



Wenatchee School District No. 246
Wenatchee, Washington
Minutes of February 22nd, 2011
Regular Board Meeting

Board	Staff
Kevin Gilbert, President	Brian Flonas, Superintendent
Gary Callison, Vice President	Cabinet
Walter Newman	
Jesús Hernández	
Laura Jaecks	

I. REGULAR MEETING – 7:00 p.m.

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

II. CONSENT AGENDA

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

1) **MINUTES** of Minutes of Board Meeting 2/08/11.

2) PERSONNEL REPORT:

PREPARED BY: Lisa Turner, Human Resources Director
 Feb. 22nd, 2011 personnel report is on file.

3) VOUCHERS/PAYROLL - February 2011

PAYROLL: Prepared by Tammy Hubensack – February 2011 Payroll = \$4,835,688.12
VOUCHERS: PREPARED BY: Karen Walters, Director of Accounting

February 22, 2011

General Fund:
 Check numbers 546283 through 546507 totaling \$691,373.50

Capital Projects Fund:
 Check numbers 546507 through 546507 totaling \$4,466.50

Associated Student Body Fund:
 Check number 546508 through 546553 totaling \$39,151.53

4) SURPLUS REPORT:

FROM: Karen Walters, Director of Accounting
 DATE: February 22nd, 2011
 SUBJECT: Declaration of Surplus on file

5) CONTRACTS February 22nd, 2011:

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?
02/14/11	NEW	Pioneer Middle School Associated Student Body & Pioneer PTSA	To grant permission for Pioneer PTSA to provide and sell items in the school store at Pioneer Middle School and other special events sponsored by the PTSA.	N/A	2010-2011 School Year	Dan Wilson	YES	NO
				Budget Code				
				N/A				
02/15/11	NEW	Cascade School District	Contract for Teacher Services	\$124.29/Month	2/1/11 - 6/30/11	Colleen Obergh	YES	YES
				Budget Code				
				2100 26 2000 000				
02/15/11	NEW	WSIPC	Add to and enhance our current DataDirector nightly extract	\$3,780	3/13/10-5/13/11	Ron Brown	YES	YES
				Budget Code				
				0116 21 7000 000				

6) 6000 SERIES POLICY SERIES – NO CHANGES: On File

III. RECOGNITION/SCHOOL PRESENTATION:

Mr. Mike Hopkins, OMS principal introduced Rhonda Brender, counselor and Danielle Bailey, counseling assistant. They shared with the board the new career/college bound center that they have in their library. Ms. Brender explained that this is their effort to get the students in the middle school environment to start thinking about college and careers. They have contacted colleges and universities and across the nation and

requested information for the center. A lot of them have responded and the center is still growing, they highlight a different college/university every month. The meeting was held in the library so Ms. Brender and Ms. Bailey were able to show the board what they have collected and how it is displayed in a very attractive and easy access fashion for the students. There has been a lot of interest. The board thanked them for the creative idea.

IV. CITIZEN COMMENT: None

V. ASB REPORTS:

- **WHS:**
- **WSHS:** Angelina Kelly, WSHS student, reported about the activities taking place.
 - Food-Coin drive collected money & food during the holidays.
 - ASB Holiday Luncheon was catered and was a big success.
 - The All-School Bowling Tournament is coming up in April.

VI. SPECIAL REPORTS:

1) Several members of the Downtown Rotary Club attended the meeting along with several community members. Dr. June Darling, Gil Sparks, Jeff Johnson and Bart Clennon gave a brief history of the background leading up to the Rotary Club embracing the “WSHS Project”. Dr. Darling presented the following Powerpoint presentation:



WESTSIDE HIGH SCHOOL: A Smart Community Investment A Wenatchee Rotary & Community Campaign

*As you can see we have become passionate believers in what WestSide is doing for our students and community. We keep remembering that if we help WestSide, we're helping not only them, but our entire community. WestSide High School: It's a **Smart** Community Investment.*

Why WestSide? It works! Rotarians saw many community needs. Wenatchee Rotary felt their local projects were unfocused. Through surveys, interviews, and discussions, they found out that their club members cared about a lot of issues. A small group of Rotarians looked at local community challenges including teen pregnancy, homelessness, gangs, crime, drop-outs, poverty, hunger, and joblessness. In a meeting with agencies who addressed these issues and the major or Wenatchee, they listened to all the problems we were facing in the Wenatchee Valley. Finally someone asked, “all these problems, with so few solutions = is anything working?” They told us, “The truth is any one of our agencies would be glad to take your money, but if you help WestSide, you'll help us all. WestSide is working.” WestSide students seemed to be better able to stay in school and succeed which means they have better opportunities for jobs, less chance of being in poverty without food or shelter or involved with crime, and more able to raise their own families.

What we learned:

- *In the last 25 years WS has graduated over 1500 students.*
- *The school is fully accredited; the curriculum is rigorous*
- *Students must show competency (80% proficiency) in courses to pass.*
- *Students are engaged. They gain hope, confidence, responsibility, and many resources which improve their morale and make them employable.*
- *Parents are engaged. They are happy with quality programs, school communications, and student progress.*
- *The faculty is talented, long-term, and strongly committed to personalizing programs and instruction and finding resources to support student progress. One of their core beliefs is that all students can succeed.*
- *Alumni are successful in the “real” world.*

We decided to investigate WestSide = to go inside, get data, talk to parents, students, alumni, and faculty. We wanted to see for ourselves. If what we were being told that WestSide is central to the success of the community and that it is working, then we wanted to support their efforts in ways they felt would be useful. Through interviews of students, family, faculty, parents, and community members and focus groups facilitated by Rufus Woods and Dr. June Darling, we found pages of wonderful testimonials for WestSide. This is a testimonial of alumnus Sgt Christopher Mann (see handout for others) in addition to interviews and focus groups, parents also completed a survey taken in 2008-2009. They agreed 100% that WestSide accommodates the individual learning style of each student. 90% agreed that quality learning takes place at WestSide and 100% agreed that WestSide staff has quality interpersonal relationships with students. One parent says, “My kid was just a square peg in a round hole. He had ability, but no motivation. WSHS is still making an impact on him. He's very proud of his diploma.” (see other parent testimonials on handout) Faculty interviews were also positive. One faculty member, Tracy Maynard said, “These kids are some of the greatest kids I've ever worked with, I've had much less problems here.” This is a picture of Jane Culp who has been at WestSide since it's beginning 25 years ago. (Their first graduating class had 2 people – now they have anywhere from 60-103)

WestSide IS Working: Accomplishments of WestSide Alums

- *Get technical certificates*
- *Get 2 year degrees*
- *Get 4 year degrees*
- *Get postgraduate degrees*
- *Become successful parents*
- *Serve honorably in the military*
- *Get jobs which allow them to take care of themselves and their families (they are all over our community!)*
- *Achieve their dreams*

Many students keep in touch with the WestSide faculty. The faculty sees them in the community as nurses, teachers, lawyers, and business people – they're people who loved WestSide like Amanda DeJong and Ben Siems who work at Central Washington Hospital as a pharmacist assistant and a nurse. WestSide is working for a lot of students. Ruth Esparza is an attorney in Wenatchee and WestSide graduate. She's heavily involved in civic service. Ruth says, "I was invisible in my large family and that just continued in school until I came to WestSide. I got a lot of one to one. It was the first time somebody said, 'I believe in you.'" That became life-changing for Ruth. What community members say WestSide's unique model of education overwhelmingly contributes to an increased high school graduation rate for the Wenatchee School District, which in turn benefits the entire region. Gil Sparks is an attorney in Wenatchee and this year's president of Rotary. He is one of many community members who support WestSide High School because he believes it strongly contributes to helping improve students' graduation, which benefits our entire community.

Why WestSide Works for Some Students

- Have multiple responsibilities (jobs, children)
- Follow in the footsteps of sibling
- Size of school and individualized curriculum attractive

The students who attend WestSide come for many different reasons. More and more they are simply choosing to come to WestSide because they believe they have more opportunities to be successful.

Why WestSide Is A Great Community Investment

- Better paying jobs
- Less need for social services
- Higher skill development creates opportunities for their success

When students go to WestSide High School, they become more engaged with school and are more likely to stay in school and graduate. The cost of dropping out of school and not being employable is significant for the student and also for the community.

When students graduate and get better paying jobs, more money is

spent in the community, more money is spent in taxes, and social security benefits. According to research done in 2008, if the approximately 1.2 million high school dropout from the class of 2008 had earned diplomas along with the classmates, the nation's economy could have benefited from an additional 319 billion dollars in income over their lifetimes. Individuals with higher levels of education are far less likely to participate in government-funded social programs like Medicaid, welfare, school lunch programs, and food stamps. (Ninety percent of the people in Chelan and Douglas County who are receiving DSHS assistance are high school dropouts). Educated people are more likely to volunteer, to vote, and to raise healthier better educated children.

WestSide IS Working:

What The Wenatchee World Says:

"WestSide High School is likely the most misunderstood and underappreciated school in North Central Washington" We Want To Change That Rufus Woods recently wrote in a Wenatchee World editorial that WestSide High School is likely the most misunderstood and underappreciated school in North Central Washington. Wenatchee Rotarians agree and we have decided to do something to change that. One of the main things we're doing is having Rotarian speakers present to organizations in our community and spread the word that WestSide is working for students and that it's a smart community investment.

What This Campaign Is Doing

- Making WestSide more visible
- Contributing resources (money, mentoring, and hands-on projects)
- Celebrating with WestSide the achievement of 25 years of "Changing Minds, Changing Lives, One At A Time"
- Recognizing and appreciating that WSHS has made NCW communities a better place to live

Patting ourselves on the back...we as a community did not give up on these young people – many communities do. Our campaign is working to make WestSide contributions to students and to the community more visible. We are also working to raise money. We have a goal of raising a minimum of 70K through selling raffle tickets to a red hot Camaro convertible. The money will be given to support WestSide student learning. We plan to work with WestSide for 3-5 years in raising money, doing hands-on projects, and mentoring. We especially wanted to take advantage of WestSide's 25 years of service to students and the community. We want to pat our whole community on the back, that we did not give up on students...That we give them an opportunity to succeed in a small, personalized environment.

What You Can Do

- Learn about WestSide
- Spread the good word & celebrate WSHS success
- Sign WestSide supporter list
- Buy Rotary raffle tickets
- Contribute money to a special WestSide Project
- Become a Rotary/WestSide Partner

You can help us. You can help us by simply learning about and appreciating what WestSide has done and is doing for our students and community. You can tell others what we found and some of the awesome testimonials of students, alums, parents, faculty, and community members. You can sign the WestSide supporter list which will be posted on our website and listed in The Wenatchee World. You can buy raffle tickets. You can also donate to special WestSide projects in the 5K to \$500 amount. You can become a WestSide Partner, which means your organization can support the project monetarily, or by spreading the word through presentations, or simply by adding your organization's name to our "organizations that support WestSide list" which may influence others to support WestSide.

More Information WestSide Website is a great resource for WestSide program information:

http://wshs.wsd.wednet.edu/Westside_High_School_Welcome.html

Comments or questions about this campaign can be directed to Rotarian djunedarling@aol.com

If you have other questions about WestSide, there website is a great resource. You can simply google WestSide High School, Wenatchee, WA or use the website url above. Additional comments or questions that your presenter may not be able to answer can be directed to Rotarian Dr. June Darling at the email listed. As you can see we have become passionate believers in what WestSide is doing for our students and community. We keep remembering that if we help WestSide, we're helping not only them, but our entire community. WestSide High School: It's a **Smart** Community Investment.

They also shared testimonials by students, parents, faculty members, community and alumni. Mr. Sparks shared info on the raffle they are having and that they have already raised a substantial amount, WSHS

asked for \$70,000 for supplies and equipment, Mr. Sparks said he thought they might be able to raise \$100,000. One of their goals is to change the minds of the community about WSHS. They asked for a formal endorsement from the WSD Board for their efforts on this project.

Mr. Rufus Woods addressed the board and shared his support of WSHS. Mr. Woods gave a handout to the board:

Understanding the ‘Magic’ of WestSide

“Making the invisible, visible”

Jan 12, 2011

Participants:

Staff: Nancy Snyder, Kevin Skalisky, Jane Culp, Tracy Maynard

Students: Beth Manzo, Trevor Anderson, Izack Williams, Trevor Anderson

Alumni: Ruth Esparza, Corinne Peyton,

Parents: Annie Miland, Laura Bowen, Jessica Poltz,

Community: Jim Russell, Ford Barrett, Bart Clennon, Gary Callison, Melissa Hernandez, Tom

McNair

Facilitators: Dr. June Darling, Rufus Woods

Objectives

Identify the “magic” of WestSide’ – the secrets of success

Personalize WestSide – allow people to identify with the students

Identify “compelling messages” to communicate the WestSide story

Some compelling quotes about WestSide

“I have a flexible curriculum that allows me to go to Running Start at the college” — Izack Williams.

“I would be a freak anywhere else. Here I’m a person” — Izack Williams, WestSide student

“I was invisible. I was invisible in my large family and that just continued in school until I came to WestSide. I got a lot of one to one. It was the first time somebody said, ‘I believe in you.’ If I said I couldn’t do something, they said ‘Why not? Why can’t you do that?’ They made me see that I could (succeed). It was life-changing.” — Ruth Esparza, WestSide graduate and Wenatchee attorney.

“It just saved my life. I couldn’t deal with a big school.” — Beth Manzo, WestSide student

“My son (who has autism) was a target (at a traditional school). “He didn’t fit - he was bullied and beat up. That has never happened at WestSide.” Jessica Poltz, WestSide Parent

“I had a .7 GPA at Eastmont. I was different and felt misunderstood. I had gotten into a little bit of trouble. At WestSide I was respected. I got on the honor roll. Now I have a college degree.” Corinne Peyton, WestSide graduate

“My kid was just a square peg in a round hole. He had ability, but no motivation. WestSide is still making an impact on him. He’s very proud of his diploma” — Laura Bowen, WestSide parent

The Unique Characteristics of WestSide Students

The group identified key characteristics of WestSide students, including: Determination, perseverance, creativity, flexibility and an ability to overcome obstacles. Through the WestSide experience they develop their unique skills and talents, a willingness to take risks, a sense of compassion and support for their fellow students, confidence, a belief in themselves and hope.

What Makes WestSide Successful

1. The WestSide environment

WestSide is a unique, small-school environment that provides students with the opportunity to learn in a supportive, creative environment. It’s a place where strong personal relationships are developed between students and staff. It’s a family.

The WestSide environment works well for students who come from circumstances that make the traditional school experience difficult. For example, WestSide has the ability to offer students day care and night school.

Westside is a college-like environment where students take personal responsibility for their education a lot of freedom. It’s a place where students have intelligent conversations inside and outside the classroom.

Discipline is not an issue at WestSide because it is rarely necessary. Students want to be at WestSide and don’t need to act out for attention.

Students are given the tools and encouragement they need to succeed. It’s a supportive rather than punitive environment.

There’s a long waiting list to get in - it’s a school of choice. Students are given all the tools they need to succeed.

Some quotes:

"The size is really critical in our favor. We can see a problem, have staff meeting, and try something different the next day. We can turn on a dime." — **Teacher Jane Culp**
"We have a dumpy building, but the happiest students." — **Trevor Anderson, WestSide student**
"There's pride even in a very humble setting." — **Laura Bowen, WestSide parent**
"No one is going to give up on you."
"It's all about relationships."
"We're a family" — **Kevin Skalisky, WestSide teacher**

2. The WestSide students

Every person at WestSide has "a heart" for everyone else. There's a great amount of tolerance, acceptance and appreciation for the differences of students. Often, it is the students who beg their parents to go to WestSide because of the unique opportunities at the school. Students learn to be self-motivated because they are in the driver's seat of their educational experience - they are in charge of their own learning. That sense of responsibility empowers them. They find peace with themselves.

WestSide changes their lives. They may have been failing in a traditional school setting, but at WestSide they achieve. Something magical happens here – students regain their sense of power and they start to believe they can do anything they have dreamed of. Students learn that they can be successful.

"Hurting others is something that does not exist here" — **Trevor Anderson, WestSide student**

"These are some of the greatest kids I've ever worked with. I've had fewer problems here. They just get all kids of negative labels that are entirely erroneous and mischaracterizations." — **Tracy Maynard, WestSide teacher**

3. The WestSide staff

The staff treats students as capable, talented human beings. They see every student as brilliant in his or her own way. There's a strong ethic of respect at WestSide. They take an interest in individual students. Some of the students need firm boundaries, others need more attention and individualized programs. The staff encourages and supports students in developing their unique skills and abilities. Teachers are strong advocates for students, looking for opportunities to help them discover and express their talents. They see the possibility that exists within each student. Having students sign a contract and take responsibility for their progress is an important success factor. WestSide has the lowest staff turnover of any school in the district. The staff cares deeply about the success of their students.

Quote:

"The attitude of the teachers is everything. They are very student-focused and also have strong relationships and communications with parents." — **Annie Miland, WestSide parent**

Some misperceptions of WestSide in the community

- People at WestSide are (take your pick) thugs, do drugs, criminals, violent, misfits
- WestSide students receive an inferior education
- They get GEDs rather than diplomas
- Girls come to WestSide to get pregnant
- It's a place to get by doing easy work
- Every kid should be able to fit into traditional schools. "I had a rough life, I still did it – they should be able to, too"

Responses:

They don't realize that these kids want to learn, somehow the system failed or didn't fit them.

"These are some of the greatest kids I've ever worked with. I've had fewer problems here. They just get all kids of negative labels that are entirely erroneous and mischaracterizations." — **Tracy Maynard, WestSide**

Mr. Rufus also talked about the tremendous momentum and community support and will use his support in the Wenatchee World to get the word out. The board thanked him for the article he wrote on WestSide. Mr. Johnson said the students light up when they see these WSHS supporters come into the building, there is a positive relationship building within the student body and the supporters. The board said it warms their hearts to see this happening at WSHS.

MOTION MADE: Jesús Hernández made the motion to give a formal endorsement of the support and fund raising for WSHS Project by the Rotarians and community members.

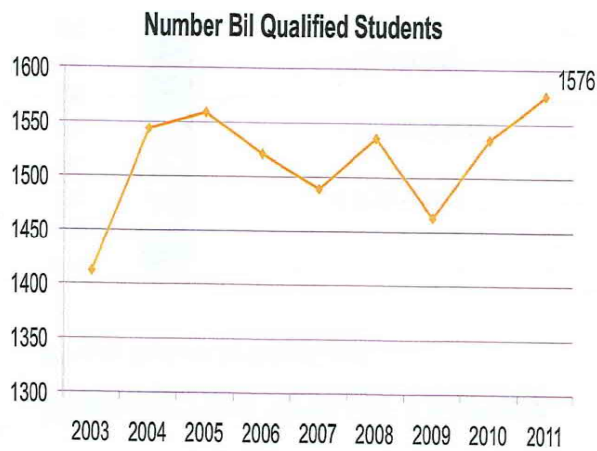
SECONDED: By Laura Jaecks

APPROVED: Unanimously

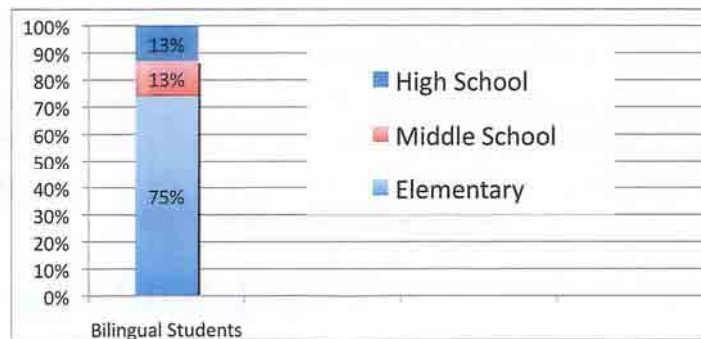
2) ELL Imagine Learning:

Special Programs, Nancy Duffey and ELD Facilitator Cynthia Valdez presented the following Powerpoint to the board.

They first discussed the Bilingual Trend and used the following charts to illustrate.



Bilingual Students by School Level



Total n=1576

They discussed Federal Accountability , Annual Measurable Achievement Objective (AMAO) based on the WA Language Proficiency Test (WLPT-II) and the three areas of Evaluation:

- Growth
- Exiting
- AP

Required Action: Federal Improved Plan and District ELL Action Plan.

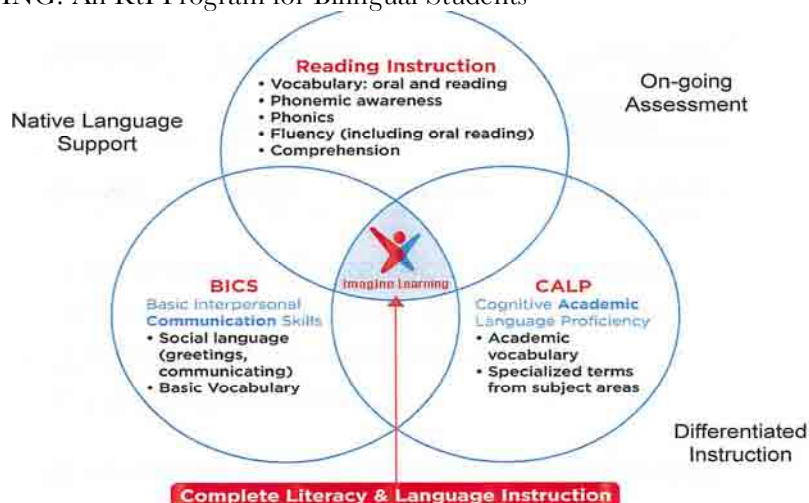
ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVE:

(AMAO)	
AMAO #1-Making Gains Target=66.8%	NO ---64%
AMAO #2-Exiting Students Target=12.9%	NO ---7.8%
AMAO #3-Making AYP Target=66.8%	NO (no percent from State, just yes or no for math and reading as seen below)
◆ Grades 3-5 Math-Yes; Reading-No	◆ Grades 6-8 Math & Reading-No
◆ Grade 10 Number smaller than required	

How are we responding to AMAO information?

Education	Identify Areas of Need	Intentional Response
<ul style="list-style-type: none"> • Admin & Teachers • Students & Parents 	<ul style="list-style-type: none"> • Sheltered Strategies • Multiple Assessments • Placement • Data trends 	<ul style="list-style-type: none"> • MS Curriculum • Literacy and English Language Development program grades 3-5

IMAGINE LEARNING: An RtI Program for Bilingual Students

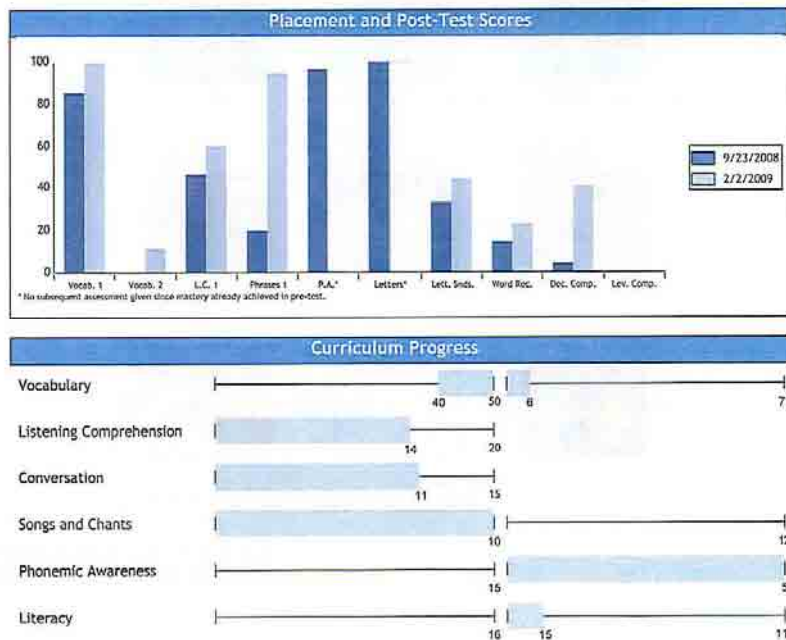


Strategic First-Language Support

- L1 Fade for newcomers
- Translations for vocabulary words
- Support for cognitively demanding tasks
- Translated progress reports for parents

Spanish	Arabic	Russian	Vietnamese
French	Japanese	Korean	Haitian Creole
Mandarin	Potruguese	Tongan	Marshallese

Differentiation: Placement Test



REGULAR PATH: Emergent Literacy: letter recognition

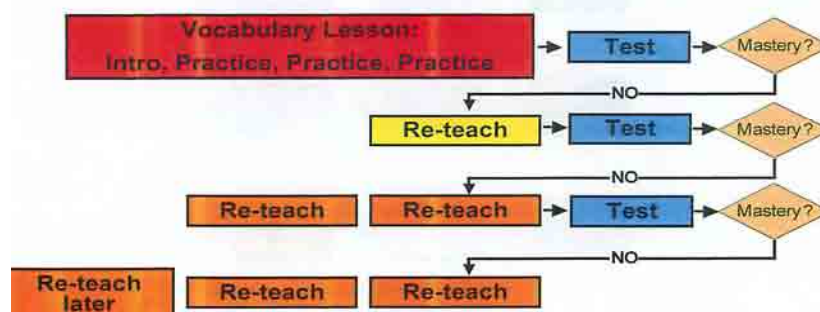
- Letters, Shapes and Sounds
- Printout: Letters
- Letter Game 1
- Letter Game 2
- Art with a Purpose
- Letter Game 3
- ABC Songs
- Letter Sound Sing Along
- Recognize Letters
- Review Menu

ACCELERATED PATH: Emergent Literacy: Letter Recognition

- Letters, Shapes and Sounds
- Printout: Letters
- Letter Game 3
- Recognize Letters
- Review Menu

Differentiated Instruction

Re-teaching is provided automatically



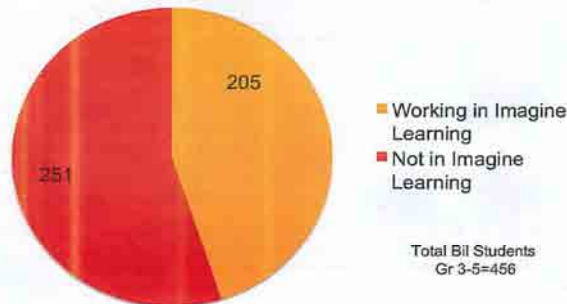
1. CONVERSATIONAL PHRASES (BICS): Modeling and Practice / Peer to Peer Modeling
2. ACADEMIC VOCABULARY (CALP): Over 1,000 Academic Vocabulary Words
3. READING INSTRUCTION: Decodable & Natural Text

4. **LEVELED PAIRED READERS:** Fiction & Non Fiction – Over 130 books in the program
 - a. Leveled books are in simplified and advanced form - Lexile – 670/Lexile - 880
 - b. Comprehension questions target state test objectives – cause and effect
 - c. Content based stories, comprehension questions, glossary words and writing activities
 - d. Graphic organizers help with comprehension and writing process.
5. **EFFECTIVE LITERACY INSTRUCTION:** Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension

Ms. Valdez showed the Imagine Learning English program in Spanish & measurable gains charts that are used in the program. She also showed the Measurable Gains Reporting tools and explained how they are used.

Special Programs is excited about current results!

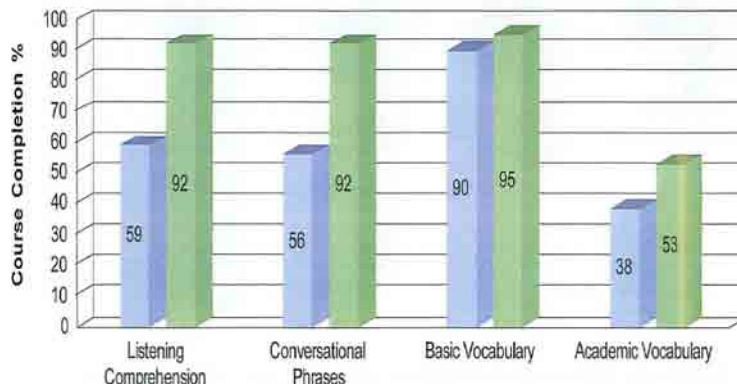
Grades 3-5 at All Elementary Schools



Who is being served in Imagine Learning?

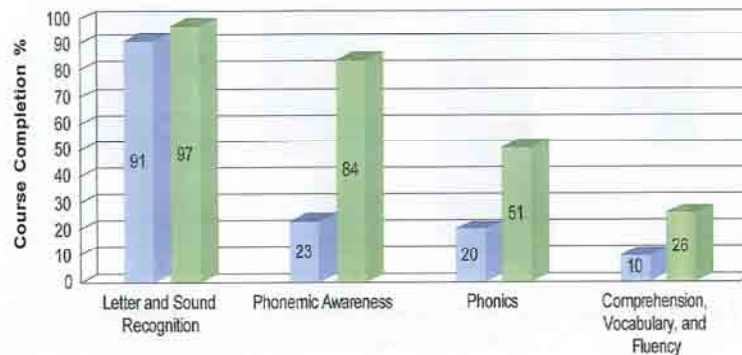
District Vocabulary Progress

Students with 10-15 Hours working on Imagine Learning



District Literacy Progress

Students with 10-15 Hours working on Imagine Learning



Imagine Learning meets the needs of ALL Bilingual Program students and is in place in ALL elementary buildings!

Moving Forward

- Insure technology resources are adequate to support program
- Monitor implementation
- Review student growth and gains data and make adjustments as needed
- Consider expansion

Principal at Mission View Elementary stepped in to go over the concerns: MV cannot sustain Dual Language – Two Way Model with current trends.

WSD Bilingual Models 2010-2011 (as Defined by the State)

Content ESL	Early-Exit	Dual Language	Newcomer Center
Washington	Lincoln	Lewis & Clark	
Sunnyslope	Columbia		
Foothills	Newbery		
Orchard	Mission View	Mission View*	
Pioneer			Pioneer
Westside			
WHS			WHS

Student Placement Challenges at Mission View

- English-speaking population continues to decrease as parents are choosing to go to other schools
- Transfer students cannot go into Dual Language unless they are coming from Dual Language elsewhere
- Results in tracking of students in both English and Spanish
- Inequity for Spanish-speaking students between Early-exit and Dual Language

Mission View "Choice" In and Out Data

(In-district only)

School Year	# of Students In	# of Students with Choice Forms Out	Difference
08-09	30	52	-22
09-10	30	58	-28
10-11	33	67	-34

Out of district choice requests generally are not because of desire for Dual Language program.

Mission View "Choice" In and Out Data

(Total "Choice" movement, includes out of district requests)

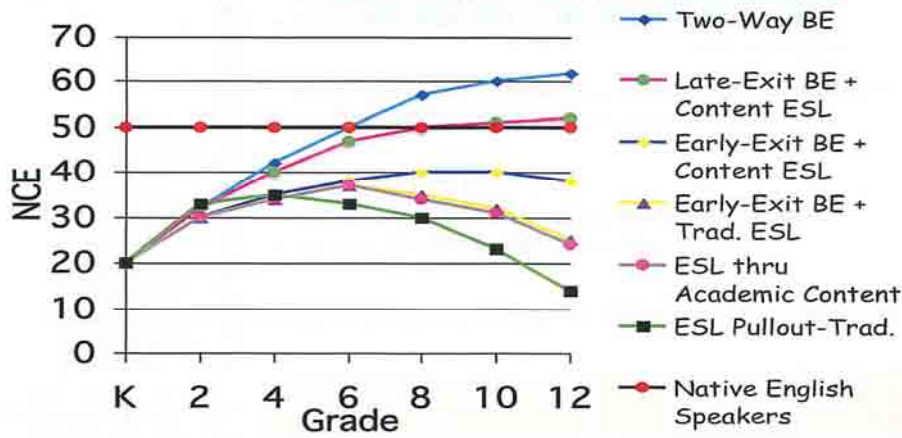
School Year	# of Students In	# of Students with Choice Forms Out	Difference
08-09	39	57	-18
09-10	45	65	-20
10-11	53	72	-19

Out of district choice requests generally are not because of desire for Dual Language program.

SOLUTION: LATE-EXIT MODEL

Content ESL	Early-Exit	Dual Language	Late-Exit
<ul style="list-style-type: none"> • All English • Strategies during content to help students understand 	<ul style="list-style-type: none"> • Spanish literacy and content K-2nd grade • English reading and content in 3rd grade 	<ul style="list-style-type: none"> • Half students English speakers; half students Spanish speakers • K-8 or K-12 with AP classes and focus for both groups of students 	<ul style="list-style-type: none"> • Spanish literacy and content • Basically a one-way Dual Language with only Spanish speakers in the class and K-5 in duration

Effectiveness Research on Bilingual Models
 (based on Thomas and Collier, US Dept. of Ed, 1997, 2007)



Late-Exit

- Spanish literacy and content K-5
- Basically a shorter Dual Language with only Spanish speakers in the class

- Benefits**
- Consistency with placement of students
 - Solid literacy skills and content concepts in native language while learning English
 - Equal access to Dual Language-like program for Spanish-speaking students
 - Allows time for students to cement reading in their first language before formal instruction in second language

Late-Exit

- Spanish literacy and content K-5
- Basically a shorter Dual Language with only Spanish speakers in the class

- Needs for Implementing**
- Continue to support the students who have begun Dual Language
 - Continue to gather parent input in multiple formats (survey, parent meetings, etc.)
 - Continued integration of language groups during content areas
 - Understanding about MSP
 - Bilingual staff needed for 2013-2014 SY
 - Consider fiscal, HR, and curricular needs

Mission View Staffing Proposal for Late-Exit

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Kinder	Kinder	Kinder	Kinder	Kinder	Kinder
English	English	English	English	English	English
English	English	English	English	English	English
Late-Exit (B)	Late-Exit (B)	Late-Exit (B)	Late-Exit (B)	Late-Exit (B)	Late-Exit (B)
Late-Exit (B)	Late-Exit (B)	Late-Exit (B)	Late-Exit (B)	Late-Exit (B)	Late-Exit (B)
1st Grade	1st Grade	1st Grade	1st Grade	1st Grade	1st Grade
English	English	English	English	English	English
Spanish (B)	English	English	English	English	English
DL (B)	Late-Exit (B)	Late-Exit (B)	Late-Exit (B)	Late-Exit (B)	Late-Exit (B)
DL	Late-Exit (B)	Late-Exit (B)	Late-Exit (B)	Late-Exit (B)	Late-Exit (B)
2nd Grade	2nd Grade	2nd Grade	2nd Grade	2nd Grade	2nd Grade
English	DL Triad (B)	English	English	English	English
Spanish (B)	DL Triad (B)	English	English	English	English
DL (B)	DL Triad	Late-Exit (B)	Late-Exit (B)	Late-Exit (B)	Late-Exit (B)
DL	DL Triad	Late-Exit (B)	Late-Exit (B)	Late-Exit (B)	Late-Exit (B)
3rd Grade	3rd Grade	3rd Grade	3rd Grade	3rd Grade	3rd Grade
English	English	DL Triad (B)	English	English	English
Spanish (B)	Spanish (B)	DL Triad (B)	English	English	English
DL (B)	DL (B)	DL Triad	Late-Exit (B)	Late-Exit (B)	Late-Exit (B)
DL	DL	DL Triad	Late-Exit (B)	Late-Exit (B)	Late-Exit (B)
4th Grade	4th Grade	4th Grade	4th Grade	4th Grade	4th Grade
English	English	English	DL Triad (B)	English	English
English	Shelt. Eng	Shelt. Eng	DL Triad (B)	English	English
DL (B)	DL (B)	DL (B)	DL Triad	Late-Exit (B)	Late-Exit (B)
DL	DL	DL	DL Triad	Late-Exit (B)	Late-Exit (B)
5th Grade	5th Grade	5th Grade	5th Grade	5th Grade	5th Grade
English	English	English	English	DL Triad (B)	English
English	Shelt. Eng	Shelt. Eng	Shelt. Eng	DL Triad (B)	English
Shelt. Eng (B)	DL (B)	DL (B)	DL (B)	DL Triad	Late-Exit (B)
	DL	DL	DL	DL Triad	Late-Exit (B)
10	10	10	11	12	12

Mr. Jaeger told about the upcoming March 10th Dual Language group meeting. He asked for questions. Jesús Hernández had comments about Late Exit. He made some observations, shared them along with other points:

- Makes sense to modify the model
- Look at what is successful
- Look at AVID
- Evaluate the parent contact time
- Find common denominators for success

- Then more discussion about this issue

Mr. Hernández thanked Mr. Jaeger, Ms. Duffey and Ms. Valdez, the other board members also thanked the group for the informative presentation.

3) WVTSC New Capital Projects: Project Manager John Hultman presented to the board for approval the following letter and included complete documentation in the board packet for the board to review prior to this meeting:



February 16, 2011

Brian Flonas
Superintendent
Wenatchee School District No. 246
235 Sunset Avenue
Wenatchee, WA 98801

**Subject: Wenatchee Valley Technical Skills Center – Minor Works Improvement Project
Substantial Completion – Recommendation to Approve**

Dear Superintendent Flonas:

On January 17, 2011 the WVTSC Minor Works Improvement project was declared substantially complete. Substantial completion is defined as the condition of a project where contract requirements have been completed to a point where the Owner can use the improvements/space for its intended purpose and the warranty period can be initiated. I recommend that the District accept the design team's recommendation, approve that the project has been substantially complete and complete the substantial completion document.

To protect the project team (i.e., the Owner, contractor and design team), walks of all improved areas are made to identify incomplete or unacceptable facets of work. Typically this "punch list" effort is completed during one contiguous period near the end of a project. However, due to the nature of this project and the fact that the contractor was working on an active campus, a number of punch lists were created as various facets of work were completed, these areas could be turned over to the District for their intended use.

Currently the design team has identified that the value of the punch list work is less than the unpaid closeout line item in the contractor's schedule of values (i.e., \$23,800). Additionally, during the course of the project the District has retained \$65,554 of the contractor's billed progress payments. Until the project is declared final and the District has received the required releases from Department of Revenue and Labor and Industries, the project's retainage must be held by the District. Once we have declared the project complete and made final payment (less the retainage), I will prepare these forms for the District and send them to each agency. Note that these releases typically take 60 – 90 days from application, so we have sufficient time and funds to address any punch list issues that the contractor may not complete. Based on how Rimmer and Roeter has performed during the course of the project, I am confident that their team will work to complete the punch list and closeout this project in a timely manner.

If you have any questions, please call me at (509) 995-0367.
Very truly yours,

Hill International
John Hultman, PE
Project Manager

MOTION MADE: Gary Callison made the motion to approve Wenatchee Valley Technical Skills Center – Minor Works Improvement Project as Substantially Complete.

SECONDED: By Laura Jaecks

APPROVED: Unanimously

4) Budget Status Report February 2011: WSD CFO gave the following report:

MEMORANDUM

To: Wenatchee School Board
From: Brian Flonas, Superintendent
Prepared by: Les Vandervort, Chief Financial Officer
Date: February 15, 2011

Re: **January 2011** 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 **42%** of the fiscal year elapsed, Total General Fund revenues were **38.1%** and expenditures were **36.3%** of budgeted amounts. The Ending Unreserved fund balance of **\$6,576,376** is **8.4%** of budgeted expenditures.

Restricted Fund Balance of **\$4,602,000** is set aside for:

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

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

The Washington State Legislature is in session to adopt a new budget for the 2011-13 biennium. In addition to reductions in the 11-13 school funding to deal with the \$5 billion shortfall in expected state sales tax revenue, the legislature must reduce expenditures in the 10-11 school year to offset the actual current revenue deficit.

CAPITAL PROJECTS FUND The ending fund balance of **\$2,642,374** 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 **\$1,455,890** 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 district's 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 **48.5%** of the amount budgeted for the year. Expenditures are **35.4%** of budget. The Total Ending Fund Balance is **\$584,505**.

TRANSPORTATION VEHICLE FUND The ending fund balance of **\$28,928** is available for purchase of school buses. The total cost for three (3) new buses for this year is \$378,661.

All charts and exhibits on file for review.

Brief discussion on Capital Projects accounts for funds coverage on the WSHS move and renovation project. Transportation budget has been hit by the state cuts.

5) Enrollment Report:

WSD CFO Les Vandervort gave the following enrollment report:

To: Wenatchee School Board

From: Brian Flonos, Superintendent

Prepared by: Les Vandervort, Chief Financial Officer

Date: February 15, 2011

Re: Enrollment Reports for **February 2011**

Exhibit A - Monthly Enrollments.

The **February 2011** count of K-12 students is **7,717.94 full-time equivalents (FTE)** including 140.98 FTE Running Start students.

The *average* FTE is **7,736.15** which are **36.65** 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 charts, graphs and exhibits are on file for review.

Brief discussion and the board thanked Mr. Vandervort for the reports.

VII. OLD BUSINESS

1) WSSDA POLICIES 3000 SERIES #1C – CHANGES 2nd Reading:

Executive Director Chet Harum presented the policies to the board for 2nd reading with updates and additional clarifications as following:

3000 Series Clarifications:

1. Does the Wenatchee School District still use and need language for “In-School Suspension?”
 - a. Yes, the WSD still uses and needs the revised language. A survey was conducted to determine if it is still used. While some school no longer use ISS, many do and want to still have this option available.
2. Can the last paragraph in policy 3224 be changed in a way that could be more easily understood?
 - a. The following is a proposed correction:
 - i. Current language –
 1. The superintendent shall establish procedures providing guidance to students, parents, and staff regarding appropriate student dress in school or while engaging in extracurricular activities. Such procedures shall ensure that any student wearing, carrying, or displaying gang-related apparel, or exhibiting behavior or gestures which symbolize gang membership, or causing and/or participating in activities which intimidate or affect the attendance of another student shall be asked, with notice to his or her parents, to make appropriate corrections and be subject to discipline if the corrections are not undertaken.
 - ii. Proposed change –

Such procedures shall ensure that any student;

 - Wearing, carrying, or displaying gang-related apparel, or
 - Exhibiting behavior or gestures which symbolize gang membership, or
 - Causing and/or participating in activities which intimidate or affect the attendance of another student

Shall be asked, with notice to his or her parents, to make appropriate corrections and be subject to discipline if the corrections are not undertaken.
3. Should we keep the language in policy 3242 Closed Campus as is?
 - a. There was concern about leaving out the sentence – “Grade 9-12 students may leave the campus during noon hour with prior approval of school administrators.”

Concerns

 - i. Is this statement still accurate?
 1. This statement is no longer true
 - ii. How will parents know this information if we don't put this statement I the policy?
 1. I advise we use the following statement in the policy Juniors and Seniors who have submitted a signed “Parent Permission Form to Allow Student O!-Campus at Lunch” are permitted to leave the WHS grounds during their assigned lunch period.” This statement is directly from their student handbook

4. Additional Revisions

- a. **Under New Policies: Policy 3246 Use of Reasonable Force – Strike the last paragraph, as we do not do this and it is not required.**
- b. **Under Revised Policies with changes: Policy 3241 Classroom Management, Corrective Actions or Punishment – Page 1, Section B number 1, after the last sentence – add (i.e. Opportunity will be provided for students to collect regularly assigned schoolwork)**

Mr. Harun also added the following highlighted changes to Policy No. 3245:

Policy No. 3245
Students

STUDENTS AND TELECOMMUNICATION DEVICES

Students in possession of telecommunications devices, including, but not limited to, pagers, beepers, mp3 players, personal gaming devices, and cellular phones, while on school property or while attending school-sponsored or school-related activities **outside the regular school day** shall observe the following conditions:

- A. Telecommunication devices shall be turned on and operated **only before entering and after leaving the building for the regular school day**, unless an emergency situation exists that involves imminent physical danger or a school administrator authorizes the student to use the device. **In the case of the high school, students may use the devices outside of instructional time.**
- B. Students shall not use telecommunication devices in a manner that poses a threat to academic integrity, disrupts the learning environment or violates the privacy rights of others.
- C. Students shall not send, share, view or possess pictures, text messages, emails or other material depicting sexually explicit conduct, as defined in RCW 9.68A.011, in electronic or any other form on a cell phone or other electronic device, while the student is on school grounds, at school sponsored events or on school buses or vehicles provided by the district.
- D. When a school official has reasonable suspicion, based on objective and articulable facts, that a student is using a telecommunications device in a manner that violates the law or school rules, the official may confiscate the device, which shall only be returned to the student’s parent or legal guardian.
- E. By bringing a cell phone or other electronic devices to school or school-sponsored events, the student and their parent/guardian consent to the search of the device when school officials have a reasonable suspicion, based on objective and articulable facts, that such a search will reveal a violation of the law or school rules. The scope of the search will be limited to the violation of which the student is accused. Content or images that violate state or federal laws will be referred to law enforcement.
- F. Students are responsible for devices they bring to school. The district shall not be responsible for loss, theft or destruction of devices brought onto school property or to school sponsored events.
- G. Students shall comply with any additional rules developed by the school concerning the appropriate use of telecommunication or other electronic devices.
- H. Students who violate this policy will be subject to disciplinary action, including suspension or expulsion.

MOTION MADE: Laura Jaecks made the motion to approve the WSSDA & WSD updated 3000 Policy Series & changes as presented by Chet Harum.

SECONDED: By Gary Callison

APPROVED: Unanimously

2) WSSDA POLICIES 3000 SERIES #1D – Recommend Delete

Executive Director Chet Harum presented the policies to the board for 2nd reading - WSSDA recommended deleted because they are outdated and are covered in other newer policies.

THIS GROUP OF POLICIES HAVE BEEN APPROVED BY WSD for Deletes BASED ON WSSDA RECOMMENDATIONS

1st READING

3000 Series Review

“X” means YES - follow Kathleen’s recommendation

Policy	Title	Suggested Action	WSD Recommendation	Rationale
3000	Goals	Delete	X	No longer needed – Although a good opening statement for the 3000 series there are no WAC’s or RCW’s associated with this policy.
3211	Pregnant Students	Delete	X	No longer needed – No WAC’s or RCW’s are associated with this policy
3212	Married Students	Delete	X	No longer needed– No WAC’s or RCW’s are associated with this policy
3250	Release of Student Directory Information	Delete	X	No longer needed – Is addressed in other policies and FERPA laws
3400	Student Welfare	Delete	X	No longer needed – States WAC requirement, not a policy statement.
3410	Student Health	Delete	X	No longer needed – States WAC requirement, not a policy statement. Is no longer accurate.
3411	Vision and Hearing Screening	Delete	X	No longer needed – Although we still do vision and hearing screening as required by WAC, the language of this policy is not accurate.
3412	Scoliosis	Delete	X	No longer needed – We do not do scoliosis checks any longer, no longer required by WAC or RCW
3423	Student Safety	Delete	X	No longer needed – States WAC requirement, not a policy statement.
3424	School Patrol	Delete	X	No longer needed – In fact, it is no longer a posted policy for our district

MOTION MADE: Laura Jaecks made the motion to approve the WSSDA & WSD 3000 Policy Series Deleted as presented by Chet Harum.

SECONDED: By Walter Newman

APPROVED: Unanimously

VII. NEW BUSINESS:

1) Out of State Field Trip Request:

Assistant Superintendent Jodi Smith presented the following *Out of State Field Trip Request* to the board for approval:

To: Board of Directors
From: Brian Fones, Superintendent
Prepared By: Jodi Smith, Assistant Superintendent of Learning and Teaching
Re: Learning and Teaching

OUT-OF-STATE STUDENT FIELD TRIP APPROVAL

The following field trip requests are presented to the board for your approval:

Group Name: Chamber Singers

Date of Trip: May 11-14, 2011

Purpose: Chamber Singers will participate in choral exchanges, coaching, and will compete in the Best of the Northwest Choral Festival at the University of Portland, Oregon. This festival gives the choir a chance to compete with and listen to high caliber high school choirs.

Number of Students: 56

Location: Seattle, Olympia and Portland, Oregon

Cost: \$18,000 (ASB Choir Travel Fund)

Supervision: Matt Lodge

MOTION MADE: Jesus Hernandez made the motion to approve the Chamber Singers out of state field trip as presented by Jodi Smith.

SECONDED: By Gary Callison

APPROVED: Unanimously

2) WSSDA POLICIES 6000 SERIES #1D – Recommend Delete 1st Reading –

Presented by CFO Les Vandervort

Older 6000 Series Policies Deleted by WSSDA

6000 Goals

6121 Delegation of Authority

6150 Management Team

7000 Goals

7340 Interest on Short Term Debt

7342 Inter-agency Loans

7423 Audits

8000 Goals

8122 Bus Maintenance

8361 Loans of School-Owned Equipment and Books

8500 Provision of Certain Goods & Services to Students and Patrons

9000 Goals

9113 Public & Professional Advisors

9240 Construction Phase

9241 Project Supervision

9272 Catalog of Unused Real Property

9320 Security

9330 Building & Ground Maintenance

District-Only Policy to Review and determine that it still meets district needs:

VIII. PRESIDENT’S REPORT: None

IX. SUPERINTENDENT’S REPORT:

- WenEA Meeting Feb. 24th Kevin Gilbert and Gary Callison will attend.
- Legislative Conference: Walter Newman, Kevin Gilbert and Jesus Hernandez will ride with Brian Fones. Laura Jaecks will drive herself. There is a 8-9 am on Monday meeting with legislators.
- Letter written for board to sign to our local legislators for support of WVC exchange & additional state funds. Board approved of the letter and signed it.
-

X. MEETING ADJOURNED: At 8:55 pm by President Kevin Gilbert.

XII. EXECUTIVE SESSION: Open meeting adjourned into the executive session at 8:55 p.m. with a 10-minute break. The Board President, Kevin Gilbert read the following:

The school board will now enter into executive session in accordance with board policy 1410, board policy 6122 and RCW 42.30.110 Section E to review the performance of the superintendent.

The meeting is expected last 60 minutes. No action will be taken.

XIII. OPEN SESSION: The meeting was reconvened in open session – 9:55 p.m.

XIV. MEETING ADJOURNED: President Kevin Gilbert adjourned the meeting at 9:55 p.m.

President

Superintendent

Date