



Wenatchee School District Regular Board Meeting

Minutes of Aug. 23rd, 2011
DISTRICT OFFICE

Board Members Present

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

Staff Present

Brian Fiones, Superintendent
Cabinet

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.

II. Consent Agenda

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

1) Minutes

Minutes of August 9th Board Meeting.

2) Personnel Report

PREPARED BY: Lisa Turner, H.R. Director
Aug. 23rd, 2011 personnel report is on file.

3) Vouchers/Payroll

PAYROLL PREPARED BY: Tammy Hubensack
August 2011: \$4,601,662.42

VOUCHERS PREPARED BY: Karen Walters,
Director of Accounting –Aug., 2011

General Fund:

Check # 549660 through 549779 totaling \$406,863.92 &
549842 through 549986 totaling \$430,900.19

Capital Projects Fund:

Check # 549780 through 549781 totaling \$3,857.44 &
549987 through 549987 totaling \$48,919.30.

Associated Student Body Fund:

Check # 549782 through 549794 totaling \$4,640.54 &
549988 through 550005 totaling \$8,962.52

4) Contracts

NONE

5) Surplus Report

NONE

III. Recognition

NONE

IV. Citizen Comments

NONE

V. Special Presentation

NONE

VI. Old Business

1) WSSDA Policy Updated 6000 series – 2nd Reading: CFO Les Vandervort presented the following:

THIS GROUP OF POLICIES HAVE BEEN APPROVED BY WSD AS NEW POLICIES BASED ON WSSDA RECOMMENDATIONS

6000 Policy Series Review "OK" or "YES" –(means): follow WSSDA's recommendation

Policy	Title	Suggested Action	District Recommendation	Rationale
6250	Cellular Telephones	Revise	District Revision	New policy. Revisions made to reflect "district-owned cellular telephone use agreement."
6810	Energy Management/Education	Revise	District Revision	New policy. Some content area was edited.

THIS GROUP OF POLICIES HAVE BEEN APPROVED BY WSD FOR REVISIONS (ONLY) BASED ON WSSDA RECOMMENDATIONS

6000 Policy Series Review "OK" or "YES" –(means): follow WSSDA's recommendation

Policy	Title	Suggested Action	District Recommendation	Rationale
6022	Minimum Fund Balance	Revise	District Revisions	Insert "Wenatchee," the target goal of five percent and select "current year's."
6119	Uncollected Non-Tax Revenue	Revise	District Revisions	Renumbered and small changes to content.
6212	Charge Cards	Revise	District Revisions	Delete WSSDA Policy 6212 and use current WSD Policy 6212 titled <i>Procurement Cards</i> .
6213	Reimbursement for Travel Expenses	Revise	District Revisions	Two sentences were deleted and small addition to last paragraph.
6220	Bid Requirements	OK	Follow WSSDA's recommendation	Renumbered and substantial changes. Insert the word "Wenatchee."
6510	Safety	OK	Follow WSSDA's recommendation	Three district policies merged into one with cross references and legal references updated.
6600	Transportation	OK	Follow WSSDA's recommendation	Three district policies merged into one and legal references updated.
6605	Student Safety Walking to School and Riding Buses	OK	Follow WSSDA's recommendation	Four district policies merged into one and some content updates. Cross references and legal references were updated.
6630	Driver Training and Responsibility	OK	Follow WSSDA's recommendation	Renumbered and substantial updates to content. Legal references updated and management resources added.
6700	Nutrition and Physical Fitness	OK	Follow WSSDA's recommendation	Content and intent from old policies 8200, 8210, 8220, and 8231 are included in this policy. Cross references and legal references were updated.
6800	Operations and Maintenance of School Property	OK	Follow WSSDA's recommendation	Two district policies merged into one. Content and legal references updates. Management resources added.
6895	Pesticide Notification, Posting and Record Keeping	OK	Follow WSSDA's recommendation	Small changes and management resources added.

Mr. Vandervort discussed each policy with the board members and cleared up their questions. He included the word "current" to policy no. 6630 as requested at the last board meeting. They had questions about the science air-filtration issue at the high school. The board was assured the building/rooms are properly ventilated.

Mr. Vandervort also cleared up any questions on the Policy No. 6700 and noted the dates needed to be updated for approval at a later date.

Mr. Vandervort asked the board for approval of the 6000 policy series as presented with the deletion of policy number 6700.

MOTION MADE: Jesús Hernández made the motion to approve & adopt the 6000 series as presented with the exception of Policy No. 6700 which is removed from the packet for approval.

Discussion: None

SECONDED: By Laura Jaecks

APPROVED: Unanimously

VII. New Business

1) Food Service Bid Award: CFO Les Vandervort presented the following Grocery, Produce and Supplies for 2011-12 school year from WSD Food Service Director, Kent Getzin. Only one bid was received. Little discussion followed and motion made:

FROM: Kent Getzin
DATE: August 9, 2011
RE: Grocery, Produce and Supplies for 2011/2012 School Year

I recommend the following vendor for Grocery, Produce and Supply purchases for the Food Service program (there were no bidders for these items) for the 2011-2012 school year:

Puget Sound Joint Purchasing Cooperative

Copies of all the bid documents are on file with the district office should the need arise that they be reviewed.

Kent Getzin, Director of Food Services
Wenatchee School District

MOTION MADE: Walter Newman made the motion to approve the grocery, produce and supplies bid to Puget Sound Joint Purchasing Cooperative as presented.

Discussion: None

SECONDED: By Gary Callison

APPROVED: Unanimously

2) WSHS Update: New WSHS principal Kory Kalahar gave a brief update on WSHS and welcomed the board to stop by anytime during the year to visit the students. He also invited the board to the Oct. 13th Rotary Open House at WSHS.

3) Valley Academy Parking Lot Recommendation: Superintendent Brian Fones presented the following information to the board and asked for approval to move forward with the engineering company recommendation –

To: Wenatchee School District Board of Directors
From: Brian Fones, Superintendent
Subject: Valley Academy of Learning Alternative Parking Analysis RFQ

In preparation for any future consideration of property acquisition related to the Valley Academy of Learning facility we need to do an alternative parking analysis to determine how we can comply with the City of Wenatchee ordinance for parking at Valley Academy.

We advertised a notice for professional engineering services to prepare an alternative parking analysis for the property and assist the school district in processing the application with the city.

Three engineering firms submitted a letter of interest and qualifications for the professional services:

Erlandson
SCJ Alliance
Zontek Engineering

Interviews for the professional services were conducted on Wednesday, August 16, 2011 in accordance with board policy 9231 and 9231P. We recommend that Zontek Engineering be awarded the professional services work to prepare an alternative parking analysis for Valley Academy.

MOTION MADE: Laura Jaecks made the motion to approve the recommendation of Zontek Engineering for the Valley Academy parking lot as recommended by Mr. Fones.

Discussion: Dates discussed.

SECONDED: By Gary Callison

APPROVED: Unanimously

3) Marzano Training Contract: Assist. Superintendent Jodi Smith presented to the board the following Marzano Training Contract with the description of services and professional development offerings schedule:

**EXHIBIT A
DESCRIPTION OF SERVICES**

September 19, 2011: Instructional Leadership and Observation Training (District and Building Leadership)

One day on-site

In this training, the MRL Associate will provide participants with a full understanding of this critical commitment as it relates to instructional leadership.

Together the leadership team and the MRL Associate will begin implementation of the framework by which central office administrators and school level administrators can both support and hold accountable their teachers/staff to the work ahead. Particular focus will be paid to the administrators' role in introducing, supporting, and sustaining the learning from the central office, through the building principal, and down to the classroom level. They will work to equalize the level of rigor by which teachers will be evaluated using the protocol and sample scales of expertise. Additionally essential questions to be addressed:

- What do I need to know about the language of instruction?
- What is the role of a common framework of instruction as it pertains to effective supervision?
- What should I, the district superintendent, expect/require from building principals/leadership teams?
- How can I, as the superintendent, support and monitor instructional supervision as it occurs at the building level?
- How do I, as either a central office administrator or a building principal, become a true instructional leader? What does that mean for me?
- Where do I, as the building principal or teacher leader, start in rolling this out to my staff?
- How can we implement observational rounds? How can we use observations as more valuable learning experiences?
- How are we sure that we have inter-rater reliability across schools?
- How do I, as the principal, conduct a pre-conference with a teacher prior to observing their instruction?
- What do observational rounds and typical feedback look like?
- What do teacher observations and feedback look like?
- What observational data is important for us to gather/analyze to move our district forward?

The MRL Associate will help each building team begin the development of a plan that addresses the above issues/questions.

September 20-21, 2011: Observational Rounds Modeling and Feedback

Two days on-site—1 day elementary and 1 day secondary

A MRL Associate will return to the district to meet again with administrative staff, building principals, and teacher leaders. The goals for this session will be as follows:

- Modeling of observational rounds in selected classrooms (must be on-site)
- Practice using observation and feedback protocol (using the Wenatchee School District customized protocol based on *The Art & Science of Teaching*).
- Training would include how to plan for observational rounds, conduct the rounds, and reflect on the data collected during classroom visits.
- The days will be divided among elementary, middle, and high school sites.

Note: Observational rounds should be videotaped, so key segments of lessons can be added to the district library of exemplary instructional practices.

*Please see Action Research section below for information about the Analysis of Effective Teaching special service that could be used in conjunction with this training.

Winter 2011 – Spring 2012: Instruction Coaching Academy

Eight days on-site (November 14-15, December 6-7, 2011, January 12-13, February 23-24)

This eight day Academy will delve more deeply into the work of *The Art and Science of Teaching* to build coaching capacity and support within Wenatchee School District. Since the district must outline a professional development plan in the grant requirements from the State of Washington, the Academy may be used to build internal professional development leaders. The MRL Associate will present interactive "train the trainer" model workshops to create expert teachers and instructional leaders who can coach and sustain new or struggling teachers.

Day 1

Focus on Using Data in teacher teams

- Overview of the types of data teams should collect and protocols for analyzing data
- Using data to improve instructional practice and intervene when students are not learning
- Connecting instructional rounds to using data

Day 2

Focus on Differentiation

Differentiation can be accomplished in a number of ways including content, process, and products:

Content: What the students learn

Process: Activities used to help students learn

Products: Demonstration of the learning

The Art and Science of Teaching is the foundational start to differentiation. Knowing that this instructional framework encourages teachers to think about flexible grouping, deep understanding of concepts (rather than surface-level understanding only), intensive planning, formative assessment, engagement, gaining a clear understanding of every student, and so on, our belief is that differentiation is a part of each and every design question included in this book.

The book, *Designing & Teaching Learning Goals & Objectives*, discusses goal setting--specifically determining goals that are at the right difficulty level to enhance students' achievement. For a given topic in a unit of instruction, goals are constructed at multiple levels of difficulty--which is also a framework for differentiation.

Options for training:

1. Spend this day revisiting the book, *The Art and Science of Teaching*, using the lens of differentiation. In other words, sort through the design questions again, highlighting where/how differentiation applies and how to pull those ideas out.

OR

2. Work with the book, *Designing & Teaching Learning Goals & Objectives*. At the end of this day, participants will understand how to design and teach classroom goals and objectives to meet the needs of ALL students in his/her classroom.

Day 3

Focus on Student Engagement

- Four questions students ask themselves about engagement
 - Question one: How do I feel?
 - Question two: Am I interested?
 - Question three: Is this important?
 - Question four: Can I do this?

Day 4

Focus on Classroom Management

- What will I do to establish or maintain classroom rules and procedures?
- What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?
- What will I do to establish and maintain effective relationships with students?

Days 5 & 6

Focus on Acquisition of New Knowledge

- What will I do to help students effectively interact with new knowledge?
- What will I do to help students practice and deepen their understanding of new knowledge?
- What will I do to help students generate and test hypotheses about new knowledge?

Days 7 & 8

- How teachers can effectively use instructional rounds to improve their instructional practices
- Modeling of instructional rounds and how to build plans following instructional rounds
- Days will be divided between secondary and elementary

Note: Instructional Rounds should be videotaped and added to the district library of exemplary instructional practices.
Note: This group of instructional experts may also serve as the “experimental” group for any Action Research projects.

**EXHIBIT B
 SCHEDULE OF PAYMENT**

Description	Payment	Expected Invoice Date
Deposit	\$12,100.00	Upon execution of Contract
Session 1	\$13,200.00	September 19, 2011
Session 2	\$8,800.00	November 14, 2011
Session 3	\$8,800.00	December 6, 2011
Session 4	\$8,800.00	January 12, 2012
Session 5	\$8,800.00	February 23, 2012

**Teacher / Principal Evaluation Pilot
 Professional Development Offerings from
 Marzano Research Laboratory 2011-2012**

Criterion #1 – Teacher Evaluation – High Expectations	MRL Professional Development Workshops
The teacher sets high expectations and challenges each student by asking questions of all students with the same frequency and depth by probing incorrect answers of all students in the same manner.	Instructional Rounds: K-5 February 23, 2012 <i>Required</i> Instructional Rounds: 6-12 February 24, 2012 <i>Required</i>
Criterion #2 – Teacher Evaluation – Teaching New Knowledge	MRL Professional Development Workshops
The teacher helps students effectively interact with, practice and deepen their understanding of, and generate and test hypotheses about new knowledge, through various methods to engage students.	Instructional Rounds: K-5 February 23, 2012 <i>Required</i> Instructional Rounds: 6-12 February 24, 2012 <i>Required</i> Engagement: December 6, 2011 Acquiring Knowledge: January 12-13, 2012 Academic Vocabulary: March 15-16, 2012
Criterion #3 – Teacher Evaluation – Individualization	MRL Professional Development Workshops
The teacher has knowledge to design instruction for individual student learning needs and provides interventions to meet those needs.	Instructional Rounds: K-5 February 23, 2012 <i>Required</i> Instructional Rounds: 6-12 February 24, 2012 <i>Required</i> Differentiation: December 7, 2011
Criterion #4 – Teacher Evaluation – Knowledge of Subject	MRL Professional Development Workshops
The teacher has a comprehensive understanding of the subject(s) and standards, and skillfully uses the adopted curriculum while developing and communicating clear learning targets (daily) and clear learning goals (longer term) to students.	Instructional Rounds: K-5 February 23, 2012 <i>Required</i> Instructional Rounds: 6-12 February 24, 2012 <i>Required</i>
Criterion #5 – Teacher Evaluation – Classroom Management	MRL Professional Development Workshops
The teacher fosters and manages a safe, positive learning environment by managing physical space, creating clear and consistent expectations, monitoring and responding to student behavior, and building positive relationships.	Instructional Rounds: K-5 February 23, 2012 <i>Required</i> Instructional Rounds: 6-12 February 24, 2012 <i>Required</i> Classroom Management: November 14, 2011
Criterion #6 – Teacher Evaluation – Use of Student Data	MRL Professional Development Workshop
The teacher uses multiple data elements to guide students in self-reflection and goal setting, to modify instruction, and to design and modify appropriate student assessments. In addition, the teacher shows that students have made growth or met grade-level or course standards with multiple measures.	Using Data to Inform Instruction: November 15, 2011
Criterion #7 – Teacher Evaluation – Communication	MRL Professional Development Workshop
The teacher communicates and collaborates with the school/community and families in a timely and professional manner.	N/A
Criterion #8 – Teacher Evaluation – Collaboration & Growth	MRL Professional Development Workshops
The teacher collaborates with colleagues about student learning and instructional practices, displays dependability through active participation, and pursues professional development.	Instructional Rounds: K-5 February 23, 2012 <i>Required</i> Instructional Rounds: 6-12 February 24, 2012 <i>Required</i>
Criterion #8 - Principal Evaluation – Teacher Observation	MRL Professional Development Workshop
	Teacher Observations / Feedback – Administrators & Coaches September 19th (All) and 20th (Elementary) 21st (Secondary)

Discussion points:

- State has required all districts to have Instructional Framework
- Marzano is on of the recommended state frameworks
- Training schedule and the number of staff who have already have a “jump start”
- 100% Funding is from Title II so it is not costing us to do this. Title II is for professional development.
- TPEP Grant Clarification
- Oct. 12th - Marzano will conduct a training at ESD 101
- Questions about having our Strategic Planning Advisory Board attend – Mr. Flones will talk to advisory board.
- Research is based on “What Works” is how Ms. Smith described Marzano

MOTION MADE: Laura Jaecks made the motion to approve the Marzano Contract as presented by Assistant Superintendent Jodi Smith.

Discussion: None

SECONDED: By Jesús Hernández

APPROVED: Unanimously

