



# Wenatchee School District Board Workshop

Minutes of February 23, 2018  
WSD District Office

## Board Members

Michele Sandberg, President  
Sarah Knox, Vice President & DLT Board Representative  
Sunny Hemphill, Board Legislative Representative  
Laura R. Jaecks  
Walter Newman

## Staff Present

Brian Flonex, Superintendent  
Cabinet

### I. Board Workshop 8:00 a.m.

Michele Sandberg opened the meeting with the Pledge of Allegiance. Superintendent Flonex started the meeting by giving a summary of the content and expectations. He introduced Colin Brine, CEO of Be Clearly.

Mr. Brine facilitated the workshop with the following materials:



## About Be Clearly

*Be Clearly* is a Leadership Consultancy comprised of speakers, facilitators and coaches passionate (some would say fanatical) about engaging people with purpose and possibility in what we call "PeopleCraft". PeopleCraft is more than a brand - it's the reason we exist, the way we work and the product we deliver - all in one word.

We help visionary leaders - and the forward-looking organizations they serve - Bring People Together for Good.



### Core Principle

We believe in the astonishing power of people—especially people working together—and that most human potential is untapped.



### Core Passion

We are passionate about results—in particular what people achieve when they connect, align, and apply the best of who they are.



### Core Purpose

We help leaders unleash the potential of people through the art of engagement—bringing people together for good.

Overview of the today's process by Mr. Brine:

- Realize - iStories - a story that you are a part of
- Realize - My Vision
- Remember - time in this moment
- Review - Whole Learning Community.
- Review - The Charter
- Re-Imagine
- WSD Vision Board
- WL Community Vision for Learning Wenatchee Learns Relationship Structure.
- WL FAQ
- Our Shared Learning Identity
- Vision Architecture

The board participated in the following exercise and shared their stories:

## iStory Themes

1. a story about our education system delivering leading edge learning
2. a story about our schools reaching out into our community in a big way
3. a story about our community reaching into our schools in a big way
4. a story about our community and our schools collaborating on a joint effort
5. a story about our community creating leading edge learning

Directors' and Superintendent's discussion summaries:

**Sunny Hemphill:**

- Theme: Schools reaching out to the community in a big way:
  - Tom Brokaw's Book: Greatest Generation, she was involved in this project in our community. Highlights were:
    - Students loved learning
    - The seniors loved sharing
    - All benefited from this project
    - Students learned many skills one important experience was learning to listen & learning to write what they heard
    - Project based learning
    - They exercised many skills
- Lesson: Learning by listening to others

**Laura Jaecks:**

- Theme: WSHS rises from the ashes
  - New WSHS, has been an outstanding experience especially since she had a part in helping make it happen but most of all the way a community club stepped forward to change the story and reputation of WSHS.
    - Failed two bonds – which left us with dilapidated buildings, did not serve students well
    - Third bond passed without WSHS included
    - Wenatchee Rotary Club stepped forward in a really big way, delivered in public relations for fundraising and donations to help change the paradigm which helped WSD build a new WSHS and it is a beautiful building.
  - Lesson: How community can make things happen.

**Sarah Knox:**

- Theme: Collaboration on a joint effort in the library setting.
  - Helping students build robotics
  - Using angles
  - Learning Coding drones
  - 14 Variables, we used – 3 variables, 3 components = exertion and direction
  - Calculations as angles, solving using the iPad, using degrees
  - Teacher thanked her for helping to introduce angles to the students
- Lesson: Libraries can help, using resources, the power of collaboration, contact learning

**Michele Sandberg:**

- Theme: Parents reaching into our schools in a big way.
  - Her daughter was unable to join a math club, as an enrichment component – was offered at other MS's
  - Three other parents and herself banded together and with the administration's approval took it on, there was also support from teachers who were math coaches
  - They had success – students won regional math competition and went on to state competition
  - Group 8<sup>th</sup> graders larger regional competition and won their division
  - 8<sup>th</sup> graders also won first place in another math event
  - That program continues, under parent direction and they came in place first in competition recently
  - That original 6<sup>th</sup> grade group are now 11<sup>th</sup> graders
- Parents and community can be a vital part of our student learning.

**Walter Newman:**

- Theme: Challenge to Education System
  - In kindergarten the lack of students' readiness for kindergarten and how it puts them at a disadvantage.
  - He was exposed to a couple of other things that are going on in the classroom that he did not think were good. Did not want to discuss at this time.
- Lesson: How things can go wrong in a complex system and how difficult it is to fix all things.

**Superintendent Brian Frones:**

- Theme: Training gives us hope for a better future.
  - First generation college students have difficulty filling out college applications and knowing what is expected of them.
  - We have a college mentor program for community members and that Walter Newman and Laura Jaecks have mentored in, by working for those students so they have a better chance of success.
  - Carolyn Griffin-Bugert got a grant to help bring someone in and pay them to work with these students
  - Our percentage of first generation college bound students has increased dramatically since we started that program.
- Lesson: Community mentors students to prepare them for higher education.

4 What we can learn from this story. LESSON

3 Here you tell the story of a learning experience that you were part of - a high point in your time as a leader in Wenatchee It should be an experience that you were involved in first hand - or one that you watched unfold. What happened? How did the experience feel?

2 theme number

1 First and Last NAME

**BE** Realize - My Vision

When I envision our ideal system in Wenatchee 10 years from now, I see us thriving because we:

While that much is clear, what remains as largely unclear and challenges me is (are):

I know that if we are ever going to make significant progress for this vision, in the next five years we must accomplish:

Directors' and Superintendent's summaries of the *Realize – My Vision* exercise:

**Laura Jaecks:**

- Envision:
  - To have safe school buildings built for the 21<sup>st</sup> Century
  - Innovative individualized learning systems for all including IEP's for all
  - All students have a clear pathway for their future
  - All students graduate from high school
  - All students have a caring adult in their lives
  - And student achievement has rock star status
- Challenge:
  - State funding for our schools
  - How we realign our resources after the funding has settled
- Must Accomplish:
  - Kindergarten readiness
  - Make progress in aligning our community toward that goal
  - Continue to work on a long range facilities plan
  - Have a robust safety and security system in place so we know where we need to put our resources
  - We must have technology in every classroom to have individualized learning
  - Continue to grow community partnership and community engagement
  - Immediate focus is the bond by developing an action plan and communicating & building partnerships with key stakeholders

**Sarah Knox:**

- Envision:
  - Innovative community environment &
  - School dist. members involvement as mentors for every student
  - Clinics in all schools
  - Focus on full child with social and emotional support
  - Higher rigor standards so we can expect excellence for all students
  - IEP's for all, giving them all individualized education plan
  - Provide our teachers with professional development training and provide tools to help all students become successful
- Challenges:
  - How to bring community together to volunteer
  - How to fund the vision
  - Getting community groups, pursue grants and opportunities to ensure student K-5 readiness
- Accomplish:
  - Develop and form partnerships & apprenticeships
  - Elevating rigor for students
  - Increasing support structures and intervention programs
  - Understanding exactly where we are in academic standards & focusing on community involvement

**Michele Sandberg:**

- Envision in 10 years
  - Kindergarten readiness achieved
  - Have a top quality education district in the state
  - Have high quality programs in all areas
  - Recognize and have a plan to assist the students that have difficulties in their pathways to achievement success
- Challenge is
  - Is funding to address mental and emotional health issues
  - Mental Health / Poverty Issues – anonymous question in classroom resulted in the following responses:
    - Suicidal
    - Divorces
    - Depression
    - Anxiety
    - Loss in family
    - Poverty issues
    - Huge issues
  - Rigor in classroom and raising the bar
  - Problem in current education culture
  - We need to assist the students who are impacted negatively and need help/intervention
- Accomplish:
  - Get back on track by prioritizing rigor in education and learning by not being overly concerned about test scores or graduation rates, rather look at whole child and their success
  - Maybe look at our policies and make changes that can help us improve these areas of need
  - Be willing to have serious discussions on all these issues:
    - Poverty
    - Mental Health

- Immigration
- All of the large things that are affecting the students in the classroom
- We will not only be able to attack all these issues by ourselves but we will need to embrace the whole community to enable us to reach all those in need.

**Walter Newman:**

- Envision:
  - That we know/realize what it is/takes to give all students the same opportunities to become successful
  - Keeping their education as the key focus
- Challenges:
  - How to implement such a system
- Accomplish:
  - We will need to come to some agreement on how this will be accomplished and do it as a group working together
  - Not that we educate one group or the other but how to educate all the groups to the level of their ability, do not separate one group over another group, all with the same opportunities
  - Maximize all areas of their potential

**Brian Flones:**

- Envision:
  - These are different than 5-years ago
  - Kindergarten readiness, connection with other providers to be able to align our goals for our students
  - Next is addressing the health and wellness of our students with social, mental health and emotional well being
  - Addressing all of these barriers so all have a level playing field for success
  - The other topic of conversation is the behavior issues, it is huge and we can clearly see that in the last 2-3 years
- Challenges:
  - The questions of what is going on in their lives is heart-breaking, what our students are dealing with
  - How do we truly get our community to recognize these issues, this is not only a district issue but it is a societal issue.
  - How do we build a coalition within our community to address and deal with these issues
- Accomplish:
  - We need a sustainable approach/system that continues to work, whatever that we may be addressing it needs to be able to continue on; a gang problem 15-years ago, no one able to take a lead position, it drifted away
  - We need to build one that is community-wide and sustainable as we move forward
  - We need to take the lead in the conversation and everyone, stakeholders, become accountable to make this happen because we cannot do this alone.

**Sunny Hemphill:**

- Envision:
  - Emphasizing educational skills
  - Academic Rigor and train our students as individuals
  - Individual learning for all students
  - Create life-long learners with flexible, collaborative, creative, solid skills
  - A plan to address poverty in our district
  - A plan to address dysfunction in our students
- Challenge:
  - The issue of funds is a big problem
- Accomplish:
  - Reaching out to community to also embrace these issues that hinder learning
  - Teach parents, that's where it needs to start
  - Encourage economic development in partnership with the district
  - Engage every facet of our community to prioritize learning and to nurture our children
  - Creating common goals and engaging the community including business and industry aspect
  - Only way to make it sustainable is to bring them into the fold and the way to do this is to show them the benefit but also the survival
  - Engage – Partnerships – Lobbying for children in education
  - Every news agency, every pulpit, every business PSA: *Read with your kids, count with your kids, engage your kids, show them how to do it.*
  - Encourage everyone to reach out to their students
  - Cultural-societal problem – we education for survival of our culture/community

**Mr. Brine's summary:**

- A great deal of alignment in the facets for the future.
- Priorities will surface which is a great thing, there is action and a lot of clarity and potential about a thriving community and educational system.
- High degree of density:
  - Is this a moment in time
  - This is the moment- time change – key components of strategic visionary
  - Safety, reaching every child
  - Every child reaching their potential
  - Innovation, partnerships
  - Vision of being at the top of state educational systems

**Board shared ideas of what they heard:**

- IEP's for every child
- Facilities safe and comfortable

- We all want to litigate the conditions of our children, it is our opportunity and our challenge
- We need to work around the money issue
- We need to be problem-solvers
- We all feel we need to be flexible, collaborative
- Can't see lack of money as the defining limitation
- Individualize learning – was there in the first go-around
- Safety didn't have as big a voice as it does now
- Mental health didn't have as big a voice as it has now
- At district for a long time, what the administration was doing was always the conversation, so the good thing is that there are changes happening, it takes time but they are happening in a positive movement.
  - The conversation is slightly different than 5-years ago because it means we are making change and progress in some areas
  - Always been in a process of systems-change
  - We have made progress in graduation rates is a prime example with remediation data
  - We attained that and that is a good thing
  - The next step is to focus on remediation issues
  - If having the same conversation then we would not making progress
- A lot of these ideas are the ideal
- Not any district has this perfect, but our vision is now to make our district more innovative and challenge ourselves and open new doors, we have so many positive things going on in this district, wonderful programs, wonderful educators. We have wonderful systems in place
- It is encouraging what we are doing now
- Early Learning system so everyone is prepared and WSD have a pilot program
- Community understand what we need will make it easier to do our job of education and let the community know we need them and understand that concept

Discussion of the success of getting WSHS off the ground with the help of the community, the culture and DNA of our valley has proven to have all the components of making these visions happen.

We want to make sure our students have the tools that they need, the support systems they need. Only 25% of our kids are ready, by the time they get to 3<sup>rd</sup> grade they are so behind and it makes it even more difficult to catch-up. After we start there then the other issues, poverty, mental health etc. will be more manageable.

When we do these things we are only impacting a small percentage of individuals, we target a certain group, then missing others but Early Learning is huge and can impact many and so important to the whole district. We still have to focus on the continuum that we will see this down the road, all the efforts we put in.

Discussion on the timeline, to accomplish all of these issues. Change takes time, but we need to persevere and not give up.

March 3<sup>rd</sup> is a Early Learning workshop/training at Newbery, the board two members are invited.

Brief history of the beginning of forming Wenatchee Learns by Colin Brine and Brian Flones.

Colin Brine perused through the materials with the board explaining the direction the district took in the past and how that will look now.

He talked about the early messaging and the architecture of it.

And to do that, our immediate focus should be:



## Remember

It is April, 2011. The Superintendent and Board are in discovery about what the next planning phase should look like. While implementing the highest standards in organizational quality, leaders are still frustrated by the inability of this success to move the needle in student achievement. There is a desire and an openness to explore new ideas, relationships, transparency and inclusion to plot a new course for the future. There is a compelling re-connection with the DNA our Wenatchee Valley culture and heritage. Visionaries, entrepreneurs, pioneers and innovators. It is a moment in time - a turning point.

What do you remember?

- Below the walk through history when WL began, reviewing that process allows us to see how far we have come and what direction we need to take now.
- We just came off “No Child Left Behind” Standards were changing, discussion on those times.



- 1 First, the group looked at the background of Wenatchee Learns – it’s origin, the opportunity it is designed to seize, and how it will effectively rewire our local approach to education.

**WENATCHEE LEARNS WAS BORN FROM ...**

- a compelling and immediate need for **strategic visioning**.
- a leadership challenge: to do something **extraordinary in education**.
- another leadership challenge: to **include our whole community** in the process.

**THE WENATCHEE LEARNS OPPORTUNITY**

*“We sense the **opportunity** to do something **great** – something **extraordinary** – to change the **future** of education in our community – **for our community** – and **with our community**. We can no longer wait to make **incremental progress**. It is **time to lead**. The future is **ours to create**.”*

**REWIRING LOCAL LEARNING IN TWO PHASES**

1 . . . **Building connections** – a network of **relationships** in our community based on **leadership influence**.

2 . . . **Using those connections** to have in-depth **conversations** about learning and to promote **learning activity**.

The board reviewed the following “Whole Learning Community”:

**BE** Review - Whole Learning Community

- 2 Next the group explored the concept of the Whole Learning Community – which includes all learning stakeholders in Wenatchee, a community-wide counterpart to the Professional Learning Community.

**A WHOLE LEARNING COMMUNITY ...**

<i>has participation and perspectives from every angle *</i>	<i>better integrates between groups, organizations and entities. *</i>	<i>sees people of all ages participating in education. *</i>
invests more in learning success – including in the educational system.	benefits from long-term collaborative relationships with community members.	openly appreciates and recognizes dedication and excellence in education.
nurtures joint efforts between citizens, businesses and schools.	has greater political will to create change and do extraordinary work.	offers ways for everyone in the community to help students learn.
collaborates more across community institutions, organizations and groups.	affirms what is working in pockets and replicates that success broadly.	promotes student learning outside the classroom and after graduation.
advocates for learning within organizations other than schools.	supports the education system more – and more consistently.	identifies barriers collectively and works together to dismantle them.

Mr. Brine explained the following as the beginning of the journey to go out into the community and have others buy into the concept.

- 3 The facilitators highlighted three points – three key takeaways from this introductory session.

**WHAT YOU NEED TO KNOW**

- 1 Wenatchee Learns is about creating a **Whole Learning Community**.
- 2 We will **forge relationships** with our community to promote two-way communication and support.
- 3 Our community will help us **architect an extraordinary future** for local learning.

Mr. Brine shared the video that was made during the creation of Wenatchee Learns, it showed that “this was the time and the moment” in time for movement. It was a great gateway and a connecting piece to bring people into the conversation. It wasn’t done in the beginning but a result of all our work, as it evolved, important to look at now, to give us a view what we can see before us, to continue and to build on that vision. We began with the Charter and the four components.

**BE** Review - The Charter



wenatcheelearns.com

**A REVOLUTION IN HOW WENATCHEE PLANS FOR AND SUPPORTS EDUCATION**

We know that if Wenatchee is to thrive in a changing world, we must rewire local learning for a global future. Now we have a chance to do just that – and to do it together. Welcome to a new approach to education – one that brings students, citizens and learning professionals together to design the future of learning in Wenatchee – and to help build and support that future. Welcome to Wenatchee Learns.

**1 District leaders and advisors architect a whole-community approach to education.**

We envision a Wenatchee renowned for world class education – and a local culture that values excellence in learning and is committed to success for all.	To achieve this vision, we need a new approach to education – one that is built on lasting relationships with members of our community who care about learning.	Wenatchee Learns will combine the ideas, energy and efforts of all stakeholders – not just learning professionals – to create a future we all own and support.
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The Architecture was as follows: Starts with the 6 Core Leaders > Board and Superintendent

**2 A cross section of Wenatchee citizens come together to plan for and support learning.**



- 6 CORE LEADERS**  
Leaders (School Board and the Superintendent) bring together learning professionals, students and citizens to create a shared educational future.
- 20+ COMMUNITY LEADERS**  
Advisors, representing students and stakeholders from a range of sectors and cultures, help shape Wenatchee Learns into a permanent local asset.
- 100+ ACTIVE LOCAL VOICES**  
Champions, a cross sectional slice of Wenatchee (1/3 students), promote citizen involvement in education and foster a culture of learning.
- 2750+ COMMUNITY MEMBERS**  
Owners (10% or more of Wenatchee citizens) invest their talents, time and voice to help every student grow into a thriving member of society.




**3 Students, citizens and learning professionals jointly design the future of local learning.**

- OUR IDENTITY**  
the best of who we are – as well as the cultural standards and practices that support our best
- OUR DIRECTION**  
a bold, long-range vision for our shared educational future, owned by a broad range of local voices
- OUR PATH**  
significant advances in learning that touch us all and that we can all contribute to in our own way
- OUR ACTION**  
hands-on projects and changes in education that allow everyone to help make our vision real

**4 Wenatchee establishes a permanent, community-driven approach to learning success.**

- In Wenatchee, we are known for education that's world class.
- In Wenatchee, thriving students create a thriving community.
- In Wenatchee, we don't just talk, we get involved in education.
- In Wenatchee, our citizens are educated about education.
- In Wenatchee, our community directly impacts student success.
- In Wenatchee, our community is proud of our educational system.

Mr. Brine explained the vehicles used to get this information gathered so that the district could create the vision and plan based on what the community wanted. Below another example of how the process took place. This was the “Placemat” used at all meetings to bring forth the ongoing process and keep it up front and center.

 <p><b>IDENTITY</b> who we aspire to be at our best (timeless)</p> <p><b>We treat each person as an individual.</b></p> <ul style="list-style-type: none"> <li>- "Give me what I need, when and how I need it, to learn at my best."</li> <li>- "Give me the individual attention and help I need to learn successfully."</li> <li>- "Give me the individual freedom I need to learn at my own pace."</li> <li>- "Give me the choices and opportunities that suit me best."</li> </ul> <p><b>We include everyone.</b></p> <ul style="list-style-type: none"> <li>- Provide opportunities and support for disadvantaged or struggling learners.</li> <li>- Recognize diversity in talent, potential and needs.</li> <li>- Provide appropriate education for a wide variety of learners.</li> <li>- Ensure that all learners receive a high quality learning experience.</li> </ul> <p><b>We grow the entire person.</b></p> <ul style="list-style-type: none"> <li>- academic, physical, moral, social, emotional growth</li> <li>- independence, self-reliance, personal responsibility</li> <li>- productivity, work ethic, basic life skills</li> <li>- compassion, character, ethics, respect, personal growth</li> <li>- citizenship, involvement, community engagement</li> <li>- self-awareness, self-esteem, self-confidence</li> <li>- a well-rounded, whole child approach</li> </ul> <p><b>We prepare people for the future.</b></p> <ul style="list-style-type: none"> <li>- learning non-academic skills</li> <li>- learning 21st century skills</li> <li>- learning global awareness</li> <li>- learning to learn for life</li> <li>- learning goal achievement and self-direction</li> <li>- developing a taste for success</li> <li>- focus on specific trajectories (e.g., college, careers)</li> </ul> <p><b>We make learning relevant and useful.</b></p> <ul style="list-style-type: none"> <li>- Learners know (and see) the value of what they are learning.</li> <li>- Learners understand &amp; remember enough to build on what they've learned.</li> <li>- Learners gain specific skills that can be put to use beyond school.</li> <li>- Learners can apply learning to specific career, life and higher-ed choices.</li> <li>- Learners gain life skills and do extra-curriculars that support well-being.</li> </ul> <p><b>We do the basics really well.</b></p> <ul style="list-style-type: none"> <li>- reading and writing</li> <li>- mathematics and science</li> <li>- learning to learn</li> <li>- basic life skills</li> <li>- building on foundations</li> </ul>	 <p><b>DIRECTION</b> the future we choose for local learning (2027)</p> <p><b>More Well-Rounded Preparation for the Future</b></p> <p><b>Fuller Range of Subjects:</b> A comprehensive set of subjects that adequately prepare more students for varied futures.</p> <p><b>Better Development of the Whole Person:</b> A broader definition of learning that includes academic, social, physical, emotional, mental, moral and vocational growth.</p> <p><b>Mastery of a Wider Range of Skills for Life:</b> A broader set of learning goals that includes universal skills to be mastered for success in life.</p> <p><b>Shift to Learning by Application:</b> More learning experiences where students apply what they learn hands-on, in relevant and interesting ways.</p> <p><b>More Human Centered Learning Systems</b></p> <p><b>Greater Collaboration in the Learning System:</b> More teamwork between and among students, educators, staff, administrators and parents.</p> <p><b>Positive Learning Support Relationships:</b> Wider range of healthy relationships that support student learning, with better defined roles.</p> <p><b>More Options in When and Where Students Learn:</b> Infrastructure and opportunities that allow for varied schedules and learning environments.</p> <p><b>More Involvement by Businesses and Citizens:</b> More active roles in learning for organizations and individuals outside of the system.</p> <p><b>Greater Investment in Educators, with Higher Expectations:</b> Greater empowerment of educators as respected community professionals.</p> <p><b>More Flexibility in How to Pursue Results:</b> Firm expectations for what (and whether) students learn, with flexibility in how they learn and are taught.</p> <p><b>More Continuous and Individual Learning Careers</b></p> <p><b>Individual Ownership of Learning Success:</b> More personal responsibility by students for their careers as learners.</p> <p><b>More Learner Choice in Career Path Decisions:</b> More choices for students that help them prepare for their own futures.</p> <p><b>Improved Continuity of Learning Careers:</b> Stronger connections from year to year that enable uninterrupted flow of learning progress.</p> <p><b>Individual Support/Guidance for All Students:</b> More active one-on-one mentoring and advocacy for each student's long term success.</p> <p><b>More Personal/Personalized Learning Tools/Technology:</b> More tools and technology that expand learning possibilities.</p> <p><b>Individually Paced Learning:</b> Learning systems that allow each student to progress at their optimal pace to achieve mastery.</p> <p><b>Availability of Optional Specialized Tracks:</b> More opportunities to pursue learning tracks that revolve around skills, interests and career possibilities.</p>	 <p><b>PATH</b> strategies &amp; solutions to achieve our vision (next 15 years)</p> <p><b>Over the next 15 years we will have ...</b></p> <ul style="list-style-type: none"> <li>... redesigned learning objectives to promote well-rounded growth, knowledge, and skills for life in the 21st century.</li> <li>... transitioned to relevant, engaging, hands-on project learning experiences.</li> <li>... made positive relationships and teamwork a part of learning wherever it takes place, bridging all participants and groups.</li> <li>... reworked learning environments and scheduling to create better flexibility for learners.</li> <li>... earned a reputation for highly engaged learning professionals prized for their mastery and innovation.</li> <li>... made involvement by citizens and businesses a widespread, integrated part of our local learning systems.</li> <li>... established continuous individual learning careers owned by students and guided and supported by others.</li> <li>... integrated personal learning technology into every aspect of the learning process.</li> <li>... replaced age-based grade levels with individually-paced progress in a range of subject areas.</li> <li>... piloted and implemented a series of specialized academies for varied career paths.</li> </ul> <p><b>We will begin by focusing on these areas:</b></p> <p><b>Designing the Education Delivery System of the Future</b></p> <ul style="list-style-type: none"> <li>- students learning at their own best pace</li> <li>- students exploring career paths</li> <li>- year round school</li> <li>- hands on project learning</li> <li>- more positive learning environments</li> </ul> <p><b>Tapping the Power of the Whole Community</b></p> <ul style="list-style-type: none"> <li>- skilled volunteering opportunities</li> <li>- citizen-student mentoring</li> <li>- partnerships with businesses</li> <li>- more engagement of parents</li> </ul> <p><b>Using New Technology to Improve Learning</b></p> <ul style="list-style-type: none"> <li>- electronic tablets for learners</li> <li>- internet enhanced instruction</li> </ul>
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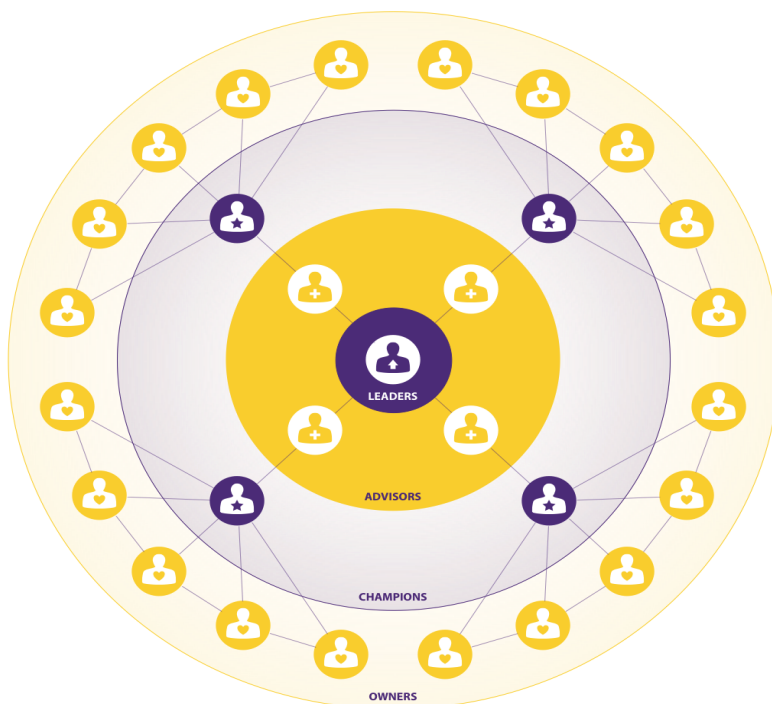
The School Board and Superintendent lead from the center (as opposed to the top) gathering views, listening and understanding community insights and aspirations.

Advisors serve not only in an advisory capacity but as a conduit to maintain relationships in the community. They lead by listening and advocating for local learning.

The leadership layers help to foster relationships – for the purpose of collaboration and interaction (in comparison to traditional public comment).

Every Owner connects with a Champion, and every Champion connects with an Advisor – forging lasting connections for constructive conversation.

Owners interact with Champions and with one another, exploring views and ideas together in preparation for working together to create and support change.



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## Summary: Our Shared Learning Identity

Wenatchee Learns

### WENATCHEE'S LEARNING IDENTITY

*When we are at our best, we are working together to prepare each and every person for the future, knowing that everyone's success depends on the well-rounded growth of individual learners.*

### OUR IDEALS AS A WHOLE LEARNING COMMUNITY

<p><b>We treat each person as an individual.</b></p> <ul style="list-style-type: none"> <li>• "Give me what I need, when and how I need it to learn at my best."</li> <li>• "Give me the individual attention and help I need to learn successfully."</li> <li>• "Give me the individual freedom I need to learn at my own pace."</li> <li>• "Give me the choices and opportunities that suit me best."</li> </ul>	<p><b>We include everyone.</b></p> <ul style="list-style-type: none"> <li>• Provide opportunities and support for disadvantaged or struggling learners.</li> <li>• Recognize diversity in talent, potential and needs.</li> <li>• Provide appropriate education for a wide variety of learners.</li> <li>• Ensure that all learners receive a high quality learning experience.</li> </ul>
<p><b>We grow the entire person.</b></p> <ul style="list-style-type: none"> <li>• academic, physical, spiritual, social, emotional growth</li> <li>• independence, self-reliance, personal responsibility</li> <li>• productivity, work ethic, basic life skills</li> <li>• compassion, character, ethics, respect, personal growth</li> <li>• citizenship, involvement, community engagement</li> <li>• self-awareness, self-esteem, self-confidence</li> <li>• a well-rounded, whole child approach</li> </ul>	<p><b>We prepare people for the future.</b></p> <ul style="list-style-type: none"> <li>• learning non-academic skills</li> <li>• learning 21st century skills</li> <li>• learning global awareness</li> <li>• learning to learn for life</li> <li>• learning goal achievement and self-direction</li> <li>• developing a taste for success</li> <li>• focus on specific trajectories (e.g., college, careers)</li> </ul>
<p><b>We make learning relevant and useful.</b></p> <ul style="list-style-type: none"> <li>• Learners know (and see) the value of what they are learning.</li> <li>• Learners understand and remember enough to build on what they've learned.</li> <li>• Learners gain specific skills that can be put to use beyond school.</li> <li>• Learners can apply learning to specific career, life and higher-ed choices.</li> <li>• Learners gain life skills and do extra-curriculars that support well-being.</li> </ul>	<p><b>We do the basics really well.</b></p> <ul style="list-style-type: none"> <li>• mathematics</li> <li>• reading</li> <li>• writing</li> <li>• basic learning skills</li> <li>• building on foundations</li> </ul>

### IDENTITY DEFINED

Our identity is who we are – particularly who we are at our best. Identity is an ideal view of ourselves – but one based in reality and experience. By making clear what should not change, it serves as a solid foundation for responding to what can and must change – a foundation that frees us to adapt the way we operate for optimum success in a changing world. A clear identity makes it possible to choose an ideal future, play to our strengths and tap our full potential. Our identity is a shared foundation for success.

## We are on a quest to personalize education.

### OUR PURPOSE IS PREPARING STUDENTS.

Education is a relationship business.

Students are grown, not manufactured.

We work better together.

Every student is an individual.

Students care when we care about them.

We help students to help themselves.

All we do is built upon by others.

### OUR DAILY DISCIPLINE IS PEOPLE FIRST.

Promote learning by doing.

Nurture relationships that inspire learning.

Create student centered learning environments.

Create flexibility within structure.

Connect with the community.

See beyond school.

Think tools and resources, not "technology."



FOUR PILLARS OF CHANGE			
<p><b>Design the human centered education system of the future.</b></p> <ul style="list-style-type: none"> <li>flexible personalized learning model</li> <li>students exploring career paths</li> <li>hands on project learning</li> <li>more positive and safe learning environments</li> <li>more collaborative working environments</li> <li>facilities that support optimal learning</li> </ul>	<p><b>Tap the power of our whole community.</b></p> <ul style="list-style-type: none"> <li>skilled volunteering opportunities</li> <li>citizen-student mentoring</li> <li>partnerships with businesses</li> <li>more engagement of parents</li> </ul>	<p><b>Use the best tools and resources to advance learning.</b></p> <ul style="list-style-type: none"> <li>personal technology devices for learners</li> <li>blended learning environments (face-to-face + electronic)</li> <li>highly trained and engaged staff</li> <li>the right tools and resources for staff</li> </ul>	<p><b>Balance change for all with excellence for all.</b></p> <ul style="list-style-type: none"> <li>continuous improvement of service quality</li> <li>sound fiscal and resource management</li> <li>high student achievement</li> <li>professional excellence</li> </ul>

**BE** WL Community Vision for Learning

**Wenatchee Learns Relationship Structure**

**WL20 is an opportunity to:**

- |                            |                                   |
|----------------------------|-----------------------------------|
| 1. Re-establish Value      | <b>Emerging WLC Opportunities</b> |
| 2. Re-calibrate Direction  | 1. Early Childhood Learning       |
| 3. Ensure a lasting Legacy | 2. Social/Emotional Learning      |

**BE** Re-Imagine

The three “Re-Imagine” points will help to start this new direction.

Discussion on where we are at present in reference to the Advisors, are they still in place? Are there new individuals? Do we need to renew those positions?

Others who are involved in this component:

- Strategic Visioning Team (including staff and students)
- Administration Leadership Team
- Scouting Teams, research and bring back
- Champions represented the population overall

The advisors helped to form the teams; they helped us to find members and advised the district on direction.

Some advisors and other community members formed a group named “Wenatchee Connect”.

The “Under 30 Group” under the direction of Rufus Woods, did research to see what the community wanted and we connected with the Chamber of Commerce, then they became the overseers of Wenatchee Connect.

Discussion continued on reconnecting with the community and how do we stay connected. There’s a new community out there that wants to become involved. Mr. Brine noted that, some will need to be reconnected, they may have felt disenfranchised, so reconnecting with them would be important and then some are going to be happy to start backup again and reestablish the climate for engagement. Who are we going to bring on board to help us, thinking ahead, to the future after our Vision, Mission and Goals are in place?

Discussion continued on redirection of the course. Some board members feel all the work done in the past has been outstanding and a lot of it is still pertinent to the desires of today. They don’t want to do away with all the work that was done, but to take chunks of it and focus on those areas - several areas so it is attainable and put timelines so we can measure our progress on them and seek input from our advisors as we are in this process.

Board members feel the Four Pillars are still valid, we have a good foundation and we could start here. It was recommended to stay with the leaders in our community as advisors. In reflecting on structures in the past it was recommended by a board member to go back to those advisors and continue the body of work. Agreement on the board that we need to seek expertise in areas we see the need for example Kindergarten Readiness - Early Learning – Alan Walker, for instance, those connections need to continue and develop new connections. Maybe use some from the past and maybe use some new Advisors. We need to bring the cultures together by reaching out to Latino leaders in our community. The district needs to reach out to the handicapped also. The board wants to reach our poverty community. The school safety issue is still an important one and should stay in the forefront.

The broad focus areas led into the more specific *Eleven Ideas for Change* than what we are looking at now.

Mr. Brine encouraged the board to reevaluate their position, by experience he has observed that new advisors will need to own their work, they will not do that by picking up someone else's work where they left off. The dynamics and broad spectrum of the body of work needs to be complete, from beginning to end.

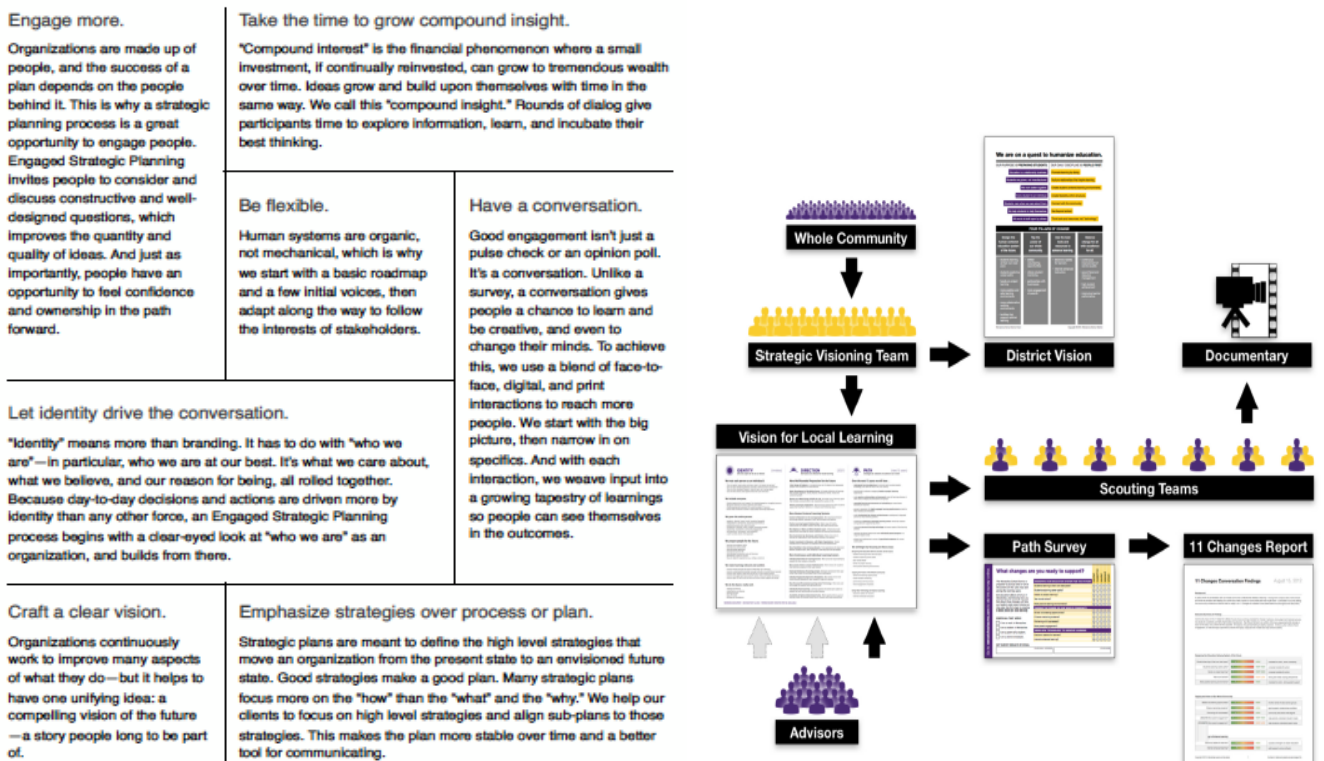
He encouraged the board to decide how much time they want to spend and even if you have a good idea of a direction you will want the broad scope of the group to have that ownership. Some board members experienced that analogy of the transactional versus relational, and understood what Mr. Brine was referring to. It is a key idea. The board is relying on the recommendation of Mr. Brine.

Supt. Flones gave an overview of how it worked before, when Mr. Brine actually contacted the community members and met with them, before they met as a group. He was the first contact before they became advisors.

Can we imagine reaching all those groups in our community? Discussion followed how this can be done.

Mr. Brine wanted to point out the Principles below:

## Principles



The board thanked Mr. Brine and said they will need to review more of the material and digest it all. They value his expertise in helping groups in strategizing efforts.

Supt. Flones asked Mr. Brine to make:

- Recommendations after gathering all the information from today.
- Recommendations based on materials and discussions from the WSSDA workshop
- Recommendations based on what we have done in the past and moving forward now
- Recommendations on how to get started this time around, how to begin to form groups, advisors etc.
- He asked for Mr. Brine to bring an estimate of costs also

Mr. Brine agreed to get back to the board in a couple weeks and make recommendations after they have had time to review all the materials.

**EXECUTIVE SESSION:** Open meeting adjourned into the executive session at 11:45 p.m.

President Sandberg read the following statement:

The board will now go into executive session to review the evaluation of the Superintendent in accordance with school board policy 1410 and RCW 42.30.110, Section E. The executive session is expected to last for approximately forty-five minutes. The school board will not be taking any action.

**OPEN SESSION:** The meeting was reconvened in open session – 12:30 p.m. No action taken.

**MEETING ADJOURNED:** President Sandberg adjourned the workshop at 12:30 p.m.

\_\_\_\_\_  
President

\_\_\_\_\_  
Superintendent

Date \_\_\_\_\_