

Tumwater Education Association

ADVOCATE

TumwaterEA.org

November 2024



Staff and students at Michael T. Simmons Elementary will benefit from Tumwater Education Association Article 2 funds, approved by the Article 2 committee, to hire additional paraeducator FTE staffing support for the Kindergarten students.

Michael T. Simmons Elementary Article 2 funds to hire paraeducator FTE

KINDERGARTEN TEAM PROPOSAL

Tumwater Education Association Article 2 committee has approved the use of Article 2 funds for Michael T. Simmons Elementary to increase FTE of one part time paraeducator by 2.75 hours daily, to full time, in support of Kindergarten staff and students. The Article 2 committee is a bargained resource in our contract which allocates decision making on behalf of Tumwater Education Association members for resolving issues of contractual significance with the District.

“It shall be the responsibility of the Article 2 Group to ensure that such items are accompanied by a clear charge regarding what kind of product or solution is being sought, what kind of process will be used to get there (including timeline), and what kind of decision making will be necessary for final approval.”

Michael T. Simmons Elementary staff teamed with building administrators to develop a written proposal which described their need to receive additional paraeducator support.

They already utilized their Professional Judgment funding to hire a 3.75 hour daily paraprofessional to assist with supervision and behavior during recesses and lunches. Staff continued to face significant student behavior concerns during the school day, though.

Several high-impact, general education Kindergarten students were frequently eloping from their classrooms, causing multiple classroom interruptions, demonstrating unsafe behaviors, and consistently struggling to follow staff directions. The behaviors included hitting, kicking, spitting, and biting of staff members. Parents of the bystander students raised concerns with staff, saying their Kindergarten children were afraid to go to school.

The student behavior led to activation of the room clear protocols and rerouting classes through alternate hallways around the scenes of active events.

President’s Corner

Did you remember to vote? Have you voted yet? Do you plan to vote? Do you know your voting rights?

Voting rights in the United States have not always been an established provision for the citizens of this country. Voting rights have been a moral and political issue for the duration of our United States history. Eligibility to vote is governed by the United States constitution and by federal and state laws. Constitutional amendments were hard fought by those in the United States who were historically denied the right to vote. The amendments state that voting right cannot be abridged on the basis of race, color, previous condition of servitude, sex, or age above 18 years. The constitution did not originally establish any such rights. Voting rights were initially limited to white male property owners.



- 1776 Declaration of Independence
- 1870 Black Men Right to Vote
- 1920 Women Right to Vote
- 1924 Native American Right to Vote
- 1943 Chinese Exclusion Act Ends & Right to Vote
- 1965 Voting Rights Act
- 1971 18 and Older Right to Vote
- 1975 Non-English Speaking Right to Vote
- 1982 Voting Rights Act Extended
- 1984 Voting Accessibility for Elderly and Handicapped Act
- 1993 National Voter Registration Act
- 2002 Help America Vote Act

Please exercise your right to vote.



“A joint Association and District committee known as the Article 2 Group will consist of District representatives chosen and designated by the District, and Association representatives chosen and designated by the Association.”
SOURCE: TumwaterEA Contract

Michael T. Simmons Elementary

Article 2 funds to hire paraeducator FTE

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The Kindergarten student behaviors were negatively impacting the learning environment for other students. Despite the consistent and professional efforts of dedicated staff and teachers, they struggled to manage the student behaviors on a daily basis due to the sheer frequency and magnitude. In one day, Michael T. Simmons Elementary experienced 18 classroom elopements and 27 radio calls from Kindergarten staff asking for help. In addition, just two Kindergarten students had eloped from classrooms 117 times since the first day of school.

Kindergarten staff had to stop instruction, radio for support, and visually ensure the eloping student was safe from harm in every instance.

Michael T. Simmons Elementary implemented twelve specific intervention strategies using existing resources and staff, yet the Kindergarten student behaviors were still off the charts.

The Tumwater Education Association Article 2 committee voted unanimously to provide additional funds in support of the Kindergarten staff because they had exhausted every other option in their effort to support Kindergarten students.

Unused Site Team, Professional Development, and Professional Judgment funds rollover to the Article 2 fund every school year. Article 2 had a total fund balance of \$49,723.72, from unused 2023-24 funds, on September 1 this year.

Member Advocate

What is a Member Advocate? In the most localized terms, a Member Advocate is you! We are all responsible for advocating on our own behalf as Tumwater Education Association members. However, taking action to stand up on our own behalf also requires courage, communication, and collaboration with others.

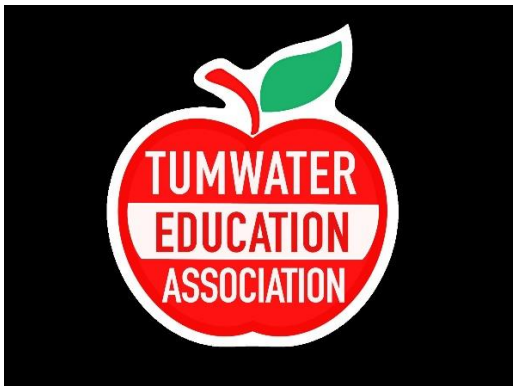
We are always stronger together when we stand united together. That’s why Union membership involves more than just advocating for us as individuals. Member advocacy also involves joining a collective voice within our PLCs, within our grade levels, within our content areas, within our buildings (sites), within our programs, and within our collective Union.

Our Tumwater Education Association Bylaws also provides for an official Member Advocate position on the Executive Board. The Bylaws state “one Member Advocate shall be appointed by the President and subject to approval by the Representative Council.” The Member Advocate duties are “assist members of the Association to resolve conflicts with the District, building administrators, and other members of the Association. Serve as a member of the Article 2 committee.”

Our appointed Member Advocate for the 2024-25 school year is Page Voie.

New Student Growth Goals for TPEP

Homeroom Evaluation is the new digital platform



MEMORANDUM OF UNDERSTANDING (MOU)

We have officially entered TPEP season and Student Growth Goals are well underway here in the Tumwater School District. OSPI partnered with WEA in developing the new standards for measuring student growth.

OSPI Student Growth Goals

The Tumwater Education Association has agreed to an MOU with the District to address the changes in Student Growth Goal requirements for TPEP. The MOU is based on the new OSPI requirements. Use the link above to access all the OSPI resources for Student Growth Goals. The District now utilizes Homeroom Evaluation as a digital platform for completing Student Growth Goal requirements. Staff can access Homeroom Evaluation from the District or school website by clicking on Web Apps.

Staff will receive training on the use of Homeroom Evaluation and learn how to access, how to properly submit evidence, artifacts, and data, how to properly submit the Student Growth Goal form, and how communication between staff and evaluators takes place. Staff will also receive training in the use of the new Student Growth Goal rubrics, shifts in new language, new levels of performance, and the new requirement of collecting input from students and families.

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“Student growth is the change in student achievement between two points in time. Student growth refers to the learning progress made by students through instructional experiences. The student growth process includes setting goals for students, planning instruction and assessment, and reflecting on student progress. Student growth is a substantial factor in evaluating educators.” SOURCE: OSPI

New Student Growth Goals for TPEP

Homeroom Evaluation is the new digital platform

The District has agreed that no staff member will receive a TPEP Student Growth Goal score less than the score from their most recent comprehensive evaluation. If any staff member received a rating less than Proficient, they will have the option of developing an individual plan with their evaluator in order to receive a Proficient rating under the new Student Growth Goal requirements. This provides staff with an opportunity to demonstrate knowledge and understanding of the new Student Growth Goal requirements using the new Homeroom Evaluation digital platform online.

The District has also agreed to provide additional time during the evaluation process for conversations focused on reflection of the Student Growth Goals by staff and supported by evaluators. The new rubrics will not require additional evidence to be created to document the reflection that takes place by staff during the evaluation process. The initial Student Growth Goal conference between staff and evaluator should take place before December 15. Staff are required to have their first Student Growth Goals in place before January 31.

TSD CASH BALANCE & ESSER

September 2021 balance	ESSER I 2020-21
\$2,066,528	\$550,923
September 2022 balance	ESSER II 2021-22
\$6,200,000	\$2,129,714
September 2023 balance	ESSER III 2021-23
\$7,600,000	\$4,784,000
September 2024 balance	ESSER Total
\$ 909,780	\$7,464,637

TSD cash balance at the end of each Sept for 2021-24 corresponds with the TSD use of ESSER funds. The TSD MSOC projection is 23.85% higher than the OSPI allocation for 2024-25. OSPI will propose a 9.47% increase for the 2025-26 school year. Why is TSD projecting 14.38% more than OSPI?

MATERIALS, SUPPLIES, & OPERATING COSTS

TSD OSPI MSOC Allocation	\$ 8,493,890
TSD MSOC Budgeted Amount	\$10,522,417
TSD Budgeted MSOC Deficit	-\$ 2,028,527
TSD Budgeted Total Deficit	-\$ 2,500,000
OSPI Proposed TSD MSOC Increase 2025-26	9.47% Washington State Legislative Funding
9.47% x \$8,493,890 =	\$804,371.40

TSD Budget Deficit Fact or Fiction?

The Tumwater School District continues to maintain that a budget deficit of \$2.5 million exists during the 2024-25 school year. Ben Rarick and Kira Acker, from the TSD Finance Department, presented the BOD with a report on the changes in September cash balance 2021-24. While the cash balance did fluctuate, those changes also correspond with the TSD use of federal ESSER funds provided to the District for pandemic relief 2020-23. TSD has a balance of \$136,392.88 in unspent ESSER funds as of last month.

The TSD Finance Department also presented the BOD with a report on the increase of \$300,000 for insurance premiums and on the increase of \$1,029,538 for salary, benefits, and contract obligations. The increase in salary, benefits, and contract obligations was 12.8% total for all TSD employees, with 5.2% of that total accounting for the 2024-25 TEA contractual salary increase.

TSD student enrollment is gradually increasing and stabilizing again after the pandemic. Student enrollment determines TSD income allocation from OSPI. Student enrollment in September this year was 6,369. The TSD September OSPI allocation was \$7,940,598.93. Student enrollment in October this year was 6,441. The TSD October OSPI allocation was \$7,381,849.09. The allocations do not include transportation or capital projects funding.

Fact or Fiction? depends on the TSD MSOC projection. TSD is projecting to spend \$2,028,527 more than the \$8,493,890 allocated by OSPI. That equates to 23.85% more than what OSPI funds. OSPI will request the legislature increase MSOC funding by 9.47% for the 2025-26 school year. TSD is projecting to spend 14.38% more than what OSPI has yet to request from the legislature. Whether or not TSD actually needs to spend more than \$8,493,890 on MSOC will determine fact or fiction. TEA will monitor the actual TSD budget monthly as actual expenses occur.



New Transition to Kindergarten Program

Michael T. Simmons & Peter G. Schmidt Elementaries

ASSOCIATION AND DISTRICT MEMORANDUM OF UNDERTANDING (MOU)

The District is starting a new program at both schools named Transition to Kindergarten (TK). The District states “TK provides a free full-day program for students who are not already participating in a regular early childhood program. This program is designed to support students who face barriers to future school success. Students are eligible to participate in the TK program the school year prior to their Kindergarten year.”

The Association has met with both TK teachers and developed a new MOU that addresses the impact of the TK program on working conditions for both employees. The District has agreed to the new MOU as the TK program prepares for launch in January 2025. The MOU states that TK teachers will be directly involved in the application, screening, and placement process for TK students. The process will include an interview with prospective TK families and a play observation session where the TK teachers evaluate the prospective TK students based on a set criteria for program eligibility. TK teachers will follow the existing Choice Transfer requirements when selecting TK students using the screening process. Students not selected for the TK program will be placed on a waiting list for potential future enrollment. The TK teacher will notify the family of the next ranked order student on the waiting list for program enrollment selection.

The District expects a high level of interest from Tumwater families for the TK program. TK teachers will deliver the program using play-based hands-on curriculum, materials, and supplies to meet the requirements for state-funded full-day Kindergarten. TK class sizes will never exceed 16 students per class.



The District states “the TK program is designed to meet the needs of students who do not currently have access to a regular early childhood program.” The Association agrees that preschool age children do need access to additional resources in our Tumwater schools. Now we have a MOU in place that will support that effort for TK students, families, and teachers.