WEINGARTEN RIGHTS

When it comes to meeting with your administrator on issues that can lead to or are about discipline it’s not only important to request union representation, but to caucus with your representative beforehand. You have a right to have union representation in investigatory meetings where the information obtained can be used as a basis for discipline or where you are asked to defend your conduct. These are called your Weingarten Rights.

If you are being investigated, are responding to a complaint, or being reprimanded, these types of meetings can bring a tremendous amount of anxiety and fear. You might not be at your best in those types of situations, so as a word of advice contact your site rep or call our offices before a meeting.

By meeting with your rep beforehand you can clear your head about the details of what might have happened, and you can put the situation in context for your representative so he/she can be prepared as well. Your representative can take notes during the interview, interject if you’re being harassed and/or ask clarifying questions. So, here are some tips to follow if you’re being called into a meeting where discipline can occur, can lead to discipline or an interactive process meeting to discuss a medical accommodation:

1. Ask the administrator in advance what the meeting is about
2. Contact your representative
3. Meet with your representative to discuss your situation

Finally, if you have no idea beforehand what you are being investigated for and it becomes clear in the middle of meeting, then we encourage you to call a caucus to discuss the case with your representative. If you have questions, feel free to call or email the office.
Seven months in my new position I find myself continually learning on matters surrounding our contract, Ed Code, human interactions, past practices, protocols, and areas which I simply refer to as gray areas. It seems that time is flying by just as quickly as it did when I was in the classroom as it is here in the GGEA office. When I was in the classroom my calendar was governed by daily teaching, pacing guides, assessments, report cards, conferences, and daily interaction with children. Now my calendar is governed by office routines, meetings, emails, phone calls, advocating for adult members, participating in interview panels, writing what I consider to be a mini newspaper (AdNotes) and attending nationwide union conferences on leadership. Both realms are and continue to be fulfilling. Can you believe that 126 days of school have passed? The long awaited, and welcome Spring Break is but a week away. It is well deserving for both of us. Take time to breathe, unwind, relax, enjoy family and just life itself.

Kelly Nolan
Calendar of Events

4/1-5  Spring Break
4/09  Board of Directors
4/16  Segments
4/18  Executive Board
4/23  Board of Directors
4/24  Administrative Professionals Day

4/30  Rep Council
5/08  Day of the Teacher & School Nurses Day
5/09  Executive Board
5/14  Segments
5/21  Board of Directors
5/27  Memorial Day Holiday

Happy Spring

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

Contributors this Month:
Hang Nga Nguyen, Human Rights Committee, Special Education Committee

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 by May 9, 2019. 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.
IMAD WINNER: VICKY LIEU

Congratulations to our March “I Make A Difference” award winner Vicky Lieu. Vicky has been a science teacher at Santiago High school for the past 7 years. Throughout these years she has been a valuable asset to the school due to her incredible involvement with student activities.

She has dedicated an incredible amount of time to be a class advisor and has performed this duty twice during her tenure at Santiago which requires many hours that must be spent planning and coordinating student events. According to Vicky, “as the Class of 2021 advisor we are in charge of the club for 4 years and help the students fundraise money for prom and graduation. We are responsible to help boost class spirit and school spirit during assemblies and school events. I volunteer my lunch time every week for class meeting, time outside of school to help order or pick up materials for the fundraisers, along with chaperoning events.”

In addition to being a class advisor, Vicky has also been crucial in promoting STEM classes through the Club of Sciences. She took it upon herself to plan and organize a science field trip to San Francisco in order to expose their students to the many STEM careers available.

Vicky tells us that, “In terms of Club of Sciences we work hard every year to fundraise a minimum of $6,000 to $20,000 a year. For a small club this is a challenge but we work hard to make this happen so that students in my physics classroom have the opportunity to attend the physics day at Knott’s Berry Farm for about 100 students. In addition, we revived the 3 days STEM northern California field trip in 2017 and every two years we have been recruiting and fundraising to make this event happen. Fifty students will attend the trip and have the opportunity to go to science museums, events, and more.”

Vicky loves to participate in these clubs because she can show her students how to work together and become a successful team to create a club with a goal which will encourage them to become stronger leaders in the future. She holds her officers accountable, like in a classroom, with due dates and commitments they need to follow through for the club. Vicky was a member of many clubs when she was in high school and she passes those lessons learned on to her students.

Through the club events Vicky has “created strong bonds with these students in the club and sometimes if I am lucky and have them as my students I get to relate to them on multiple levels. I think one of the key factors is making sure that your heart is a part of the club advising that you are doing and most importantly that you find joy or inspiration from what you do.”

Thank you Vicky for inspiring and supporting our students, we are proud to add you to our list of IMAD winners for GGEA!
Students at Clinton Corner Family Campus enjoying “Green Eggs and Ham” disguised as green pudding and a vanilla wafer. The Cat in the Hat made a special appearance too!
TET CELEBRATION AT NORTHCUTT
Darci Gibson was nominated for the CTA Human Rights award for her volunteer work with Mark Twain’s music program. Darci has been teaching elementary music in the district for 16 years, including MM and MS classes. It is her belief that all students deserve an opportunity to experience music in an authentic and meaningful way. “Our SPED students are no less deserving and should be a part of our performance ensembles and music classes. When I was at Crosby I always included my MM classes into my chorus and many of them sang solos, read song introductions and played instruments within the concerts. Seeing the students get excited about the performance and their parents’ joy over their child being involved has been a motivating factor for me to encourage other colleagues to do the same.”

Darci volunteered to restart the music program at Mark Twain. It was such a success that the program was expanded to all the students at Mark Twain with two performances a year. Although shy at first, the students are “now finding their voices, singing along to the music and playing instruments like any other student.” Darci is also working on a collaborative composition project between Mark Twain and Paine that will debut at their spring concert. “Mark Twain students will compose the music and choose words that describe their class and Paine chorus students will put those words into poems and sing the music. Students from each school will also be able to attend both school concerts to perform together.”

Thanks to Darci’s efforts, students at Mark Twain are being “given an opportunity to express themselves and their creativity in a way that they were not able to before. I have seen many begin to use motor skills and verbal skills that had not yet been developed before having music class. I see the determination in their eyes when they want to play an instrument or sing a song. They get excited when they come into the classroom and know they can choose what they would like to play or request a song to sing.” The teachers and families at Mark Twain have noticed the difference in their student in regards to their development. Darci states she is “moved beyond words each day I work at Mark Twain. Breaking down the stereotypes and seeing the student for who they are, a human deserving of our time and talents.” We congratulate you Darci, on this tremendous honor and value everything you do each day to bring smiles to our students through the joy of music.

WELCOME GGEA NEW MEMBERS!

Araceli Garcia  Tanisha Lemons
Nora Hernandez  Anya Marcum
Robin Knowles  Summer Saldivar

We are so happy to have you on our team!!
IEP BEST PRACTICES

Here are some ways you can make the IEP process more meaningful & productive.

1. General Ed teachers- Stay for the entire meeting if possible. Many services, goals, and accommodations that are discussed take place in your classroom and you need to give valuable feedback. This also falls under the general education teachers’ responsibility to assist in the development of the entire IEP. See CA EC 56341.

2. Ask for training (supports & services) if you feel you need it to help you fully implement a child’s IEP. CA EC Sec. 56345(a)(4)

3. If you feel an IEP isn’t working, you may call for a review IEP. Be prepared to document the accommodations and any other research-based practices you have been using with that student. If an IEP isn’t working, ask the special education teacher on your campus for additional ideas or other accommodations you can try. CA EC Sec. 56343

4. You must be knowledgeable of the IEP contents and your responsibilities to assist the student in meeting their goals. If you don’t have access to this, ask your Special Ed teacher for a copy and keep it in a secure location. CA EC Sec. 56347

5. You have the right to speak up to assist a parent or guardian of a special education student to obtain services and accommodations for that student. This means that no district employee may directly or indirectly use their influence to intimidate, threaten, coerce a teacher in order to prevent you from helping that person. CA EC Sec. 56046 (a)

WHAT IF I DON’T AGREE?

Even if you don’t agree with everything in the IEP, you still need to sign that you were in attendance. If you feel strongly about noting this in the IEP, ask to have your concerns documented in the notes. You could also ask for a trial run of certain accommodations to see if they work and then re-convene the meeting in two to three months to review how progress is being made. Remember, the purpose of the IEP is to help the student.

WHAT IF I CAN’T MAKE THE MEETING?

The parent and district can agree in writing to dismiss the attendance of an IEP member, in whole or in part, however, the member still needs to submit IEP feedback in writing prior to the meeting. (Cal. EC Sec. 56341 (f) & (g).

USEFUL RESOURCES:

ADVOCACY: www.disabilityrightsca.org