



Board Special Meeting

Work Sessions: Student Assignment Transition Plan and Boundaries; Student and Community Workforce Agreement Task Force Recommendations

June 17, 2020, 4:30 – 7:30 p.m.

Meeting held remotely

Minutes

Call to Order

Director Mack called the meeting to order at 4:30 p.m. Directors DeWolf, Hampson, Harris, Hersey, and Rivera-Smith participated with Microsoft Teams or by phone.

Director Rankin joined the meeting at 4:37 p.m.

Work Session: Student Assignment Transition Plan and Boundaries

This work session was staffed by Superintendent Denise Juneau, Chief of Student Support Services Dr. Concie Pedroza, and Director of Enrollment Planning Ashley Davies.

Ms. Davies spoke about identifying and addressing capacity issues. She mentioned the newly formed Capacity Enrollment and Facilities Master Planning Committee (CEAFMP) will review and advise on capacity issues. A chart showed potential methods of addressing capacity issues both through enrollment options and capital planning options on a spectrum of less disruptive to more disruptive.

Director Rankin asked if there is a descriptor that can be used besides “disruption” because sometimes disruption is necessary. Disruption for some may mean more justice for others. Ms. Davies stated she will consider some other terminology.

Ms. Davies provided a general process and timeline overview for any boundary changes for the 2021-22 school year: Fall/winter 2019, identification of overcrowded schools and potential need for boundary changes; spring/fall 2020, data gathering and community engagement; winter 2020, boundary change recommendations to School Board; January 2021, review and action on potential boundary changes by School Board; fall 2021, approved boundary changes implemented.

Ms. Davies discussed community engagement and identified some practices that allow for better partnering and communication with schools and families. These practices have been developed over time, but she acknowledged that there is no one-size fits all engagement and other options could/should be used. She also explained that changes don’t impact only the school with a need for boundary changes but also surrounding schools that may be gaining students with a change.

- Director Harris said that Board introduction in December and decision in January is too late for families to make a thoughtful decision, as well as to get all of the information out to all potential students. Is there any way to move this process up and bring it to Operations in September, instead of later? Director Harris also asked if there is a ledger that tracks all of the different meetings and what type of community engagement was held.

- Ms. Davies responded that moving up the timeline is ideal from a staff perspective. However, given how engagement and feedback happens, the district would need to do engagement over the summer months in order to prepare for a September Operations Committee meeting. The reality has been that staff needs to conduct engagement in September and October in order to be ready for the November Operations Committee meeting. This year, COVID-19 and associated limitations make it even more challenging. Regarding a ledger of engagement, there is a full record of all meetings and engagement. It is not in a particular format, but she can begin sharing that information with the School Board.
- Director Harris followed up that the reason she asked for ledger is so that Board Directors can see what has been done now, before the BAR is introduced. She appreciates that the district cannot do engagement in the summer, but she would like staff to double-down and get this done earlier this year.
- Director DeWolf commented that there was recently an OpEd in the South Seattle Emerald about a process for leaders. He appreciates the slide about engagement.
- Director Hampson said she can't help considering the implications related to COVID-19. She is concerned that it's going to be hard to get a good level of community engagement with families who would need to hold both things in their minds during this time period. She encouraged staff to take the opportunity to rethink this work outside of usual process.
- Director Mack told the Board that in preparation for the work session, she and Ms. Davies had discussions about the volatility created by COVID-19.
 - Ms. Davies said staff will likely need to try some new processes given the restrictions and need for safety that preclude large group meetings. She will make sure to communicate with the Board as staff thinks through ways to engage families moving forward.
- Director Hersey expressed gratitude to Ms. Davies and her team.
- Director Rivera-Smith said she appreciates acknowledgement of need to communicate/engage with adjacent communities that could be impacted. She would appreciate communication about engagement with the Board so directors can participate. She wants to understand how board members can be involved in the process.
- Director DeWolf commented that he hoped that there would be a clear boundary on how the board members would be involved so that they don't interfere with the work.
- Director Mack said she has found it helpful to the community as well as herself when she is invited to the community meetings.
- Director DeWolf clarified that he thought board members should be involved and attending, but that they should not be doing the work of planning or staffing community meetings.
- Director Mack said that Ms. Davies has appropriately notified board members for their support about meetings and discussed engagement opportunities with the Operations Committee. Director Mack also commented that the new advisory committee (CEAFMP) has a document that guides the agenda of the committee's work. They will mainly focus on the long-range work and advising the Board about that long-range work. She stated that members of the committee were very deliberately recruited from communities distributed across the city.

Potential Boundary Changes

Ms. Davies then introduced two potential boundary changes for the 2021-22 school year. One at Green Lake Elementary and one at Mercer International Middle School.

Green Lake Elementary School is overcapacity with projected enrollment of 440 for 2020-21, and with no room for portables. Operational capacity is 387. Nearby option schools are nearly at capacity. There is limited space at schools adjacent to Green Lake Elementary. Boundary changes were recommended in 2017 but not approved due to community opposition. Meetings were held in fall 2019 about changing the geozone for neighboring option schools. Due to community feedback, no changes were approved.

Potential solutions to reduce the capacity challenges at Green Lake Elementary were identified as changing the school boundary, adding portables at an adjacent school, and/or changing a nearby option school to attendance area. Ms. Davies stated that one opportunity arises with the expanded and modernized Bagley Elementary School opening in fall 2020. The next step in these discussions is to go back to the community for discussions of options.

- Director Hampson expressed concern about engagement with the community about the two options schools (Stanford International Elementary and McDonald Elementary). She said there is also a need to acknowledge that communities furthest from educational justice do not have option school opportunities. Option schools are available only to certain neighborhoods. She does not support the inequity brought about by dual language immersion acting as enrichment vs. opportunities.
 - Ms. Davies said staff has not planned for any particular change around option schools. Changes to the geozones for John Stanford and McDonald were discussed as an option with the community and previous board. She said she appreciates recognition that when community engagement is held, staff needs to consider the issues raised by Director Hampson, and that it will be helpful to have the board provide guidance.
- Director Harris said she is extremely concerned that we've had these issues with dual language options schools for years and years without doing anything to address the inequity. She thinks it's time to embrace it and deal with it.
- Director Rivera-Smith asked if any capital plans were considered for expanding Green Lake Elementary. The answer was that the district applied for distressed schools funding from the state, but that funding was not awarded.
- Director Rivera-Smith asked about a boundary change that would have Bagley absorb some of the Green Lake attendance area. She also expressed concerns about turning one of the option schools into an attendance area school as it would be likely to make the school less diverse.
- Director Mack said having two options schools in a single area has been an issue for quite a long time. She reminded the Board that the Student Assignment Plan is a web of assignments where any change will impact other schools.

Ms. Davies then began discussing Mercer International Middle School. The school is overcapacity with a projected enrollment of 1,194 for 2020-21. Mercer is scheduled for replacement with a new building opening in 2025. That school will have capacity for 1,000 students. During construction, Mercer will be located at an interim site at Original Van Asselt, which will have capacity for only 1,000 students.

The potential solution identified is a boundary change as adjacent middle schools (Washington Middle School and Aki Kurose Middle School) have space for more students. The School Board is considering a temporary cap on enrollment for the upcoming school year at the meeting on June 24. Six elementary schools feed into Mercer, including two dual language immersion schools. A boundary change was approved in 2013 to provide capacity relief for Mercer, but that change was not implemented due to community feedback. With the upcoming move to the interim site in 2021-22, it is urgent that a decision be made to reduce the enrollment at Mercer beginning with that school year.

- Director DeWolf asked if Ms. Davies was saying was that conversations about Mercer International Middle School boundaries will impact Washington, and if so, will that school community be included in the conversations?
 - Ms. Davies confirmed Washington would be impacted. Staff have had conversations with the principals of the three middle schools that are likely to be part of the transition. These conversations allow the district to enter into engagement with families regarding change, and how the schools would support the changes to ensure that students can be successful.
- Director Harris said there has been discussion about moving a feeder school out of Mercer for the past three years given the number of portables. It's never moved forward, and there is concern about community feedback.
- Director Rankin had a comment wondering about boundary changes in general. This is a decision-making area where a lot of community feedback is taken. This engagement is great, but there also needs to be consideration of the laws of physics around space. When looking at the 2013 changes not being implemented due to community feedback, how can the space issue be addressed? The impact is now being felt seven years later. How do we balance community desires with the fact that there is not enough space?
 - Ms. Davies said that the Board receives extensive feedback when considering boundary changes. The Board makes the decisions. She wants to make sure staff can work with the Board and provide the information they need as they receive that feedback.

Student Assignment Transition Plan

The Student Assignment Transition Plan was discussed next. Director Mack introduced Dr. Concie Pedroza, Chief of Student Support Services and Dr. Thad Williams, International School Administrator.

Ms. Davies first provided some context and background. The New Student Assignment Plan (NSAP) was approved in 2009 to provide more predictability for families. It put into attendance areas schools into place. The Student Assignment Transition Plan (SATP) was a document to support phase in of the NSAP. Since then, the SATP has been updated annually, while NSAP has not been updated since 2009. Many policies are now outlined in SATP that conflict with 2009 NSAP.

The SATP continues high-level policy information. As board members have conversations with other departments and teams, they will find many topics reflect back to SATP. For example, if there are changed made to advanced learning, changes must be made in the SATP. The Board typically aligns changes to SATP with boundary change processes because they are connected.

Ms. Davies said that Dual Language (DLI) immersion is only open conversation for 2021-22 school year.

Ms. Davies provided an overview. There are three attendance area DLI elementary schools and two option DLI elementary schools. Based on a Board decision last year, option schools reserve 20% for students who already speak Spanish or Japanese. The district's definition of native/heritage speakers prioritizes assignment for students who speak the language regardless of whether they are native speakers or of Hispanic or Japanese descent. Discussions have begun as to how this relates to serving those furthest from education justice and about redefining the set aside for "native" speakers.

Dr. Pedroza said that the district is committed to improving the processes for admission to DLI schools. There is a lack of clarity for families on who can apply to the option schools. She also said many scholarly articles tie heritage language to cultural, racial, and ethnic identity.

International Schools Administrator, Dr. Thad Williams said the district is working to making connections around work OSPI has laid out focusing on English language learners and immigrant students. He said if that isn't the focus, DLI is an enrichment program. Discussions are about how to make sure ELL and immigrants students have access to the programs and defining heritage language speakers. If the district uses DLI to close opportunity gaps, it fits with the strategic plan and OSPI's definition.

- Director DeWolf asked where the DLI reserve of 20% is recorded.
 - Ms. Davies said that the number is in SATP and originally was 15%. Last year the Board increased it to 20%. The DLI task force recommended 30%. She is not aware of where the original 15% came from.
- Director DeWolf said he is uncomfortable with an arbitrary number vs. prioritizing heritage speaker over other students.
- Director Hampson said one issue is where the native/heritage speaker live vs. where the schools are located. It would be necessary bring these students far from their homes for school. She reminded staff and the Board of the need for inventory of bilingual teachers.
- Director Mack asked if conversations around program placement have begun or if they need to be opened.
 - Ms. Davies said conversations would need to begin.
- Director Harris asked that the task force report be sent to all directors since it keeps being mentioned. She said she appreciated Director Hampson's concerns about busing students out of neighborhoods asked if there are heatmaps of where heritage speakers live and if there is an inventory of bilingual teachers. She would like heatmaps sent out to board directors and said that there should be an inventory.
- Director Hersey said he seems to remember that there wasn't a good reason to move DLI option school set asides for heritage/native speakers to 20% vs. 30%. He supports moving it to 30%.
- Director Rankin said she had pulled up the heatmaps for ELL services online. She said that McDonald and JSIS are north of ship canal which is as far away from the 'hot spots' that you can get. She said the question is who the program is for and who the district is trying to support. She is glad we are working to redefine that program is for native/heritage, vs. those who speak the language, and appreciates having these conversations.
- Director Rivera-Smith said she fully supports redefining heritage speaker and set aside to be representative of a family's heritage. She pointed out that 30% vs. 20% was likely to increase crowding at Green Lake and best practice is 50% heritage speakers. There are a lot of colliding issues.

Next steps were shared.

Dr. Pedroza said that all of these topics brought before the Board are challenging. She reminded all that these changes need to be aligned to values while limiting the impact on families.

This meeting recessed at 6:03 p.m.

This meeting reconvened at 6:11 p.m.

Work Session: Student and Community Workforce Agreement Task Force Recommendations

Director Zachary DeWolf called the meeting back to order at 6:11 p.m. Directors Liza Rankin, Lisa Rivera-Smith, Chandra Hampson, Eden Mack, Leslie Harris and Brandon Hersey also were present.

Staff present were Superintendent Denise Juneau, Chief Legal Counsel Greg Narver, Chief of Student Support Services Dr. Concie Pedroza, Chief Financial Officer JoLynn Berge, Chief Operations Officer Fred Podesta, Senior Adviser to the Superintendent Sherri Kokx, Director of Capital Planning and Projects Richard Best, Executive Director of Government Relations and Strategic Initiatives Erinn Bennet and Career Technical Education Curriculum Specialist Harvey Wright.

Chair of the work session and executive committee, Director DeWolf, mentioned there would be time for directors' questions. DeWolf also mentioned how this meeting had been postponed due to COVID-19 restrictions.

Consultant Nancy Locke, serving as a facilitator, shared the PowerPoint on task force recommendations.

A break in the presentation was taken for questions. Director DeWolf praised Locke for her facilitation of the Student and Community Workforce Agreement (SCWA) Task Force and for her presentation. Director DeWolf requested to elevate a couple of things before moving to directors for questions. Director DeWolf said he heard cost increases mentioned a lot. He noted there are two different types: the cost to implement the SCWA and the cost increases on projects. What was shared were implementation costs.

Director Hampson said her cost differential question was answered. She praised and supported the work and said cost increases were worth bearing.

Director DeWolf added that directors may be able to collaborate with the city on software on enforcement to help with costs.

Director Harris said her concerns have been answered. She was very concerned for women and minority businesses, but the information presented eased her concerns. However, Director Harris said we should double down on the recruitment of more women and minority businesses. She said working with the city is a little ironic since directors were told in the last work session that they were in the weeds, but Podesta has contacts in the city. Director Harris gave props to Director DeWolf for being tenacious on this.

DeWolf said he was grateful for Director Harris' support. He agreed one of the biggest challenges is challenging the status quo. This work has a strong economic justice mission. Economic justice is racial justice, Director DeWolf said.

Director Harris responded that directors were elected to not only have fiduciary oversight on the purse strings of an enormous capital project, but also elected to move things forward. This does both of those things, she said.

Director Hersey said he was impressed by the presentation and stated he is a proud union member. Director Hersey noted this effort moves the needle and is timely going into a recession. Nothing else he can imagine that would improve student's economic opportunities.

Director Hersey asked if directors could get some recommendations on how advocacy looks like for the city and who they should be having conversations with. Although Fred could lean in, Director Hersey said he is interested in making a coordinated approach. He also said the software is important to the longevity of the project and wants to be part of the discussion.

Director Mack underscored and echoed the other comments. She said the presentation was comprehensive and amazing work. The presentation answered questions she had, and she looks forward to continuing this conversation and work.

Director Rankin seconded Director Hersey's comments and said this is exciting for students, our communities and the whole city.

Director Rivera-Smith expressed her gratitude for the work. She asked what are other avenues to address disputes? Locke said the SCWA, following the city's boilerplate, has several things. There is a dispute resolution process, which is an agreement on how to escalate and to talk through disputes. Also, there is a unique process called a prejob, where the contractor comes to talk to union/business rep with Seattle Public Schools (SPS) present before they go on a job site. Any concerns can be aired before the work gets underway. A third way is through a project administrative committee that meets once a month and has multiple people discuss the progress of projects and what is needed.

Director DeWolf asked for clarity on the risks of SCWA. He said the risks listed in the presentation are based on assumptions and not evidenced. Locke said the things listed are not well evidenced or convincing, but we cannot ignore that there may be risks.

After presentations by speakers Monty Anderson, Bill Slusser and Tom Peterson, Director DeWolf asked directors if they had questions.

Director Hampson had no questions but noted her appreciation for the passion of the presentations. She said it made the content more real.

Director Harris said she did not have questions and thanked the presenters.

Director Hersey had no questions.

Director Mack said she appreciated the presenters' personal perspectives and for them shining a light on the educational opportunities for students in the building trades. She asked if there is anything in the agreement to expand the district's course offerings and Skill Center? Are we making a stronger commitment to expand our Skills Center offerings? Director DeWolf said Wright will answer this question in the next section of the presentation.

Director Rankin said she appreciated the personal testimonials. She said this is a real impact and can offer opportunities to our students.

Director Rivera-Smith also appreciated the personal stories. She also shared her appreciation to Anderson and Suzanne Dale Estey, who she met with last year, for attending the work session.

Director DeWolf underscored his gratitude to Anderson, Slusser and Peterson for their participation in the task force and attending tonight.

Director Harris said she had a specific question to Anderson regarding the superintendent of Federal Way denying a workforce agreement. She was told by Dale Bright said to reach out to Anderson to find out what happened. Director Harris asked for Anderson to share what is going on there.

Anderson said the Federal Way agreement fell apart. They went to the superintendent first instead of the school board. The superintendent was all in on the agreement but changed her mind the day before bids went out. Anderson said the people sitting with the superintendent at their last meeting didn't care about the community. One person told Anderson that he doesn't like when people skip in line. Anderson said talks disintegrated, and it's unfortunate because there are a lot of problems on the Federal Way School District jobs.

Director Hersey said he could attest to that.

Director DeWolf returned the presentation back to Locke, who introduced Wright. While Wright queued his part of the presentation, Director DeWolf said Wright, who works for SPS in Career Technical Education (CTE), has continuously and relentlessly always circled the task force back to what is best for students.

DeWolf thanked Wright for his work and then allowed time for directors' questions.

Director Hampson asked what are implications of OSPI guidelines that recently came out? Wright said it is important point to make that we are in a fluid situation on what the school year would look like. Wright has been engaged in conversations on this. Even with a social distancing model, he is optimistic SPS would be able to continue and launch.

Director Hampson said this is critical work and the board will support however they can.

Director Harris said this issue is close to her heart. She said we've come a long way to marketing to students, which has helped. Could we reach out to our labor partners and have them help us with marketing? Wright agreed. He believes we will have strong partners to engage in the work and support communities to raise awareness and experience. He noted there are a lot of ambitious plans around this work that has been delayed, but they look forward to getting started.

Director Harris would like regular updates in Friday Memo every two or three months about outreach efforts. Wright said advisory meetings notes could be shared with the board to be more transparent about work being done to support and grow the program. Director Harris said if you feed us (not in food), we will show up for you.

Director Hersey thanked everyone on the on the call. He asked if we have considered reaching out to community-based organizations (CBOs), such as Africatown? He wants to make sure to highlight that CBOs are part of the strategy. Wright agreed and said they were working with the Urban League. Now, they are rebuilding connections after the pandemic pause. Hersey said he is willing to help be a bridge to CBOs.

Director Mack noted that having just discussed student assignment plans around boundaries, she noticed the Skills Center isn't in there. Should it be more deliberate, such as having a specific student assignment as we do for dual language and Montessori? Director Mack asked how many spaces are available, and do students know about it? She heard about limitations on a Skills Center course this summer capped at 20 students. Wright said we may need to do all the above. For summer opportunities,

CTE was strategic on who was admitted in alignment with the strategic plan goal. Wright said his hope in this program to provide spaces for students to engage. Like most places in this country, we have been enamored with the four-year degree, which as a result traded away a lot of the infrastructure to support trades programs. Wright note Skills Centers are ready to go, four high schools with existing skill trades programs can be repurposed around these opportunities. However, there is a larger question on how we better meet and serve all our students know that we have real infrastructure needs for space. We will need to be creative on solving problems.

Director Mack noted this is something to think about as we build out the next levy.

Director DeWolf noted his appreciation for Director Mack highlighting that.

Director Rankin said fall will be time to be creative about space. She echoed a little of what Director Mack said about access and location. Director Rankin would like us to find ways to let students have access to opportunities without having to travel. She said as someone who has taught a trade at the college level, it's a life skill. You can do college and trades. They intersect. She wants students to have more access.

Director Rivera-Smith asked the conversion timeline for Rainier Beach High and Ingraham High? Wright said they are in conversations now with ANEW to launch next fall. There are programs at those sites now. The difference would be that these trade classes would become pre-apprenticeship programs with state recognition. He said that is the easiest lift because it entails training teachers and introduce new curriculum aligned with ANEW.

Director Rivera-Smith asked are we adopting the curriculum of ANEW? How are we going about this process? Wright said we have a construction curriculum and approved framework. He isn't sure how different it is from the current one. They looked at what was done at Peninsula High School. This may be a fusion of what we are doing and require small adjustments to what we do now, Wright said.

Director Rivera-Smith noted a revision provision may allow this.

Before Director DeWolf handed over the session to Podesta and Locke for final comments, he thanked and named the task force members: Monty Anderson, Richard Best, Hannah Blackbourn, Dale Bright, Stephanie Colbert, Karen Dove, David Hackney, Sandy Hanks, Tamara Harris, Bob Korth, Jane Mounsey, Tom Peterson, Keith Weir, Pastor Lawrence Willis and Harvey Wright.

Narver addressed potential the next steps. He said a board action report would go before the board and direct the Superintendent and her designees to negotiate the terms a SCWA with the district's labor partners. Given the calendar, introduction ad action likely on July 8. Narver said further action by the board will be needed if and when an agreement is negotiated. One would be an amendment to the procurement process to incorporate the terms of the SCWA. The timing depends on when and if the agreement can be negotiated.

Director DeWolf told the directors he wants to move this work forward.

Adjourn

Director DeWolf adjourned the meeting at 7:45 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.