

WEBVTT

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Okay, let's let's go ahead do we have anyone who is able to tell me if they need interpretation right now, for if they need interpretation for cantonese or for somali if there's anyone who's not

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able to access the all right. we're going to go ahead and get started. and this is being recorded.

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So if you don't want to be on camera that's completely.

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Okay, So I want to welcome everybody and I am Samantha Fogg.

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I am your Seattle Council, Ptsa Co-vice, President of advocacy.

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And you're looking on your screen. right now some people see me as why others do not.

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I am, in fact, both Chinese and white. I am also disappointed that you can't see that through the screen.

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I have dark hair i'm wearing a headset and i'm sitting in a armchair you're a very chaotic bookshelf, and what I just did is a visual description and the reason

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we do. that is because not everybody can see the screen. You might be on your phone.

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You might not be able to see screens you all of those different reasons. but we try and make sure that everybody has access to the same amount of information whether you can see what's on the screen or not.

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And so that's why I did that if anyone has any accessibility, needs, or accommodations that they need please feel free at any point to unmute.

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And and make a request to put it a request in the chat if you would

rather do it more privately. you can text your and I just put my phone number in the chat.

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It's 6, 7, 8, 9 0, 6 9 5 2 3. So if you need an accommodation, feel free to reach out that way.

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I would like to take a moment now to ignore that while we're in a virtual space.

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We're all on the land that is unseated land that that we have a complicated relationship with, and that while we're here and together, and we're working for the benefit of all of of every child and we're working together and

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we're going to try and honor the people who both came before us, but also the people who are still here.

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And just to make sure that we are honoring the space and each other.

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I also want to acknowledge that some of you are coming here from the state of the district address.

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And so this is maybe your second meeting of the evening and so I want to thank you for that.

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We're gonna be having a friendly and productive and informed meeting tonight.

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We've got a lot of stuff to learn and I'm sure that we've got folks with questions.

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We'll be starting out this this is going to start out with me, asking a lot of questions of assistant Superintendent Burgie, and then we'll go into having a little having space for for questions from from you as well

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and with that I would like to introduce assistant superintendent of Business and finance.

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Jo Lynn Bergie, and I want to say how thrilled I am that she has can be here with us tonight.

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I know that she was also at the state of the district address.

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So we're extending her work day even further and I also for those who don't know, in addition to having been with Seattle public schools since, I think 2,016 prior to that assistant Superintendent

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Shaolin Berkeley was with Osp, the office of the Superintendent of Public Instruction, and so she really has both a deep knowledge of our district, but also how things work in our State as a whole, and can bring

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that to us, so that we can figure out and understand how we're situated in our buildings in our district in our State.

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And so with that i'd like to just say welcome jo Lynn, and give you a moment if you want to say anything.

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Thank you for that very gracious introduction sam I'm Jolen Burgi.

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I am sitting in my office. I have brown hair or glasses i'm wearing a black jacket sitting in an office with better lighting than usual, cause I got a new computer.

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So it apparently makes all the difference between me. if you want driven into our goal versus the same office with the same lighting as before, So happy to be here tonight.

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Just want to say what a how much I value this partnership.

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So, thank you, and I just noticed and I don't know if she was going to sneak in, or not.

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But if she was sorry that we have been joined by Seattle public schools for Director Liza Rankin, and so I just wanted to to say, hello. and Liza, if you would like to say Hello, You are welcome.

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I was gonna sneak in I'm. just leaving central offices where Superintendent Jones and others presented the state of the district.

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So i'm gonna drive home and listen in with my camera off. Thanks, Liza.

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Sorry for thwarting you're sneaking but we appreciate you being here all right, so I am going to to jump in first.

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I want to thank everyone here tonight who advocated for enrollment, stabilization for changes to the prototypical formula for per pupil, transportation for increasing language, access in public schools for killing the

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anti-critical race theory bills, and for so much more this short session was, it was intense. there was drama, there was deadlines.

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There were calls to action, and if somebody is not muted so Sam you're on you right.

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Let's try that again. So even the legislative session ended a few days ago.

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I'm still processing it all and so let's take a look back over what happened just a little bit, and what happened in the budget.

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I know that we had 3 main things we were hoping for out of the 2,022 legislative session in terms of budget.

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Those were enrollment. Stabilization increases to the prototypical formula for physical, social, and emotional support in schools and improvement to people.

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Transportation funding. We put up testifiers on these bills when they were in public hearings.

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We had folks signing in. We had folks submitting written testimony.

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When all is said and done, how did things end up for our district really, really?

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Well, this session we had, not very high expectations, and we came out, and just I thought we killed it.

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I really did just a fabulous partnership with you, Sam, doing a magnificent job and director ranking doing a fabulous job, and just we had a lot of coordination across K.

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12 on a lot of issues and that's just so powerful when K.

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12 can come together right that that's when we really can get things done, and we saw that happen for our district.

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So we did get some money for enrollment stabilization, and we'll talk more about that.

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We've got additional funding for our prototypical model.

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We'll talk more about that in a moment they passed a cost of living adjustment at 5.5%, which is the largest I have ever seen.

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The Legislature Fund, and we did pass a transportation bill that is going.

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It looks like It's going to produce additional revenue for our district in the 2324 school year.

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So just a really great job, and and like you spoke about the things that didn't pass are equally important.

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So there were quite a few bills that could have been very detrimental to K.

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12, and those did not pass at the end of the day, and some of those

were hard fought battles.

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Some of a lot of it may have been behind the scenes on a few bills that maybe pta probably wasn't front and center on.

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But there were some bills by trial lawyer the trial lawyers and just things that that would have caused the district a lot of money if they had passed so just a really great session.

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So now we know that we've gotten through legislative session, and we know that our levees passed, and that that means that we maintain our and we know that they got some enrollment stabilization not full

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stabilization. So in a moment i'm going to ask you about how our district determines where the money goes.

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But before I do that I have received a lot of questions around a rumor that is going around, and I've been asked this by a lot of parents.

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So this rumor is when there are budget cuts.

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The first thing they cut is special education and I need to ask you Is this true?

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I'm happy to report that's not true so i'll tell you what we're all feeling we're feeling they're not budget cuts in the building staffing allocations have not been reduced but what you are

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feeling is an adjustment to be staffing in alignment with our new lower enrollment. So that's what the Enrollment Stabilization Bill was all about.

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We staffed at like 275 fte above what we had students for this year, and so you're feeling that adjustment, and that's both in general education setting and in special education, So there were not budget

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cuts out to schools. budget cuts, means. we lowered allocations.

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We lowered across the board some type of staffing what we're feeling is an alignment of staffing to a much lower enrollment.

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Thank you for clearing that up, and let me now special education has not a special education is not the first thing that's cut at all.

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And there's another and actually i've not seen special education cut in this district.

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It's rare for that to happen so some of the things that go into that.

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There's a Federal requirement for maintenance of effort meaning dollar for dollar.

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We have to spend the same amount that we spent in state and local dollars on special education, as we did the year before. Right?

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So that's the first protection on special education there's a per pupil.

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Calculation within that, and the total calculation we have our students Ips.

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That means we have to deliver the services that are in the Ips.

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We have our collective bargaining agreement that we need to honor, that talks about staffing levels.

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So those are all things that really protect special education from being cut.

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Thank you, and I think that it was a really important thing for our families to hear, because, like I said, i've heard this rumor, and it was just really good to hear you clear it up.

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So we've had a lot of talk about the state's prototypical formula, and I've also heard some confusion, thinking honestly from legislators as well as from parents thinking that the formula the state uses to

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allocate funds is how these funds are then distributed to individual school buildings.

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But this is not actually the case. There is just how funds are pushed out to districts.

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Can you talk a bit about how funding is allocated to buildings?

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Sure. So in our district we use something called the weight of staffing standards, and that's how we take the prototypical model, and we combine what the State provides.

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Schools need, and what our collective bargaining agreement says.

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We roll that together, and that's how small schools are evenly fairly allocated, based on numbers.

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Their staffing, and so one of the things that doesn't align is that we have a lot more principals and assistant principals than we're funded for.

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We have a lot more custodians than we're funded for still we still have more nurses than we're funding funding for.

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So we have to make decisions. I can't think the only place that we really don't have staffing in the Wss.

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Is, we don't staff family involvement coordinators, parent involvement, coordinators. Those are funded a little teeny.

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We need that in the prototypical model and we don't have those units that are in the Wss.

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And those units, those types of jobs are typically staffed by grants and things like that.

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So every district has to decide to make a choice about how they bring in that allocation.

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From the State. And then how do they put that out in schools that reflects their values?

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What schools need, and what they've agreed to with their labor unions. I'm.

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Seeing a question in the chat that says, Are there any types of staff in schools that are not top to enrollment?

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And I see a comment saying, Principles? So yeah, is there anything else?

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Every every school has to have a principal that is true and assistant principles are tied to enrollment.

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So, Vivian, that's kind of yes, principal everyone does get one but Aps is driven by enrollment.

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So that is that is true. I was trying to think, Yeah, librarians pretty much.

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Everyone gets point 5 at least right so there's some that there's a foundational support where there's one person in the front office at least one principal halftime librarian.

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So there's some basic things that you get really regardless of sides.

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And then, after that really depends on size, and I know we've mentioned this.

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I know you mentioned this earlier, but I just want to emphasize and make sure we're firmly grounded, and what things look like district-wide for the 2122 school year, which is the year we're in right now,

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and enrollment. We had some stabilization, right?

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So. is that is that accurate? we did. We are going to read about \$30,000,000 in enrollment.

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Stabilization between our general fund enrollment and the impact of using a higher enrollment number on our levy calculations.

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Because our loving calculations are enrollment. based as well, so it's about 30,000,000 in total.

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But let me say this: We pre-spent that by having such higher staffing this year. And so if we Hadn't received the enrollment stabilization, the plan was to span down our economic stabilization, dollars So What the

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enrollment. Stabilization to receiving that from the State means is that we don't have to spend down our reserve, and we do have a board policy, and there is the State auditors office and ospi who

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measures our financial health. There's a financial health indicator, and your reserve is a part of that calculation.

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So it's important for districts to have a reserve ours is 3 to 5% of our last year's expenditures around \$39,000,000 out of a 1,000,000,000 and

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And that's what we hold and reserve and that needs their criteria.

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It's not It's not as big as maybe some other places have, but it's not as low as others either, But getting the enrollment Stabilization really helps us not have to deal with you know financial pressure in the

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upcoming year as we would look towards 2324. And so this year, even though I know a lot of our families are feeling like there weren't lots and lots of extra people we still actually had more staff.

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Then maybe then our enrollment would have yeah we did and I know we're getting a lot of Ap.

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Questions. Aps are critical to school operations, but and a lot Some schools don't have some schools, do not have aps.

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And let me just say this is that our district having an Ap.

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When you have less than 300 kids is not ever financially going to work out and workload wise, that's not something.

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Districts give that i've seen we did some work looking at state data to make sure that we were not behind other districts and ap allocations, and the data proved out that we actually have more principles and assistant

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principals per pupil than anyone else, our size and way above the State average.

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So we have more, I think, what the note in the chat from Viv.

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It is. Is there criteria for school size, viability?

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That is the question at hand. There is a healthy enrollment, size, a right-size enrollment or schools that generates an Ap that generates a full-time counselor, social worker that generates that full-time

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librarian and nurse. So those are the things that we're not feeling in our system, because right now we have.

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You know we have lots of small schools, and so then we're spreading those resources super thin, and everyone is is in a resource.

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Constrained type of environment. I see that Director Rankin has her hand up, so I am gonna Go ahead and let her say what she needs to say.

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So Director Rankin. Yeah, thank you. I just wanted to.

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I guess pop in and add some context on the what Janan was talking

about with.

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The enrollment stabilization and and the numbers, and having 275, you know, technically overstaffed.

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And so the the board and staff have multiple times a year every month, sometimes board work, budget work sessions where we talk about what's happening in the current budget if things need to shift and what we're planning

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for the next budget, and 2 years ago, as part of it is this:

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We, as a board directed the you know, with with Chief Bergie and others. We made the decision to normally staffing but adjust to actual enrollment every year, you may remember you may have been at a school where There's October

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shifts, or you know your school building gets the fog projections about this time of year and starts talking about maybe losing staff.

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So for the last 2 years we asked. the district to prioritize maintaining staffing, even as our enrollment was going down over the course of the pandemic.

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And that's just not it's not sustainable it's not affordable to keep doing that.

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And so the that's sort of what jolan was talking about was Yes, we're getting enrollment stabilization, but it's at 50% of the actual change between 2,019 enrollment where we're

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currently staffed and the actual projected enrollment for this fall.

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And so I just wanted to sort of add that for you know it, and when you lose a teacher or a program changes it feels like it feels like a cut, because it's a loss.

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I just wanted to sort of add that context for what what she was talking about is it's not it's not budget cuts It's it's a it's a

realignment after you know overly paying for

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and staffing beyond beyond sustainable means really and so the adjustment is going to cause you know in quotes sort of right sizing to our actual number, since that's what we receive funding for clear clear is not i'm

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sure. Thank you, Director Rankin. so the next thing that I wanted to ask about.

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Were there changes to the Wss. to the weighted staffing standard formula this year?

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Did it change from from last year? Yeah. So there were not changes to the formula, but we did because of the late breaking and the timing nature. The Wss.

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Committee did not put forward any changes that are formalized.

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We did make some decisions on some staffing, because one of the things that we had done with intention when we got our eser dollars is, we had increased nurses and social workers out to schools.

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And so we wanted to maintain those investments and so out of the new many that we're receiving for the prototypical model.

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We're able to continue to pay for those additional nurses and social workers.

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There's about another 25 positions or so that we're funding so that team we'll see in the Ws. as a chance, but it also says not a formal change that because the Wss.

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Committee has not approved it as yeah, as yeah, or brought it forward as a sustaining, continuing recommendation.

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Can you walk us through a little bit about how this kind of plays out in a building, or what this would would look like?

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How does this? How does this work? Yeah. So some of the things that we did So staffing enrollment, enrollment, planning office provides a projection to them or office and budget, and that is based on head count those head counts are

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can converted to aafte annual average full-time equivalent, which is how we're actually funded by the State.

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And so what that takes into account is how much seat time a child has engended.

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So typically the aafte is very close to 100% in elementary school, and then it kind of lowers as you go up in grades.

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So by the time you get to twelfth grade you may have a lot of part-time running start students or just part-time students.

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That kind of thing, and so you can slip down somewhere into the 80%.

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So your head count maybe a 100 kits by your aft, maybe 85 kids. right?

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So we fund based on aft that's the first thing that people that can be confusing because it's not intuitive.

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But we do that. Then we use the Wss and Sam. I don't know if now is the right time for me to share my screen to kind of show what that looks like we have it online.

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You can see it on our budget page now. but the Wss.

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Talks about how schools are allocated and there's cut points.

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So sometimes the schools like on the tipping edge, and sometimes they tip over for the positive.

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Sometimes they tip over for a reduction, so that keep that in mind.

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So the wss tells them how many teachers they're allocated, whether or not they're going to get an assistant principal, or how many and secondary they're going to get how much of a

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nurse. allocation there receiving the nurse.

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Allocation is a little trickier because it is also based on health needs of students attending that school.

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So there's a help Need criteria, and then a base model or nursing services in schools.

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And then the schools have some additional dollars that they decide what they want to buy up.

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Maybe they have title one. Maybe they have lap dollars.

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Maybe they have other grant dollars. So all of that comes together. the principal evaluates that, and they work with the building leadership team. to decide how they're going to staff.

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It's pretty simple in in elementary school you're talking about how many teachers, and whether you'll have splits or not based on how much staffing you received, how many interventions you might hire at secondary

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It's really about how many course offerings and what your master schedule is going to look like and June.

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Are you still there? Can you make Joan? Oh, you are!

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You are now a co-host, so if you wanted to share you are now, you know, have that ability.

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It's up to you if you want to or not so i'll just say that this is this is the Wss.

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Model like I said It's online i'm sure that Vivian he's with the link in the chat where they don't talk to this. but this talks about every year. we put this out So every year it talks about

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what the major changes are, and then it just kind of goes over the facts right?

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So it talks about what the per pupil non-stop supply. dollars are talks about the equity Turing generally use equity, tearing for mitigation which we'll talk about in a moment talks about what

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the changes are So you can see some of the things that we were able to increase middle schools.

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Now all have a 1 point. Oh, nurse, we did add some more counselors and social workers, so that every school has at least a point 5 which is a huge step for this school district, right?

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A huge step for our school district and that's because of that legislative change.

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And then this talks about, you know, making sure that we do use that to support student sel

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And then it just goes into the examples about how the weighted staffing standard is calculated, and who gets how many staff?

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For what purpose this talks about who gets a principal admin secretary on down the line?

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There is a section for aps in here. later on there has been discussion with pass about changing how aps are calculated.

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But there was an agreement that could be reached. Pass was still wanting to think about it.

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Some more. So this just kind of walks through the entire calculation.

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This is how special education is staffed yeah i'm gonna stop sharing now.

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But that document is online, and please look at it. So So we get a lot of questions about how do the equity tiers interact with the Wss?

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Can you just talk a little bit about how those things interact with each other?

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Yeah, the Wss. was built before, So equity tears is something new.

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The Wss. has been in place for a long time, So equity tearing really helps us decide who gets if we get more like we had for a while we were adding counselors. and we added that by equity tier So we added

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that bay staffing out. If we have additional other staff a lot of times, we use equity turing to decide who gets it first, and in what order?

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We did mitigate some aps at tier one schools.

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So those schools dropped below where they would generate the Ap.

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Based on enrollment. but because of their high needs population, we did decide to go ahead, and you know we look at Equity Chair.

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We do also look at special ed programming together when we look at mitigations, and they or if high school elementary schools did keep their Ap.

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We have middle schools who weren't generating comprehensive middle schools that are pretty small for middle school weren't, generating a full-time Ap.

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So we made sure that they were all getting on as well.

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And then we look at what else certain programs might need sometimes dual language, for example, Beacon Hill runs 3 3 languages right in

their school, and they need to have a certain amount of teachers.

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So, even though their enrollment is very small it's 320 kids, I can tell you is not enough enrollment to generate the right amount of staffing for 3 languages.

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And so we come out, and we have to mitigate some of those situations.

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And we also get a lot of questions about how does the Wss interact with special education staffing like, How does that relationship work?

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Okay, i'm gonna share my screen again, and at the very back of this document there are adjusted.

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They're so special education, and in the elementary setting we just every student is a Gen. Ed.

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Kid first, regardless of grade span, so in an elementary setting. All the students have a seat held in their home room, or in their classroom, regardless of how much time they may spend in special education at the secondary. it's.

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A little bit different, because you know that your children, and when they get into middle school and high school they have first first through.

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However, main period, let's say they have 6 periods a day.

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Our special education. Children receiving those services depending on the program that they're in, spend a certain amount of time in a general ed classroom and a certain amount of time in their special ed classroom.

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So there is an adjustment for contact time and specialized programs that our district uses, and that's explained on this page.

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So the special education staffing, or the types of students that we serve in a school does take those children out of the Gen. Ed.

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Classroom, and so their staffing is reduced by that.

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By these percentages. So they're geneted staffing is reduced by those percentages.

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But there's special education staffing that is that's added that's right.

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So their staff for the Gen. Ed. program are the their staff for the genet time that they're in Gen.

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Ed. and then they're staffed for the special education program that they're in as well at the building level.

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How much flexibility does a principle have in determining staffing for their building.

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They have some flexibility, so some things that we require is you need to meet the K.

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3 ratio because we don't get the revenue from the State for smaller class sizes, unless we meet it so right out of the gate you need to meet the K 3 class size, even though the collective

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bargaining agreement has a much higher class size. We fund much lower to get that additional revenue from the State.

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Other other ask the question against Again Sam become in line to something.

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It was, How much flexibility does a principle have in determining.

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Okay, And so the principal has to meet the collective bargaining agreements.

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They can do waivers, so some waivers may say, Well, I want to take my halftime registrar and make it an office assistant instead, or I want

to use my accounts.

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Wave my counselor, or maybe some of them want to wave their Ap.

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And they have a head teacher. So there's certain waivers that both the district has to agree to, and the in either the Principals Association or Sea Seattle Education Association need to agree to as well so that is

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flexibility for them generally, though they have the supported their Blt or their building leadership team.

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So every principle does not build their budget in isolation.

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They have a team in their building that brings that budget forward that will bring those waivers forward and on that blt.

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My understanding is that Blt is very a bit building to building that there is a fundamental core that has to be on a blt at each building.

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But then there's a little bit of flexibility is that accurate.

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There's a parent representation and they're supposed to be staff representation.

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Generally speaking, there's a question in the chat that says the State just passed increases in staffing ratios for counselors.

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That Wss currently funds. high school counselors at a ratio that's below what the State is funding. That difference is only going to increase as the new state ratios come online.

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How do we explain this to families and school counselors?

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And it says counselors at our school feel that they're being shortchanged because they aren't funded at the State ratios.

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Is that? Well, we do fund counselors across the district at we're, buying as many counselors as the State funds.

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When you add counselors and social workers together, right when you add those 2 things together, whether they're spread to high schools in the same ratio.

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That may be a just That may be where we made a different choice.

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But I will say where this district has chosen to buy up has really been in nurses.

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So that has been a big area. of buy-up is we're way over our allocation and nurses, as you all know, from when we talked about our levy.

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We're pretty right on point with counselors and social workers in in totality.

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I'm seeing a few more questions related to the wss over here.

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So i'm just gonna call some of these out one question here, says our principal says she needs extra funds to get to a special kind of schedule, but you can't remember the name of the schedule.

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But I guess it makes the school transitions more even or gives the teachers longer breaks it.

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True that other schools are not staffed to this level. and using Pta money to make the schedule better for some teachers at our school, but not all teachers in the district feels inequitable.

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That's possible right that that is possible I think one of the things that we often see, because there are class size differences between K. 3 class sizes that are funded by the State and funded at the district versus a 4

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5 class size, which are much larger. a lot of times people try to have no splits in their school, and sometimes that's doable.

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Sometimes it's not frankly right and so you have to make a choice.

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If you want and if you're pta plus to buy a staffing, there is a limit on that that's new in the last couple of years.

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Well right before the pandemic I want to say because I remember being downstairs when that decision was made by the board.

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There's a \$250,000 cap that you can exceed for additional staffing.

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So you can. You can buy up to some degree, but not not just anything you want.

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And there used to be anything you want Now there's a question that says regarding waivers.

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I understand art and music are priorities now at a district level.

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Is it true that funds for art and music could not be used to supplement a half time librarian position? even if our elementary school asked for a waiver?

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The waiver wouldn't come to us like that so what you have to fund is, you have to you're given enough schools are given enough funding to fill in, or the prep.

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Period. So every teacher has a Prep. time and there has to be specialists, and generally they're the P.

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E. art, music, or librarian, that does that in an elementary school, where they have to fill in during that teacher's prep.

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Period and the school needs to decide which of those they're going to do.

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Sometimes it's a hard reach to do all of them to the extent that you

want to

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We generally do not see those kinds of waivers because it's not a staffing waiver per se it's the building making a decision about offerings.

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So, master schedule, and what specialist teachers you're going to have.

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I mean you have to have pe so many minutes some of the schools are the the art pathways, and they've committed to doing certain things with the art.

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But after that there's not a requirement per se next question I'm.

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Seeing is, Does anyone in Central office review the racial equity analysis budget reviews by the Blts?

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No, not at this time. I did not realize they were doing those.

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I think it helps them, because and now I may see some unpopular things.

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But if we have if we want student-focused outcomes and we're really about equity our district's about staffing can't be about adults, they have to be about what our kids need and so it can't

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be about how our dynamics in the building about who's been there a long time about who people like it needs to be about what your children need to succeed to learn and grow and graduate, and there's a response saying Yes, and thank

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you, and there's a follow-up to the question about counselors.

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Was, Would it be possible for the district to communicate to counselors?

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Why their ratios. don't look like the prototypical ratios like how

that decision is because I guess this building there might be concerns.

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So yeah, we have I don't think it makes any better have we but we can't choose to do when we've chosen to go beyond state funding in so many areas special education yeah principles nurses

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there's some offsets to that right you can only make so many choices in that direction, and then you're going to have to sit where it doesn't feel like there's enough and that's I think what

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we're feeling in the counselor area is that we're getting these additional units from the State?

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Why, why are we not giving more But what we have to remember is that in Seattle we still have a structural budget deficit. And the State is basically finally paying for things we've already been paying for that we couldn't afford to

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continue to some degree right, and I see that Director Rankin has noted in the chat that it is important.

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Note is that Blts are a function of the contract between Sa that's Seattle Education Association and Seattle.

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Public schools. It is in the Cba which is the contract bargaining agreement, not the district or board.

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The policy. So We have another question here. that we're planning for tonight, which is we've started to hear a bit about how we're in a bargaining year.

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Our District and the Teachers Union, which is Seattle Education Association.

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They negotiate a labor agreement and Sometimes our parents aren't really aware of the Cba.

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But There's a lot of stuff in the cba that has an impact on on our



students. Can you talk a little bit about how the Cba constrains the Wss.

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Or works with the Wss. so we can have a sense of what that means.

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Yeah. So the Cba binds the district. and in some ways it represents our commitments. And so that's okay that there needs to be a balance between how there has to be some flexibility in the system to make

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it work as we changed over time. And so all of the case loads that we have are in the collective bargaining agreement.

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Some of the program constructs are in the bargaining agreement as well.

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For special ed, Mielle. what those programs need to look like.

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So I will say this as we continue so right now, our program structure in special education is not really aligned to what the State or best practice recommend.

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So how do we make some adjustments to make some realignment?

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So maybe we don't, have so that we can continue to evolve, because staying in the same place with the same things. the same way may work over 20 years, or it may need to make some changes, because we need to make sure that we

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have least restrictive environment for our students But they're served in Jenna to the about to the amount that we can, and that we have a special education program.

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That supports all the special education students in in in that building, and that we have supports for those students when they go to the Gen.

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Ed classroom as well, and so we need to continue to evolve our practices in that area.

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And that's more difficult when it's in the Cba Right then we go to the table and we have to talk about it.

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That sort of thing. there's other things like caseload overages.

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There's a lot of other components to the cba about what a teacher can or can't do, or who can do what kind of work There's nothing wrong with that It's just You know It's It can

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be complicated, and I see a question in the chat. Is it common to have program structures in Cbas?

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Just more broadly, I guess, in other districts. No, we have more than everyone else.

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We have more specificity, let me say that in our collective bargaining agreement so generally in most districts, it's not very.

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It's not real specific about naming like resource access medical fragile.

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They just talk about special education staffing. Maybe they have one or 2 special programs, but we are very specialized in Seattle, and that is different than other districts.

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200. so I know that you have been following what has been happening in the Legislature.

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Very, very closely does the Wss. for 2,223 take into account what has gone on in the legislature.

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This session it does. We made some very good educated guesses about what enrollment stabilization might look like for us.

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So, as we were making a plan and working with our board on that plan, we thought we might get about \$28,000,000 of enrollment stabilization.

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We got 30,000,000 pretty close additional staffing. We thought we were going to get more staff.

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We made that commitment, and push that out at the end of February before we knew for sure.

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But again all of that's covered by the legislature, and so we're able to do some increases not not as much as any of us want right but we are doing staffing increases, and I know the district is very

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committed as we get those some of those ratios increase over the course of the next couple of years.

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Right, They're in a three-year phase in so how we can continue to increase those each year is the next piece of our work, and I'm.

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So, seeing another question in the chat around 1,664, the the changes to the prototypical model, and it says, still trying to understand what the passing of the bill about school staffing increases means.

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From my school. I see it increases minimum allocations for a few positions, including a point 1 3 to allocation for social workers in elementary schools.

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Should my school be seeing this reflected in our budget?

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And if not, are we going to benefit from the passing of this bill in the future?

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It depends on what your school got, and you don't fund in point 1, 3, 2, right.

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So one of the things is that you have to take the allocations which are a little goofy from the State.

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A point 1 3 to point, 0, 6. None of those are really. We fund in much more round numbers.

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So if you already had a half time counselor or social worker in your school, likely not going to see another adjustment.

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If you were one of the schools who had nothing then. everyone has now at least a point.

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5 councillors that slash social worker in their school.

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So it depends on where you were if we'd already front funded you with the district.

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Then not at not next year. There's no increase but if you were one of the schools that didn't have anything.

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You are getting at you're getting a point 5 and so I do want to reiterate again that when we're looking at something like 1,664 and their charts.

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They're talking about the prototypical formula which is how the money comes from the State to the district, but it's not about how the money goes from the district to the building from the district to the building is the Wss right

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in our district, but each different each district in the State does it differently.

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So it's not that we're unusual in having and not doing exactly what the prototypical formula states Right.

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That's very true, and I see that question about the nurse in the chat, and let me say this most districts don't have certificated nurses in most of their buildings.

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They use a classified nurse or they use a healthcare. attack for a worker, so that's one choice that we have mostly certificated nurses in our buildings.

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But that's a way different costs than some of those other things.

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Maybe there's room to look at a mix based on health needs i'm not sure about that.

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But no, we have to make. We have to make choices.

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And so a point to nurse for for under 300 students.

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So we are at the Ratio that's in the Cba.

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We are at the ratio that they had asked for I think we're over that now.

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One to 1,000 for nursing staff. but a point to fte for a nurse.

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That's under 300 that's one of the things it's hard when you have a small school that's under 300.

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You just don't generate a whole lot of additional support staff to make to make it so.

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I want to reiterate. I know we keep talking about it, and we keep talking about it.

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Enrollment is down unevenly. Some buildings have had more losses, some have had less right as far as enrollment.

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And sometimes there's a bit of space between how things might look on paper paper or in a formula, and how things work out in a building.

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Is there any sort of appeals process for like a principle to go through, or something like that after they get their staffing ratios? Yeah.

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So there are things truly have an appeal. so one everyone has a good reason to need more staff.

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That's a given the way that we have things structured in in our district, and we have a lot of small schools, and so they just don't generate very much nurse allocation.

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And it's a point 5 councillor slash social worker, and and not an Ap

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If a school can ask for mitigation if they truly have an exception, so one of the things that perhaps have to do as school leaders is be able to have that conversation with their families and their staff to have an honest conversation about we're

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not different than anyone else. it's not something that we really need to be asking for an exception about principles are pretty well versed in what those situations are, where they should come and ask for an exception, and a mitigation,

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they work through that with their director of schools. one of the things is the principals all received all the reductions for all of the schools, because without that you have no context of how much you're impacted versus another school.

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So many of our schools. We have 90 schools that have staffing reductions.

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Some of them have one position. One of them has 8, so a lot of schools are within that continuum.

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Meant to ask this earlier, but you've told us a lot about the Wss.

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And there's a work group that updates the wss formula who participates in that work group.

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So we have sea represented there's a lot of our principals at every grade level representing.

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So we have elementary k a middle school and high school, and then their Central Office folks on that committee as well, and really we're talking about.

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How do you allocate what's the recommendation the Wss.

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Is the committee that recommends it makes recommendations to the superintendent.

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The superintendent has the final decision about what to bring forward to the board.

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But typically, those recommendations are moved forward and that's how that so they can change. Ap.

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Let me say this Ap. allocations were changed a few years ago.

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It used to be based on enrollment, and the types of students served principals asked us to change it.

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To how many teachers you had to evaluate and I think Now the thought is that Teacher evaluation is not new any longer, and it's not taking as much time maybe, as we thought it was going to and so

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we're looking and there's some conversation about principles wanting to change it back to what kind of students that you're serving to generate an Ap. versus How many staff you have and is there space in this process for parent

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advocacy or testimony? Or do parents have a voice, or do they fit into this process?

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And they were Yeah, right now that Wss. is an internal process.

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However, the outward facing component is really the participatory budgeting group.

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So the participatory budgeting group kind of talks about budget externally, and that's our plate and space and place for engagement.

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And I know Seattle Council has been on that and i've seen in the chat.

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A couple of questions around Pta funding and Pta money? And are there restrictions, or what?

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How does? How does that work as long as that goes right?

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So. a school generating from all of their pta types of grants, can add an additional 249 9 9 in staffing, but they can't go above that.

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The Board has already been rejecting approving anything past that and they're looking to change policy.

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6, 1, 1, 4, where that would be more formally stated. There's a question in the chat that says, What do you say to principles who communicate to their school communities that they have these deep needs to serve children that are not

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being met by current funding. Are they wrong? or is there language you can offer that counters that.

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How do we? What do you say to I think that There are some things that we can do in Seattle to make changes?

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They're going to be hard choices they're hard choices to make, and it's what are we willing to to give up to get our student outcomes.

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I think that's where the board is very laser focused about what gets us to better student focused outcomes.

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And so I think that when you have a strong principal leader they can communicate. This is where we're at, just like our district.

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Right I have to communicate. This is where we're at This is how much we have it's not what we want.

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It's not what we think we need but it's what we've got, and we're going to do our very best, and we're going to get results that outpace other districts for our kids and So I think



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that when you have a strong leader they approach it from that mindset about yeah, there's some things that we could definitely need we need, and we're hopeful that we can get some additional staffing or resource, in the future but here's how

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we're going to move this forward in a way that supports our kids at our school, and so we've talked about aligning our staffing and things like that do all buildings go through the same process, to determine who who

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stays, and who is displaced? Does that the same from building to building?

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Well, each building is going to decide so i'll give an example more at the high school level. a high school may decide, you know.

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Maybe I have a really small ninth grade class coming in so I don't need to offer x ninth grade class, or as many sections, and so I don't need x number of teachers for let's say ninth grade

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English language, and so I don't need that teacher based on how i'm going to set up my master's schedule, and that happens right.

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Every school will decide we're gonna have a master schedule oh, it means, you know, Mr.

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Smith doesn't have anything to teach for half a day so you know we're going to displace we're going to displace him.

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So once a school decides how much staffing they need and which staffing they, they don't need any longer, or that they're choosing not to keep, or whatever the situation might be, because they have lower enrollment whatever

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Then it goes to the Cba. and the collective bargaining agreement outlines exactly the process for a displacement.

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I will say this: we have high turn we don't have high training.

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We have normal turnover in a district, but we have a big district, so we turn over 4 or 500 teacher positions every year, And so almost everyone, unless you have a very specialized endorsement and maybe you only want to teach a very specific

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class they will get placed just maybe not in their same school.

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So one of the things that i'm feeling from families and from teachers and from the district is we don't

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We don't have enough funding we're not amply funded as a district.

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And and we've talked about structural deficits, and we've talked about like we had a really successful short session.

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And we made progress on the prototypical formula but this wasn't a budget year too.

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So we didn't have these like big overarching conversations around overall funding and before I go on I do want to reiterate.

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You can inform you cannot direct advocacy you also some of the information that you have is that you worked at Ospi.

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You've seen statewide can you tell us first of all

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Do you have a sense of when the bills that dropped right before the session started?

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When were those bills drafted? Is that when did When did that work start in the summer?

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So it starts in the summer. You have to have your legislative plan built out.

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So like the transportation bill we were working on last summer, and then you work on. who your sponsor is going to be.

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So who are you going to get legislative? We need to sponsor the bill and be the prime right.

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The person who has their name first on the bill is the prime sponsor.

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And who also, you're going to try to get to endorse that bill.

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Are you going to only run it in the Senate? Are you going to try to have a companion in a house?

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So you have to have strategy around that. How controversial is the issue.

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Those spi supported all of those things factor into how you go about it.

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But typically build drafting starts in the summer. So next session is the long session, the budget session.

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We want ample funding. Can I ask you what conversations are?

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District is planning to have with legislators during the interim, and for those who don't know, the interim is what we call this time between sessions, when when when all of the bill drafting starts to get to happen

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so. What kinds of conversations are you planning to as our district planning to have?

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And do you have any sense of what conversations legislators are really wanting to discuss, or things that that they're asking you about?

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Well, I think one of the things we have to overcome is that the Legislature would like to be done with K.

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12. in general they want to not have us go away and be quiet, and

that's not going to happen. and thankfully.

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We have a great Seattle counter Ptsa, and we have super active parents that can keep our issues front and center.

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So those issues are going to include the transportation. bill and how it's actually going to be funded.

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So you know that they pass a transportation bill that said we're going to pay for the cost the full cost the of special ed transportation.

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Foster students and students experiencing homelessness. And so we have to submit data all next year.

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And then the battle will be on as We submit that data to see how big they're going to put the pending bucket right.

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We wanted to if they say we're going to fund it we want it all funded, and so that's that's going to be important as that data comes in So for Seattle, that's going to be a big

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scary number but it's the right thing to do because we're having to put so many of our dollars 2020 plus \$1,000,000 out of levy to pay for transportation that we're not funded for right that's some of

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the reasons that you that we don't have enough that we can't fund everything else that we want to do.

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We have those funding gaps, and transportation is not a place that we can make a choice.

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We need to do it. we have to do it and it's costing us just straight more than the State spending.

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So if we can get money for that number one special education number 2, they have got to get back to fully funding special education.

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Now the transportation funding police funding of transportation in the

transportation bucket will help.

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But there's other components to special education that need to be caught up.

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I think the other thing is continuing at the prototypical model we've had.

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We had. Covid did help us. I will just say this: There is a silver lining for everything that's overlining for us was movement in the prototypical model for nurses, counselor social workers and

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psychologists for us, and for every district in the state that would have not happened without Covid.

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I don't believe so. we need to continue to emphasize that they need to make progress, and they need to continue to fund bully fund.

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Those things in the prototypical model and I would also say this: while the legislature fully funded, are pretty closely, fully funded teacher salaries, we still only get an allocation.

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That's worth about 50% of our classified. salaries that we pay and our administrative salaries that we pay Those 2 components of salaries have never been addressed.

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And there is a compensation, steady work group that will all want to keep our eye on about what comes out of that group.

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So we will deal with regionalization and we'll deal with

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How we continue to increase? and are we keeping pace with teacher salaries?

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But it also needs to address those other 2 areas so the we're funded for 3 things, Cls.

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Cas Cis, Cls. Classified Cas, Classified administrative staffing, Cis

certificated instructional staffing.

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They have done work on Cis. They need to address the other 2 components in the apportionment formula.

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Sorry. I know that's really techy techie is good that that makes us stronger advocates, because when we can use some of the techie language and understand it.

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Our legislators listen to us more, and when we attach our personal stories, this is the technical language.

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But this is how it impacts my family this is how it impacts our kids.

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I'm just making sure everybody knows that that is the magic combination, really understanding what's happening and then being able to explain what the impact is on our kids.

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That's how we move our legislators and I saw I think it was Sarah mentioned in the Chat that if legislators want us to go away.

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They could amply fund education, and then we would go away.

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That there is a very simple solution to that problem. Unfortunately, I think what they want is to have us go away without that.

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There there is, and I do, you know, I just want to.

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I just want us to. I want to center us on. Seattle does have more resources as a district than every other district.

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And so we do have that benefit and that privilege where we do get additional levy dollars, and we have the votes to get a higher amount Right?

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We saw that when our levy passed at 80%, we we we could have gone to a higher number than \$3,000 per student.

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But the legislature is concerned, about equity they're concerned about slipping back into old ways.

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But they're going to have to find the mechanism to keep up because it's either we're so constricted.

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Now. but there's nowhere for us to go to get additional revenue.

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There used to be levy and that's no longer an avenue for us.

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And so that's really a different construct than most other States, and i'm seeing a question that in the chat does free lunch stick around.

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Will that be? Not that's a Federal program I wish it stuck around because it's the only time our our booth service program actually broke even again.

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Something that's underfunded. I think a Federal program that continued. That would be incredible.

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And I think that that's something that I know will be reaching out to Senator Gaya Paul's office.

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Senator Murray's office there is a program that has direct impact to kids.

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It's that eating every kid and not making it be about Can you pay, or can't you pay all the stigmatism around that taking that off the table and just feeding kids?

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Is the right thing to do. and we've had great success we had gotten a question, and I don't actually know the avenue for for advocating on this that Washington is one of the States that has not applied for

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the ebt going beyond. So 38 States have applied and this is something that would provide money for families for food over the summer.

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It was a the it was it's the pandemic ebt, and I think that there were some thinking that our schools were in person and open, and therefore we wouldn't need pandemic ebt But the way the Federal law is

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written. It looks like over the summer our families would be if if Washington State applied for this that would be something that our families could benefit from.

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But I haven't been able to figure out who's in charge of that application.

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Do you know, and I know this is coming on a left field.

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But do you know, yeah, I mean, I think that we could probably ask

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Os. I think you could also ask daddy Thompson, who is the Governor's education Policy position was just here tonight, so state uvt may be a function of dshs in conjunction with ospi so

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we need to figure that out. Okay, Thank you. And I know that came out of nowhere.

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But when lunch came up I I wanted to mention that because that's been something that i've been trying to figure out question in the chat.

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Are the current levels of inflation going to negatively impact future Seattle public schools, budgets.

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It's going to it depends I mean it depends we rarely have kept up with inflation ever let me just say that that's rare for us to ever keep up with inflation at the same pace.

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So I don't know there's going to be a media immediate impacts to us whenever there let me just say this this is something that some of you may know when the governor, when the State provides a cola or a cost of

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living increase, which for us the factor is the implicit price deflator.



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Ip'd that's the that's the factor that they're using to provide the  
cola for the cost of living increase.

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Sometimes it can be the consumer price index, which in plates Leby  
was a price deflator.

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Is the cost of living index that they increase salaries for

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When we get that money it costs us more money out of our levy because  
of what we just talked about.

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We pay higher salaries than the State provides. so we pay higher  
salaries on the State provides for many of our positions, and we have  
more positions than the State friends.

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So when we have an increase in our cost of living, it actually is a  
net cost to our district, which is okay, but just something that we  
have to keep in mind.

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Then I see a question here. putting aside Levy Funding, My  
understanding is that Seattle is underfunded relative to its size and  
cost of doing business and living here, so that we do have more  
resources.

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Available to, so do we have more resources available to us? or do we  
simply have more avenues for funding like Levy funding out of  
necessity?

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Honestly curious, as if her different takes on this question I think  
that the regionalization factor didn't quite go far enough for us,  
right?

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But I do think that the levy dollars made it up.

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The additional \$500 per student that we get. We also do have a city  
levy that no one else has in our State.

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So I think I think we come out ahead in my mind based on the data that I've seen.

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I still think that Seattle has more dollars even given cost of living, and that sort of thing than other districts.

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Do. Then there was mention in the chat, and I think this is good context.

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For everyone. Just that K. 12 education funding is about 50% of the State budget.

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So that's one of the reasons they're losing their losing ground, Sam, they're losing ground.

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Yeah, we're down to like 48% We need to stay at 50.

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So that's we do get a lot of the state budget. There was also the point made that is, because they underfund a lot of things not just underfunding, education but I would just say if they would spend more money overall

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our part wouldn't be so much of a piece right so that's we can say that that's their choice right

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And then there was a follow-up on the the question from the chat saying, Could you clarify what you were saying about Levy?

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Not being an option in the future, so before we could just there was no cap per pupil now.

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There's a cap per pupil that's that sits on what we can ask our voters to approve before there wasn't a cap for people we could ask for whatever we felt like we needed and our Levy

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because our tax base grew. we could continue just like in our backs and Bta levy.

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We could continue to ask for the same rate per 1,000, but generate a lot more dollars to our district.

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And now we cannot do that. So we're capped at the \$3,000 per pupil.

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So. In fact, our tax cares continue to see lower and lower rates, which is good.

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I I mean that's great but that's how that works in inverse.

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Hopefully. that helps. then there's a comment in the chat and we're i'm noticing the time too. it's it's 820, so we're gonna need to wrap in just a moment but it says i'm concerned.

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About the inequity from one school to add approximately a couple of teachers or other staff through Pta staffing.

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You. Even with the Wss committee work. We need better funding levels in the State.

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Yet what else can be done within the district to address equity for all of our students?

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Are there other things the district would get behind to address equity.

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What about a requirement that if one pta is going to fund a teacher position for their school, they need to find an equivalent teacher or staff position that the district can use to help a school that can't fund staffing from pta

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funds. yeah, John, Great, great question, And that has been thought of so participatory budget.

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Rob that forward as a recommendation to the school board that's why, we need to work on policy.

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611 for the recommendation from participatory budget was that there be

a like a tab.

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So if you give a 100, let's say you want to get a \$100 to your school, 75 would go to your school.

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\$25. We go to this other bucket and then participatory budget, and our community would be able to decide they'd have schools that don't have pts or schools that really can't raise millions pts be able to apply for

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those dollars. So a different way to spread the well in that type of a concept, So that's the concept on the table as the recommendation from participatory budget votes to our school board.

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And there is a note in the in the chat, and this is accurate that, and I will emphasize that Washington State.

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Pta strongly discourages Ptas from funding staff positions.

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So it is the position Washington State. Pta does say that this is not something that they want.

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Our schools to our our ptas to do so want to bring us back and wrap us up a little bit.

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We. we know that we want ample funding. We know that we made some progress this session, but we are not at ample funding and we know that we have a legislative session next year, and that conversations are going to be

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happening over the interim So what I am really hearing that you can't say is, we have some work to do we have some work to do to talk to our legislators while session isn't happening to find people who want

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to sponsor legislation, who really want to talk about?

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Can we staff up the prototypical funding model?

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What! What does this look like? How can we? We work through this?

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And then I'm seeing a couple of questions in the chat about So why don't we kind of end on this last question about Esther or potential Federal funding?

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And I see that President Biden, in his State of the Union speech, asked us to ask this question: Is there additional eser potential funding to still on the table, or unallocated?

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So why don't we kind of have that as our last question? Is there more ascertain we have allocated all of ours out meaning?

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We have it all budgeted out, and we keep reallocating because our budget needs for covid relief.

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Continue to grow, and we just spent way more in health. and safety than we anticipated, and we've talked about that before, so we do not have any n allocated.

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Esther. I think there might be some left in the State, though, that we can access, or that we may get access to.

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I think the county and the city and the State potentially have some untapped eser dollars, and we continue to try to ask about those.

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It was the same way when those 60,000 tests were sitting in a warehouse, and they were going to expire in a couple months, and we finally got you know we've been saying we don't have enough tests we

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don't have enough tests they're like okay we'll give you these 60,000 tests.

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Now should they have offered those to other districts probably but we're the ones who've been pounding on the door, saying, We need more tests.

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We're the ones who committed our warehouse staff, and are their tracks to drive in a snows to from down to get the 60,000 tests, so that we

could test our students on January third or fourth

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or the first day back and so that's kind of how that's working, we're continuing to advocate what we need to continue to do and protect our schools and our staff and our families, and our students with State

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agencies, and I just know that there's some more money that might come our way, and we have plans to kind of have some background plans as to how we can do that.

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Well, I want to say thank you so much for spending this time with us, and I'm also going to thank you in advance, because you're going to come back next month on April. the nineteenth and we're going

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to talk a little bit more in depth about the prototypical funding model, and and how that that really works.

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And what does ample funding look like, and and all of those really really important things, so that we can try and make some more progress.

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But and let our legislators know that we are not going away until they solve this problem.

01:17:56.000 --> 01:18:04.000

And, as Sarah said, if they just solved the problem and amply Funders schools will go away. so.

01:18:04.000 --> 01:18:21.000

And I see Director Rankin is saying that there is a board budget session next Wednesday, and so there's a lot more work to be done, and I will be emailing our ptas in the near future I've been taking a little bit of a

01:18:21.000 --> 01:18:28.000

pause after session. But I will be emailing all of you about the importance of asking legislators to come.

01:18:28.000 --> 01:18:42.000

Talk to us again, and tell us about their legislative session, and get in touch about how to keep in touch and how to continue to work together as we shift from the rush and drama, and how many people can we get

01:18:42.000 --> 01:18:45.000  
to sign in of legislative session to the wall.

01:18:45.000 --> 01:18:51.000  
Conversations and the deep conversations. and the this is the longer story about why we need this.

01:18:51.000 --> 01:19:02.000  
So I really I really appreciate you, and I really appreciate everyone who came tonight and and so stay tuned everyone.

01:19:02.000 --> 01:19:06.000  
And then one final plug: Keep an eye on your emails, folks.

01:19:06.000 --> 01:19:16.000  
We are Seattle Council. Ptsa is partnering with National Pta around updating the national family engagement standards, and we are hosting listening sessions.

01:19:16.000 --> 01:19:24.000  
The this Saturday we have a listening session specifically for disabled parents and disabled caregivers.

01:19:24.000 --> 01:19:29.000  
To let National Pta know what family engagement needs you.

01:19:29.000 --> 01:19:36.000  
Have. we also have one that will be in Spanish for Spanish-speaking families.

01:19:36.000 --> 01:19:41.000  
We will also be having ones coming up, but for teachers, one for teachers, and one for families.

01:19:41.000 --> 01:20:00.000  
Just general education families. But if you are a disabled parent or caregiver and you have not gotten that invitation, email me and I will get it to you because it's really important that we hear from art disabled parents our disabled

01:20:00.000 --> 01:20:24.000  
character. So thank you. Thank you. Thank you, everybody and and we will see you next time.