

TPS Elementary Specialist Advocacy Guide

1. Choose a theme, or combine several:

Instruction Equity Health Scheduling Workload	Whole Child Whole Educator Planning Transparency Evaluation	Collaboration School Culture Logistics Budget Paraeducators
---	---	---

2. Choose a recipient, or several:

Click to find your school's representative.

School Board <https://www.tacomaschools.org/about/public-school-board/board-members>

Position 1: Lisa Keating lkeatin@tacoma.k12.wa.us	Position 2: Enrique Leon eleon@tacoma.k12.wa.us	President, Position 3: Scott Heinz sheinze@tacoma.k12.wa.us	Position 4: Andrea Cobb acobb@tacoma.k12.wa.us	Position 5: Elizabeth Bonbright ebonbri@tacoma.k12.wa.us
--	--	---	---	---

Administration

SUPERINTENDENT

Carla J. Santorno
superintendent@tacoma.k12.wa.us

DEPUTY SUPERINTENDENT:

Josh Garcia
jgarcia2@tacoma.k12.wa.us

DIRECTOR ELEMENTARY

EDUCATION: Now deploying us!
Christa Erolin:
cerolin@tacoma.k12.wa.us

HUMAN RESOURCES aka HR:

HR Director, Assistant
Superintendent, Civil Rights
Coordinator:
Lisa Nolan
lnolan@tacoma.k12.wa.us

Director of HR operations:

Steven Deaderick
sdeader@tacoma.k12.wa.us

Resource page for all HR partners.

You can find your school and
partner. <https://hub.tacoma.k12.wa.us/hr/Pages/HR-Partners.aspx>

CAB DEPLOYED ELEMENTARY

SPECIALISTS:
Laurie Jo Dumas
ldumas@tacoma.k12.wa.us

K-12 SUPPORT

Assistant Superintendent:
Toni Pace
TPACE@tacoma.k12.wa.us

TEACHING AND LEARNING

Assistant Superintendent:
Marie Verhaar
mverhaar@tacoma.k12.wa.us

ELEMENTARY EDUCATION:

Director: Tracye Ferguson:
afergus@tacoma.k12.wa.us

Assistant Director:
Elise Friedrich-Nielson
efreidr@tacoma.k12.wa.us

C&I CURRICULUM AND INSTRUCTION

DIRECTOR: Angie Neville
anevill@tacoma.k12.wa.us

Director Academic Alignment:

Hanna Gbenro:
hgbenro@tacoma.k12.wa.us

ACADEMIC EQUITY

Director: Justina Johnson
jjohnso@tacoma.k12.wa.us

Instructional Facilitator:
John Hines
jhines@tacoma.k12.wa.us

LABOR RELATIONS AND WHOLE CHILD SUPPORT:

Director Forest Griek:
fgriek@tacoma.k12.wa.us

**Executive Director Title 1 &
Student Services:** Rita Chaudhuri
RCHAUDH@tacoma.k12.wa.us
FYI: She was the one who deployed
specialists before Scott.

STRATEGIC PLAN- some fun
reading with good fuel for our
cause:

<https://www.tacomaschools.org/about/strategic-plan>

Elementary Specialist Advocacy Guide

Union

- President-Shannon Ergun
- Vice President- Mark Craypo
- Secretary-Dawn Baughman
- Treasurer-Nicole Sterling
- Foss Zone Rep-Amanda Shagren
- Lincoln Zone Rep-Jennifer Vandever
- Mt Tahoma Zone Rep-Kelly Rammp
- Stadium Zone Rep-Michelle Pigott
- Wilson Zone Rep-Kathy Woodard
- Office Professional Rep- Meagan Lopez
- Professional Technical Rep- Jeremy Switzer
- Minority at Large Rep-Ann McPartlon
- WEA Board Director-Sara Ketelsen

FROM TEA:

Email is a great way to communicate over the break: Connie, cpowell@washingtorea.org, Jessica, jupton@washingtorea.org, Shannon, sergun@washingtorea.org, or Mark, mcraypo@washingtorea.org. TEA Website: www.tacoma-ea.org TEA Office: (253)565-4411

3. Compose a message. Tailor your message to your situation and audience. While they need to know the extent of the damage they are doing, many parties heard from will also help. Even a quick note is helpful.

Some examples:

Short and to the point:

Dear _____

I am _____

I care about Tacoma Public Schools.

Blah Blah Blah

In closing, I urge you to take leadership and action regarding elementary specialist staffing.

These were sent in response to a request like the one below:

I understand the district plans to move Music, PE and Library specialists around without regard for program and instruction continuity, school culture, or health issues. Fragmented staffing is not in anyone's best interest pedagogically, and in COVID-19 times it adds extra risk (increasing contact vectors for teachers and students between schools). What is the rationale?

It is very unclear to us why the district is choosing to move Music, Library, and PE teachers, changing their locations, classes, and students. Our specialty teachers are essential for well-rounded, culturally literate education. It seems to us that during this time of enormous upheaval it is important for more continuity and connection, not less. How can moving our teachers and disrupting their continuity and bonds with our children be helpful?

4. Recruit others to the cause. In addition to all of the specialists, we need colleagues, parents, citizens, members of the arts and sports communities, etc., to all help us get this message to the right ears. Do not be afraid to ask for help. Use your own facts and voice and choose your allies. Be sure to give them a timeline(now!), and a clear idea of the problem(s). Make it easy to help.

An example:

Dear _____,

Would you be willing to make a little noise on behalf of the specialists? The district, for reasons we can't fathom, has arbitrarily moved Music, PE and Library specialists around with no regard for program, instruction, school culture, health...the list goes on.

For example: Browns Point has been allocated a full time teacher(which is not enough to cover all of our classes). I have been assigned to BP for three of those five days, and will be traveling across the district for the other two. In the meantime, at BP, the remaining days will be staffed by two different people. BP kids will either have me both days, me one day and Teacher A the other, or me one day and Teacher B the other. I will never see teacher A or B. The same thing will be happening at my other school, with no coordination between teachers.

They are splitting up programs across the district like this, and they've decided that higher-performing schools like BP(and Meeker and Stadium because our programs directly affect the quality of theirs) don't need continuity of instruction.

However, the lower-performing schools are also receiving fragmented staffing, so the higher-performing school's loss is not to anyone's benefit.

The damage this does to quality of instruction and school culture is inestimable. The increase in the workload of those of us being split is inequitable, and in these times, the health risks it imposes on traveling staff is unconscionable.

I and everyone at BP through several vectors, will also now be in contact with everyone at School A, School B, my other school, the school the other Music teacher serves(schools C and D). That's just music. Each of those other schools are also having multiple PE teachers. And then there are the families with students at multiple buildings as well...

That's where I need your help. The school board is in discussions regarding the health concerns involved in opening school next fall. They have asked folks for public input. Would you be willing to contact the school board and ask a question about the wisdom, in these circumstances, of unnecessarily having multiple teachers share a position to serve one set of students?

And let other parents know that this is in the works? A comment in the right ears, Facebook pages...ripples...

We have been wrangling with admin and the union for about 6 weeks, and now the issue needs to be on School Board radar.

Feel free to call me if you have questions(and can take a bit of ranting).

Thanks,
