



Wenatchee School District Regular Board Meeting

Minutes of March 27, 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 Flones, Superintendent
Cabinet

I. Regular Meeting 6 p.m.

Michele Sandberg, President, opened the regular board meeting at 6:00 p.m. with the pledge of allegiance. She asked those present who wanted to address the board to please fill out a citizen's comment sheet and turn it in. She reminded them there is a 3-minute time limit per person for comments.

President Sandberg asked for a motion to adopt the agenda.

II. Consent Agenda

MOTION MADE: Sunny Hemphill made the motion to adopt the agenda as presented and:

MOTION MADE: Laura R. Jaecks made the motion to approve the consent agenda as presented.

SECONDED: Sarah Knox

DISCUSSION: None

PASSED UNANIMOUSLY

Consent Agenda included:

MINUTES: Regular Board Meeting: 3/13/18

PERSONNEL REPORT PREPARED BY:

Lisa Turner, HR Executive Director: March 27, 2018- On file

PAYROLL PREPARED BY:

Tami Hubensack, Director of Payroll:

\$ 6,766,958.87 for the month of March 2018

VOUCHERS & CONTRACTS PREPARED BY:

Karen Walters, Director of Accounting 3/27/2018

General Fund

Check numbers 597685 through 597960 totaling \$476,448.20

Capital Projects Fund

Check numbers 597961 through 597965 totaling \$134,291.62

Associated Student Body Fund

Check numbers 597966 through 598031 totaling \$60,331.56

Transportation Vehicle Fund

Check number 598032 totaling \$275,996.04

4) Contracts

3/27/18

Date	New / Renewal / Revision	Federal Yes/No	Agency	Purpose	Amount	Effective Dates	Staff Person Responsible for Contract	Reviewed by	PO Required?
02/06/18	New	No	Mount Boucherie Secondary School	Varsity & JV Football Games	\$2,500	9/14/18 & 9/13/19	Jim Beeson	Les	Yes
					Budget Code				
					Transportation				
03/19/18	New	No	Children's Home Society	RTL Employee at OMS & FMS to assist students & families	\$27,000	4/1/18 - 8/31/18	Bill Eagle	Les	Yes
					Budget Code				
					5501-24-7100-000				

Date	New / Renew / Revision	Agency	Purpose	Amount or \$0	Contract Start & End Date	Staff Person Responsible for Contract	Reviewed by? (District Office)	Attorney Review Required?
3/21/18	New	CEL Center for Educational Leadership	Literacy needs assessment to plan PD activities for 2018-19 school year	#6,675	April 15, 2018	Rob Cling (Name Here)		
				Budget Code or N/A	Does it renew automatically?	I have read this contract and recommend it for board approval.		
				5501-31-7100- 203		Initials 3/22/18 Today's Date		
							yes	Decided at DO

5) Surplus Report & Other
Consent Items

SURPLUS REPORT PREPARED BY:

Karen Walters, Director of Accounting: On File
CAMPS & CLINICS: Team Camp – WHS Girls Basketball
AGREEMENTS: Malaga Property

- Mendoza/Alcantar
- Alvarez/Medina
- Villagomez
- Mowrey
- Perez

ASB Reports

WSHS: Eric Morris, Leadership Team reported the following:

- Earned 22 tickets to “Volunteer-Day” Celebration of which WSHS teamed with up the middle schools for service activities and earned by the amount of hours spent and have had the opportunity to see and meet many celebrities – a really fun experience for our hard work.
- Earned \$6000 at the March 15th Spaghetti Feed to benefit a local family – 200 person turnout
- Steven Curtis performed at the fundraiser and did fantastic

WHS ASB: Sabastian Pasion, ASB VP

- He shared details of their “17-minute walkout” on March 14th in memory of the 17 lost in the Parkland shooting, it was a very emotional experience for the high school. The march continued to Memorial Park but was not part of WHS. Several students gave speeches that were very impactful.
- Basketball game Teachers –vs- Students coming up before Spring Break they are looking forward to it.
- Mr. Panther talent show will be coming up which should be a lot of fun, \$6 pre-ticket and \$7 at the door.

The board thanked the students for their reports and for WHS participation in the Memorial March for Parkland High School. They added that they are proud of the students.

Citizen’s Comments Summaries

None

Field Trip Requests

Jodi Smith Payne, Assistant Supt. L&T and the teachers/advisors attended to answer the board’s questions and ask for approval of their out of state or overnight field trips.

Out of District/Overnight & Out of State Field Trip Requests for 3/27/18 Board Report										
Requesting Location	Trip Number	Dates	Destination	Teacher/Advisor Name	Trip/Chaperones	Educational Objective	# of Adults	# of Students	Estimated Cost	Funding Source
200.3 Orchard Middle School - SOAR/MIGRANT	4146	06/25/2018 08:00:00 AM - 06/29/2018 01:00:00 PM	Bainbridge Island, WA	Ingrid Rivera	Migrant Students from OMS, PIO, FMS	Explore science, critical thinking, team building, and art. During the week at Islandwood student will explore the forest and wetlands, conduct scientific investigations in nature and practice real-world techniques for math and English language study.	1	9	\$ 5,742.57	Migrant
402 Wenatchee High School	4143	06/17/2018 08:30:00 AM - 06/23/2018 05:00:00 PM	Central Washington University Main Campus - Ellensburg WA	Lorena Pulido	Qualified Migrant Students	Dare to Dream: Specifically designed for current 8th and 9th grade migrant students. Event overview: Team building activities, explore their leadership potential, plan for high school and learn about local graduation requirements and offerings, explore careers, develop a personal statement and build their own support network. Science (Academic) Academy: designed for current 10th and 11th grade migrant students. Event overview: explore the world of science, strengthen their current science knowledge, opportunity to check out the local campus math and science programs, and learn about science careers and job opportunities.	3	22	\$ -	OSPI
402 Wenatchee High School	4145	06/24/2018 08:30:00 AM - 06/30/2018 05:00:00 PM	Eastern Washington University - Cheney WA	Lorena Pulido	Qualified Migrant Students	Dare to Dream: Specifically designed for current 8th and 9th grade migrant students. Event overview: Team building activities, explore their leadership potential, plan for high school and learn about local graduation requirements and offerings, explore careers, develop a personal statement and build their own support network. Math (Academic) Academy: designed for current 10th and 11th grade migrant students. Event overview: explore the world of math, strengthen their current math knowledge, opportunity to check out the local campus math and science programs, and learn about math careers and job opportunities.	2	19	\$ -	OSPI
402.5 Wenatchee High School - ASB	4051	04/19/2018 06:00:00 AM - 04/22/2018 03:00:00 PM	3953 Airway Dr NE, Moses Lake, WA 98837, USA	Thera Judd		Team Competition: knowledge of horsemanship, proper equitation, and sportsmanship.	5	10	\$ -	ASB WHS - Equestrian Club
402.7 Wenatchee High School - CWU - MOSAIC	4085	04/24/2018 03:30:00 PM - 04/29/2018 08:00:00 PM	Louisville, KY, USA	Daniel Deal	Robotics Team	The Robotics Team is traveling to Louisville, KY to participate in the World Robotics Championship	1	7	\$ 2,925.75	SOAR - CWU

Cynthia Valdez, Assist. Director for State & Federal Programs presented the following for approval:

- SOAR/MIGRANT Migrant Students from OMS, PIO, FMS
- Central Washington University Main Campus – Ellensburg for Qualified Migrant Students
- Eastern Washington University – Cheney for Qualified Migrant Students

Diana Sanchez and high school students, Diego Tornabene & Carlos Cruz, made an impressive demonstration of their robot, they will be taking it to Nationals and World Robotic competition in which over 30 countries with participate.

- High School - CWU –MOSAIC

Thera Judd, Equestrian Chelan Co. Club - going to the Equestrian Horsemanship Team competition in Moses Lake. Camryn Pike, the 2018 Appleatchee Riders Queen, and club president was introduced by Ms. Judd, Miss Pike explained the trips and asked for approval.

MOTION MADE: Sarah Knox made the motion to approve the field trip requests as presented .
SECONDED: Walter Newman
DISCUSSION: None
PASSED UNANIMOUSLY

Wenatchee Learns Strategies

Strategy 3: Use the Best Tools & Resources to Advance Learning

Objective 3.4 Facilities that Optimize Learning

Annual Report of WSD ASSET PRESERVATION SYSTEM - APS

Gregg Herkenrath, Director of Facilities provided the following information and asked the board for approval:

Re: Annual report of WSD Asset Preservation System

The Asset Preservation Program is a systematic approach to ensure performance accountability; promote student health and safety by maintaining and operating building systems to their design capacity; maintain an encouraging learning environment; and extend building life, thus minimizing future capital needs.

The APP applies to school districts that received state assistance for new and new-in-lieu school buildings accepted by local school board directors after December 31, 1993. Participation in the APP is one requirement of eligibility for future state assistance.

The APP evolved from a State Board of Education policy developed in 1992. The intent of the program is to ensure that taxpayer investment in state assisted construction of school facilities is protected through a system of building maintenance.

Annual Reporting: During the 30-year life of the building, school districts must assess the condition of each APP building, using the Building Condition Assessment, and report the results in a public meeting of the school district board by April 1 of each calendar year.

Included for your review are the following documents:

1. Asset Preservation System (APS) Certification Letter
2. Asset Preservation Program (APP) Resolution 08-09
3. Foothills Middle School Building Condition Assessment
4. Wenatchee Valley Technical Skills Center – Building ‘C’ Building Condition Assessment

-----2017-2018-----						
FACILITY	BUILDING NAME	BUILDING BOARD ACCEPTANCE DATE	APP YEAR	BUILDING CONDITION ASSESSMENT %	ANNUAL REVIEW COMPLETED BY	NEXT CERTIFIED BCA DUE
➤ Foothills Middle School	Main Building	5/23/1994	23		District	2019
➤ Wenatchee Valley Technical Skills Center	Building C	6/13/2017	0	100.00	District	2023

Foothills Middle School - Main Building

Building Details

PROFILE TYPE	Middle/Junior High School - Multi-Story
NUMBER OF FLOORS	1
BOARD ACCEPTANCE DATE	5/23/1994
CHARACTERISTICS	Occupied
ANNUAL REVIEW COMPLETED BY	District

This building is required to comply with the Asset Preservation Program

REPORTING YEAR	APP YEAR	BUILDING CONDITION ASSESSMENT	ANNUAL REVIEW COMPLETED BY	BOARD REPORT PRESENT DATE
2017-2018	23	82.79	District	3/13/2018
2016-2017	22	82.79	District	3/28/2017
2015-2016	21	82.79	District	4/26/2016
2014-2015	20	Not Reviewed	Incomplete	5/27/2014
2013-2014	19	84.49	District	5/14/2013
2012-2013	18	85.71	Consultant	Not Reported

The next certified BCA is due: 2019

Building Inventory

AREA YEAR BUILT	DISTRICT ASSIGNED AREA	GROSS BUILDING SQ FT	GROSS INSTRUCTIONAL SQ FT	SCAP RECOGNIZED SQ FT	ORIGINAL OCCUPANCY DATE	ORIGINAL BOARD ACCEPTANCE DATE
1993	Area 1	84,854	84,854	84,854	9/1/1993	5/23/1994
Building Totals		84,854	84,854	84,854		

Building Components

SUB-ASSEMBLY	COMPONENT	COMPONENT CODE	MAINTENANCE PRIORITY	CONDITION RATING
Foundations	Standard Foundation	A1010		90.00% Good
Slabs on Grade	Standard Slabs on Grade	A4010		62.00% Fair
	Deficiencies:	Other		
	Causes:	Condensation		
	Comments:	Deficiency: Moisture in some areas causing problems with finishes		
Water and Gas Mitigation	Building Subdrainage	A6010		30.00% Poor

Building Components

SUB-ASSEMBLY	COMPONENT	COMPONENT CODE	MAINTENANCE PRIORITY	CONDITION RATING
Water and Gas Mitigation	Deficiencies:	Other		
	Causes:	Other		
	Comments:	Deficiency: Underground water causes damp slab and affects flooring		
Superstructure	Floor Construction	B1010		90.00% Good
	Roof Construction	B1020		90.00% Good
	Stairs	B1080		90.00% Good
Exterior Vertical Enclosures	Exterior Walls	B2010		90.00% Good
	Exterior Windows	B2020		62.00% Fair
	Exterior Doors and Grilles	B2050		62.00% Fair
Exterior Horizontal Enclosures	Exterior Louvers and Vents	B2070		90.00% Good
	Roofing	B3010		62.00% Fair
	Roof Appurtenances	B3020		90.00% Good
Interior Construction	Horizontal Openings	B3060		90.00% Good
	Overhead Exterior Enclosures	B3080		90.00% Good
	Interior Partitions	C1010		90.00% Good
Interior Finishes	Interior Windows	C1020		90.00% Good
	Interior Doors	C1030		62.00% Fair
	Interior Grilles and Gates	C1040		90.00% Good
	Suspended Ceiling Construction	C1070		90.00% Good
	Wall Finishes	C2010		62.00% Fair
	Deficiencies:	Cracking, Peeling, Flaking, Warped/Delaminating Finishes		
	Causes:	Other		

Building Components

SUB-ASSEMBLY	COMPONENT	COMPONENT CODE	MAINTENANCE PRIORITY	CONDITION RATING
HVAC	Heating Systems	D3020		90.00% Good
	Cooling Systems	D3030		90.00% Good
	Facility HVAC Distribution Systems	D3050		30.00% Poor
	Deficiencies:	Inadequate Water Flow, Other		
	Causes:	Other		
Fire Protection	Comments:	Deficiency: Coolant circulation system inadequately sized		
	Ventilation	D3060		90.00% Good
	Fire Suppression	D4010		90.00% Good
	Fire Protection Specialties	D4030		90.00% Good
	Electrical			
Electrical	Facility Power Generation	D5010		90.00% Good
	Electrical Services and Distribution	D5020		90.00% Good
	General Purpose Electrical Power	D5030		90.00% Good
	Lighting	D5040		90.00% Good
	Communications			
Communications	Data Communications	D6010		100.00% Excellent
	Voice Communications	D6020		100.00% Excellent
	Audio-Video Communications	D6030		90.00% Good
	Distributed Communications and Monitoring	D6060		90.00% Good
	Electronic Safety and Security			
Electronic Safety and Security	Access Control and Intrusion Detection	D7010		90.00% Good
	Electronic Surveillance	D7030		100.00% Excellent
	Quantity:	4.00		
	Unit of Measure:	each		

Building Components

SUB-ASSEMBLY	COMPONENT	COMPONENT CODE	MAINTENANCE PRIORITY	CONDITION RATING
Electronic Safety and Security	Year Installed/Replaced:	2014		
	Life Span:	5		
	Detection and Alarm	D7050		62.00% Fair
	Comments:	Deficiency: Does not meet mass notification requirements.		
	Integrated Automation			
Integrated Automation	Integrated Automation Facility Controls	D8010		62.00% Fair
	Deficiencies:	Sensors Not Working Correctly, Zones Not Working		
	Causes:	Equipment Obsolescence		
	Comments:	Location: Music wing, gym, locker rooms.		
		Deficiency: DDC HVAC control system is experience failures.		
Equipment	Commercial Equipment	E1030		90.00% Good
	Institutional Equipment	E1040		90.00% Good
	Entertainment and Recreational Equipment	E1070		90.00% Good
	Other Equipment	E1090		90.00% Good
	Furnishings			
Furnishings	Fixed Furnishings	E2010		90.00% Good
	Movable Furnishings	E2050		90.00% Good

Wenatchee Valley Technical Skills Center - Building C

Building Details

PROFILE TYPE	Skills Center
NUMBER OF FLOORS	1
BOARD ACCEPTANCE DATE	6/13/2017
CHARACTERISTICS	Occupied
ANNUAL REVIEW COMPLETED BY	District

This building is required to comply with the Asset Preservation Program

REPORTING YEAR	APP YEAR	BUILDING CONDITION ASSESSMENT	ANNUAL REVIEW COMPLETED BY	BOARD REPORT PRESENT DATE
2017-2018	0	100.00	District	3/13/2018

The next certified BCA is due: 2023

Building Inventory

AREA YEAR BUILT	DISTRICT ASSIGNED AREA	GROSS BUILDING SQ FT	GROSS INSTRUCTIONAL SQ FT	SCAP RECOGNIZED SQ FT	ORIGINAL OCCUPANCY DATE	ORIGINAL BOARD ACCEPTANCE DATE
2015	Area 1	10,634	10,634	0		6/13/2017
Building Totals		10,634	10,634	0		

Building Components

SUB-ASSEMBLY	COMPONENT	COMPONENT CODE	MAINTENANCE PRIORITY	CONDITION RATING
Foundations	Standard Foundation	A1010		100.00% Excellent
Slabs on Grade	Standard Slabs on Grade	A4010		100.00% Excellent
Water and Gas Mitigation	Building Subdrainage	A6010		100.00% Excellent
Superstructure	Roof Construction	B1020		100.00% Excellent
Exterior Vertical Enclosures	Exterior Walls	B2010		100.00% Excellent
	Exterior Windows	B2020		100.00% Excellent
	Exterior Doors and Grilles	B2050		100.00% Excellent
	Exterior Louvers and Vents	B2070		100.00% Excellent
	Roofing	B3010		100.00% Excellent
Exterior Horizontal Enclosures	Roof Appurtenances	B3020		100.00% Excellent

<u>Building Components</u>				
SUB-ASSEMBLY	COMPONENT	COMPONENT CODE	MAINTENANCE PRIORITY	CONDITION RATING
Exterior Horizontal Enclosures	Horizontal Openings	B3060		100.00% Excellent
	Overhead Exterior Enclosures	B3080		100.00% Excellent
Interior Construction	Interior Partitions	C1010		100.00% Excellent
	Interior Windows	C1020		100.00% Excellent
	Interior Doors	C1030		100.00% Excellent
	Interior Grilles and Gates	C1040		100.00% Excellent
	Suspended Ceiling Construction	C1070		100.00% Excellent
Interior Finishes	Wall Finishes	C2010		100.00% Excellent
	Interior Fabrications	C2020		100.00% Excellent
	Flooring	C2030		100.00% Excellent
	Ceiling Finishes	C2050		100.00% Excellent
Plumbing	Domestic Water Distribution	D2010		100.00% Excellent
	Sanitary Drainage	D2020		100.00% Excellent
	Building Support Plumbing Systems	D2030		100.00% Excellent
	General Service Compressed-Air	D2050		100.00% Excellent
HVAC	Facility Fuel Systems	D3010		100.00% Excellent
	Heating Systems	D3020		100.00% Excellent
	Cooling Systems	D3030		100.00% Excellent
	Facility HVAC Distribution Systems	D3050		100.00% Excellent
Fire Protection	Ventilation	D3060		100.00% Excellent
	Fire Suppression	D4010		100.00% Excellent
	Fire Protection Specialties	D4030		100.00% Excellent
<u>Building Components</u>				
SUB-ASSEMBLY	COMPONENT	COMPONENT CODE	MAINTENANCE PRIORITY	CONDITION RATING
Electrical	Electrical Services and Distribution	D5020		100.00% Excellent
	General Purpose Electrical Power	D5030		100.00% Excellent
	Lighting	D5040		100.00% Excellent
Communications	Data Communications	D6010		100.00% Excellent
	Voice Communications	D6020		100.00% Excellent
	Audio-Video Communications	D6030		100.00% Excellent
	Distributed Communications and Monitoring	D6060		100.00% Excellent
Electronic Safety and Security	Access Control and Intrusion Detection	D7010		100.00% Excellent
	Electronic Surveillance	D7030		100.00% Excellent
	Detection and Alarm	D7050		100.00% Excellent
Integrated Automation	Integrated Automation Facility Controls	D8010		100.00% Excellent
Equipment	Vehicle and Pedestrian Equipment	E1010		100.00% Excellent
	Commercial Equipment	E1030		100.00% Excellent
	Institutional Equipment	E1040		100.00% Excellent
	Entertainment and Recreational Equipment	E1070		100.00% Excellent
	Other Equipment	E1090		100.00% Excellent
Furnishings	Fixed Furnishings	E2010		100.00% Excellent
	Movable Furnishings	E2050		100.00% Excellent

- Discussion points:
- Explanation of red flagged Foothills building assessment in 1994
 - Discussion on HVAC system at Foothills –
 - Flooring fixed in kitchen and flooring in classroom fixed
 - Plumbing repaired last year and no more problems
 - By fixing the individual issues has brought it to the place it needs to be
 - Good maintenance will give longevity to the system and good for 6-8 years –
 - Some schools have mass notification and we are in the process assessing and installing it in all schools – it goes straight to fire department, police department, door lockdown situations, etc. –
 - The board requested to find out exactly what is included in the “mass-notification”-
 - Slab at 62% fair condition in this report – explanation on the 62%’s
 - We are required by the state to have a 3rd-person contractor come in to assess these buildings and make this report to the state, that insures no conflict of interest.
 - Supt. Flonex added that the Safety/Security department is currently working on the report about safety needs at each school in the district and will be coming back to the board.

After addressing all of the boards questions he agreed to get back to board on specific questions and Mr. Herkenrath asked for approval.

MOTION MADE: Laura R. Jaecks made the motion to approve Annual Report of WSD ASSET PRESERVATION SYSTEM – APS as presented.

SECONDED: Sarah Knox

DISCUSSION: Director Newman asked why only two schools are being reported on this way. Mr. Herkenrath explained that we are only required to report for a designated amount of time on each school, that time has run out on some schools and if the school was built before 1993 they do not fall into the criteria for this required reporting program. It is linked to the assistance that the state gives us. We still do the asset preservation check

system on our all schools, but we are not required to report to the state if no assistance was given, but we still check for ourselves, as a district.

PASSED UNANIMOUSLY

Strategy 1: Design the Personalized Learning of the Future

Objective 1.1 Flexible Personalized Learning System

WHS 9th Grade English PLC

WHS 9th Grade ELA team, Molly Butler, English Department Head and Brian Higgins, PCL Team Leader and Eric Anderson, WHS Principal shared the good things that are going on with the 9th grade English students. Mr. Anderson thanked Ms. Butler and Mr. Higgins for their hard work and dedication on student learning.

Board questions to the team:

Clarification: ELA is English Language “Arts” not “Acquisitions”

What is the focus of the ELA Professional Learning Community for addressing student needs?

The 9th grade ELA PLC focuses on collaborative practices and alignment around instruction, assessment and evaluation of student learning as it relates to the agreed upon set of CC Power Standards for 9th grade in the areas of Reading, Writing, Language and Speaking/Listening.

What are the talking points that you will be sharing with the school board?

Our 9th grade PLC has made it one of its priorities to create an intervention system this year and has seen success-- both in terms of student engagement and pass rates.

How many students are impacted by this work?

All 9th grade students

Is this practice being shared with other departments for consideration for replication in the school?

It was not our intention to create an intervention system for the school. Our focus at the beginning was on our ELA students--we have shared our info and results with the entire staff and other departments; science and math expressed an interest in joining our intervention efforts. Algebra, 9th grade science, and 9th grade English and language arts students are now the target population for our intervention for 2nd semester. Many other departments are interested in working together to help support students in their own content area.

Talking points:

1. Our 9th grade PLC team goal for 2017-18: All 9th graders with pass Freshman English by demonstrating proficiency in each of our 9th grade CC Power Standards.
2. One strategy we wanted to try this year was adding intervention and supporting each other both in our classrooms and through a teacher-staffed lunchtime intervention program.
3. What we did: created a rotating schedule, met weekly (Mondays) to create a list of students we wanted in intervention that week and organized tasks/work for them, invited those students to our lunch intervention as needed.
4. Major takeaways/results
5. Next steps (Sem 2)

Discussion Points:

- Lunch-Time Intervention Board staffed with teachers – 13 minutes contact time
- More Parent contact time, effort has been made to contact every parent at least one time
- Big effort to call each home and invite to parent-teacher conferences etc., a big effort with PBIS also as reinforcement.
- The collaboration piece, where they look at every 9th grade student as their own student, has made a big impact.
- Rotation through the lunchtime intervention time with each student increased our awareness of each student’s needs.
- We are working with all students’ success and focusing on 9th grade English, first semester.
- Peer students who wanted to be tutors were put through training and paired up with students – a lot of positive influence and interaction with the upperclassmen. Student tutors would text their 9th graders and check up on them and encourage them throughout the process – more tutors than we need but still utilizing them - great
- Included 9th grade algebra and science in the intervention program split up in days targeted for English and days targeted for math and science
- They have seen a drastic increase in students passing 9th grade English, although not at their 100% goal yet -13 students did not pass, 5%, but were able to take each student and identify what was done in intervention
- They were able to highlight what contributed to the failure, attendance was a major influence
- What is next for 5% failing students
 - Some back in a 9th grade English – try to support, if it was an attendance issue
 - Others are in science and we are supporting them in that class.
 - The 9th Grade Academy this summer - we will have those students attend.
 - 9th grade teachers get to share what they know about those students with the sophomore teachers so they know what to expect and hopefully we can intervene earlier.
- All students have been shown an alternative learning environment so they know all their options for success, not only through their teachers but also with their counselors while they plan their schedule for next year.
- Students with a “D” grade discussion - they were not a part of this pilot model, next focus will be to look at those students, but we do have that data that enables us to follow through on them.
- These students have until the end of high school to pass the state assessment.
- Students are responding to the teachers and are aware that the teachers are contacting their parents and all of the contacts have been positive.
- Intervention time during the day, has had the biggest impact, the accountability issue with peer and adult support has been the a huge impact
- Getting the student to understand that this intervention time is priority has been first goal.

- Is there a chance that other classes can utilize this intervention time? Math and Science are already doing so in the rotation with tutors.
- As this continues at Washington School District they added slowly so that is how it will progress, there is a lot of interest.
- If we start with start with 9th graders it will follow them up through high school
- Beginning of week – teachers tell what each student needs help in:
 - Often it is writing help
 - Sometimes taking quizzes to get caught up
 - Also completing various projects that are behind

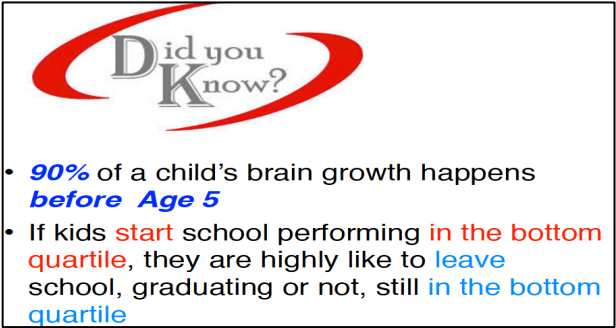
A thank you from the board for the personalized work towards students’ needs, the board gives support to all the team for reaching out to every students’ individual needs.

Other teachers on the team:
Michelle Smith, Spencer Nee, Alexandria Rosenfield, Konie McLean, & Jennifer Netz.

Thank you from the board and they asked that the group please take this thank you back to the others on the team.

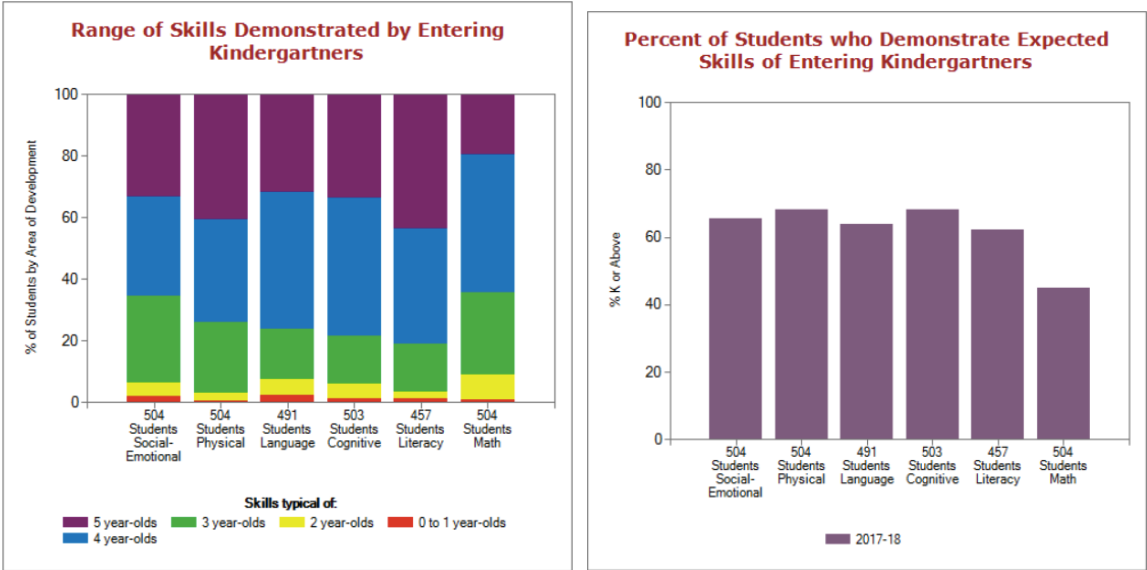
Strategy 1: Design the Personalized Learning of the Future
Objective 1.1 Flexible Personalized Learning System
Early Learning Update:

Bill Eagle, WSD Director of State & Federal Programs and Cynthia Valdez, WSD Assist. Dir. of State & Federal Programs introduced Elizabeth Onozco Blanco, kindergarten teacher at Columbia, Erin King-Luce, Chelan County Parent to Parent Coordinator and Nancy Spurgeon, WVC Coalition for Children and Families of NCW. They will all contribute to their specific areas of the presentation. Mr. Eagle shared the following with the board:
Powerpoint:



VIDEO: THE TRUTH ABOUT EARLY LEARNING – The true statistics are told in this video, the students who start behind never catch up without aggressive intervention. The best option is to start off “not behind”. It is too difficult to catch-up, because others are moving ahead at a normal pace. Most will never catch up. At normal level, kindergarten-level, 80% go to college with 6% dropping out of high school. But the lower-group of students have almost no chance of attending college and 55% of dropping out of high school. Every kindergarten normal level matters in a child’s development and success in life.

EARLY LEARNING MATTERS - WSD WaKIDS DATA 2017-18



The bulleted list below highlights some early learning work occurring this year:

- **A close look at our 2017-2018 WaKIDS data:** Bill Eagle met with Janelle Bersch from the North Central Education Service District to take a close look at our 2017-18 Washington Kindergarten Inventory of Developmental Skills data. Attached to the memo is a pdf file showing some of the highlights.
- **Preschool GLAD training:** This year, our GLAD trainers will begin their certification in Pre-School GLAD strategies by participating in a training with several of our pre-school staff members.
- **Early Numeracy boxes:** Several of our Elementary schools continue to provide mathematics resources for their local area child care providers to check out and use with children.
- **Early Learning Conference:** Together with the community members from the North Central Early Learning Collaborative, the WSD co-hosted an early learning conference for parents and local early learning providers on March 3rd.
- **EPIC/Headstart Kindergarten Parent Nights:** This Spring, Special Programs staff will again attend the informational presentations hosted by EPIC & Headstart for parents of students entering Kindergarten in the Fall of 2018.

At the state level, the Department of Early Learning, Children’s Administration, and Juvenile Justice are merging to form the Department of Children, Youth, and Families. The transition is currently underway and promises to provide greater coordination in service for children as well as decreased licensing regulations for our local child care providers.

Early Learning in our Community

- Early Learning Conference @ Newbery
- Preschool GLAD training
- Early Numeracy boxes - NCESD
- EPIC / Headstart Kindergarten Parent Nights
- Project Launch
- Collaboration with Health Care Providers
- Other work going on

Potential next Steps ...

- Explore Summer Jump Start programs
- Work to build greater connections between buildings and local child care providers
- Connect with Health Care Providers
- Continue Early Learning Conference
- Kinder readiness info blitz

Project Launch Expansion Chelan - Douglas Counties

Collaborative workgroup meets monthly to coordinate trainings for licensed daycare providers to teach them how to use developmental screening tools with children and families. Training for providers and their staff, and information nights for parents about the new screening tools being used by their childcare providers.

Westside Early Learning Center

- Westside Early Learning Center was one of the first child care sites to participate in Project Launch.
- With assistance from Child Care Aware staff and other Launch workgroup members (NC ESD staff, CSHCN staff, Parent to Parent staff)-Westside staff members were trained on how to begin implementing developmental screening with children attending Westside.
- Parent information night was also held to introduce parents to the project and the screening tool being used. Ages and Stages Questionnaire. (ASQ3)

What is an ASQ-3

- Parent- or caregiver-completed screening tools that encourage parent/caregiver involvement
- Series of questionnaires (ASQ-3) for children ages 1 month to 5 6 years and the (ASQ:SE-2) up to 6 years.
- Tools to accurately identify child strengths, uncover any areas of concern, and determine if there are community resources or services that may be useful to your child and family.

Elizabeth Onozco Blanco, kindergarten teacher at Columbia, shared the need for students to be socially and emotionally ready for kindergarten.

- They develop the ability to do academics as the year progresses that first year, and some cannot keep up with that pace, therefore putting them more behind.
- Parents and providers need to get the students up to kindergarten level or they are 1-3 years behind.
- WaKids helps teachers to evaluate each student and adapt to their needs and work with parents

Cynthia Valdez, WSD Assist. Dir. of State & Federal Programs shared details of the conference:

- 79 parents and childcare providers and 60 students
- All students had learning activities
- Combination of trainings with Nancy Spurgeon, WVC Coalition for Children and Families of NCW
- Our trainings are not always Early Learning but this one is and we were able to combine the trainings to give more offerings
 - Math sessions
 - Emotional Social Learning
 - Readiness for Kindergarten sessions
 - Additional sessions directed at kindergarten readiness

Nancy Spurgeon, WVC Coalition for Children and Families of NCW shared the sessions they offered:

- Mostly for Early Learning Providers
- Moved in many directions through the years from Catholic Family taking the lead, WVC taking the lead and the Coalition taking the lead
- This year we decided to combine the two together – thank you to everyone for helping.
- Math & “Providers taking care of themselves” – all training in both English and Spanish

Bill Eagle, WSD Director of State & Federal Programs explained the history of the Early Learning process with the WSD, going back to the ESD and working with Katy Lawless we continued in several buildings “Child-Care Connect”

for Early Learning providers and parents.

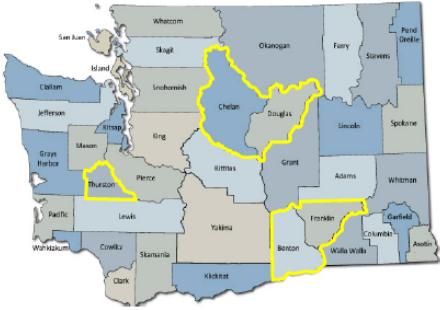
- Invited them into look at a “Early-Numerous Box” with materials for parents to work with their children at home prior to kindergarten or during kindergarten to help get caught up, also for providers to use in activities. It has been very successful.
- Ms. Valdez added that in addition we attend the EPIC Open House to recruit students 3-5 years old, wanted to make sure we have connections with those students and parents and providers.
- Mr. Eagle added that they make connections with health providers to reach out to all our community. We are providing them with materials to give their clients/patients so we open doors for everyone.
- United Way Early Learning calendar was given to all the board members, we work with them in their efforts in providing resources to that group of students.
- These materials are all available in English and Spanish and we provide all to come to our office.
- A lot of programs in the community that the district is working with in conjunction to partnership.
 - Summer Jump-Start program
 - Use allowable funds from LAP and Migrant to help to bring them in early in August to prepare for kindergarten
 - Grants are money with strings attached – so we have to make sure the money is used correctly
 - The district is building connections with principals and “Childcare Aware”, to get the “Early Numerous Boxes” out to the community.
 - Continuing our Early Learning conferences in the future
 - Kindergarten Readiness Blitzes – radio, newspaper use the media to help get the word out

Erin King-Luce, Chelan County Parent to Parent Coordinator explained the “Project Launch”:

- Provides support to parents for special needs children and for social and emotional support
- Provider support by providing resources to our community providers
- Collaborate with a lot of other agencies – And provide all materials in English and Spanish
- Main goal is to Support *Universal Developmental Screening* in childcare providers
- Family homes and childcare providers to train on questionnaire, how to recognize the students who are behind and may need special needs resources and how to connect them together
- Also parent support for all those programs – Parent Night to familiarize them to the program and how to support at home – how important to catch early so they can catch up.
- WSHS Learning Center was the first to use *Project Launch*
- Used program with own children and interacted with teachers
- She along with other providers met with our legislators.

Project LAUNCH

WA State Expansion Communities



Where are other families participating in WA State?
Chelan-Douglas, Benton-Franklin, Thurston County

Strategies & Goals

Universal Developmental Screening


- Positively impact over 300 childcare providers and 1,500 children over four years.

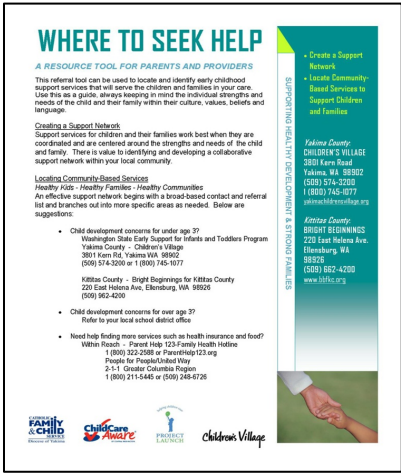
Mental Health Consultation

- Support child care service providers in linking families to social/emotional services.

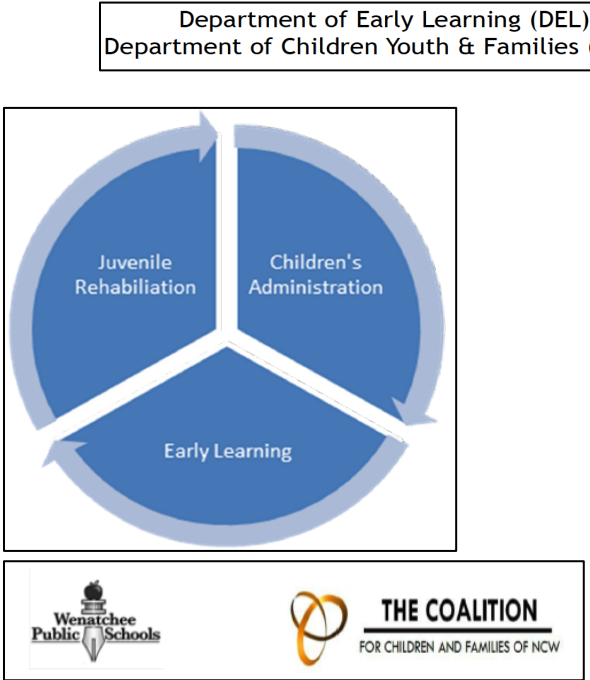
Workforce Development

- Increase knowledge of developmental growth and social-emotional health.
- Increase access , and grow capacity to serve these communities.

	Without Screening Tools	With Screening Tools	
Developmental Disabilities	14-54% Identified	70-80% Identified	
Mental Health Disabilities	20% Identified	80-90% Identified	



Nancy Spurgeon, WVC Coalition for Children and Families of NCW explained the merging of state departments as below in pie graph:



Ms. Spurgeon explained the Coalition projects and shared that Mr. Eagle serves on The Coalition’s Board and Supt. Flones has been a keynote speaker at their meetings.

Below are the projects the Coalition is responsible for and the partnerships:

- ❖Prevention - ACES - Adverse Childhood Experiences
 - ❖ Paper Tigers - Wenatchee High School
 - ❖ Westside High School/Lincoln Elementary
 - ❖ Service Dog
 - ❖ ACES Community Cafes
- ❖Legislative Forum
- ❖Early Learning Collaborative
- ❖Health Living Coalition



- WSD Early Learning Partnerships**
- Regional Early Learning Coalition
 - Embracing Children & Families Conference
 - WA Kids
 - Statewide Math Initiative
 - CDCSA partner with Westside Early Learning Center - ECEAP slots
 - Statewide Dual Language Initiative

Mr. Eagle shared that we are fortunate to have partnerships who are advocating for the Early Learning initiatives and our children and families.

Board questions:

- What is the data of the children, how are they doing and where is the trending?
- Are we focusing on our children and not the big picture only?
- What will it take to move the needle and where are we?
- Let’s use our PLC model to track?
- Want to see more metrics?
- What more can we do to get more done and make a difference?
- What do you need to get ahold of this situation?
- Who is taking the leadership, what do we need to make that happen?

Ms. Spurgeon addressed the questions of the board.

• COMMUNITY RESOURCES:

A child younger than 3 years can receive Early Intervention Services through their local agency providing “Early Supports for Infants and Toddlers”

• A child older than 3 years can receive services through their local school district and other local agencies depending on area of concern

• The child’s primary child care provider can also provide services.

2018 Early Learning Advocacy Day at the Capitol

Jaime Fitzpatrick, Westside Early Learning Center, Program Director

Erin King-Luce, Chelan Douglas Parent to Parent Coordinator

Miriam Acosta, Chelan Douglas Parent to Parent Ethnic Outreach Coordinator

Sherry Fry, Owner, Little Handz Daycare

- Chelan/Douglas Headstart and state is not collecting the same data, so now we need have a means to collect that data, state has connected the data. She feels we need to start there.
- Headstart get a lot of training and so do Child Care providers.
- Spanish speaking providers are hungry for training and attend all trainings.
- That one piece is not there to show progress, it is there but no one has collected the data of “is it making a difference” and “how is it making a difference”.

Discussion points:

- Erin King-Luce shared her personal experience of her own children in the system.
- Single moms cannot afford, if they earn minimum wage it’s too much to qualify for these programs, and those are the children who need this help – that gap is not being served
- West Valley Model is one to look at – they sometimes get 2 years of kindergarten – based on birthday
- We are moving in the right direction there is a 5% increase in students being ready – this may not sound like much but it is big
- Helpful to have the coalition but need more
- WSD can influence the direction this is taking
- Jump-Start is a giant step for the district
- The programs always need extra money to help but with the budget is a place that has not settled, it is difficult to determine
- District continues to have memberships to keep doors open to continue funds and growth in our programs
- Supt. Flonos added:
 - We have been involved in the Community Forum for 2 years, with boots on the ground
 - Not only in the district but in the community and state involvement
 - Every school has a different dynamic in this area
 - The district is involved in providing training for our Latino community
 - But we do not have a dedicated person doing just this – we have pieces done by individuals
- Discussion on the results of the health care survey, giving providers a chance to provide information to us.
- Percentages shared: Free and Reduced lunch and Headstart; Legislature not providing to all who should be eligible, and doubtful anything will change this session
- The board members asked Supt. Flonos what it would take to get the district in a place where this is a priority.
 - Funding locally
 - In partnership with Coalition and other entities who can provide services and training
 - Work our community system to maximum
 - Continue strongly going forward
- The board suggested hiring a coordinator for Early Learning who works on this fulltime, so they can make decisions to meet the needs at each school and create stronger partnerships. Supt. Flonos agreed to work with the board on developing something to address these needs more directly.
- Together /Love & Logic positive programs discussed
- The board’s discussion followed with the community agencies asking for their ideas for furthering Early Learning initiatives in the district.
 - Focus on 3-5 state programs not focusing on the 0-5 age group
 - Community efforts at prenatal care is important also
- Ms. Spurgeon gave defense to the district, state funding responsibility starts at the age of 5,
- Ms. Spurgeon recognizes the district for all the district has done, the district is not funded for EL programs
- Study just came out on how to finance EL: National Association of the Education of Young Children. She will forward all links to the board and Mr. Eagle and Ms. Valdez.
- Discussion on the ideal and moral responsibility to educate our children.

The board asked Mr. Eagle and Ms. Valdez to forward any innovative ideas they may have for funding or reaching this community.

The board thanked everyone for their input and hard work in the district.

Board Communication

- Director Hemphill reminded everyone about the Children’s Home Society Sweetheart Luncheon coming up on April 11th from Noon – 1:00 pm. She and Superintendent Flonos will be attending. She invited others to attend with them.

Superintendent’s Report

- Superintendent Flonos reminded everyone that the April 24th board meeting has been moved to Monday, April 23rd.

Meeting Adjourned

MEETING ADJOURNED: President Sandberg adjourned the meeting at 8:15 p.m.

President

Superintendent

Date_____