



ALVORD EDUCATORS ASSOCIATION

THE PODIUM



ISSUE 3 NOVEMBER/DECEMBER 2019

PRESIDENT'S MESSAGE

As we approach the holiday season, I can't help but think about what lies ahead in the New Year. Since the beginning of the school year, we have been working hard to finish contract language in bargaining, helping the District resolve their "budget crisis" and keeping an eye on the shenanigans of District management. The Bargaining Teams meet on 12/3 & 4 and it is our hope that the District will rescind the cuts they proposed in May. If they do so, we should be able to finalize the new contract and present it to you for ratification.

Of greater concern is the "budget crisis." On 11/7, we presented our information to the Board about the budget and the discrepancies in the District's numbers. As a result, RCOE has reached out and asked to meet with us on 12/10. My hope is that they see the errors, resolve them and the "crisis" is over. If this happens, we should be able to restore some services and positions that directly affect you everyday.

I am increasingly concerned about our Superintendent. On my site visits I ask members if they can name one positive thing he has done for the District, students or employees. I have yet to hear an answer. Because of this and many other things, we are conducting a Vote of No Confidence against the Superintendent. See your site rep to cast your vote. We will then present the results to the Board on 12/12. We need to let the Board know that we are not happy with his "right-sizing" which has resulted in larger class sizes, more combo classes, lack of supplies and textbooks, dirtier schools, etc.. Enough is Enough!

We are taking charge of protecting our students, as it seems no one else is doing so. We will not sit by quietly and let lies and fake budgets be presented at the expense of our kids and employees. Please cast your Vote of No Confidence and let's send a message to the School Board that we stand for our students and each other!

Leigh



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CALENDAR OF EVENTS

- 11/25-29 Thanksgiving Break
- 12/11 Exec. Board Meeting 4 p.m.
- 12/12 AUSD Board Meeting 6 p.m.
- 12/18 Rep. Council Meeting 4 p.m.
- 12/23-1/3 Winter Break

Happy Holidays!

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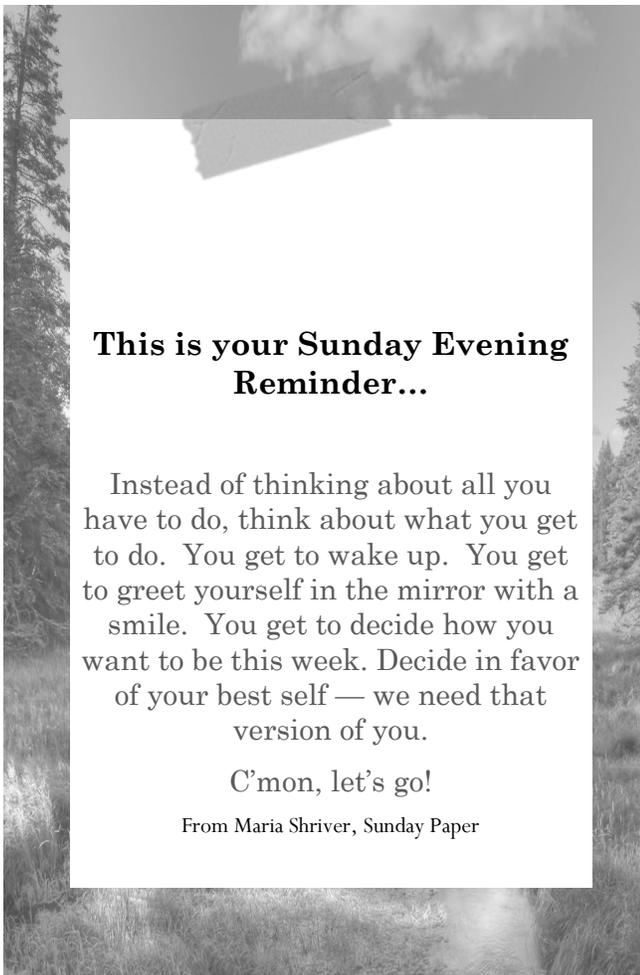
News from AEA

- AEA WORKSHOPS**

GOOGLE IN THE CLASSROOM PART 2: Tuesday, January 13, 2020 from 4-5:30 PM at Hillcrest High School.

TEACHER SELF CARE PART 2: Tuesday, January 28, 2020 from 3:30-5 PM at the AEA Office. Presented by Jennifer D’Antoni. Sessions cover various strategies for self-care and implementation of goals and routines.

- LIVE STREAM BUDGET REPORT:** On November 7, 2019, AEA live streamed its budget report presented by Vice President Mike Kolonics to the Board. The video had over 500 views.
- CONGRATULATIONS TO OGHWA LADNER,** the newest member of the AEA Executive Board. Oghwa will complete the remainder of the Minority Director term previously held by Sandra Bradford who retired in June.



State Council Report October, 2019

Issue	Update
Schools and Communities First (SCF)	Closes Prop 13 Corporate Loophole, affecting corporations only, not homeowners. Increase revenue by \$12 billion with 40% towards schools and 60% to libraries, parks, housing, first responders, etc. Currently seeking support to get onto the March 2020 ballot.
Credentials & Professional Development	21st Century Leadership Academy Survey needs teacher input. Please complete survey at https://www.surveymonkey.com/r/21CSLA .
Language Acquisition	Districts should be focusing on EL Roadmap from CA Department of Ed. Information and resources available at https://www.cde.ca.gov/sp/el/rm/ .
School Safety & Management	Upcoming creation of air quality policies for school closures in lieu of recent fires.

From CTA

Statement From CTA President E. Toby Boyd on Educators Among Dreamers Impacted by SCOTUS DACA Case

BURLINGAME – CTA President E. Toby Boyd released the following statement in response to hundreds of thousands of educators and students, including CTA members, who would be impacted by the U.S. Supreme Court’s decision on DACA:

“Stripping away DACA from our nation’s most hard-working contributors to education is a disgrace to our democracy. It will rob our school districts of qualified educators, who have taught and trained every generation of trailblazers. DACA is essential to keep our classrooms afloat. This program gives our students a reason to thrive, and robbing them of this crucial program will deter them from succeeding in life.

“CTA stands with all DACA recipients, including our

very own Vicente Rodriguez, teacher and DACA recipient from San Bernardino, California, who is protesting in front of the U.S. Supreme Court as part of the #HomelsHere rally.”

The California Teachers Association, which is affiliated with the 3 million-member National Education Association, argued in a legal brief filed on October 4 with the Court that the action the Trump administration took to end DACA was unlawful, arbitrary and capricious, and therefore should be set aside.

Visit <https://homeishere.us>.



From NEA

Grow Gratitude: Books of the Month from November 2019



ELEMENTARY

We Are Grateful: Otsaliheliga

By Traci Sorell; illustrated by Frané Lessac (Charlesbridge Publishing, Inc.)

Celebrate community and gratitude with the Cherokee people who reflect daily on the blessings and challenges each season brings with the phrase “Otsaliheliga,” or “we are grateful.”

Themes: Cherokee, Community, Elementary, Gratitude, Native American, Picture Book, Seasons

MIDDLE SCHOOL

The Hero Next Door

Edited by Olugbemisola Rhuday-Perkovich (Crown Books for Young Readers)

These short stories by powerful and diverse voices show how heroes come in all shapes and sizes and small acts of kindness can save the day.

Themes: Coming of Age, Courage, Heroes, Middle Grade, Short Stories

TEEN

Hearts Unbroken

By Cynthia Leitich Smith (Candlewick Press)

A Muscogee (Creek) girl attending an overwhelmingly white high school, Louise “Lou” Wolfe deals with the difficulties of “dating while Native.”

WHEN SCHOOL DRESS CODES DISCRIMINATE

BY KIRA BARRETT

FROM *NEATODAY*

While a dress code is supposed to make the school environment more conducive to learning, it frequently does the opposite. In the past year, schools all over the country made national news for the ways they enforce their dress code—asking a student to put duct tape over the holes in her jeans, suspending a student for a skirt that was too short, or sending a student to the office for not wearing a bra—all of which take the focus off learning and place it on girls' bodies.

At East Longmeadow High School, Massachusetts, six out of the nine dress code regulations targeted female students. The dress code had not been updated since the 1990s. "It was time for us to revisit some of the language," principal Gina Flanagan said.

Many school dress codes use gendered language, such as "girls must not wear spaghetti straps or show cleavage." The reasoning? These things are distracting to other students, particularly males. Girlhood expert Shauna Pomerantz of Brock University says that "dress coding" students for being distracting is a form of victim-blaming.

"It's saying the male response is your fault. Your body is causing negativity," explains Pomerantz. Sexist rules also set a precedent for men, she adds. "It is offensive to men. It suggests they don't have the ability to talk to a female student without going wild."

Marci Kutzer, a fourth-grade teacher at Bertha Ronzone Elementary in Las Vegas, Nevada, says that, while school boards couch dress codes as preparing students for the workplace and adult life, their real purpose is to prevent "distractions."

Kutzer says that sends a powerful message: "A boy's education can be compromised by your gender. Please do what you can to neutralize it." This clearly puts a burden on female students...

'White Male Default'

Kutzer says that she will only "dress code" students if their clothing is clearly so tight it is uncomfortable. Her school

follows "standard school attire," (SSA) so students wear uniforms. On laundry day, however, some students show up without. Other student's families can't afford to keep up with their growing children, so their uniforms are ill-fitting. "We are told by our administrators to send non-compliance issues to the office, but I only refer kids who are clearly wearing too tight or uncomfortable clothing, and I send them to the nurse, who keeps a stash of extra clothing for this type of situation," explains Kutzer. The high school attended by her daughter, however, uses a dress code policy rather than the SSA. Kutzer noticed that it essentially targets female and minority students—the focus being on parts of the female anatomy, like backs, shoulders, and legs.

"Targeting styles of clothing that are mostly associated with a particular minority group is discriminatory. When styles such as 'sagging pants' are the issue, we are putting a burden predominantly on black males," says Kutzer. She calls this the "white male default," a common trend for school dress codes. "Dressing as most white young men do seems to be what is encouraged." In 17-year-old Maddie Reeser's Baltimore City public school, it's the black girls at her school who are the most frequently dress coded—a double discrimination. "My white friends rarely get sent to the office, but my black friends do quite often," says Reeser. Another student said she brought up this issue to a male administrator, who told her it was "because white girls don't have as much to show." The student says this comment made her feel uncomfortable, let alone failing to address the inequality.

Despite the fact that Reeser's school has a uniform, she and her peers still faced the same issues that Belsham described at her Duval County school. "The rule should be based on the clothes, not how they fit, because it's different for each person," says Belsham.

Despite the rules being the same for every girl, teachers end up enforcing the rules more strictly with black females, and in a way that is humiliating.

Many dress codes can cause black students to fall behind academically, according to a 2018 National Women's Law Center study. Looking at public schools in the District of Columbia, the report found that three in four D.C. public high school dress codes say students can be pulled out of class or school for dress code violations.

"It's outrageous that girls are losing critical



class time simply for what they are wearing," said NWLC Education Fellow and report co-author, Kayla Patrick. "This sends a disturbing message to all students: What a girl looks like is more important than what she learns and thinks. No girl should ever have to forfeit her education because her shirt is the wrong color or she has a hole in her jeans."

Making All Students Feel Comfortable

East Longmeadow principal Flanagan said she's tried to target inequalities at her own school by creating a gender-neutral dress code, and by involving students in the dress code process. "Instead of saying no low cut shirts or cleavage, the dress code says all private parts must be covered at all times," she says.

Pomerantz recommends giving students lots of leeway to express themselves with fashion. If something truly crosses the line, there's a way to tell them, without enforcing victim-blaming.

"A question you can ask is 'What is it about dressing this way that's so important to you?'" Pomerantz recommends.

Many schools are looking into updating their dress code policies by making them more gender neutral, gath-