



# **Weighted Staffing Standards (WSS) Workgroup Meeting Minutes**

**September 10, 2025**

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For questions and more information about this document, please contact the following:

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## Weighted Staffing Standards

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**Meeting Name/Purpose:** *Weighted Staffing Standards (WSS)*

**Meeting Date:** *September 10, 2025*

**Location:** *MS Teams*

**Facilitator(s):** *Dr. Kurt Buttleman*

**Members:**

Principals & PASS: Rainey Hartford Swan, Principal Brian Vance\* – PASS President, Principal Erika Ayer – Elementary Co-Component President, Principal Rina Geoghagan – Elementary Co-Component President, Principal Tip Blish – M/K-8 Component President, Dr. Barbara Casey – High School Component President

SEA: Girard Montejo-Thompson, Tammy Watson, Otis Golden

Central Office Staff: Dr. Rocky Torres-Morales, Dr. Sarah Pritchett, Linda Sebring, Pat Roe, Dr. Pam Faulkner

\*Unable to attend

**Links to supporting Materials/Documents:**

- [Gold Book 25-26](#)
- [Previous Meeting Notes](#)

**Objective:** Review potential changes to the 2026-27 WSS Formula; Discuss the short-term need to make recommendations to the Superintendent for the administration of school allocations for the 2026-27 school year. Per Board Policy 6010, that recommendation will need to be made by mid-December.

**Agenda:**

1. Welcome & Introductions
2. Review Policy 6010 & 6010SP
3. Update on ERS work & status of WSS Review Project
4. Preview potential WSS changes
5. Reconsideration of Reduction Priorities
6. Closing & Next Steps

**Minutes:**

- Dr. Buttleman provided an overview of the District policy and procedure that establishes the school funding model and the Workgroup.
- The Workgroup reviewed the WSS analysis performed by the 2024-25 WSS Workgroup.
- The Workgroup reviewed the Strategic Plan development for 2025-30 to ground their work for any recommendations for the 2026-27 school funding model.
- The Workgroup reviewed a list of proposed work they could consider for recommendations this year:

- a. Assistant Principal Stability
  - b. CTE Funding
  - c. For option schools, CTE provides another pathway for students to graduate.  
Could changes to CTE impact student graduation pathway? Need to make CTE funding more transparent and equitable
  - d. Multilingual: Funds for Textual Materials and Funds for Translation
- The Workgroup made suggestions for additional issues to consider:
  - a. Principal stability / retention and transfer of knowledge
  - b. SAEOP stability and staffing levels / maintain community
  - c. Non-staffing / discretionary funding, floor to operate elementary schools
  - d. Prevent the “October shuffle” or make it less impactful
  - e. Concerns that WSS was not applied after the budget process in March
  - f. Ways in which K-3 and 4-5 funding work that could be more systemic
  - g. Hearing the need for more predictability and stability
  - h. Baseline staffing model for a well-resourced schools – what would it really cost and what should it be comprised of?
  - i. Funds for short-term sub principals
- The Workgroup discussed how they see baseline staffing conversation fitting into the ERS / strategic plan work.
- Central Office staff were directed to evaluate the list of work for the 2025-26 Workgroup.
- The next meeting of the WSS Workgroup is scheduled for October 1.

**Attachments:** WSS Workgroup PowerPoint presentation

# Weighted Staffing Standards Meeting

September 10, 2025





# Agenda

1. Welcome & Introductions
2. Review Policy 6010 & 6010SP
3. Update on ERS work & status of WSS Review Project
4. Preview potential WSS changes:
  - Assistant Principals
  - CTE funding
  - ML textual materials and ML translation funds
  - Review for potential updates to Policy and/or Sup. Procedure
5. Reconsideration of Reduction Priorities
6. Closing & Next Steps



# 2025-26 WSS Members

- Girard Montejo-Thompson, SEA President
- Tammy Watson, SAEOP President
- Otis Golden, Paraprofessional President
- Rainey Hartford Swan, PASS Exec. Director
- Principal Brian Vance – PASS President
- Principal Erika Ayer – Elementary Co-Component President
- Principal Rina Geoghagan – Elementary Co-Component President
- Principal Tip Blish – M/K-8 Component President
- Dr. Barbara Casey – High School Component President

## Support Staff:

- Dr. Kurt Buttleman, facilitator
- Dr. Sarah Pritchett
- Dr. Rocky Torres-Morales
- Dr. Pam Faulkner
- Linda Sebring
- Pat Roe



# Board Policy 6010 - School Funding Model

“It is the policy of the Seattle School Board that budgetary formulas and staffing standards determining school budgets within Seattle Public Schools be reviewed annually in the budget development process to ensure service of the academic needs of their students, within the confines of the district’s annual budget.

The Seattle School Board directs the Superintendent to implement a school funding model that provides a core foundation which includes necessary resources for teachers, teachers support and administrative support for academic success for all students of Seattle Public Schools and uses the following guiding principles:

1. Provide the basic staffing for school – adjusted for substantive size differential considering non-instructional costs;
2. Result in a transparent school funding model that schools, families, and community members can understand;
3. Provide the core staffing needed for schools to focus on academic issues;
4. Based on data, provide personnel differentially to schools on the basis of student characteristics, including poverty, bilingual, special education, highly capable, and academic performance levels;
5. Align resources with **funding requirements**, state and federal grant requirements, and contractual obligations;
6. Align staff adjustments with changing student populations and school level administrative duties;
7. Invest more resources in early learning (K-3); and
8. Provide continuity of programs by attempting to retain core staff levels from year-to-year.

The Superintendent shall establish procedures or administrative guidelines to support the implementation of this policy.”



# Superintendent Procedure 6010SP

Please find the entire SP here: <https://www.seattleschools.org/wp-content/uploads/2021/07/6010SP.pdf>

## **“School Funding Model Work Group Process**

Each year, the district will convene a school funding model work group to make recommendations to the Superintendent about potential changes for the following year’s direct school funding. The work group should align recommended changes to support the district’s strategic plan and ensure there is an equity focus for any recommendations.

The work group will meet several times during the fall and early winter to review academic needs, data models, and budgetary issues before providing recommendations by mid-December to the Superintendent. The work group also reviews the Equity Tier methodology and may recommend changes to the Board. Minutes from these meetings are posted publicly.

## **Work Group Members**

The school funding work group includes leaders from the Seattle Education Association representing interests of certificated and represented classified school-based staff as well as leaders from the Principals’ Association of Seattle Schools representing principals and assistant principals. The majority of the work group members are school principals who are asked to provide insights and suggestions across all of the district’s grade bands from Kindergarten through High School and within all Equity Tiers.

The Chief Financial Officer facilitates the conversations and provides analytical data when required. Support staff also typically includes the Chief Academic Officer and Chief Human Resources Officer. Other staff may be asked to participate, based on subjects under review or data requirements from the work group.

## **Duties**

Members of the work group are responsible for attending regularly scheduled meetings and sharing data and obtaining input from their peers or staff that they are representing in the meetings. Members may also be called upon to assist in explaining recommendations to the Superintendent or School Board.”





# Board Policy 0060

<https://www.seattleschools.org/about/school-board/policies/0060-financial-planning-and-budgeting/>

Specifically Items 6 & 11.



# WSS Review Project Recap

- On October 29 the WSS Committee agreed to take on the long-term review project of the WSS model to align with the [District's new Strategic Plan for 2025-2030](#).
- In November, staff developed a project plan and timeline for the Review Project.
- The WSS Committee self-selected into sub-groups to review relevant areas of the model, reconvening in-person on December 17 to share group findings and possible recommendations.
- Volunteers from the WSS Committee then formed a Steering Committee to oversee the long-term WSS Review Project. They began by producing a draft WSS Review Project Charter.
- Concurrently, the district contracted Educational Resource Strategies "ERS" to consult on a strategy and resource analysis project that has three primary goals:
  - Understand current resource allocation and connect resource use to research-based best practice and comparison districts against which to benchmark;
  - Identify opportunities for strategic realignment of resources to better meet student needs and organizational priorities; and
  - Recommend a proposed set of high-impact strategies for improving student outcomes that serve as the basis of the upcoming strategic plan.
- On February 24, the WSS Steering Committee members met with the ERS consultants to share priorities and inform ERS work.
- ERS consultants continue meeting with focus groups and district representatives.
- The district is anticipating preliminary information on this research and strategy analysis in ~~early April~~ **late September**. Upon receipt of that initial analysis, we intend to reconvene the WSS Committee to determine the next steps in our WSS review project.
- In the meantime, WSS members were invited to comment on the draft Charter.

# Strategic Plan Development for 2025-2030



## GOALS:

1. The percentage of students in second grade that meet or exceed key grade-level standards for foundational literacy skills will increase from [TBD – spring 2025 data for baseline] in June 2025 to [+ 10 percentage points] in June 2030.
2. The percentage of sixth graders prepared to succeed in grade-level math coursework in 7th grade, as measured by the 6th grade SBA, will increase from [TBD – spring 2025 SBA data for baseline] in June 2025 to [+10 percentage points] in June 2030.
3. The percentage of students that graduate having completed Washington State graduation requirements consistent with their individual High School & Beyond Plan and having completed one of the following:
  - Dual credit work in ELA, World Language, the Arts, Social Studies, STEM, or CTE OR a formal work-based learning experience,
  - FAFSA/WASFA applications, or
  - Applications to one or more college, work-based program, or other postsecondary program will increase from [TBD baseline to be established using spring 2025 data] in June 2025 to [TBD pending collection of baseline data] in June 2030.

<https://www.seattleschools.org/about/school-board/goals-and-guardrails-for-the-2025-2030-strategic-plan/>



# Strategic Plan Update

- Superintendent meeting with School Leaders to provide Strategic Plan Update on September 19, 9:30-11am.
- The School Board has scheduled a Special Meeting for the ERS Diagnostic Presentation on September 24, 4:30-7:30pm.



# Draft Charter

**Project Purpose:** A long-term project to review the Weighted Staffing Standards Model and make revisions in line with Seattle Public Schools' Strategic Plan for 2025-2030, Policy 0060, and Policy and Superintendent Procedure 6010\*.

**The new model should be:**

- equitable
- understandable
- transparent
- sustainable
- stable and predictable for schools
- realistic and aspirational
- utilized as a guide for the next 5 years.

# Project Scope



## In-Scope:

- School Staffing Allocation Model including:
  - Core or “Base” staffing
  - Operational funding for schools
  - Discretionary funding for schools
  - Title and LAP allocations
  - External funding (E.g., PTA funds, donations, etc.)
- Address usage (or non-usage) of Equity Tiers in the staffing model
- Social Workers / ML funding in SEA contract
- Consideration of staffing being a biennial process
- Research of other district / state staffing models

## Out-of-Scope:

- Balancing the operating budget for Seattle Public Schools
- Revisions that conflict with existing labor agreements



# Other Issues / Factors

## Specific issues to consider:

- AAFTE at secondary schools (ML and SPED students)
- Program Assignment
- How are FRL data utilized in the model?
- HC resources (staffing – extension math resources / PD) for inclusion
- International Baccalaureate
- Newcomer students
- Credit Retrieval in comprehensive High Schools in WSS (\$12,000)

## Overall issues:

- Enrollment projections
- Class size recommendations
- How much “rounding” to get to with different roles? (clarify rounding of different position types)
- K3 reduction
- Overage
- Establish a “floor” for what a school should have at a minimum.
- Should experience of staff members be a part of this calculation?

## Critical Success Factors

- Review of foundational information (completed December 2024)
- Recommendations for Policy (0060 & 6010) changes
- Recommendations for model updates
- Improved understanding of the staffing allocation model by families, staff, and the public



# Proposed Fall Work

- Assistant Principal Stability
- CTE Funding
  - For option schools, CTE provides another pathway for students to graduate. Could changes to CTE impact student graduation pathway? Need to make CTE funding more transparent and equitable
- Multilingual: Funds for Textual Materials and Funds for Translation
- Other issues to consider?
  - Principal stability / retention and transfer of knowledge
  - SAEOP stability and staffing levels / maintain community
  - Non-staffing / discretionary funding, floor to operate elementary schools
  - Prevent the “October shuffle” or make it less impactful
  - Concerns that WSS wasn’t applied after the budget process in March
  - Ways in which K-3 and 4-5 funding work that could be more systemic
  - Hearing the need for more predictability and stability
  - Baseline staffing model for a well-resourced schools – what would it really cost and what should it be comprised of?
  - Funds for short-term sub principals





# Discussion

How do we see baseline staffing conversation fitting into the ERS / strategic plan work?



# Next Steps

## **WSS Workgroup Meeting Schedule**

- September 10, 3pm – 4pm (Teams)
  - October 1, 3pm – 4pm (Teams & JSCEE Rm. 2010)
  - November 5, 3pm – 4pm (Teams & JSCEE Rm. 2010)
  - December 3, 3pm – 4pm (Teams & JSCEE Rm. 2010)
  - Recommendations to Sup. due mid-December
- Pat/Linda/Dr. Faulkner/Dr. Torres and Dr. Pritchett to review Slide 13 to evaluate list for 2025-26 work.

# Thank you!



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