

california educator

APRIL/MAY 2020

VOLUME 24. ISSUE 5.

TEACHING, LEARNING & LIFE DURING COVID-19

*In a vastly changed world,
educators find ways to
connect with students
and each other*

PAGE 11

Schools & Communities First
HEADS FOR THE BALLOT

PAGE 33

TEACHING THROUGH
TRAUMA SERIES

**IMMIGRANT STUDENTS:
HOW TO HELP**

PAGE 24

Recognitions: HUMAN RIGHTS AWARDS **PAGE 43** & ESP OF THE YEAR **PAGE 48**

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COVID-19 YOU'VE GOT THIS. WE'VE GOT THIS. WE ARE CTA.

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Photos: Top right, educators from Sheldon Academy in Fairfield in a neighborhood caravan; bottom, scenes from Madera Unified, Washington Colony and Riverdale teachers associations.

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CALIFORNIA TEACHERS ASSOCIATION

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MISSION STATEMENT

The California Teachers Association exists to protect and promote the well-being of its members; to improve the conditions of teaching and learning; to advance the cause of free, universal and quality public education for all students; to ensure that the human dignity and civil rights of all children and youth are protected; and to secure a more just, equitable and democratic society.

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CTA





Uncommon Grace

OVER THE PAST few weeks, California's educators have responded and adapted to the unprecedented COVID-19 pandemic with an innovative spirit, heartfelt dedication to students, and uncommon grace.

I am moved by your determination to continue teaching and the care you show for our children and youth.

As you embrace the new environment of virtual teaching, you're using creative ways to safely connect and inspire students and communities. While there have been challenges due to the lack of technology and access for some of California's 6 million students, you've done everything in your power to reach them and meet them where they are.

And you are doing all this while balancing the impact of COVID-19 on your own lives and families.

CTA continues to advocate for our members and students. Since schools physically closed in March, CTA has prepared and hosted teacher-led webinar trainings to help educators transition to virtual teaching. Topics include classroom management in a digital setting, online math assessments, and teaching specialized populations. We are planning many more.

We've created a clearinghouse of resources for members that offers the latest information and guidance from state and federal agencies, best practices for distance learning, answers to frequently asked questions, member benefits, and other useful information.

Our Facebook group "CTA Teaching, Learning and Life During COVID-19" has drawn thousands of members who actively support, advise and engage each other.



CTA President E. Toby Boyd holds a tele-town hall meeting with members in March.

And with schools closed for the rest of the academic year, CTA is working with the California Department of Education and labor and management partners to coordinate efforts on distance learning that will guide educators and allow more students to access school resources.

On a very bright note, in early April the Schools and Communities First campaign submitted a record-setting 1.7 million signatures to qualify the SCF initiative for the November 2020 ballot. SCF will bring in some \$12 billion annually for our schools and essential public services. The COVID-19 crisis demonstrates the need for this measure, as educators, health care workers, first responders and communities grapple with the pandemic. Passage of SCF will go a long way toward ensuring equity and advancement in our society.

I could not be prouder of you and the work you are doing in this time. We are **#InThisTogether** and we will all get through this together.

E. Toby Boyd

CTA PRESIDENT

@etobyboyd

EDUCATORS

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VARIOUS FORMATS

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Online Fixed-Date:

This format offers a convenient, yet rigorous style of learning that allows you to structure your education to suit your schedule. Online courses have fixed start and finish dates, but as an online student, you will have access to your digital classroom at any time.

Classroom:

These courses are offered in a traditional classroom where you can connect with your instructor and classmates in a live setting. This learning environment facilitates communication on a given subject in real time, enables immediate feedback, and fosters interaction with the instructor and like-minded classmates.



Leading by Heart

"Your heart is slightly bigger than the average human heart, but that's because you're a teacher."

THESE WORDS BY cartoonist and former chemistry teacher Aaron Bacall came to mind as I saw multiple examples of your big hearts these past weeks. From teacher caravans honking through neighborhoods to school workers making and distributing kids' meals to educators conducting class through video screens, it's been crystal clear that COVID-19 has not dimmed your passion for your students and their well-being.

And while it's taken a global pandemic for society to realize how essential and invaluable you are, you've barely noticed the newfound respect and appreciation. You've been too busy honing distance learning skills, calling kids and their parents and guardians to check in, and handing out Chromebooks — all while dealing with your own families and loved ones.

"I'm trying to keep an upbeat demeanor, so they don't see I'm scared or nervous," says Jessica Pagan, in our story **"We Are Here for Our Students"** (page 14). "I'm sending hopeful messages to keep things as normal as possible, while knowing that this situation is completely abnormal."

The new normal, however, has exacerbated public education's endemic problems of inequity and inadequate resources. "We have great teachers creating great lesson plans, but if kids don't have access, it doesn't matter," says Reagan Duncan, referring to the fact that 20 percent of California's 6 million students do not have internet at home. Duncan was one of four CTA educators who spoke with Gov. Gavin Newsom and first partner Jennifer Siebel Newsom about challenges around distance learning (**"Teachers and Governor 'Zoom' In on Education,"** page 18).

COVID-19 has also amplified students' social and emotional needs, especially for vulnerable populations such as those with



Educators at Highland Elementary in Seaside.

special needs and immigrant and undocumented students. Many of the latter are already traumatized by experiences in countries they fled and now endure the threat of family separation and deportation, and often language and economic difficulties. "They desperately need our help to receive an education, which is the right of any child," says Raul Gonzalez in **"Crisis in Our Classrooms"** (page 24). "It is important to help them for their sake and also for the sake of our country. These children are our future."

The leadership and positivity you provide as we all navigate a new environment are awe-inspiring. And with the **Schools and Communities First** initiative, which would reclaim \$12 billion annually for our schools and public services, expected to qualify for the November ballot (page 33), the future is looking hopeful.

High school teacher Minc Robinson Brooker summed up what educators do, by heart. "We're resilient. We're dedicated," she says. "We are here for our students."

Katharine Fong

EDITOR IN CHIEF


editor@cta.org

A Digital Educator THE CORONAVIRUS OUTBREAK turned life upside down for everyone, CTA included. We have published this issue digitally and not in print because of many obstacles standing in the way of a successful and timely delivery. Please check out CTA's COVID-19 Resource Center, with links to best practices for distance teaching and learning, useful information for members, and more. And join the Facebook group "CTA Teaching, Learning and Life During COVID-19" to connect with colleagues and share tips and experiences.

April / May 2020 CALENDAR

For our full listings, go to californiaeducator.org/calendar.

Everyone Belongs
@Your School Library



AASL | **APRIL IS SCHOOL LIBRARY MONTH**
www.ala.org/aasl/slm

CELEBRATE READING

APRIL IS School Library Month. Help students celebrate making reading a priority in their lives. Visit the American Association of School Librarians at ala.org/aasl for ideas and resources. And check out books recommended by CTA's California Reads (page 8).



The Year of Kindness

MAKE 2020 the "Year of Kindness" for people with autism — sign the pledge at autismspeaks.org. Use Autism

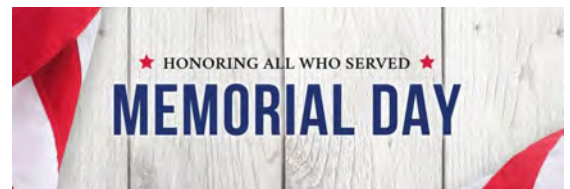
Awareness Month in April to educate students on inclusivity and acceptance. Read how 10 teachers do this at tinyurl.com/teach-autism-awareness. And see our story on page 40 on the Disability Awareness Calendar, which includes tips on teaching students with autism.

A scene from the PBS documentary "Next Gen — Asian American Art in the Central Valley."



Asian Pacific American Heritage Month

MAY IS a great time for students to learn about the diversity of cultures and ethnicities under the umbrella label "Asian American." Educators can start by showing one or more stories from the PBS collection exploring the history, traditions and culture of Asians and Pacific Islanders in the United States. Go to pbs.org/specials/asian-pacific-american-heritage-month.



MEMORIAL DAY, May 25, honors our fallen military men and women in all wars. NEA offers lesson plans for various grade levels; see nea.org (search for "Memorial Day").



*** MAY 6**

School Nurse Day

Bow down to your school nurse — if you can find one. Shamefully, for every school nurse in California there are 2,505 students. Get behind the **#SchoolsAndCommunitiesFirst** initiative, which will reclaim \$12 billion a year so schools have funds to hire more nurses to help keep our children healthy.



Advocate for All

May 22 is Harvey Milk Day, when educators can celebrate the life and legacy of the first openly gay politician in California and a leader of the American civil rights movement. Milk was not only an advocate for the LGBTQ+ community, but for all minorities. He believed in safe, strong neighborhoods and supported public education and equal rights for all. For school and classroom ideas, see gsanetwork.org and safeschoolscoalition.org (on both, search for “Harvey Milk”).

EMEID Leadership Program

APRIL 24 APPLICATION DEADLINE

Ethnic minority members who want to expand their leadership roles in CTA may apply online to the Ethnic Minority Early Identification and Development program.

► cta.org/emeid

CTA Institute for Teaching Grants

APRIL 30 APPLICATION DEADLINE

Apply to CTA's IFT Grant Program for Educator Grants up to \$5,000 and Impact Grants up to \$20,000. Deadline extended.

► teacherdrivenchange.org

El Día de los Niños

APRIL 30 EVENT

Many public libraries have reading events for children on El Día de los Niños (Children's Day), a traditional festival in Latino culture.

► dia.ala.org

National Teacher Day

MAY 5 EVENT

National Teacher Day is on Tuesday of National Teacher Appreciation Week (May 4–8). Thank a teacher!

► nea.org/teacherday

California Day of the Teacher

MAY 13 EVENT

“Inspiring Generations, One Student at a Time.” Check out resources on our website and celebrate your school's educators in style.

► cta.org/dayoftheteacher

ESP Week

MAY 17–23 EVENT

Celebrate the vital contributions of education support professionals during ESP Week (observed by the state as Classified School Employee Week). CTA ESP Day is May 19.

► cta.org/espdays

PBL World 2020

JUNE 16–18 CONFERENCE

Online conference. PBL World, sponsored by the nonprofit Buck Institute for Education, is the premier conference for Project Based Learning. Pre-conference June 15.

► pblworld.org

California Labor Management Initiative Summer Institute

JUNE 23–24 CONFERENCE

DoubleTree San Diego Mission Valley. Contingency plans for a virtual conference are being prepared. CA LMI convenes labor-management teams from school districts across the state to promote collaboration.

► cdefoundation.org/clmi

ASCD Conference on Teaching Excellence

JUNE 26–28 CONFERENCE

Denver. “Classroom. Community. Connection.” Find strength-based strategies to build trusting connections with students and families. Discover practical techniques to adopt trauma-informed practices, and recognize and address burnout in yourself and others. Pre-conferences June 25.

► ascd.org/cte

*** CANCELED**

CCA Spring Conference

APRIL 24–26 CONFERENCE

Hilton Irvine, Orange County Airport. The Community College Association Spring Conference is canceled.

► ctago.org

Region IV Leadership Conference

MAY 1–3 CONFERENCE

Irvine Marriott. The Region IV Leadership Conference is canceled.

► ctago.org

DROP
EVERYTHING
AND

Read!

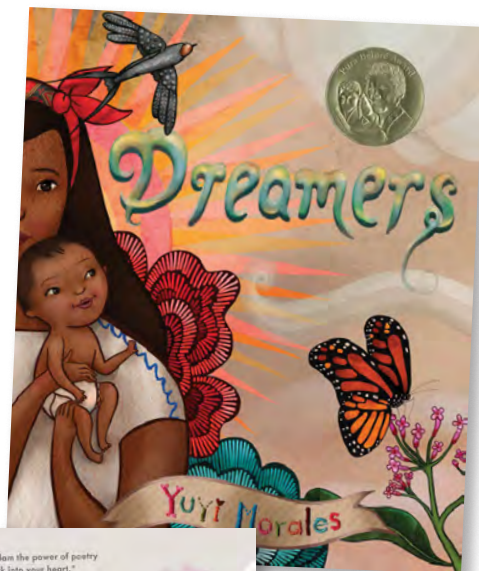


APRIL 12 is D.E.A.R. Day (Drop Everything and Read), and April is School Library Month. CTA's California Reads offers educator-recommended books by grade level. Here are a few; visit cta.org/californiareads for the full list.

In 1994, Yuyi Morales and her infant son left Mexico for the United States. Her picture book *Dreamers* (pre-K, kindergarten) is about their experience. Facing enormous challenges, they found an unexpected refuge: the public library. There, book by book, they untangled the language of this strange new land, and learned to make a home within it. A Spanish-language edition, *Soñadores*, is also available.

In *The Poet X* by Elizabeth Acevedo (grades 6-8), 15-year-old Afro Latina Xiomara feels unheard and unable to hide in her Harlem neighborhood. She pours her frustrations and passions into a notebook, reciting the words to herself like prayers. When she is invited to join her school's slam poetry club, she knows her strict, religious mother would not allow it. But Xiomara can't be silenced. A story about acceptance, rebellion and identity, told in verse.

On June 28, 1969, the Stonewall Inn, a haven for the LGBTQ+ community, was raided by police in New York City — not for the first time. But that night, empowered members of the community protested and fought back. Young readers (grades 1-2) can discover how the incident became a turning point in the fight for LGBTQ+ civil rights in *Stonewall: A Building. An Uprising. A Revolution*, written by Rob Sanders and illustrated by Jamey Christoph.



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[WeAreCTA](https://pinterest.com/wearecta)

For our full social media directory, see cta.org/social. #OurVoiceOurUnion #WeAreCTA



WE ALL COUNT!

THE FEDERAL GOVERNMENT uses U.S. Census data to allocate billions of dollars in education funds to states and localities annually. So making sure everyone is counted in the census is critical to the well-being of children and the strength of our public schools.

"Participation in the census is safe, important and necessary," says NEA President Lily Eskelsen García.

Encourage your students to tell their parent or guardian to fill out their census questionnaire online ([census.gov](https://www.census.gov)), by telephone or by mail. NEA offers relevant K-12 lesson plans and posters such as the one at left at nea.org/census.

A Site to See AFTER MONTHS of hard work, dedication and member input, we are delighted to officially announce the launch of the newly designed [CTA.org](https://cta.org) website on May 1, 2020! Our goal is to provide CTA members with a great user experience with a faster, easier to navigate, mobile friendly, visually appealing and interactive space that reflects the power and beauty of our union.



MEMBER ACCOLADES

CTA MEMBERS keep racking up the recognition. A few recent highlights:



El Cerrito Middle School visual arts teacher **Angel Mejico** is one of five American teachers in the top 50 shortlist for the Varkey Foundation Global Teacher Prize 2020 in partnership with UNESCO. Mejico is a member of Corona-Norco Teachers Association and a 2019 California Teacher of the Year. The top 10 finalists for the \$1 million award will be announced in June, and the winner announced in October.



San Joaquin Delta College Teachers Association's Social Justice Committee won the Stanback-Stroud Diversity Award from the Academic Senate for California Community Colleges. The award honors its work on projects such as the Dreamers Success Center, Social Justice Radio Hour, and Pathway to Law Program.

Above: Community College Association members Adriana Brogger, Mario Moreno, Britney Marquez, Evan Wade, Ricardo Aguilar and Steve McCarty are founders of the Social Justice Radio Hour.



Folsom Middle School teacher **Melissa Lawson**, Folsom-Cordova Education Association, has been named a master teacher by National History Day. In partnership with nine other national master teachers and the Library of Congress, Lawson will contribute a chapter to a new guidebook that helps teachers navigate primary source validity, points of view, and missing narratives related to that source or overarching topic.

Travel from LA to Pismo Beach on a single charge?

YEP.

Discover the thrill
of an electric car.

Make your summer
vacation electric...

Learn about rebates
and other cost-saving
benefits at
CleanVehicleRebate.org/CalEd



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COVID-19

INGENUITY AND PASSION

Faced with a global crisis, educators step up to calm, protect — and teach

California and COVID-19

- **JAN. 25:** First COVID-19 case reported.
- **MARCH 4:** First COVID-19 death.
- **MARCH 7:** Elk Grove Unified closes schools temporarily after COVID-19 case confirmed in city.
- **MARCH 13:** CTA calls for closure of all schools and community colleges.
- **MARCH 13:** CTA and Education Coalition partners call for adequate resources, employee safety measures, full funding through school closures, support through nurses and counselors, and relaxation of testing requirements.
- **MARCH 16:** Los Angeles Unified and San Diego Unified close schools temporarily.
- **MARCH 17:** First CTA member (retired) dies of COVID-19.
- **MARCH 19:** Governor issues stay-at-home order, closing schools and nonessential businesses.
- **APRIL 1:** Governor announces that schools will not reopen for the rest of the academic year.
- **APRIL 1:** CTA, the CDE, and other labor and management partners agree to a collaborative framework as school districts develop equitable education opportunities and distance learning plans.

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TEACHING DURING A GLOBAL CRISIS

COVID-19 can't stop educators' work with students

By Ed Sibby

“Educators throughout the state, who are balancing the impact of COVID-19 on their own lives and families, continue to act, educate and advocate for their students during this crisis.”

—CTA President **E. Toby Boyd**



Shared in CTA's Facebook group “Teaching, Learning & Life During COVID-19”: Kindergarten teacher Sara Shepich in an Oakland Education Association video that features several members talking to students and families about the importance of health and safety during this time. OEA produced these videos in several languages.



San Diego Education Association member and CTA Caucus for Educators of Exceptional Children chair Meghann Hughes let colleagues know about resources for students with special needs.

EDUCATORS ARE CREATIVE problem-solvers. When asked to minimize adverse impacts on their students, they focus their creative energy on finding swift solutions.

Nowhere has this been more evident than in the COVID-19 pandemic, where educators, faced with the sudden closure of their schools, rushed to find alternative ways to connect with their students and continue teaching.

“Like everyone in education, we persevere,” said Ashley Wallace in an *NEA Today* story, speaking of the quick pivot she and other Oakland educators did in a matter of hours when their schools were shut down.



Ashley Wallace

The Oakland Education Association member worked with colleagues to make sure students had access to food and technology, and called families to tell them what was happening and what to do in case of illness or other problems — no small feat in a multicultural community where English is often not the primary language spoken at home.

CTA President E. Toby Boyd praises the fortitude and selflessness of members. “Educators throughout the state, who are balancing the impact of COVID-19 on their own lives and families, continue to act, educate and advocate for their students during this crisis.” He wants members to know that the union

HOW WE GOT HERE

THE FIRST CASE of COVID-19 was identified in Wuhan, China, in November, and the virus's spread caused massive government, city and manufacturing shutdowns across China. In December and January COVID-19 spread through Europe and the Middle East. Travel restrictions were put in place outside of Asia.

America watched the crisis unfold, seemingly untouched behind ocean barriers as death tolls climbed in every region and city where the virus found a foothold. This time lag bred complacency. It wasn't until Jan. 20 that the U.S. had its first case, and no significant measures (except the ban on flights from China to the U.S.) were taken, even as the World Health Organization declared a pandemic on Jan. 30. The first death in the U.S. was recorded on Feb. 29.

Thankfully, California and then federal authorities began to take action. Emulating South Korea, which had successfully "flattened the curve" of infection to keep its health care system from being overwhelmed, public health officials in the U.S. urged limits to public gatherings, and later the closing of all nonessential businesses and workplaces, and schools and colleges. On March 13, CTA called for all public schools to be closed in the interest of the health and safety of students, educators and the public.

Over the March 14 weekend, educators and ESPs throughout California began to receive notices of temporary district closures from education and county health officials. On April 1, Gov. Gavin Newsom announced that schools will be closed for the rest of the academic year.

has their back. "CTA is here to support you as we move through this crisis together. Remember: We've got this!"

Soon after many districts shut down, CTA set up "Teaching, Learning & Life During COVID-19," a Facebook group for educators to tap into one another's ingenuity and passion. The page garnered thousands of members within days, and quickly became a forum on how educators can deliver effective instruction during the outbreak. The space is an incubator for ideas and a clearinghouse for issues and concerns about COVID-19 and ongoing governmental, educational and medical changes.

For example, on the Facebook page, California educators expressed immediate alarm about the impact on students with special needs, who are particularly dependent on face-to-face instruction and one-on-one support. Guaranteeing a free

"THE SMARTEST, MOST INGENIOUS PEOPLE IN SOCIETY"

KEN BUCK, a school board member in Lancaster County, South Carolina, spoke for every American family in a viral March 18 Facebook post about what educators across the country had accomplished in the past week:



Ken Buck

March 18 at 9:47 AM · 🌐

We gave educators almost no notice. We asked them to completely redesign what school looks like and in about 24 hours local administrators and teachers "Apollo 13'ed" the problem and fixed it. Kids learning, children being fed, needs being met in the midst of a global crisis.

No state agency did this, no so-called national experts on curriculum. The local educators fixed it in hours. HOURS.

In fact, existing state and federal policies actually created multiple roadblocks. Local schools figured out how to do it around those too. No complaining and no handwringing - just solutions and amazingly clever plans.

Remember that the next time someone tries to convince you that schools are better run by mandates from non-educators. Remember that the next time someone tells you that teachers have it easy or try to persuade you that educators are not among the smartest, most ingenious people in society. And please never say to me again, "Those who can't do anything else just go into teaching."

Get out of the way of a teacher and watch with amazement at what really happens.

appropriate public education (FAPE) is a challenging enterprise in the best of times; sequestration of students makes that task even harder.

Special educators asked for and received information from their peers on moving to online teaching platforms and how to deliver appropriate special education services. This work lessened the stress and strain on families throughout the state.

Examples of outreach and support accessible to educators on the Facebook page include:

- Math resources for distance learning,
- Online storytelling in multiple languages.
- Virtual field trips.
- Webinars on online teaching.
- At-home science activities.
- At-home exercise routines.

While the page is a showcase of collaboration and generosity of spirit, it is also a space where educators can commiserate, occasionally vent, and share a laugh and some virtual tears. The support and service many give and receive is a tangible confirmation that "We're all in this together." ■



“WE ARE HERE FOR OUR STUDENTS”

Educators cope with abrupt closures, confused students and uncertainty

By **Sherry Posnick-Goodwin**

STUDENTS AND EDUCATORS have been traumatized by the impact of COVID-19. Many schools closed so abruptly that educators were unable to say goodbye to their students and colleagues. Shelter-at-home mandates have meant new and disorienting routines. Teaching and learning remotely is also new for many and can be challenging. And worry for friends and family, along with uncertainty about the future is causing enormous stress.

As always, educators have stepped up, brushing aside their own concerns to put on brave faces for students and continue providing them with the best education and safest environment possible. Here are snapshots of just a few of these educators. (For more, and to tell your own story, join CTA's Facebook group Teaching, Learning and Life During COVID-19.)



Luis Alvarez

BE KIND TO OTHERS

SENIORS AT Ánimo Watts College Preparatory Academy, a Green Dot charter school in Los Angeles, are having a difficult time, says Luis Alvarez, who teaches social studies and student leadership classes.

“Seniors are just devastated at the whole idea of not having a commencement ceremony. Many are unsure of what’s happening with

their grades. Many need to bring up their grades to graduate, take AP exams, and deal with college admissions.”

Alvarez, a member of Asociación de Maestros Unidos, encourages students with online messages. “I tell them these are unprecedented times and to keep perspective

and take comfort in the fact that lots of people, including their parents, experienced the Great Recession and had difficult times and survived them. I tell them their responsibility is to take care of themselves, their families, and be good stewards by being kind to others.”

Alvarez’s school moved spring break up by two weeks in response to the pandemic, and he doubts that school will resume in April. Alvarez is enjoying spending more time with and homeschooling his son. He tries to avoid watching the news excessively and tries to stay positive.

“I was encouraged that Gavin Newsom says ADA funding will be honored and that we will get our full salary. I am impressed at how well our district and union are working together.”

MEALS AND CHROMEBOOKS

AFTER ADMINISTRATORS SENT staff an email that school was closing due to the COVID-19 pandemic, Shellie Bittner and her team of teachers and instructional assistants worked frantically, gathering textbooks and resource materials for students to take home. In the midst of the frenzy, she saw a student crying.

"He had tears streaming down his face," recalls the education specialist at Greentree Elementary School, who works with students with mild to moderate disabilities. "He said he was scared. He had just started to make friends and feared they would all be gone when he came back to school."

Bittner, a member of Irvine Teachers Association, explained that he and his friends would be safer at home and reassured him that things would turn out OK. She went outside to supervise students leaving the campus and saw other students crying.

"I made promises to these students that I'm not sure I can keep," says Bittner, "but I didn't know what else to do. I broke all the rules and hugged my students. At my school we were trying very hard to be calm, supportive, reassuring, and display positivity."

Bittner has a 6-year-old son with autism whose school was closed. She is doing her best to keep him on track, but he is having problems adjusting to a new routine. Meanwhile, she is figuring out how to stay connected remotely with her students and create lessons for them, as required by her district. She and her colleagues work into the wee hours to manage it all, and her union is negotiating how they can fulfill their contractual obligations from home.

"My district is doing many things that can be celebrated, such as handing out breakfast and lunch at my Title I school, setting up a system for students to check out Chromebooks, and facilitating hotspots for connectivity if that's an issue."

She worries about students, and is calling families to make sure they are OK. Meanwhile, she transmits happy, positive messages through her school's Instagram and Facebook pages.

"[The student] had tears streaming down his face. He said he was scared. He had just started to make friends and feared they would all be gone when he came back to school."

—Shellie Bittner, Irvine Teachers Association

"I CRIED AND CRIED"

MERCY VILORIA-GARMAN teaches at Bill E. Young Jr. Middle School in Calipatria, close to the Mexican border in Imperial County. Her husband is in the Navy, and after her school closed in response to the pandemic, she joined him in Norfolk, Virginia.

Viloria-Garman, president of Calipatria Unified Teachers Association, knew her school would be closing, but was not allowed to tell students and parents for most of the day.

"I'm printing packets for them and students are asking me questions and their parents are texting me and messaging me on Facebook and I couldn't say anything," she says. Fifteen minutes before dismissal, she was given the green light to announce that school was closing for a few weeks.

"When the governor said this might go on until fall, I cried and cried."

She worries about her students. Most are low-income English learners; many have difficult living situations, with school being their "safe place."

For now, she is communicating with parents on the Remind app, trying to set up Zoom meetings with students, and wondering how distance learning might happen, because many parents don't have computers at home. Most have smartphones, but it's difficult to access Google Classroom on those devices. She hopes her district will allow families to check

out Chromebooks from schools, but there are not enough for every student.



Mercy Viloria-Garman



AS NORMAL AS POSSIBLE

JESSICA PAGAN never got to say goodbye. After her students went home on a Friday night, staff received an email that nobody would be reporting to school on Monday.

"It was very abrupt. It's very hard to know there are no time-lines as to when we'll be back in the classroom or whether I will be able to finish out the school year with my students."

She sends her first graders at Bridgeway Island Elementary School daily recordings of herself reading stories to them on ClassTag, an app that can reach parents on any device.

"I'm trying to keep an upbeat demeanor so they don't see I'm

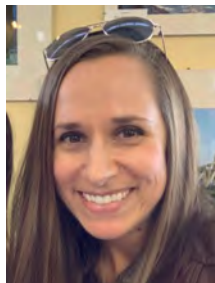
"I'm trying to keep an upbeat demeanor so they don't see I'm scared or nervous. I'm sending hopeful messages to keep things as normal as possible, while knowing that this situation is completely abnormal."

—**Jessica Pagan**, West Sacramento Teachers Association

scared or nervous," says Pagan, a member of West Sacramento Teachers Association. "I am giving them reminders to read daily, help around the house, and go outside and play on sunny days. I'm sending hopeful messages to keep things as normal as possible, while knowing that this situation is completely abnormal."

When she heard the governor say school would

likely not resume until fall, it felt like a "punch to the gut." She lives alone and is managing her stress and isolation by walking, cooking and talking with friends. She is on her union's executive board and working with her district on how students can be given Chromebooks and internet access for the distance learning that will be taking place.



Jessica Pagan

ESP ON THE FRONT LINES

CERTIFICATED STAFF at Lugonia Elementary School in Redlands were on spring break when they learned school may not reopen for a long time — possibly until fall. Richard Stead, the lead custodian, says he and his cleaning crew were asked to return and disinfect the entire campus.

"We are definitely on the front line in the fight against the coronavirus," says Stead, a member of the Redlands Education Support Professionals Association. "Custodians are very important to the functioning and safety of our schools."

Wearing masks, knee-high rubber boots and gloves, Stead and his crew got busy with Hudson sprayers filled with Pioneer Super 60 disinfectant.

"We were asked to walk into every room and spray down every desk, chair, sink, door frame, door handle, drinking fountain, handrail in hallways, and every common area where people congregate. We sanitized all of the restrooms and even the gates and exterior gates and locks that people had touched."

Now the district can serve meals to students who rely on the school's free breakfast and lunch program to meet their nutritional needs. Cafeteria workers prepare meals that can be dispensed through car windows or walk-up. And when food is being prepared, there's usually a mess, so custodians will provide cleanup as needed.

Stead is coping well. He says CTA's Facebook page about the coronavirus is helping.

"What CTA is doing to keep constant communication with members through these difficult times with social media is awesome. It's so much easier to get through this when you feel connectivity and community rather than isolation."



Richard Stead

OVERRUN WITH EMOTIONS

TANYA HUNT, a teacher at Grant Elementary School in Eureka, is “heartbroken” to think this could be the end of face-to-face learning for the school year. She found out on a Sunday that schools were closing in Humboldt County. She went into her empty classroom the next day to retrieve belongings, and became “overrun” with emotions as she stared at empty desks, thinking of the class projects and a field trip to the symphony she had planned. She put together homework packets quickly and waved at students while parents drove by to pick them up.

Hunt lives with her sister and co-parents three nieces. When her sister goes to work in an office that tests for COVID-19, she is in charge of the girls at home. She makes sure they do exercise and schoolwork. Recently they made homemade ice cream and considered that a culinary class.

Now she is connecting with her students via ClassDojo and Google Classroom. Students send messages that they miss her. She sends math assignments online, but students are not being mandated to do them, and she is not mandated to grade them. But that could change, of course, says the Eureka Teachers Association member.



Tanya Hunt

CHECKING IN ON NEW TEACHERS

MINC ROBINSON BROOKER, an education specialist who teaches social studies to students with mild to moderate disabilities at Seaside High School on the Monterey Peninsula, texts and emails students and parents. She communicates with students on Google Hang-out to see how they are coping.

Exuding reassurance comes naturally to Brooker, the secretary-treasurer of the Monterey Bay Teachers Association (MBTA). In recent years, she has faced serious health problems, including recovering from a stroke, and can’t afford to get stressed out by things beyond her control. She is encouraging others to do the same.

“I have had a couple of seniors who are very, very concerned and have reached out to me. They said they just wanted to cry. I let them know how much I care about them, that I am here for them, and that we’ll get through this together. One student asked if I would still be willing to teach and instruct him, and I said yes. Then he felt less stressed and anxious.”

Brooker, along with her union colleagues, is also checking in with teachers, especially new teachers. “Some may be a bit more overwhelmed with this. It’s already been a challenging year for many, so I am connecting with them to let them know I’m here for them and the union is here for them.”

MBTA is keeping members up to date through emails and Facebook posts regarding negotiations about working from home and what distance learning may look like.

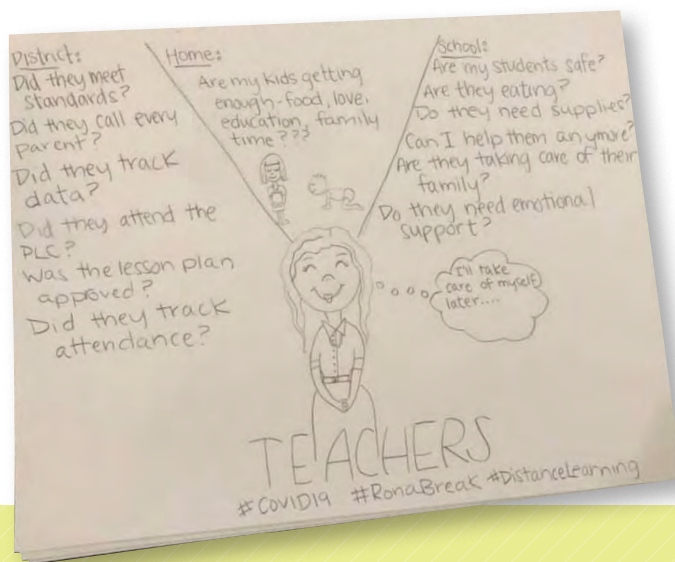
Teachers are up to the challenge of helping their students under these adverse conditions, says Brooker. “We’re resilient. We’re passionate. We’re dedicated. We are here for our students.” ■



Minc Robinson Brooker

**“We’re resilient.
We’re passionate.
We’re dedicated.
We will be here
for our students.”**

—**Minc Robinson Brooker**,
Monterey Bay Teachers
Association



An educator’s life during the pandemic.



'ZOOM'-ING IN ON THE ISSUES

Educators, governor discuss the promise and challenges of distance learning

By **Sherry Posnick-Goodwin**

From top left: CTA members Olivia Udovic, Roberta Kreitz, Reagan Duncan and Kyna Collins speak with Gov. Gavin Newsom and first partner Jennifer Siebel Newsom.



"If there was ever any doubt about how extraordinarily valuable in society our teachers are, I hope we disabuse anyone of that doubt."

Watch a video snippet of Gov. Newsom speaking about his conversation with these four CTA educators, at youtube.com/californiateachers.

CALIFORNIA'S SCHOOLS CLOSED this month to combat the COVID-19 outbreak and may not reopen until fall. The education of students, however, is still ongoing — although radically different. Educators are now relying on technology to teach remotely from their homes as they shelter in place. Some school districts have made the transition easily, while others are still in flux.

To better understand the challenges for teachers and students engaging in online learning, Gov. Gavin Newsom and first partner Jennifer Siebel Newsom held an online meeting April 1 via the Zoom app with four CTA members: **Reagan Duncan**, a first and second grade teacher at Maryland Elementary School in Vista Unified, who is the bargaining chair of Vista Teachers Association; **Roberta Kreitz**, special education teacher at Wells Middle School and Dublin Teachers Association co-president; **Kyna Collins**, an English teacher at El Camino Real Charter High School in Woodland Hills and United Teachers Los Angeles member who chairs the Negotiations Committee at State Council; and **Olivia Udovic**, an Oakland Education Association member, site rep and kindergarten teacher at Manzanita Seed, a dual immersion school.

Was the meeting successful? Did teachers feel their voices were heard? To learn more, the *California Educator* held a remote roundtable discussion to follow up with them.



“We discussed the importance of wraparound services including access to counselors and social workers, because students are going through a lot right now.”

—Kyna Collins,
United Teachers Los Angeles

CALIFORNIA EDUCATOR: What concerns did you want to share about teaching in a pandemic?

KREITZ: The key for me, especially as a special education teacher, is having equity of access, so that every kid has access to quality educational opportunities in what is becoming our new normal. It was very important to convey that concern, and it was well-received and acknowledged by the governor and his first partner.

UDOVIC: We wanted to make sure the governor is fully aware of how deep the needs are in some communities, like Oakland, and that we worry about furthering huge inequities that already exist when it comes to technology and the ability to access curriculum and connectivity. Our school district is facing massive budget cuts due to gross mismanagement of funds. Before coronavirus, discretionary funds were cut at each school site by 50 percent, and we’re required to use discretionary funds to purchase technology and digital learning platforms. It is very difficult to purchase these things when we are already facing a huge budget shortfall.

DUNCAN: Olivia, you are on point talking about access — especially when you have students living in shelters or in cars, where internet access is a huge issue. My district has 800 hotspots and 20,000 students, and I expressed concerns about how we are going to give every kid access and how we can be equitable when we might not have enough service. We

have great teachers creating great lesson plans, but if kids don’t have access, it doesn’t matter. Gavin did address that; he said Google is going to help the state with this.

COLLINS: One of the biggest things we discussed is underlying inequities and the importance of funding. We need to fund meaningful professional development, because many teachers are new at online learning, although I come from a school that has already successfully implemented it. And we need to fund special education.

KREITZ: Yes, funding special education is crucial. A lot of students with moderate to severe disabilities lack the physical ability to turn on machines, so how do parents help support and implement programs we have in the school day from 8 to 3? How do we implement special services beyond the classroom such as speech therapy, occupational therapy, behavior support services and psychological services? How do you implement assessment of kids looking through a computer screen? It’s definitely a challenge and concern in the special education world. In my district, we have tabled assessments. Right now, we are focusing on their social and emotional needs.

COLLINS: For social and emotional needs, we discussed the importance of wraparound services including access to counselors and social workers, because students are going through a lot right now. I’m using Canvas Learning Management

Platform, which has a video component. Some students show their faces and I can see that many are depressed, so they need access to counseling and emotional support services. I shared with the governor and first partner that my seniors have a very high level of trepidation, stress and uncertainty. Many are receiving acceptances to college and now they don’t know if they will be able to go away or if parents can even afford college. Many of our students will need scholarships, because their parents can’t work.

DUNCAN: Personally, I’ve never had a year like this year with so much active trauma in the classroom. I’ve had students in homes with domestic violence, students who were abused, deportations, foster kids being moved from one home to another. Knowing all these things are happening to my kids and not being able to do a daily check-in with them to know if they are OK is difficult. I brought up the importance of helping kids get support they need through streaming with their counselors right away if they need it.

UDOVIC: One of the issues we raised is asking the governor to continue maintaining communication with educators and people working at the ground level who are doing the teaching. We want to make sure the “asks” and the requirements that will be put into place with distance learning from the state are in alignment with what we are able to do. We asked him to



respect the mental health of educators at this time — and the mental health of our students. There is extra stress on students' families facing deep financial worries, having to work from home and also having young children at home.

EDUCATOR: How did the governor and first partner respond to your concerns and comments?

COLLINS: I appreciated their willingness to listen, collaborate and look for solutions. I could tell the governor and Jennifer both felt a sense of immense responsibility to help educators and students, that they believe what happens with education now will be important in the future.

DUNCAN: They were extremely appreciative of teachers' efforts to make this thing work. They heard everything that we said. I feel they

"We have great teachers creating great lesson plans, but if kids don't have access, it doesn't matter."

—Reagan Duncan,
Vista Teachers Association

are willing to work with us and give us what we need.

KREITZ: I felt like they genuinely heard us. Their facial expressions sometimes conveyed an "aha!" moment, like they were putting something on a mental to-do list. He thanked us for stepping up to do things differently, in the same way the medical community is doing. Of course, we're not putting our lives in danger like the medical community. But he acknowledged that educators are stepping up. Some schools closed on a Friday and had distance learning

in place by Tuesday. It really is incredible to think about that.

UDOVIC: I was heartened to hear that he is having listening sessions with teachers and other folks (farm-workers, health care workers, etc.) to understand what people on the ground are experiencing during this crisis. I hope he continues to engage with people doing the work, instead of consultants or administrators, to ensure that he has our input in shaping policies that provide the most relief to those most impacted.

KREITZ: I was encouraged by what he had to say. I might be Pollyanna, but I believe our conversation will bring about positive changes. I think that we'll see more support for technology and internet access, especially for students in low-income communities. I think what we had to say made a difference. ■

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4) As of December, 2019.



From left: Educators in Snowline Joint Unified School District hand out school supplies; Rebecca Hayhurst, Ross Valley Teachers Assn.; Breann Sai, Hart-Ransom Teachers Assn.; Ken Johnson, Manteca Educators Assn.; lunchtime in Garden Grove Unified School District.



HOT LINKS:

Connect and Stay Informed

- The CTA COVID-19 Resource Center at cta.org/covid-19 has key links to information you need, from best practices for distance learning to important member benefits to social media tips to the latest updates from CTA, the California Department of Education, and others.
- Distance teaching and learning, along with the general stress of life during COVID-19, requires a different kind of self-care. See our helpful infographic along with self-care tips and recommended apps at the COVID-19 Resource Center under "For Members."
- Join the Facebook page "CTA Teaching, Learning and Life During COVID-19" to connect and share with colleagues.
- Show us what you're doing! Proud of your virtual classroom set-up? Had a distance teaching or technology win? Packed some extra-special lunches? Share your selfie, screenshot or video at cta.org/virtualshare. Check out some of what we've seen so far on this page and in our #InThisTogether videos on CTA's YouTube channel (youtube.com/CaliforniaTeachers).

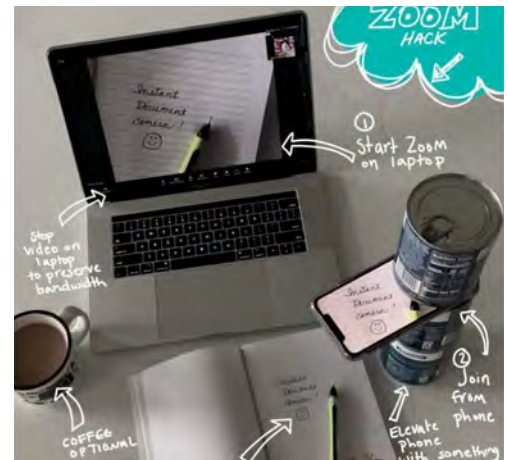


Distance Teaching and Learning: Professional Development

CTA Instruction and Professional Development (IPD) and partners offer webinars to hone your distance teaching and learning skills, led by experienced online educators. Topics include:

- Best Practices for Virtual Teaching, parts 1 and 2
- Classroom/Behavior Management in a Digital Setting (K-5, 6-12)
- Online Math Assessments
- The Science and Mathematics of COVID-19
- Teaching Specialized Populations
- Teaching Reading Intervention
- Teaching Students in a Moderate/Severe Program
- Virtual Instruction in Social Emotional Learning
- Creating More Culturally Responsive Distance Learning Experiences
- Communicating With Parents
- Teacher Leadership in the Time of COVID-19

Visit cta.org/ipd and click on "Trainings" to see the full list and sign up. Can't make the day and time? Go to the IPD playlist on CTA's YouTube channel at youtube.com/CaliforniaTeachers for the recorded webinars.



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CRISIS

in Our Classrooms

Immigrant students focus on education while frightened and anxious

By **Sherry Posnick-Goodwin** Photos by **Kim Sanford**

"Every day when my parents go work, I'm afraid they won't come back," says a girl, her voice shaky. "It's scary to know they could take your parents away from you. And my parents have sacrificed so much to give us a better life."

"My neighbors always had big smiles on their faces," recalls a boy. "But after the dad was deported, everybody was very sad, and they seldom went outside. Our community has changed."

"My father was detained by ICE, and they put him in jail," says a boy on the verge of tears. "After a year he couldn't tolerate jail anymore and said he'd rather be deported, and he was. My family is afraid. When police and immigration officers come to our door, the adults hide, and the kids talk. We are just kids and we're dealing with legal issues, and we have no idea of what to do."



➔ Mario Valladolid, a resource counselor for the Restorative Justice Practices Department at San Diego's Hoover High School, helps students cope with anxiety about immigration issues.

IT'S 8 A.M. AT Hoover High School in San Diego, and Mario Valladolid, a resource counselor for the Restorative Justice Practices Department, is holding a community circle in a classroom for some 30 students to share their anxiety about immigration issues and draw strength from one another. They're also learning about their rights so they'll know what to do if immigration officers come to the door (see "Know Your Rights," page 28). Some students are undocumented or have undocumented relatives.

It's clear many are traumatized. One girl is weeping. The *Educator* has agreed not to use students' real names or show their faces in this story because it might target them or relatives for deportation.

The teens express a strong desire to do something to help their families and communities, but they feel helpless. They try

to distract themselves with social media and other activities. But there's no escape from the constant worry.

"I'm trying very hard to cherish the things I now have," says the girl who was crying. "You never know when everything might be taken away from you."

Students are losing hope

The trauma experienced at Hoover High reflects what is happening nationwide under the Trump administration's escalating crackdown on immigrants. (In February, news outlets reported that elite tactical agents were being deployed to various sanctuary cities to bolster Immigration and Customs Enforcement operations; ICE says operations have been scaled back during the COVID-19 pandemic, but many question that claim.) Students are traumatized, and it has negatively impacted their emotions, academic performance, attendance and behavior, say educators. Valladolid calls it a classroom crisis that is hurting an entire generation of students.

"I want my students to come to school and learn and not worry about things beyond their control," says Valladolid, a member of San Diego Education Association (SDEA). "You can't treat trauma with discipline. Instead, you have to create a culture where every student feels welcome and safe."

In 2018, the UCLA Civil Rights Project surveyed staff in 730 U.S. public schools and found that 64 percent of employees said the stepped-up home raids, deportations and family separations hurt students. Ninety percent of administrators noted increased behavioral and emotional problems among immigrant students; 70 percent reported an academic decline and increased absenteeism. A decreased desire to go to college was reported among older immigrant students. They are giving up hope. Many think it no longer matters to do well in school.

"Some kids are catatonic. Some kids won't eat. Some kids have given up trying. The horror that's raining down on these kids is stunning," says the study's lead author, UCLA professor Patricia Gándara.

"You can't treat trauma with discipline. Instead, you have to create a culture where every student feels welcome and safe."

—Mario Valladolid.
San Diego Education Association

Paul McCarthy, a teacher at San Francisco International High School, can relate to the study's findings regarding student motivation since the 2016 election.

"There's definitely a change in immigrant students," says the United Educators of San Francisco member. "Before the election, it was easier to convince them of the value of getting good grades and going to college. Now that's a harder sell. We try to bring back alumni who have succeeded, so they will see success is possible."

While California is a sanctuary state and schools have declared themselves safe havens, many students are too frightened to trust school employees due to fear of being reported to authorities, the study reports.

Shane Parmely, an English and art teacher at Bell Middle School in San Diego, became acutely aware of how immigration issues can affect students a few years ago when one of her students burst into tears and confided that her mother had been deported, leaving the girl and three siblings in the care of an 18-year-old sister. "That really put the issue on the radar for me," says the SDEA member, who took the family shopping for food and immediately became an activist on behalf of immigrants. "That's when I first became aware that kids could be left alone to fend for themselves."

Parmely, a 2019 CTA Human Rights Award recipient, works with nonprofits that provide food, shelter, transportation and medical care for immigrants as they await their appeals to be processed. She has opened her home to families needing shelter.

"The reality is that families are being ripped apart and children are traumatized and coming to school that way," Parmely says. "Some display extreme behaviors, and then you find out one of their parents has been deported or their family



SPECIAL REPORT

→ **EDITOR'S NOTE:** This story is part of our special report on how educators are handling students with trauma, stemming from natural disasters, poverty and more. The COVID-19 pandemic has added an additional traumatic layer to students' lives, particularly for immigrant and undocumented children and youth (see sidebar on page 31). Read the series at californiaeducator.org/teaching-through-trauma.



→ United Educators of San Francisco member Paul McCarthy works with immigrants at San Francisco International High School, where educators — and signs — let newcomers know they are welcome.



“I’ve had students whose family members were kidnapped or killed in front of them. You can see the symptoms of their anxiety. They shut down. They have short tempers. But I am inspired by them every day — they are so resilient and persistent.” —Paul McCarthy, United Educators of San Francisco

is in chaos. How can you expect them to be focused on school, get along with others and have good social-emotional skills when they are so on edge?”

Her students are traumatized, but at least they’re not in cages like youths in detention centers.

“We’ll see even higher levels of trauma when those students finally arrive in our schools,” she predicts.

California schools: Ground zero for trauma

Approximately 250,000 undocumented children ages 3-17 are enrolled in California public schools. They are promised a free K-12 education by the U.S. Supreme Court ruling in *Plyler v. Doe*. California has approximately 750,000 K-12 students with undocumented parents. Many families have mixed status because some family members are U.S. citizens and some aren’t. Of the more than 2 million undocumented residents living in California, 69 percent are from Mexico and 11 percent are from El Salvador, Guatemala and Honduras.

More than 28,000 children who crossed the border without their parents live in California. If a minor turns themselves in or is detained by immigration authorities, they are processed by the Office of Refugee Resettlement and sent to live with relatives or friends, or put in a detention center pending their court date.

Students who experience immigration-related trauma live in constant fear that they or family members will be locked up or

deported. Trump initially promised to target “criminals,” but the majority of those in detention — nearly 70 percent — have no criminal record, reports the *Washington Post*.

Immigration anxiety compounds existing stress among Latino students. Research shows 80 percent live in poverty and one-third are English learners. They are bullied in school and lack access to health care. Only 12 percent attain a four-year degree, and undocumented students lack access to federal financial aid, making college less attainable.

“Social justice and immigration issues are closely intertwined and really affecting our students,” says Valladolid. “It’s so sad to see this happening in the 21st century in the richest country in the world.”

New DACA dilemmas

Jose, born in Mexico, moved to the California when he was 1. The U.S. is the only home he knows. Now he fears deportation to a country he doesn’t remember. He worries he won’t be able to work or attend college.

Jasmin was also brought to the U.S. as a young child from Mexico. She is determined to go to college and has received a scholarship for undocumented students. She is trying to stay optimistic and wants a medical career.

Continued on page 29

EDUCATORS CAN HELP

"IT'S SAD WHEN these students cry and say they feel so alone," says Jenny Medal, a paraeducator who works with newcomers at San Francisco International High School. "Some don't say anything and just sit in a corner. Some show their trauma by acting out and being disrespectful. There are so many different ways of expressing trauma."

She encourages students to talk with the school's mental health counselors and tells them that those who need counseling are not crazy — instead, they need support.

"I let them know it's OK to feel sad, and that they need to honor their feelings, and that people will support them and listen to them. It's OK to grieve for a missing brother or their father who has passed away. But they also need to move forward, so I push school as their best path to a future. We let them know school has resources for them to succeed."

When students goof off or miss school, punishment isn't the best approach, says Medal, a member of United Educators of San Francisco.

"Instead we ask, 'What do you need?' We encourage students to take language support classes and regular classes. We build relationships with them. We let them know school is a 'No Judgment Zone.'"

Medal wants students to advocate for themselves instead of being passive, and suggests they keep a journal about their experiences, feelings and goals so they feel in control of their lives. Below are other tips from educators and students:



→ Jenny Medal discusses the advantages of higher education with students in a classroom decorated with college flags.

Tips

- Let students know they are welcome in your class (find downloadable posters at cta.org/forallstudents).
- Build relationships with students; let them know you are an advocate for them and believe in them.
- Bring in alumni who faced similar challenges and overcame them.
- Don't ask students about their immigration status. Instead, inform *all* students about resources that provide health care, counseling, legal services, etc.
- Hold college planning and "Know Your Rights" workshops. Work with your chapter and school to provide resources.
- If you have students enrolled in DACA, encourage them to reapply early as a precaution.
- Schedule college tours. Explain that California offers undocumented students in-state tuition through AB 540, and the California DREAM Act provides state grants.
- Share high expectations and encourage challenging classes.
- Encourage participation in sports and clubs, living in the moment, and deep breathing.
- Offer hope for the future. No one can predict what will happen.
- Check in regularly with individual students to see how they are doing.
- Convey that their voice matters. Encourage letters to legislators or peaceful civic engagement.





EDUCATORS AND STUDENTS:

Know Your Rights

STUDENTS

Inform your students of their constitutional rights. The Immigrant Legal Resource Center website (ilrc.org/red-cards) offers downloadable, printable “Know Your Rights” cards in multiple languages, which students can show to an immigration agent. Students should know:

- **Don't open the door** if an immigration agent knocks on the door.
- **Don't answer any questions** from an immigration agent if they try to talk to you. You have the right to remain silent.
- **Don't sign anything** without first speaking to a lawyer.
- If you are outside of your home, **ask the agent if you are free to leave**, and if they say yes, leave calmly.

During a Raid, district officials should

Ensure that a parent, guardian or designee is present if a student is questioned by an enforcement agent on school grounds and:

- ✱ Ask to see the enforcement agent's credentials and warrants.
- ✱ Ask the enforcement agent why he or she wants to interview a student to make sure that the reason is within the scope of ICE's authority.
- ✱ Ask the enforcement agent what evidence of reasonable suspicion he or she has to justify interview.
- ✱ Encourage enforcement agents to interview students outside of school hours and off school grounds.



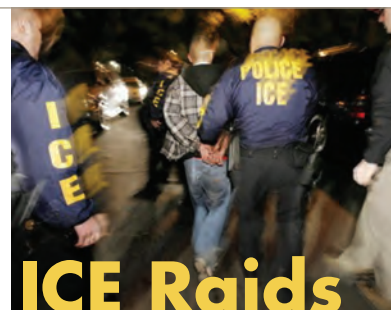
RESOURCES at cta.org/ForAllStudents

CTA has developed the *Advocating for All Students: A Social Justice Toolkit* to provide resources for educators to be prepared to ensure our schools are safe havens for all students. This tool kit will help you:

- Create a safe zone for your students
- Encourage your local school board to adopt the resolution and join us in supporting unity, resolve and resilience in our schools
- Report incidents
- Speak up and share on social media



#WeAreCTA | cta.org



ICE Raids

AND THEIR IMPACT ON PUBLIC EDUCATION

U.S. Immigration and Customs Enforcement (ICE) is a component of the Department of Homeland Security charged to enforce customs and immigration laws.

UPDATED APRIL 2017

U.S. President Donald Trump has promised an uptick in arrests and deportations. During the first months of the new presidential administration, there have been reports of an uptick in ICE raids and immigration-related arrests. These incidents have included arrests involving schools and students.

On March 3, 2017, an undocumented father driving his 13-year-old daughter to her school in Los Angeles was arrested by ICE agents.

Los Angeles Times

Immigrant arrested by ICE after dropping daughter off at school, sending shockwaves through neighborhood

EDUCATORS

Before an ICE raid:

- Make it clear to students that your classroom and school are safe havens for all students. Do not inquire or make assumptions about students' immigration status.
- Either provide resources only to students who ask for them or make information and resources available to all students. If your district does not make information available to students, use the resources at cta.org/forallstudents (for educators as well).

During an ICE raid, educators should:

- Immediately refer ICE agents to the district office or principal's office.
- Call United We Dream's hotline (844-363-1423) to report a raid and send a text to 877877.
- If possible, take photos and videos, and notes on what happened during the raid.

District officials should:

- Ensure that a parent, guardian or designee is present if a student is questioned by an enforcement agent on school grounds.
- Ask to see the enforcement agent's credentials and warrants and why he or she wants to interview a student, to make sure that the reason is within the scope of ICE's authority.
- Ask the enforcement agent what evidence of reasonable suspicion he or she has to justify the interview.
- Encourage enforcement agents to interview students outside of school hours and off school grounds.

For more information, available in multiple languages for students and families, go to cta.org/iceraids.

→ Elizabeth Villanueva, a member of Sacramento City Teachers Association, tries to keep Dreamers focused on success at Burbank High School.

Continued from page 26

These 11th graders at Luther Burbank High School in Sacramento consider themselves to be Dreamers — from the DREAM (Development, Relief, and Education for Alien Minors) Act, a proposed federal bill that would grant residency status to qualifying immigrants who entered the U.S. as minors. But they cannot apply for DACA (Deferred Action for Childhood Arrivals), a policy established by a 2012 executive order from President Obama allowing undocumented youths who arrived in the U.S. before age 16 to enroll in school and hold jobs. Students had to be 15 to apply, and today DACA is closed to new applicants, including these youngsters who missed out. The Supreme Court is expected to decide by June whether President Trump can end the program.

For students like Jose, who grew up expecting to enroll in DACA, the government's backpedaling has been devastating.

"I feel like I don't have a voice, like I don't matter," he says.

Burbank High Spanish teacher Elizabeth Villanueva, a member of Sacramento City Teachers Association, tries to keep Dreamers focused on success and helps them navigate the system. She takes them to visit colleges. She explains about AB 540, which allows undocumented students access to in-state tuition rates for California's public colleges and universities, and the California DREAM Act, which allows AB 540 students to apply for state-funded Cal Grants and non-state-funded scholarships. She also encourages students already in DACA to re-enroll early as a precaution. To help students remain calm, she teaches them meditation and breathing exercises, and encourages them to "live in the moment."

"I tell them to achieve the best academic record possible," says Villanueva, a CTA Human Rights Award winner. She meets with Dreamers and holds parent information meetings and "Know Your Rights" workshops where guest speakers discuss immigration law and college planning. "I understand students' frustration and lack of hope, but I tell them they are not hopeless. It's important to focus on positive aspects to build their confidence."

Anxiety over DACA has also traumatized teachers. Valladolid, for examples, anguishes that he did the wrong thing by encouraging students to come "out of the shadows" and enroll in DACA, because now the government has their information on file and may deport them.

DACA-enrolled teachers like Angélica Reyes, a world history teacher in a Los Angeles high school she does not want identified, are fearful of what could happen.



"I'm scared that one day my son will be waiting for me at school, not knowing why I didn't pick him up. The thought of being detained and separated from my family is horrifying," Reyes says.

Her parents brought her here from Mexico at age 1 and made a living as street vendors. "Today I'm a role model for my students. I hope that when they see me, they know they can achieve their dreams, too."

Reyes, a member of United Teachers Los Angeles, is an activist for Dreamers and is involved with nonprofits including MEChA (Movimiento Estudiantil Chicano de Aztlán), which seeks to promote Chicano unity and empowerment through political action.

"My activism feels like I am contributing to my community, fighting back and resisting," says Reyes. "I'm doing it for myself — and my students."

Yolanda Gooch, SDEA member and restorative justice teacher at Hoover High, says, "The immigration issue impacts me greatly. I feel frustrated at the constant conflict my





Above: DACA-enrolled United Teachers Los Angeles member Angélica Reyes advocates on behalf of immigrants, and herself.

Right: Oakland Education Association member Patricia Segura speaks with a student at Fremont High School who fled Guatemala to escape gang violence and fear of being killed.



students are experiencing within the system. I see beautiful families, made up of law-abiding citizens, being torn apart. I had a student who got into UC San Diego and then her parents were deported. Now she is the caretaker for her younger siblings.”

Gooch, whose classroom was used for Valladolid’s community circle, is a staunch advocate for these students. “My goal as your teacher is to help you have access to everything you need and help you achieve your dreams.”

Newcomers arrive traumatized

Newcomers are often traumatized from experiences in their homeland, so they have very real fears about what could happen to them or relatives if they are deported.

“I’ve had students whose family members were kidnapped or killed in front of them,” says McCarthy. “You can see the symptoms of their anxiety. Their head is down. They shut down. They won’t talk. They’re a puddle on the table. They have short tempers. But I am inspired by them every day — they are so resilient and persistent.”

One of his male students says, “In Honduras, I had problems. Gangsters almost killed my brother. They shot him two times. I hid under the bed. I felt my life was threatened. So I came here. And when I walk around here, I feel safe. At first, I was nervous at school because I didn’t know English and it’s hard to learn. But the teachers are helping me to get better.”

“You can’t imagine some of the horror these students have experienced,” says Patricia Segura, a teacher on special assignment at Fremont High in Oakland, who coordinated the school’s

newcomer program for years, mostly serving students from El Salvador, Honduras and Guatemala. “Ask why they left and they say things like, ‘So-and-so got killed and I knew I was next.’”

Martin, 16, tells his story in Spanish through tears. Since the age of 5, he worked to support his mother and four younger siblings in Guatemala instead of attending school. His father was a gang member and drug dealer; gang members poisoned and killed him. Gangs were threatening to kill Martin unless he joined. To escape, Martin and his mother crossed into Mexico and then illegally entered the United States. They are seeking asylum and living with a relative. He works as a dishwasher.

Adjusting to Fremont High School has been difficult. He is depressed about leaving his siblings and began cutting himself with sharp objects.

“I took out the pain that was inside me with these wounds,” he explains. “And I got very nervous and angry and wanted to be left alone. I didn’t want to harm anyone.”

Eventually a sympathetic teacher helped him find better ways of coping, including sports. Recently classmates cried and hugged him when he shared his story with them. He tries to stay hopeful about the future, but worries he will be deported and end up like his father.

When newcomers first enroll in Oakland, says Segura, staff try to meet their basic needs, connecting them to services like an immigration lawyer (asylum seekers must prove that it is unsafe for them to return to their own country), health care and mental health services. Unfortunately, it’s not unusual for

Below: Yolanda Gooch, SDEA member and restorative justice teacher at Hoover High: "I see beautiful families, made up of law-abiding citizens, being torn apart."



How COVID-19 Impacts the Undocumented

THOSE WHO ARE undocumented are particularly vulnerable to the impact of COVID-19.

Undocumented students:

- May suffer from hunger, since they rely on schools' free meals.
- May lack devices such as iPads and laptops that allow them to stay connected with their schools for distance learning.
- May have parents or guardians who work long hours and often work more than one job. As a result, older children may be responsible for caring for younger siblings, which could cause them to lag further behind their peers educationally.

NPR reports that the undocumented, especially in urban areas, may be more susceptible to the virus because they are more likely to live in densely populated housing and use public transportation. They tend to have lower incomes than native-born workers, and studies show that low socioeconomic status can lead to adverse health outcomes. Also, among undocumented immigrants, fear of deportation might prevent them from seeking medical care if they are sick. Advocates of those held in detention centers and shelters have expressed fear that crowded and less-than-sanitary conditions make them extra vulnerable to COVID-19.

Furthermore, *USA Today* reports that those who are undocumented may be struggling because their jobs are disappearing, they often have no company-sponsored health insurance, and they won't get government relief checks.



Above: SDEA member Shane Parmely, an English and art teacher at Bell Middle School in San Diego, advocates on behalf of immigrants in her community. Students and their families, she says, are being "ripped apart" and traumatized.

newcomers to refuse mental health services. In their culture, therapy may be seen as a weakness instead of a way to work through problems.

Segura says that if students are closed off and refuse counseling, staff try to involve them in activities they enjoy, such as the Soccer Without Borders Program or school leadership roles. "We find places where they can shine and help them create new and better memories."

Sadly, immigrant youths — especially unaccompanied minors — are susceptible to becoming gang members here, despite the irony of fleeing their homelands to escape gang violence.

"They get bullied and don't have a community, so if that's the community that reaches out to them, they may see no other option," says Segura, a member of Oakland Education Association. "They perpetuate the cycle."

"It's a huge problem," says McCarthy. "We try very hard to give them other options and connections to keep them out of gangs. If they can find respect on the soccer fields, respect in student government, are engaged in their classes and see a future that is possible, that's the best gang prevention tool we have."

Unaccompanied minors: alone and afraid

Luis, 17, is a senior at Redwood High School in Visalia. He grew up in Mexico with his parents and brother. One day he came to the U.S. to visit family members; he thought he was on vacation. After a few days, his parents called him from Mexico and gave him the choice of staying. He said yes, despite being 15 and unable to speak English.





→ Visalia Unified Teachers Association member Ana Romo has been a positive force in the life of Luis, an unaccompanied minor who attends Redwood High School.



“It was very hard,” he recalls. “When I said yes, my mother was crying.”

Luis moved in with an uncle he barely knew. After graduation, he is expected to work and send money home to his family.

“It’s a lot of responsibility for an unaccompanied minor,” says Ana Romo, Luis’ English language development teacher. “Their parents send them here to have a better life, and then ask them to return the favor. That is the mindset.”

One of her female students from El Salvador crossed the border because her mother feared she could be raped and kidnapped. Now she attends College of the Sequoias. Another named Michelle came as an unaccompanied minor because attending high school and college is a luxury few can afford in Mexico. Now Michelle attends UC Davis.

“Miss Romo helped me, because she didn’t feel sorry for me,” says Michelle. “She told me that crying wouldn’t fix anything. She looked at me as a normal student and not just an immigrant. She helped me apply for college and scholarships. Being an unaccompanied minor is hard, but I’m going after the American Dream.”

Last year was difficult for Luis, says Romo, a member of Visalia Unified Teachers Association. He became rebellious. Romo talked to Luis at length about focusing on school and making his parents proud. His uncle told her, “So you’re the one he complains is picking on him. Please keep doing it. He listens to you.”

The lines have blurred as to what an unaccompanied minor is today, says Raul Gonzalez, who teaches kindergarten at Crestwood School in Visalia and has undocumented family and

“These children desperately need our help to receive an education, which is the right of any child. It is important not only to help them for their sake, but for the sake of our country. These children are our future.”

—Raul Gonzalez, Visalia Unified Teachers Association

friends. While most people think of teens running across the border alone as being the only type of unaccompanied minors, the same result happens when parents return to their homeland — voluntarily or through deportation — and teens are left in the U.S. alone.

Teachers say unaccompanied minors in their classrooms usually live with relatives or friends and are expected to work. Some teachers have had students cross the border into the U.S. alone and reunite with a parent they haven’t seen in years — who may have started a new family in America. The reunions are often challenging because students have anger issues over being separated in the first place. This can cause behavior problems.

“No matter how they arrived here, we need to help these children,” says Gonzalez, a Visalia Unified Teachers Association member. “They have fled war-torn countries where there is violence and no law enforcement. We cannot send them back to dangerous situations. Some have requested asylum, and their cases may not be heard for years.

“Meanwhile, they desperately need our help to receive an education, which is the right of any child. It is important not only to help them for their sake, but also for the sake of our country. These children are our future.” ■



Bill Protects Schools During COVID-19

THE CALIFORNIA LEGISLATURE passed SB 117, a COVID-19 budget trailer bill, which was signed March 17 by Gov. Gavin Newsom. The bill includes protections for school districts, county offices of education and charter schools that have closed due to the pandemic, and implements elements of the governor's earlier executive order. Specifically, the bill:

- **Holds harmless for ADA requirements.** Funding based on average daily attendance reported to the California Department of Education (CDE) will continue, meaning all school employees will continue to be paid.
- **Protects state preschool and child care funding.** Attendance and reporting requirements for child care and development programs are waived. These programs will receive reimbursement using the most recent certified record or invoice available.
- **Waives penalties related to instructional days and minutes requirements.** Instructional days and minutes required by the Education Code are deemed to have been met during the period of closure due to COVID-19.
- **Extends time for student assessments.** Extends the testing window for the following assessments by the length of time a school is closed due to COVID-19, or until the end of the testing window specified in the Education Code, whichever comes first: California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessments for California (ELPAC), and physical performance tests. (The CDE is discussing whether it will seek a federal waiver from testing.)
- **Extends timelines for special education compliance to coincide with the school closures.** Existing law requires a 15-day timeline to prepare a proposed assessment plan after referral of a student to assess if they have special needs. This timeline stops when the school closes due to COVID-19 and begins again when the school reopens.
- **Provides additional funding for local educational agencies to purchase personal protective equipment (PPE) and/or supplies and labor related to cleaning school sites.** The bill appropriates \$100 million from Proposition 98 general education funds to pay for PPE and/or cleaning up school sites.

SCF Heads for the Ballot

ON APRIL 2, the Schools and Communities First (SCF) campaign announced the submission of more than 1.7 million signatures to qualify the initiative for the November 2020 ballot — the most signatures ever submitted in California for a ballot initiative. This historic benchmark was achieved weeks ahead of schedule and surpassed the original 1.6 million goal set by the campaign.

The SCF initiative would direct \$12 billion every year to the most pressing needs in our communities, including critical local services and schools (see story, page 34).

"We are witnessing the need for this very measure as educators, health care workers, first responders and communities grapple with the COVID-19 pandemic," says CTA President E. Toby Boyd, noting that many students and families lack access to the internet and devices needed for distance learning. "SCF will help provide the resources our students, families and communities need for public education, health care, housing and public safety."



A Once-in-a-Lifetime Opportunity

What the Schools and Communities First initiative means for your community By **Julian Peebles**

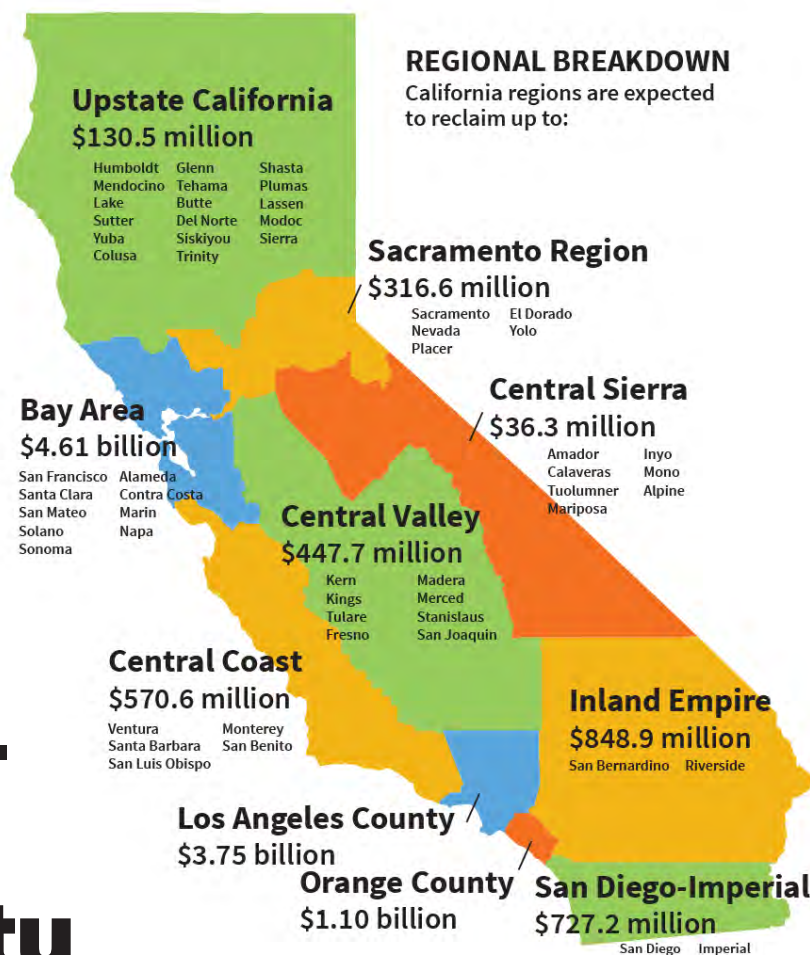
SMALLER CLASSES, increased resources, and more of the dedicated educators who support, nurture and inspire all California students are just a glimpse of what's possible when we put Schools and Communities First!

The vision for fully resourced schools and local services became even clearer earlier this year when a University of Southern California study detailed the \$12 billion that will be reclaimed every year through the Schools and Communities First initiative (SCF) and how much will be invested in education and vital services in different regions of the state. The investments would literally change communities with an influx of much-needed resources — with estimates of \$3.75 billion annually in Los Angeles County, \$447 million in the Central Valley, and a whopping \$4.61 billion in the San Francisco Bay Area.

This increase in funding will come from closing corporate property tax loopholes, which have allowed big corporations and wealthy investors to avoid paying their fair share for our schools and public services. For more than 40 years, this scheme has starved public education and local service providers of the resources needed for our students and communities to thrive.

CTA President E. Toby Boyd says SCF is a once-in-a-lifetime opportunity to start to reverse this abysmal situation, which has had disparate impacts on communities across the state.

“This inequity as a result of corporate greed has had a catastrophic impact on our schools and communities, felt disproportionately in communities of color,” Boyd says. “While wealthier school districts can often offset funding cuts with private donations and parcel taxes, the vast majority of schools



“This inequity as a result of corporate greed has had a catastrophic impact on our schools and communities, felt disproportionately in communities of color.”

—CTA President **E. Toby Boyd**

— especially in our black and brown communities — are unable to prevent significant impacts to students, creating a public education system where the quality of your school often depends on where you live.”

California's school funding has fallen behind

When California's Prop. 13 passed in 1978 to protect homeowners from erratic increases in their property tax bills, owners of commercial and industrial properties were able to take advantage of the same protections, and avoided paying their fair share for the public schools and local services that benefit all Californians, resulting in chronic disinvestment and underfunding. Our state now has the most overcrowded classrooms in the U.S. and widespread shortages of counselors, librarians and school nurses.

The Schools and Communities First initiative, on the ballot in November 2020, closes commercial property tax loopholes. This would reclaim \$12 billion every year for our public schools, community colleges, and local services like first responders, parks, libraries, public transportation and health clinics.

Billions in additional resources for schools would be a game changer for students and the future of our state,

returning California to the time when public education was the top priority and the state led the nation in per-student funding. Today, our state ranks 39th in per-student funding — a disappointing fact for educators who know our students deserve better.

“Every day, I hear stories from teachers who are incredibly frustrated because their students are not getting the support that they need,” says Anita Johnson, president of Mt. Diablo Education Association. “These are students who have experienced trauma and are acting out in the classroom because of it. They are stuck in classrooms with 37 students, and the teacher does not have time to have the one-on-one conversation, make a relationship and help with the trauma. SCF would help lower our class sizes so that we can help these students.”

Help spread the word about why it's time to put Schools and Communities First. Tell your friends and family about the opportunity to invest in our future, follow the SCF campaign on social media (@Schools1stCA on Twitter), and visit schoolsandcommunitiesfirst.org for more information.

“Let's work together to pass SCF and usher in a new era for California public education,” Boyd says. “Our students are counting on us!” ■

Estimated Annual SCF Funding by Region

Los Angeles County: \$3.75 billion
San Francisco Bay Area:
\$4.61 billion

Central Valley: \$447.7 million
Inland Empire: \$848.9 million

Central Coast: \$570.6 million

San Diego/Imperial counties:
\$727.2 million

Orange County: \$1.1 billion
Upstate/Northern California:
\$130.5 million

Sacramento Area: \$316.6 million
Central Sierras: \$36.4 million

Source: USC Dornsife Program for Environmental and Regional Equity

What does a well-funded classroom look like to you? And how will SCF help your students?

“The supplies, materials, support, the school structures themselves, our phone systems. Some of our classrooms don't even have Internet!”

—**JEANNIE JENTZEN**, *Amador County Teachers Association*

“Class sizes are too damn big! Adding one student makes a huge difference. When a student has a disability, one of the first things we do is get them in a smaller class size setting. That's great when a student really needs it, but it's good for all students.”

—**MICHAEL GARDNER**, *New Haven Teachers Association*

“Classrooms where each student has their own computer and doesn't need to share. Well-funded means the teacher is not buying all the supplies.”

—**NAQIBA GREGORY**, *West Sacramento Teachers Association*

“SCF would allow us to hire some nurses because we have a really high ratio — about 1 school nurse for 3,000 students! Also, with smaller class sizes, we could reach everybody and give them more time.”

—**KIM CHEVLIN**, *Murrieta Educators Association president*

“SCF would provide extra funding for us to have more librarians, counselors and behavior specialists, and help to give kids who are suffering from trauma the tools they need to cope. We really need this.”

—**SUSAN SKALA**, *Chula Vista Educators president*

“Wow, I've been teaching 25 years and I don't think I know what a well-funded classroom looks like.”

—**JULIA MANDESON**, *Amador County Teachers Association*

What's in a Name?

Escondido educators win lengthy legal battle over job title ploy

By Julian Peeples

ESCONDIDO UNION SCHOOL DISTRICT officials had an interesting, albeit illegal, solution to a lack of resource specialists and a state-mandated caseload limit of 28 students per educator: Just call them a different job title that doesn't have statutory caseload caps and assign them more than 40 students to support.

This brazen attempt to subvert state law led to a 2½-year legal battle that ended with a judge agreeing that the school district had misclassified the resource specialists as specialized academic instructors (SAI) and was out of compliance with the Education Code. Late last year, Escondido Elementary Educators Association reached an agreement with the district that recognized the 28 students per resource specialist cap.

"I think it's amazing that it took so long for this to be settled," says EEEA President Romero Maratea. "It seemed pretty clear from the beginning that the Ed Code was being violated."

The issue started in the 2016-17 school year when an EEEA member working as a first-year resource specialist had a caseload far exceeding the legal maximum of 28 students. She alerted her supervisors, but they refused to act, so she filed a complaint with California Department of Education (CDE), which investigated and found EUSD had violated the Education Code. Not only was the district's appeal of the decision denied, but they were also notified of two other violations of state education law in summer 2017.

The resource specialist, who left the district during this dispute and moved out of state, returned after the summer to find she had 37 students (exceeding the 28-student limit) and district managers who were not going to back down, even with state education officials saying EUSD was breaking the law. The district filed a lawsuit against CDE claiming it misinterpreted the Ed Code, and named the resource specialist as a co-defendant,

going so far as to have her served at the school while she was working. The excessive and unnecessary act caused emotional distress, and the educator took an extended leave of absence, eventually deciding to leave the district instead of continuing to endure the treatment.

The district refused to relent, dragging the case out more than two years until a San Diego County Superior Court judge essentially told EUSD officials enough was enough. In his order, the judge found that "substantial evidence" existed that CDE handled the situation properly and made a decision based on the facts, dismissing EUSD's lawsuit and putting an end to the district's long and frivolous fight.

Maratea says that EEEA will work with the district to monitor caseloads moving forward. CTA staff Erin Clark credits Escondido members for putting in the legwork on the legal side of the matter and then pivoting to organizing and bargaining to address this important issue for special education teachers and students.

"Special education teachers are their own best spokespeople," says Clark.

Group Legal Services attorney Jon Vanderpool says the use of the SAI classification for resource specialists had come up elsewhere previously, but districts backed off when pressed on the ploy. EUSD seemed set on proving a point at

the community's expense, but in the end, EEEA and the students of Escondido were victorious. If EUSD had been successful in their fight to continue violating the law, the ploy likely would have become common practice in school districts — so in many ways this win in Escondido is a victory for educators and students across California.

"Anytime you can do something that helps others, it feels good," Maratea says. "It might take a really long time, but there are certain lines in the sand you have to draw." ■



EEEA President
Romero Maratea

"It's amazing that it took so long for this to be settled. It seemed pretty clear from the beginning that the Ed Code was being violated."

—**Romero Maratea**, Escondido Elementary Educators Association president

Bargaining Roundup

Compiled by **Julian Peeples** [#OurVoiceAtTheTable](#)



Educators, students and community members show support for Rowland educators.

ROWLAND: Impasse, mediation

Association of Rowland Educators and the Rowland Unified School District are at impasse and have begun sessions with a state mediator. ARE and the district have been bargaining since January 2019 with no agreement. ARE's bargaining proposals have focused on creating and supporting safe and effective learning environments for students, and recruiting and retaining quality educators. Not only has the district failed to make offers that will help achieve those goals, its team has sought to undermine educator professional rights that were previously negotiated.

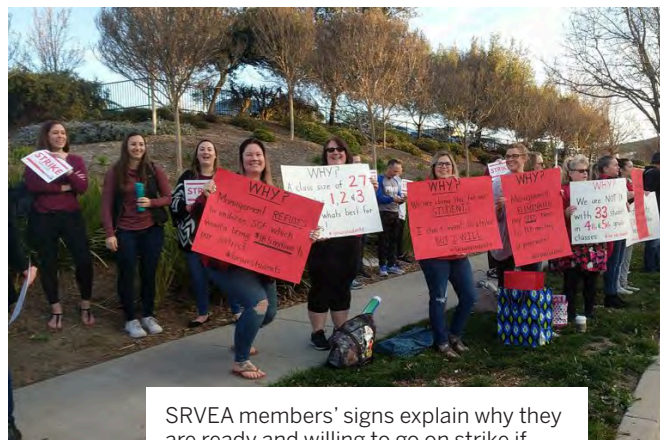
"We're hopeful that the mediation gets the district to do the right thing for Rowland students and our community, and to realize what we're proposing is not only affordable for a district with such grossly large reserves, it's the right thing to do," says ARE President Shay Lohman. "Class sizes matter to our students and their parents, and school safety should be a priority for everyone."

SAN RAMON VALLEY:

Agreement staves off strike

San Ramon Valley Education Association reached a tentative agreement with San Ramon Valley Unified School District in March that will improve learning and working conditions and help attract and retain the educators San Ramon Valley's students need. SRVEA members had voted in February to authorize a strike.

"We are grateful for the hard work of our negotiations team while navigating through this arduous process, and for our members' tireless efforts in persevering on behalf of our students," says Ann Katzburg, SRVEA president. "Our students will have smaller class sizes, better support, and access to the services they deserve."



SRVEA members' signs explain why they are ready and willing to go on strike if negotiations with the district fail.

Turlock Teachers Association members wear #RedForEd as they take steps to win better resources for their students.



TURLOCK:

Winning the classrooms their students deserve

Turlock Teachers Association members won increased resources for the schools Turlock students deserve in their recent contract agreement.

The new contract includes a 2.1 percent pay increase to attract and retain qualified educators, as well as contract language improvements. TTA leaders are pleased with the agreement but say there are still important outstanding issues.

“We still have a lot of work to do,” says TTA President Christine Rowell. “Class size remains a primary concern for teachers, who do not feel they can adequately address students’ academic, social and emotional needs without additional support. Teachers are still not making a fair wage when working overtime or attending district-provided workshops and committees. Many students in Turlock are two or more grade levels below standard, and these gaps only increase each year without strategic interventions and instruction.”

HEALDSBURG:

Members authorize strike

Healdsburg Area Teachers Association members voted by over 90 percent to authorize a strike if Healdsburg Unified School District refuses to provide the resources students deserve, including recruiting and retaining quality teachers. By their vote, HATA members made clear they want resources spent in Healdsburg classrooms — not on consultants, attorneys and bloated district management.

HATA teachers previously made concessions on salary and other issues, but recently discovered HUSD managers have for years been underestimating HUSD income by millions of dollars each year, choosing not to put funds into classrooms and student supports as intended.

Says HATA President Ever Flores, “While we all remain hopeful that we can avoid a strike and our team remains ready and eager to reach a fair, student-centered settlement, it’s going to take a real change in direction by management to help make an agreement happen.”



Gateway TA members in Redding have opened the gateway to a new contract.

GATEWAY:

Teachers win pay increase, improvements

Gateway Teachers Association agreed to a new contract with Gateway Unified School District in Redding that will help attract and retain the best educators for Gateway students.

Among the contract language improvements are a 3 percent salary increase and stipends for music, physical education and special day class teachers when class size caps are exceeded.

Gabriella Landeros, Ed Sibby and Frank Wells contributed to this report.

True to their word, TRUE members, students, parents and community members rally to prevent school closures in Twin Rivers Unified School District at a January school board meeting.



Educators, Community Take Action to Stop School Closures

FOR MONTHS, Twin Rivers United Educators (TRUE), parents and community had opposed the Twin Rivers Unified School District's possible closure of 10 schools because of a projected 1 percent budget deficit.

At a January school board meeting, over 600 people rallied to show their overwhelming desire to keep all schools open. The board ended up voting against school closures by a 6-1 vote.

"We knew the district was able to afford to keep all of our schools open," says Rebecca LeDoux, sixth grade teacher at Foothill Ranch Middle School and TRUE president. "It required a lot of involvement, months of coming to board meetings and speaking out, and thankfully, we prevailed. We did this for our students. They were the light that kept us going even when times were difficult."

In the last five years, revenues of the North Sacramento area district grew by more than \$82 million to a current budget of \$369 million. Last year's reserves grew by almost \$10 million, making the overall reserves a historic \$48.8 million.

"This victory means more than just protecting our schools. It means that our kids see what happens when people unify and come together to make a difference," says Sarah Cavalari, first grade teacher at Babcock Elementary, which was slated to close. "This is a lesson they can hold on to for the rest of their lives."



TRUE Vice President Jackie Howard and President Rebecca LeDoux.

—Gabriella Landeros

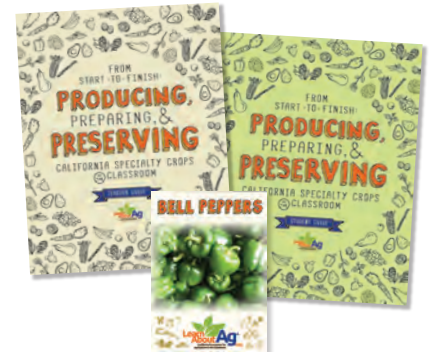
FROM START-TO-FINISH: **PRODUCING, PREPARING, & PRESERVING** CALIFORNIA SPECIALTY CROPS IN THE CLASSROOM

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This 3-lesson unit teaches students about *producing, preparing, and preserving* California agricultural commodities while fostering an appreciation for how fruits and vegetables "start" in the field and "finish" at the table.

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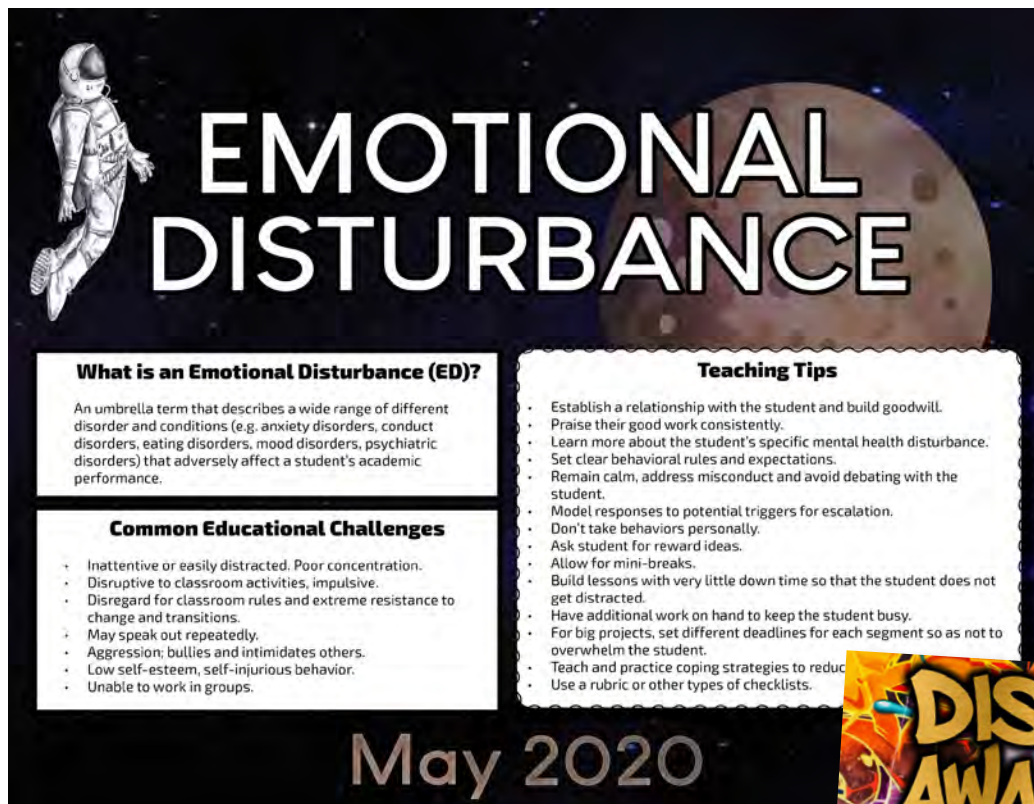
include inquiry-based, real life challenges that engage students in a meaningful way as they discover the story behind how their food is produced.



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EMOTIONAL DISTURBANCE

What is an Emotional Disturbance (ED)?

An umbrella term that describes a wide range of different disorder and conditions (e.g. anxiety disorders, conduct disorders, eating disorders, mood disorders, psychiatric disorders) that adversely affect a student's academic performance.

Common Educational Challenges

- Inattentive or easily distracted. Poor concentration.
- Disruptive to classroom activities, impulsive.
- Disregard for classroom rules and extreme resistance to change and transitions.
- May speak out repeatedly.
- Aggression; bullies and intimidates others.
- Low self-esteem, self-injurious behavior.
- Unable to work in groups.

Teaching Tips

- Establish a relationship with the student and build goodwill.
- Praise their good work consistently.
- Learn more about the student's specific mental health disturbance.
- Set clear behavioral rules and expectations.
- Remain calm, address misconduct and avoid debating with the student.
- Model responses to potential triggers for escalation.
- Don't take behaviors personally.
- Ask student for reward ideas.
- Allow for mini-breaks.
- Build lessons with very little down time so that the student does not get distracted.
- Have additional work on hand to keep the student busy.
- For big projects, set different deadlines for each segment so as not to overwhelm the student.
- Teach and practice coping strategies to reduce stress.
- Use a rubric or other types of checklists.

May 2020



Are You Aware?

Special ed calendar serves as a reference guide and teaching tool

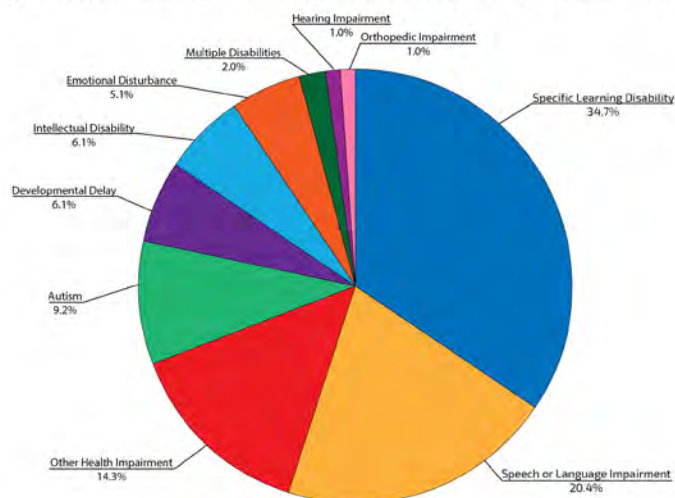
DID YOU KNOW there are 13 federally defined categories of disabilities in special education? In their Disability Awareness Calendar, Kristine Bautista and Zeke Aguirre tell you what they are, highlight common educational challenges, and offer tips on teaching special ed students in each category.

The 9-by-12-inch wall calendar, currently available in a 2019-20 edition, uses each month to reference a specific disability (deafness and hearing impairment are combined). Simple text and graphic elements show such information as the percentage distribution of students ages 3-21 served under IDEA (the Individuals with Disabilities Education Act).

Special ed teachers Bautista and Aguirre, members of Mountain View-Los Altos District Teachers Association and East Side Teachers Association, respectively, say their calendar is a way to bring awareness and spark creativity in the classroom. It's particularly useful for new and general education educators as well as special ed departments.

A new edition, running from August 2020 to July 2021, will soon be available for purchase (5 percent of proceeds go to the Special Olympics). Go to disabilityawarenesscalendar.com for more information.

Percentage Distribution of Students Ages 3-21 served under IDEA



¹ Other health impairments include having limited strength, vitality, or alertness due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes.
NOTE: Deaf-blindness, traumatic brain injury, and visual impairment are not shown because they each account for less than 0.5 percent of students served under IDEA. Due to categories not shown, detail does not sum to 100 percent. Although rounded numbers are displayed, the figures are based on unrounded estimates.
SOURCE: U.S. Department of Education, Office of Special Education Programs, Individuals with Disabilities Education Act (IDEA) database, retrieved July 10, 2017, from <https://www2.ed.gov/programs/osepidea/518-data/state-level-data/files/index.html#toc>. See Digest of Education Statistics 2017, table 204.33.

A page in the Disability Awareness Calendar gives a visual of students with federally defined categories of disabilities served under the Individuals with Disabilities Education Act (IDEA).

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YOUTUBE:

Don't Just Watch, Create!

Tips to start your own channel for students

By **Terry Ng**

EVERY DAY PEOPLE watch over a billion hours of videos on YouTube. Did you know that YouTube has over 2 billion users? That's almost one-third of the internet! In the United States alone, a whopping 73 percent of adults use YouTube.

The social media platform is an incredible source of entertainment, but it's also a rich resource for learning through educational videos. While watching videos is great, consider making your own. Educators across California are creating video lessons for their students to enhance learning and have fun while doing so. Starting a YouTube channel offers the benefits of:

- Providing lessons and instructions for students to watch at their own pace.
- Personalizing feedback to students by sending them private, customized videos.
- Helping students review for upcoming exams.
- Helping showcase 3-D images, animations and other unique concepts.
- Engaging visual learners and immersing students in the production.

YouTube includes basic video editing features, such as trimming the start and end points of your video or clipping out a section from the middle. For more advanced edits, you'll need additional tools. Here's a list of the top video editing apps to get you started. ■



ADOBE PREMIERE RUSH

(iOS/Android – FREE)

Arrange video, audio, graphics and photos by dragging and dropping. Intuitive tools let you adjust audio, enhance color, and add titles, transitions, voiceovers and more.



SPLICE (iOS/Android – FREE)

Automatically sync your video to the beat of the music with Splice. With just a few taps you'll be able to adjust transitions, add slow motion effects and more to create beautiful videos you'll love to share.



IMOVIE (iOS – FREE)

Apple designed the iMovie app to be simple to use, so anyone can create a beautiful video in just a few easy steps. Included are 14 different Hollywood-style trailers, templates to match a variety of genres, and 10 creative video filters to add a cinematic touch.



LUMAFUSION (iOS – \$29.99)

LumaFusion wins for serious projects. This robust video editor features multitrack editing and a modular user interface reminiscent of professional desktop app Final Cut Pro. Features include a generous selection of effects, transitions, titles, color correction, and even the ability to key out footage shot against a green screen.

CHANNELS FOR INSPIRATION

YouTube.com/Education – A channel that highlights the highest-quality educational content on YouTube.

YouTube.com/Teachers – A channel dedicated to help teachers leverage video to educate, engage and inspire their students.

YouTube.com/TEDEducation – Curated educational videos, many of which represent collaborations between talented educators and animators.



CALIFORNIA TEACHERS ASSOCIATION
HUMAN RIGHTS AWARDS



Honoring Our Social Justice Warriors

Top row, from left: Joel Laguna, Erika Jones, Anne Alvarez, Guillermo Gomez, Jayson Chang, Dave Szymanski, Carmina Ramirez. Bottom row: CTA Vice President David Goldberg, President E. Toby Boyd, Secretary-Treasurer Leslie Littman. Watch videos of each winner talking about their work at tinyurl.com/CTAHumanRights2020.

CTA's 2020 Human Rights Award winners



Six exemplary educators, along with a CTA Service Center Council, are this year's recipients of CTA Human Rights Awards. They have been recognized for their outstanding dedication to social justice, and for promoting and protecting human and civil rights.

"These awards honor our tireless social justice warriors who do community work beyond their classrooms," said CTA President E. Toby Boyd. "Their activism is an inspiration to all educators."

The 2020 CTA Human Rights Awards were presented Feb. 29 at the CTA Equity and Human Rights Conference in Irvine.





Cesar Chavez “Sí Se Puede” Human Rights Award **CARMINA RAMIREZ**

Associated Callexico Teachers

Teacher librarian Carmina Ramirez regularly visits migrant shelters in Mexicali to work with children and adults, reading to them and conducting lessons to enhance their literacy and bilingual abilities. She provides curriculum and materials for children waiting to be processed into the United States, so they will have a head start.

Ramirez has organized charitable drives to collect clothing, toys and food for migrant families. And she has hosted migrants coming out of detention facilities as they transition into the U.S.

A CTA State Council member-at-large, Ramirez offers trainings and events that promote equity among educators, students and community. She is a vigorous advocate for women’s rights and leads her county equity team, providing workshops on domestic violence prevention. As her school district’s only teacher librarian, she trains students, teachers and parents in the use of libraries for acquisition of information and literacy.



CTA Member Human Rights Award **JAYSON CHANG**

East Side Teachers Association

Jayson Chang’s involvement in multiple extracurricular activities — both on campus and through CTA — promotes human and civil rights in his classroom, local association and community. As a high school social studies teacher, Chang focuses on racial and social justice through his curriculum, which he makes available for free to other educators on his website, changtheworld.com.

In addition, Chang serves as an adviser to multiple student clubs (some of which he helped to create). These include the Future Business Leaders of America and Social Justice Society.

Chang is an early career educator, having left his corporate job to become a teacher. At CTA, he participated in the Ethnic Minority Early Identification and Development leadership program, and is currently the human rights advocacy coordinator at Santa Clara County Service Center Council and an Institute for Teaching South Bay Think Tank member.



CTA Peace and Justice Human Rights Award **GUILLERMO GOMEZ**

San Diego Education Association

Guillermo Gomez helped author the ethnic studies model curriculum for the California Department of Education. The curriculum, currently undergoing revisions, is in support of Assembly Bill 331, which aims to make ethnic studies a graduation requirement across state public and charter schools. Gomez also co-wrote the ethnic studies model curriculum for San Diego Unified School District, which was adopted by the school board; students who start high school this fall will be required to take a semester of ethnic studies to graduate.

Gomez teaches high school social justice and ethnic studies, and is also an adjunct professor at San Diego State University. The community activist is co-founder of “Mi Papa,” an organization that brings Latino fathers into their children’s elementary school. He is also on the advisory board of MEChA (Movimiento Estudiantil Chicano de Aztlán), has served as a Rotary Club delegate to Africa, and has participated in an educational exchange in Oaxaca, Mexico.



CTA Service Center Council Human Rights Award **SAN DIEGO COUNTY SERVICE CENTER COUNCIL**

The San Diego County Service Center Council has partnered with other community organizations to promote human rights and to support public education, members and the community. For example, this past year, SDCSCC partners (including UC San Diego Extension) created a series of social-justice-themed, daylong professional development symposiums in which members could earn a salary schedule credit. SDCSCC community



Human Rights Award in Honor of Lois Tinson

ERIKA JONES

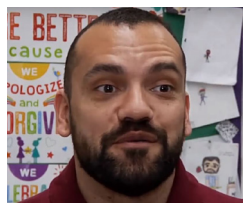
United Teachers Los Angeles

Elementary school teacher and civil rights advocate Erika Jones is serving her second term on the CTA Board of Directors. At UTLA, she served on the board, the House of Representatives, and other roles. She was a CTA State Council delegate for five years, during which she chaired the Civil Rights in Education Committee, and was an alternate to the NEA Board of Directors. Jones was also part of the workgroup that developed CTA's long-term strategic plan around goals of organizing, advocacy, community engagement and social justice.

Jones was the only public school educator on the state superintendent of public instruction's Charter Task Force. Her advocacy helped shape Assembly Bills 1505 and 1507, which significantly raise charter school accountability.

For school trainings, she has been instrumental in creating a Black Lives Matter curriculum, which has reached more than 3,000 educators nationwide, and even more students. She also regularly lobbies elected leaders in Los Angeles, as well as Sacramento and Washington, D.C.

(Lois Tinson was CTA's first African American/ethnic minority president.)



Human Rights Award for LGBTQ+ Advocacy in Honor of Nancy Bailey

JOEL LAGUNA

United Teachers Los Angeles

Joel Laguna is dedicated to working to support youth who identify as members of the LGBTQ2+ community.* He has been a GSA adviser for 10 years and leads one of the few GSAs at the middle school level in LAUSD. At his school site, he has facilitated "ally weeks" and "day of pink antibullying campaigns" to support LGBTQ2+ children and to foster support from their peers. He has organized Trans Lives Matter protests at his school, as well as Harvey Milk days of service. Laguna threw the first LGBTQ2+ prom in East LA.

As a member of the UTLA Equity Team, he is one of two LGBTQ2+ advocacy coordinators, and organized "The Rainbow Social" on National Coming Out Day. The event brought together more than 70 teachers who identify as LGBTQ2+ or allies, to build a supportive community within the union.

(Nancy Bailey was the founder of CTA's Gay and Lesbian Caucus.)

*The 2 in LGBTQ2+ is for "Two-Spirit," a Native American term to describe people who fulfill a traditional alternative-gender role in their culture.



Students With Exceptional Needs Human Rights Award

ANNE ALVAREZ

Unified Association of Conejo Teachers

Anne Alvarez is driving positive change for the special education community at Newbury Park High School, the district and the larger community. Her work to eliminate discrimination against individuals with disabilities includes organizing Unified Sports at her school, which brings together students with and without special needs on athletic teams that compete with other schools. The effort involves the whole school, from student-designed uniforms to a combined general ed and special ed cheer squad.

Because of Unified Sports, some students with special needs are invited to be on the "regular" football, swim and wrestling teams. "Coaches see that they're not just standing there, but they have abilities. The kids feel like they're part of the school, and others feel like they are a part of the school," Alvarez says.

Newbury Park High has been acclaimed as a Special Olympics Unified Champion School for promoting inclusion through sports and activities three years in a row. Alvarez has organized the Special Olympics at her school for the past seven years, and involves the entire community.

engagement has partnered with and promoted over a dozen events this year alone, increasing CTA's visibility in the county, most notably by collecting and giving away books to children. Another event included a session on the dangers of white nationalism and how to spot and stop it in our schools.

SDCSCC has created effective teaching materials

reflecting the value of diversity, and promoted human rights through its trainings and programs. It has worked to educate students, members and community about extremism and its threat to human and civil rights, to eliminate stereotyping in the curricula, and to foster inclusivity and family-school-community partnerships.

→ Survive and Thrive program facilitator Robin Devitt, a participant, and retired CTA staffer Michael Romo.



→ Above, program participants during a field trip to the beach.

Survive and Thrive



CTA program lets stressed-out educators find their passion again *By Cynthia Menzel*

ARE YOU AN EDUCATOR who may have taught productively for many years, but recently became depressed, burned out or even angry? Has it affected your teaching, your personal life, and perhaps your relationships with students and colleagues?

You may be a candidate for CTA's Survive and Thrive.

Staying motivated and enthusiastic in the classroom can be a challenge. Job-related stress is the reason most often cited by those who leave the teaching profession prior to normal retirement age. That's why CTA's Survive and Thrive was created. The yearlong program focuses on providing struggling veteran teachers with the information, learning opportunities and

copied strategies they need to find their passion again.

The format consists of a five-day sabbatical in a retreat setting where a group of educators (up to 15) reflect on their lives and careers, and receive instruction in time management, stress management, nutrition and relationship-building. The week is designed to assist teachers in developing mental models, building necessary skills, and learning information that leads to the level of mastery needed to thrive professionally and personally in today's rapidly changing classroom.

After completing the week, there are follow-up sessions at intervals of three, six and nine months.

"There is a myriad of stressors for professional educators. Besides, being a teacher in these economic times can just wear you down."

—Robin Devitt,
Survive and Thrive program facilitator

"It helps members revive their teaching or determine other career paths that may be more suitable for them at this point in their life," says program facilitator Robin Devitt. "Better yet, a licensed clinical psychologist attends the training to help participants deal with any personal issues."

Byron Greenberg, an associate professor and clinical psychologist at Virginia State University, has helped educators in Survive and Thrive. "Classroom teachers and college faculty are often 'on fire' for the job when they start — and anything on fire can burn out," Greenberg says.

Burnout is defined by the American Institute of Stress as a cumulative process marked by emotional exhaustion and withdrawal associated with increased workload and institutional stress. Burnout is not trauma-related but can coexist with compassion fatigue.

Teacher burnout usually occurs when an educator feels highly stressed, emotionally exhausted, and cynical or uncaring about

what happens to students. According to studies, most educators experience job stress at least two to four times a day, with more than 75 percent of teachers' health problems attributed to stress.

While many issues play a role in teacher burnout, common stressors include dwindling school and district resources, low pay, changing assessments of student performance, and pressure from administration for nonteaching tasks. "There is a myriad of stressors for professional educators," says Devitt. "These tasks far outweigh in hours their average workday. Besides, being a teacher in these economic times can just wear you down."

A Survive and Thrive session is being planned for the fall. If you think you or a colleague could benefit from the program, contact Devitt at rdevitt@cta.org for details. The cost of the program is shared evenly by the member's district and CTA. Currently, half of the sabbatical cost is \$3,200. ■

"Classroom teachers and college faculty are often 'on fire' for the job when they start — and anything on fire can burn out."

—Byron Greenberg, clinical psychologist for Survive and Thrive

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Translating and Advocating

Deisy Bates is CTA ESP of the Year

By Julian Peebles

FOR NEARLY 25 YEARS, Deisy Bates has dedicated her time and effort to supporting students and their families in Hayward Unified School District. In recognition of this ongoing commitment by the Spanish language interpreter/translator to families served by HUSD's special education department, as well as to members of the Association of Educational Office and Technical Employees (AEOTE), Bates has been named CTA's 2020 Paula J. Monroe Education Support Professional of the Year.

"I am honored and humbled to be named CTA ESP of the Year, joining past recipients who I have long admired and respected," Bates says. "Receiving this award has given me the opportunity to reflect on the work I have done, feel appreciated, and above all has provided me with the strength I need to continue serving my members during these difficult times."

Bates, who is president of AEOTE, is currently working nonstop to advocate for and support her members as their work changes with the COVID-19 pandemic. And Bates also has an eye on related financial impacts of this

"It takes an interdisciplinary team to make sure the needs of our students are met. I am thankful to be part of a team that engages families with school-based and community resources."

crisis, organizing already to preserve her members' jobs and much-needed services for Hayward Unified students.

Supporting the community where she lives has been a priority for Bates since she volunteered when her oldest child was in kindergarten at Hayward Unified. After assisting teachers for six years with students who are newly arrived to the United States, Bates started her career in special education as a paraeducator in 2001. A few years later, she became an interpreter/translator, showing the cultural sensitivity and awareness to build trust with families so teachers and specialists can provide the services their children need.

"It takes an interdisciplinary team to make sure the needs of our students are met, and I am thankful to be part of a team that engages families with school-based and community resources," says Bates. "As a founding member of the Hayward Coalition for Healthy Youth, I worked alongside many organizations in the city to promote safe and healthy communities for our youth. The relationships built then have given me a solid foundation of additional resources and contacts that I never hesitate to tap into when families need assistance."

Bates says she feels privileged to be a CTA member. As a leader in her chapter, Bates says CTA provides the tools and training she needs to help improve the lives of her members.

"We are leaders in advocating for social justice, human rights and educational policy that continue to improve public education," she says.

Bates' advocacy includes touting the collective efforts of her ESP colleagues, who are the backbone of public schools. She encourages ESPs to be ambassadors for their important work, to listen to the needs of their colleagues and fellow members, and to organize in their locals to build power and ensure students have the ESP services they need.

"A key to having a well-built local is closely related to our ability to continue developing relationships with other labor partners," Bates says. "Establishing professional relationship with administration levels the playing field, and they understand the value of our input and how critical our jobs are in the success of our students."

In nominating Bates for the award, fellow AEOTE member Kathy Vigil praised her passion for her colleagues, their students and the community of Hayward, as well as her "advocacy and leadership."

Bates notes that having family support for her union work helps her help others.

"As you go on helping your association, make sure you have your rock that will help support you in your professional endeavors," she says. ■

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Marlene Bicondova, Ed.D. '19, Director of Positive Youth Development, San Bernardino City Unified School District

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