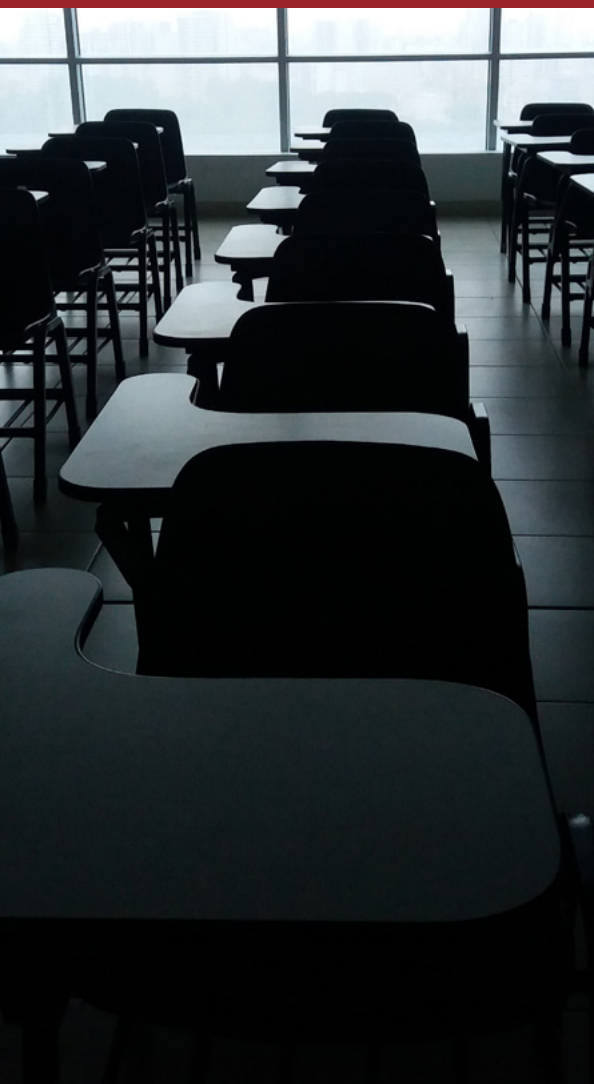


PHOTO: Rubén Rodriguez

1 THE RIGHT PUBLIC HEALTH INDICATORS

San Diego needs to not just be out of the purple tier, but must have low spread and case rates for at least two weeks. In addition, child care -- also a public health issue -- must be sufficiently available in the community in order to allow school staff to return to campuses.†‡

2 WIDELY AVAILABLE TESTING WITH RAPIDLY REPORTED RESULTS AND TRACING OF POSITIVE CASES WITHIN OUR SCHOOLS

- RNA/PCR tests must be available to all symptomatic members of a school community and results must be rapidly reported.*†‡ A program of surveillance testing of asymptomatic school staff and students is necessary to catch cases before there is an outbreak.*‡
- Contact tracing within schools must be able to effectively manage spread by quickly initiating an investigation and implementing a response.†‡

3 A PHASED IN APPROACH

Phase One of San Diego Unified reopening began on Oct. 13, 2020 with on-site, appointment-based instruction for struggling students.

Further reopening requires:

- A phased-in approach starting with several schools within any cluster, with elementary before secondary*;
- Health and safety compliance in each preceding phase is assessed and reported*; and
- Cannot begin before flu season peaks in Jan./Feb. 2021.†

4 REDUCING THE NUMBER OF STUDENTS ON CAMPUS EACH DAY TO REDUCE EXPOSURE

Phased reopening must include measures that have the effect of reducing the number of students on campus and in the classroom each day.† This may be achieved by offering an online or on-site program, and/or a staggered daily on-site schedule (i.e. Student group A in school on Weekdays 1 and 2, and Group B in school on Weekdays 4 and 5). But reduced exposure is not achieved by AM/PM-split schedules.‡ Social distancing is necessary*, and class size must be small enough to allow for it.†‡

5 CONTINUED ONLINE LEARNING FOR HIGH-RISK STUDENTS AND EDUCATORS

To save lives, there must be a continued online-only learning program for any student or educator at high-risk of severe illness from Covid-19*†‡, any student who cannot wear a mask because they are developmentally under age 2 years or who has a condition that is not amenable to a mask-wearing education goal.*

6 AN EFFECTIVE EDUCATIONAL PROGRAM

Teachers cannot effectively teach students in the classroom while simultaneously teaching another group of students online. The educational program must be designed so teachers are giving attention to students in class, or students online, but not attempting to do both at the same time.†‡ The education program cannot further add to the strain and workload on educators.‡

7 A PLAN TO HANDLE AT-SCHOOL ILLNESS, WHICH MUST INCLUDE A NURSE AT EVERY SCHOOL

Before educators and students return to school campuses, there needs to be a solid plan in place for how to handle illness as it arises at school and in the school community†‡

That plan must include, among many other elements:

- A full-time school nurse at every school to triage staff and students who become ill at school†‡;
- Triggers for individual school closure that are more sensitive than California standards, and that depend on multiple factors including adherence to precautionary measures (e.g. masks, social distancing, ventilation), the level of infection, contact tracing, and testing capacity in each school's area*;
- Paid Covid-19 leave for staff that must quarantine due to exposure or infection.†‡

8 INCREASED VENTILATION TO PREVENT TRANSMISSION

A plan and resources must be in place for relocating learning outside whenever possible.* Each classroom and workspace must be evaluated for its ventilation status*‡, and have MERV 13 or higher HVAC filters installed or be equipped with portable air cleaners.*†‡ High-risk classes like Physical Education, Choir, and Band must be relocated outdoors.‡

9 BASIC & COMMON MEASURES TO PREVENT TRANSMISSION

There are preventative measures that have become common during the pandemic that the District must have in place and must be adhered to, including: masks, full PPE for staff exposed to bodily fluids, social distancing, hand sanitizing supplies and stations, reducing occupant capacity of rooms, and additional staff to clean and sanitize classrooms and equipment.*†‡

DATA SOURCES

* *Summary Report and Recommendations; UCSD Expert Scientific Panel (Covid-19) for San Diego Unified School District; August 9, 2020*

† *San Diego Education Association Member Survey, Oct. 21-26, 2020*

‡ *San Diego Education Association Member Bargaining Input Sessions, Nov. 5 - Dec. 2, 2020*

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SCHOOL DISTRICT



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E3 PROCESS SCHEDULE

FOR FULL OR MODIFIED PROCESS

The Modified E3 process entails attending **four** training sessions this school year on the E3 growth and development goal writing process and reflection.

The Full E3 process entails attending **five** training sessions this school year and going through the goal writing, observation, and coaching process with your administrator.

EDUCATOR GROWTH AND DEVELOPMENT REQUIRED TRAININGS

GROWTH AND DEVELOPMENT PROCESS OVERVIEW	JANUARY 5-14
TOOLBOX PREPARATION TRAINING.....	JANUARY 19-27
GROWTH AND DEVELOPMENT PLAN & GOAL SETTING	FEBRUARY 22 – MARCH 1
CHECK-IN PROTOCOL*	APRIL 6-13
SELF-REFLECTION PROTOCOL	MAY 11-18
SUPPORT FOR EDUCATOR SELF-REFLECTION*	MAY 21-26

**Only required for educators participating in the Full E3 process*