



Wenatchee School District Board Workshop

Minutes

May 13th, 2014

Washington Elementary School

Board Members Present

Laura Jaecks, President
Walter Newman, VP
Jesús Hernández
Jennifer Talbot
Robert Sealby

3:30 – 5:30 PM

Staff Present

Brian Fiones, Superintendent
Cabinet

Opening of Meeting

Laura Jaecks, Board President, opened the board workshop at 3:30 p.m., with the Pledge of Allegiance.

I. Consent Agenda

Laura Jaecks, Board President, asked for a motion to approve the consent agenda.

MOTION MADE: Jesús Hernández made the motion to approve the consent agenda.

SECONDED: By Walter Newman
PASSED UNANIMOUSLY

Consent Agenda included:

MINUTES: 4/22/14 Regular Board Meeting

PERSONNEL REPORT PREPARED BY: Lisa Turner, HR Director: 5/13/14 personnel report & carry on: on file

PAYROLL PREPARED BY: Tami Hubensack, Director of Payroll: None

VOUCHERS & CONTRACTS PREPARED BY: Karen Walters, Director of Accounting – 5/13/14
General Fund
Check numbers 568826 through 569061 totaling \$949,517.61

Capital Projects Fund

Check number 569062 through 569068 totaling \$287,632.22

Associated Student Body Fund

Check number 569069 through 569128 totaling \$46,452.70

1) Minutes

2) Personnel Report

3) Vouchers/Payroll

4) Surplus Report

SURPLUS REPORT PREPARED BY:

Karen Walters, Director of Accounting: 5/13/14 on file for review.

5) Contracts

Date	New or Renewal or Revision	Agency	Purpose	Amount	Effective Dates	Staff Person Responsible for Contract has read and has recommended this contract for Board approval	Reviewed by Les?	PO Required?
04/22/14	Renewal	NCESD - Special Education	Early Intervention Contract	70% of Birth to 3 state allocation	2014-2015 School Year	Trisha Craig	Yes	Yes
				Budget Code 2200 27 7079 000				
04/29/14	Renewal	WA State University Extension	Supplemental Nutrition Assistance Program (SNAP)	N/A	2014-2015 School Year	Denise Watson	Yes	No
				Budget Code N/A				
04/29/14	Renewal	Puget Sound ESD	Goalview (Cooperative)	\$16,352	2014-2015 School Year	Trisha Craig	Yes	Yes
				Budget Code 2100 27 7016 000				
04/30/14	Renewal	AVID Center	Site License renewal for: FMS, OMS, PIO, WHS	\$18,140	7/1/14 - 6/30/15	Dani Schafer-Cloke	Yes	Yes
				Budget Code 7911 27 5050 000				
05/01/14	New	TSA Consulting Group	403(b) Administration Services	N/A	7/1/14 Continuing	Tammy Hubensack	Yes	No
				Budget Code N/A				
05/02/14	New	City of Lewiston Parks & Recreation	Rental of Inflatable Movie Screen & Equipment for WHS Drive in Movie	\$1,100	May 30, 2014	Brent Grothe	Yes	Yes
				Budget Code 402-1100				
05/05/14	New	Chelan County Extension	Summer School Program	\$8,000	6/16/14 - 7/3/14	Jon Torrence	Yes	Yes
				Budget Code 4573 27 7000 545 3535				
05/07/14	New	Icicle Creek Center for the Arts	Choir Retreat	\$1,896	May 22, 2014	Dawn McCormick / Gracie Helm	Yes	Yes
				Budget Code 402-4465				

II. School Welcome

Mr. Keith Collins, Principal, welcomed the board to Washington Elementary School. He introduced Rufus Woods and asked Mr. Woods to come forward to present a special award to a parent from Washington School. Mr. Woods asked Sara Rolfs to come forward. Mr. Woods explained that at Wenatchee's All Service Club Luncheon last week, the Community Foundation and The World had the opportunity to honor five individuals for outstanding contributions to their community. Ms. Rolfs was surprised to receive the Citizens Achievement Award at the board meeting. She has been an outstanding volunteer in our community and is currently the PTSA president at Washington School and served as a co-chair on the Citizens for Wenatchee Schools committee, who were instrumental in getting the school bond passed in February. Everyone congratulated her and teachers stayed after school and attended the meeting to show their support of Ms. Rolfs.

Mr. Collins presented a schematic drawing of the new proposed Washington school project for the board to review. He explained they are still in the design phase and working with the staff to come up with the best design for all departments and programs. They are probably challenging the architects at this time but hope to have some firm designs which will enable them to move forward into the planning stage. Mr. Collins said he is very pleased with the TCF Architecture firm. They are extremely professional and accommodating. Ms. Jaecks agreed and said she was in the Seattle area at a conference recently that they were attending and TCF was receiving awards for their work.

III. Out of State Field Trips

Jodi Smith Payne, Assistant Superintendent of Learning and Teaching presented the following out of state field trips for approval.

Group Name: Wenatchee Valley Technical Skills Center

Date of Trip: June 22, 2014

Purpose: To attend SkillsUSA National Conference & Contest

Number of Students: 1

Location: Kansas City, MO

Means of Funding: District Program \$3500.00

Approx. Cost \$ 3,500 (total cost)

Supervision: Jon Torrence / Sue Fletcher (Parent)

The student Jacob, his teacher, Kurt Blanchard and Mr. Torrence, WVTSC Director, addressed the board. Jacob's mother, Sue Fletcher, also spoke to the board and shared what a wonderful program the Fire Prevention & Safety has been for her son. They also informed the board that WVTSC is top in the nation for collection the most metals at Nationals. The advisor also shared how many of the WVTSC Fire Prevention & Safety past students have secured jobs in that industry.

MOTION MADE: Jesús Hernández made the motion to approve the SkillsUSA National Conference & Contest field trip request to Kansas City, MO.

SECONDED: By Jennifer Talbot

PASSED UNANIMOUSLY

Jodi Smith Payne, Assistant Superintendent of Learning and Teaching presented the following field trip for approval by the board.

Group Name: Orchard Middle School 8th Graders

Date of Trip: May 22, 2014

Purpose: STEM related activity day for qualified 8th graders

Silverwood is hosting a Science Day

Number of Students: 120

Location: Silverwood Theme Park, Idaho

Means of Funding: District Program \$ 7,259.23

Approx. Cost \$ 7,259.23 (total cost)

Supervision: Mike Hopkins / Jessica Frank

MOTION MADE: Jesús Hernández made the motion to approve the STEM Science Day field trip in Silverwood, Idaho on May 22nd, 2014

SECONDED: By Robert Sealby

PASSED UNANIMOUSLY

IV. Old Business

Jodi Smith Payne, Assistant Superintendent of Learning and Teaching answered questions from the board on the materials they reviewed and offered to get any additional information on the materials. She asked for approval.

INSTRUCTIONAL MATERIALS COMMITTEE ADOPTION RECOMMENDATIONS

The Instructional Materials Committee is recommending the Board approve the following material for district adoption.

THIS IS THE SECOND READING

Fundamentals of Physics – 10th Edition & Online Access, Authors: Halliday, Resnick, published by Wiley. Copyright date: 2014. To be used with grades 10-12 WHS AP Physics C Mechanics. The College Board is changing AP Physics B to a two course. After researching the new courses and the impact on the population that takes AP Physics, it was decided to change AP Physics C Mechanics. There are many other high schools that teach AP Physics C Mechanics only. This is a good choice for us because at this time we teach only one class of AP Physics and this change would change things very little.

Campbell Biology – 10th Edition, Authors: Reece & Urry, Published by Pearson. Copyright date: 2014. To be used with grades 9-12 for AP Biology, Grades 9-12 AP Biology Curriculum Framework revised 2012-2013. Perfect match to new framework. Addresses all 150 Learning Objectives & 4 Big Ideas. The AP Biology curriculum and national exam changed dramatically last year, 2012-2013. This would be an updated version to fit the new curriculum Campbell and Reece edition out in 2014-2015.

Curriculum for Agriculture Science Education (CASE) – Author: National Council for Agriculture Education, published by National Council for Agriculture Education. Copyright date: February, 2010. To be used with grades High School (9-12) – Predominately grades (9-10). Major purpose of this course is to introduce students to the world of agriculture, the pathways they may pursue, and the science, mathematics, reading, and writing components they will use throughout the CASE™ curriculum. Students will experience “hands-on” STEM oriented activities, projects and problems.

Teacher Curriculum Institute – History Alive World Connection with Technology Component –Published by Teacher Curriculum Institute, Copyright date: 2013. To be used with grade 11 students. This material will be replacing McDougal-Littell World History. TCI is aligned to current curriculum and power standards and will be very useful when teaching in a block schedule.

Chemistry (AP Edition) -- Author: Zumdahl and Zumdahl, published by Cengage Learning / Brooks Cole. Copyright date: 2014. To be used with grades 10 – 12 Advanced Placement Chemistry students. This material will replace Chemical Principles and Reactions, Masterton and Hurley, updated 5th Edition.

MOTION MADE: Jennifer Talbot made the motion to approve the Curriculum Adoption materials as presented by Jodi Smith Payne.

SECONDED: By Walter Newman

PASSED UNANIMOUSLY

V. New Business

Resolution 07-14 Public Records Officer: Mr. Flones, Superintendent presented the resolution to the board for approval. The resolution would make a designated person as the Public Records Officer. The Executive Secretary was designated as that person for Wenatchee School District.

MOTION MADE: Jesús Hernández made the motion to approve the Resolution 07-14 as presented by Brian Flones.

SECONDED: By Robert Sealby

PASSED UNANIMOUSLY

VI. Board Workshop

Vision Focus –

- Strategy 4- Balance change for all with excellence for all
- Key Objective- Continuous improvement of service quality
- Common Core State Standards
- Smarter Balanced Assessment

Jodi Smith Payne, Assistant Superintendent of Learning and Teaching introduced the following coaches who would be assisting her in the presentation:

Patrick Kjack (6-12 Math Specialist), Cathy Reasor (Lead Elementary Instructional Coach, ESD Liaison), Penny Brown (HS Instructional Coach, Teacher Academy Lead), Kristy Daley (Middle Schools Instructional Coach)

Powerpoint Presentation:

Common Core State Standards

And Smarter Balanced Assessment

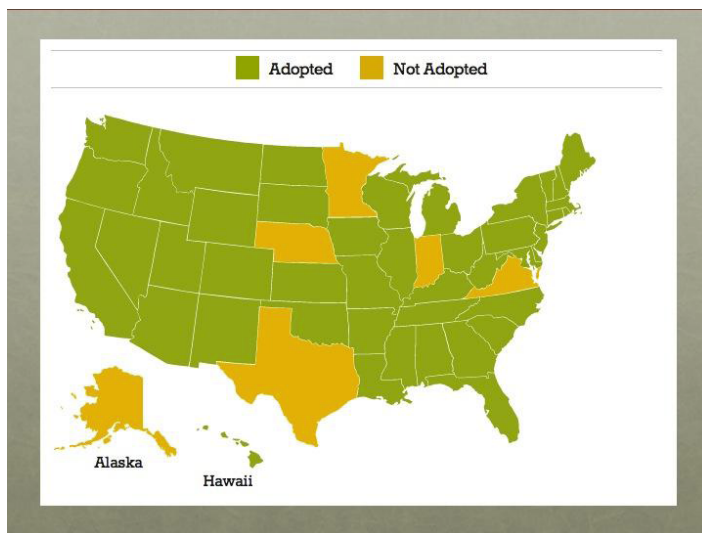
Underlying Principles

- Graduate students who are career and college ready
- Base evidence on knowledge and skills needed
- Focus on what matters most

Background Information

- The Standards were developed by college professors, teachers, business leaders, parents and experts from across the country
- 44 States voluntarily adopted the Standards

- Standards help level the playing field for students



Forty-four of the fifty **U.S.** states and the **District of Columbia** are members of the Common Core State Standards Initiative, with the states of **Texas, Virginia, Alaska, Nebraska** and **Indiana** not adopting the initiative at a state level.

Shifts in Math

- **Focus:** Fewer topics at each grade level
- **Coherence:** Learning progressions across grades
- **Rigor:** Conceptual understanding, Fluency, and Application with equal intensity

Common Core State Standards – Mathematics

Standards Progressions

Kindergarten	1	2	3	4	5	6	7	8	HS
Counting and Cardinality									Number and Quantity
Number and Operations in Base Ten					Ratios and Proportional Relationships				
			Number and Operations - Fractions			The Number System			
Operations and Algebraic Thinking						Expressions and Equations			Algebra
							Functions		Functions
Geometry						Geometry			Geometry
Measurement and Data						Statistics and Probability			Statistics and Probability



Mathematical Practice

1. **Make sense of problems and persevere in solving them.**
2. **Reason abstractly and quantitatively.**
3. **Construct viable arguments and critique the reasoning of others.**
4. **Model with mathematics.**
5. **Use appropriate tools strategically.**
6. **Attend to precision.**
7. **Look for and make use of structure.**
8. **Look for and express regularity in repeated reasoning.**

TEACH LESS BUT LEARN MORE

Shift in English Language Arts

- A balance of nonfiction and fiction
- Learn about the world by reading
- Read more challenging material
- Discuss reading using evidence
- Write nonfiction using evidence
- Increase academic vocabulary

Read like a detective

Write like an investigative reporter

Overview of Shifts in ELA with David Coleman

The group played a seven minute video showing an interview with David Coleman, Yale and Oxford Rhoads Scholar, President of The College Board, educator consultant and architect of the Common Core standards to only mention a few of his accomplishments.

The video gave an overview of the Common Core standards initiative. It helped to clarify some components of the program’s standards and the intended outcomes.

Challenge

- Lack of familiarity with Smarter Balanced Assessments (SBAC)
- BEGIN WITH THE END IN MIND

A Balanced Assessment System

Summative:

College and career readiness assessments for accountability

Common Core State Standards specify K-12 expectations for college and career readiness



Teachers and schools have information and tools they need to improve teaching and learning



All students leave high school college and career ready

Interim:

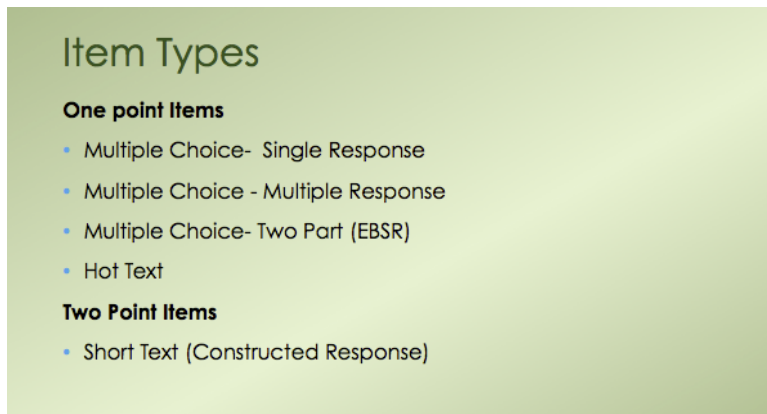
Flexible and open assessments, used for actionable feedback

Formative resources:

Digital Library with instructional and professional learning resources for educators to improve instruction

WHAT WILL THE NEW ASSESSMENT LOOK LIKE?

Computer Adaptive Test



Item Types

One point Items

- Multiple Choice- Single Response
- Multiple Choice - Multiple Response
- Multiple Choice- Two Part (EBSR)
- Hot Text

Two Point Items

- Short Text (Constructed Response)

Performance Task

Robots Narrative Performance Task

Task:

You have joined a creative writing club that meets at the school library once a week. The current assignment is to write a science fiction story for the group about any subject that interests you. For your story, you must include information from research that you have done. To prepare for your story, you have decided to research the topic of robots. Below are four sources you have uncovered in your research (two essays, an article, and an image).

After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and review the sources carefully to gain the information you will need to answer the questions and write a story.

In Part 2, you will write a story on a topic related to the sources.

Student Directions for Part 2

You will now review your sources, take notes, and plan, draft, revise, and edit your story. You may use your notes and refer to the sources. Now read your assignment and the information about how your story will be scored; then begin your work.

Full Write

Your assignment:
It is now time to write the science fiction story that you will share with your creative writing club. You have decided to write a multi-paragraph story about a robot that all of a sudden comes alive. Tell the story of what happens. Make sure you develop your characters, setting, and plot using details, dialogue, and description where appropriate. When developing your story, use the source materials to inform and strengthen your writing.

Office of Superintendent of Public Instruction

Are you wondering how you might do on the Smarter Balanced Assessment?

Let's give Math a try.

Field Testing Lessons Learned

- Field testing at 8 sites has enabled us to learn a great deal about the assessment, the tools needed, the technology necessary, the time required, and the training implications for staff.
- The application that the SBAC uses is still a little buggy but I anticipate it will be fixed by next spring.
- After a couple of first trials with iPads, and mapping out the correct process and procedures, subsequent administrations were very successful within the iPad classrooms.

FIELD TESTING LESSONS LEARNED

- Technology will be recommending more hardware be purchased, decreasing the testing windows to the minimum possible.
- Practice and training for staff and students should increase their confidence with the official test in spring 2015.
- Continued accountability regarding use of computers with students and ensuring they have adequate typing skills by the 3rd grade will be critical for success.
- Use of Illuminate and other online testing systems.
- I do not expect the item bank or interim assessments to be ready for use until after December.
- Our high schools and two elementary school that did not do the field test will take much longer to prepare next year.
- This assessment is a large paradigm shift at our high schools who have **NEVER** done high stakes testing in an online environment with teachers as proctors.

CHALLENGES

- Change!
- Insufficient student mastery of prior grade level standards
- Minimal teacher familiarity with new standards and SBAC assessments
- Time to train teachers

District Strategies

Mapping Implementation and Monitoring Progress

- Build Roadmap
- Prioritize Standards
- Develop Proficiency Scales
- Create Assessments of Standards

WSD ROAD MAP ELEMENTARY ENGLISH LANGUAGE ARTS / MATH / SCIENCE GRADES K - 5



Elementary Implementation Continuum / Calendar
Common Core Standards (CCSS) and Next Generation Science Standards (NGSS)

K-5 Core Content	Calendar of Progress	AWARENESS (Introduce)		INITIAL IMPLEMENTATION (Preliminary Use)				FULL IMPLEMENTATION (With Ongoing Review & Refinement)					
		Staff awareness and / or participation in developing the implementation plan		District has clear vision and implementation plan for Marzano Instructional Framework (MIF) and Professional Development (P. D.) with yearly area of focus				School District has a process in place to monitor, evaluate, and respond to implementation					
		Teacher	Principal	Teacher		Principal		Teacher		Principal			
		Review and update professional development of CCSS / NGSS standards. ME4 Create a GLE's and CCSS / NGSS. ME5 Align to develop instruction of instructional materials CCSS / NGSS. ME6 Examine examples of SBAC items. ME7 Engage and discuss staff regarding the instructional materials CCSS / NGSS. ME8 Ensure teacher attendance at CCSS / NGSS P.D. ME9 Use the SBAC and Admin High-Order assessment of student balanced assessments. ME10 Analyze existing instructional materials for alignment to CCSS / NGSS. ME11 Sequence the content of the CCSS / NGSS by developing year-long pacing guides. ME12 Monitor CCSS / NGSS as a progression. ME13 Develop understanding of CCSS / NGSS by developing / adapting / adopting scales. ME14 Align to develop / use formative & summative and other assessments, rubrics, and data. ME15 Participate in P. D., i.e., Teacher Academy, Math Leadership Alliance, Instructional Rounds, Workshops on Demand, Research Library. ME16 Participate in analysis of CCSS / NGSS instructional materials for use as formative curriculum or standards plans. ME17 Support teacher use of scales. ME18 Monitor use of CCSS / NGSS pacing guides. ME19 Monitor and follow-up on progress to plan for CCSS / SBAC instruction. ME20 Support P.D. Teacher Academy, MA, and job-embedded, i.e., Instructional Rounds, Workshops on Demand, Collaboration Library. ME21 Support teacher use of district interim curriculum / pilot opportunities, when applicable. ME22 Use scales to plan and assess instruction. ME23 Ensure scales / learning logs are posted and understood by students. ME24 Use assessments aligned to CCSS / SBAC. ME25 Use data, students, and reflecting on tracking their progress. ME26 Implement WSO / CCSS / NGSS instructional resources. ME27 Communicate student level of proficiency on CCSS / NGSS to parent. ME28 Review and refine implementation. ME29 Review and refine implementation. ME30 Review and refine implementation. ME31 Support implementation of CCSS / NGSS district adopted resources. ME32 Review and refine implementation. ME33 Provide support for continual review and refinement of implementation.											
English Language Arts	2011-2014												
	2014-2015												
	2015-2016												
Math	2012-2014												
	2014-2015												
	2015-2016												
Science (NGSS)	2013-2014												
	2014-2015												
	2015-2016												

Vertical Alignment

	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
Foundations											
1											
2											
3											
4											
Reading Literary											
1											
2											
3											
4											
5											
6											
7											
8-NA											
9											
10											
Informational											
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
Writing											
1											
2											
3											
4											
5											

Standard RI 4.1		
Topic: Reading		
Grade: 4		
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities Menu of Options
Score 3.0	The student will: • Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. The student exhibits no major errors or omissions.	• Selected or Extended Response
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: *Performs basic processes, such as: *Identify details and examples in a text * List explicit examples from the text * Organize details and examples, with the support of a graphic organizer, to make inferences. • Recognizes or recalls specific terminology, such as: details, examples, text support, inference, refer, explain, explicitly, draw inferences, author purpose	• Matching vocab • Multiple choice • Graphic Organizer
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

Challenges Curriculum

- Scarcity of instructional materials truly aligned to the standards and practices

Instruction

- Professional development on instructional delivery:

Instruction looks different

Gettysburg Address - 3 days / 3 paragraphs

District Strategies

Interim Curriculum*

English Language Arts

- K-5 Red Reading Notebook Math
- K-8 Open Educational Resources, *Engage New York, Georgia Math*
- *Until aligned curriculum becomes available

District Strategies

Instruction

- Professional development on curriculum and instruction
- Instructional Rounds
- Instructional Coaches

Communication

- Video available at schools, Wenatchee Learns, PTSA
- Radio broadcasts / newspaper articles
- Newsletter articles: Community, school, internal
- Parent links to CCSS information on district website
- Early Learning - Information shared with preschools
- Fall Open Houses: Communication at schools
- Information shared with local agencies
- FAQ brochure displayed at schools and Wenatchee Learns

Intended Outcomes

Students will become independent thinkers who can create informed opinions, critique the opinions of their peers and their world, defend their arguments with evidence and communicate their points of view effectively.

The Aspen Institute

DISCUSSION POINTS:

- Smarter Balanced verses WASL comparisons
- AP can go beyond what is required by the standards
- We can teach at a higher standard than the basic CCSS
- There will be clearer bench marks – no matter the zip code
- Match up to International standards is the goal
- Field test is showing the kids are enjoying taking the test over dreading test taking in the past
- Computer Adaptive Test (CAT) is new to the students
- There is more “real life” therefore a realness in the test provides better understanding
- 3rd graders will need to take keyboarding
- Field tests in 8 sites
- Rigor compared to the WASL finds it more challenging, testing concept is different, can’t guess way out of test.
- WSD will need more technology hardware
- This will be huge for the high school to overcome. The lack of hardware and only 2 computer labs will be a major obstacle.
- How much can be augmented with the present curriculum – proved to be a positive by demonstration when the kids come away learning.
- Scales at every level that clearly show direction, can see work so far ahead, this district has a clear defined direction and tracks the progress as compared to other districts that are all over the place.
- WSD Road Map clearly defines the awareness, initial implementation and full implementation for elementary English Language Arts/Math/Science for grades K-5 & Secondary Middle School Math grades 6-8
- WSD Road Map also breaks down the responsibilities in steps for teachers and for principals.
- WSD Road Map gives a clear guide 2011 through 2016 and shows “completed”, “in progress”, “focus” district wide in steps to help guide us through this process in a more organized and manageable process and it is connected to the Marzano Framework.
- K-10 CCSS ELA Priority Standards Chart – helps to visualize and narrows down the priorities-questions were clarified about the chart: It can be deceiving if taken in literal form – all areas are being addressed, teachers need to prioritize somewhere to define a direction and move forward.
- A CCSS Brochure was made by Teaching and Learning and provided for the board to review. This brochure will be available for the public at WL Connect and at all the schools.
- Website will also have all the information available to the parents at the parent website.
- Intended Outcomes discussed in relationship to The Aspen Institute: Students will become independent thinkers who can create informed opinions, critique the opinions of their peers and their world, defend their arguments with evidence and communicate their points of view effectively; how it applies to us and used as another resource.
- Field experience was shared by Cathy Reasor; there is more interaction and there are fewer tears, the students are responding to the testing by using a computer, which is new. She reported a positive experience.
- Differences were discussed with MAPS testing.
- After a few questions by the board Mr. Flonos suggested the May 30th workshop look more closely into the field experience testing, there are a lot of areas that need to be viewed more clearly.

- The vertical alignment priority standards chart was discussed about ideas to better cover areas that are being addressed, to give an overall picture.
- How we are addressing the diversity and natural talents of students in our district.
 - We are getting kids ready not only for college but for careers. We are developing *Career Cruising* that will open up for all students areas not available before. We are preparing critical thinkers in the classroom also. There are many ways students can obtain a higher level of education and we are opening those doors through CTE and the Skill Center to just mention a few.
 - We need to evaluate and identify the students who need that hope and focus and address the whole child.
 - Some students do not fall into what is considered “the norm” and need to be guided into areas where they can find success and it is our job to identify those students and guide them. When we focus on the whole child, that child will love school and learn to be successful.

Board Member Jennifer Talbot thanked Ms. Payne and the other presenters for the excellent work they are doing. She was particularly impressed with the road map layout and work that went into formatting to include all the information that it holds. She commented on what a great tool it is.

President Laura R. Jaecks asked for any citizens comments.

- Mary Ann Carnes shared her research and concerns on the Common Core State Standards. She had several other concerns because she has grandchildren coming up in WSD.
- April Featherkyle, concerned citizen, also commented on the math credits under CCSS.

Mr. Kjack clarified the math section concerns and the 15% Ms. Carnes referred to. He explained that WA State chose not to participate in that 15% option of the Common Core Standards so her concerns about that issue did not apply to our state.

The board thanked them for their comments and for attending the workshop along with other concerned citizens and retired teachers.

- Discussion continued about:
 - Keyboarding for students starting in the 3rd grade
 - Teacher and Principal’s Evaluation and % of their evals on student growth
 - Principals and teachers can set standards
 - “Distinguished” rating is all that is not possible

Superintendent’s Report:

- Scheduled training on the *Open Government & Transparency Training Sessions* on June 16th, 6 pm, district office. Training will be 1 ½ - 2 hours and conducted by Danielle Marchant, legal counsel.
- Scheduled times for next year’s board workshops will be held at 6 pm at the district office.
- July 8th and July 22nd will be tentatively added to the summer board meetings schedule in case there is the need due to bond projects contracts and schedules.

V. Meeting Adjournment

MEETING ADJOURNED President Laura R. Jaecks adjourned the meeting at 5:30 p.m.

President

Superintendent

Date