



Wenatchee School District No. 246

Wenatchee, Washington

Minutes of May 11th, 2010 Regular Board Meeting

Board

Walter Newman, President
 Kevin Gilbert, Vice President
 Jesús Hernández
 Laura Jaecks
 Gary Callison

Staff

Brian Flones, Superintendent

I. REGULAR MEETING - 7:00 p.m.

Dr. Walter Newman, President, opened the regular board meeting at WestSide High School at 7:00 p.m., with the Pledge of Allegiance.

II. CONSENT AGENDA

Dr. Newman asked for a motion to approve the consent agenda with revisions to the agenda by changing a contract out of the Consent Agenda into New Business; CTE GG Richardson Contract. Motion made by Laura Jaecks, seconded by Kevin Gilbert, the motion carried unanimously. The following items included in the consent agenda:

1) **MINUTES** of Minutes of Board Meeting 4/27/10

2) PERSONNEL REPORT:

PREPARED BY: Lisa Turner, Human Resources Director

- May 11, 2010 personnel report is on file.

3) VOUCHERS April 2010

<p>1. General Fund: Check #'s 540410-540651 totaling \$396,299.62</p> <p>2. Capital Projects: Check #'s 540652-540654 totaling \$40,741.92</p> <p>3. Associated Student Body: Check #'s 540655-540704 totaling #30,243.25</p>

4) CONTRACTS:

Date	New or Renewal or Revision	Agency	Purpose	Amount	Effective Dates	Staff Person Responsible for Contract	Approved by Les?	PO Required?
05/03/10	New	DigiPen Institute of Technology	Summer 2010 ProjectFUN workshops at Wenatchee Valley Technical Skills Center	\$3,750 for 30 licenses (add'l \$125 per student) and \$1,250 per instructor	6/21/10-7/07/10	Jon Torrence	Yes	Yes
				Budget Code 4500 27 5000 545 3517 000				
05/04/10	Revision	Riverside Publishing	Term dates amendment to the DataDirector License Agreement	N/A	5/11/10-6/30/13	Ron Brown	Yes	No
				Budget Code N/A				

5) **SURPLUS REPORT: On file for 5/11/10**

III. SCHOOL PRESENTATION: WESTSIDE HIGH SCHOOL

- Principal Jeff Johnson welcomed the board and guests. Mr. Johnson played a video made to introduce the public to what WSHS is about. It featured students and teachers giving their perspective of how they view WSHS and the many positive ways they are influencing students' lives and futures. They explain that they treat the whole person with making academics the emphasis. WSHS is a "family" explained by students and teachers alike.
- Science Teacher Steve Niccum introduced Hana Butler from the WSU Extension Office. WSHS partnership with them and brings many exciting experiences involving science, biology and the environment. WSU extension office won a national award "Connecting Kids to Nature" for the program and the video they produced about the program they have with the WSHS. They played the video for the board. Kevin Power is the director of the WSU Extension office programs that have benefited WSHS. Three students spoke about their experiences and what they like the best about WSHS. They also shared projects they are working on.

The board thanked the students' advisors and teachers for the presentations and congratulated them for their hard work and successes & wished them good luck with their future endeavors.

IV. HIGH SCHOOL ASB REPORTS:

WSHS: ASB Officer Abby Melton welcomed the board. The root beer floats served to early guests were provided by WSHS ASB. She also shared their plans for a volleyball tournament on June 4th.

WHS: An ASB Officer reported on the Spring Week and the Mr. Panther Pageant fundraiser for a fellow student who needs a heart transplant. Pageant is coming up May 13th.

V. CITIZEN COMMENT: None

VI. SPECIAL PRESENTATIONS:

1) WVTech Center Minor Works Project: John Hultman, Paul Coppock and Jon Torrence presented the agreement to the board and answered their questions. This was first presented to the board at the WVTC tour and luncheon in November of 2009.

Discussion points:

- The bids they received
- Kitchen grills
- Pre-construction-June 14th
- Funding for this project is from state
- Middle of next year projected complete
- Soft costs breakdown

Notice of Award letter:

NOTICE OF AWARD

May 11, 2010

To: *Rimmer & Roeter Construction, Inc.
102 Woodring Street
P.O. Box 262
Cashmere, WA 98815*

Project:Wenatchee Valley Technical Skills Center MINOR WORKS IMPROVEMENTS

Owner:Wenatchee School District #246

Notice is hereby given that the Contract for construction of the Subject Project is awarded, effective this date, to the above named bidder, in consideration of bids received on April 22, 2010.

This Award is in the form of a single combined Contract for base bid plus alternates one, four, and six, and is in the amount of: \$1,190,000.

Enclosed herewith are copies of the specified form(s) of Contract, as prepared by the Architect. Please review the Contracts for form and content and obtain required Bond(s) and Certificates of Insurance, as specified, preparatory to execution. Questions concerning Contract form and/or requirements should be addressed to:

*Paul Coppock
The DOH Associates, PS
7 N. Wenatchee Ave, Suite 500
Wenatchee, Washington 98801
phone: 509.662.4781*

A meeting for exchange of insurance certificates, execution (signing) of the Contract, and pre-construction/procedure review has been tentatively scheduled for 9 am on May 21st, at the WV Tech Center Conference Room. This will be confirmed by phone in the next few days.

By:

*Brian Flones, Superintendent
Wenatchee School District #246*

John Hultman agreed to update the board monthly on the progress of the project.

After discussion board president Dr. Newman read the following statement:

The Board has reviewed the information and recommendation contained in the letter from DOH Architects, dtd March 29, 2010. Based on this review, the Board accepts the DOH recommendation that Rimmer & Roeter Construction, Inc. is the low responsive bidder at a construction contract value (base plus alternates 1, 4 & 6) of \$1,190,000 (this value does not include Washington State Sales Tax). Further, the Board authorizes the Superintendent to enter into a contract with Rimmer & Roeter Construction Inc. and to issue any subsequent documentation required to complete this project.

MOTION MADE: By Jesús Hernández to approve WV Tech Center Minor Works Project as presented.

SECONDED: By Gary Callison

PASSED UNANIMOUSLY

2) Newbery Parking Lot Plan and Agreement:

Hammond Collier Wade Livingstone Engineer, Dave Allen, presented the Newbery Parking Lot Plan to the board. He provided a poster size flip chart diagram of the proposed parking lot improvements. Director of M&O, Bryan Visscher also attended and answered questions. Mr. Allen outlined the mode of communication to the parents and community:

- Flyer to go home with the students
- Public Meeting at School

- Ask for input from parents and community
- Other discussion points:
- City of Wenatchee engineers involved with the plan
 - Employee parking lot area
 - Bus loading & drop off area
 - Increased Safety issues for students
 - Driveway and pedestrian cross walk change
 - Exit onto Western Ave improvements - 6 to 8 ft. wider
 - Additions of lines to direct traffic through lot
 - Completion date: Projected by August of 2010

Attachment to EXHIBIT A-1
FEE SUMMARY
 John Newbery Parking Lot and Traffic Flow Project - Phase 1
 HAMMOND COLLIER WADE LIVINGSTONE

TASK NO.	TASK DESCRIPTION	PRINCIPAL	DAVID ALLEN, PE PROJECT MGR/SR. ENGR	PROJECT ENGINEER	2 PERSON SURVEY CREW	DUSTY JONES SR. ENGINEER/TECH	CADD OPERATOR	MAT. TESTING TECH	WORD PROCESSING	TOTAL HOURS EA. TASK	DIRECT LABOR COST EACH TASK
Task 1 - Project Management, Develop Project Plan and Project "Kick-off" Meeting											
1.1	Principal Oversight	1						1		2	\$233
1.2	Coordination & Schedule		4							4	\$660
1.3	QA/QC	1	2							3	\$445
1.4	Prepare Monthly Invoices		2							2	\$280
		2	8					1		11	\$1,518
Task 2 - Project Survey and Basemap Preparation											
2.1	Project Kick-off Meeting		2		4					6	\$720
2.2	Meetings with Newbery & City Staff		4		2					6	\$720
2.3	Topographic Survey		1	12	4	4				21	\$2,680
2.4	Meet with Bus Drivers & Measure Busses, Analyze Turn Geometry				10					10	\$1,100
2.5	Produce Student Flyer	1	2		2	2		1		8	\$838
2.6	Property As-Built Research		1		4	2				7	\$726
2.7	Parent Meeting	3	3		3	5				14	\$1,628
2.8	Evaluation of Potential Improvements	8	16		16	4				44	\$5,300
2.9	Present Recommendations to WSD Staff		4		4					8	\$1,000
2.11	Meeting with City of Wenatchee; City Approvals		8		2					10	\$1,340
2.11	Request Public Input on Selected Options		1		2			1		4	\$413
2.12	Recommend Final Plan		2		2	2				6	\$660
2.13	Public Communications - Ongoing		2		4					6	\$720
		35	23	12	59	19		2		150	\$17,901
TOTAL ESTIMATED HOURS BY LABOR CATEGORY		2	43	23	12	59	19	3			
CLASSIFICATION AVERAGE HOURLY RATE		\$165.00	\$140.00	\$125.00	\$165.00	\$110.00	\$80.00	\$68.00			
EST. PERSONNEL CHARGES BY LABOR CATEGORY		\$330	\$6,020	\$2,875	\$1,980	\$6,490	\$1,520	\$204			
										Labor Costs:	\$19,419
										Reimbursables:	\$100
										TOTAL ESTIMATE:	\$19,519

Reimbursables: Mileage at \$0.55/mile

MOTION MADE: By Gary Callison to approve the Newbery Parking Lot Plan and Agreement as presented by Dave Allen and Bryan Visscher.
SECONDED: By Laura Jaecks
APPROVED UNANIMOUSLY

3) District Improvement Plan - Special Education

Assistant Director Crystal Bragg present the following plan- Piloted Program to the board:

Joseph's Readers: INSTRUCTIONAL SEQUENCE

Red, Green, Orange & Teal (JRI) Levels

Once students are placed in the appropriate level using either the software Diagnostic/ Prescriptive assessment or print Criterion Reference test, instruction is delivered each session in the following sequence:

Step 1: Oral Language Development Lesson

- Teacher-led scripted lesson (to individual students or small group) See scripted Teacher Manual
 - Preview language, key vocabulary words using flash cards
 - Listen to story
 - Present factual, inferential and leading questions
 - Read lesson from the Instructional Reader. Give to students now.
- (20 minutes duration at first; later, 15 minutes)

Step 2: Talking Software (Review)

- Each story consists of:
 - Story pre-test (use initial pre-test to confirm placement)
 - * Fill in the blank (no audio support)
 - * Spelling (3 choices w/ no audio support)
 - * Word identification (15 words pronounced for selection) (minimum 5-7 minutes duration)
 - Daily - B. Reading comprehension lessons (5 to 12 per story)
 - Pre-teaching lesson (3-5 minutes)
 - Key words pronounced/spelled (w/pictures)
 - Comprehension questions (select short answer)
 - Talking book (10 minutes duration)
 - Each story chunk taught word by word, phrase, sentence
 - Word recognition exercise (3-5 minutes)
 - Reinforcement activities (3-5 minutes)
 - Fill in the blank
 - Spelling (spell 2 words using onscreen keyboard)
 - Print out page for each lesson
 - C. Reading Comprehension (short multiple choice quiz)
 - D. Story post-test (same format as pre-test) (20 minutes duration at first not counting pre-test)

Level/Story	Lessons
RED	
Going to the park	5
At the lake	10
Walk in the woods	8
Eating lunch	8
A pony ride	9
Sitting down	8
Time to leave	11
GREEN	
Farm visit	9
Farm animals	10
In the barn	10
Walk in the garden	11
The toy bag	10
The birthday present	11
ORANGE	
Going on a train ride	10
Going for a walk	10
A shopping area	10
Lunch time	10
The train station	11
Making the journey	12
My grandparents' farm	12
TEAL	
The gas station	10
Meeting my friend	10
Shopping around	10
Eating at the mall	12
Underneath the mall	12
Downtown complex	12
The explorers	12



Step 3: Independent Activities (Print Lesson Review)

#1

Following completion of Steps 1 & 2 for each lesson, students receive one or more of the following corresponding Independent Activities (Blackline Masters & CD-ROM):

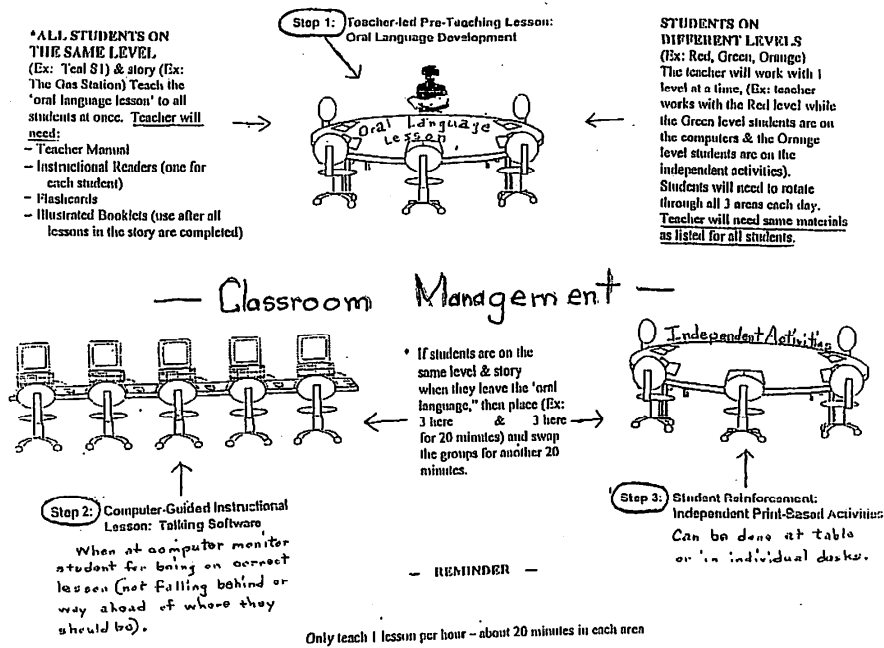
- | | | |
|-----|--------------------------------------|---|
| # 1 | Words (fill in the blank) | Promotes: word recognition, reading comprehension, writing |
| # 2 | Phrases (complete the sentence) | Word recognition, reading comprehension, writing |
| # 3 | Alphabetical Order | Word recognition, reading comprehension, writing |
| # 4 | Scrambled Sentence | Word recognition, reading comprehension, writing |
| # 5 | Sentence Illustration | Reading recognition, comprehension and higher order thinking skills |
| # 6 | Word Illustration (2 words) | Reading recognition, comprehension and higher order thinking skills |
| # 7 | Word Search (find 4 words in puzzle) | Reading recognition, comprehension and higher order thinking skills |
| # 8 | Written Response (3 questions) | Reading recognition, comprehension and higher order thinking skills |

(20 minutes duration at first; later, 15 minutes)

Upon the completion of each story, students:

- * Check out Illustrated Reader to read to parents (and/or read to adults at school)
- * Take home (Blackline) Parent Communication Packet materials (English or Spanish)
- * Take home (Blackline) Certificate of Excellence

Blackline Criterion Reference Tests are included as optional method for placement and to measure growth in Oral Reading, Silent Reading and Word Recognition before and after every story. Student Record Sheets are also included.



FAILURE FREE READING IMPLEMENTATION RUBRIC

Classroom Implementation Review	1	2	3	4	Points
Failure Free small group guided reading	1 time/week	2/3 x week	4 times/wk	5 times/wk	
FFR is scheduled _____ minutes per period	15 or less	20 minutes	30 minutes	40+ minutes	
Number of students (generally) in groups	6 or more	5 students	4 students	1 - 3 students	
Teacher & student materials are organized	not at all	during the lesson	before the lesson	paperwork and computers are ready	
Materials are accessible for students' use	little or no student access	some student access	student has file w/ work	routine for independence is evident	
Professional Development	attends some of collaboration	attends all collaboration	attends all training and collaboration	seeks help as needed/open to suggestions	
Technology component	computers unreliable	computers 50% reliable	computers 80% reliable	usually are working	
Written work is reviewed/corrected with feedback provided to student	little or no feedback	nonspecific feedback	specific feedback	student makes corrections	
Independent written work completed	once a week	2/3 x week	4 times/wk	5 times/wk	
Failure Free Reading is communicated	not at all	w/ sped colleagues	w/ parents	w/ principal & building staff	
Progress Monitoring (electronic records)	never review	review monthly	review 2 times /month	review weekly & record progress	
Assessment	none	levels scores	oral reading observation	uses other type of assessment	
FFR software lessons after guided reading	once a week	2/3 x week	4 times/wk	5 times/wk	

SPECIAL EDUCATION / TIER III READING/Failure Free Reading

Rationale: Research shows that students who are two or more grade levels behind in reading need more intensive intervention – often 45 – 90 minutes daily.

	Research / Plan / Develop Stage Research & Explore – Create background knowledge & awareness; Formulate action plan; Begin work (May include a pilot) 2008-2009	Launch / Implement Stage Provide training and support; Monitor the progress of implementation 2009-2010	Institutionalize / Sustaining Stage Implementation complete; change in practice institutionalized; high levels of support no longer needed; monitored routinely 2010-11 & 2011-12
District	<ul style="list-style-type: none"> Research Tier III intervention curriculum Curriculum committee meetings to review reading curriculum and develop action plan. Share recommendations with staff. Order material to begin pilot fall 09. Work on computer compatibility at each building. Purchase 100 Failure Free Reading seats, determine how many seats at each school. 	<ul style="list-style-type: none"> Training provided to elementary and middle school resource room teachers and one para from each class. Total trained in Oct. 09. Implementation /pilot Failure Free Reading for 4th, 5th, and 6th grade special education students who scored < 5% on levels reading score. Teachers monitored for implementation and fidelity of instruction. Follow-up support provided for teachers as needed. Levels scores used as progress monitoring, fall, winter and spring scores. Compare scores from previous interventions. 	<ul style="list-style-type: none"> Continue monitoring implementation of Failure Free Reading across district. Use collaboration time to problem solve any questions regarding FFR. Routine check-ins by Special Education Reading Specialist/Sped Administrators. Provide training to new teachers and new para professionals as needed.
Principals	<ul style="list-style-type: none"> Provide feedback on action plan for FFR. 	<ul style="list-style-type: none"> Meet with Special Education Reading Specialist for training on accessing records. Meet with Special Education Admin for implementation visits. 	<ul style="list-style-type: none"> Monitor implementation with Special Education Admin and Reading Specialist. During classroom observations monitor FFR implementation and fidelity.
Teachers	<ul style="list-style-type: none"> Representative on Curriculum Committee give input/feedback on curriculum review and action plan. 	<ul style="list-style-type: none"> Attend training and collaboration around Failure Free Reading. Organize classroom and materials for small groups of students for instruction. Use computers as directed in the program. Use all components of the program with fidelity. 	<ul style="list-style-type: none"> Continue to implement FFR with fidelity. Seek support from Special Education reading specialist as needed. Communicate concerns regarding technology to appropriate staff. Continue to monitor students for progress on lessons.
Students		<ul style="list-style-type: none"> Students participate in lessons using all components of the program. 	<ul style="list-style-type: none"> Students continue to participate in all program components and increase reading levels.

Susan Miller, special education reading/curriculum coach, Johnette Hessburg, resource room teacher at Newbery and Angie Delvo, resource room teacher at Sunnyslope were present to help with the following Power-point presentation and give details of the program and how it is working in the classroom.

SPECIAL EDUCATION READING ALIGNMENT

FAILURE FREE READING/TIER III

- Traditional Model of Special Education
- Response to Intervention Model, RTI
- Pyramid of Response to Intervention
- Special Education / Tier III - most intensive in time, duration and ratio of student/adult.
- Special Education goal is to have a consistent curriculum across the district that is: aligned, monitored and managed.

TIER III/ FAILURE FREE READING

- June 2009; ARRA dollars
- Fall 2009; training for FFR
- Implementation for 4th, 5th and 6th grade most struggling students. 1st. - 5th %ile based on NWEA levels results.
- 2009-10; Pilot program. Monitor fidelity of implementation. 70 seats @ \$100. Elementary and Middle Schools

FAILURE FREE READING PROGRAM

- Overview of program
- Intervention curriculum
- Mode of Delivery
- Measures of Progress
- Anecdotal Evidence - Stories from real life.

FAILURE FREE READING NEXT STEPS

- June 2010 - review results of internal and external monitoring.
- Determine numbers who have benefited
- Make decision for 2010-11 school year
- Reading & Math curriculum for Sped

ALL STUDENTS CAN LEARN !!

“RTI is likely the single best opportunity we have had to improve education for all students with disabilities - and students without them - that has occurred since the passage of the Education of the Handicapped Act in 1975.”

PYRAMID RESPONSE TO INTERVENTION, PG 23

Mid-Year Results

- Winter NWEA/MAPS results, external monitoring.
- 38% students improved
- 32% missing scores
- 17% no change
- 12% students lower scores

Much discussion with the board members during the presentation. Talking points as follows:

- Only Lower 5% of students are involved and show some improvement, a mixed bag – teachers: “cautiously optimistic” but reaching students that by other means are not successful
- Reaching students sooner - helps
- Will follow student throughout their schooling from building to building
- One teacher and one para-ed in each building trained

- Pre-test and post testing to track and monitor improvement
- Grouped by levels
- Teacher evaluation and individual student progress at their own pace
- Student flagged if not difficult enough, then moved on
- Parent communication through a parent letter also working on other means of involvement
- Parents like the program and most get involved in some way but vary from building to building
- Sample readings that the students are doing and individual student stories shared with the board
- The new “I can read” attitude gives the students a feeling of accomplishment
- Built in affirmations in the program
- 800 + Special Ed Students this is reaching lowest 5% of those students
- IEP meetings with parents

The board thanked the presenters for all the information and the hard work the Special Ed departments are doing. They told the group that this is very impressive and to keep them informed.

VII. NEW BUSINESS

1) Inter-district Cooperative Agreement WVTSC:

Superintendent Brian Fones presented the following agreement to the board for approval and answered questions:

THIS AGREEMENT is entered into by and among Wenatchee School District No. 246 (“the host district”), and the following public school districts (“the participating districts”):

School	Current	Enrollment Slots	Percent of Enrollment
Cascade School District	209	21	7%
Cashmere School District	244	24	8%
Eastmont School District	873	87	28%
Entiat School District	52	5	2%
Lake Chelan School District	182	18	6%
Manson School District	82	8	3%
Pateros high School	48	0	
Quincy School District	289	29	9%
Wenatchee School District	1162	116	37%
Waterville School District	53	5	2%

Discussion points:

- Administrative Council
- Statues/leadership
- 19 positions held
- Citizens/Director/Superintendent/WVC/ESD serving on board
- Strategies/ promotional materials/ Strategic Planning
- Looking at ways to expand

MOTION MADE: By Laura Jaecks to approve the Inter-district Cooperative Agreement of the WVTSC with the other districts listed.

- **Discussion:** Growth and Feasibility Study

SECONDED: By Gary Callison

APPROVED UNANIMOUSLY

2) GG Richardson - School Family Consumer Science Remodel:

CTE Director Eleanor Sellers and MO Director Bryan Visscher addressed the board concerning specifics of this contract.

- On several Bond Projects, prior
- Perkins Grant and state money used
- Broken up into smaller projects to accomplish
- All processes followed properly
- 6 contractors & 2 bids
- Currently not in Secondary Committee recommendations or Facilities Committee radar

The board thanked Ms. Sellers and Mr. Visscher.

Article 4 - Contract Sum

The Owner shall pay the Contractor for the performance of the Work, subject to additions and deductions by Change Order as provided in the Conditions of the Contract, in current funds, the Contract

Total Lump Sum Price \$ 146,600.00

Washington State Sales Tax @ 8.1% \$11,874.60

TOTAL CONTRACT PRICE \$158,474.60

One hundred and fifty eight thousand, four hundred and seventy four and 60/100 dollars.

MOTION MADE: By Kevin Gilbert to approve the GG Richardson- School Family Consumer Science remodel contract for the CTE classroom and programs.

SECONDED: By Jesús Hernández

APPROVED UNANIMOUSLY

VIII. PRESIDENT'S REPORT:

- Thank you to WSHS for the outstanding programs they are offering to students.
- Check on grads - large group from WSHS
- Report on Kiwanis Luncheon programs coming up

IX. SUPERINTENDENT'S REPORT:

- Board Workshop for May 21st postponed until June 25th at District Office.
- Suggestion to review 2010-11 budget at end of June and have public meeting in August, the board agreed.

XII. MEETING ADJOURNED: President Dr. Walter Newman adjourned the meeting at 8:47 p.m.

President

Superintendent