



Wenatchee School District Board Workshop

February 08, 2013

Confluence Technology Center, Wenatchee WA

Board Members Present

Jesús Hernández, President
Laura Jaecks, V.P.
Kevin Gilbert
Walter Newman

Staff Present

Brian Flones, Superintendent
Cabinet

President Jesús Hernández opened the meeting and welcomed everyone. He announced that Gary Callison was not present due to a family emergency, he had been called out of state. Mr. Hernández turned the meeting over to Superintendent Brian Flones.

Mr. Flones gave a summary of the agenda and his hopes for what the workshop would be able to accomplish.

I. WENATCHEE LEARNS SCOUTING REPORTS:

Mr. Flones introduced the first of the WL Scouting Teams presentations:

Each report consisted of a five-minute overview of their findings based on the model given to them to follow. –

- Synopsis
 - Problem
 - Solution
 - Vision
 - Rationale
 - Takeaways

- Best Practices
 - Current Approaches
 - Promising Approaches
 - Imagined Approaches

- Research
 - Studies and Stats
 - Appropriateness
 - Insights
 - Synergy
- Inside the District
 - Bright Spots
 - Change Opportunities
- Human Impact
 - People First
 - Paradigm Shifts
 - Student Implications
 - Parent Implications
 - Staff Implications
 - Community Implications

The following committee members gave reports on their committee's findings:

- Project Based Learning – Facilitator, Mark Helm:
- Involvement by Citizens and Business – Facilitator, Marcy Horne
- Business Learning Partnership – Emily Lamb, Tina Duffey & David Bentson (20 min. overview)
- Flexible Scheduling and Individual Paced Learning – Facilitator, Kory Kalahar
- Individual Learning Careers – Facilitators, Chet Harum and Mike Wilson
- Parent Engagement – Facilitator, Melissa Hernandez
- Personal Learning Tools and Resources – Facilitator, Ron Brown
- Highly Engaged Learning Professionals – Facilitator, Jodi Smith Payne
- The presentations covered all the most compelling aspects of the study.

Discussions followed each presentation. The board asked clarifying questions of the presenters after their presentations. They thanked each of them for the in-depth studies and the time and effort they all put into the research and reports. They said they were all very impressive. The reports are on file for review.

EMPLOYMENT CONTRACT RELEASE: HR Director, Lisa Turner asked for release of contract for Mary Zontec, WSD nurse.

MOTION MADE: Kevin Gilbert made the motion to approve the release of contract for Mary Zontec as presented by Lisa Turner.

SECONDED: By Laura Jaecks

APPROVED: Unanimously

II. TECHNOLOGY REPORT: Technology Director for Learning and Teaching Ron Brown presented the following after sharing a video, “Death of Education and the Dawn of Learning” Technology:

- iLearn – iPad Integration Year One Full Scale Pilot WSD - Draft
- Five year Instructional Technology Strategic Plan – Draft
- 2012-13 Technology Project:

Create community classrooms using personalized technology that show the potential of our long term plan. Piloting will enable us to test internal processes for: digitizing of resources, take home, policy, insurance, management, showcasing student work, showcasing teacher work, and acceptable use. Ron will be working closely with pilot teachers and students by modeling and delivering professional development. Staff were chosen after conversations and input from school board, cabinet, and some committee members. They will be a quick fit, quick adopters, require the least technology support, and are willing to have visitors and filming in their classrooms to document our journey.

Purpose:

- To provide evidence of the impact a personal technology initiative could have on learning and teaching.
- To create peer "experts" modeling effective tech integration for other teachers.
- To work out some of the bumps before implementation of our long term plan.
- To test technology systems, processes, and procedures on a small scale before a larger implementation.

Effectiveness will be measured by:

- Staff Perception survey pre/post implementation
- Student Perception survey pre/post implementation
- 3rd Party evaluation of the SHIFT grant results.
- Greater growth than district average in NWEA RIT scores.
- Greater growth than district average in state test scale scores.

Our pilot will be focused on the following:

- 5th Grade - one classroom with a ratio of 1:1 tablet devices for take home.
- 6th Grade - one teacher 1:1 tablet devices for take home
- Two fully completed model classrooms with current teacher tools.
- 6th - 12th grade Language Arts and Technology will participate in a grant using tablets. (<http://www.shiftworkshops.org>)

Classroom and Staff Upgrade cost breakdown:		
Standard Academic Classroom Equipment: (2012 Costs)		
Presentation computer station with iMac		\$1,100
Document camera		\$500
Short throw interactive, dual pen, LCD projector		\$1,700
Classroom control and audio amplification system for voice, multimedia, and control		\$1,500
Airport wireless access point		\$160
Various power strips and cabling		\$250
Work station furniture presenter station		\$500
Apple TV		\$100
Total Per Classroom Cost + \$1000 for installation estimate		\$6,810

6 th - 10 th grade classroom equipment (150 classrooms)	\$1,021,500
7 th - 8 th grade student iPads (1200 Students)	\$600,000
K-12 teaching staff laptops ¹	\$650,000
7 th and 8 th Grade Staff iPads (75 Staff)	\$48,750
Middle School Technology Labs Hardware	\$99,000
Mobile Labs (7 ES, 3 MS, 4 HS)	\$462,000
Additional Instructional Staffing ² 4 Full Time ITS positions (1 ES, 1 MS, 1 HS, 1 WSD)	\$300,000
Additional Operational Staffing ³ 4 Full Time TSS positions 1 Full Time Repair/Deployment Technician	\$250,000
Summer Bootcamp for all staff x 1 Day	\$175,000
Summer 1:1 Bootcamp for 6 th - 8 th staff x 2 Day	\$52,500
Wireless infrastructure MS + HS	\$50,000
Additional software services (Follett Device/Textbook Manager)	\$11,000
Workshop On Demand Funding	\$50,000
Cost	\$3,769,750

Year One Technology plan cost breakdown (2012 Costs):

*The plan for technology implementation assumes that the cost of curricular materials come from Learning and Teaching through with any new curriculum adoptions being in a digital format for 6th-12th grade.

¹Staff laptops will be used to build mobile carts and stationary labs in each building with a focus on the K-5 level.

²Instructional staffing is a replacement to the TRT model and will be a major part of the embedded professional development of our staff.

³Operational staffing is an addition to the planning year staffing levels.

Year Two Technology plan cost breakdown (2012 Costs):		
3 rd - 5 th and 11 th - 12 th grade classroom equipment (150 classrooms)		\$1,021,500
9 th and 10 th Grade Student iPads (1200 Students)		\$600,000
9 th and 10 th Grade Staff iPads (75 Staff)		\$48,750
Mobile Labs (7 ES, 3 MS, 4 HS)		\$462,000
Continued and Additional Instructional Staffing ² 5 Full Time ITS positions (2 ES, 1 MS, 1 HS, 1 WSD)		\$375,000
Continued and Additional Operational Staffing ³ 4 Full Time TSS positions 1 Full Time Repair/Deployment Technician		\$250,000
Summer Bootcamp for all staff x 1 Day		\$175,000
Summer 1:1 Bootcamp for 9 th and 10 th staff x 2 Day		\$52,500
Wireless Infrastructure ES		\$70,000
Additional software services (Follett Device/Textbook Manager)		\$8,000
Workshop On Demand Funding		\$70,000
Cost		\$3,132,750

*The plan for technology implementation assumes that the cost of curricular materials come from Learning and Teaching through with any new curriculum adoptions being in a digital format for 6th-12th grade.

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³Operational staffing is an addition to the planning year staffing levels.

Year Three Technology plan cost breakdown (2012 Costs):

K - 2 nd Grade Classroom and Staff equipment (90 classrooms)	\$612,900
11 th - 12 th Grade Student iPads (1200 Students)	\$600,000
K-4 th and 11 th - 12 th Grade Staff iPads (200 Staff)	\$130,000
K - 4 th iPad Classroom resources (15 per classroom)	\$1,125,000
Continued and Additional Instructional Staffing ² 6 Full Time ITS positions (3.5 ES, 1.5 MS, 2 HS, 1 WSD)	\$600,000
Continued Operational Staffing ³ 4 Full Time TSS positions 1 Full Time Repair/Deployment Technician	\$250,000
Summer Bootcamp for all staff x 1 Day	\$175,000
Summer 1:1 Bootcamp for 11 th and 12 th staff x 2 Day	\$52,500
Additional software services (Follett Device/Textbook Manager)	\$8,000
Workshop On Demand Funding	\$90,000
Cost	\$3,643,400

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²Instructional staffing is a replacement to the TRT model and will be a major part of the embedded professional development of our staff.

³Operational staffing is an addition to the planning year staffing levels.

5 th Grade iPad Cart + Model Classroom Setup + Apps	\$24,000
6 th Grade iPad Carts x 2 classes + Model Classroom Setup + Apps	\$48,000
Device Management from Filewave to manage iPads and computers. Allows imaging, push apps, files, etc. 300 iPads and 120 computers 24 month agreement.	\$6,500
iOS Applications, books, etc	\$2,000
*Differentiated Instructional Support (Sub and Timesheet) this will enable instructional technology to support staff with time and professional development as we learn and model this technology for our long term plan. This will also allow some time to learn how to and digitize some current curriculum.	\$15,000
*SHIFT Common Core Language Arts video editing curriculum and training for a project based learning with technology approach (12 staff members from 6-12 (1 Tech and 1 LA teacher from OMS, PIO, FMS, 4 LA teachers from WHS, and 2 LA teachers from WSHS) Equipment (50 Student iPads and carts = \$355000) Cart of 10 per site 12 Teacher iPads = \$7300 tripods, microphones, portable lighting = \$1000 Training Time = \$10000 curriculum and trainer would be grant funded through Icicle Fund	\$54,500
District Cost	\$150,000

Year Four Technology plan cost breakdown:

Complete classroom technology upgrades (120)	\$895,200
Continued Instructional Staffing ² 6 Full Time ITS positions (3.5 ES, 1.5 MS, 2 HS, 1 WSD)	\$600,000
Continued Operational Staffing ³ 4 Full Time TSS positions 1 Full Time Repair/Deployment Technician	\$250,000
Summer Bootcamp for all staff x 1 Day	\$175,000
Summer 1:1 Bootcamp for all staff x 1 Day	\$175,000
Additional software services (Follett Device/Textbook Manager)	\$8,000
Workshop On Demand Funding	\$100,000
Cost	\$2,203,200

*The plan for technology implementation assumes that the cost of curricular materials come from Learning and Teaching through with any new curriculum adoptions being in a digital format for 6th-12th grade.

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³Operational staffing is an addition to the planning year staffing levels

Much discussion followed and the board asked clarifying questions:

- Measures in place to evaluate improvement in student learning
- Controlled content – what means
- Parent engagement – how much
- Student participation increased
- Students more organized
- Insurance plan for parents
- Expanded Pilot – to what degree
- Funding issues
- Site visitation to Vancouver WA

The board thanked Mr. Brown for the comprehensive report and recommendations.

IV. PBIS REPORT: Special Projects Coordinator, John Waldren, presented the following materials to the board and much discussion followed:

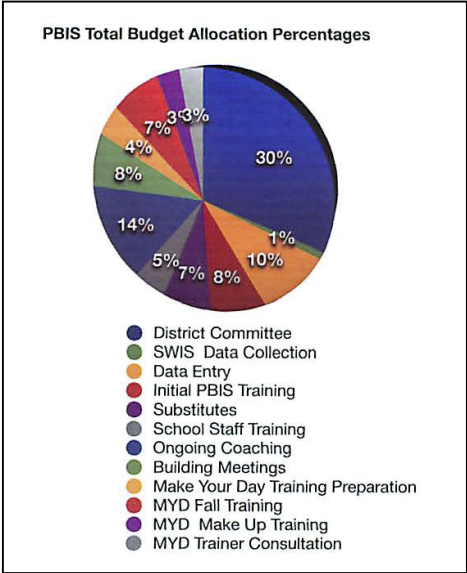
- PBIS ACTION PLAN – Yellow highlighted are completed items:
- PBIS BUDGET FORECAST – 2013-14

Goal A: Support and sustain implementation of PBIS at district schools.			
ACTION ITEMS	WHO?	BY WHEN?	OUTCOMES
Form WSD PBIS District Committee. Stakeholder representation (i.e. teachers, administrators, parents)	Administrator of Special Projects	August, 2012	PBIS District Committee formed
Schedule monthly PBIS District Committee meetings	Administrator of Special Projects	August, 2012	Schedule posted and district representatives notified
Provide training for Lewis and Clark staff	Administrator of Special Projects	August, 2012	Training completed
Develop PBIS description and links to information on PBIS for district and school web sites	District PBIS Team	September/October, 2012	PBIS website activated with relevant information and links
Provide PBIS training for the PBIS District Committee and school counselors	Administrator of Special Projects	October, 2102	Training completed
Develop PBIS district policy recommendation	PBIS District Committee	February, 2013	Policy adopted
Develop and implement a plan to deliver awareness workshops to K-12 schools on the PBIS Framework	District PBIS Committee	Spring, 2013	Workshops completed
Develop a network with PBIS school districts in Washington State	District PBIS Committee	Fall, 2012	Designated representatives to attend PNW PBIS Conference
Report to school board on changes made, student outcomes, survey results for all K-12 schools	PBIS District Committee	Spring, 2013	Final report shows student behavior results/trends
Provide MYD New Employee Training and Make Up Training	MYD Trainers and Administrator of Special Projects	Fall, 2012	Trainings Completed
Develop a MYD support system for answering questions/clarifications	PBIS District Committee	Fall, 2012	System in place

Goal B: Enhance the training and coaching capacity of District and School PBIS committees to ensure the implementation of a quality system of positive behavioral supports and interventions in each district school.			
ACTION ITEMS	WHO?	BY WHEN?	OUTCOMES and SCORE (0-2)
Identify PBIS school committee at each school (K-12)	Principals	December, 2012	Committees in place at each school
Provide training in Tier 1 behavioral interventions and progress monitoring to Administrator of Special Projects, PBIS District Committee and school/program administrators	PBIS Consultant	Spring, 2012	Behavioral supports and interventions in place for Tier 1; Ongoing monthly results of progress monitoring of student outcomes using SWIS data collection tool
Adopt SWIS as the data collection tool at all buildings to track student behavioral data	PBIS District Committee; Superintendent	Spring, 2012	SWIS adopted district-wide
Train K-12 schools in the use of SWIS	PBIS Consultant	Spring, 2012; Lewis and Clark (ongoing)	Training completed
Monitor monthly school SWIS student data information; review data with PBIS District Committee	Administrator of Special Projects	Spring, 2012	Site visits to receive feedback from PBIS school committees
MYD self-assessment survey @ MYD schools and review of results	PBIS District Committee	May, 2012	Survey completed; results reviewed; feedback received by MYD schools
Provide individualized support to district schools as needed	PBIS District Committee	Ongoing	Walk throughs; audits; staff meetings; coaching; training (as needed)
Support schools in developing an action plan for implementing PBIS strategies and for data collection	Administrator of Special Projects	May, 2012	Data on student intervention outcomes and student referrals
Updates to school/program administrators	Administrator of Special Projects	Quarterly	Presentations completed

Goal C: Monitor schools to ensure that PBIS is implemented with fidelity and leads to a positive impact on student social-emotional-behavioral learning.			
ACTION ITEMS	WHO?	BY WHEN?	OUTCOMES and SCORE (0-2)
Begin yearly collection of behavioral data for all schools through SWIS and analyze comparative data	Administrator of Special Projects	Lewis and Clark (ongoing); other schools, Spring, 2013	Data collected and analyzed by PBIS District Committee
Identify and implement use of assessment tools for improvement of PBIS in fully implementing schools	PBIS District Committee	October	Assessment tools identified and timeline established for implementation
Review and develop effective performance indicators for MYD schools and high schools	PBIS District Committee	January, 2013	Performance indicators and assessment tool completed for use
MYD student refresh training	MYD Schools	January, 2013	Refresh training completed
MYD schools take Self-assessment survey	Building Principals	March, 2013	Results reviewed by building staff and PBIS District Committee
Review results of MYD schools' self-assessment	PBIS District Committee	April, 2013	Results reviewed
Prepare data report for quarterly presentation to District PBIS Team	Administrator of Special Projects	End of each quarter	Data reviewed and analyzed by PBIS District Committee
Monitor implementation of Tier 1 through analysis of progress monitoring data	PBIS District Committee	May, 2013	Data reviewed and analyzed by PBIS District Committee
Complete TIC and Staff Self-Assessment	Building Principal	May, 2013	School staff analyzes results for school improvement
Complete SET Report	Building Principal; PBIS Consultant	May, 2013	SET results reviewed with building staff and PBIS District Committee

Description	System Requirements	Timeframe	Cost Breakdown	Item Costs
Positive Behavioral Support and Interventions	PBIS			
District Committee	District Committee - One representative from each school (K-12) plus all MYD trainers	Monthly meetings	20 committee reps @ \$35.00/hr @ 1.5 hrs. @ 9 mos. (District)	\$9,450
SWIS Data Collection	System for each school including Tier 2 CICO (check in/check out tracking of students)	Annual Fee Per Building (web-based system)	\$300.00 including the CICO function (School)	\$300
Data Entry	Data entry - average of 4-5 hours weekly	Ongoing through school year (weekly)	District/Year 1 Implementation (District)	\$3,200
Initial PBIS Training	Initial School Committee training	Four days during initial year of implementation	Training Costs - \$2,500.00 (District)	\$2,500
Substitutes		Substitutes	For 5 building committee members @ \$110.00 @ 4 days (School)	\$2,200
School Staff Training	Awareness and Initial Implementation	One day during school year (fall); 1 training for all schools	1 day consultation @ \$1,500.00/day (District)	\$1,500
Ongoing Coaching	Ongoing coaching	Three days/Year 1 Implementation	(3) days consultation @ \$1,500/day (District)	\$4,500
Building Meetings	School representatives	Monthly meetings	5 reps @ \$35.00/hr. @ 1.5 hrs. @ 9 mos.(School)	\$2,362
Make Your Day Training Preparation	Trainer Preparation and Presentation/ New Employee and Make up training	August/September/October	40 hours @ \$35.00/hour (District)	\$1,360
MYD Teacher Training	New/Make up Employee Training	August/October	45 teachers @ \$30.21 7.5 hours (New) and 20 staff/year @ \$110.00/staff (Make up)	\$11,000
MYD Make Up Training	Substitute Costs for WSD Staff/Make up Training	October	Average Estimate of 20 staff/year @ \$110.00/staff (District)	\$2,200
MYD Trainer Consultation	MYD Trainer Consultation for MYD schools	Ongoing/ School year	3 hours/mos. @ \$35.00/hr. @ 9 mos. (District)	\$945
Make Your Day Resource Updates	MYD Updates/Website and Program Materials	Ongoing/ School year	3 hours/mos. @ \$35.00/hr. @ 9 mos. (District)	\$945
Total Budget Forecast				\$42,462
(District Responsibility)				\$37,600
(School Responsibility)				\$4,862
Other				
District Financial Support For PBIS School Framework Implementation (i.e. 1 school)	This is the amount from the total budget forecast to support (1) school's implementation of PBIS			\$11,700



After presentation by John Waldren and board Q&A, discussion followed with conclusion stated by Superintendent Flones:

Clarify: To formally endorse “framework” of PBIS while MYD is the tool used in the classrooms. It takes time to do this process, informing all the district stakeholders. It could take a couple years to address & communicate effectively in all areas.

Recommendation: Come back to the board with a formal recommendation after meeting with the Leadership Team while continuing to build awareness within the district. Individual building choice needs to be clear to administration and the board.

V. AVID REPORT: The following report was given to the board submitted by Carolyn Griffin-Bugert, AVID Coordinator.

2012-13 WSD AVID

1. Can we maintain AVID certification with our current budget?	Page		
	2012-13 WSD AVID Budget	WSD AVID Budget Needs	Difference +/-
Field Trips	6500	12,000 \$2000 x 6 trips	-6,000
Parent Nights	100	800 \$100 x 2 Nights for 4 Buildings	-700
Salary AVID Teachers 3.0 FTE	197,562?	180,000 .1 FTE = ave. \$6000 x 3.0 FTE	17,562
Salary AVID Dist. Dir- .3 FTE	see above	18,000 .1 FTE= ave. \$6000 x .3 FTE	-18,000
Stipend Site-Coordinator	9720	6480 HS-\$2592 3 MS-\$3888	+3240
In-District PD & Site-Team Meetings	10,000	11,670	-1670
AVID Tutors	30,000	48,000 4 tutors per class X \$10 per hr. X 15 classes X 2.5 times a week X 32 weeks	-18,000
AVID Site-License	13,000	18,065 \$4516.25 x 4 building	-5065
Out-District PD & Travel	14,000	16,000	-2000
Supplies & College Prep Tests	2000	4500 \$200 per section + \$800 EXPLORE test + \$700 College Prep Tests	-2500
Misc. Copier, Postage, In-District Travel	2425	100	+2325
Total WITHOUT Expansion of AVID	285,307	315,615	-30,308

See page 3-5 for specific details

2. Do we need to expand AVID? Yes or No Page 120
a. In Spring of 2012, 205 students applied for 75 spots in the 2012-13 7th AVID Classes. This means 130 students could not be considered for AVID.
b. Currently we have 15 sections. Will that be enough next year?

	2012-13 Students Enrollment in # of Sections	2013-14 Sections needed to accommodate current AVID enrollment
7th	75 Students in 3 Sections-FMS, OMS, PMS	3 sections (*unless we want to offer AVID to more students based on the demand)
8th	87 Students in 3 Sections-FMS, OMS, PMS	3 sections
9th	78 Students in 3 Sections-WHS	3 sections
10th	56 Students in 2 Sections-WHS	3 sections (we currently have 2, so we will need to add 1 more)
11th	50 Students in 2 Sections-WHS	2 sections
12th	42 Students in 2 Sections- WHS	2 sections
Cost of Expansion	Approximately \$18,000 per section	
Cost of Adding a AVID Co-Director	Approximately \$18,000 for an additional .3 FTE & \$16,000 for AVID District Leadership training	

*Adding sections at 7th grade next year, would require additional sections at 8th in 2014-15, at 9th in 2015-16 and so on.

3. AVID was started in WSD in 2005. At that time there were 2 sections of AVID at OMS. It was determined that the AVID District Director was a .3 FTE position. In 2012-13 we have expanded to 15 sections in 4 buildings, but the AVID District Director is still a .3 FTE position. In order to support the programs growth and success in the future, can we consider expanding the position or adding a Co-District Director?

	Suggest	Require	WSD Reality	Cost	
Essential #1 Focus on Students in the "Middle"	•100% of students meet AVID criteria •Parents are involved	90% of students meet AVID criteria	•We occasionally take a student that would be considered a "Project" •All buildings have 2 Parent Nights per year •Our current budget for catering is \$100	•Subs for teachers to interview and recruit AVID students. •Parent Nights	\$880 \$800
Essential #2 Voluntary Participation of students, AVID teachers, & site-team members	100% of students, teachers, & site-team members volunteer to participate and there is documentation of the process.	100% of students, teachers, & site-team members volunteer to participate.	•93% of our teachers applied to teacher AVID. •100% of site-team members volunteered •100% of AVID students went through an application process	•15 sections of AVID	\$180,000
Essential #3 AVID Expansion	Plan for expansion to multiple fully enrolled AVID sections	1 fully enrolled AVID section per grade level per building	The plan exists in Penny's brain. •In 2011 we had 205 6th grade students apply for 75 AVID positions. •In order to provide AVID for the current students we will need to add: 1 10th-2013 1 11th-2014? 1 12th-2015?	Expansion requires: •More teachers •More training •More tutors •More field trips	\$15,000 per class \$2,500 per teach \$3,840 per tutor \$ 2,000 per trip
Essential #4 Rigorous Courses & Academic Success	•100% C or better on grades •100% participate in college prep tests •100% participate in AP courses or HS credit bearing course	50% C or better 50% participate in college prep tests 100% participate in courses for college entrance to a 4-year univ.	70%-80% C or better 90% participate in college prep tests 50% participate in AP at HS 98% participate in Alg at MS	EXPLORE test at 8th & test scholarships	\$1,500

MOTION MADE: By Kevin Gilbert to go with the Option No. 3 to seek and combine two blended grants to fund The After School Program.
SECONDED: By Walter Newman
PASSED UNANIMOUSLY:

VIII. GEAR UP PROGRAM:

Discussion about the probability that we could get the grant again is most probably not in our favor, it is very difficult to be awarded a second time but we did accomplish that but a third would be even more difficult and improbable. There is a possibility to partner with a higher education institution and that could open some doors. It would be worth pursuing.

Recommendation: It was decided to come back with more information about the possibility to partnership with a higher educational institution and review the findings with the board before making a decision.

GEAR UP PROGRAM (funded by the GEAR UP grant)

Overview: The program has been at OMS since 2002, at WHS since 2005, at Pio since 2008 and at WSHS since 2011. The grant model is to work with an entire grade band of students, starting in middle school, and follow them through high school graduation. Our current student group is 8th graders at OMS and Pio, and 9th – 11th graders at WHS and WSHS.

Foothills has not had a GEAR UP program, as they do not meet the 50% free-reduced lunch criteria. However, Foothills graduates receive GEAR UP support when they reach the high school.

The goal of GEAR UP is two-fold:

- Increase the high school graduation rate
- Increase the number of low-income students that enroll in post-secondary

GEAR UP funding is \$559,000 per year. This is the 5th year of a 6-year grant. Funding is slated to end in August 2014. 80-85% of the funding pays for staff.

Outcomes: See attached sheet.

Option 1: Funding ends. Program ends.

Pros: Less administrative resources spent on program oversight.
Low-income students receive help applying to college

Cons: Reduced services to students

Option 2: District picks up some or all costs of program starting in 2013-14

Pros: Program continues with some level of service

Cons: Additional cost to district

Option 3: District applies for a grant to support the program in the future

Pros: Programming continues. Potentially can include Foothills.

Cons: GEAR UP funding only becomes available sporadically. This is a highly competitive grant and funding goes to higher education—they have grant-writing departments and create huge, multi-district programs.

Option 4: District finds a higher education partner and becomes a part of their grant application.

Pros: Significantly less administrative oversight.

Cons: Less control.

IX. STEM PRESENTATION: Jon DeJong presented information from the website wenatcheeschools.org/wsd-stem/action/paul-allen-grant.

Mr. DeJong shared about the Paul Allen Grant and how it works into the districts overall goals in the planning process for STEM. He showed the board the STEM website and certain aspects of it:

- STEM & PBL,
- Committees,
- Action Plans,
- Communication,
- Evaluation,
- Calendar,
- Meeting Notes,
- Resources,
- Blog

Facilitator of committees:

[Jon Dejong](#), Assistant Superintendent Organizational Development

Steering Committee:

[Ron Brown](#), Director Instructional Technology & Assessment

[Mark Helm](#), Principal Pioneer Middle School

[Eleanor Sellers](#), Director of Career and Technical Education

[Kelsay Stanton](#), Science Resource Center

[Jon Torrence](#), Director Wenatchee Valley Technical Skills Center

He told the board after this work is done it will provide us with a viable plan including evidence to go forward and apply for the further grants. The board was very impressed with the work done and thanked Mr. DeJong and all those involved for the efforts they are doing. Mr. DeJong shared that there is some real enthusiasm within this group.

X. AQUATICS PROGRAM: Follow up discussion on the proposal by the committee continued on the budget and recommendations.

Aquatic Conversation included:

- High School Student Survey – a lot of non-swimmers
- Under used community swimming programs
- Disconnect in community of how important swimming is
- Community-wide Swim Event: June 22, 2013
- John Pringle, an asset to the swimming program in the community and WSD, natural place to start
- What level to start at; elementary, middle school or high school
- Decision needs to be made at what level to start first then go forward
- Who is qualified to teach swimming, do we have enough staff
- Earlier the better, it will stay with them all their lives
- Last chance to teach the high school students need to jump on that opportunity
- Middle school girls parents will excuse them from swimming because of hair, not a good place to start
- Pass/Fail option possible solution for making it a class

Mr. Flones suggested the only place we can start this coming year is at the high school, we have everything in place to take that on. He shared his thoughts on the fact that it's too late to do anything at the lower levels for next year. But we can easily implement something at the high school level for next year. That will give us time to figure out how we will do the elementary and middle schools the following year. This is a major undertaking and we need some time to plan and implement it.

MOTION MADE by Walter Newman: The board will support the administration in implementation to teach a swimming program at the high school next year and then be pared with a middle school and elementary school swimming program the following year, with the intent to teach all students swimming in the WSD.

SECONDED: Laura Jaecks

PASSED UNANIMOUSLY

XI. WENATCHEE LEARNS: Superintendent Flones presented the following recommendations and financial considerations to the board.

Recommendations: First Steps

- 1) Develop a business learning partnership and community volunteer center.
 - Design and development of the partnership and volunteer center will be a joint venture between the school district and the community. Utilize existing staff resources and new resources to support the center.

Estimated Financial Costs For Recommendations:

Business partnership and community volunteer center.

- Business Learning Coordinator \$ 75,000
- Volunteer Coordinator \$ 75,000

After much discussion the board chose to make a motion:

MOTION MADE by Laura Jaecks: To move forward and take necessary steps to approve and join ventures of the school district and community.

SECONDED: Walter Newman

PASSED UNANIMOUSLY

- 2) Organize a community-wide orientation to the Reinventing School Coalition (RISC) model to determine interest and community readiness. We have tentatively scheduled the founder and former CEO of RISC, Richard Delorenzo, to speak with our staff, parents, and community about RISC and its application to Wenatchee Learns. The tentative date is Friday, April 19th.

Estimated Financial Costs For Recommendations:

- Host community workshop on the RISC model estimated costs- \$2,500.00

MOTION MADE by Kevin Gilbert: To move forward and approve CEO of RISC, Richard Delorenzo, to speak with our staff, parents, and community about RISC and its application to Wenatchee Learns at a community-wide orientation workshop.

DISCUSSION: If the \$2500 is the complete cost, Mr. Flones will let the board know if there are added costs.

SECONDED: Walter Newman

PASSED UNANIMOUSLY

3) Continue with the development and deployment of the technology pilot.

Estimated Financial Costs For Recommendations:

- Technology Pilot expansion - \$150,000
- Providing 150 students and staff with iPADS
- iPADS will be turned back in at the end of the school year.

MOTION MADE by Laura Jaecks: Move to approve \$150,000 for extended technology pilot as outlined by Instructional technology for 1:1 iPads.

DISCUSSION: Whether the students need an upgraded iPad for classroom use, it was decided that they do need the upgraded iPad to have important apps that are necessary in the classroom.

SECONDED: Kevin Gilbert

PASSED UNANIMOUSLY

4) Leverage the school district and communities investment in Wenatchee Learns by seeking creative ways to sustain progress in the short term, grant funding and budget reallocation.

Estimated Financial Costs For Recommendations:

Explore the feasibility of hiring a full time grant writer – estimated costs: \$75,000

After discussion it was decided that this recommendation did not need a motion.

- It was decided the superintendent could proceed in the investigation for fact finding for this position.

5) Explore the feasibility of forming a Wenatchee Learns Foundation or community center. Determine the level of administrative support needed to coordinate Wenatchee Learns activities and study feasibility of creating a foundation.

- It was decided, after discussion and by Mr. Frones’ suggestion, to move forward on this recommendation can be determined at a later time.

The board thanked everyone for the productive day and look forward to some the great things to come from decisions made today.

MEETING ADJOURNED: Board President Jesús Hernández adjourned the meeting at 2:40 p.m.

President

Superintendent

Date