



Wenatchee School District Regular Board Meeting

Minutes of Nov. 22nd, 2011
Newbery Elementary School

Board Members Present

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

Staff Present

Brian Flonos, Superintendent
Cabinet

Executive Session 6:30 p.m.

Kevin Gilbert, Board President, opened the board meeting at 6:30 p.m. and read the following statement and went into the Newbery library for the executive session:

The school board will enter into executive session in accordance with board policy 1410 and RCW 42.30.110 to discuss with legal counsel representing the district matters relating to litigation or potential litigation to which the district, the board, or a member acting in an official capacity is, or is likely to become, a party. (Section A) to consider the selection of a site or the acquisition of real estate by lease or purchase when public knowledge regarding such consideration would cause a likelihood of increased price.

The meeting is expected to last thirty minutes.

No action will be taken

I. Regular Meeting 7 p.m.

Kevin Gilbert, Board President, opened the regular board meeting at 7:00 p.m., with the Pledge of Allegiance.

He then read the following statement:

The school board entered into executive session at 6:30 p.m. in accordance with board policy 1410 and RCW 42.30.110 to discuss with legal counsel representing the district matters relating to litigation or potential litigation to which the district, the board, or a member acting in an official capacity is, or is likely to become, a party. (Section A) to consider the selection of a site or the acquisition of real estate by lease or purchase when public knowledge regarding such consideration would cause a likelihood of increased price.

No action taken.

Board President Kevin Gilbert read the following statement:

Antonio Reyes: Board Statement

We are greatly saddened by the tragic loss of Antonio Reyes, a ninth grader at Wenatchee High School. Our thoughts and prayers are with the Reyes family.

The school board and district administration are preparing for a full investigation. We are determined to find out what happened, and what steps need to be taken to prevent an incident like this from ever happening again.

II. BOARD STATEMENT

III. Consent Agenda

President Kevin Gilbert asked for a motion to approve the consent agenda. Motion made by Jesús Hernández seconded by Gary Callison, the motion carried unanimously.

Consent Agenda included:

1) Minutes

Minutes of 11/08/11 Board Meeting

2) Personnel Report

PREPARED BY: Lisa Turner, H.R. Director
Nov. 22th, 2011 revised personnel report is on file.

3) Vouchers/Payroll

PAYROLL PREPARED BY: Tammy Hubensack,
November 2011: **\$4,827,102.06**
VOUCHERS PREPARED BY: Karen Walters,
Director of Accounting –Nov. 22th, 2011
General Fund:
Check # 551581 through 551850 totaling **\$387,725.42**
Capital Projects Fund:
Check # 551851 through 551852 totaling **\$4,478.27**
Associated Student Body Fund:
Check # 551853 through 551895 totaling **\$58,575.24**

4) Contracts

| 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? | Pl Requi |
|----------|----------------------------|-----------------------|--|--------------------------------|-----------------|---|------------------|----------|
| 11/14/11 | NEW | Wenatchee Valley Mall | Providing gift wrapping services for donation. All funds go to WHS Miriachi Program. | \$80 | 12/17-24, 2011 | Ramon Rivera | YES | YE |
| | | | | Budget Code | | | | |
| | | | | 402-4458 | | | | |
| 11/01/11 | NEW | Town Toyota Center | Revenue shares for the Wenatchee/Eastmont basketball game on December 10, 2011. | \$4,000 | December, 2011 | BJ Kuntz | YES | YE |
| | | | | Budget Code | | | | |
| | | | | ASB-General Athletics 402-2200 | | | | |

5) Surplus Report

SURPLUS REPORT PREPARED BY: Karen Walters,
Director of Accounting –Nov. 22th, 2011 – On File

IV. Citizen Comments

NONE

V. High School ASB Reports:

- 1) WSHS: Payton Garcia reported for WSHS.**
- o “Exploring your Future” workshops
 - o Attendance 6/2/5 Program earns money in the student store.
 - o Told about the lovely ladies in the office and crazy principal makes WSHS fun.
- 2) WHS: None**

VI. School Presentation

Newbery Elementary School: Principal Patti Eggleston introduced Amy Dilly and Terri Goveia, fourth grade teachers at Newbery. They shared the writing program they are using. It teaches *Fundamentals in Writing* to the 3rd – 5th grades. They broke down all the sections in a power-point presentation. It teaches readers to be writers. They provided the book *Saturday & Teacups* for the board to review. It comes in Spanish and is written to go along with the common core classes. Thirteen teachers are using it now and the rest will be also using it by next year. They are seeing much success. The board thanked them for the presentation.

VII. Special Reports & Presentations

- 1) AP Update:** AP Coordinator Kari DeMarco presented the following material to the board and took questions during the presentation.

Why A.P. for our students?

- ❖ Taking AP courses and exams is the strongest predictor of college success.
- ❖ Even more predictive of college completion than socioeconomic background or GPA.
- ❖ More than double the chance of graduating college in four years if take two AP courses and exams vs. none (29% to 61%).

❖ A 2008 study found that AP English Literature students had four-year college graduation rates that were 62% higher than students who had not taken AP English Literature.

African American and Hispanic students who took AP courses and exams earned higher grades in college than other African American and Hispanic students from the same SAT range and the same socioeconomic background who had taken only regular high school courses or dual enrollment courses (ie. Running Start).

❖ AP students earned higher GPAs in the advanced college courses into which their AP credit allowed them to place, compared to students with the same high school class rank and SAT scores who did not earn AP credit and who did not skip the entry-level college course.

AP courses prepare students majoring in engineering, biochemistry, and other STEM majors in college. Taking AP courses in these areas is highly predictive of college success in STEM fields, even taking into account relevant control variables (e.g., prior academic achievement, gender, ethnicity, parental education, and socioeconomic status).

❖ AP students are performing better in their intermediate-level STEM course work than students with the same SAT score who had taken the college's own introductory course.

AP course experience favorably impacts admission decisions at 85% of selective colleges and universities.

❖ 98% of admission officers anticipate using AP in future admission decisions as much as or more than they do now.

❖ Passing AP exams can offer students not only advanced placement and credit. It can also get them into choice universities, and often with excellent scholarship offers.

Students also frequently just take the exam, studying on their own at home, or with the help of some teacher(s) just before the exam, or during Directed Enrichment Study.

❖ AP Psychology

❖ AP Studio Art

❖ AP U.S. Government and Politics

❖ AP English Language

❖ AP French, German, Italian, Chinese

❖ AP Spanish Language

Courses we may add next year:

❖ AP Computer Science

❖ AP U.S. Government and Politics

Did you hear the good news?

For the past four years (2007-2010) our pass rate (scoring 3-5 on the exam) averaged **61%**, much like the state and global average. But in May 2011 our pass rate leapt up to **72%**!

❖ Last fall we had **280** students enrolled in AP courses (duplicated), but this fall we have **359** enrollments!

❖ **Low income** enrollment in WHS AP courses last year went to an **all-time high** of 43, and their pass rate went to an all-time high of 60%.

But there are challenges:

Hispanic enrollment dropped last year in our AP courses.

❖ And their pass rate dropped as well.

❖ Why? AVID should be in place and transitioning kids to our elite programs.

❖ Are students being encouraged to go to Running Start instead?

And if so, is that really in their best interests

AP vs. Running Start

There are pros and cons to both of these programs. Both help high school students 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 \$87 if not. Class schedules between the two schools conflict, sometimes causing students to fall behind in credits taken. WVC credits may or may not transfer, especially if an AA degree is not fully earned, or for private or out-of-state colleges. WVC grades are permanent, whether you want them to be or not, whereas AP grades only go to the colleges you request they go to. College admissions officers are well aware of the high standard a passing AP test represents, as it is a national standard, while Running Start is a local standard and may be less rigorous. When polled, universities in our state say they either value both programs equally on admissions, or the more selective colleges said they prefer AP as

an indicator of academic rigor. Compiled by Terri Bawden, former WHS AP Coordinator

Consider this combination:

*Low income + minority + AP courses and exams.

*Might = big scholarship money!

So who is A.P. for? EVERYONE!

We'd like to see every WHS student take at least one AP course by graduation.

♣ We'd like to have a 1.0 AP Index.

♣ We'd like to continue seeing our enrollment climb by helping kids meet rigorous standards at elementary and middle school, funneling them toward AP opportunities at WHS, supporting them with excellent teaching once enrolled, and then continue seeing an AP exam pass rate like we did this year!

Thank you for your support of **all** kids!

Ms. DeMarco introduced AP senior Giselle Gomez. Miss Gomez told her story about not being able to read as a young student. Her father helped her every night until she learned to read. She then took enrichment classes and as a high school student she took AP courses. She shared her very inspirational story and received a round of applause when she finished. The board thanked her. There was a brief discussion comparing Running Start and AP classes. Ms. DeMarco gave a good argument that AP classes can give you the jump-start needed in college in the way of scholarships and starting in college at upper level classes.

The board thanked Ms. DeMarco and Miss Gomez.

2) AVID Update: Coordinator Penny Brown presented the following materials in a powerpoint to the board and had AVID students present to share their stories.

AVID IN 2011-2012 and Beyond

AVID IS DELIVERING ON THE PROMISE TO THE RIGHT KIDS

AVID's Mission

Close the achievement gap by preparing all students for college readiness and success in a global society

- Academic Middle
- Low SES
- Minority
- With Academic Rigor

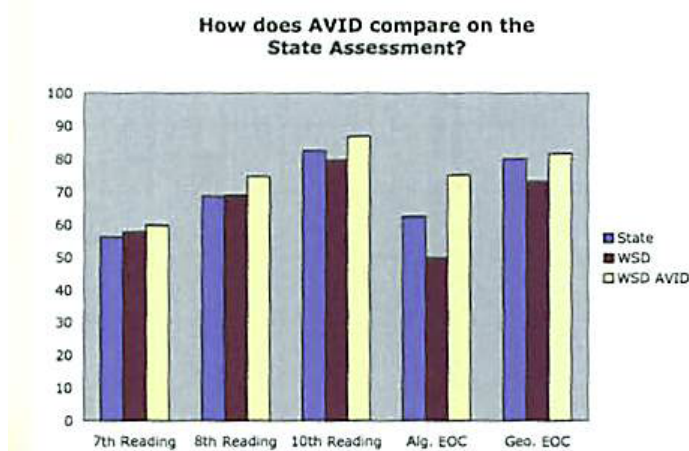
WSD Mission

Assist students to learn and apply essential skills and values to be contributing community citizens with a global perspective

Refined Student Selection

- 89.2% - Low SES
- 79.2% - Minority
- 12th 5/18-28% in AP
- 11th 12/48-25% in AP
- 10th 31/56-55% in Alg. II
- 9th 43/66-65% in Geo
- 7th/8th 98% - Alg. &/or Adv. Core

CELEBRATIONS



AVID IS CATCHING all over the district other classrooms are using:

- AVID Binders
- Cornell Notes
- Tutorials
- Socratic Seminars
- Critical Reading Strategies
- Costa's Level of Thinking & Questioning

TEACHER COMMENTS

“AVID is a foundational component to our building. It is no longer just an isolated group of students. I have personally seen AVID strategies explode into all our classrooms. It is powerful to see these kids being stretched, and most importantly, they are supported. Please keep this powerful tool within our district, it is positively affecting us all.”

| AVID WICR & Rigor | Marzano's Instructional Framework |
|---|---|
| Writing- Cornell Notes | Design Question #2: What is the teacher doing to help students effectively interact with new knowledge? |
| Inquiry- Goal Setting & Grade Checks | Design Question #1: What is the teacher doing to establish and communicate learning goals, track student progress, and celebrate success? |
| Tutorials | Design Question #3: What is the teacher doing to help students practice and deepen their understanding of new knowledge? |
| Levels of Questioning | Design Question #4: What is the teacher doing to help students generate and test hypotheses about new knowledge? |
| Guest Speakers College Field Trips | Design Question #5: What is the teacher doing to engage students? |
| Collaboration- Tutorials | Design Question #6: What is the teacher doing to establish and maintain classroom rules and procedures? |
| “AVID is a family” | Design Question #8: What is the teacher doing to establish and maintain effective relationships? |
| AVID Contracts signed by student, parent & teacher | Design Question #7: What is the teacher doing to recognize and acknowledge adherence or lack of adherence to rules and procedures? |
| Socratic Seminars Philosophical Chairs | Design Question #3: What is the teacher doing to help students practice and deepen their understanding of new knowledge? |
| Reading Critical Reading Strategies | Design Question #2: What is the teacher doing to help students effectively interact with new knowledge? |
| Rigor All MS students are in Cluster Cores with TAG students. All 8th graders are in at least Algebra. All HS AVID students are encouraged to take AP. All AVID students are required to keep an AVID binder. | Design Question #9: What is the teacher doing to communicate high expectations for all students? |

TEACHER COMMENT

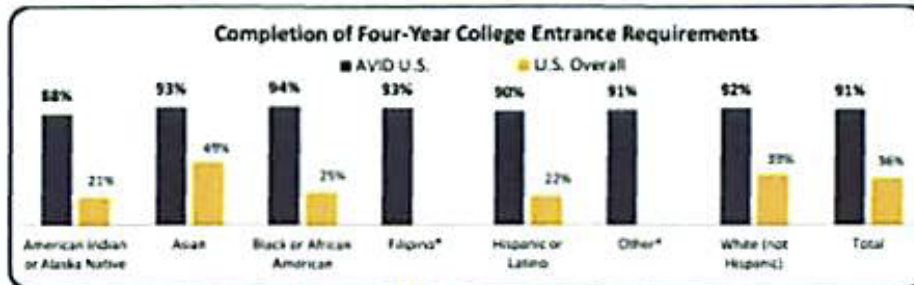
With each year, my AVID Enrichment Core seems to build this innate sense of collectively pursuing excellence. They expect to work hard on an individual basis and as a class of peers. Each year, they are more accepting of each other; therefore, they are learning more from one another. The conversation is richer and varied and the cooperative pursuit of knowledge and skills is exciting to help orchestrate. It is an honor to teach them!

CURRENT REALITY

- 14 Sections
- Serving 337 in AVID Electives
- 4 Tutors twice a week for tutorials in 7th-10th.

- 0 Tutors for tutorials 11th & 12th
- 2 Tutors for Binder Check in all AVID Electives.
- Site-Coordinator Stipends cut in half.
- District Director's Stipend was eliminated.
- 11 of the 14 sections AVID replaced an existing class.

"Year after year, AVID senior students report high graduation rates, achievement in rigorous courses, and plans to attend college. Because of AVID, these students, who may have otherwise been overlooked and underserved, rise above the obstacles they face to achieve academic success," said AVID Executive Director Jim Nelson.



*AVID Senior Data Collection, 27,878 2011 AVID seniors reporting
 --Manhattan Institute, Education Working Paper 3, 2003, Greene, J.P., Forster, G. *Public High School Graduation and College Readiness Rates in the U.S* (The most recent national data available.)
 *Filipino and Other not classified in this study.

WHERE DO WE GO FROM HERE?

THE GOAL

- By 2015, WSD will graduate 75 AVID student who have applied and been accepted to 4-yr. colleges.
- By 2015, 100% of WSD AVID Seniors will have taken and passed at least one AP course.
- By 2015, 90% of the WSD secondary staff knows and has used at least one AVID strategy.

THAT REQUIRES FULL-IMPLEMENTATION

- Full-Implementation = 3 full sections of AVID at every grade level
- In 2012-2013, we need to add 1 section at 10th & 1 section at 12th.
- In 2013-2014, we need to add 1 section at 11th.
- In 2014-2015, we need to add 1 section at 12th.

They welcomed some of our WSD AVID Seniors:

Makai Barnett, Jaqueline Ramirez and Bridgette Ortega. Each student shared their AVID success stories and their love of community in the AVID school family.

VIII. Old Business

1) Policy No. 2110 Update – 2nd Reading

Executive Director Chet Harum presented the updated Policy No. 2110 for 2nd reading. He asked for questions there were none. Mr. Harum told the board that there would be more work done on Policy 6700 before returning for board review.

1st READING
 2000 Series Review

| Policy | Title | Suggested Action | District Recommendation | Rationale |
|--------|--|------------------|-------------------------|--|
| 2110 | Transitional Bilingual Instructional Program | Revise | ADOPT | The office of Civil Rights has requested that we add the edited language to our existing policy to ensure that our students in all models are integrated to the highest extent. This language addresses more than necessary segregation in our classrooms through chosen educational models. This is also a requirement for an OCR investigation compliance action steps. |

MOTION MADE: Jesús Hernández made the motion to approve the Policy 2110 and adopt as presented.

Discussion: None

SECONDED: By Gary Callison

APPROVED: Unanimously

IX. New Business

1) Policy 1000 & 4000 Update – 1st Reading

Superintendent Fiones presented the updated Policies for 1st Reading. He answered questions. These will return to the board on Dec. 13th for 2nd reading and adoption.

Part I of the WSSDA Policy Reference Manual Revisions

| Policy # | Policy Title | Deleted | Content From Deleted Policy Moved To | Revised | Comment |
|---------------|--|---------|--------------------------------------|---------|--|
| 1000 | Table of Contents | | | X | |
| 1115 | Vacancy | X | 1114 | | Board member resignation and vacancy |
| 1230 | Secretary | X | | | |
| 4000 | Table of Contents | | | X | |
| 4010 | Staff Communications Responsibility | X | 4000 | | Public information program |
| 4050 | Endorsement of Educational Materials | X | | | |
| 4300 4300P | Political Relationships with Governmental Agencies | X | | | |
| 4301 | Improvement Districts and Licensing of Business | X | | | |
| 4330 | Private Schools and Daycare Facilities | X | 4230 | | Cooperative programs with other districts, public agencies, private schools and daycare agencies |

X. President's Report

- Mr. Gilbert shared with the board that Colin Brine presented Wenatchee Learns to some of Mr. Gilbert's colleagues at the medical center and did a great job. Mr. Gilbert told the board he feels better about it every time he hears the presentation.
- Mr. Hernandez reported on some of the presentations at the WSSDA conference. He noted that Wenatchee Learns is on the right track from what he observed at the conference.
- Ms. Jaecks shared her thoughts from the conference. She shared her observations on STEM initiatives, technology embedded in schools, connection with early learning and many other aspects, which included Wenatchee Learns. Brief discussion followed.
- Ms. Jaecks also shared about a conference coming up in June with the top 25 performing school districts in attendance. She thought we should look into attending.

XI. Superintendent's Report

- Mr. Flonas reminded everyone of the Nov. 29th Wenatchee Learns Advisory Meeting at the CTC from 3:30-5:30.
- Oath of Office at next board meeting for our three returning board members: Laura Jaecks, Jesús Hernández and Walter Newman. Judge Bridges will be performing the swearing-in duties.
- Transition of offices at next meeting also.

MEETING ADJOURNED: President Kevin Gilbert adjourned the meeting at 8:16 p.m.

 President Superintendent Date