



SUPERINTENDENT OF PUBLIC INSTRUCTION

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Staffing Enrichment Workgroup
 Meeting Minutes
 October 24, 2019 | 9 am to 4 pm
 Olympia School District, Large Room (Boardroom)
 111 Bethel Street Northeast Olympia 98506

Time	Activity	Presenter	Minutes
9:00 am	Welcome and Introductions Review Charge Share Process for crafting Draft Overview of the Day	Facilitators	<p>Tennille Jeffries-Simmons: review of mission, vision, values, equity statement and a review of our charge.</p> <p>My staffing enrichment experience is:</p> <p>Cindy Rockholt: like the rocks because she sees each participant integral in holding the work up.</p> <p>Liz Pray: experience is like the rocks because we've started w/ big problem and we are coming to a smaller solution.</p> <p>Abigail Westbrook: like it because it's been balanced.</p> <p>Lorrell Noahr: it's like Ground Hogs day.</p> <p>Tim Garchow: like the photo in that we've done a decent job of keeping the small grains out of the way and focusing on the big rocks.</p> <p>Holly Koon: it's like a cairn that marks the trail forward.</p>

			<p>Julie Kang: even though we bring marginalized group voices we all play a critical role.</p> <p>Lupe Wolfe: thought it would be rough, but it has been smooth and shiny.</p> <p>Simone Sangster: like the photo, we've taken info from different places and put it together in a precariously balanced.</p> <p>Chris Reykdal: in the background there is a wave, but eventually it'll be the legislature so the bigger we build the base together the more we'll hold up to those big waves.</p> <p>Joshua Boe: thinks of instability, not necessarily experience with staffing enrichment.</p> <p>Marcus Morgan: if our rock pile is that high = maybe we don't have enough planned for the future.</p> <p>Glenn Jenkins: like this because of what I've been seeing here.</p> <p>Jennifer Priddy: building that tower of rocks, but fear that our tower is off, and we'll have to balance with a lot of different needs.</p> <p>Dave Mastin: like the rocks and not like the rocks, we're in this room and</p>
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		<p>we'll line up, but in the legislative arena it's fragile.</p> <p>Kurt Hatch: remains hopeful and based on conversations we've all had as we've done together.</p> <p>Kate Davis: different sized issues to tackle but they've all been hard.</p> <p>Wade Smith: finding balancing act what's right for kids and what's saleable.</p> <p>Dawna Hansen-Murray: all pieces of the tower.</p> <p>Jamila Thomas: representative of experience from the different perspectives- difference in color and perspectives.</p> <p>Ted Howard: more similarities than we do when we sat down- coming to grip with trying to put in perspective what schools & districts need.</p> <p>TJ Kelly: reflection in rocks and reflection in funding model- how it led us to progression of stacking rocks and how we are today.</p> <p>Tennille Jeffries-Simmons: there is a lot happening at one time and yet we maintain a focus on building something.</p>
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			<p>Overview of the day by Cindy Rockhold and Tennille Jeffries-Simmons.</p> <p>Thank you to members of workgroup who provided writing assistance.</p>
10 am	<p>Read whole draft</p> <p>Break</p>	Workgroup Members	<p>Provided information about the draft, it's rough and would ask that we have a full 45 minutes of silence for reading the draft.</p>
10:45 am	Review Sections of the Draft	Small Group Work	<p>The agenda was reworked. Members reviewed the entire draft report and provide feedback on the entire report section by section.</p> <p>This part of the agenda was facilitated by TJ Kelly.</p>
			<p>TJ Kelly: General impressions, concerns?</p> <p>Liz Pray: exclusion of nurses.</p> <p>Julie Kang: Overall consistency of language, also language on the funding.</p> <p>Tim Garchow: thank you for this work, wouldn't want to convene this work. One thing missing- couldn't we have a final recommendation that work group will reconvene to check in at end of every two years and is there any information we've learned, what's been done so far.</p> <p>Lorrell Noahr: agree. Needs to be worded in way...need to be careful</p>

			<p>Glenn Jenkins: thank you. Page 15 transform MTSS to integrate equity, should be racial equity, page 23 justification typo- left out a word.</p> <p>Kate Davis: beautiful job. Likes the font. Overall good job of capturing recommendations all over the place- professional development inconsistent from EX to the draft- need to reach consensus. On way tables are laid out it would be helpful to – need to see what current value is and what we want it to be and I-1351 value on many of those, that also helps with why we’d be recommending something different than national recommendation. Be consistent in recommendation between QEC – I-1351.</p> <p>Tammy Campbell: thank you. This isn’t easy. Assume most positive of intent. I know how hard the work is. Laid out class size piece on page 23, think that it’s critical that there is content added on contingency on building space, if not there will be an equity problem. Need to annotate- must create space that allows them to be innovative w/ dollars. Social workers- felt very specific- pg. 18, pg. 25 district wide staff allocations- justification should have statement about impact on learning when you don’t have buildings that are clean.</p>
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			<p>Kate Davis: added- need to revise justifications on many areas.</p> <p>Wade Smith: pg. 20 pd- must be careful to provide flexibility- it might be different in each school model. It reads like an extra day where we all sit for 8 hours to get trained up-</p> <p>Lorrell Noahr: did tables early on state and locally funded- wasn't added in report- think it needs to be added. Also think description of certificated staff – make sure we use student focused language. What it looks like in a student's life versus in a school.</p> <p>Holly Koon: program needs/student needs. In conclusion of introduction pg. 3, putting emphasis on not coming to consensus, need to be presenting a united front on this. Too much emphasis on what we didn't have consensus.</p> <p>TJ Kelly: things lacking consensus?</p> <p>Holly Koon: comments lack depth, help a reader understand the complexity of the task.</p> <p>TJ Kelly: the reason for that section was to give voice to things that didn't rise to the top.</p>
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			<p>Tim Garchow: respect and appreciate that we come to ideas that don't reach consensus, but we need to be together on this. Section 7 could be misconstrued by lawmakers- could not have the context and might draw their own conclusion- think it should be removed- think it muddies the water.</p> <p>TJ Kelly: section 7 will go as a stand-alone section but we'll pull out pieces for other sections.</p> <p>Holly Koon: phase 1 looking at increased allocation for SEL.</p> <p>Lorrell Noahr: imbedding section 7 content- I know the comments will be used against us.</p> <p>TJ Kelly: we'll walk through it and see what happens.</p> <p>Jenifer Priddy: flexibility comment holly raised is imbedded in section 3- realign.</p> <p>Chris Reykdal: being more intentional about messages on flexibility- we want professional development to have emphasis on things we think impact students. Expectations that we'll be accountable for better results.</p>
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			<p>Encourage you as we move forward be intentional about what we want clarified and what not. we don't have a lot of shot after this so be intentional.</p> <p>Julie Kang: for background: request 1-4 be changed to bullets</p> <p>Kurt Hatch shared a statement to around AWSP's representation of 98% of principals & assistant principals and their ability to contribute to the conversation on school model. Many responsibilities have been added to principalship. The role of a WA principal is untenable. Principal churn is alarmingly high.</p>
4:00 pm	End of day: Thank you	Facilitators	Meeting concluded at 4:30 pm.

Next meeting: November 15, 2019 | Puget Sound ESD 121, Renton