



SCHOOL BOARD ACTION REPORT

DATE: September 19, 2017
FROM: Dr. Larry Nyland, Superintendent
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For Introduction: October 18, 2017
For Action: November 1, 2017

1. TITLE

Repealing School Governance Structures Policy and Procedures F20.00, F20.01, and F20.02 and Adopting New Board Policy No. 4140, Collaborative Governance Structures

2. PURPOSE

This action would replace outdated policy and procedures related to school governance structures with higher-level policy language about the importance of collaborative governance structures. This change moves language outlining the details of such structures to other documents such as collective bargaining agreements.

3. RECOMMENDED MOTION

I move that the School Board repeal Board Policy F20.00 and Board Procedures F20.01 and F20.02 and adopt a new Policy No. 4140, Collaborative Governance Structures, as attached to the Board action report.

4. BACKGROUND INFORMATION

a. Background

The Board continues its work to update older policies and has recently communicated a heightened focus on policy compliance. The District's current policy book includes one policy and two Board-adopted procedures that deal with school governance structures. These documents were last approved in 1996. Since that time, collective bargaining agreement (CBA) language with the Seattle Education Association has developed to provide specific structure around "Building Leadership Teams" (Art. II, Section A.4). As CBA language, adopted by the Board in 2015, overrides policy language adopted in 1996, the CBA language shapes current practice. This action would remove detailed policy language that is currently overridden by CBA language and causes confusion for the public about which language is controlling and in effect. In its place, this action would add a new Board policy that states that the Board encourages the formation of school governance structures, but leaves the details to other documents like CBAs.

b. Alternatives

The Board may choose not to take any action, but this is not recommended as it would

leave in place policy language that is overridden by current CBA language, causing continued confusion for the public. Without a change to the CBA, this would also ensure the District remains out of compliance with Board policy.

Alternatively, the Board may choose to add more details about school governance structures into policy. To be in effect, these details would have to align (or not be in contradiction to) CBA language, which could require further bargaining with the District's labor partners.

c. **Research**

Staff researched policies and collective bargaining agreement language in other Washington school districts (Shoreline, Northshore, Lake Washington, Bellevue, Renton, Highline, Tacoma and Spokane). None of the districts had policy language at the level of detail that is contained in F20.00, F20.01, and F20.02. A couple districts reference the importance of community involvement in decision-making and a couple explicitly support a site-based decision-making model, but none specify how collaborative site-based leadership teams are composed. By contrast, each district had details in their collective bargaining agreements regarding collaborative decision-making processes.

5. FISCAL IMPACT/REVENUE SOURCE

There is no fiscal impact to this action.

Expenditure: One-time Annual Multi-Year N/A

Revenue: One-time Annual Multi-Year N/A

6. COMMUNITY ENGAGEMENT

With guidance from the District's Community Engagement tool, this action was determined to merit the following tier of community engagement:

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve

Tier 3: Collaborate

As this question interacts directly with CBA language, District staff consulted with labor partners, including the Seattle Education Association (SEA) and the Principals' Association of Seattle Schools (PASS). Leaders from both groups expressed support for creating a new policy with higher-level language that does not conflict with current CBA language.

7. EQUITY ANALYSIS

This action was not put through the racial equity analysis toolkit. The primary objective of this compliance-related motion is to eliminate confusion caused by conflicting language in different documents.

8. STUDENT BENEFIT

As recognized in the CBA with the Seattle Education Association, collaborative governance structures can help school leaders focus on and improve student achievement.

9. WHY BOARD ACTION IS NECESSARY

- Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)
- Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)
- Adopting, amending, or repealing a Board policy
- Formally accepting the completion of a public works project and closing out the contract
- Legal requirement for the School Board to take action on this matter
- Board Policy No. _____, [TITLE], provides the Board shall approve this item
- Other: _____

10. POLICY IMPLICATION

This action would repeal an outdated policy and procedures and adopt a new policy as described above. The new policy would be placed in the Series 4000, within the “Public Participation in the Schools” section.

Policy No. 5021, Applicability of Personnel Policies, explains that “where there is a conflict between the terms of a collective bargaining agreement and the district’s policy, the law provides that the terms of the collective bargaining agreement shall prevail in regard to the staff covered by that agreement.”

11. BOARD COMMITTEE RECOMMENDATION


This motion was discussed at the Curriculum and Instruction Policy Committee meeting first on September 12 and then on October 10, 2017. The Committee reviewed the motion and moved it forward to the Full Board for consideration.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, the older policy and procedures will be repealed and the new policy will take immediate effect.

13. ATTACHMENTS

- NEW Board Policy No. 4140, Collaborative Governance Structures (for approval)
- Board Policy F20.00, School Governance Structures (for repeal)
- Procedure F20.01, Establishment and Operation of School Governance Structures (for repeal)
- Procedure F20.02, Specific Areas of Involvement for School Governance Structures (for repeal)
- SEA CBA Language regarding Building Leadership Teams (Article II, Section A.4)

 <p>SEATTLE PUBLIC SCHOOLS</p>	<p>COLLABORATIVE GOVERNANCE STRUCTURES</p>	<p>Policy No. 4140 [DATE] Page 1 of 1</p>
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It is the policy of the Seattle School Board that the district encourage and facilitate, through the implementation of collective bargaining agreements or other applicable procedures, the formation and ongoing functioning of collaborative school and program governance structures. These entities will be formed to work with the building principal or program manager to improve student achievement and may include community representation as appropriate.

Adopted: [date]

Revised:


Cross Reference: Policy Nos. 5020; 5021

Related Superintendent Procedure:

Previous Policies: F20.00, F20.01, F20.02

Legal References:

Management Resources:

	<p>SCHOOL GOVERNANCE STRUCTURES</p>	<p>Policy F20.00 April 1996 Page 1 of 1</p>
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Policy

It is the policy of the Seattle School Board that the District is to encourage and facilitate the formation and ongoing functioning of school governance structures, such as, but not limited to, local site councils, leadership teams, and/or school management teams. Such entities will be formed to advise and work with the building principal/program manager and building staff in facilitating continuous improvement of student achievement.

The District will, within the limits of law, policy and human and fiscal resources, work with schools to provide the stability and continuity necessary to execute schools’ strategic plans consistent with each school’s needs and the strategic goals of the District.

Such governance structures are empowered and limited in function by procedures adopted by the Seattle School Board.

Adopted: April 1996
Revised:
Cross Reference: F20.01; F20.02; F21.00
Related Superintendent Procedure:
Previous Policies: C17.00
Legal References:
Management Resources:

	<p>ESTABLISHMENT AND OPERATION OF SCHOOL GOVERNANCE STRUCTURES PROCEDURE</p>	<p>Procedure F20.01 April 1996 Page 1 of 4</p>
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Board-Adopted Procedure

The following will serve as guidelines to facilitate the development and operations of school governance structures. It is the intent of the School Board that every school will have a school governance structure that enables school staff, students when appropriate, parents and community to work together. It is the responsibility of the principal to develop and maintain effective organizational structures and processes for collaborative decision-making.

Formation and Operational Guidelines

1. **Formation.** Schools establishing a school governance structure may choose to develop a new entity or to adapt a presently existing one to function as the governance structure if the school staff and the school community have approved the structure through their customary decision-making process.
2. **Recognition.** School governance structures will receive official recognition from the Board upon submission and approval of bylaws fulfilling the following core requirements:
 - a. School governance structure goals are aligned with school and District strategic plans.
 - b. The proposed bylaws have been approved by the school staff and the school community.
 - c. A decision-making process will be developed and outlined in the bylaws.
 - d. Membership represents the diversity of the school and community populations, and a balance between school staff representatives and parent/community representatives. (See 4 below)
 - e. The members are selected through a fair and open election process. Each constituency elects its representative(s), e.g., school staff

selects school staff representatives, students elect student representatives, parents select parent representatives, organized and generally recognized community groups select community representatives, or, alternatively, the principal may choose to appoint community representatives. (See 4 below)

- f. The school governance structure agrees to recognize and observe existing policies and procedures, collective bargaining and other agreements and projects, and laws. (See 6 and 7 below)
 - g. Meetings will be open. (See 5 below)
 - h. Procedures for amendments to bylaws and the process for discontinuing or reorganizing the governance structure must be included.
3. Goals and Self Evaluation. In accordance with school and District strategic plans, a school governance structure should set the governance structure's annual goals, develop plans, and establish mechanisms for evaluating its effectiveness.
4. Membership, Representation, Selection. Membership on the school governance structure will be determined by the bylaws of each school governance structure. School governance structures will not discriminate on the basis of race, gender, language, income, marital status, sexual orientation and other criteria as identified in existing Seattle School District contracts and policy.

Further, it is the intent of the Board to encourage school governance structures to assure that membership is representative of the student population and broader community; for example, principals, classified staff, certificated staff, parents, students, PTSA, parent groups, grade level, programs, minority and gender equity, interested community people, programs, and geographic representation.

It is expected that a school governance structure's membership will be representative of a school's diverse population and that the governance structure members can show that they have solicited and responded to input from the school's diverse population in the development and implementation of a school's strategic plan and other appropriate governance structure activity.

It is the responsibility of every member on the governance structure to communicate with and represent all segments of the school population.

School governance structure members must be parents or guardians of a Seattle School District student, students of the Seattle School District, District staff members or resident(s) of the Seattle School District.

5. Open Meetings. School governance structure bylaws will be guided by the principles of the Open Meetings Law in assuring that governance structure meetings shall be open to the public unless the District's General Counsel, when consulted, advises otherwise.
6. Compliance. School governance structures will recognize and observe existing policies and procedures, collective bargaining agreements, other District agreements, and applicable laws.
7. Waivers. If current policies and procedures, contracts, laws and regulations or District agreements impede a school's restructuring process or strategic planning, the appropriate central administrative structure will assist the school governance structure with requests for a waiver or adjustment from the appropriate body.
8. Conflict Resolution. School governance structures experiencing conflicts will utilize the current District complaint/issue resolution process to resolve the problem.
9. Fundraising. School governance structures may not engage in fundraising, but school governance structure members may assist in the fundraising efforts of other, separate, non-District organizations (e.g., PTSA and nonprofit corporations formed to benefit schools) that are insured and observe District policy and procedures regarding fundraising activities.

Central Administration Guidelines

Central Administration will be responsible for fulfilling the following tasks regarding school governance structures.

1. Assistance and Training. Provide information, advice, facilitation, training and other assistance, which will enable the establishment and ongoing functioning of each governance structure, consistent with each school's needs, the District's Strategic Plan, policies and procedures, and legal boundaries.
2. Bylaws Recognition. Recommended to the School Board official recognition of school governance structures upon receipt and approval of bylaws fulfilling core requirements.
3. Bylaws Amendments. Recommended to the School Board the approval of amendments to school governance structure bylaws.

4. Waivers. Assist school governance structure with requests to the appropriate body for waivers or adjustments, if current policies or procedures, contracts, laws and regulations or District agreements impede a school's strategic plan.
5. Periodic Review. If a school governance structure is found to be out of compliance with its bylaws and/or District policy or procedures, after appropriate assistance has been provided, it may be recommended to the School Board that its District recognition be revoked.
6. Indemnification. The District will defend the school governance structure and its members against any claims or suits arising from, and will be responsible for all damages incurred in, the good-faith performance of the school governance structure's duties. This obligation does not extend to instances of gross negligence, intentional or wanton misconduct, violation of law or District policy, or criminal acts, and it is conditioned upon prompt notification to, and full cooperation in the investigation and defense by, the District's General Counsel of any claim.

Adopted: April 1996

Revised:


Cross Reference:

Related Superintendent Procedure:

Previous Policies: C17.01

Legal References:

Management Resources:

	<p style="text-align: center;">SPECIFIC AREAS OF INVOLVEMENT FOR SCHOOL GOVERNANCE STRUCTURES PROCEDURE</p>	<p style="text-align: center;">Procedure F20.02</p> <p style="text-align: center;">April 1996</p> <p style="text-align: center;">Page 1 of 3</p>
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Board-Adopted Procedure

Within Board policy and procedures, District guidelines, and State and Federal Regulation, and with exceptions noted in Board-Adopted Procedure F21.00, each school governance structure may have many areas of involvement. Examples of the areas are listed below.

In school decisions, plans and programs, the school governance may play a role of advising, consulting, communicating, implementing, monitoring, evaluating, or final decision making if these roles have been delegated to it by the principal or the Superintendent. The principal will be accountable to the Superintendent for any decisions, plans and programs at the school.

EXAMPLES INCLUDE:

Budget

- A. District budget
- B. Local school budget
- C. Grant applications
- D. Special program funds
- E. Fundraising, see F20.01, Formation and Operational Guidelines, 9, p.3

Curriculum

- A. Policies to insure the quality of educational content
- B. Textbook and educational materials screened and approved by the Board
- C. Programmatic changes for the local site

Program Placement

See Board Procedure F21.00, p. 1.

Safety

- A. School safety plans
- B. Local student behavior codes

School Operation

- A. Local school building and grounds maintenance
- B. Instructional hours within bell times
- C. Dress code and/or uniforms

Staffing

- A. Selection or transfer of the local principal and assistant principal(s).

The principal reports to the Superintendent or his/her designee. The Superintendent, with School Board approval, has the final responsibility and authority for principal selection. All contractual and District policy, procedures and processes will be met. When a vacancy occurs, governance structures may send to the Superintendent their ideas and recommendations for the type of person to be principal/program manager of their school/program.

For transfers or new hires, the governance structure will be able, at their request, to interview potential candidates. Following the interview process, the governing structure will be able to report strengths and weaknesses of each candidate to the Superintendent and, recognizing that the Superintendent makes the final decision, may indicate which candidate(s) best fit the “ideas and recommendations: (see paragraph a.) previously submitted to the Superintendent.

- B. Evaluation of the principal

School governance structures will be an important source of information to the Superintendent in the evaluation of principals and assistant principals, in accordance with the District’s process of administrator evaluation.

Strategic Planning

Local school’s strategic plan.

Testing

- A. School-based assessment

- B. School governance structure self evaluation

Other

- A. School profiles
- B. Appropriate involvement of staff, students, parents, community and business groups in school activities
- C. Parent education
- D. Promotion/marketing of the local school for purposes of attracting a more ethnically balanced population and/or increasing enrollment
- E. Requests for waivers from employment contracts, policy and procedures, state regulations, etc.
- F. Other issues specific to each school that may be delegated to the school governance structure by the principal.

Adopted: April 1996

Revised:

Cross Reference:

Related Superintendent Procedure:

Previous Policies: C17.02

Legal References:

Management Resources:

ARTICLE II: PARTNERSHIP FOR CLOSING THE ACHIEVEMENT GAP

ARTICLE II: PARTNERSHIP FOR CLOSING THE ACHIEVEMENT GAP

The SEA and the Seattle Public Schools continue to strive for a relationship that is focused on providing the best possible learning environment for students. The organizational structures described below will help to advance collaboration as we work toward this goal. There is not the luxury of time - each day that passes without every effort being made to insure that all students can reach the standards set by the SPS for every student to be able to know and do upon graduation is a breach of our collective responsibility to provide a quality education. Paraprofessionals, SAEOPS and Certificated staff are all part of the process. The principles and beliefs set forth in the Preamble of this contract will guide the work of the committee.

SECTION A: Organizational Structure

The proposed organizational structure for effective collaboration consists of:

1. The Partnership Committee
2. The Leadership Committee
3. The Labor-Management Committee
4. Building Leadership Teams/Program Leadership Teams
5. Instructional Councils, Cabinets or Faculty Representatives
6. Building Equity Teams

1. Partnership Committee

The SPS and SEA will create a Partnership Committee consisting of 5 appointees of SPS, 5 appointees of the SEA, and 3 non-voting community members selected by the parties using agreed upon selection criteria, after the initial convening of the Committee. Each member must commit to serve for a 12 month period. The parties will make their best effort to assure that the Committee reflects the racial and ethnic composition of the students we serve. The purpose of the committee will be to address the issues of the achievement gap.

The Partnership Committee will:

- a. Convene within 60 days of ratification of this agreement, and monthly thereafter. The District will be responsible for organizing the initial convening.
- b. Identify and make recommendations to the Leadership Committee on best practices and initiatives that focus on reducing disproportionality in student discipline.
- c. Identify and work with internal committees, task forces, groups, individual staff members, etc. that are working to increase equity and reduce disproportionality in an effort to align and coordinate initiatives.
- d. Identify human and financial resources that could support school-level and District-level initiatives.
- e. In May of each year, the committee will give a written report to the Leadership Committee that will discuss the District's progress in eliminating disproportionate discipline and include recommended strategies for use at the District, program and school level. The District will provide to the Committee disaggregated student data on discipline and graduation rates by race/ethnicity, age, gender, and ELL or special education status.
- f. Disproportionate discipline and the achievement and opportunity gap are present in every school, and need to be addressed everywhere as soon as possible. In May of each year, the Committee will make a recommendation to the Leadership Committee regarding the

ARTICLE II: PARTNERSHIP FOR CLOSING THE ACHIEVEMENT GAP

continuation or expansion of the number of Equity Teams, or a recommendation to pursue an alternative strategic initiative to eliminate disproportionate discipline.

- g. At the end of two years, the Committee will make a recommendation to the Leadership Committee as to the future scope of its work as regards eliminating disproportionate discipline, and reducing the opportunity and achievement gap.
 - h. Screen applications and select the schools for piloting Equity Teams by December 1 of each year, review the work of Building Equity Teams, and make recommendations regarding how to share their learnings and best practices.
 - i. The District will set aside at least one half day of a District TRI day for training related to disproportionate discipline in the 2016-17 school year, to be planned by the Partnership Committee. All SAEOPs and Paraprofessionals will be invited and allowed to participate and paid for their time.
2. The Leadership Committee
- a. The Leadership Committee will be a forum for collaboration, communication and cooperation in which the parties will discuss SPS policy, which could include fiscal policies, site-based decision making, policies related to student instruction, adoption and use of technology, legislative policies, as well as other policies, imminent decisions, trouble spots, and the SPS/SEA collaborative relationship. The Committee will not be empowered to vote on or veto SPS decisions or the labor agreement and will not discuss bargaining issues.
 - b. The Committee will consist of the Superintendent and other SPS representatives appointed by the Superintendent and the SEA President and the Executive Director of SEA and other SEA representatives appointed by the SEA. The Committee will meet monthly at mutually convenient times determined by the Superintendent and the SEA President or their designees.
 - c. The Committee will define the factors that will be used to focus effort and resources on a school/program. These factors will include but not be limited to such data as the mobility of students and staff; poverty levels; discipline and attendance records; retention rates; unfilled substitute educator requests; student dropout rates; second language students; experience level of the staff; standardized and classroom based assessments, state as well as common District assessments: AP and IB course completion rates; length of time attending SPS; and the percentage of students on track to graduate. The Committee will determine whether the school/program(s) as currently configured would be sustainable in the longer term. The Leadership Committee may have subgroups to work on these areas.
3. The Labor-Management Committee
- a. The Labor-Management Committee will be a problem-solving forum for discussing issues rather than hearing individual cases. It is not empowered to negotiate labor agreement provisions or additions or deletions thereto. It will focus on general contract administration and interpretation, including grievance trends, backlogs and the administration of labor relations work.
 - b. The Committee will include SEA staff appointed by the SEA Executive Director and Human Resources staff appointed by the Assistant Superintendent of Human Resources, including the Labor Relations Director and representatives from among the Instructional Directors and other appropriate staff as needed. The Executive Director of SEA and the Director of Labor Relations will determine the agenda for these meetings.
4. Building Leadership Teams/Program Leadership Teams

ARTICLE II: PARTNERSHIP FOR CLOSING THE ACHIEVEMENT GAP

- a. For purposes of collaborative site-based decision making, each building/program will establish its own committee structure. However, at a minimum, each school/program must form a Building Leadership Team/Program Leadership Teams and determine a decision-making process that meets the needs of the school/program. The collaborative decision-making process will be communicated to the entire staff through a written document, which will include a decision-making matrix.
- b. The Building Leadership Team/Program Leadership Team for each building/program shall consist of at least:
 - 1) The principal/supervisor, and
 - 2) Five (5) elected SEA-represented staff. One of the five (5) elected seats will be designated for and voted upon by classified SEA-represented staff. If the BLT exceeds 7 SEA members, representation of classified staff should at a minimum be two, ideally one paraprofessional and one SAEOP.
 - 3) To the extent possible, the Building Leadership Team/Program Leadership Team will reflect the racial and ethnic composition of the school/program staff and school community. The Building Leadership Team/Program Leadership Team must be selected by a process that is supported by the SEA-represented staff at the school. The structure of the BLT/PLT will be reviewed with the staff each year. The documents created will be provided to the SEA and Executive Director of Schools with a copy forwarded to the Assistant Superintendent of Human Resources.
- c. The primary function of a Building Leadership Team/Program Leadership Team is to promote and facilitate the collaborative decision-making process which affects academic achievement and to identify how to support the needs of students and staff in buildings. The more specific responsibilities of the Building Leadership Team/Program Leadership Team are to oversee the facilitation and development of:
 - 1) For BLTs, a Continuous School Improvement Plan (CSIP) including the configuration and structure of the school's classes and/or program offerings, and the school's efforts to ensure equity in discipline, learning, and opportunity for all students.. For PLTs, a plan of moving and improving program delivery including the configuration and structure of the program's offerings.
 - 2) A school-wide/program-wide professional development plan to support the CSIP/plan.
 - 3) The school's /program's budget.
 - 4) Creation/review of the Decision-making Matrix (DMM).
- d. Because one of the shared beliefs is that those impacted by decisions must be given an opportunity to be involved in the decision making, the parties recognize that extra effort may be required to provide opportunity for representatives of the paraprofessional and office professional staff to participate in the work of the Building Leadership Team/Program Leadership Team. Buildings/programs will examine the possibilities of altered work week scheduling, shared office coverage, limited use of voice mail coverage, and other strategies that encourage and enable the participation on behalf of paraprofessional and office staff representatives. Schools will also make an effort to provide an opportunity for itinerant staff to participate in decisions impacting them, as appropriate.
- e. The scheduling and assignment of teachers, the assignment of students to classes, and the daily schedule of classes and activities shall be made with staff participation and be consistent with the CSIP, while recognizing that the principal has the right to make the final decision. In May of each year, employees may submit three choices in priority order for assignment of grade level/subject area for the following year. If the choice cannot be honored, a conference will be held to discuss why an employee will be placed in an area that was not requested.

ARTICLE II: PARTNERSHIP FOR CLOSING THE ACHIEVEMENT GAP

Programs will carry out assignments and transfers as outlined in their procedures and/or Policy and Procedures Manuals.

- f. To ensure staff participation in collaborative decision making, buildings/programs need to establish processes for that involvement. Buildings/programs may wish to identify committees or other means to accomplish the work of the school/program (e.g., health, safety, hiring, and budget) and assist with the responsibilities assigned to the Building Leadership Team/Program Leadership Team.
 - g. Processes for establishment of building/program committees and the membership of the committees must be approved by a majority of staff at the school/program. Failing such support, the building/program committees and membership shall be determined by the Building Leadership Team/Program Leadership Team.
 - h. The Building Leadership Team/Program Leadership Team and building/program committees shall include parent/family members, students, and community representatives as appropriate. Building-based committees will seek input from other organizational structures (e.g., PTSA, site council) as appropriate.
 - i. If there is a conflict between a decision made by the BLT, or building/program staff, (within the responsibilities set out above) and an instructional council or other faculty representative body (per 5 below), the decision of the BLT or staff will take precedence.
 - j. When a staff, following the school's/program's decision-making matrix, cannot reach consensus or at least a 2/3 vote on budget, the professional development plan, or CSIP, a representative from SEA and a representative from SPS will meet with the staff involved in an attempt to resolve the issues. If after a reasonable attempt the issues remain unresolved, the issues will be forwarded to the Superintendent's designee for a final decision. Members of the decision-making body may submit a statement to the Superintendent's designee before a final decision is made. SEA and SPS will strive to have a final decision within five (5) work days from the date that the issues are initially raised.
5. Building Equity Teams/Program Equity Teams
- a. For purposes of eliminating disproportionate discipline; promoting stronger relationships between schools, their staff, parents, and students; and supporting student learning and the closing of achievement and opportunity gaps, each building and program that is selected by the Partnership Committee will establish its own Equity Team which meets a minimum of once per month. In addition to Equity Teams already established through the Race and Equity Department, 10 additional teams will be added in 2015-16, and 10 additional teams will be added in 2016-17.
 - b. The Equity Team will consist of at least:
 - 1) The principal/supervisor, and
 - 2) At least four (4) elected SEA-represented staff. One of the four (4) elected seats will be designated for and voted upon by classified SEA-represented staff. Schools are encouraged to include staff members from special education and English Language Learning departments. If the team exceeds 7 SEA members, representation of classified staff should at a minimum be two, ideally one paraprofessional and one SAEOP.

Because one of the shared beliefs is that those impacted by recommendations must be given an opportunity to be involved, the parties recognize that extra effort may be required to provide opportunity for representatives of the paraprofessional and office professional staff to participate in the work of the Equity Team. Buildings/programs will