



**Wenatchee School District No. 246
Wenatchee, Washington**

Minutes of Nov. 9th, 2010 Regular Board Meeting

Board

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

Staff

Brian Flones, Superintendent
Cabinet Members

I. PIONEER TOUR 6:00 P.M.:

Pioneer Principal Mark Helm conducted a tour of Pioneer pointing out the critical areas that will be addressed in a bond proposal for refurbishing Pioneer, as follows:

While Pioneer underwent a partial remodel (2004-2006), areas of the building are unchanged from the original construction. Remodel needs at Pioneer are:

- o Reformatting the old stage into a functional teaching area.
- o Replacing old exterior doors in the gymnasium and locker rooms, and refurbishing locker rooms. The lockers and shower plumbing are original, constructed in 1957. The lockers are breaking in some areas, causing a safety hazard. The shower plumbing and faucets are beyond repair and need to be replaced.
- o The safety railings in the gym need to be replaced to meet current building codes.
- o The concrete roof structure above the locker rooms is chipping and flaking. Pieces of concrete are breaking away from the roof structure, which also supports the bleachers and press box on the south side of the Apple Bowl.
- o The south-side Apple Bowl bleachers need to be removed and replaced because:
 1. The deteriorating concrete on the roof above the locker room has created leaks into the locker rooms below.
 2. The Apple Bowl seating above the locker room roof is deteriorating, and no longer meet code.
 3. The bleacher system itself, including railings, stairs, and accessibility for disabled persons, does not meet code.

The cost to upgrade Pioneer is estimated to be \$2,000,000.

Mr. Helm thanked the group for attending. He introduced three of his ASB Officers: Lindsey Ortiz, Kori Martin and Sarah Robertson and ASB Advisor Ms. Woods. The officers shared their experiences at camp learning about integrity and team building. They answered questions from the board and the board thanked them for attending. The officers also handed out agenda as guested arrived for the board meeting. Mr. Helm thanked the board for all they have done for Pioneer and shared with them that the staff and students love their school and his hope is that the board will keep in mind the needed refurbishing for Pioneer while making decisions about bond projects. He thanked them again and they thanked Mr. Helm for the introduction of the ASB officers and the tour and his hospitality for letting them conduct the board meeting at Pioneer.

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

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

III. CONSENT AGENDA

Dr. Newman asked for a motion to approve the consent agenda. Motion made by Laura Jaecks & seconded by Kevin Gilbert, the motion carried with four in favor and one abstention. The following items included in the consent agenda:

1) **MINUTES** of Minutes of Board Meeting Oct. 26th & Bd. Reviews Oct. 12 & 25th

2) PERSONNEL REPORT:

PREPARED BY: Lisa Turner, Human Resources Director
November 09th, 2010 personnel report is on file.

3) VOUCHERS Sept. 15th 2010

PREPARED BY: Karen Walters, Director of Accounting

2010-11 Budget

1. General Fund:
 Check numbers 544232 through 544490 totaling \$356,333.15
1. Capital Projects:
 Check numbers 544491 through 544494 totaling \$229,688.07
2. Associated Student Body:
 Check number 5440495 through 544529 totaling \$43,940.78

4) CONTRACTS: None

Date	New or Renewal or Revision	Agency	Purpose	Amount	Effective Dates	Staff Person Responsible for Contract has read and has recommended this contract for Board approval	Reviewed by Les?	PO Required?
10/26/10	NEW	Department of General Administration	To establish a vehicle for General Administration to provide future Energy/Utility Conservation Project Management and Monitoring Services to the Wenatchee School District	Depends on cost of project	11/09/10-12/13/13	Chet Harum	Yes	Yes
				Budget Code				
10/27/10	NEW	Washington State Center for Childhood Deafness and Hearing Loss (Listen and Talk)	Provide educational consultation for teacher and team in regards to student's hearing loss	\$704	2010-2011 School Year	Crystal Bragg	Yes	Yes
				Budget Code				
01/18/11	Renewal	Washington State University Extension Office	Strengthening Families Workshop	N/A	1/18/11-3/01/11	Jeff Jaeger	Yes	No
				Budget Code				
				N/A				

6) SURPLUS REPORT:

PREPARED BY Karen Walters, Director of Accounting: November 09, 2010 on file for review.

7) 1000 POLICIES – NO CHANGES: On File

IV. WSD ASB REPORTS: None

V. CITIZEN COMMENT: None

VI. SPECIAL REPORTS/PRESENTATIONS:

1) AVID – Coordinator/Director Terri Bawden presented the following to the board:

AVID

Advancement Via Individual Determination

AVID Mission: AVID’s mission is to close the achievement gap by preparing all students for college-readiness and success in a global society

The AVID Student Profile

Students with Academic Potential

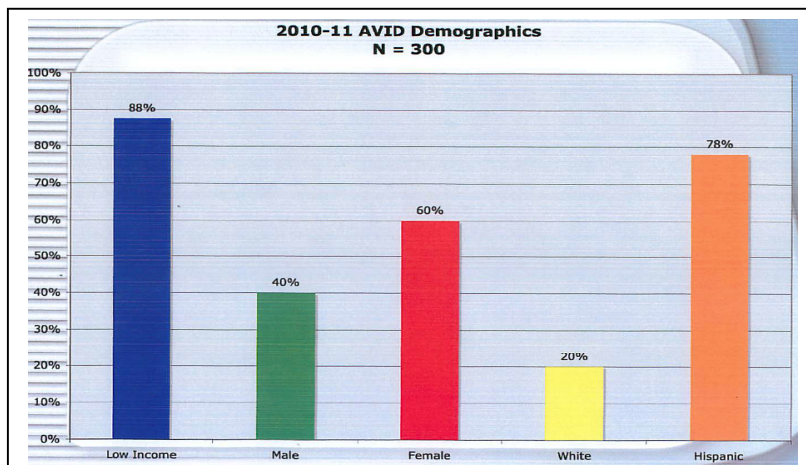
- o Average to High Test Scores
- o 2.0-3.5 GPA
- o College Potential with Support
- o Desire and Determination

Meets One or More of the Following Criteria:

- o First to Attend College
- o Historically Underserved in 4-year Colleges
- o Low Income
- o Special Circumstances

AVID Essentials in a Nutshell

1. Students are selected from the middle and would benefit from AVID support to improve their academic records and begin college preparation.
2. Student and teacher participation is voluntary.
3. The school is committed to full implementation: AVID is scheduled as an academic elective.
4. AVID students are enrolled in a rigorous curriculum.
5. A strong, relevant writing and reading curriculum is a basis for learning in the AVID elective class.
6. Inquiry is used as a basis for instruction in the AVID classroom.
7. Collaboration is used as a basis for instruction in the AVID classroom.
8. Trained tutors regularly facilitate student access to rigorous curriculum using AVID methodologies.
9. Program implementation and student progress are monitored through the AVID Data System and results are analyzed to ensure success.
10. The school or district identifies resources for program costs, supports the Essentials, participates in certification, and commits to AVID staff development.
11. Active, interdisciplinary site teams collaborate on issues of access to and success in rigorous college preparatory classes.

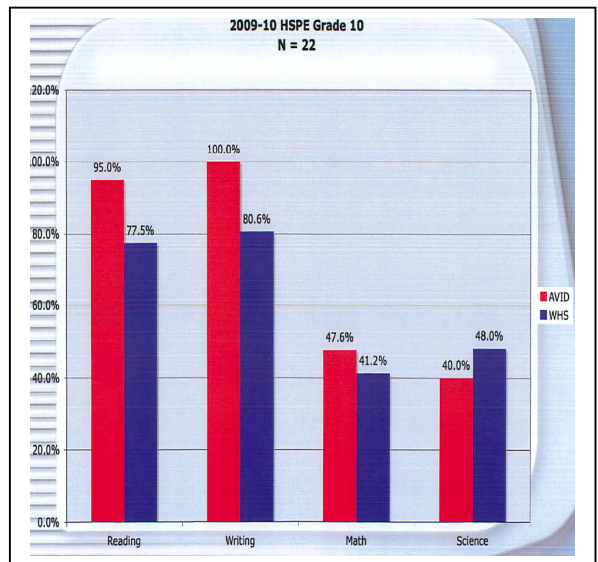
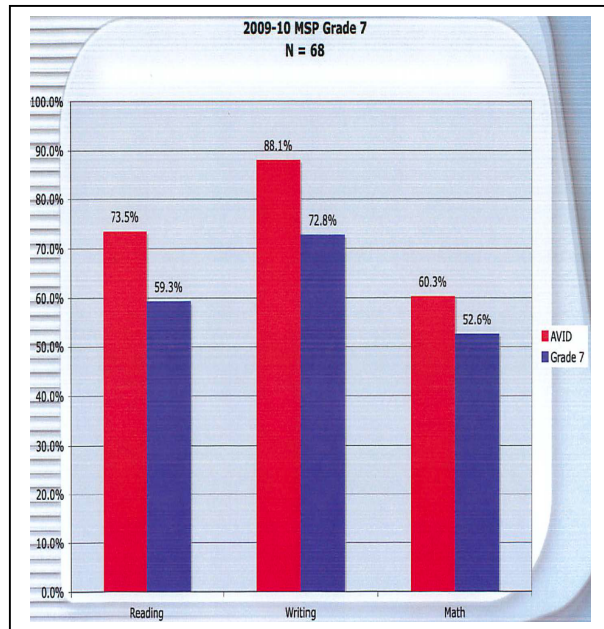
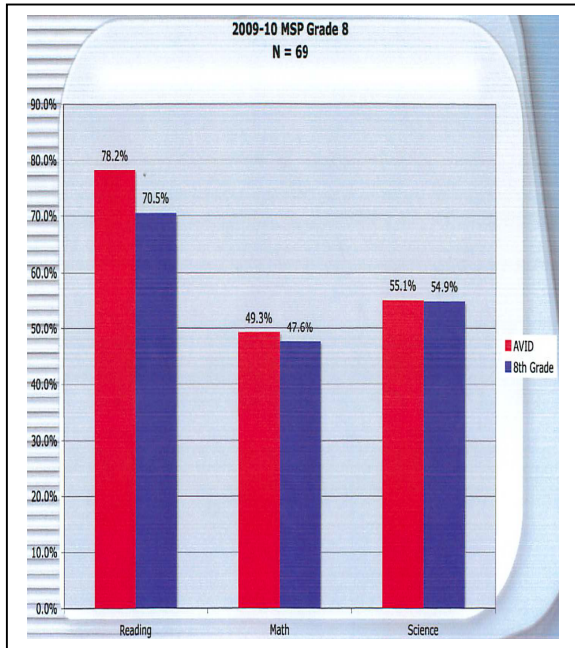


Now in its 30th year, AVID is in 4,500 schools spread throughout 47 states, making it one of the nation’s largest college readiness programs serving over 400,000 students in the US and abroad.

A survey of 2009-10 seniors showed that 99.6% graduated from high school and 91% were planning to attend a postsecondary institution. Why? Because they passed college prep classes at rates that far exceed their peers. Consequently, 91% of AVID students complete four-year college requirements compared to only 36% of all students.

AVID Program in Wenatchee School District

- Currently, there are 300 students in 12 sections of AVID, grades 7-12
- We will continue to phase in the program until we have two full tracks of students at WHS in 2012 (14 sections in grades 7-12)
- 81% of last year’s students re-enrolled. Attrition due to mobility, failure to meet contract, scheduling, 8th to 9th transition, Running Start
- At WHS 23% of AVID juniors and seniors are enrolled in AP classes
- 14.6% of the juniors and seniors are in Running Start
- 100% of last year’s AVID graduates are currently enrolled in college
- AVID students out-perform non-AVID students on the WASL



What do AVID students say about AVID?

Four students addressed the board and gave their background with reference to the AVID program.

- 1) Jose Melendrez,
- 2) Selina Sencion
- 3) Jonathan Guerrero-Cruz
- 4) Angel Geurra

Some of the students started in AVID as early as 7th grade. They are now seniors. They all feel that it has made the difference in their lives as far as graduating from high school and entering college and they added it is a family, the instructors care about them and their success.

The board asked when students can start AVID and if we are serving all who need the program. We can take more at certain locations, but we are not serving all who are eligible. We would have more but Running Start is taking some of them in high school.

The board thanked the students for their testimonials and thanked Ms. Bawden for the presentation. They are very impressed with the success of the program. They asked Ms. Bawden many details during the presentation referring to funding and extending the program to other schools and grades.

2) Advanced Placement/AP Springboard - Enrichment Coordinator Kari DeMarco presented the following materials to the board: Ms. DeMarco gave an impressive presentation of the AP & Springboard programs. She had students Danny Burnham and Michaelanne DeMarco also address the board on the advantages of these programs and how they are getting the preparation they need for college and opportunity for growth. They are able to enter college with college credits already earned in high school.

Why AP?

Prepare now to succeed in college. A 1999 U.S. Department of Education study found that the strongest predictor of college graduation is something students do before they ever to college; Participate in rigorous, college-level courses in high school-and AP courses in particular.

What is the AP Program?

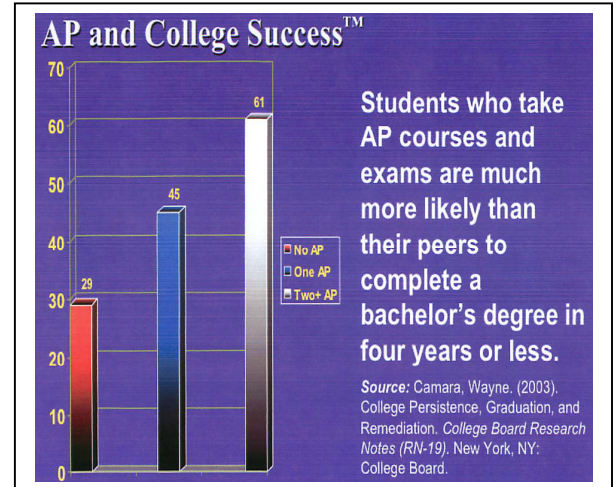
- Curriculum-based assessment program
- College-level work in high school
- College credit or placement for high school students
- Rigorous academic experience in high school
- Sets the standard for integrated curriculum and teacher professional development

The Reality ...

- Nearly 75% of high school graduates enter colleges, but only 12% of these students have completed a significant college-prep curriculum
- Consequences:
 - High percentages of students requiring remediation
 - Low bachelor's degree completion rates

Importance of access to AP

- AP access linked to success in college
 - Rigorous high school curriculum is key
- AP participation linked to college completion
 - More important than socio-economic status
 - More important than GPA



Impact of AP® on 5-Year College Graduation Rates
Comparisons made among students with the same abilities and backgrounds (test scores, family income, school poverty index)

Student Group	AP Exam Grade of 3,4,5	AP Exam Grade of 1,2	Took AP course, but not exam
African American	28% higher	22% higher	16% higher
Hispanic	28% higher	12% higher	10% higher
White	33% higher	22% higher	20% higher
Low-Income	26% higher	17% higher	12% higher
Not Low-Income	34% higher	23% higher	19% higher

Source: Chrys Dougherty, Lynn Mellor, and Shuling Jian, *The Relationship Between Advanced Placement and College Graduation* (National Center for Educational Accountability, 2005)

What's the difference between AP and Honors?

- AP Courses are designed and updated annually to reflect what's being taught in cutting-edge college courses.
- Students receive an external evaluation – the AP Exam – which is scored by college faculty from around the world who verify that the student has mastered college-level studies.

What's the difference between Credit and Placement?

- Some colleges award “credit” for qualifying AP Exam grades. This means students actually earn points toward their college degree.
- Others award “advanced placement.” This means you can skip introductory courses, enter higher-level classes, and/or fulfill general education requirements.

Nine AP Classes available at WHS

- Ap Biology
- Ap Calculus (AB & BC)
- Ap Chemistry
- AP English Literature/Composition
- AP Human Geography
- AP Physics
- AP Statistics
- AP U.S. History

**other options: AP Art Studio (Directed Enrichment Study), Ap English Language exam (after Survey of American Lit.), 4th year Foreign Language Students often take the AP Exam, etc.

The Equity Challenge

AP courses are not for the elite; they are for the prepared.

AP vs. Running Start:

There are pros and cons to both of these Programs. Both help high school student get College credit.

However, Running Start is not as “Free” as many families believe, as students must pay for books, lab fees, parking permits, and transportation. This can add up to MUCH more than the \$5 fee if a student qualifies for free or reduced lunch, or \$86 if not.

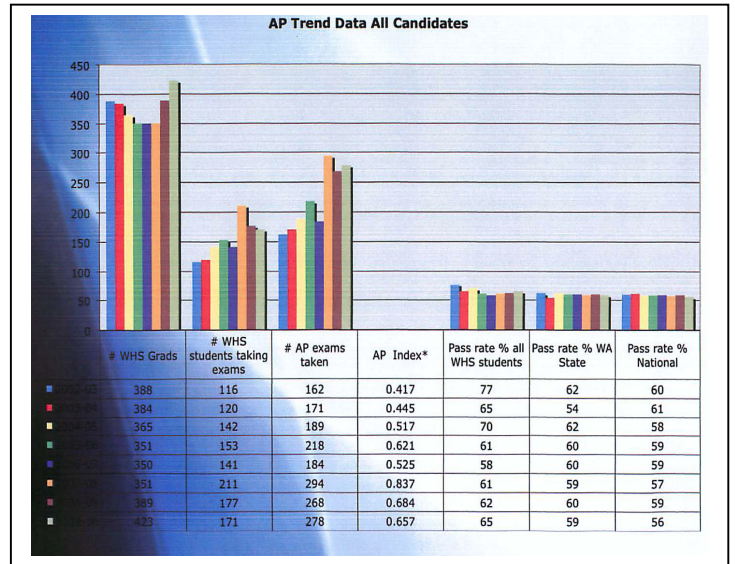
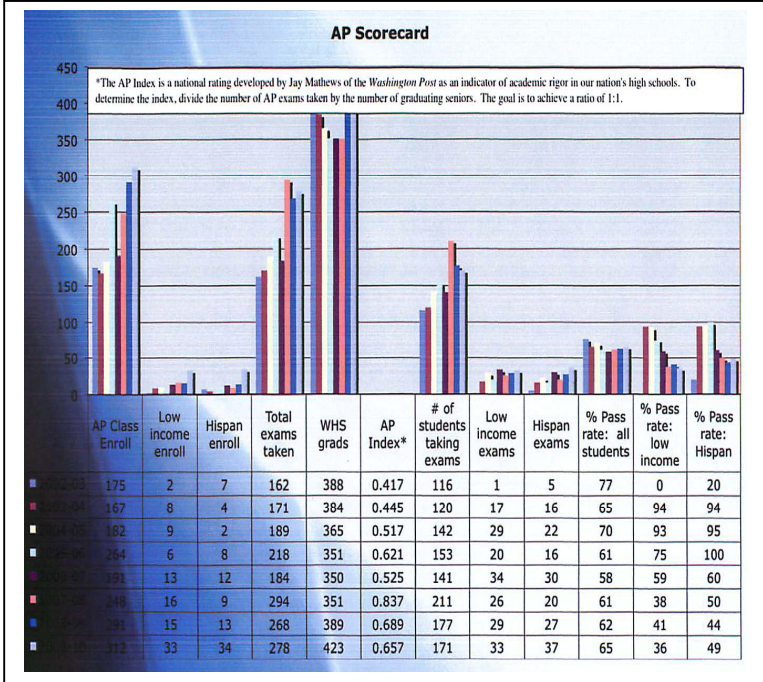
Trend Data on AP and Running Start

Year	WHS Grads	Run. Start Students	AP Enrolled	AP Exams	AP Index*
02-03	388	84	175	162	.417
03-04	384	104	167	171	.445
04-05	365	115	182	189	.517
05-06	351	125	248	218	.621
06-07	350	135	191	184	.525
07-08	351	109	248	294	.837
08-09	389	164	291	268	.689
09-10	423	174	312	278	.657

*The AP Index is a national rating developed by Jay Mathews of the Washington Post as an indicator of the quality of AP programs. To calculate the index, divide the number of AP exams taken by the number of grad.

Class schedules between the two schools conflict. Sometimes causing student to fall behind in credits taken.

WVC credits may or may not transfer, Especially if an AA degree is not fully Earned. Or far private or out-of-state colleges.



Opportunities for growth

Inform public more accurately about advantages of AP vs. Running start. Offer more AP Classes (Environmental Sci., German, Art History, European History, Music Theory, Microeconomics, World History, Spanish Literature, Government and Politics, and Microeconomics) as classes and/or encourage more kids to study for during a Directed Enrichment Study class.

The board asked questions and thanked Ms. DeMarco and the students for the impressive report.

3) Gear-Up/21st Century/College Sparks:

Program Director & Teacher Carolyn Griffin-Bugert presented the following materials to the board and explained it all in detail. She pointed out the grants dollar amounts, time duration, student population and achievement in detail. The board asked questions during the presentation about the possibility for further funding. Ms. Griffin-Bugert hired a statistician to track the achievement of students involved in the after school programs with positive results. The results are at the end of this report.

2009 - 2010 GEAR UP Grant (\$3.3 M) 21st Century Grant (\$1.25 M)

HEC Board Grant \$160,000 per year 2 years

Partner with Community

HEC Board grant goals:

College Bound Scholarship enrollment

College Bound Scholarship support

College Bound Scholarship Enrollment Rates 2009-2010 (as of April)

7th grade: 89%

8th grade: 100%

9th grade: 99%

State Average: 55%

CBS Students with GPA of 2.0 or greater (3rd qtr 2010)

OMS: 80-90 %

PMS: 80-90%

FMS: 90%

WHS/WSHS: 60-70%

College Mentorship Program

2004

434 students graduated from the Wenatchee School District

340 Caucasian

216 went on to 2-4 year College

132 went to a 2-year college (39%)

89 went to a 4 year College (26%)

80 Hispanic

24 went on to 2-4 year College

19 went to a 2-year college (24%)

5 went to a 4 year College (6%)

12th Grade Mentor Program

	Students Mentored	2-yr college	4-yr college
2004-05	13	?	?
2005-06	14	9	2
2006-07	24	15	3
2007-08	22	19	4
2008-09	36	17	14
2009-10	56	22	34



2010 - 2011 College Spark Grant (\$.9 m) GEAR UP Grant (\$3.3 m)
 3 different Grant - 3 different Budgets - 4 different Schools - 3 different Student Groups -
 3 different Evaluation Tools - 7 different Annual

College Spark Grant \$32,000 per year 3 years Currently in Year 1
 "College Mentor Program"
 GEAR UP Grant \$569,000 per year 6 years Currently in Year 3
 "Gearing Up for College"
 21st Century Grant \$250,000 per year 5 years Currently in Year 3
 "After School Program"
21st Century GEAR UP
 Similar, but different
 Goals: Improve student academics & Improve student behavior
 Increase parent knowledge
 Who and Where?
 Similar, but different

	2008-09	2009-10	2010-11	2011-12	2012-13	2103-14
6 th	OMS/Pio	OMS/Pio	OMS/Pio			
7 th	OMS/Pio	OMS/Pio	OMS/Pio	OMS/Pio		
8 th		OMS/Pio	OMS/Pio	OMS/Pio	OMS/Pio	
9 th			All	All	All	All
10 th				All	All	All
11 th					All	All
12 th						All
Total	700	1050	1600	1750	1900	2100

Serves ALL students, but emphasis on low-income

21st Century
 Orchard and Pioneer

	2008-09	2009-10	2010-11	2011-12	2012-13
6 th	x	x	x	x	x
7 th	x	x	x	x	x
8 th	x	x	x	x	X
Total	200	200	200	200	200

Serves a small group of low-income students who haven't met standard on the state test.

21st Century activities

- Homework Center
- Enrichment classes
- Field trips
- Drop In Center
- Summer opportunities

GEAR UP activities

- All of the above, plus
- In-class support
- Teacher support
- One-on-one coaching, advising students

GEAR UP activities

- All of the above, plus
- In-class support
- Teacher support
- One-on-one coaching, advising students
- Student Services

Service	# Students	Ave. Hours
Tutoring/Homework Assistance	918	24.54
Counseling/Advising	1119	5.29
College visits	413	6.44
Job site visits	111	2.65
Summer programs	102	50.43
Enrichment classes	504	10.69
Family/cultural events	220	1.29
Community Service	540	.91
Drop In Center	789	26.29

Parent Services

Service	# Parents	Ave. Hours
Workshops on College Prep & Financial Aid	28	5.3
Counseling/Advising	326	.9
College Visits	12	7.4
Family Events	38	3.1
Parenting Classes	45	12.1
Communication	894	.8

What will happen as GEAR UP money moves
GEAR UP

	2008-09	2009-10	2010-11	2011-12	2012-13	2103-14
6 th	OMS/Pio	OMS/Pio	OMS/Pio			
7 th	OMS/Pio	OMS/Pio	OMS/Pio	OMS/Pio		
8 th		OMS/Pio	OMS/Pio	OMS/Pio	OMS/Pio	
9 th			All	All	All	All
10 th				All	All	All
11 th					All	All
12 th						All
Total	700	1050	1600	1750	1900	2100

	2008-09	2009-10	2010-11	2011-12	2012-13	2103-14
6 th	OMS/Pio	OMS/Pio	OMS/Pio			
7 th	OMS/Pio	OMS/Pio	OMS/Pio	OMS/Pio		
8 th		OMS/Pio	OMS/Pio	OMS/Pio	OMS/Pio	
9 th			All	All	All	All
10 th				All	All	All
11 th					All	All
12 th						All
Total	700	1050	1600	1750	1900	2100

Correlations between After School factors and MAPS scores
Orchard Middle School: 21st Century students

Grade	Gender	Reading (r ²)	Math (r ²)
6 th	Boys		
7 th	Boys		
8 th	Boys		
6 th	Girls		
7 th	Girls		
8 th	Girls		

Correlations between After School factors and MAPS scores Orchard Middle School: 21st Century students

Grade	Gender	Reading (r ²)	Math (r ²)
6 th	Boys		Homework Center (.45)
7 th	Boys		
8 th	Boys	Homework Center (.25)	Homework Center (.22)
6 th	Girls		Homework Center (.99)

7 th	Girls		
8 th	Girls	Homework Center (.36)	Homework Center (.44)

Grade	Gender	Reading (r ²)	Math (r ²)
6 th	Boys		Workshops (.25)
7 th	Boys	Workshops (.36)	Workshops (.20)
8 th	Boys	Workshops (.28)	
6 th	Girls		
7 th	Girls	Workshops (.33)	
8 th	Girls		Workshops (.36)

Grade	Gender	Reading (r ²)	Math (r ²)
6 th	Boys		Homework Center (.45) Workshops (.25)
7 th	Boys	Workshops (.36)	Workshops (.20)
8 th	Boys	Homework Center (.25) Workshops (.28)	Homework Center (.22)
6 th	Girls		Homework Center (.99)
7 th	Girls	Workshops (.33)	
8 th	Girls	Homework Center (.36)	Homework Center (.44) Workshops (.36)

Correlations between After School factors and MAPS scores Orchard Middle School: 21st Century students
“Students are benefiting academically from the hours spent at the Homework Center and Workshops”. --

Janet Gordon, External Evaluator

Correlations between After School factors and MAPS scores
 Pioneer Middle School: 21st Century students

Grade	Gender	Reading (r ²)	Math (r ²)
8 th	Boys	Homework Center (.23)	
6 th	Girls	Homework Center (.29)	Homework Center (.41)

“For eighth-grade boys and sixth-grade girls, the Homework Center shows a moderate influence on math and/or reading MAPS scores. Some correlations are not available for grade levels due to insufficient numbers of students for a valid statistical comparison.”

--Janet Gordon, External Evaluator

GEAR UP SCHOLARS:

Ms. Griffin-Bugert introduced Marcia Fall who is the teacher and coordinator for the GearUp Scholars program. Ms. Fall outlined her program to the board and explained the details of grant. She follows students’ progress throughout their school years and helps them prepare for college and future careers. Some of the components include; after school help, credit retrieval, parent education, college visits, career planning and gives them a sense of community.

This program teaches the students to reach for their dreams. Jessica (Sheshanka) Mendoza a 12th grader at WHS, shared her experience with the board and how it has given her the motivation to do better and become successful in school and plan for a future. The board thanked Miss Mendoza and Ms. Fall for the update and invited them back.

4) Budget Status Report: CFO Les Vandervort presented the following report to the board. Discussion followed, about WVTSC remodel and surplus buses now have a market.

Prepared by: Les Vandervort, Chief Financial Officer

Date: November 2, 2010

Re: August 2010 Budget Status Reports

For each of the District’s five funds, the budget status report shows the annual budget, the year-to-date revenues and expenditures, and the percent received/expended. The highlighted figure at the foot of each “Actual” column is the ending fund balance for that fund.

GENERAL FUND With 100% of the fiscal year elapsed, Total General Fund revenues were 95.7% and expenditures were 90.1% of budgeted amounts. The Ending Unreserved fund balance of \$5,097,771 is 7.34% of budgeted expenditures.

Restricted Fund Balance of \$7,711,788 is set aside for:

1. Unemployment / Pension contingencies
2. WSHS remodel / Property contingencies
3. Maintenance / “Cliff” contingencies
4. 2009-10 revenue carryforwards
5. Motor Pool

The district’s M&O Levy for 2011 collection is \$10,187,000 (Assessed Value is expected to increase about 6%).

The M&O Levy rate for 2011 will be about \$2.75 per \$1,000 assessed valuation.

The M&O Levy rate for 2010 is \$2.89 per \$1,000 assessed valuation.

The M&O Levy rate for 2009 was \$3.15 per \$1,000 assessed valuation.

The M&O Levy rate for 2008 was \$3.14 per \$1,000 assessed valuation.

CAPITAL PROJECTS FUND The ending fund balance of \$2,728,368 is designated for remodeling, miscellaneous building projects, and specific projects. This includes a transfer of \$2,500,000 from the General Fund for the exchange of property between Wenatchee School District and Wenatchee

Valley College and some remodeling costs for the Westside High School project. The Wenatchee Valley Technical Skills Center is nearing completion of a \$1.7 million facelift funded by the state.

DEBT SERVICE FUND The ending fund balance of \$2,465,993 is reserved for payment of bond principal and interest payments which are due each December and June. Revenues consist primarily of property taxes, which are levied annually to provide adequate funds for the bond payments.

The December 2010 debt service payment will be \$2,149,387.50 which includes \$1,670,000 in principal. The 2002 Bonds were refinanced January 26, 2010 through Seattle NW Securities. The net savings in debt service payments to Wenatchee taxpayers is \$1,565,823 through the final maturity date of December 1, 2021.

ASB FUND Revenues are 60.9% of the amount budgeted for the year. Expenditures are 72% of budget. The Total Ending Fund Balance is \$422,893.

TRANSPORTATION VEHICLE FUND The ending fund balance of \$132,435 is available for purchase of school buses. The total cost for three (3) new buses purchased this year was \$369,761.

The exhibits for this report are on file.

5) Enrollment Report: CFO Les Vandervort presented the following report to the board. Discussion followed, numbers are steady and looking good.

Prepared by: Les Vandervort, Chief Financial Officer

Date: November 2, 2010

Re: Enrollment Reports for November 2010

Exhibit A - Monthly Enrollments.

The November 2010 count of K-12 students is 7,751.31 full-time equivalents (FTE) including 139.08 FTE Running Start students. The average FTE is 7,759.60 which are 60.10 FTE above budgeted average FTE of 7,700.

Exhibit B shows the changes in our average FTE enrollment, as reported to SPI, over time. Exhibit B reflects the history of our actual state funding level of FTE.

Exhibit C is a restatement of enrollment from 2000-01 for comparability. Kindergarten is restated based on headcount rather than FTE due to the state funding formula changes. All day kindergarten at Columbia has been BEA funded since 2007-08. All day kindergarten at Lewis & Clark, Lincoln, and Mission View has been BEA funded since 2008-09. The current Wenatchee Valley Technical Skills Center counts for grades 9-12 have been included in the prior year grades 9-12 counts (except for 09-10 which reflects actual enrollment).

Exhibit D shows the monthly information in graphic form, with a comparison to last year's enrollment and 2010-11 budgeted numbers.

Also included are exhibits showing enrollment by school.

All exhibits on file.

Mr. Vandervort asked the board for any further questions and the board thanked him for the reports.

VII. PRESIDENT'S REPORT: None

VIII. SUPERINTENDENT'S REPORT:

- o Homework - to look at 1000 Series Polices for 1st reading 11/23
- o Mr. Fiones, Dr. Newman and Mr. Callison will be attending the WSSDA Annual Conference.
- o

X. REGULAR MEETING ADJOURNED:

President Dr. Walter Newman adjourned the meeting at 8:45 p.m.

President

Superintendent