

Staffing Enrichment Workgroup

Meeting Notes/Summary

June 25, 2019 | 9 am to 4 pm

WA Education Association | 32032 Weyerhaeuser Way S., Federal Way, WA 98001

Time	Activity	Presenter	Meeting Notes/Summary
8 am	Set-up		
9 am	<p>Welcome and Introductions</p> <p>Goals: Explore prototypical model staffing by level. Identify strengths and limits of phase-in options.</p>	Facilitators	<p>Introduction and share out from May 30 meeting.</p> <p>Comments from members during share out included:</p> <ul style="list-style-type: none"> • Most eye opening was how many FTEs it took to get one ESA. • Historical background and the fact that it went back to the 70s or maybe earlier than that. • Statute changed, and it went into detailing each position, once staffing levels are elevated. • A lot of different backgrounds in the room, talking about needs and changes to staffing formula, supports differ based on location. • Would like to be able to walk away with knowledge and ideas to take back to district. • Glad to be having the conversation. • Enjoyed last meeting, every district is different and the needs of the students, looking for anything blindingly obvious, hold strong to the allocation models. • There was not an easy answer, this will not be easy, it's complicated. • We will need a tool to be racially equitable, allocation model.

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			<ul style="list-style-type: none"> • Struck by the history in the room, looking at what values went into it, excited to move forward, thinking has shifted, new world, new concerns. • Recognizing the changing demographic of students and communities, thinking about how previous decisions were made. • Intrigued to learn from the group and how to leverage different experiences and platforms to address different SEL needs. Student population changes needs to be looked at through a new lens. • Equity in funding formula, looking at how to balance. • Keep students in the conversation, really challenging. Easy to get distracted. • Budget issues, since all are focused on allocation we need to have a higher baseline for the number of paras. <p>Members reviewed section 905 of EHB 2242.</p> <p>Facilitators reviewed packet of materials and the goals for the day.</p> <p>T.J. Kelly—Grades 9–12 Teacher/Non-Teacher Allocation Ratios and Actual Staffing Patters (slides 20–24)</p> <p>Prototypical models- estimate on what we think we're going to see and what gets hired.</p> <p>Member comments:</p> <ul style="list-style-type: none"> • Would like to see numbers per 1,000

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			<ul style="list-style-type: none"> • Lots of funding going out through grants, OSPI, etc., it gets muddled in this mix. Basically, different sources of funding go into it. • Physical footprint, class size, some limitations room for additional classrooms or size. Availability of staff- rural communities might allocate an additional nurse, but they can't find someone. Contractors vs actual employee. • Each educational footprint needs an administrator no matter how many students there are. <p>Review of Actual 9–12 Staffing patterns— Member comments:</p> <ul style="list-style-type: none"> • Slide 21—doesn't include contract work. • Slide 22—data issues- confused by data pulled. How does allocation from state affect hiring patterns? • Slide 23—SEL side is a little low- low in existing- the numbers don't reflect the need. Across the state- this condemns the prototypical funding model. • Slide 22—allocation model- there are 17k decisions made from that model- a million decisions filtered through the allocation model. Look at the bigger picture- these are the numbers that we have at the end of the day.
9:40 am	<p>Policy Conversation Based on Ratios in Prototypical Model.</p> <p><i>Narrative for High School Level</i></p>	Facilitators	<p>Narrative for Middle School Level and Elementary School Level Dr. Jessica Swain-Bradway, Executive Director Northwest PBIS Network</p> <p>Kurt Hatch, Associate Director Association of Washington School Principals</p>

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	<p>Ben Ibale, Human and Civil Rights Coordinator Washington Education Association</p> <p><i>Narrative for Middle School Level and Elementary School Level</i></p> <p>Dr. Jessica Swain-Bradway, Executive Director Northwest PBIS Network</p> <p>Kurt Hatch, Associate Director Association of Washington School Principals</p>		<p>*See Dr. Swain-Bradway's PowerPoint.</p> <p>What is PBIS and What is NOT PBIS?</p> <p>Is not: an intervention or package.</p> <p>International networks are using PBIS. Over 26,000 schools currently using it- the most widely used approach.</p> <p>If you don't make a full investment, ongoing- then we'll fail to reap the benefits. It's not only focused on behavior. All discipline includes teaching- no punitive discipline just for the sake of discipline. Not just about hugs and cookies. Accountability. Provides universal foundation of best practices.</p> <p>PBIS is a framework used to select practices that particular kids/community needs.</p> <p>Goal is to create flexible system within a school.</p> <p>Four components- looking for a direct connection- want kids to be life-long learners. If you use shaming practices it degrades kid's love of school.</p> <p>Systems are component that support adults- professional development, staffing, allocation of staff members, data sharing, policy. Teacher retention goes up and teacher stress goes down.</p>

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			<p>Use data with integrity to help us understand where students are already- looking to support decision making with actual numbers</p> <p>Avoid making ambiguous decisions in schools.</p> <p>Practices should directly impact the outcomes, the staff, and the data to tell us how we're doing.</p> <p>The continuum: Tier I— largely about prevention- trying to create a system to support all children and staff Tier II—intensifying Tier III—level of response, creates conditions for supports</p> <p>We don't have a high enough dosage of evidence-based practices.</p> <p>Want effective teachers to be reflective on their use of best practices.</p> <p>Three buckets: instruction, environment, and relationships</p> <p>Within PBIS framework we help each other as a school community reap the benefits when implementing PBIS well.</p> <p>Students gain: schoolwide values- foundation for how to treat each other, get recognized and taught- behavior specific praise to catch kids doing the right thing. Predictable instructional consequences of reteaching over and over and over to create neuro pathways. Telling your brain this is how I do this thing. Neurological perspective. Approach social behavior the same way we'd talk about academics.</p>

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			<p>Member comments:</p> <ul style="list-style-type: none"> • When we talk about systems we're talking about PBIS as a system, not a product. PBIS is like an operating system for a school- it's how schools operate at the highest level. As we look at staffing model and have these conversations we need to look at PBIS to impact systems. • In Kent it helped calm kids down more- kids that we thought were Tier III were Tier II. • In North Thurston full district wide implementation- foundation laid for staff, preschools thru grade 12, discipline plummeted over a 3-4-year period from 16 major referrals per day to 2.5 per day and eliminated the use of suspensions completely. Want to see those outcomes. • In Washougal over 700 hours of recaptured educational time for students not being out of the classroom. • We all know Tier I, II, and III help kids move forward- how do we continue to provide pd for teachers that come and go, how do we get culturally relevant and how do we do it with the time we have. Think tier III kids need more staffing. How do we strengthen tier 1 supports universally- and as we get to Tier II and III what is needed to serve in that capacity? • PBIS as a response to equity- pushes it to the forefront- wants more information on students of color affected by PBIS. Need to know how effective it is per the student race. • Coaching is necessary at the school, district and state level- how will we free up space for teachers to be able to love on the students. Adults in the system need space for mental reflection.

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			<ul style="list-style-type: none"> • This is one model of SEL and we have implemented district wide, but there are a few hold outs that don't want to follow the rules- it's hard to pay to start up the system of support. <p>T.J. Kelly—Middle School Teacher/Non-Teacher Allocation Ratios and Staffing Patterns (slides 9–12)</p> <p>Member comments:</p> <ul style="list-style-type: none"> • Odd model in the middle school • Observation: enough to work, maybe if the legislature could fund half over 2–3 years it would be significant. • Food for thought, what it takes for staff during cold and flu season, a lot of low hanging fruit. <p>T.J. Kelly indicted slide 12 goes into allocation and compliance, custodians will not draw a lot of wealth. Other areas may garner more attention or are more attractive.</p> <p>T.J. Kelly—Elementary School Teacher/Non-Teacher Allocation Ratios and Staffing Patterns (slides 13–16)</p> <p>Member comments:</p> <ul style="list-style-type: none"> • To keep up with labor costs and keep up with funding structure, districts are hiring below what the state allocated. • Districts are hiring less than they've ever hired. Ramping up of additional staff. Does funding formula drive ratios. Need time and space to build up the work force. • It's so different in Elementary schools – looks so understaffed.

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			<p>Facilitators asked members to identify their surprises, questions, and/or priorities, after review of the elementary, middle, and high school slides. Member comments:</p> <ul style="list-style-type: none"> • Changes around teachers flipped, is it the K–3 transition. Will that change over the next two years as space becomes available? • Maybe look at the data not by band per thousand students – you may see that the way the prototypical model may be divided by band. The division in the band may be incorrect. • Might want parent engagement in more than elementary schools. <p>Narrative for High School Level Ben Ibale, Human and Civil Rights Coordinator Washington Education Association</p> <p>*See Ben Ibale’s PowerPoint</p> <p>Culturally responsive classroom management.</p> <p>Not just about correcting behavior- your relationship is key in restoring hope and resiliency through classroom.</p> <p>What kind of classroom community do you need in being more effective in moving forward?</p> <p>Educator to class- educator to student- student to student, educator to family- as a system we know we are not good at this.</p>

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			<p>Educator to educator- when we talk about hope and resiliency – we need to pour that into our educators too. Unless you have common buy in it won't work, you'll have pockets of individuals doing the work.</p> <p>56 percent of students feel a sense of hopelessness.</p> <p>The only way to increase hope and resilience of students is to have a connection to a caring adult.</p> <p>Trainings are done within WEA professional development zones to reduce cost.</p> <p>Framework- Culturally Responsive Classroom Management (CRCM)– includes ESDs and certificated employees</p> <p>Goal 1–improve school conditions Goal 2–identify and train 50 instructional leaders Goal 3–train 11,107 educators in 3 years Goal 4–collaboratively build a CRCM professional learning community website Goal 5–strengthen collaboration with community partners</p> <p>Teachers have choices they are not aware of- new choices, new outcomes, equity, inclusion, prevention of racism, new Washington discipline laws.</p> <p>Supportive relationships, bias aware classrooms and respectful school environments. Academic rigor, culturally relevant and responsive teaching.</p>

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			<p>Opportunities for learning and connecting behavior.</p> <p>Member comments:</p> <ul style="list-style-type: none"> • To be effective you must make this mandatory. Must have long term trajectory. • Train people put them in the schools and continually coach- but in a staffing model. • Really skilled coaches are the best thing a principal can ask for. We know that this is the most effective way to make change. Can we advocate for a new category and clearly define it? Advantages to not having that person be evaluative. • Collective network of people across the state. • There will be a day when university is preparing children so that work force is growing up together. Gaps/fillers are coming and are ready to shift. • All the businesses want new graduates. When it comes to education, before we event start we say we don't have the money. <p>Table discussion time to discuss high school staffing and story. Members reflected individually, then discussed in their table groups the following:</p> <ol style="list-style-type: none"> 1. What do the data and story mean? 2. How might this story influence prioritization for staffing enrichment? <p>Member comments:</p> <ul style="list-style-type: none"> • Possibility of a new category?

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			<ul style="list-style-type: none"> • Creating additional categories- opportunity to imagine what the system should look like. Trying to communicate what the system should look like. Whether it's additional student supports. What would that look like if we were able to pick a new line item. • Share OSPI budget survey results at a future meeting. • If we mandate things, they are things we have to be able to do "enrichment" in line with choices. Districts can choose from and use accordingly to what they need in their district.
12:45 pm	Fiscal Road Map (Working Lunch)	Facilitators	<p>T.J. Kelly—Fiscal Roadmap (slides 27–36)</p> <p>Asking the legislature to make additional investment in prototypical funding model. Bottom line is more resources.</p> <p>Once salary allocations are calculated, fringe benefits are allocated then health benefits.</p> <p>Some programs funded through running start- if you adjust it impacts other programs.</p> <p>T.J. Kelly—Prototypical Schools Handout</p> <p>Walkthrough of handout with the intent of introducing a fiscal competent.</p> <p>To quantify you must determine how many prototypical schools there are in the state.</p> <p>Estimated cost of prototypical adjustments.</p>

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			Investment on the state side would require an additional amount of resources to pay the state allocation.
1:45 pm	Break		
2 pm	Analyzing Data Sets for Possible Phase-in Strategy	Facilitators	<p>*See Staffing Enrichment Workgroup PowerPoint, slides 35–41.</p> <p>Phase in options- as soon as you tie funding to it, if there are data issues they get cleaned up very quickly- are we comfortable with four different phase-in metrics with four different prototypical school types?</p> <p>Phase-in options:</p> <ul style="list-style-type: none"> • Student performance • Student demographics • Non-student specific demographics (i.e., square footage, property values, etc.) • Prototypical school position <p>Data Set Descriptors Members reviewed the Data Set Descriptors.</p> <p>Workgroup members comments:</p> <p><u>Free and Reduced Price Lunch Data:</u> <i>BENEFITS</i></p> <ul style="list-style-type: none"> • Timely, current practice • Uniform across Washington • Direct certification • Existing data

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			<ul style="list-style-type: none"> • Current practice <p><i>LIMITATIONS</i></p> <ul style="list-style-type: none"> • Federal guidelines and reality of Washington cost of living • Under reports of middle and high schools • Financial lens • Time consuming • Zero performance based • Under reporting <p><u>WSIF Data</u></p> <p><i>BENEFITS</i></p> <ul style="list-style-type: none"> • Districts in needs • If the allocation is permanent (phase in starting point) • Whole picture • Target specific needs based on categories • As a method this is acceptable IF a district initially qualifies and the money is not pulled back <p><i>LIMITATIONS</i></p> <ul style="list-style-type: none"> • Inconsistent qualification and ping pong funding • Punished for improving • As improvement goes up money goes down • Data lag • Continuous funding limited <p><u>School Facility Square Footage Data</u></p> <p><i>BENEFITS</i></p>

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			<ul style="list-style-type: none"> • Can assess workload for custodians based on building size, but not count of buildings <p><i>LIMITATIONS</i></p> <ul style="list-style-type: none"> • State funding formula sq. ft. from 1979 (outdated/under-funded) • Need a floor for small district • Beneficial to districts that can pass bonds (super majority) • Doesn't benefit shrinking districts closing schools • Portables don't count as permanent space • Count of building and total sq. ft. do not correlate • No incentive to improve the capital funds <p><i>Community Eligibility Provisions (CEP) and Provision 2 Data</i></p> <p><i>BENEFITS</i></p> <ul style="list-style-type: none"> • Measure of poverty • Easy (less paperwork) • Consistency • Resources to increase • Need <p><i>LIMITATIONS</i></p> <ul style="list-style-type: none"> • Zero measure of performance • Zero evenly distributed • (building vs district level data) • Not scalable ("either you is or you ain't") • Immigrant populations afraid to ask for state assistance through DSHS

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			<ul style="list-style-type: none"> • 2 districts may have qual poverty but 1 is proven via SNAP and 1 cannot prove via SNAP (snap for example) thus one district is at a funding disadvantage • Disadvantage is long-term because of four-year qualification <p><i>Census Data for Poverty Estimates</i></p> <p>BENEFITS</p> <ul style="list-style-type: none"> • Identify race/ethnicity • Reduce burden on districts collecting data • Collects family structure and demographics to better inform family engagement and how to target social supports <p>LIMITATIONS</p> <ul style="list-style-type: none"> • Data does not reflect current S population • Inaccurate category for multiracial/biracial • Current politic & it's influence • Captures all kids not enrolled students (private schools not being served in the district will skew results) • Immigrant populations afraid to repot • High poverty/minority neighborhoods left out on census reporting • Zero up to date Q10g • Zero measure performance • Used by policy makers to generate lower poverty rates • Concerns over non-participation based on immigration status questions <p>Zero map to schools</p>

Time	Activity	Presenter	Meeting Notes/Summary
3 pm	Policy and Fiscal Subcommittee Small Group Work	All	Work will be done offline
4 pm	End of workgroup day		

Next meeting: August 1, 2019 | Federal Way School District, Federal Way