



Weighted Staffing Standards (WSS) Workgroup Meeting Minutes

October 1, 2025

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Weighted Staffing Standards Workgroup Meeting Minutes

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

Meeting Date: *October 1, 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, Daxa Thomas, Nancy Carroll, Erika Ayer, Dr. Charmaine Marshall

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

1. Welcome new members

- Introduction of new members Principals Daxa Thomas, Nancy Carroll, and Dr. Charmaine Marshall.

2. Overview of Fall Work for 2026-27 WSS Recommendations

- Workgroup reviewed the topics for consideration for the 2026-27 recommendations:
 - AP and office support staff stability (Goals 1-3; Guardrails 1,2, & 5)
 - Per pupil discretionary funds (Goals 1-3; Guardrail 5)
 - Should ML textual materials and translation funds fold into per pupil discretionary funding pool?
 - Revisit per pupil amounts (i.e., does there need to be a shift from Secondary schools to Elementary Schools?)
 - Adjustment guidelines (Goals 1-3; Guardrail 5)
 - 2.0 FTE “rule”
 - Limited middle/high school adjustments
 - CTE allocations through WSS (Goal 3; Guardrails 1 & 5)

3. Today's discussion:

a. AP and office support staff stability (Goals 1-3; Guardrails 1,2, & 5)

- Workgroup reviewed ERS data on principal perception of funding at school building, ratios of AP principals.
- Staff presented analysis of factors causing elementary and K-8 to generate an Assistant Principal (AP).
- Principals were asked for feedback on whether SPS is using the correct thresholds when determining AP allocations.
 - Special education programs generate additional staff and IEP obligations. Principals agreed that the workload to evaluate IAs can be onerous. Thus, special education programming should carry additional weight in determining AP in the building.
 - Preschools should also be included when calculating AP allocations.
 - In addition, evaluations are not dependent on whether staff are half time or full time, so the number of individual staff should impact AP allocation.
 - Suggestion to have a traveling principal for preschools.
 - K-8s may have additional needs and staff that are not counted toward their AP allocation.
 - The impact of eliminating positions falls upon remaining staff who are already overburdened.
 - Larger schools may not have large number of SpEd or ML still need AP.
 - Concern that inconsistent policies disrupt allocations to schools.

b. Per pupil discretionary funds (Goals 1-3; Guardrail 5)

- **ML textual materials and translation funds folded into per pupil discretionary funding pool**
- Principals were asked for feedback on discretionary funding for schools. Should the district repurpose underspent ML textual material and ML translation funds?
 - Principals agreed schools can get translation services in other ways.
 - Concern that some schools have unspent funds because principals do not know how to spend certain pots of money.
 - Observation that it is difficult to spend ML funds given the restrictions.
 - Concerns that carryforward funds are no longer available.
 - Most principals agreed funds for ML textual materials and translation could be allocated differently and still benefit ML students.
- **Revisit per pupil amounts (i.e., does there need to be a shift from Secondary schools to Elementary Schools?)**
 - This item was not discussed. Will move to the November agenda.

4. Next Steps

- Next meeting is scheduled for November 5. Remote only.
 - Request from principals for longer meetings in the future.



Attachments: WSS Workgroup PowerPoint presentation

Weighted Staffing Standards Meeting

October 1, 2025





Agenda

1. Welcome new members
2. Overview of Fall Work for 2026-27 WSS Recommendations
3. Today's discussion:
 - AP and office support staff stability (Goals 1-3; Guardrails 1,2, & 5)
 - Per pupil discretionary funds (Goals 1-3; Guardrail 5)
 - ML textual materials and translation funds folded into per pupil discretionary funding pool
 - Revisit per pupil amounts (i.e., does there need to be a shift from Secondary schools to Elementary Schools?)
4. 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
- Principal Cindy Waters
- Principal Daxa Thomas
- Dr. Charmaine Marshall

Support Staff:

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



Fall Work

Meeting 2: October 1

- AP and office support staff stability (Goals 1-3; Guardrails 1,2, & 5)
- Per pupil discretionary funds (Goals 1-3; Guardrail 5)
 - Should ML textual materials and translation funds folded into per pupil discretionary funding pool?
 - Revisit per pupil amounts (i.e., does there need to be a shift from Secondary schools to Elementary Schools?)

Meeting 3: November 5

- Follow-ups from October meeting
- Adjustment guidelines (Goals 1-3; Guardrail 5)
 - 2.0 FTE “rule”
 - Limited middle/high school adjustments

Meeting 4: December 3

- Follow-ups from November meeting
- CTE allocations through WSS (Goal 3; Guardrails 1 & 5)

Principals in SPS do not believe that positions and dollars are allocated fairly

Context

Before assessing funding equity and fairness of resource allocations based on the data, this chart includes data from principals in SPS about how they perceive the fairness of allocations within the school resourcing model in SPS.

Explore

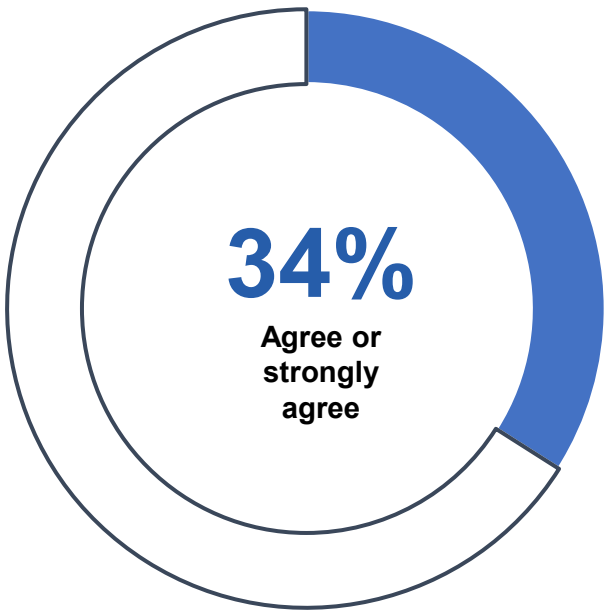
Across all school levels, most Seattle principals reported not feeling that positions and dollars are allocated fairly based on school needs. Ratings were especially low for elementary and middle school principals.

Hear Directly

Seattle principals commented on their lack of capacity to fund intensive intervention or meet the full suite of student needs with their current school funding.

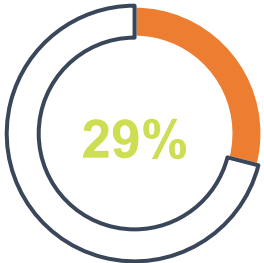
Principal Survey Results

Positions and dollars are allocated fairly based on my school's needs

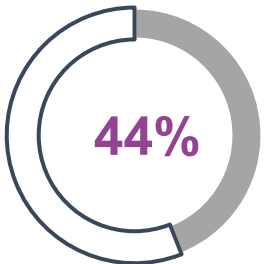


Overall

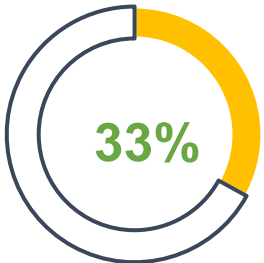
Elementary



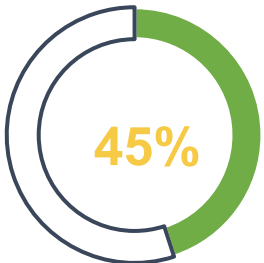
K-8



Middle



High



Staffing levels at elementary schools leads to administrators having more staff to evaluate per administrator



Spans of control for principals are important to consider to ensure principals have sustainable workloads and have the ability to provide support to their staff. accordingly.



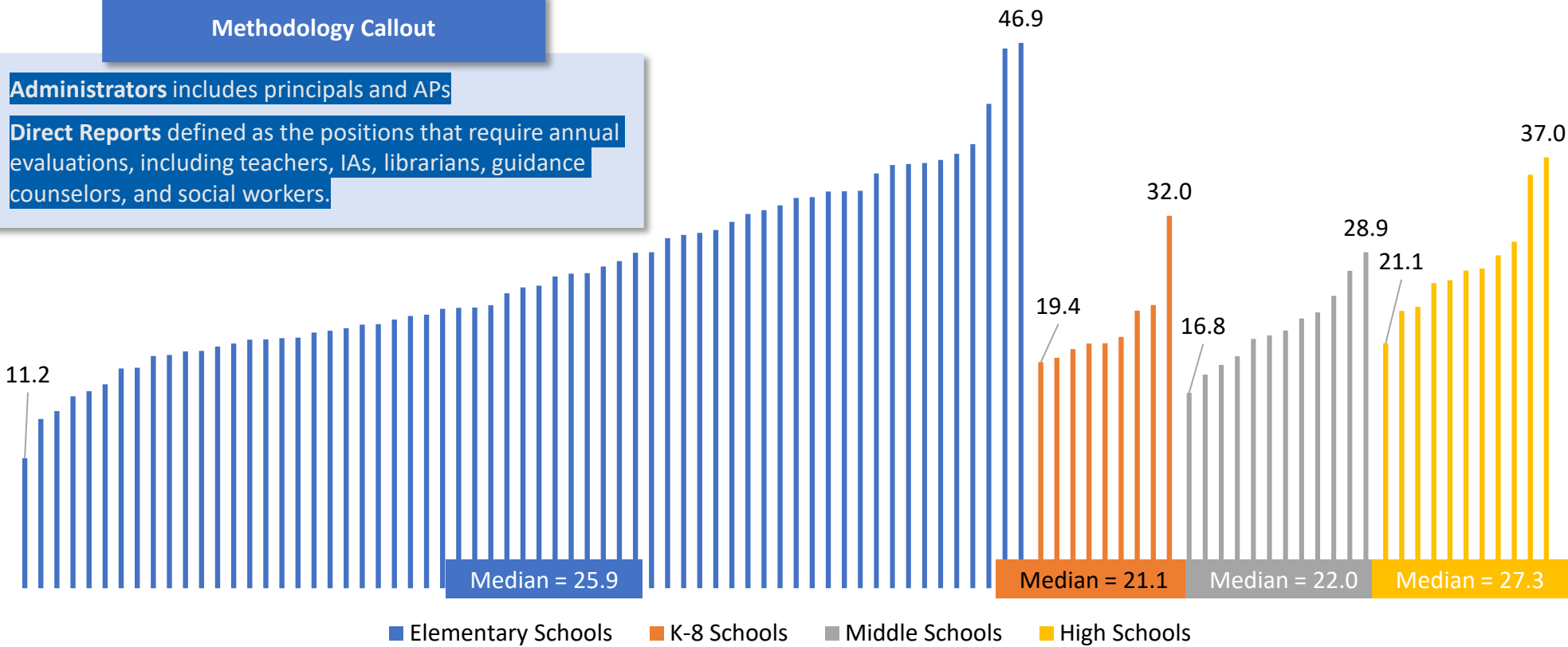
In this chart, each bar represents the ratio of direct reports administrators (both Principals and APs) at an individual school. Notice that there is significant variation in this ratio at the elementary level. The median elementary school administrator has a span of review of 25:1. At some schools, this ratio is as high as 46.9:1.

Administrator to Direct Reports Ratio by School Level

SY24-25

Methodology Callout

- Administrators includes principals and APs
- Direct Reports defined as the positions that require annual evaluations, including teachers, IAs, librarians, guidance counselors, and social workers.



Higher ratios are often driven by a higher percentage of schools not having AP support for staff observations and evaluations



Assistant Principals (APs) play a central role in the school instructional leadership team – particularly through sharing the load on observations and evaluations with principals. The presence (or absence) of APs shapes how feasible it is to manage and support large numbers of staff effectively.



In Seattle elementary schools, many principals are navigating instructional leadership responsibilities without support: 63% do not have access to an AP.



How might the number of direct reports impact a principal’s ability to lead instructionally?

Where are the biggest differences in staff-to-admin ratio? How do they align with student need or school complexity?

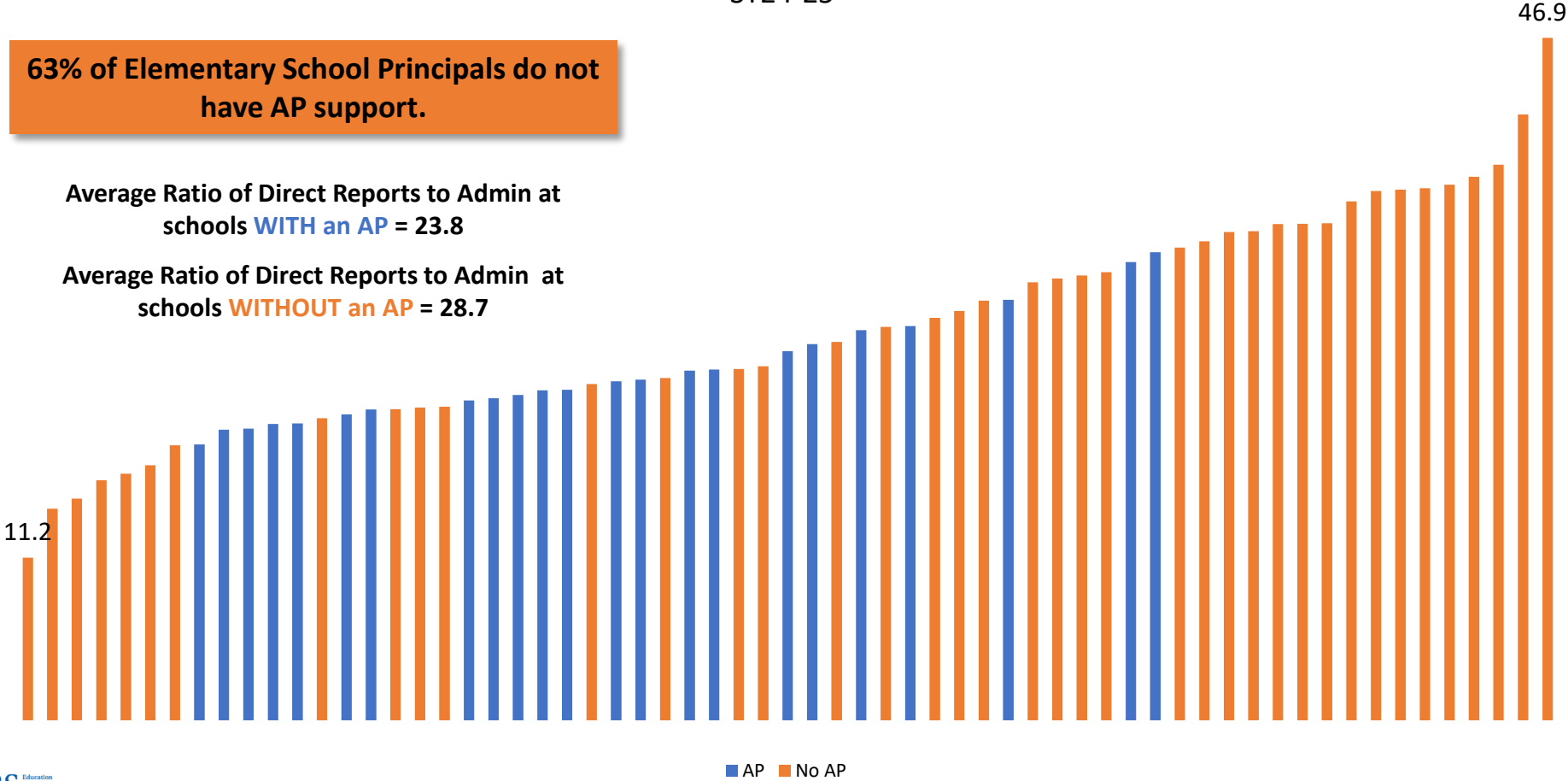
Elementary School Ratio of Administrators to Direct Reports

SY24-25

63% of Elementary School Principals do not have AP support.

Average Ratio of Direct Reports to Admin at schools WITH an AP = 23.8

Average Ratio of Direct Reports to Admin at schools WITHOUT an AP = 28.7





Assistant Principal Stability

- Budget Staff analyzed the factors causing elementary and K-8 schools to generate an Assistant Principal (AP) allocation through the district's Weighted Staffing Standards (WSS) model SY2024 through SY2026.
- The WSS model generates an AP allocation based on instructional staff FTE at a specified ratio (see table).
- The number of certificated teacher FTEs is derived from:
 - gen ed teachers which is driven by both student enrollment (school size) and K-3 ratios (poverty);
 - the number of students in special education and/or multilingual education programs; and
 - the number of students who qualify for Free- and Reduced-Price Lunch (FRL) due to Title & LAP.
- **In general, this means schools that generate an AP tend to have *higher enrollment and/or a high number of special education, multilingual education, or FRL-eligible students* – each of which generates additional FTEs (see next slide for examples).**

Asst. Principal FTE	WSS Cert. Teacher FTE
.5	> 25.5 FTE
1.0	> 29.0 FTE
2.0	> 39.0 FTE
3.0	> 61.0 FTE

Enrollment and Teachers Above Basic Ed in Elementary Schools with APs in SY2023-2024



Elementary Schools	APs	Enrollment	SPED Teachers	ML Teachers	T1 & LAP Teachers	Total teachers above basic ed (SPED, ML, T1, LAP)
			Allocated	Allocated	Allocated	
Rising Star	0.5	310	6.0	3.0	1.5	10.5
Emerson	0.5	315	3.5	2.4	1.8	7.7
Bailey Gatzert	0.5	324	4.0	2.6	2.2	8.8
West Seattle	1.0	332	6.0	1.6	2.1	9.7
Lowell	1.0	346	8.0	1.6	1.8	11.4
Kimball	1.0	367	6.0	1.6	0.9	8.5
Maple	0.5	401	2.5	2.4	1.6	6.5
Thornton Creek	0.5	409	5.5	0.6	0.3	6.4
Olympic Hills	1.0	434	5.0	2.6	1.4	9.0
Thurgood Marshall	1.0	463	6.0	1.0	1.1	8.1
Genesee Hill	0.5	467	3.5	0.4	0.3	4.2
Arbor Heights	1.0	470	6.0	0.4	0.4	6.8
Lafayette	1.0	471	5.0	0.4	0.4	5.8
Bryant	0.5	487	1.0	0.4	0.3	1.7
Loyal Heights	1.0	504	4.0	0.2	0.3	4.5



Assistant Principal Discussion

Questions to consider:

- Are these the right thresholds?
- If SPS stays with the current allocation for two years would that be helpful?
 - And / or should we look at percentage change instead? (hold constant unless teacher change by 10 percent?)
- Should all comprehensive high schools have at least 2 APs (Cleveland)
- Preschool issue – should preschool be considered in the model and what would be the mechanism? Special ed preschool already counts.
- Is there a better way to provide supervision to the pre-k schools?



Elem. Admin Assistant Secretaries

Elementary School					
Student FTE	< 301	301 - 450	451 - 500	501 - 600	601+
Asst. Sec. FTE	0.5	1	1	1	2

K-8 Schools				
Student FTE	< 301	301 - 400	401 - 500	501+
Asst. Sec. FTE	0.5	1	1	2

Middle School		
Student FTE	< 701	701+
Asst. Sec. FTE	0	1

High School		
Student FTE	< 801	801+
Asst Sec FTE	0.5	1

- Assistant Secretary positions are allocated based on student average annual full time equivalent enrollment (AAFTE).
- Budget Staff analyzed trends in schools' Assistant Secretary (AS) allocation through the district's Weighted Staffing Standards model for SY2024 through SY2026.
- Almost all schools' AS allocations did not change over this three-year period, reflecting strong consistency in these allocations.



Elem. Admin Assistant Secretaries

Elementary Schools

From SY2024-SY2026, **AS allocations at elementary schools did not change for 91.5% of schools**, and only three schools changed AS allocation more than once.

	Assistant Secretary FTE - FY24	Assistant Secretary FTE - FY 25	Assistant Secretary FTE - FY26
Wing Luke Elementary	0.5	0.5	1
View Ridge Elementary	0.5	0.5	1
Dearborn Park Elementary	1	0.5	1
Rising Star Elementary	1	0.5	0.5
Emerson Elementary	1	0.5	1
Daniel Bagley Elementary	1	0.5	1

AS Allocations in Elementary Schools Whose FTE Changed During SY2023-2026.

Secondary Schools

AS allocations for secondary schools remained the same except for two middle schools – Denny and Robert Eagle Staff. Only one high school – Cleveland – approached a change in allocation.

K-8 Schools

AS allocations for K-8 schools did not change except for Orca K-8 and South Shore K-8.

	Assistant Secretary FTE - FY24	Assistant Secretary FTE - FY 25	Assistant Secretary FTE - FY26
Licton Springs K-8	0	0	0
Orca K-8	1	1	0.5
Pathfinder K-8	1	1	1
Louisa Boren STEM K-8	1	1	1
Catharine Blaine K-8	1	1	1
TOPS K-8	1	1	1
South Shore K-8	2	2	1
Broadview-Thomson K-8	2	2	2
Salmon Bay K-8	2	2	2
Hazel Wolf K-8	2	2	2

AS Allocations in K-8 Schools During SY2023-2026.



Elem. Admin Assistant Secretaries Discussion

Questions to consider:

- Are these the right thresholds?
- If SPS stays with the current allocation for two years, would that be helpful?
 - And / or should we look at percentage change?



Analysis of ML Funds for Textual Materials and Translation

- The WSS model allocates funds for supplemental instructional (curricular) materials for ML classrooms at \$10 per student. It also allocates funds for translation or interpretation services and community outreach at \$13 per student.
- Both of these items have been historically underutilized by schools.
 - The total 2025-26 school allocation for multilingual textual materials was \$77,360. Over the last fifteen years, the average total school allocation was \$72,139. Schools spent \$41,587 on average, a rate of 58%.
 - The total 2025-26 school allocation for translation overtime was \$80,785. Over the last fifteen years, the average total school allocation was \$69,574. Schools spent \$34,979 on average, a rate of 51%.
- These are held to federal/state guidelines which means materials need to be supplemental. Since multilingual students are to have access to grade level content and our focus is on removing barriers to Tier I, staff should be utilizing the adopted curriculum.
- For translation and interpretation, the district has contracts for telephonic support totaling \$70,000 - \$90,000. There is additional support with Talking Points, S'mores (a translatable newsletter service), and School Messenger, which translates messages in our top 5 languages. Translation for district community events and messaging is done via the ML department staff. There are also parent communication funds available through Title I and Levy if overtime needs to be compensated. The primary role of bilingual Instructional Assistants is instructional support, not translation and interpretation.
- **Eliminating these items in the WSS model for the 2026-27 school year would generate approximately \$190,000 in savings.**



ML Discussion

- **Idea:** Eliminate these items in the WSS model for the 2026-27 school year. This would be approximately \$190,000 in savings. Shift savings to the per pupil discretionary funding pool.
- **Questions to consider:**
 - Thoughts on removing this funding and reallocating these dollars to increase Elementary schools who have less discretionary funding.
 - Other thoughts?



Per Pupil Amounts - Discussion

Questions to consider:

- Should there be a shift in discretionary funds from Secondary schools to Elementary Schools?
- Are there other things we should be doing to bolster Elementary discretionary funding?



Next Steps

WSS Workgroup Meeting Schedule

- September 10, 3pm – 4pm (Teams)
- October 1, 3pm – 4pm (Teams)
- November 5, 3pm – 4pm (Teams)
- December 3, 3pm – 4pm (TBD – likely in-person)
- Recommendations to Sup. due mid-December



Resources

- [Minutes from WSS Meeting #1](#)
- [Board Policy 6010](#) - School Funding Model
- [Superintendent Procedure 6010SP](#) which establishes the School Model Funding Workgroup (aka WSS Committee)

Thank you!



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