

1

UPDATED – 4.3.18

Local Election Questionnaire 2018

Thank you for responding to this Candidate Questionnaire from the Berkeley Federation of Teachers.

Your responses to the questions here will provide us with important information as we make our endorsement decisions. Please be candid, complete and forthright in your responses, and prompt in returning the completed questionnaire.

Completed questionnaires should be **returned by April 24, 2018 to:**

Cathy Campbell

bft4tchr@lmi.net

Berkeley Federation of Teachers Questionnaire

Name: Julie Sinai	Office sought: Director, Berkeley School Board
Occupation: Chief Strategy Officer	Employer: LifeLong Medical Care, Inc.
Work Address: 2344 6 th Street, Berkeley, CA 94710	Work Phone: 510-981-4135
Campaign Address: 1569 Solano Avenue, Berkeley, CA 94707	Campaign Phone: 510-332-6251 (personal cell)
Campaign ID Number: #1404567	Political Party: Dem

Background

- Which public offices have you held?
- ✓ Appointed to Berkeley School Board 2013-2014
- ✓ Commissioner, City of Berkeley Children, Youth & Recreation Commission (immediate past chair) 2015-to present
- ✓ Commissioner, City of Berkeley, Sugar Sweetened Beverage Panel of Experts, 2015-2016
- ✓ Member, Alameda County Child Care Planning Council – 1997-2004

- Briefly describe your educational background.

Masters Public Administration w/ concentration on Organizational Development, University of San Francisco, 2004

Bachelors of Science, Community Service & Public Affairs, University of Oregon, 1982

Associate Degree for Transfer, Santa Rosa Junior College, 1980

- Please describe your previous experience with and contributions towards educational issues.

I was introduced to education and youth issues through my first job as a 14-year old CETA worker in an non-profit state subsidized after school program in Petaluma California. From there I chose to focus my college education on child welfare and early childhood education. As a VISTA student at UofO, I did a year-long placement in a state subsidized preschool where I worked with children and their families. I have spent the past 30 years working at a local, state and national level on education and family support policy, planning

and advocacy. I've worked in early childhood education, K-12, community college and 4-year university levels.

While working in BUSD from 1998-2002 I managed school community partnerships, traversing the sensitive relationships between the City, District and community agencies. In 2002, newly elected mayor at the time asked me to join his administration to strengthen the work across jurisdictions on behalf of Berkeley's children and youth. In our first six months in office we developed a plan to address the "summer slide" in literacy by starting Berkeley United In Literacy Development (BUILD) in partnership with UC Berkeley Public Service Center. For the first time ever, we instituted literacy support and free books in the summer recreation programs and in the subsidized summer child development programs like BUSD BEARS, BAHIA, and Berkeley Youth Alternative. I helped forge the collaboration between BUSD and Berkeley Mental Health to provide support for the "whole child" while at school. In 2007, in response to United in Action (UIA -multi-cultural coalition including BFT), I led the Mayor's Office in convening and designing the community commitment to eliminate racial disparities in our schools – 2020 Vision for Berkeley's Children and Youth, along with the District and UIA. For the duration of my 9 years in the Mayor's office I was intimately involved in framing the city's commitment, through policy and budget, for programs across the public spectrum of social services, mental health and public health, public safety, job training, recreation, and extended learning serving Berkeley's children and families.

From 2012-2015, I worked directly in higher education with UC Berkeley, dedicated to building stronger partnerships and ties between the campus and local schools in Berkeley, Richmond and Oakland. Through the Chancellor's Community Partnership Grant program we introduced BUSD members to UCB faculty and staff to develop projects that ranged from gardens in the schools, math after school to restorative justice. I also worked with UCB and the Contra Costa and Peralta Community College Districts to develop articulated career and education pathways to high growth, high demand occupations in the region. As part of this work, I helped the newly appointed College and Career Pathways coordinator, Kate Rennie (Trimlett) to align the career pathways at BHS and forge partnerships with Berkeley City College for dual enrollment and articulation agreements.

As an appointed school board member in 2013-2014, I was involved in how the District planned for and launched the Local Control Accountability Plan (LCAP). As a strong advocate for community input, I worked with fellow Board Director Leyva-Cutler to conduct input sessions out in the community in an effort to engage residents who do not traditionally come to Board meetings. We held meetings with the African American faith community, Latino families (in Spanish), at a homeless shelter and with foster care families. It was our goal to make sure this wasn't an exercise that asked for input, but did not genuinely engage the community. Additionally, I was a strong voice on the Board to ensure

that the community-driven goals of the 2020 Vision for Berkeley’s youth were embedded and the foundation of the LCAP. Also, while on the Board, I led the effort to secure funding from the City for violence prevention programs and programs serving homeless youth.

For the past two years I’ve focused on policy and partnerships that support opportunity youth and young adults who face significant barriers to re-engaging with their education and to employment. I worked with non-profit businesses dedicated to employing youth and young adults who have experienced incarceration and/or other hardships. I worked to harness employer partners and leverage the public workforce systems so that youth who complete their job and education training were able to successfully secure stable employment.

Today, as Chief Strategy Officer at LifeLong Medical Care, the safety net health service providers in Berkeley, I remain engaged, committed and passionate about creating a community where all our families have access to the best education, health care, housing and living wages.

- Briefly describe your work background.

Because my work has always been aligned with my commitment to social justice and equity, it is reflected in the question above. I’ve spent my entire career, from age 14 to now, working to open doors, promote fairness, increase access to resources, and ensure authentic representation of people most often not invited to the table.

- Are you a union member? To which unions have you belonged?

Not currently. Not long before I left the District, the managers organized with Professional & Technical Engineer Local 21 and I joined.

- Please describe your work with union members in previous positions.

I have a long history of working with Labor. Throughout the 1980’s, I was active in the Central American solidarity movement, working closely with Labor to build resistance to military aid and in solidarity with union workers in El Salvador, Nicaragua and Guatemala. We organized massive mobilizations for Jobs not War and worked together on a host of projects. As mentioned, while working at BUSD I worked with the classified and teachers unions and UBA. While in the Mayor’s Office we met with the various unions to discuss issues surrounding compensation, working conditions and negotiations.

I worked closely with BFT through out the development of the 2020 Vision for Berkeley’s Children and Youth and while on the School Board I frequently sought out in the input of BFT and BCCE during negotiations and other relevant Board items. I am proud to say I received the endorsement of BFT for my school board candidacy in 2014.

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- To what fraternal, professional, civic, or social organizations do you belong?

Sierra Club, Bay Area; Berkeley Democratic Club; Wellstone Democratic Club

- From what other groups are you seeking or have you received endorsements?

The campaign is just beginning. I am honored to announce that I have the endorsement of the Berkeley Fire Fighters Association. I will also seeking endorsements from BCCE, Building Trades Council of Alameda County and its member unions, the Alameda County Labor Council and it's member unions (if they decide to endorse in the local school board races), the Democratic clubs, Youth in Government, and newspapers such as the Daily Cal, etc.

- Will you seek higher office?

No

- How much money does your campaign expect to raise?

\$30 - \$40K

- Are there any entities from whom you will not accept donations?

Special interests promoting charter schools, tobacco, or alcohol

- How will you win?

✓ I will get the strongest, broadest, most diverse representation of parents, teachers, staff, community members, faith leaders, union locals, democratic clubs, and elected officials to endorse me.

✓ I will raise enough funds to do at least 2 citywide mailers

✓ I will have a team of volunteers to help:

- Run a people to people campaign with house parties, outreach at back-to-school nights, precinct mobilizations, campaigning at BART stations, farmers markets, Juneteenth, and other events.

- Through phone banks, reach every voter in Berkeley

- Please attach a complete endorser list.

Teaching, Learning and Equity

1. Please review the BFT Quality Education Agenda. What are a few sections that stand out to you? What sections do you think are particularly key in closing our equity gaps in BUSD? What is one or more section that you see yourself working on deeply in the next four years as a Board member?

It's difficult to select one or two. I believe it is the responsibility of the Board to keep its eye on the ball on all the stated principles. It is the responsibility of the Board to consistently analyze, develop and approve policies and budget recommendations, and to evaluate the Superintendent, through an equity lens. That means that issues pertaining to funding and resources, academics, family engagement, supportive services, and professional development need to be viewed in a way that ensures people who are traditionally under-represented and under-resourced have access to the tools they need to succeed in the district. This includes families of color and families with barriers to accessing traditional avenues for support (e.g. homelessness, low-income and those working multiple jobs, foster care families) and teachers, and staff of color who may feel isolated on their schools sites or are experiencing micro-aggression or unconscious bias by fellow staff or parents.

If I were to pick one or two areas of focus for my first year, I would say that I would have a hyper focus on meeting the **academic needs of all our students**. I am committed to working with the District administration, teacher leaders, and other key stakeholders to identify strategies to incorporate practice-based lessons to make the curriculum come alive for students. We all know that students learn in different ways and allowing for more hands-on, real life, contextual experiences that integrate literacy, math, technology and science will excite students and bring relevance to the classroom. I want to understand, and respond to, teachers' needs for professional development and I plan to leverage our local assets in higher education, business and community to bring real life application of the curricula into the classroom experience.

The second hyper-focus I would have is on **family engagement**. A child's education is enriched when parents/guardians, teachers and administrators work together as partners. There is a unique and exciting opportunity to see ourselves "in this together" with the Common Core Standards and new curriculum. There's been so much change in the curriculum and it's easy for all the stakeholders to get defensive when things don't work as hoped for or expected. Instead, we should see each other as collaborators dedicated to listening to each other (and to students), modifying and reassessing. Parents and guardians have the best understanding of how their child is experiencing learning, many are natural leaders who can reach others in their community, and some have expertise in subject areas and offer assistance. The Family Liaisons are key to helping bridge resources for families

needing added support services, helping families find their voice and be able to partner in constructive problem solving with teachers and staff, and to offer insights to teachers and staff on common concerns heard from families across the school campus.

2. What do you think are the most important supports for sites with high numbers of EL students? What are your priorities for our ELD and bilingual programs?

- ✓ Consistency across school sites in curriculum and instruction for EL Learners. Teachers need to be equipped with tools and strategies to address ELL, especially students who are immersed in English speaking classrooms. Instructional strategies should incorporate both academic language and practice-based learning.
- ✓ Make sure incoming families know their options and understand the program at Thousand Oaks (and how it's transitioning), LeConte and Longfellow.
- ✓ Make sure BHS teachers have the tools necessary to teach Academic Language and support the ELLs, particularly in light of the transition to U9.
- ✓ Professional development for all teachers.
- ✓ Timely assessments that help students continue their movement to next level proficiency.
- ✓ Active family engagement

3. What will you do as a Board Member to further the implementation of Response to Intervention and Instruction (RtI²) in BUSD? What resources do you think are needed for this to happen?

To address student needs, RTI expanded with LCAP funding when I was on the Board. It was an evidence-based strategy to ensure that 80% of the population who would benefit early intervention and prevention were identified and served, and teachers and staff could focus more intensive services to the 10%-20% most in need. I'm not as familiar with the details of its current implementation or more importantly whether the RTI strategy is having the desired effect. I believe there is a need for professional development at all a level of RTI and I'd like to work with BFT to ensure teachers are equipped to implement in the most effective strategies for the classroom. It's my understanding that there is still a tension between pull-out and push-in models to address educational needs. While I don't have the answer to this, I do think that we need to find ways to keep students in the classroom, receiving instruction with all their classmates and to consider utilizing the afterschool hours for instruction or services that will support the student's learning. There is the added value of potentially increasing the engagement of parent/guardian in the afternoon hours.

4. BUSD has the beginnings of a true Restorative Practices structure, especially at the secondary level. What do you think needs to be done next in order to provide alternatives to exclusionary discipline and interrupt the School-to-Prison-Pipeline in BUSD?

Restorative Practices or Restorative Justice are important strategies to address student behavior most often AFTER it happens. These practices need to continue to develop and be implemented consistently across school sites. An important element of restorative justice is the how the parent/guardians are included. I've heard quite a few stories at the middle school level – anecdotal – where bringing the students together to process the incident was not sufficient in helping all the students involved feel resolved and safe, and the parents were unclear on what the next steps would be if the situation was not resolved to everyone's satisfaction. I need to understand the more about how the program is implemented to venture into solutions, but I think there's been a great start and the program needs to continue to develop.

The larger question is how can we prevent situations from happening in the first place. How can we address the needs of children who are coming from stressful, possibly traumatic environments that result in “acting out” or demonstrating behavior that's not conducive, and potentially destructive, for the student or his/her classmates' learning. We should offer training and resources to teachers and staff on how to identify stress or trauma-induced behavior and provide supportive and behavioral health services up front.

I'm disturbed by some of the incidents I've heard about on elementary school sites, where a child with special needs is identified as a bully and there's an organized effort by parents to remove him (usually him, often African American) from the class. I'm not negating that a real problem exists, but the solution needs to be in support of all the children, including the child who has special needs and the child(ren) being “bullied”, and the teacher needs support so that he/she can harness the resources and the tools to address the behavior.

Trauma informed schools and restorative practices go hand in hand. For the school environment to feel safe for everyone, teachers and staff need to be trained and supported; students need access to behavioral health services and skills to develop coping and resiliency; and parents/guardians should be able to understand the approach and participate in appropriate ways.

5. The BUSD LCAP is our roadmap for closing our opportunity gaps. How will you evaluate the effectiveness of our actions and services?

When I served on the School Board I led the effort to embed the 2020 Vision indicators into the LCAP. We need to continue to disaggregate our data on academic performance

using local and state assessments. I would like to see more longitudinal data for students who been educated in BUSD for multiple years. I would like to see data that follows students during key transitions – between elementary school and middle, and middle school and BHS. If we are concerned about the bridge years then we need to be assessing the shifts and trends over the transitions.

I would like to see a data analysis, not just pages of graphs and charts. I want to understand what changed and I believe the evaluation and assessment staff can best report on the *context* of the data. I want to hear what's working and what's not. And, if something is working well over time, I want to explore how we can scale the practice, and if a strategy, curriculum or project is not working, I want to know exactly what are the next steps to address it. Often when data is presented at a school board there isn't a push to understand what we actually learn from it to improve our practice and our outcomes. We expect teachers to use data to inform their instructional practices, so the Board should use data to inform policy and direction. **We don't have the luxury to see the same problems represented in the data over and over again – it is our students' lives that make up those statistics.**

It is my priority to highlight how our students, particularly our students of color and low income students are doing in literacy, math, science and college readiness, and to assess how technology is being used for instruction (not just test taking). If the needle isn't moving toward progress and success, I want to talk about what we're collectively going to do about it.

6. What would you change in BUSD to increase the recruitment and retention of teachers of color?

I advocated for many of the ideas listed below when I was on the Board and I remain committed to investing in teacher recruitment and retention.

- ✓ Recommend a dedicated HR Teacher Recruitment specialist who has expertise in diversity and who could develop a team of teachers and administrators to travel to recruitment fairs and follow up with candidates.
- ✓ Strengthen the pipeline of classified staff to become credentialed teacher by promoting the revolving loan fund and helping to remove real or perceived barriers that might be in the way.
- ✓ Shorten the time from recruitment to offer – we lose people due to bureaucracy.
- ✓ Offer a highly competitive teacher compensation including competitive salary and benefit package.
- ✓ Work collaboratively with BFT to breakdown isolation and support teachers of color – this includes promoting anti-bias, anti-racism training for the whole school community. No teacher or any staff person of color should experience racism in the workplace by

coworkers or parents/guardians.

7. What concrete steps do you think can be taken to more actively involve parents of color and low-income parents in district-level decision-making? What outreach, connections, and partnerships have you made in these communities?

- ✓ First and foremost ensure every family feels welcome and respected as a partner in their child's education.
- ✓ Ensure the family liaison is identifying students who need supportive services and reach out to parents/guardians
- ✓ The Family Liaison program started a few years ago and I hear it's working well. I would like to understand what results we expect to achieve and whether we are in fact achieving them in each school; what is working well in one school, but not in another? It would be good to conduct an evaluation of the program so we can continue improvement.

8. What do you see as the role of serving families of children ages zero to five in closing our equity gaps? How familiar are you with our preschool program?

Serving children ages zero to five, and working with pregnant moms is critical to addressing the opportunity gap. The data is clear – students with exposure to quality early childhood education programs have more success in school. We know that children who have been read to from early on and who have been in early care programs know more words and have a stronger start in school. New research now shows that exposure to simple math concepts in early care settings better prepares children for school.

Through my work in the District, as a school board member and as a commissioner for the Children, Youth and Recreation Commission I'm familiar with school district and community based preschool and child development programs. I understand that many of the children going to BUSD preschools and CDCs are not Berkeley residents and likely don't continue in our schools. That said, we are still obligated to provide a high quality experience for all the children enrolled. We also have the opportunity to reach our Berkeley children early on through the CDC and Transitional Kindergarten, and it's critical that we partner with the community-based early care and education programs that serve low-income Berkeley families. I continue to advocate for more collaboration and dialogue among our kindergarten teachers, TK, PreK and community programs to ensure our children are kindergarten ready.

9. As you know, BUSD recently commissioned a study of its Special Education program. Which of the recommendations made by the consultant would be items you would recommend for early implementation?

- ✓ I firmly believe in full inclusion – but that means we must invest in RTI, training and appropriate resources for our teachers and instructional assistants to meet the needs of the special needs students along with all the students in the classroom.
- ✓ We need to reduce placements in non-public schools and reduce the associate costs such as transportation and legal fees, and ensure we have the capacity to educate students in the district.
- ✓ We should evaluate our special education instructional programs and explore whether we need to add to our full inclusion model to include other strategies like additional Special Day classes for students who do not thrive in a full day full inclusion program, partnership opportunities with organizations like Seneca, or other evidence based models to implement in our schools.

Leadership and Priorities

10a. **Incumbents:** What are your accomplishments as a Board member?

Explain one goal you have achieved. Citing at least one example, how have you effected change in BUSD?

10b. **Non-Incumbents:** Please describe a campaign (electoral OR community-based), initiative or issue where you have been a leader and brought change to pass.

Addressing the summer slide in literacy. As mentioned earlier, when in the Mayor's Office we launched a partnership with UCB Public Service center to infuse literacy in all three recreation centers serving low-income students (James Kenney, Live Oak, Frances Albrier and Young Adult Project) along with Bahia, BYA, and BUSD BEARS, all the summer programs serving low income students. UCB Public Service center hired tutors with Work Study funding and the Mayor's Office raised enough funds to buy two books for every child. We engaged the Berkeley Public Library and we set a community goal of reading 10,000 books. We hung a huge thermometer on the Central Branch Library Shattuck wall. We met out goal, continued the program for three more years over the summer months. Then we designed the 2020 Vision for Berkeley's Children and Youth with included a primary goal of ensuring all students were reading at grade level by 3rd grade. We redirected BUILD toward 1st through 3rd graders, brought it into all the afterschool programs and converted it to year

around. We partnered with the District to have the tutors trained by the District literacy coach to ensure the tutors could support the school day program. BUILD continues today and has expanded with a math pilot.

11. Please describe an issue where you have worked collaboratively with BFT or another Union to achieve goals.

Along with community partners, BFT was instrumental in designing the 2020 Vision for Berkeley's Children and Youth. As the lead person in the City, I worked closely with Cathy Campbell in developing the framework and ensuring we prioritized having teachers represented on the indicator work groups. Cathy, representing BFT and me representing the Mayor's Office continued to work together on the Design Team throughout the years. When I was on the School Board I encouraged dialogue and openness with BFT when rolling out the LCAP, as well as on discussions surrounding the budget and during negotiations.

12. BFT has organized several large mobilizations of teachers to Board meetings in 2017-2018 on issues of importance to our members. Please describe one of these that resonated with you.

Feb 21, 2018, there was impressive turnout that demonstrated cross discipline collaboration and support. LeConte representatives who advocated for bi-lingual substitutes included an administrator, teachers and parents; the issue of relocating the TK, again, was well articulated by teachers; and, the BFT President and members talked about the need to save school sites from cuts – including classified and certificated positions. It was a busy night and a strong representation of collaboration, worker unity and respectful advocacy.

Right to Organize

13. Please describe the actions you have taken to support workers' right to organize.

I have always supported workers rights. As a Board member, I supported BFT and BCCE and maintained open communication. I firmly believe union representation is important for a strong middle class. I'm inspired by the teacher strikes currently taking place across the country for wages, health care, supplies and safety. In an era of diminished support and attacks, these movements have inspired the country on why unions are critical to workers rights.

14. What do you see as the likely impact on workers, Unions and the American economy when the *Janus v. AFSMCE* decision comes from the Supreme Court?

Janus v AFSMCE would be a dagger diving deep into the heart of the union movement. We can see from the backslide of private sector unions, that without a strong union movement the middle class loses. I will look to and work with the leadership of BFT and other public sector unions to fight back against the attacks against labor and the results of what could be a dangerous decision by the Supreme Court.

Public Worker Issues

15. As an elected official, the Brown Act allows you to be accessible to workers and their representatives on work-related issues, including the negotiation process. What do you think the role of Board members should be in the negotiations process?

When I was on the Board 2013-2014, I demonstrated my accessibility to BFT and BCCE during negotiations. I do not support having Board members at the negotiating table. It's the Board responsibility to provide direction to Superintendent on mutual interests and priorities and ensure he/she represents the will of the Board at the table and communicates the issues raised by the unions to the Board.

16. What should your role be as an elected official in the event of an impasse in negotiations?

Direct the Superintendent and his/her team to think creatively and to do whatever it takes to move toward a position of common ground. The Board's role is to urge both sides to stretch toward a mutually acceptable agreement and do what it takes to avoid a strike. If impasse does occur, make sure a mediator/negotiator that has a proven track record in getting to a "win-win" is brought on board.

Economic Security and Sustainability

17. What is your plan for supporting the recruitment and retention of excellent teachers in BUSD as salaries in neighboring districts have become more competitive? How do you think the cost of living, housing and healthcare affect teachers? What is needed to ensure that teachers can make a long-term career in BUSD? How would you help to bring that about as a Board

member?

The cost of living in the Bay Area has a tremendous impact on the recruitment and retention of teachers, staff and professions that support our children and families. As the Chief Strategy Officer at LifeLong Medical, we're constantly trying to address the impact of the cost of living, especially housing, on the health care field. So, I'm dealing with this on a daily basis. We need to make sure BUSD is competitive for total compensation in the region and that we respect our teachers and staff by ensuring excellent working conditions. It is critical that we renew maintenance parcel tax in 2020 so that we don't further impinge on the general fund for expenses that have been covered by our generous taxpayers. As a Board member I understand that there will be times when the budget needs to be reduced in order to balance and in those cases I will do my best to keep the cuts away from the classroom. Also as a Board member, I would compel my colleagues to join with the state's teachers' unions and association of administrators to call for the governor and legislators to take responsibility and allocate some of the state's surplus dollars toward the STRS and PERS retirement systems. If we don't alleviate some of that burden, our District's budget will be seriously compromised for the near future.

18. With regard to health benefits, what steps does BUSD need to take to have responsible budgets that provide resources to pay for the increasing costs of medical benefits?

It's the Board's role to ensure a competitive total compensation is negotiated and union role to recommend how to distribute the compensation between salaries and benefits.

19. How do you place the role of economic inequality in student achievement and in the future of public education in California? What community initiatives have you been part of that are meant to increase economic equality?

I have addressed economic inequality by working to directly to strengthen our workforce development systems, and ensure people who face significant barriers to employment have access to job opportunities that prepare them for stable, living wage jobs. The efforts I've engaged with address workforce development for adults, many of whom receive education and certificates at Berkeley's Adult School, providing them the training and experience they need to get a higher paying job. I believe that the education partnership with the Adult School, community colleges and the trades are critical to providing a step up for people in low-wage occupations.

The purpose of embedding career and college readiness in our schools is to ensure every single student has a pathway toward a living wage job and a career trajectory that will help them achieve the goals. This may or may not include a 4-year university, but we must

prepare our students for post-secondary education and training if expect them to have the economic security necessary to support themselves and their families.

20. Are you willing to consider a possible parcel tax for employee salaries in order to support the recruitment and retention of teachers and classified staff in BUSD?

We need a strong and competitive compensation package. I believe the best way to secure that is through negotiations and the budget. That way increases are not temporarily dependent on the whim of the voters, nor will the increases expire.

I also support joining the fight to reform Prop 13, which would generate long-term increases for school funding.

As consideration for a parcel tax for employee salaries evolves, there's a need to be a detailed analysis on what a parcel tax would include, polling on what the voters would support, and how it could impact the 2020 Facilities Bond and Maintenance Tax.

While the above-mentioned issues are important to factor into any decision regarding a parcel tax for employee salaries, I feel strongly that establishing and sustaining a highly competitive teacher compensation package is critical to student achievement. For that reason I am definitely willing to consider a possible parcel tax for employee salaries.

Principles

21. Have you ever crossed a picket line?

No

22. What steps would you take to support a boycott, when sanctioned by the Central Labor Council, California Labor Federation or AFL-CIO? Will your campaign refuse to use restaurants, hotels or other public accommodations on the boycott list (available at www.calaborfed.org).

I do my best now to support union shops now. I supported the Sweat Shop Free ordinance while on the board. If there is a boycott, I would honor it and support policies to do the same.

23. If endorsed, will you carry the union endorsement on your mail and materials?

Absolutely!

24. If elected, **how** will you consult with Unions on decisions that affect union members in BUSD?

As previously mentioned, I will always have an open door for Berkeley’s unions to discuss issues that affect its members. Additionally, as evidenced in the past, I will seek out the unions’ input on issues that I think impact students and the workers.

SIGNATURE

I attest that these answers represent my actions and beliefs, are not part of my public record, and may be used by the Berkeley Federation of Teachers to keep union members informed about important issues.

Julie Sinai

Signature

April 23, 2018

Date

If completed electronically, please provide us with a signed copy at your interview. Thank you.