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CHARTER SCHOOLS AND THE PROBLEM OF PUBLIC/PRIVATE PARTNERSHIPS

As our country has been moving towards a more service-based economy since the 90’s, there has been an aggressive move from private companies to capture the services provided by public entities. This has given rise to the so-called public-private partnerships. A public-private partnership is when a government agency works with a private sector company to provide a public service using public funds (through taxes or bonds). You see these partnerships everywhere when it comes to capital improvement projects (building subways, bridges, buildings), management of services (waste management, museums, parking lots) and in Charter Schools.

When a government agency uses public funds to provide a service, the advantages are that it will be regulated, transparent, the impact will be for the greater good and it will be a non-profit endeavor. The advantage of a private sector project is that it will be self-funded, competitive, and specialized. The public-private partnership, often times, limits the positives of either type of endeavor while producing many of the negatives. When public good money is used for a for-profit enterprise, it is inherently contradictory. The quality of the service can suffer while not always producing cost savings. Also, there is a lack of transparency and accountability because the government is a layer between an inquiring public and the private enterprise. It limits competition and it’s not “free market” because the contract is chosen by a governing body or public agency. Often, it’s not for the greater good, because the vision can be narrow and the audience more exclusive. In some conditions public-private partnerships have proven to be effective. But I would argue the obstacles are greater if the goal is to provide a service for the common good.

This past school year, our umbrella organization, the California Teachers Association has advocated in Sacramento to bridge that gap and hold charter schools more accountable. As a result:

- September 7, 2018, the Governor approved AB 406; outlawing ‘for-profit’ charter schools
- March 5, 2019, Governor Newsom signed SB 126; requires charter schools to adhere to the same transparency provisions as their public school counterparts
- November 19, 2019, the Governor approved AB 1276; would prohibit the Secretary’s Advisory Committee on Charter Schools from issuing new charter school authorizations
- March 5, 2019, the Governor approved SB 1505; would remove the State Board of Education’s ability to approve a charter application after it has been denied by the local school district or county office of education and also allow districts to consider the possible negative financial impact of a charter school on a district.
- March 5, 2019, the Governor approved SB 1506; would place a cap on charter schools in the State at the number in operation on Jan 1, 2020
- March 5, 2019, the Governor approved SB 1507; would prohibit charter schools from opening additional schools outside the district where they received their original charter

Because of the possibility of these bills passing you can expect more applications for charter schools throughout the state. Locally, Achiever’s Global Academy, a charter school, has submitted an application to open a site in Garden Grove. The public hearing is scheduled for June 18th’s School Board meeting and we’re asking all members to please attend. Let’s keep public education, public.

Paul Kim, GGEA Executive Director
President’s Message

Have you ever heard of a Manifestation Determination Meeting? In my 24 years of teaching this is the first year that I’ve ever heard of it since it has come across my desk. Due to the escalation of disruptive, violent, and extreme behaviors in our society, I feel it is a topic that every educator should be aware of for the future. The manifestation determination must take place within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct. A manifestation determination is required by IDEA.

The manifestation determination is conducted by the LEA, the parent, and relevant members of the IEP team (as determined by the parent and the LEA). In carrying out the manifestation determination, the team must determine: 1. If the conduct in question was caused by, or had a direct and substantial relationship to the child’s disability; or 2. If the conduct in question was the direct result of the LEA’s failure to implement the IEP. If the determination of the team is “Yes” to either of the statements above, the behavior must be considered a manifestation of the student’s disability.

If there is no relationship, the student may be disciplined, including suspension and expulsion in the same manner as non-disabled students. However, the school district must provide FAPE (free and appropriate publicly funded education). If parents disagree, an expedited due process hearing must be arranged (student remains in IAES during hearing) unless the parents and school agree on another setting or the 45 days in an IAES (interim alternative educational setting) expire.
Calendar of Events

5/21  Board of Directors
5/27  Memorial Day Holiday
5/28  Rep Recognition
6/4   Election Day/Board of Directors
6/6   Retirement Tribute
6/7   Installation Banquet
6/14  Last Day for Students/Teachers!

Advocate Editorial Staff:
Willie Burghard, Sara McCarthy, Kelly Nolan, Susan Kaylor

Contributors this Month:
Scholarship Committee, SpEd Committee, Terry Shepard, Traci Webb, Stephanie Kovats and Jean Chung

CALL FOR ARTICLES!

Are you or your colleagues doing something fabulous at your school site? We would love to hear about it! The Advocate Team is looking for articles about YOU, our GGEA teachers and your students. We want to spread the word about the fantastic teaching, events, and successes happening at all the schools across our district. Please email your stories, articles, ideas, and photographs to ADVOCATE@ggea.org.

We can’t wait to hear from you!

JOIN our FACEBOOK group TODAY!

Join Us: Facebook members search for “Garden Grove Education Association” and ask to join the group. Allow our administrators 24-48 hours to accept your request.

This is a closed group for members of GGEA only and not open to the public. If you have any questions, send a message to the group administrators or ask your rep.

WELCOME GGEA NEW MEMBERS!

Amanda Bennett  Mai-Anh Do  Michele Holsclaw  Selena Rodriguez
Raul Campos  Michael Garcia  Cassandra Menez  Mechtilde Valle Vescovi

We are so happy to have you on our team!!
TEACHERS GIVE STUDENTS THE TOOLS TO CHANGE THE WORLD

Annual Day of the Teacher Poster Contest Winners

Every year GGEA sponsors the Day of the Teacher poster contest to promote the positive influence teachers have on their students. Posters must be original student work and are judged on creativity, originality, appropriateness, and relationship to the theme. This year our theme was “Teachers Give Students the Tools to Change the World.”

The following winners were recognized with certificates and prize money at the April Rep Council meeting. The Grand Prize poster, drawn by Evelyn Serrato, from Santiago High School, was reproduced and displayed at school sites and in the community. Congratulations to all of the talented artists who participated!

Congratulations to our Contest Winners!

- **PreK**
  - Lizbeth Salazar
  - Clinton Corner
- **2nd Grade**
  - Maddy Matthes
  - Paine
- **3rd Grade**
  - Justyn Cardenas
  - Paine
- **4th Grade**
  - Natalie Nguyen
  - Allen
- **5th Grade**
  - Fatima Salgado
  - Violette
- **6th Grade**
  - Alan Gonzalez
  - Paine
- **High School**
  - Phat Doan
  - Santiago
- **Grand Prize**
  - Evelyn Serrato
  - Santiago
Sarah needs to be recognized and applauded for her work and commitment on all levels to the teaching profession. She is an exceptional teacher who serves as an inspiration to other teachers in addition to being a fearless High School Segment Director as well as having been a site rep. Thank You Sarah for your leadership.

As a High School math teacher, David has utilized his mathematical mind while serving on our Negotiating Team for the past three years. He is a team player in developing strategies, preparing proposals and materials that may be needed throughout the negotiations process. GGEA thanks you for dedication to our local and representing its members.

GGEA would like to thank Kristi for serving as a site rep at her high school. Most recently as a member on the Scholarship Committee for well over a decade, Kristi spends endless hours reading scholarship applications for our district's well deserving students. Thank You Kristi for your dedication to not only our local but to our students.

Congratulations Sarah, David, and Kristi!

David Cho, Sarah Chau-Lee, Kristi Kemp
In May, the 2019 recipients of the GGEA’s annual Jim Wicker Scholarships were announced. The six recipients are graduating seniors in the GGUSD and/or children of GGEA members. Applicants were judged according to the following criteria: financial need, academic achievement, volunteer work and service to the community, and school activities.

The GGEA Scholarship Committee, Gerri Brown (Chair, GGHS), Kristi Kemp (BGHS), Rene Murguia (SHS), Bridget Lockhart (RAHS), and Maura Ortega (Jordan Intermediate) spent countless hours reading scholarship applications before interviewing ten semi-finalists. The Scholarship Committee would like to thank all the teachers who took time to write recommendations for students. Each and every comment was read and appreciated by the Committee. The Scholarship Committee had a challenging task in deciding on this year’s recipients.

Jacob Young will officially be an ant-eater this fall when he attends UCI to pursue his education in bio-medical engineering. Jacob's choice of vocation stems from combining his love for math, science, and even a little science fiction. This charismatic senior spent much of his high school career participating in athletics, choir, ASB, Model United Nations, and he even found time to coach his younger brother’s Friday Night Lights flag football team, all while maintaining an impressive 4.2 g.p.a. Jacob's AP Calculus teacher appreciates that Jacob "asks insightful questions and brings curiosity, enthusiasm, and a desire to learn." Clearly, he serves as a great role model for his peers. Jacob credits his mom, GGEA member Stephanie Young, for being an involved, supportive single mother, who taught him that if he works hard and sets goals he can accomplish anything. We have no doubt that this young man is destined for success! Best of luck, Jacob!

Karen Ly is graduating from La Quinta High School with a remarkable 4.3 GPA. She will be making the difficult decision between enrolling at the University of Southern California or Brown University, where she will major in biomedical engineering.

Karen has been an active student at La Quinta. She was the yearbook Editor-in-Chief for two years, Secretary of the Ecology Club, Vice President for Math Club and the National Honor Society, and President of the Future Medical Leaders. Outside of the school year, Karen has also been involved with summer programs and internships, such as the Math Intensive Summer Session program (MISS) and the UCI Summer Research Enrichment Internship (SREI). Additionally, Karen found time to give back to her community. As a junior volunteer, she volunteered over 200 hours at the Fountain Valley Regional Hospital, worked as a teen leader for the Summer Reading Program and facilitated teen activities for the Fountain Valley Library for four years, and is an active Westminster Youth Committee member.

Her yearbook adviser, Ken Elliott, wrote, “She is ethical and generous and has displayed an empathetic nature in her dealings with a variety of fellow students from all different backgrounds.”
Esmeralda Michel is an accomplished young woman graduating from Santiago High School with an impressive 4.22 g.p.a. She will be gracing the halls of the University of California, Berkeley this upcoming fall. Esmeralda plans on majoring in political science with a focus on educational policy. She feels her major will equip her with the knowledge and the tools she needs to create change. Esmeralda’s passion for social justice is a testament to her altruism and there is no doubt she will accomplish many great things. Her work is rooted in the belief that every human being should be treated equally and with dignity.

Aside from being a scholar, Esmeralda has been working arduously immersing herself in civic leadership and social activism. Through her work in Young Senators, Esmeralda has spearheaded Santiago’s celebration of diversity through its first Human Rights Week. She has used her relationships with various clubs and organizations on campus to share a message of tolerance and acceptance. Furthermore, the work she carries out with The Center of OC has been imperative in promoting LGBTQ rights. She is an overall extremely well-rounded young lady with a bright future ahead of her. She plans to return to Garden Grove after completing her studies and work for the Orange County Department of Education. She wants to implement programs and structures that will enlighten the minds of those that need guidance to pursue their dreams.

Silayan Camson is graduating from Bolsa Grande High School with a 4.1 g.p.a. and has committed to attending UC Berkeley in the fall. It is fitting that Silayan is planning to major in communications and media at Berkeley as her areas of interest encompass public affairs, journalism, teaching, and sociology. Silayan feels that education has always been not only a place where she has been able to push herself, but also where she could help inspire others to succeed. She comments, “It’s one of the few places that doesn’t discriminate [nor] pity, and to me it’s synonymous with opportunity.”

For the last four years some of Silayan’s activities have included her position as president of Bolsa Grande’s American Cancer Society, a member of the varsity swim team, and as the school’s UNICEF project chair while also serving two years as secretary for her class. She was instrumental in restarting Bolsa’s defunct school newspaper and has served as its editor-in-chief. Some of her honors and achievements include participating in Garden Grove’s Sister City student exchange with South Korea, congressional recognition for Youth Leadership America, and as the student representative to the Garden Grove Unified School Board. Lois Allen, a member at Bolsa Grande and Silayan’s French teacher for the past four years, observes that, “Silayan was always the one, even as a freshman, who knew what Ms. Allen would sometimes call the ‘SAT’ word of the day. Silayan has always been a quiet, dignified, refined, poised and mature young woman.”
Michelle Le is graduating from Santiago High School and has chosen to continue her educational journey at the University of California, Los Angeles as a political science major. Michelle has been inspired to follow this path because of her core belief that all people should be treated with equality and dignity. She feels that her studies will allow her to explore and engage in social and civic issues that are important to her, consequently allowing her to equip herself with the tools needed to make a change.

Michelle has many accomplishments under her belt. She has maintained an impressive 4.38 GPA while taking a plethora of AP and honors courses. While maintaining her challenging coursework, Michelle has organized her time to fit extensive extracurricular activities and community service. She is a section leader in Santiago’s orchestra. She loves music because it allows her to express herself. Also her competitive nature made her join Academic Decathlon, through which she has won awards and recognition. Furthermore, her involvement with Young Senators has really allowed her to demonstrate her passion for social justice. Her ubiquitous personality and positive enthusiasm inspires the people around her.

Kirra Lunow, daughter of GGEA member Hans Lunow (GGHS) and his wife Andrea, is graduating from Woodbridge High School. During her high school career, Kirra has earned a remarkable 4.3 GPA. While mastering a rigorous academic schedule, she also balanced her time to include many hours devoted to playing travel-ball soccer. Her interest in journalism led her to become the Arts & Entertainment editor and then Editor-in-Chief for her school’s newspaper magazine, The Golden Arrow. Kirra’s counselor, Camera Kem, let us know that “in the absence of the teacher in charge of The Golden Arrow, Kirra this year in collaboration with a few other leaders in The Golden Arrow took it upon themselves to see to it that The Golden Arrow still met their deadlines without a hitch.”

Kirra is currently the President of the Kiva Club, a service-based club dedicated to giving non-interest loans to international borrowers who lack access to loans. Her educational opportunities and many enriching volunteer experiences have helped guide Kirra toward a career where she can become a well-informed active citizen motivated to use her skills to make change. Now Kirra is ready to embrace the next stage of her life by becoming an independent, well-rounded college student. She will be attending the University of Leiden at The Hague in the Netherlands. She will be focusing on International Relations and Global Affairs.

Scholarship Committee:
Rene Murguia, Gerri Brown, Maura Ortega, Kristi Kemp, Bridget Lockhart
On April 11th GGEA held a New Hire/Membership Engagement event to recruit new members and support new hires that have already joined. The Standard, SchoolsFirst and California Casualty also attended to give out great information and great door prizes! Thank you to our office Staff Susan Kaylor and Jenny Gonzalez, our Executive Director Paul Kim, GGEA President Kelly Nolan, 2nd Vice President Willie Burghard, and New Teacher Committee Chair Claire Erikson for organizing the event. Connecting with our members, building community, and supporting one another is the key to our success. To quote the CTA President, “It’s all about relationships.”
Check out the latest CTA Educator Magazine and see our own Darci Gibson on page 61 as the recipient of the Human Rights Award!

**MEMBERS IN THE NEWS!**

**Human Rights Matter**

A passion for justice and community involvement drives CTA’s Human Rights Award winners

**Administrative Professionals’ Day at Wakeham**

A fun photo from a recent celebration at Wakeham Elementary. The staff honored their secretary, Sylvia Wintrich, at a “Wild About You” secretary’s day celebration. The staff shared treats and expressed gratitude for all the hard work Sylvia does for the families and staff at Wakeham!
Hello Team Running with Todd,

Thank you all for making the 12th annual run the BEST. The day was beautiful and what an awesome sight to see over 100 runners/walkers wearing t-shirts in memory of Todd. We also raised close to $5,000. You all made a difference in many children’s lives with your donations, compassion, caring, empathy, and giving of your time to make my team possible.

Words really can’t express how grateful I am to have friends, family, acquaintances who help me bring something good from something that was so tragic in my life. Hopefully, through Todd and others who lost their lives or those still fighting we will save other children from childhood cancer. With your support, I will continue advocating and spreading awareness of this disease that took my son at the age of 18. Together, as a team, we will stop this from happening to other children.

Again, my heartfelt thanks to each and every one of you. I hope we can all get together on March 22, 2020 for the 13th run with Todd.

Love always,
Terry

Happy Nurses’ Day to our amazing GGUSD School Nurses!

Thank you for taking such good care of our students!
CA Ed Code Section 56046 (a) Protects educators and other staff who assist a parent of a special education student from being intimidated, threatened, or coerced by the local education agency (LEA)

By law, the IEP Team has the power to make decisions for students with disabilities – not district administration.

Federal Law - Individuals Disabilities Education Act IDEA

§ 300.320 Individualized Education Program
(a) The term individualized education program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with §§300.320 through 300.324.

§ 300.323 Accessibility of child’s IEP to teachers and others. Each public agency must ensure that (1) The child’s IEP is accessible to each regular education teacher, special education teacher, related services provider, and any other service provider who is responsible for its implementation;

§ 300.324 Development, review, and revision of IEP. The IEP Team must consider the academic, developmental, and functional needs of the child. In the case of a child whose behavior impedes the child’s learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior.

§300.320 Review and revision of IEPs Districts must ensure that the IEP Team reviews the child’s IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved; and revises the IEP, as appropriate, to address any lack of expected progress toward the annual goals described in §300.320(a)(2), and in the general education curriculum, if appropriate.

§ 300.327 Educational placements - Districts must ensure that the parents of each child with a disability are members of any group that makes decisions on the educational placement of their child.

The IDEA includes two fundamental requirements: that the child will receive a free appropriate public education (FAPE) in the least restrictive environment (LRE):

Least Restrictive Environment (LRE) - Each child is assured of his/her right of education with non-disabled peers to the maximum extent appropriate to the needs of both.
Free Appropriate Public Education (FAPE) - Each public school system is responsible for ensuring that each child with disabilities is served appropriately, at no expense to the parent.

20 U.S.C. § 1412(5) IDEA’s mainstreaming provision establishes that students with disabilities are to be educated with children who are not handicapped only "to the maximum extent appropriate."