

Staffing Enrichment Workgroup  
 Meeting Minutes  
 September 18, 2019 | 9 am to 4 pm  
 Olympia School District, Large Room  
 111 Bethel Street Northeast Olympia 98506

Time	Activity	Presenter	Minutes
9 am	Welcome and Introductions  Goals: <ol style="list-style-type: none"> <li>1. Cost projections on proposals</li> <li>2. Revise and combine proposals</li> <li>3. Begin drafting workgroup recommendations</li> </ol>	Facilitators	<p>CINDY ROCKHOLT opening introduction.            This week we were invited to present to EOGOAC for feedback on the overview of this workgroup.</p> <p>TJ KELLY: Vision, mission, values, equity statement. We've been drawing additional attention to the last portion of the bullet of the equity statement.</p> <p>Our work is about dismantling systems. We've been calling this out in our equity statement. There's lots of action built in, this is a really nice balance of what we believe and what we're going to do about it.</p> <p>CINDY ROCKHOLT: Our charge this morning- is in the folders, legislative chart, sections 903, 904, and 905- once again the legislators have asked you to identify and prioritize staffing enrichments that are evidence based strategies for reducing opportunity gap, assisting struggling students and enhancing education outcomes for all students or strengthening support for all school and district staff.</p> <p>To get us started we'll go around and ask one world on your school year launch.</p>

Time	Activity	Presenter	Minutes
			<p> Simone: vibrant  Jennifer: construction  Marcus: late  Joshua: exciting  Kate: chaotic  Wade: energized  Kurt: calmer than last year  Donna: scored  Abigail: firehose  Lorrell: new-beginning  Ted: futuristic  Liz: stressful  Lupe: peace in midst of chaos  Holly: whirlwind  Superintendent Reykdal: miles of joy  Cindy: reflective  Tennille: kindergartener  TJ Kelly: exhausting  Michaela: 10<sup>th</sup> grader  Tammy; hope- construction  Jamila: hectic </p> <p> Reflect on august 23<sup>rd</sup> meeting </p> <p> Reminder that we're submitting placeholder to OFM this week. </p> <p> Today we're going to have an action-packed day, good feedback around doing things is a good direction. We'll be giving costs to go along with proposals, along with overarching costs we provided sections 903, 904, and 905. </p>

Time	Activity	Presenter	Minutes
			<p>9/18 "Today's" Agenda</p> <ol style="list-style-type: none"> <li>1. Cost Projections               <ol style="list-style-type: none"> <li>a. 8/23 proposals</li> <li>b. I-1351; Sections 903-905</li> </ol> </li> <li>2. Combine Proposals; begin drafting recommendations</li> </ol> <p>Then we'll start combining proposals. Our goal today is to end up with one proposal. We'll be doing draft recommendations to go from four to one.</p> <p>CINDY ROCKHOLT: We have several placeholders today where we wanted to give superintendent space to address the group.</p>
9:45 am	Cost Projections and Drafting Recommendations	Superintendent Reykdal	<p>SUPERINTENDENT REYKDAL: Reminder of where we've been- we're so transparent about where we're going. Supplemental budget moving forward in this process- will be available to the world on Monday. Additional supports for students with disabilities and other, when we're done. Very specifically put the 903, 904, and 905- what does phasing look like and what is the evidence to do this- I think the Legislature cares greatly about the work, I don't anticipate they have 5 million now or in the future, but I'm going to hold them to this. You said very clearly you were going to do this work. I thought the work we did last time got us a long way. Reminder about public input process. We'll rely on the budget survey that was done- we'll ask the public to respond on the proposal in a way we can gather data quickly. Will have way to give public a check in then bring that back to you. You can like or not like the public comment- it's</p>

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			<p>coming- we should be prepared in case the public is not where we are.</p> <p>MARCUS MORGAN: Will we need deeper dive into fiscal spending?</p> <p>SUPERINTENDENT REYKDAL: You've done enough work here calling on TJ KELLY- evidence of where we're still dependent on levies. We're not letting anything off the hook, but we do have to have a sense of priority. Think about how you chunk it up.</p> <p>HOLLY KOON: Seems like at some point we'd want to wrap up first biennial ask- then have conversation about what's the next piece, plotting it all the way out to full funding. Curious about process.</p> <p>TENNILLE JEFFRIES-SIMMONS: We'll be turning the corner to that today.</p>
10:00 am	Break		Worked through break
10:15 am	Small Group Review of Proposals	T.J. Kelly	<p>TJ KELLY: We're working to get the group to a single proposal. In order to cost out a proposal we need a certain level of information. In order to finalize a report, we'll need to know what school year, the staffing ratio or how many students...are we doing status quo until that year or phase in.</p> <p>KATE DAVIS: We want nurses by 2021, social workers by 2022, whatever else by 2023, etc., other than we want one nurse this year 1.25 the next year.</p>

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			<p>TJ KELLY: don't want to be left to make assumptions on this, the more detail we can get out of these discussions the quicker we're able to turn around and model them. The real intent of the slide is to get us thinking about how to move forward and what level of detail we want.</p> <p>SIMONE SANGSTER: Not a place for professional development in this model right now, what I think I'm seeing is putting professional development in salary.</p> <p>TJ KELLY: No, that's not it. Different tables thought target values were all different. If we want to include professional development and we're going to cost out for the report, we need to know what those days are.</p> <p>SUPERINTENDENT REYKDAL: at least one group last time talked about scenario where they would collapse some lines- to give district flexibility.</p> <p>TJ KELLY: Listing of school level staff positions, we've talked about social emotional learning, talk of consolidating, we can add lines to this, the section of 2242 that outlines where target values should be. I'll distribute a document that has what I was able to discern from the notes. We'll look at the table proposals and think about did I get it wright and what corrections need to be made. We're going to use that with other facilitators to have these conversations to guide them from four to two proposals, then eventually two to one.</p> <p>Explanation of fiscal roadmap document...</p>

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			<p>LORRELL NOAHR: Flagging for the group this doesn't have to be the way it has to be done, we can think outside the box.</p> <p>Explanation of slide- what is the cost of I-1351- fully phased in</p> <p>SUPERINTENDENT REYKDAL: 3.5% per year over 6 years- huge, intimidating number.</p> <p>HOLLY KOON: We're not asking for the money, it's already been promised.</p> <p>Distribute handout- opportunity to review and see if they accurately captured table ideas.</p> <p>CINDY ROCKHOLT: Table groups share out</p> <p>Table 1: Holly Koon, Superintendent Chris Reykdal, Lupe Wolfe, Simone Sangster—new category created master heading safety health equity guidance- nurse social workers. Add professional development days, some number of days would be anti-racist, categorical funding such as LAP it would be able to utilize new category, made some important, but not huge tweaks to this. Looking at I-1351 research is a decade old- looking at research of data- we know a lot more about brain research and how important the early interventions. Thinking about it being more creative- instead of additional salary it would be added days, also a staffing allocation to hire coaches for imbedded coaches.</p> <p>Looking at counselors and nurses at elementary level specifically.</p>

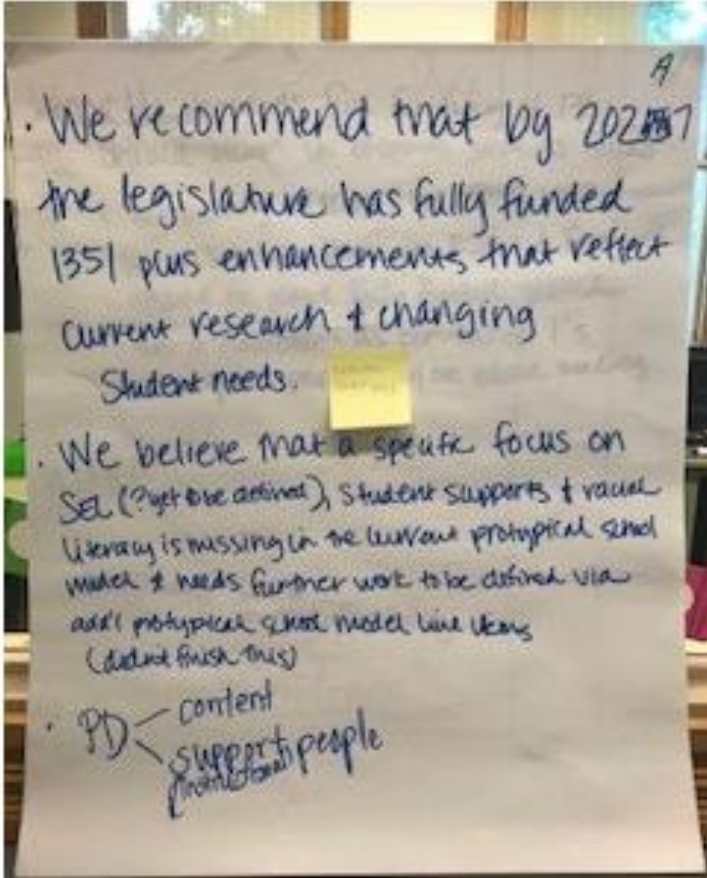
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			<p>SIMONE SANGSTER: That might be adding to the counselors or shifting one to the other.</p> <p>Table 2: Marcus Morgan, Michaela Miller, Jennifer Priddy, Joshua Boe—the research we think is missing- love how professional development is laid out, like Table 1 proposal, would be willing to lay theirs down and go with Table 1.</p> <p>JENNIFER PRIDDY: feels strongly that discreet categories need to be retained and the Legislature is making a formal declaration for what they are funding or not funding. What I like about Table 2’s proposal you can have flexibility, but having the Legislature declare what they’re funding for a nurse or not.</p> <p>Table 3: Lorrell Noahr, Jamila Thomas, Abigail Westbrook, Liz Pray, Ted Howard—looking at how the poster was transcribed we need to do more talking about how it was reported out in more detail. We’ve done more explaining, more of what should happen- additional need for certificated staff, professional development needs to be provided beyond where we are now- frontload staffing, guidance counselor, for I-1351 thought we should phase in – linear phase in, comes to class size, class size 15 in K-3. Those classes are getting more sooner- what accountability looks like. I-1351 did have some language about if you can’t hire the staff that’s generated by funding formula then funding must be directed to the school. We think professional development is important, need to have healthy soil for you to plant your seeds to grow- we want to make sure our soil is amended. Additional certificated instructional staff for SEL –</p>

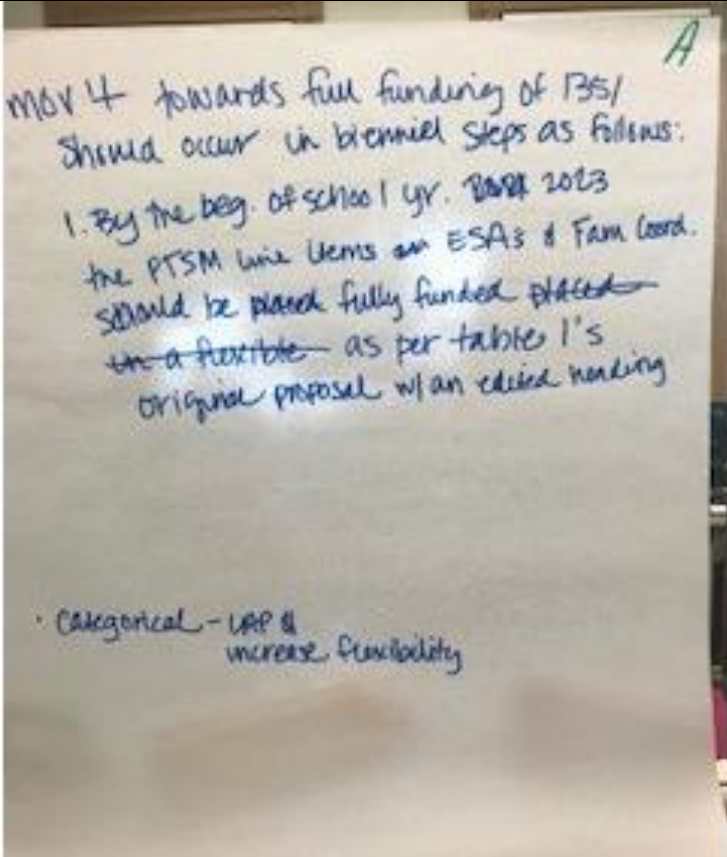
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			<p>liability around providing SEL learning to kids- so having professional trained, certificated staff for school liability or appropriately licensed. Liked how Table 1 went after evidence based practice for staffing ratios.</p> <p>Table 4: Kate Davis, Tammy Campbell, Dawna Hansen-Murray, Kurt Hatch, and Wade Smith—overall started with 1-1351 – start with phasing in social emotional learning (SEL) provisions outlined by Table 1, saw a lot of us nodding heads when talking about evidence based. Phase in more professional development for all- our professional development would differentiate that maybe a custodian doesn't need as much training as an instructional para. Equity is focus of SEL making sure collaboration consideration- collaboration- if we're about closing gaps we've got to get serious about it. New category of school improvement coach as well as other school level staff- then class size – are there enough teachers to go to these schools versus already having para educators. Adding in technology, facilities, maintenance- used to have keys for locks, now we have cards, beyond just instructional technology, computers, lights to turn on and work- so she can focus on what she does. Would maintain for allocation purposes that if already doing these things they're not penalized for already prioritizing that. Some progress is better than no progress. When school districts talking about phase-in, we debated about Washington School Improvement Framework (WSIF) or high poverty schools, but having a united front. Spending conversation on rearranging deck chairs or are we making a pool?</p>



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			<p>HOLLY KOON: Talking about allocation – need to be clear that districts need to be able to back fill- frees up money in a lot of categories to be able to do things. Must keep that in mind.</p> <p>TAMMY CAMPBELL: We must have the whole picture or else we'll keep doing this.</p>
12:00 pm	Working Lunch Continuation of Small Group Review of Proposals	Facilitators	<p>CINDY ROCKHOLT: Working lunch- shifted from four groups into two- taking time to build understanding between tables merging together- identify what's moving forward – evidence based and research-based projects. Think about short term and longer term. How we might break this apart, moving into a supplemental budget- what that might look like. Please capture the language and be prepared to share out. After we work through two proposals, we're going to merge into one large group.</p> <p>TENNILLE JEFFRIES-SIMMONS: More about the word consensus- we do need to have a report- we are moving from four to two groups and two to one group. We'll be prompting you along the way. Listen for the ideas that aren't moving forward so we can give voice to what didn't move forward in the report itself. One of the parts of the outline is ideas lacking consensus.</p>
12:45 pm	Larger Group Work on Proposals	Facilitators	<p>Spokesperson from each group.</p> <p><b>Team A:</b> Lorrell Noahr, Jamila Thomas, Abigail Westbrook, Liz Pray, Ted Howard, Holly Koon, Superintendent Chris Reykdal, Lupe Wolfe, Simone Sangster—</p> <p>HOLLY KOON: Interpretation still substantially in the world of the table one proposal- shoehorn into prompts. We recommend by</p>

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			<p>2027 the Legislature has fully funded I-1351 plus enhancements that reflect current research and changing student needs. We believe that a specific focus on SEL (yet to be defined), students supports, and racial literacy/equity missing in current prototypical school model and needs further work to be defined via additional prototypical school model line items.</p> <p>We believe that movement toward full funding of I-1351 should occur in biennial steps as follow:</p> <p>By the beginning of school year 2023, the prototypical schools model line items educational staff associates (ESA) and family coordinators. Should be fully funded as per Table 1's original proposal w/an edited heading.</p> <p>Categorical – lap funds increase flexibility.</p>

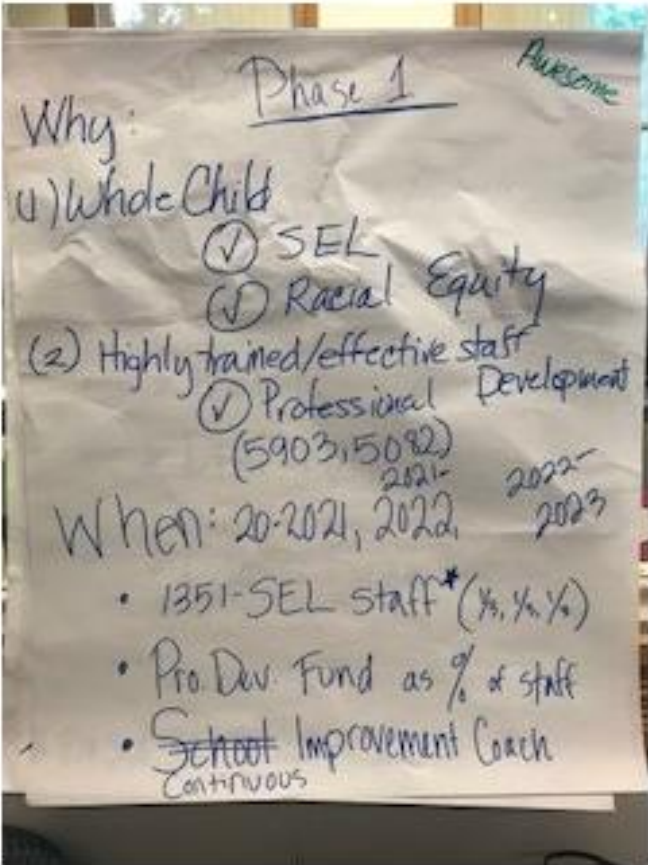
Time	Activity	Presenter	Minutes
			 <p>A</p> <ul style="list-style-type: none"> <li>We recommend that by 2025<del>17</del> the legislature has fully funded 1351 plus enhancements that reflect current research + changing student needs.</li> <li>We believe that a specific focus on SEL (?get the definition), student supports + racial literacy is missing in the current prototypical school model + needs further work to be defined via next prototypical school model like UConn (didn't finish this)</li> <li>PD — content support people professional</li> </ul>

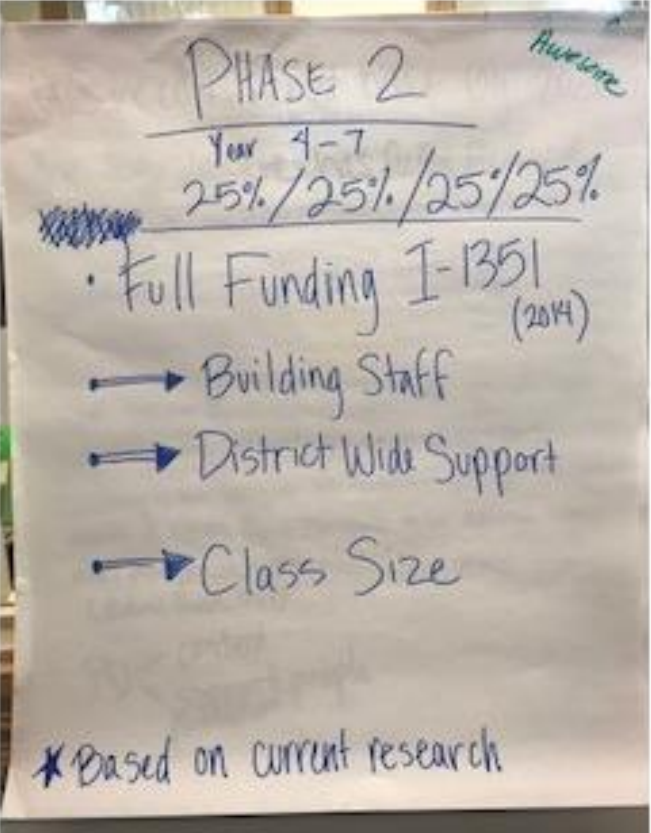
Time	Activity	Presenter	Minutes
			 <p>       MOV 4 towards full funding of PBS/        should occur in biennial steps as follows:        1. By the beg. of school yr. 2023        the PTSM line items on ESAs &amp; Fam Coord.        should be placed fully funded <del>placed</del>  <del>the a flexible</del> as per table 1's        original proposal w/ an edited heading     </p> <ul style="list-style-type: none"> <li>• Categorical - LAP &amp; increase flexibility</li> </ul>

Items in the prototypical schools model, educational staff associate (ESA) given a label at the last meeting, discussion around words chosen weren't the best- those things would remain individual line items. Categorical money- looking at ways that require whether LAP funding could be used in the bucket for PBIS= categorical money should be more flexible. Additional professional development days with at least being mandatory

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			<p>for racial literacy/cultural literacy, anti-racist initiatives, enhancing professional development line items for school improvement coaches, imbedded professional development not for salary. Talked about professional development days staying professional development days. Professional development hiring people or buying materials. Missing educational staff associate (ESA) line items. Step 1 still don't have solution for even if we get to consensus some of these numbers still don't feel right. Some of the areas are so inadequate. We don't have a solution for certificated administrators because they work 220 days a year.</p> <p>WADE SMITH: Think about bigger scope- nursing assistants instead of nurses...</p> <p>LIZ PRAY: When you open the can of worms of bringing nurses assistants vs. nurses at schools you are making it so kids can't come to school. With school psychologist you're having them push paperwork.</p> <p>WADE SMITH: Would we get flexibility in the contracts to allow so schools aren't getting hamstrung into hiring certain staff? By lumping that group together, you have a percentage of staff in that bucket, you can shift around if it stays in the bucket.</p> <p><b>Team Awesome:</b> Kate Davis, Tammy Campbell, Dawna Hansen-Murray, Kurt Hatch, Wade Smith, Marcus Morgan, Michaela Miller, Jennifer Priddy, Joshua Boe—</p> <p>Why: 1. Whole child</p>

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			<ul style="list-style-type: none"> <li>• SEL</li> <li>• Racial equity</li> </ul> <p>2. Highly trained effective staff</p> <ul style="list-style-type: none"> <li>• professional development <ul style="list-style-type: none"> <li>○ (5903, 5082)</li> </ul> </li> </ul> <p>When:</p> <ul style="list-style-type: none"> <li>• 2020-21, 2022 <ul style="list-style-type: none"> <li>○ I-1351-SEL staff* (1/3, 1/3, 1/3)</li> <li>○ professional dev fund as % of staff</li> <li>○ Continuous improvement coach</li> </ul> </li> <li>• Phase 2, year 4–7 <ul style="list-style-type: none"> <li>○ 25%/25%/25%25%</li> <li>○ Full funding, I-1351 (2014)</li> <li>○ Building staff</li> <li>○ District wide support</li> <li>○ Class size</li> <li>○ Based on current research</li> </ul> </li> </ul>

Time	Activity	Presenter	Minutes
			 <p>Why: <u>Phase 1</u> <span style="float: right;">Awesome</span></p> <p>(1) Whole Child</p> <ul style="list-style-type: none"> <li>✓ SEL</li> <li>✓ Racial Equity</li> </ul> <p>(2) Highly trained/effective staff</p> <ul style="list-style-type: none"> <li>✓ Professional Development</li> <li>(5903, 15082)</li> </ul> <p>When: 20-2021, 2022, 2022-2023</p> <ul style="list-style-type: none"> <li>• 1351-SEL staff* (%, %, %)</li> <li>• Pro. Dev. Fund as % of staff</li> <li>• <del>School</del> Improvement Coach Continuous</li> </ul>

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			 <p>PHASE 2 <span style="float: right;">Awesome</span></p> <hr/> <p>Year 4-7</p> <p>25% / 25% / 25% / 25%</p> <ul style="list-style-type: none"> <li>• Full Funding I-1351 (2014)</li> <li>→ Building Staff</li> <li>→ District Wide Support</li> <li>→ Class Size</li> </ul> <p>*Based on current research</p> <p>Thinking about buckets and branding... one bucket under whole child and racial equity, introductory piece and talking about why this is important. Translate funding formula- SEL staff identified in I-1351- put a stay by it showing current research that is significantly different. Should be continuous improvement coach – view of continuous improvement partner (CIP) might be different than instructional coach- professional development thinking in terms of percentage of staff- highly trained staff,</p>



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			<p>paying for training, collaboration time at the building level, sometimes its travel or bringing in an inspirational speaker, all of those things cost money, could all be funded out of professional development fund. Percentage of salary and benefits- part of it needs to be paying for time, recognizing people need time. There will be time set aside for things we value. How are we going to say racial equity is something everyone will do, so no one gets to skipped? Must be bold and call out some minimal expectation that al of us would be doing. Phase 2, years 4–7 rest of full funding of I-1351, building staff, 2014. Grappling with prioritization. Continuous Improvement coach vs instructional coach. Will have oversight of multiple folks.</p> <p>TAMMY CAMPBELL: We must start adding student perceptions, if we are doing SEL, we need to make sure they're feeling confident – student voice as a metric.</p> <p>KURT HATCH: We can only measure when that's occurring by asking the kids. It'll reflect their SEL status when you ask how they're being treated – about adults' cultural literacy. That's the data that will tell us if we're going to impact test scores.</p> <p>Perceptual data must be one of our indicators. District wide support.</p> <p>Moved into one large group:</p> <p>Long discussion around roles of instructional coaches.</p> <p>Clarity to Phase I, SEL ESA bucket.</p>

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			<p>HOLLY KOON: Maintain current prototypical school model line and fund all the way up to I-1351 level, but within that bucket the allocation can only be spent in that bucket- but you can't take the money for your school nurse and buy a principal. In the category we have student safety</p> <p>JENNIFER PRIDDY: some weight in pushing this forward in that other groups (i.e., WA learns). Other research entities – bring that to the Legislature and say we say it should be 10 days, on the fence. For years I've known it should be 10 days and want to remember we're pushing a big rock up a hill.</p> <p>HOLLY KOON: Back to phase bill.</p> <p>Talking about the professional development element- hearing we absolutely need to mandate racial equity training- continue to reiterate that professional development is priority, make sure that we are reiterating that professional development is comprehensive across all categories, closing in on hybrid model of days, some percent in addition to lump percentage- still hearing there is a menu of other required topics out there. Instead of saying we have one day on this and one day on that, but that you would have a menu and say these three things, racial equity, inclusion, keep it really narrow, in a 3–4 year span- districts must spend this amount of time on this menu- like in 5 years we must get through this menu- days percentage and menu of required tops and number of years.</p> <p>JOSHUA BOE—It feels like having instructional coaches in the building would help- one day of training is just checking the box.</p>

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			<p>SEL ESA bucket professional development flexibility in categorical funding additional line in prototypical school funding for coaching</p> <p>Professional development = agreement on mandated racial equity training</p> <p>Staff- All means all</p> <p>Professional development follows RCW language</p> <p>Lap flexibility Expanding to being able to just in lap schools- schools could use that money for district wide behavior- not just in lap</p> <p>Phase I—start 2021, end 2022–23</p> <p>OSPI needs to find data research to support Phase I... (i.e., Cinda Johnson, Seattle U?)</p>

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			<div data-bbox="1060 235 1900 820"> <p style="text-align: center;"><u>Phase 1 (4 elements)</u></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><u>SEL/ESA Bucket</u> (need politically viable title)</p> <ul style="list-style-type: none"> <li>• SEL/ESA lines on the current PTSM maintained, but put into a bucket for allocation purposes that is flexible only w/ that bucket. These PTSM lines are immediately brought up to full 1351 pending levels (enhancements).</li> <li>• Need to bring counselor &amp; nurse FTE allocations into line with current research &amp; long student needs (i.e. 1351 says 800/1 counselor ratio at elementary. This is not sensible)</li> <li>• Need to recommend the allowable uses are defined broadly enough to include contract services &amp; classified staff</li> </ul> <p>→ 1+ Additional line in PTSM: CSI Coach</p> </div> <div style="width: 45%;"> <p><u>PD follows new lang.</u></p> <ul style="list-style-type: none"> <li>• Mandated Racial Equity</li> <li>• PD is a priority</li> <li>• PD is comprehensive across all staffing categories</li> <li>• 4 days (total) for both CIS and CLS + some % allocation + a menu of REG topics that could be embedded or follow other models for PD &amp; cover a variety of PD related topics.</li> </ul> </div> </div> <div style="margin-top: 10px;"> <p><u>LAP flexibility in Categorical Funding</u></p> <ul style="list-style-type: none"> <li>• School-wide</li> <li>• Behavior</li> <li>• Mental Health</li> <li>• 50% support</li> <li>• Allowable uses include district-wide uses. (such as a PBIS trainer for whole district)</li> </ul> <p>*Not high cap</p> </div> </div>
			<div data-bbox="1060 852 1900 1388"> <p style="text-align: center;"><u>In General</u></p> <ul style="list-style-type: none"> <li>➤ We are on the same page for phase 1</li> <li>➤ Phase one is finished &amp; ready to implement for the 22-23 school year</li> </ul> </div>

<b>Time</b>	<b>Activity</b>	<b>Presenter</b>	<b>Minutes</b>
			Phase II— Phase III— Phase IV—
2:45 pm	Break		
3:00 pm	Small Group Recommendation Drafting & Discussion	Facilitators	
3:15 pm	Workgroup Recommendations	Superintendent Reykdal	
4:00 PM	Workgroup Next Steps & Adjournment	Facilitators	TENNILLE JEFFRIES-SIMMONS: We accomplished a lot today, but we didn't quite get as much done as we were hoping. Be thinking about the charge, process, values, technical description, ideas that lacked consensus and superintendent's additional information.

**Next meeting: October 24, 2019 | Auburn School District**