

WEA-Riverside UniServ Council

Newsletter

June, 2017

We are the teachers, specialists and support employees who dedicate our professional lives to creating great public schools in Southwest Washington.

PRESIDENT'S MESSAGE

Summer is quickly approaching and I hope everyone will have time to relax and enjoy a well-deserved vacation! In the coming months, please stay tuned to happenings in Olympia and watch for emails from your local President or [Our Voice Washington](#). We will be prepared to stand together with our union brothers and sisters to maintain our bargaining rights and to provide quality education for all students. Together we are stronger and our voices will be heard!

Thank you for your efforts in bringing quality education to the children of our community! Enjoy your summer!

-Norma

RIVERSIDE ELECTION

WEA-Riverside held elections at the May Representative Council Meeting on May 17th at Frontier Middle School in Vancouver. A new President and Secretary were elected. Anna-Melissa Lyons of Hockinson EA will serve as the new Riverside UniServ Council President and Bill Beville of Evergreen EA will serve as the new Secretary. Their terms will begin in July, 2017. Congratulations to you both!

Thank you to Norma LaChine (outgoing RUC President) and Rob Lutz (outgoing RUC Secretary) for your years of dedication and service to WEA-Riverside.

MEMBERS TAKE LEGISLATIVE ACTION

May was a busy month, filled with local action aimed at sending the message to the state legislature to finish their work, and create a budget that supports students and staff. The legislature, which was scheduled to conclude their session in late April is now in their SECOND special session due to their failure to reach compromise and build a budget with sufficient revenue and fund the demands of the McCleary decision. Currently, the legislature remains in contempt of the Washington Supreme Court for failure to fund education consistent with public education as the paramount duty of the state.

In May, educators from around the state participated in the Occupy Olympia actions, with members descending on the Capitol to send the message to elected officials to appropriately fund public schools. Leaders from Evergreen, Battle Ground, and Washougal sent delegations to participate in these efforts.

Back home, members and leaders were even more

vocal, calling on all elected officials in the 17th and 18th to be Champions for Public Education! Members encouraged family, friends, and neighbors to complete postcards, imploring the elected leaders to support a budget good for students and one that preserves the right to bargain locally. Members from Camas, Hockinson, Evergreen, and Battle Ground participated in sign-waving efforts on key corners at high-traffic times to build public awareness of the legislature's lack of progress.

In late May, leaders participated in Convocations, peacefully assembling and picketing in front of Senator (18th) Linda Wilson's home and business.

Our work is not done! We must continue to send the message to support the House version of the budget, and reject the Senate budget. Stay tuned, as legislative action could have serious impact on compensation, salary schedule, and necessary funding for our local schools!

SUMMER SCREEN TIME: MAKE IT WORK FOR K-12 STUDENTS

Doreen McGrath, a Ninth Grade Teacher sends home a “Videos To Check Out List” for students to view over the summer. There are so many films that help students retain content. Since they will most likely be watching TV or visiting YouTube over the summer, why not watch something that will boost their grades for next year or help them retain knowledge from last year? Documentaries are always included. For younger students, movie versions of books that we’ve read in class can be suggested. Just be sure to check out a movie’s rating or a YouTube video’s content before adding it to your list.



GROWING AS A TEACHER LEADER

OSPI’s 2017 NBCT Facilitator Training

To ensure consistency across the state for National Board candidates who are seeking this certification, NBCTs wanting to work with candidate support groups are required to take the OSPI Facilitator Training prior to facilitating a cohort. WEA gives priority to OSPI trained NBCTs to help at its National Board Jump Start and Home Stretch Events, recognizing that this training provides NBCTs with a very strong foundation for supporting candidates.

Shadle Park High School - Spokane, WA

Day 1: Tuesday, June 27 9AM-4PM

Days 2 & 3: Wednesday and Thursday, June 28-29 | 8:30AM-3:30PM

Cost: \$180

Registration: <http://tinyurl.com/nbctfactrain>

Liberty Middle School - Camas, WA

Day 1: Monday, August 14 | 9AM-4PM

Days 2 & 3: Tuesday and Wednesday, August 15-16 | 8:30AM-3:30PM

Cost: \$180

Registration coming soon: Sign up for notifications at:

<https://www.surveymonkey.com/r/9Q6XLZ5>

COORDINATED BARGAINING UPDATE

On June 1st local bargaining teams from Battle Ground, Camas, Hockinson and Stevenson-Carson met for an all-day session. In the morning Mike McNett, WEA Advocacy Specialist, lead the group through many of the possible legislative scenarios; including what could be the end of the Salary Allocation Model (SAM). The SAM is currently used for certificated staff salary. Mike also explained some of the changes to expect in the in WEA Select health insurance plans this coming fall.

The group went over many comparisons of contract language from local districts. The groups present discussed similarities, differences and best practices. Districts bargaining this summer are – Battle Ground Education Association, Camas Education Association, Washougal Education Association, Hockinson Classified Association, and Ridgefield Classified Association. We wish them well in securing contracts that support our members and students alike.

FOUR READING MOTIVATORS FOR TEENAGE BOYS

It’s no secret that state and national assessments continue to indicate that boys lag behind girls in reading. The gap tends to grow larger as students enter adolescence. It’s also no secret that many teenage boys avoid reading in class or at home. How can we motivate them to read? Check out these suggestions:

We can make the reading we choose for whole-class instruction more motivating by relating it to the here and now. Survey your students to determine what they want to learn, and select reading materials aligned with their interests. Design inquiry units where students research answers to questions that concern teens, then weave texts around those topics.

Incorporate self-selected reading as part of the Language Arts curriculum. This validates and supports boys’ independent reading. Include texts from similar genres or themes in classroom lessons.

Scaffold and differentiate to accommodate boys’ individual reading needs. Sites such as Newsela allow the user to alter the reading complexity of recent news stories. The technique called “Say Something” focuses students’ attention on what they’re reading in order to make a prediction, ask a question, clarify confusion, or comment on what comes next.

Encourage male role models to read with boys or discuss their reading and the importance of literacy in their lives. Ask male educators, parents, or community businessmen to serve in this way.

NEWS ON ESHB 1115 FOR PARA-EDUCATORS

The legislation defines a para-educator as follows:

Para-educator means a classified public school or school district employee who works under the supervision of a certificated or licensed staff member to support and assist in providing instructional and other services to students and their families. Para-educators are not considered certificated instructional staff.

September 1, 2018

All para-educators shall be required to meet the current minimum employment requirements that para-educators in Title I schools must now meet.

1. Be at least 18 years of age and hold a high school diploma or its equivalent; and have received a passing grade on the education testing service para-educator assessment; <http://www.ets.org/parapro/>

OR

2. Hold an associate of arts degree;

OR

3. Have earned 72 quarter credits or 48 semester credits at an institution of higher education;

OR

4. Have completed a registered apprenticeship program.

2018-19 School Year

Diverse school districts, approved by the Para-educator Board, will pilot the professional development system said Board approves. These school districts must report outcomes and recommended changes to the Board by September 1, 2019.

September 1, 2019 and Beyond

Initiation of professional development system leading to a General Para-educator Certificate, **only if** funded by the Legislature. This is a two-step process. Step 1 must be completed the first year. Step 2 must be completed within the next three years. The complicating factor will be school districts must maintain accurate records as new para-educators are hired each year. If the para-educator has not completed the General Para-educator Certificate previously, the school district must ensure they provide the required professional development for that individual.

Continued ESHB 1115...

2019-20 School Year

All school districts must provide the four-day, Fundamental Course of Study for all para-educators employed during the school year **IF** funded by the Legislature. The law specifies as to when the professional development must occur.

2020-2023 School Years

Ensure all para-educators employed by the district and have completed the Fundamental Course of Study meet the remaining general certification requirements by taking an additional 10 days of general courses within three years of completing the four (4) day fundamental course of study.

Lastly the legislation also provides for optional certificates in SPED, ELL and one called an Advanced certificate. These are voluntary.

SCHOOL BOARD ENDORSEMENTS

WEA Riverside interviewed candidates for the Evergreen School Board on Thursday, May 25th. WEA-Riverside is pleased to announce the endorsements of Megan Miles for Position 1 and Janelle Tuominen for Position 5. Congratulations and best wishes in the election this fall!



POETRY MOVES

Love

Jessica K. — 9th Grade, Fort Vancouver High School
Clark County Poet Laureate Christopher Luna's Poets in the Schools Program

I am my father's gentle goodnight kiss.

I am the aroma of pancakes with coffee in the morning.

I am the laughter of my childhood.

I am the sparkling stars in my father's loving eyes.

I am love.



Poem from the The Poetry Moves Student Event, Summer 2016.

MULTICULTURAL ARTS & POETRY NIGHT AT HOCKINSON HEIGHTS ELEMENTARY

The 2017 Multicultural Arts & Poetry Night at Hockinson Heights Elementary School was a huge success! Hundreds of community members, family members, students and teachers attended the event. Those who attended were able to engage their senses with other cultures as they admired an array of artwork, viewed and touched artifacts from other countries, tasted diverse cuisines, as well as listened to and watched music and movement from the different continents across the world. Additionally, there were students who shared some of their favorite poems throughout the evening, and one of the district's retired high school art teachers, Russ Ford, shared about his work during a recent month long trip to Africa where he taught art.

With the help of Mrs. O'Neill Bratt (1-5 Art), Ms. Miles (3-5 Music), Mrs. Ramriez (K-2 Music), and grade level classroom teachers, each grade level focused on preparing music and artwork from a specific continent. Fifth grade students represented African culture through liquid-watercolor silhouettes of African landscapes, colorful geometric designs inspired by the Ndebele people who are known for their abstract house painting schemes, and a performance of the South African welcome blessing, "Bwana Awabariki." Focusing on Asian artwork and music, fourth grade students used oil pastels to create dragons made hand-dipped fans, and performed "Chanda Mama," a lullaby from India. Third grade students studied Europe and used chalk to create artwork inspired by the northern lights, then performed "Sla Nanyinka," a folk song from the Czech Republic. Students in second grade took a look at Australian culture and used an Aboriginal style of dot art in their creations, painted rocks, drew sea turtles and lizards and performed the folk song "kookaburra." South America was studied by first grade students, who created a variety of different pieces of art including a rain forest collage and butterflies, and also performed a Brazilian song



about the crab called "Caranguejo." Lastly, Kindergarten represented North America by creating clay pots and watercolor paintings

of Native American structures, in addition to performing two Native American songs: "Ani Couni," an Iroquois song written by women, and "Deer Dance," a game-animal chant from the Ojibwa (Chippewa) Woodlands tribe. All of the artwork, song, and dance, came together for a well-rounded evening that allowed at least one culture from every inhabited continent to be represented.

Many contributors aided in the success of the Multicultural Arts & Poetry Night. In addition to the generous grants from PWT and WEA-Riverside that help make this event possible, there were also many students, parents and community members who helped make the event a success through their volunteered time. Celebrating diversity as a community was a unifying and enriching experience that allowed connections to be made to the diverse world in which we all live, and it sparked rich conversation among students with their teachers, families and fellow community members. One parent mentioned how wonderful it was to create a table display with her children and discover and discuss their own family heritage together. As this annual tradition continues, the hope is to actively engage more families and individuals from the community in order to make it an even more meaningful and enriching multicultural experience.



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