

APPROVED



Board Special Meeting

Work Sessions: Budget, 2019-20 Superintendent Evaluation;

Executive Session: To Evaluate the Performance of a Public Employee

June 3, 2020, 4:30 – 7:30 p.m.

Meeting held remotely

Minutes

Call to Order

Director Hampson called the meeting to order at 4:31 p.m. Directors Hersey, Harris, Mack, DeWolf, Rivera-Smith and Rankin participated with Microsoft Teams or by phone.

Work Session: Budget

This work session was staffed by Chief Financial Officer JoLynn Berge and Superintendent Denise Juneau.

Chief Financial Officer JoLynn Berge summarized the agenda and reviewed the budget calendar. She gave an economic update: April's unemployment report is expected to reach 16% with 22 million jobs lost. She explained how this is an immediate drop in our state's revenue stream. Superintendent Juneau explained when legislature meets there is an offset and something that might be needed from us would be to make sure we do not have a cut that would supplant federal funds received. We will not know the full extend of the impact until next year, and K-12 and Seattle Public Schools (SPS) may see cuts in funding. The District is looking at savings and offsets. Ms. Berge explained how Federal Emergency Management Agency (FEMA) funding is still unknown.

Director DeWolf asked how prioritization will be determined for federal funds. Ms. Berge explained it will go towards current costs and costs to be incurred. Right now, the District has every third day classroom cleaning and depending on safety protocols classroom cleaning may increase cost approximately \$8M.

Director Hersey asked they should begin speaking to Legislators. Superintendent Juneau spoke about how it is never too early to speak to Legislators. Ms. Berge added legislative fiscal staff have sent a request for documents of all revenues and expenditures by month for each school district. We are making sure there is context in that submittal.

Director Harris asked about summer schools and summer working groups. Ms. Berge explained summer school is covered with available federal funds. Departments have professional development dollars set aside, and they may need to be/will be repurposed. Staff working groups are within the bargaining unit and get paid based on those agreements.

Director Mack asked about the timeline when the budget book is to be finalized. Ms. Berge confirmed it will be finalized when it goes to Audit & Finance.

Ms. Berge spoke about the estimated cost impacts of COVID 19 and that they are being monitored every week. She gave recommendations for laptop tops based on possible stay in place orders or other discussed scenarios for 2020-21. Continue High School at 1:1 and continue Middle School at 1:1 and begin Elementary School at 1:1. Also implement for all schools a bring your own device process. She reviewed what a possible bring your own device process would be. Ms. Berge spoke about how Lincoln High School has tested the bring your own device plan. She spoke about the possible elementary 1:1 plan and how the District would need up to 17,000 devices to be purchased. She reviewed the four possible scenarios; and how each scenario comes with its own pricing structure. Ms. Berge explained we would be quadrupling how many devices we are supporting. Staff are proposing to pay for it with BTA IV, BEX X and BEX IV.

Director Hersey asked what the cost per device is for elementary. If any software purchases are made how they will be used. He also asked what the training model is once this is rolled out. Ms. Berge explained it would be based on slide 16 \$300-400 per new laptop and those would have touch interface. Ms. Berge explained software is being discussed, and Chief Diane DeBacker has a work group to discuss possible options and how the training will be done.

Director Hersey supports the 1:1 laptop.

Director DeWolf asked what the digital divide number and he is asked if kindergarten needs a laptop or if tablets would be a better resource for them. Ms. Berge stated the number is around 5,000 families in need of internet or hotspots. Comcast coupons handed over in the summer and hotspots are also available. She explained devices for elementary schools this year were laptops after asking schools their preference between laptops and tablets. This year most schools wanted to start with laptops and it would be what they would be using going into further grades.

Director DeWolf supports the 1:1 laptop, but he believes what teachers opinion are on devices are valuable.

Director Rivera-Smith supports the 1:1 laptop. She would like additional parent training on laptop applications.

Director Rankin agrees trying out to the bring own device process districtwide. She would like to see a budget breakout of tablets costs.

Director Harris asked about laptops for Special Education (SPED) and English Language Learners (ELL) instructional assistants, what is the price for that. Ms. Berge explained most special education instructional assistants (IA) do have laptops already, as do most EL IAs. Approximately 600 laptops have been distributed to these two groups.

Director Harris is concerned with the 1:1 plan and students that may not be able to afford a bring your own laptop.

Director Mack agreed to that a bring your own device make sense, however, she would like robust procedures on internet safety. And she supports the new laptop purchases and 1:1.

Director Mack asked about SPED students that have Individualized Education Program (IEP) and need assistive tech being budgeted in this plan. Ms. Berge explained that is separate and already planned for and most students have that provided to them already.

Director Hampson agrees with 1:1 and bring your own device. She thinks some follow up discussion for applications and software should take place prior to a decision being made.

Ms. Berge added the main goal is to make sure we have the necessary laptops and are ready to distribute by the fall.

Director Rivera-Smith asked can both laptops and tablets be purchased. Directors discussed this and Director Rankin will follow up with Chief DeBacker and will follow up. Chief Berge will have staff work with the ITAC group to bring back recommendations on the bring your own device process and on tablets vs. laptops for our younger grades.

Director Hampson asked Directors to state a top priority for them for fall 2020-21, and what if any budget items should be paused.

Director Hersey: family support workers, mental health support/services and translation services. He does not have budget items he would like to pause and would like to think about that portion of the question.

Director DeWolf: mental health support and agrees with Director Hersey's list.

Director Rivera-Smith: mental health, ethnic studies and online safety for students.

Director Rankin: technology, and anything that goes directly to students such as staffing to support student and families at home. And SPS should focus on curriculum that is already purchased and being utilized.

Director Harris: labor workforce, professional development budget for online learning and summer school and ethnic studies.

Director Mack: services to students, using existing curriculum already purchased, ethnic studies and online safety.

Director Hampson summarized the majority want curriculum to remain a priority

Director Mack asked if cuts are made in the special legislative session this summer, would it impact the upcoming school year. Ms. Berge explained it could, but SPS is in as solid of a position as we can be, and we need to have the State keep funding held harmless in regards to enrollment and transportation riders. If SPS has a 5% drop in enrollment, that would be a significant immediate impact. The legislature can come back and cut us mid-year. If they do, that is what we have the economic stabilization fund for. The fiscal year ends August and the new year starts in September.

This meeting recessed at 6:01 p.m.

Work Session: 2019-20 Superintendent Evaluation

Director DeWolf called the meeting back to order at 6:01 p.m. Directors DeWolf, Hampson, Harris, Hersey, Mack, Rankin, and Rivera-Smith were present.

This work session was staffed by Superintendent Denise Juneau and Cashel Toner, Executive Director Curriculum, Assessment and Instruction.

Superintendent Denise Juneau thanked Director DeWolf. She spoke to the rubrics around the 2019-20 evaluation goals, mentioning that they will focus on 3rd grade reading today. She noted that Ms. Toner would talk about the collaborative efforts that went into establishing the 3rd grade reading goal and the dashboard. Superintendent Juneau introduced Ms. Toner, who spoke to framing the work, where it stands in the past, present, and future.

Superintendent Juneau mentioned that all Board Directors received binders with the pertinent information. Director Harris asked whether the information in the binders would be uploaded for transparency, and Superintendent Juneau replied that she thought they would be.

Ms. Toner spoke to the slide presentation, mentioning that it showed many artifacts and impacts, and that they would move into looking ahead with respect to distance learning and professional development. She delineated the work into three acts – past, present, and future, and addressed foundational course work with teachers; common English Language Arts curriculum, Board Policy No. 0030, Ensuring Educational and Racial Equity; and for the focus to remain on students furthest from educational justice.

Ms. Toner noted that this concentrated effort would continue throughout this year and next, and that the effort was cross-departmental. She thanked all departments within SPS and expressed her gratitude for Chief of Equity Partnerships and Engagement Dr. Keisha Scarlett in particular. Ms. Toner noted that it was not about fixing kids, communities or teachers, but that it is about partnering with all. She reminded the group that the focus is on young children who are not a monolith, but individuals who need tailored supports.

Ms. Toner spoke about Seattle Super Readers, which is designed to ignite excitement about reading. She noted that SPS worked with 13 schools, tiering efforts with these schools; each child took home 10 books to read over the summer, and banners were displayed all over the city. Ms. Toner noted that this was more than a public relations campaign. She spoke to the efforts of getting books to children through avenues other than classroom libraries, and that community engagement was crucial, but hard.

Ms. Toner spoke to selecting culturally diverse literature, and the development of a ready list of books to potentially distribute at lunch sites. She stressed the need to listen and act alongside families and students. Since May, three different learning labs have been operating, focusing on Black Excellence and classroom literacy. Ms. Toner also noted that different channels, like public housing partnerships, helped during the shutdown to score tangible wins regarding lending libraries in common areas.

Ms. Toner said that while she does not have data at this time, curriculum was specifically designed for the 13 schools and students. The lessons are designed to be culturally relevant, and teachers were instructed on how to present the information, then implement it in reading and writing in 3rd grade classes. She noted that the data story is the student work, and progress was made with teachers and kids, framing decisions by asking questions like, what will you start doing, continue doing, or stop doing. Ms. Toner stressed that teachers are to stop expecting less, start expecting more, and to hear student voices.

She continued to speak to assessment review and tools and mentioned technical aspects and the science of reading including the need for kids to have oral comprehension, which leads to becoming proficient

readers. Ms. Toner noted that their efforts present a significant lift, and that they were ongoing. She spoke to State requirements and the need for dyslexia work groups and looking at Office of the Superintendent of Public Instruction regulations to see how they nest into their portfolio.

Ms. Toner spoke to early learning pathways, and that 3rd grade reading was crucial for students to become proficient readers. She noted that the transition from preschool to 1st grade is not as jarring, and that expanded preschool access for 3 of the 13 identified schools featured in the strategic plan, which focuses on the 13 schools. Ms. Toner also spoke to parent engagement and mentioned that some schools had parent-teacher academic teams, which are preceded by training for staff to welcome families into the work of schools. The training is extended to parents prior to participation, as well as to teachers, emphasizing to look at families as partners while working on breaking into channels of communication to create a feedback loop to keep the dialogue open.

Ms. Toner noted that COVID-19 created a need to shift away from the previous plan to address the pandemic, and to find new ways to focus on the promising practices in the 13 schools to continue the work. She mentioned that this would be addressed as pieces become clearer, and that she was proud of the District's courage to center black boys around literacy and think differently about community engagement to facilitate better outcomes for kids.

Director Hampson asked for clarification on whether this was going to be focused on the 13 schools only for 2020-21. Ms. Toner affirmed this and mentioned Seattle Super Readers as an example.

Director Hampson noted that the remaining schools are asking when they can access SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) and asked about the trajectory. She stated that a lack of knowledge impedes the notion of universalism and asked why the effort could not be expanded more comprehensively.

Ms. Toner responded that the department was always working on getting better with communication. She noted that all schools set a CSIPs (Continuous School Improvement Plans) goal for reading.

Director Harris asked how Board Directors are braided into the effort and mentioned the need for principals to be on board. Ms. Toner discussed site visits to all of the 13 schools.

Superintendent Juneau noted that reading is part of the CSIP, and a huge shift that is talked about. Another step forward is creating teams for other schools. She stated that once CSIPs get rolled into the conversation, lessons will inform how to roll it out to all students.

Director Hersey asked where things are in this phase of the 3rd grade literacy goal. Ms. Toner responded that they are building their portfolio considering the outcome to look for, best practices, what is being assessed, when to conduct assessments, and what teachers think about it. Ms. Toner also stated that they had done level-setting to make sure everyone is talking about the same thing, while considering state requirements regarding dyslexia and how to fit tools from their approved list into the larger picture.

Director Hersey noted that we are in a very unpredictable time. He spoke to discerning whether there is a true impact and asked about a timetable.

Ms. Toner responded that she would like to get assessment recommendations together, working with teachers and schools that could be utilized mid next year.

Director Hersey spoke to the amount of vertical planning, assessing, and cross-collaboration between grades being done, and asked about opportunities built in for teachers to come together between PLCs (Professional Learning Communities) to do vertical mapping.

Ms. Toner replied that one of the components that is planned for all teachers for next year, and that they would have visibility of work done in other grades.

Director Hersey asked whether this applied to all teachers, from preschool through 12th grade. Ms. Toner replied that this only applied to elementary level at this point.

Director Hersey asked if we have the bandwidth to roll the effort out further, specifically over multiple grade levels, or whether it would make more sense to focus in on one grade level and roll it up. Ms. Toner noted that the efforts would be expanded to reach out into earlier years.

Director Mack noted that, appreciating Director Hersey's perspective as an educator, she is wondering whether providing educators with additional skills, lesson plans, and content is specific to their grade level, and whether there is material as well as strategies to ensure nothing is being missed to advance the plan. She noted that previous materials were based on whole language philosophy, rather than broken down by phonetics. She asked about specific strategies and lesson plans that can be provided to practitioners to make sure they have the needed tools.

Ms. Toner stated that the science of reading has evolved over the last few years, and that the Science of Reading Institute's instructional materials would be available online this year, which would be made available to educators. She mentioned that they are studying implementation, teacher survey data, and schemata to develop the work.

Director Rankin noted concerns about a lack of consistency building to building. Director Rankin mentioned a conversation she had with an educator who didn't know about the District's use of SIPPs and questioned how we can ensure everyone is on board. She stressed that the tools need to be rolled out to more students and asked who owns this process.

Ms. Toner responded that there can be a scarcity of resources mentality in our teaching corps. She stated that we have to have consensus between the teaching plan and the Board, and that any break down in this needs to be addressed. She also noted that there has not been an instructional plan for some time, and that we need to get kids reading at grade level or better.

Superintendent Juneau stated that she would continue to get the word out about what's available and how to get it and improve communication to schools.

Director Rankin asked whether Tier 1 & 2 teachers could be asked to disseminate information over the summer, and suggested it be tried with kids from different schools.

Director Rivera-Smith noted that great work was being done and asked what the biggest obstacle was to accomplishing the work.

Ms. Toner responded that trust with the community had to be re-built, and that letting them set the agenda, hearing honest feedback and what was needed to shift perspectives, as well as trusting the leader, were crucial.

Director DeWolf asked about Initiatives #1 & 2, and why the term ‘proficient’ was chosen. Superintendent Juneau responded that in respect to launching the community and marketing plan and doing groundwork, we are between proficient and distinguished. She explained that we are on track to ‘distinguished’ and expects to be there next year.

Director DeWolf asked for more information on the #2 goals on the Data Dashboard. Superintendent Juneau asked whether this could be addressed in the Executive Session. Ms. Bennett noted that the Data Dashboard is up on the website, and that if there is interest in posting the goals, the files would have to be made accessible. Superintendent Juneau concurred, and mentioned that the public session is on the website. Mr. Narver added that the binder provided was for the Executive Session.

Director Harris inquired as to how soon the information could be posted for transparency. She noted that we need to share loud and proud to avoid push back.

Director Mack stated that rubrics are part of the public record and asked about the existing Operations Dashboard. She wondered what was being measured before and why it is not on the current dashboard.

Director Rankin spoke about the previous dashboards and changes in the items being tracked. Director DeWolf noted that the Superintendent was responsible for aligning the previous dashboard to the new one. Superintendent Juneau added that there was discussion about this, and that the rubrics are public as approved in last year’s BAR.

Director Rivera-Smith asked whether the dashboard would be translated. Superintendent Juneau replied that she assumed it would like other information on the website.

Superintendent Juneau thanked Ms. Toner for all of her work.

Executive Session: To Evaluate the Performance of a Public Employee. RCW 42.30.110(1)(g).

At 7:30 p.m., Director DeWolf announced that the Board was immediately recessing the Board Special Meeting into executive session to evaluate the performance of a public employee, per RCW 42.30.110(1)(g), and that the session was scheduled for approximately 60 minutes, with an anticipated end time of 8:30 p.m.

Director DeWolf called the executive session to order at 7:33 p.m. Directors DeWolf, Hampson, Harris, Hersey, Mack, Rankin and Rivera-Smith were present. Superintendent Juneau was present.

At 8:34 p.m. Director DeWolf announced that the executive session to evaluate the performance of a public employee, per RCW 42.30.110(1)(g) was now expected to go an additional 20 minutes, with an anticipated end time of 8:54 p.m.

At 8:54 p.m. Director DeWolf announced that the executive session to evaluate the performance of a public employee, per RCW 42.30.110(1)(g) was now expected to go an additional 20 minutes, with an anticipated end time of 9:14 p.m.

At 9:13 p.m., Director DeWolf recessed out of the executive session.

Adjourn

The Board Special meeting reconvened at 9:13 p.m. and there being no further business to come before the Board, Director DeWolf adjourned the meeting at 9:14 p.m.

This meeting was held remotely per the Governor's [Proclamation 20-28.4](#), prohibiting public agencies from conducting meetings subject to the Open Public Meetings Act in-person to curtail the spread of COVID-19, and consistent with [School Board Resolution 2019/20-29](#). Public access was provided remotely through Microsoft Teams and teleconference.