



# Wenatchee School District Regular Board Meeting

Minutes of May 08, 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 (excused absence)

## 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 any changes to the agenda. It was decided to change Resolution 04-18 to an information item and approval it at the next board meeting due to the length of the report and the absence of Director Newman.

Michele Sandberg, President asked for a motion for consent approval.  
**DISCUSSION:** Sunny Hemphill asked to hold off the approval for the K-5 Math curriculum because she had questions about it. Ron Brown & Sarah Hanchey, Directors in L&T, answered her questions, by holding up the approval would make the curriculum late for next year.

**MOTION MADE:** Sunny Hemphill made the motion to approve the consent agenda as presented.

**SECONDED:** Sarah Knox

**PASSED UNANIMOUSLY**

### Consent Agenda included:

**MINUTES:** Regular Board Meeting: 4/23/18 Bd. Wkshp. 4/19/18

### PERSONNEL REPORT PREPARED BY:

Lisa Turner, HR Executive Director: May 08, 2018- On file

### PAYROLL PREPARED BY:

Tami Hubensack, Director of Payroll: None

### VOUCHERS & CONTRACTS PREPARED BY:

Karen Walters, Director of Accounting 5/08/18

#### General Fund

Check numbers 598660 through 598853 totaling \$357,476.33

#### Capital Projects Fund

Check numbers 598854 through 598856 totaling \$74,784.44

#### Associated Student Body Fund

Check numbers 598857 through 598901 totaling \$73,542.19

#### Transportation Vehicle Fund

Check number 598902 totaling \$44,948.61

### 1) Minutes

### 2) Personnel Report

### 3) Vouchers/Payroll

### 4) Contracts

| Date     | New /<br>Renewal /<br>Revision | Federal<br>Yes/No | Agency                            | Purpose  | Amount                | Effective Dates       | Staff Person<br>Responsible for<br>Contract | Reviewed<br>by | PO<br>Required? |
|----------|--------------------------------|-------------------|-----------------------------------|--|-----------------------|-----------------------|---|----------------|-----------------|
| 05/01/18 | Renewal                        | No                | Small Miracles Community Outreach | WSD will vend sack lunches for summer meals outreach | \$22,500              | 6/19/18 - 8/10/18     | Chris Lutgen                                | Jon D          | No              |
|          |                                |                   |                                   |  | Budget Code           |                       |   |                |                 |
|          |                                |                   |                                   |  | Revenue               |                       |   |                |                 |
| 04/26/18 | New                            | Yes               | NCESD Contract #2018-0093         | STEM Cooperative                                     | \$15,155              | 8/1/18 - 6/30/19      | Jodi Smith Payne                            | Les            | Yes             |
|          |                                |                   |                                   |  | Budget Code           |                       |   |                |                 |
|          |                                |                   |                                   |  | 5200-31-7000-000-3010 |                       |   |                |                 |
| 04/24/18 | Renewal                        | No                | NCESD Contract #2018-062          | Cooperative Memebership                              | \$2,645               | 2018-2019 School Year | Lisa Turner                                 | Les            | Yes             |
|          |                                |                   |                                   |  | Budget Code           |                       |   |                |                 |
|          |                                |                   |                                   |  | 9700-14-7098-000-3020 |                       |   |                |                 |
| 04/20/18 | Renewal                        | No                | Yearbook Agreement                | WestSide yearbook publishing and binding             | \$500                 | 9/2018 - 9/2019       | Kory Kalahar                                | Mark H         | Yes             |
|          |                                |                   |                                   |  | Budget Code           |                       |   |                |                 |
|          |                                |                   |                                   |  | 521-4550              |                       |   |                |                 |
| 05/02/18 | New                            | Yes               | Solution Tree, Inc                | Professional Development                             | \$16,600              | 5/21/18 - 5/22/18     | Jodi Smith Payne                            |                | Yes             |
|          |                                |                   |                                   |  | Budget Code           |                       |   |                |                 |
|          |                                |                   |                                   |  | TPEP iGrant(s)        |                       |   |                |                 |

BD. Minutes 5/08/18

(Minutes are summaries with Action Items for complete meeting details visit board meeting videos at:  
<https://www.wenatcheeschools.org/board/archived-school-board-meetings>

5) Surplus Report & Other Consent Items

**SURPLUS REPORT PREPARED BY:** 5/08/18  
Karen Walters, Director of Accounting: On File

**CAMPS & CLINICS:**

- 1. Dance Clinic, Wenatchee
- 2. Wrestling Camp, Cashmere
- 3. Apple-ettes Leadership Training, Kentwood High School
- 4. WSD Wrestling Team Camp, OSU, Portland

**Instructional Curriculum Adoption – 2nd Reading**

Board Recognitions

**National Teacher Appreciation Week:** Supt. Flones presented Kris Cameron, WenEA President, with a certificate of appreciation to WenEA, WSD Teachers and Ms. Cameron as a thank you for their commitment to public education & contributions in providing Excellence in Education from the Wenatchee School District and the Board of Directors. The board thanked all the teachers in the district.

**Supt. Flones read the following proclamation in:**

*Proclamation*  
*WHEREAS, teachers serve in partnership with parents to ensure the appropriate education for all children; and*  
*WHEREAS, teachers strive to instruct students to read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings; and*  
*WHEREAS, teachers teach our community's children to know and apply mathematical and scientific concepts; and*  
*WHEREAS, teachers inspire students to think strategically and to integrate experience and knowledge to form reasoned judgments; and*  
*WHEREAS, teachers help students understand the importance of work and their contribution to society; and*  
*WHEREAS, we recognize and support our teachers in their mission to educate the children of our community;*  
*NOW THEREFORE, the Superintendent of the Wenatchee School District and the Board of Directors along with our Governor's Office do hereby proclaim May 7-11, 2018 as*  
*Teacher Appreciation Week*  
*Recognized in the Wenatchee School District and supported and observed by all staff and citizens. Signed this 8th day of May, 2018.*

Citizens' Comments - Summaries

**Jennifer Talbot:** Community member, parent and former school board member, wanted to show gratitude to the board, staff, students and parents for their support of the WHS modernization bond and a thank you to the Facilities Committee, Bond Campaign Committee, WenEA Team, M&O Team, Facilities Director, CFO and the Superintendent for his leadership across the district. She asked the board members to advocate for election reform at our state legislature.

**WenEA Executive Board Update Summary:**

Kris Cameron, President of the Wenatchee Education Association  
Ms. Cameron noted that the state has changed many aspects of how districts are funded and asked for the board to not forget the important needs while making important decisions concerning next year's budget:

- After School programs,
- Early learning needs in our community, and
- Security upgrades at all of our schools,
- Behavioral and mental health pervasive needs, and
- Social - emotional learning needs & case loads of these students,
- The need for teachers, counselors, nurses, secretaries, instructional paras, administrators –
- The need for health care and
- Law Enforcement, and many other issues affecting students

Ms. Cameron urged the board to explore avenues of alternative or creative funding for other worthy endeavors – such as capital levies, business sponsorships, pooling resources with community agencies, to keep the needs of these kids and our dedicated staff members in mind as the board crafts a budget for next year and beyond.

ASB Reports

**WHS ASB:** ASB President- Marc Hernandez reported the following:

- WHS students traveling to Middle School preparing them for high school
- Transitioning new officers
- Senioritis is kicking in but getting a lot done
- Camp for K-5 this summer we will be working with the students

**WSHS:** Carolina Garibay, Leadership Club, shared the following:

- Earned 20 tickets to “WE-Day” at Key Arena – May 23rd– earned for our work in community service -
- Earned a place in the night before event for the highest performing schools in the state
- They met many famous people and performing artists and Pete Carol of the Seahawks
- Spanish Club had a wonderful day at memorial park on Youth Day on April 29<sup>th</sup> painting children’s faces.
- Sage Hills Church has reached out to WSHS in a partnership to provide grocery cards for the most needy families and work with students and dependents of our High Roller students’ families hosting a meal and helping plan the kick-off of next year.

Carolina Garibay also shared a wonderful powerpoint of the ASB update talking about our Humane Society Program at WestSide and the positive impact they have had on the younger students in the district.

- WSHS students go to Newbery and meet with students and have lunch and become their friends and mentors.
- October is our “Make a Difference Month” - WSHS made this their project. They have done more than they expected by developing relationships with the students and impacting the students by impacting fewer referrals in the school.
- The students wish WSHS could be there everyday, she shared the quotes of the Newbery students and

- WSHS quotes – very good comments and humorous
- WSHS thanked Mr. Loomis for he and his staff’s support.
- The board asked questions and thanked her for the outstanding report and all the work the WSHS students are doing.

WVTSC: 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.

Printed By: Angie Knudtson  
Date: 5/1/18

| Out of District/Overnight & Out of State Field Trip Requests for 5/8/18 Board Report |             |   |                           |                      |  |   |             |               |                |                             |
|--|-------------|---|---------------------------|----------------------|--|---|-------------|---------------|----------------|-----------------------------|
| Requesting Location  | Trip Number | Dates   | Destination               | Teacher/Advisor Name | Group Making Trip/Chaperones   | Educational Objective   | # of Adults | # of Students | Estimated Cost | Funding Source              |
| 203 Pioneer Middle School  | 4272        | 08/12/2018 08:00:00 AM - 08/16/2018 06:00:00 PM | Cispus Learning Center    | Dawn Wood            | This is a Middle-Level Leadership camp for our ASB officers. They will be staying in cabins with Junior Counselors for 4 nights. | This camp is specifically designed for middle school leaders. It is their opportunity to begin building their leadership skills prior to the school year beginning. Delegates will learn a variety of skills that will help them in their development as individuals and as positive school leaders. Some of the topics they will be introduced to are:<br>*effective communication skills<br>*problem-solving<br>*decision making<br>*building school culture<br>*successful school meetings<br>*sensitivity to others | 1           | 8             | \$ 2,065.13    | Pioneer - ASB               |
| 402.5 Wenatchee High School - ASB  | 4365        | 03/30/2019 08:00:00 AM - 04/05/2019 05:00:00 PM | Dublin, Ireland           | Dawn McCormick       | WHS Chamber Singers and Jazz Choir   | Many vocal performances. Parent information sheets attached.  | 10          | 37            | \$ 16,883.50   | ASB WHS - Choir Travel      |
| 521.6 WestSide High School - CWU - SOAR/MOSAIC                                       | 4366        | 01/01/2019 11:00:00 AM - 01/04/2019 04:00:00 PM | Seattle Prep - Seattle WA | Sheena Zacherle      | MOSAIC/SOAR GEAR UP WestSide Robotics team   | STEM Robotics Engineering and computer programming  | 3           | 3             | \$ -           | Westside - OTHER NOT LISTED |

- WSHS Gear-Up, Ms. Martinez, represented Sheena Zacherie for this trip because she could not make it. The dates are corrected to June 24-27, 2018 for the robotics team.
- Dawn Wood, asked for approval to take her incoming ASB officers for Pioneer M.S. to leadership camp.
- Dawn McCormick explained the reason for coming to the board now for next year’s trip. She also shared brochures of the trip to Dublin Ireland. They will be raising the money during the year. Parents are involved and if it doesn’t fly for this year, they will go next year. The company and insurance is outstanding, been used by her colleagues. This is a spring break trip for 2019 school year.

MOTION MADE: Laura R. Jaecks made the motion to approve the field trip requests as presented.

SECONDED: Sunny Hemphill

DISCUSSION: None

PASSED UNANIMOUSLY

New Business

Proposed Amendment to Gordon Group Contract:

Laura Jaecks, WSD Board Director, proposed the addition of parent & student surveys to the WHS Schedule program study by Dr. Janet Gordon, The Gordon Group. Dr. Gordon will provide program evaluation consultation and technical assistance that provides formative and summative information on the WHS schedule. This proposal will add the student and parent surveys, which will be conducted to give a broader range of input and widen the perimeters of the study for evaluation. There is a focus group with 9 parents and Director Jaecks feels this is more inclusive of our community allowing more diversity as part of the overall evaluation and would like the other board members to consider adding the two surveys to the contract. Ms. Jaecks spoke with Dr. Gordon and she can include the surveys without impact on the overall work, and she said the surveys are ready to go. Estimate from Dr. Gordon for adding the surveys to the study:

- 1) Development, revision, entry into online platform, distribution and management: 4 hours for each survey: 8 hours total
- 2) Download, recode variables for statistical software: 4 hours each: 8 hours total
- 3) Analysis: 8 hours each: 16 hours total
- 4) Write up report: 4 hours each: 8 hours total

40 hours \* \$65/hour = \$2600

Discussion followed within the board members:

- They want to insure the integrity of the study and be assured it will not be disturbed by adding the surveys.
- Only one student survey and one parent survey will be added. (No other surveys will need to be performed by the district for the high school at this time.)
- Timeline is in alignment, not changed.
- Board suggestion of “Listening Session” with parents and students
- Dr. Gordon is working on the analysis from the focus and student groups - will be done by end of the month
- In June the additional surveys may be completed
- Board member noted that last time not enough parents were included and would not want to make the same mistake again, by not including them.
- Question about how this is affecting the budget.
- It is currently too late to make changes to the schedule this year.
- Suggested that by the board working with the high school staff and having the results of the study they can work together to make changes if necessary next year for the following year.
- The board asked Supt. Flones what his thoughts were.
  - A good idea to include the surveys
  - Give the opportunity for more parent input
  - We will have more student voices

- Allow more opportunity to represent all populations in the high school - more diversity
  - We can at least give everyone the opportunity to participate and feel good that we offered input to everyone.
  - It will add value to the data that we have, due to more representation
  - In favor of adding the surveys
- The surveys will be collected and sent to Dr. Gordon to process, the same as has been done before
  - “Listening Session” will open up to all groups, more avenues for input
  - Focus groups will be completed by the end of May according to Dr. Gordon – the report will not be delayed due to the surveys.

**MOTION MADE:** Sunny Hemphill made the motion to approve the amendment to Dr. Gordon’s study to include the student and parent surveys and a “Listening Session”.

**SECONDED:** Sarah Knox

**DISCUSSION:** (Clarification of adding a listening session to the motion.)

**PASSED UNANIMOUSLY**

Wenatchee Learns Strategies

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

Objective 3.4 Facilities that Optimize Learning

Gregg Herkenrath, Director of Facilities provided the following information and gave a brief detailed history:

Action for this resolution was postponed for approval because it goes along with Resolution 04-18, Commission Report, which was postponed. This would be considered the first reading for both resolutions.

1)

RESOLUTION OF FINAL ACCEPTANCE OF  
CONSTRUCTION COMPLETION

WENATCHEE SCHOOL DISTRICT NO. 246

RESOLUTION 03-18

A Resolution of the Board of Directors certifying the  
Lincoln Elementary School Addition and Modernization Project as complete.

WHEREAS, the Wenatchee School District Board of Directors has received notification from Forte Architects, that the Lincoln Elementary School Addition and Modernization Project is complete in accordance with contract specifications and documents; and

WHEREAS, the Superintendent and Board have walked through the project and concur;

THEREFORE, BE IT RESOLVED by the Wenatchee School District Board of Directors, that the work of the contractor, Lydig Construction is now complete.

Dated this 8<sup>th</sup> day of May, 2018, at a regular meeting of the Board of Directors, Wenatchee School District No. 246.

2)

Mr. Herkenrath gave a short history of this project, a 287-page document accompanied this resolution. He noted that the Executive Summary at the beginning of the document gives a good run-down of the report and can answer a lot of questions. The board did not feel there was enough time to review the report so asked for two more weeks before approving it, also allowing Dr. Newman to review and vote on it.

RESOLUTION OF ACCEPTANCE OF  
BUILDING COMMISSIONING REPORT

WENATCHEE SCHOOL DISTRICT NO. 246

RESOLUTION 04-18

A Resolution of the Board of Directors accepting the Building Commissioning Report for the  
Lincoln Elementary School Addition and Modernization Project.

WHEREAS, the Wenatchee School District Board of Directors has received the final Building Commissioning Report from MENG Analysis regarding the Lincoln Elementary School Addition and Modernization Project; and

WHEREAS, the Superintendent and Board have reviewed this report in its entirety and have noted the recommendations by the district’s construction manager;

THEREFORE, BE IT RESOLVED by the Wenatchee School District Board of Directors, that the Building Commissioning Report for the Lincoln Elementary School Addition and Modernization Project is hereby approved.

Dated this 8<sup>th</sup> day of May, 2018, at a regular meeting of the Board of Directors, Wenatchee School District No. 246.

Strategy 1: Design the Personalized Learning of the Future

Objective 1.1 Flexible Personalized Learning System School Schedules that Accommodate Personalized Learning

WHS Schedule Update

Eric Anderson, WHS Principal along with Ricardo Iniguez, Associate Principal, Donna Moser, Assistant Principal, BJ Kuntz, Dean of Students and Jake Bucholz, Dean of Students, gave the schedule update to the board. They shared the following powerpoint information and answered the board’s questions.

Mr. Anderson noted that sharing of this data is where WHS is at but they do not say that this data is impacted by the bell schedule one way or the other, good or bad.

Wenatchee High School Data Update:

- Grades
- Attendance
- Discipline



First Semester Faliure Rate by Grade Level

|            | 16/17            | 16/17             | 16/17                  | 17/18            | 17/18             | 17/18                  | +/-            |
|------------|------------------|-------------------|------------------------|------------------|-------------------|------------------------|----------------|
|            | Enrollment (Jan) | Students w/ ≥ 1 F | % of Students w/ ≥ 1 F | Enrollment (Jan) | Students w/ ≥ 1 F | % of Students w/ ≥ 1 F | Change in Rate |
| 9th Grade  | 556              | 173               | 31.1%                  | 511              | 97                | 19.0%                  | -12.1%         |
| 10th Grade | 573              | 160               | 27.9%                  | 541              | 117               | 21.6%                  | -6.3%          |
| 11th Grade | 476              | 127               | 26.7%                  | 477              | 78                | 16.4%                  | -10.3%         |
| 12th Grade | 397              | 64                | 16.1%                  | 419              | 58                | 13.8%                  | -2.3%          |
| Total      | 2002             | 524               | 26.2%                  | 1948             | 350               | 18.0%                  | -8.2%          |

First Semester 9th Grade Pass Rate by Core Content Area

| Course                        | Pass | Fail | Total | 2017  | Pass | Fail | Total | 2018  | +/-   |
|-------------------------------|------|------|-------|-------|------|------|-------|-------|-------|
| English                       |      |      |       |       |      |      |       |       |       |
| Total 9th Grade English       | 467  | 87   | 554   | 84.3% | 318  | 21   | 339   | 93.8% | 9.5%  |
| Science                       |      |      |       |       |      |      |       |       |       |
| Total 9th Grade Science (IPC) | 277  | 53   | 328   | 84.5% | 270  | 24   | 294   | 91.8% | 7.4%  |
| Math                          |      |      |       |       |      |      |       |       |       |
| Pre Algebra                   | 50   | 12   | 62    | 80.6% | 129  | 13   | 142   | 90.8% | 10.2% |
| Algebra                       | 179  | 39   | 218   | 82.1% | 259  | 19   | 278   | 93.2% | 11.1% |
| Geometry                      | 349  | 72   | 421   | 82.9% | 296  | 37   | 333   | 88.9% | 6.0%  |
| Health                        |      |      |       |       |      |      |       |       |       |
| Health                        | 171  | 12   | 183   | 93.4% | 187  | 15   | 202   | 92.6% | -0.9% |

First Semester AP Course Grade Comparison

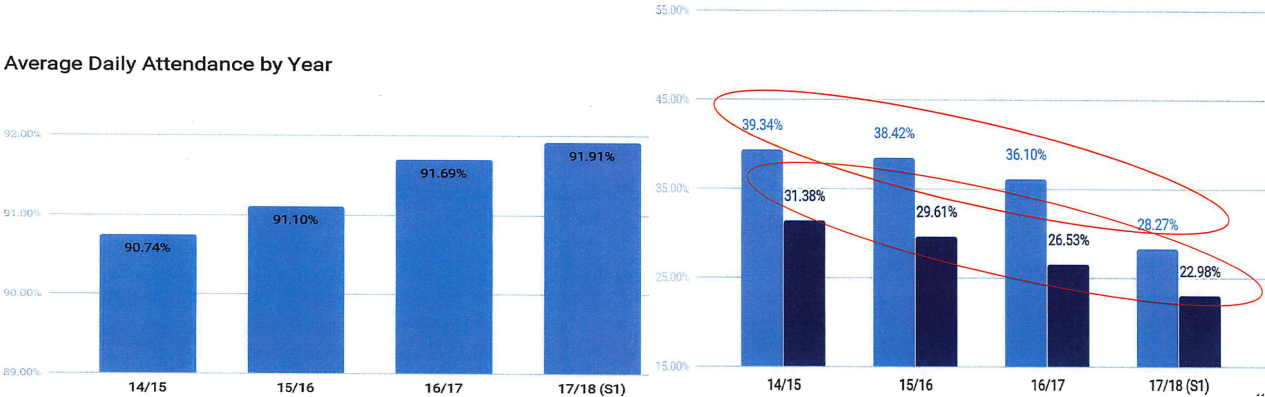
| Course                 | Grade Earned |       |       |
|------------------------|--------------|-------|-------|
|                        | A            | B     | C     |
| AP Statistics 2018     | 67.7%        | 9.7%  | 16.1% |
| AP Statistics 2017     | 59.2%        | 18.4% | 14.3% |
| AP Calculus 2018       | 59.7%        | 24.2% | 11.3% |
| AP Calculus 2017       | 57.8%        | 22.2% | 11.1% |
| AP Biology 2018 (N<12) | 18.2%        | 36.4% | 18.2% |
| AP Biology 2017 (N<12) | 40.0%        | 20.0% | 0.0%  |
| AP Physics 2018        | 57.1%        | 33.3% | 9.5%  |
| AP Physics 2017 (N<10) | 87.5%        | 12.5% | 0.0%  |
| AP Chemistry 2018      | 45.5%        | 18.2% | 13.6% |
| AP Chemistry 2017      | 23.8%        | 23.8% | 42.9% |

First Semester AP Course Grade Comparison

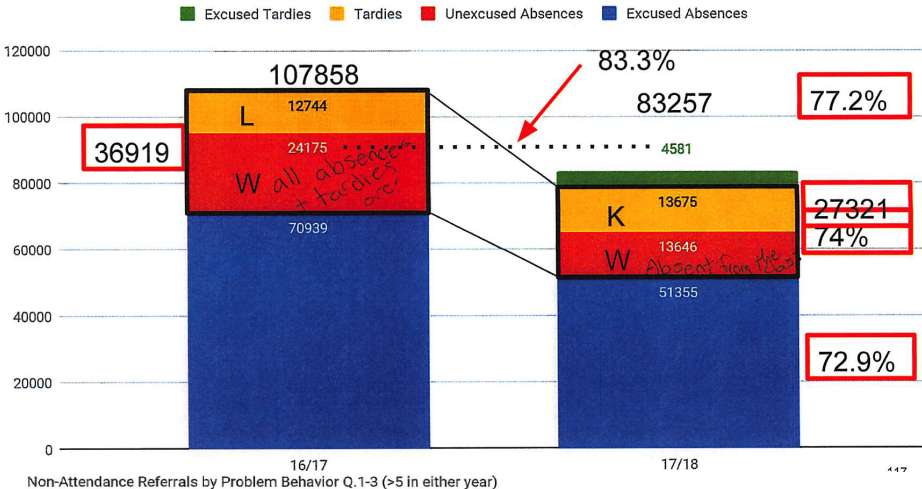
| Course                  | Grade Earned |       |       |
|-------------------------|--------------|-------|-------|
|                         | A            | B     | C     |
| AP Human Geography 2018 | 44.8%        | 27.1% | 18.8% |
| AP Human Geography 2017 | 45.4%        | 40.7% | 13.9% |
| AP US History 2018      | 51.1%        | 35.9% | 9.8%  |
| AP US History 2017      | 50.6%        | 40.7% | 8.6%  |
| AP World History 2018   | 34.9%        | 37.2% | 12.8% |
| AP World History 2017   | 19.3%        | 36.8% | 35.9% |
| AP Language 2018        | 55.6%        | 29.6% | 7.4%  |
| AP Language 2017        | 55.1%        | 29.2% | 8.9%  |
| AP Literature 2018      | 68.2%        | 21.2% | 4.5%  |
| AP Literature 2017      | 54.3%        | 15.2% | 9.5%  |

Percentage of All Students Chronically Absent by Year

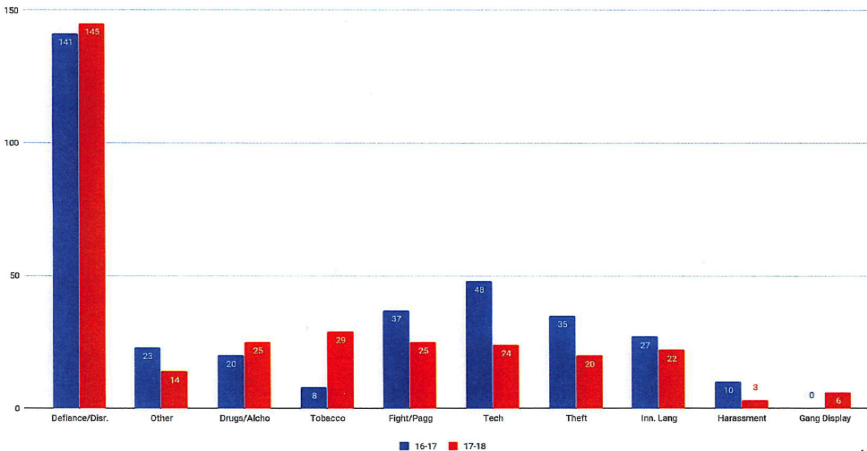
Average Daily Attendance by Year



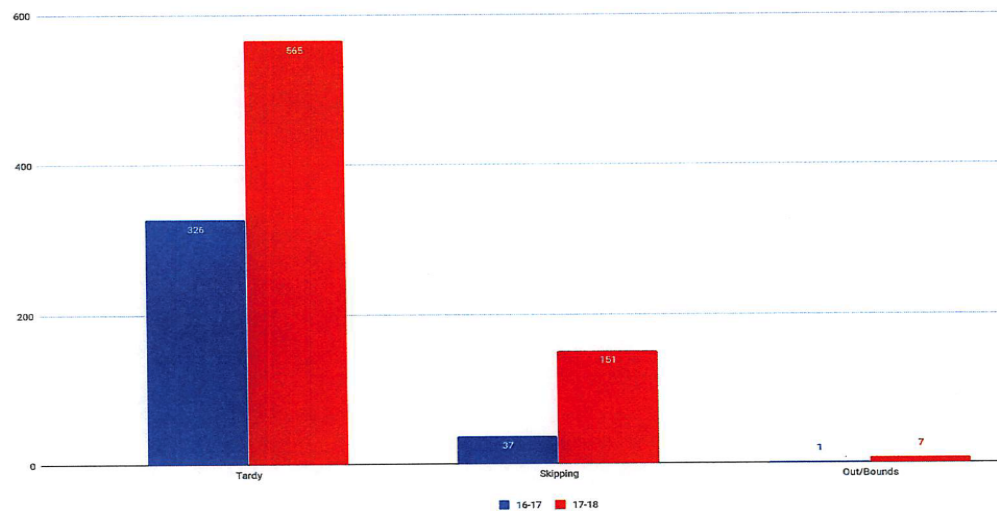
Total Unexcused Absences & Tardies - (S1)



Non-Attendance Referrals by Problem Behavior Q.1-3 (>5 in either year)



Attendance Referrals by Problem Behavior - Q. 1-3



#### Discussion points:

- First Semester failure rate per grade
- Details of math classes in the 9<sup>th</sup> grade
- Some information we cannot see because some scores are not in yet
- Attendance has increases in areas, each chart explained how it relates to attendance
- There are changes in how they look at absenteeism differently school related activity is viewed differently – this is just a coding difference
- Question about absence due to school activities and lower academic success – research has proven that more involvement in school activities produces higher academic success in students
- The way tardy students are counted (coded) also explained and discussed
- Unexcused absence and unexcused tardy is counted differently than last year
- Tuesday – Friday each class is 85 minutes
- We have a system that stamps when they arrive, so the teacher knows when they arrive in the class – whether they are late or absent they are marked **unexcused** tardy & **unexcused** absence
- What the consequence is for unexcused absences or tardies explained in detail
- Reasons for coding now allows the Dean of Students to follow the students more closely to evaluate what is going on in their lives
- Not as many periods, opportunities, to be tardy or absent
- Ahead of the curve on codes for absences and tardiness
- What we are doing is making an impact and improving those areas
- The ability to have clear data has made it easier to track what is happening in each student's case
- There is a need for a social worker to help with the SEL needs – WHS has a “Wish-List”
  - Mentors who can work with this population weekly – social workers or highly trained professionals or caring adults
- Family Advocate had to leave to serve at a couple of elementary schools, but have not been able to replace but used that time for secretary assistance with this demographics and migrant help that can flex time during the day as needed – parent outreach has suffered but WHS has done a great job of serving families on Tuesday nights, reallocated funds to provide those services to parents
- Monolingual families are not included in the migrant programs but we do Panther Club, helps to reach out to those families twice a month and communicate weekly.
- Work with CVCH, Home Society, and Catholic Family to help our SEL. Those resources are coming to our building weekly.
- Questions about demographics, time of day, location, classrooms can break down any way that we want to more clearly see what is happening
- Board noted disparity in referrals and suspensions in populations, 2015 latest data on website, is there newer data and show good things that are happening were questions answered by the admin team
- Mr. Anderson pointed out, the WHS folks are doing a fantastic job at keeping this data and keeping the students plugged in.
- Discussion on behavior issues at the high school and how it is handled.
- Extensive discussion on how the students who have issues and problems, Student Success Team meets weekly to deal with those students
- Have tools to deal with some of these issues and are dealing with what may be ahead
- Developing relationships with the students has allowed them to find out what is happening in their lives and how that is affecting their success at school.
- Tiers of behavior relates to PBIS – Panther Pride Guide offered to board – a working document that they follow for students, family, parents and staff.

The board thanked the group for all their hard work and noted the data is showing the results of their good efforts. Mr. Anderson gave the credit to their teachers for all the work. The board asked for additional data that was not included in the presentation. They also would like to receive a clear definition / clarification of tardies & absences. They asked if they could receive this additional data in the next couple of weeks.

- We will be sharing what SEL is and what we are doing
- CASEL is an national organization that has put a model together for districts

Social Emotional Learning

An Overview

What is it?

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to:

- 1) understand and manage emotions,
- 2) set and achieve positive goals,
- 3) feel and show empathy for others,
- 4) establish and maintain positive relationships, and
- 5) make responsible decisions.

What is it?

CASEL Model  
(Collaborative for  
Academic, Social, and  
Emotional Learning)



SEL in Washington

| SELF            | SOCIAL            |
|-----------------|-------------------|
| Self-Awareness  | Social Awareness  |
| Self-Management | Social Management |
| Self-Efficacy   | Social Engagement |

Washington’s K-12 Social Emotional Learning Standards and Benchmarks

| SELF         |  | SOCIAL       |  |
|--------------|--|--------------|--|
| STANDARD 1   | SELF-AWARENESS – Individual has the ability to identify and name one’s emotions and their influence on behavior.   | STANDARD 4   | SOCIAL AWARENESS – Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.                      |
| BENCHMARK 1A | Demonstrates awareness and understanding of one’s emotions.  | BENCHMARK 4A | Demonstrates awareness of other people’s emotions, perspectives, cultures, language, history, identity, and ability.   |
| 1B           | Demonstrates knowledge of personal strengths, areas for growth, culture, linguistic assets, and aspirations.   | 4B           | Demonstrates an awareness and respect for one’s similarities and differences with others.  |
| 1C           | Demonstrates awareness and understanding of family, school, and community resources and supports.  | 4C           | Demonstrates an understanding of the social norms of individual cultures.  |
| STANDARD 2   | SELF-MANAGEMENT – Individual develops and demonstrates the ability to regulate emotions, thoughts, and behaviors in contexts with people different than oneself. | STANDARD 5   | SOCIAL MANAGEMENT – Individual has the ability to make safe and constructive choices about personal behavior and social interactions.                          |
| BENCHMARK 2A | Demonstrates the skills to manage and express one’s emotions, thoughts, impulses, and stress in constructive ways.   | BENCHMARK 5A | Demonstrates a range of communication and social skills to interact effectively with others.   |
| 2B           | Demonstrates constructive decision-making and problem solving skills.  | 5B           | Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways.   |
|              |  | 5C           | Demonstrates the ability to engage in constructive relationships with individuals of diverse perspectives, cultures, language, history, identity, and ability. |
| STANDARD 3   | SELF-EFFICACY – Individual has the ability to motivate oneself, persevere, and see oneself as capable.   | STANDARD 6   | SOCIAL ENGAGEMENT – Individual has the ability to consider others and a desire to contribute to the well-being of school and community.                        |
| BENCHMARK 3A | Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals.  | BENCHMARK 6A | Demonstrates a sense of social and community responsibility.   |
| 3B           | Demonstrates problem-solving skills to engage responsibly in a variety of situations.  | 6B           | Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals.  |
| 3C           | Demonstrates awareness and ability to speak on behalf of personal rights and responsibilities.   | 6C           | Demonstrates effective strategies to contribute productively to one’s school, workplace, and community.  |



Why do this?

Schools have a moral and ethical imperative to take responsibility for students’ well-being, not just their academic knowledge.

Maurice Elias, Rutgers University's Social Emotional Learning Lab

Helping children improve their self-awareness and confidence, manage their emotions and impulses, and increase their empathy pays off *both* in improved behavior and measurable academic achievement.

It supports our Strategic Plan: 1.4 - Positive and Safe Learning Environment

How do we do this?

4 things need to be in place for students to move from risk to resiliency:

- 1) A caring, nurturing environment (relationships)
- 2) High expectations (common language)
- 3) Meaningful engagement (purposeful activities)
- 4) SAFE approach to implementation (sequenced, active, focused, explicit)\*

\*Bradshaw, Bottiani, Osher, Sugai

PBIS

SEL is **NOT** PBIS

but

PBIS **IS** SEL

(or at least a lot of it is)

PBIS & SEL

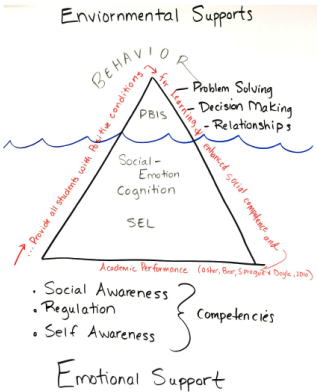
PBIS & SEL are both rooted in the belief that students learn best in a safe and well-managed learning environment.

- PBIS establishes a common approach to discipline throughout the school by establishing, teaching, practicing, and reinforcing positive expectations for all students (**Manages the Environment**).
- SEL helps students develop specific social and emotional competencies through explicit instruction, practice, feedback, and application throughout the school setting (**Student Self-Management/Skill Building**).

Source:  
http://www.caseli.org/wp-content/uploads/2016/08/PDF-10-social-and-emotional-learning-and-positive-behavioral-interventions-and-support-s.pdf

Graphic

- PBIS seeks to improve behavior
- SEL seeks to improve cognitive & emotional competence
- SEL gives students the tools they need to realize and contribute to the schools PBIS expectations
- (Bradshaw, Bottiani, Osher, & Sugai, 2010)



Practices

- Tier 1 - “Daily” instruction delivered by the classroom teacher
- Second Steps (Empathy, Emotional Management, Problem Solving)
  - Kelso’s Choices (Conflict Resolution)
  - Bullying Prevention
  - PBIS Strategies
  - Suicide Prevention Lessons
  - SEL “lessons” incorporated in daily lessons
  - SEL curriculum being intentionally taught (Potentially)

Practices

- Tier 2 - Additional supports delivered by multiple adults in the building
- Check In/Check Out - teacher, counselor, administrator, secretary
  - Support/Friendship Groups - counselor
  - Study Skills Group - Intervention teacher
  - Wenatchee Learns Volunteers - Lunch Buddy, Reading Buddy

Practices

- Tier 3 - Focused supports delivered by highly skilled adults in the system
- Functional Behavioral Analysis - Behavior Interventionist
  - Smaller Group / Individualized Support groups - Counselor
  - Connections with outside agencies for support
  - Check and Connect

Impact - Unintended Consequences

- Adopting standards implies measuring growth towards those standards
- How will it be assessed (more assessments?)
  - How will we respond to assessment data?
- Curriculum adoption & Integration
- See as “Another thing” for teachers to do
  - Financial impact?
  - Who is responsible for implementation?

Impact - Unintended Consequences

- Coordination with external customers
- Parent education, Community Resource coordination,
  - Student Health Center model expansion?

Healthy Youth Survey

6th Grade - Social and Emotional Learning

141. I know how to disagree without starting a fight or argument.

|                      | Your Students% |        | Statewide% |        |
|----------------------|----------------|--------|------------|--------|
| a. Strongly agree    | 33.9%          | (+4.7) | 38.8%      | (+1.4) |
| b. Agree             | 46.8%          | (+5.0) | 46.4%      | (+1.4) |
| c. Disagree          | 13.2%          | (+3.4) | 10.4%      | (+0.9) |
| d. Strongly disagree | 6.2%           | (+2.4) | 4.4%       | (+0.6) |

Healthy Youth Survey

8th Grade - Social and Emotional Learning

141. I know how to disagree without starting a fight or argument.

|                      | Your Students |        | Statewide |        |
|----------------------|---------------|--------|-----------|--------|
| a. Strongly agree    | 44.3%         | (+7.5) | 46.3%     | (+2.1) |
| b. Agree             | 46.0%         | (+7.5) | 43.0%     | (+1.5) |
| c. Disagree          | 7.5%          | (+3.9) | 8.3%      | (+1.0) |
| d. Strongly disagree | 2.3%          | (+2.2) | 2.4%      | (+0.6) |



Healthy Youth Survey

12th Grade - Social and Emotional Learning

141. I know how to disagree without starting a fight or argument.

|                      | Your Students | Statewide    |
|----------------------|---------------|--------------|
| a. Strongly agree    | 48.1% (+8.7)  | 52.3% (+2.3) |
| b. Agree             | 38.2% (+8.4)  | 40.2% (+1.9) |
| c. Disagree          | 9.2% (+5.0)   | 5.6% (+0.9)  |
| d. Strongly disagree | 4.6% (+3.6)   | 1.9% (+0.5)  |

SEL & Bullying

Definition:

- Harm - physical / property
- Substantially interfere with education
- Severe, persistent, pervasive
- Disrupts the operation of the school

SEL & Bullying

In other words (in kid language):

If someone says or does something unintentionally hurtful, that's RUDE.

If someone says or does something intentionally hurtful, that's MEAN.

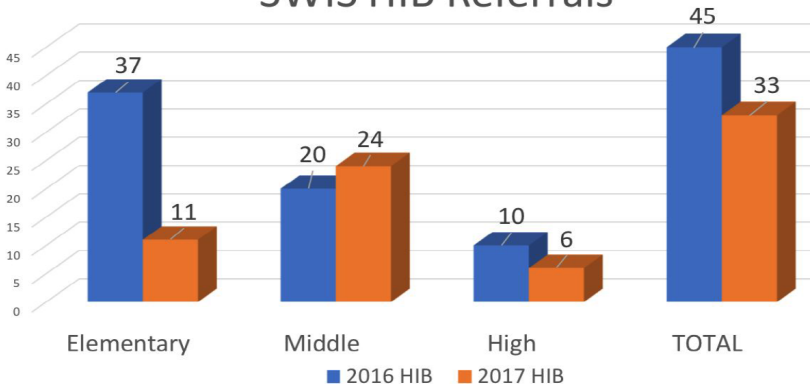
If someone says or does something intentionally hurtful, and they keep doing it even if you ask them to stop, that's BULLYING.

SEL & Bullying

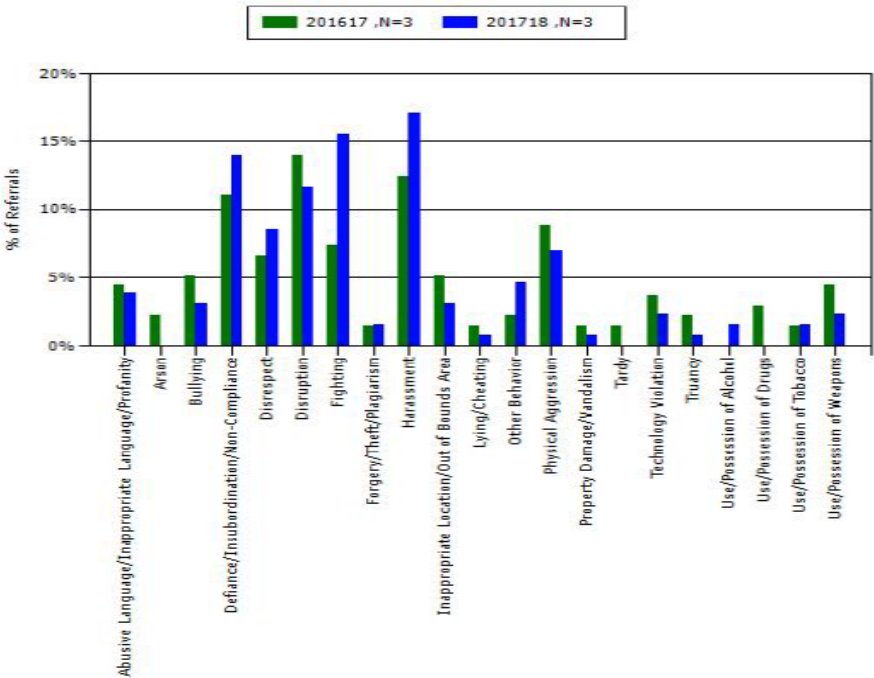
Data - District's Data Dashboard

<http://www.wenatcheeschools.org/strategicplan/strategic-dashboard/strategy1>

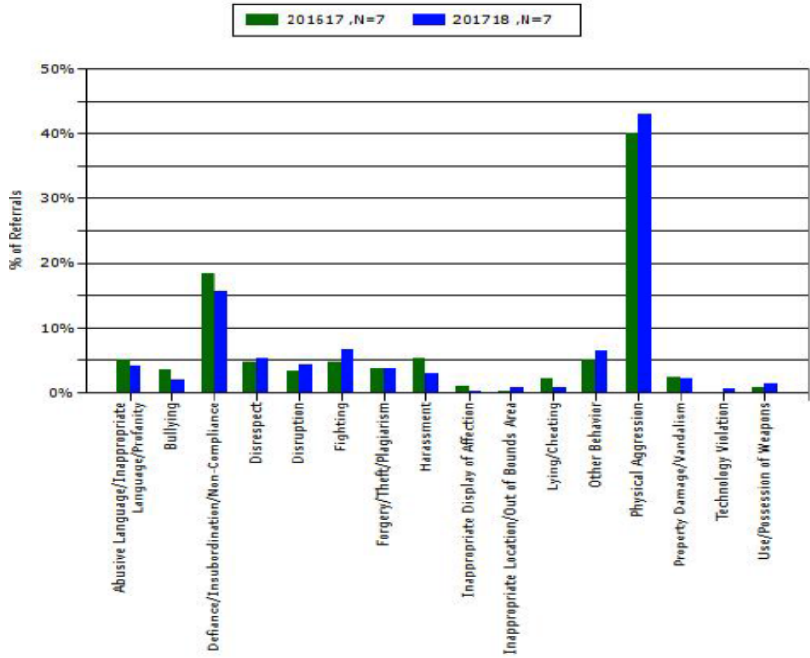
SWIS HIB Referrals



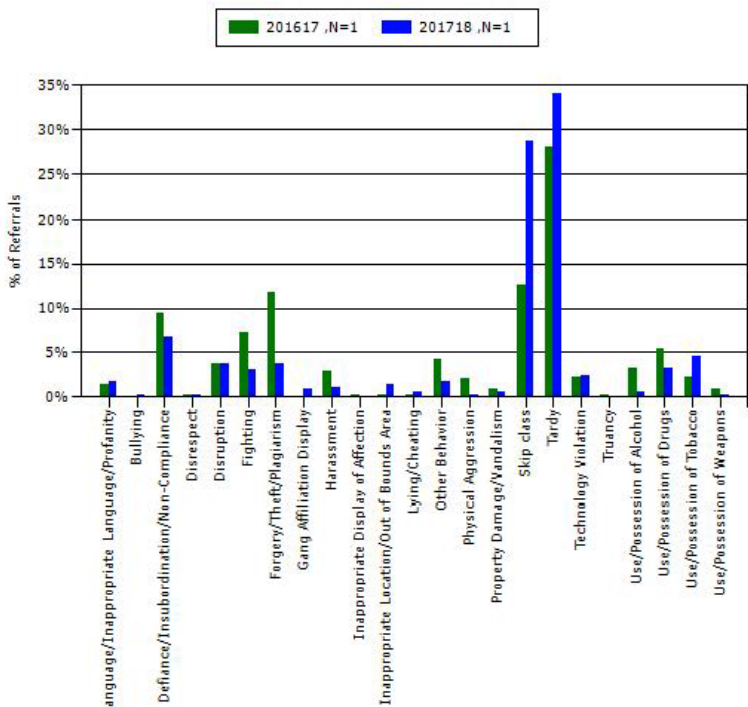
Wenatchee School District 246 : Middle - ODR by Problem Behavior 201617-201718



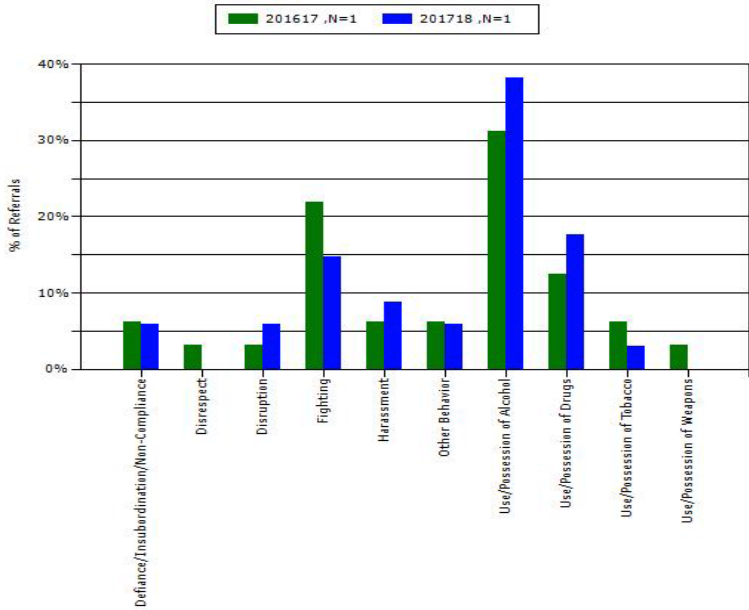
Wenatchee School District 246 : Elementary - ODR by Problem Behavior  
201617-201718



Wenatchee School District 246 : High - ODR by Problem Behavior  
201617-201718



Wenatchee School District 246 : Alt/JJ - ODR by Problem Behavior  
201617-201718



## Recommendations

2018-19

Continue full implementation of PBIS with integrity

Systemic Second Steps curriculum delivery

Establish a committee to determine next steps for a comprehensive, multi-tiered, district-wide SEL approach (in process)

Mr. Helm and Mr. Lane explained each slide in detail and answered questions along the way.

- Check-in/Check-out system explained
- Two Board Policies address these issues now
- Details on their recommendations were discussed:
  - Vision: Have the counselors deal with tier 1 and tier 2 then have this new person come in and deal with the tier 3 and help with tier 2 when needed and have connections with the community to get additional help for them. ( Social Worker or Behavior Specialist)
  - Long Term: SEL committee, 36 people steering committee, then working with the principals and 2 or 3 counselors or key people to communicate to their buildings.
  - The model makes more sense using LIT
  - They have met with Supt. Flones and Ms. Cameron, WenEA Pres. - inclusion of all demographics of families across the district.
- In conclusion: Integrating social and emotional learning requires intentionality with content and process, and provides the foundation for trauma-informed schools and classrooms that are responsive to students' mental health needs.
- The Board encouraged the whole staff to embrace this culture and for the district to train all levels of staff.
- Practices: Second Step is not systemic- some schools all staff and some just teachers, 22 lessons – maybe should ask how, these folks, are doing this, we need to support them and maybe look at other ways we are lacking in supporting them.
- Discussion how we can work out the lessons and if we take the time to reinforce these lessons we will start working as we go along, requiring less and less time.
- High Poverty LAP dollars are not available for all schools so we need find funds for the ones not eligible in order to provide the same services.

Mr. Helm and Mr. Lane answered a few questions from the board and the board told them that they were very grateful for the excellent presentation and thanked Mr. Helm and Mr. Lane for the good work they are doing.

### Board Communication

- Director Sunny Hemphill made comments about the board working together on the difficult budget and bond decisions that are coming in the future months and she noted that the board will not always agree on these big decisions. She asked that the board maintain a high level of professionalism in working out differences by communicating together, because all our goals are the same. She feels the board needs to maintain integrity while serving together and speak openly to each other and with care. The board needs to be considerate of each other while communicating and working together, there is a lot of work ahead, and she feels the board needs to model good behavior to our children. The board is here for the same purpose, which is to serve.
- Director Laura Jaecks shared the WSSDA News and Briefs article about United Way developing a Mission Statement and Goal around Early Learning. They have partnered with various agencies in the community and the goal is to by the year 2025 have all children entering schools be kindergarten-ready. Ms. Jaecks would like to have the district adopt this as goal and partnership for our district. There are agencies that can partner with our district in our community that can help us. All board members agreed with her suggestion.
- Board President Sandberg shared about students from Foothills Robotics returning from world competition, she invited them to join us for a Student Focus at the next board meeting along with Bridget Wiegand who received world mentor of the year recognition.

Ms. Sandberg read the following statement in answer to a letter read by Director Laura Jaecks at the April 23<sup>rd</sup> board meeting:

On April 23<sup>rd</sup>, board member Laura Jaecks presented a statement that she reported was from herself and board member Walter Newman. A list of concerns and accusations about other school board members was read. Although I personally don't find that method of communication the most effective, I feel compelled to respond in kind.

First, the points brought up are incorrect and based on inaccurate or incomplete information which could have been easily cleared up if either Laura or Walter had made the effort to ask me. I would be happy to clarify these points should board members feel that it is needed.

Secondly, although I understand that we all can disagree about an issue or have misunderstandings, the most bothersome idea to me is the fact that a school board colleague felt the need to read a letter of complaints about board members at a public meeting without having made a single effort to talk with those individuals.

If each of us as board members hold the education of the district students as the primary focus of our positions, I believe that a better way to resolve our disagreements is to speak to each other. This form of reading a letter about our complaints before we talk to each other is unprofessional and ineffective. This form of communication only makes sense if the underlying goal was based on something else.

In summary, if any board member has questions or issues with what has happened with the independent study or anything else related to the school board, you should speak with a board member who might have that knowledge. If you hold quality education for our students as your true primary goal on this board, you should speak with all and each of us

BD. Minutes 5/08/18

(Minutes are summaries with Action Items for complete meeting details visit board meeting videos at: <https://www.wenatcheeschools.org/board/archived-school-board-meetings>)

should you have questions, disagreements or any issues.

I hope that the entire board can move past these events and truly communicate in a collegial fashion with one another if we have questions or concerns in the future.

**Superintendent’s Report**

- Reminder of the school visit on Friday at Lincoln Elementary.

**Executive Session**

Open meeting adjourned into the executive session at 8:40 p.m., President Sandberg read the following statement: The school board will enter into executive session in accordance with board policy 1410, section D, and RCW 42.30.110(1)(f) to receive and evaluate complaints or charges brought against a public officer or employee, and in accordance with board policy 1410, section E, and RCW 42.30.110(1)(g) to review the performance of a public employee. The executive session is expected to last 80 minutes and no action will be taken following the executive session.

**Meeting Adjourned**

The meeting was reconvened in open session – 10:00 p.m.

**MEETING ADJOURNED:** President Sandberg adjourned the meeting at 10:00 p.m.

\_\_\_\_\_  
**President**

\_\_\_\_\_  
**Superintendent**

Date\_\_\_\_\_