



# Wenatchee School District

## Minutes of June 4th, 2018 WSD District Office

### Board Members

Michele Sandberg, President  
Sarah Knox, V.P.  
Sunny Hemphill  
Laura R. Jaecks  
Walter Newman

### Staff Present

Brian Flones, Superintendent

### June 4<sup>th</sup> WHS Commons 7:00 PM Open Listening Forum

**Opening with Pledge of Allegiance – Michelle Sandberg.**

#### **CITIZEN'S COMMENTS:**

##### **John McQuaig**

Bond

- Pleased with the process and the results from the bond, disappointed with the legislature organizing tax this year. Consider waiting until April to get the 250 votes needed.
- Campaign was very thorough, best one yet - big on social media.

Bell Schedule

- Bell schedule provides a college environment for students, moves faster but fewer classes.
- Need to continue working with schedule.

##### **Aïda Bound**

Bell Schedule

- Why did the board choose to not survey the parents regarding the schedule?

Bond

- Why did the board President not support the bond?
- Why is district owned land not sold to support the bond?
- Signs should read vote for 'our' schools not 'your' schools.

##### **Kate Norland**

Bell schedule

- Teachers are not properly prepared to use the 1.5 hr. long block periods. Provide proper training moving forward.

##### **Dani Schafer-Cloke**

Bell Schedule

- She had a conversation with a student, a future national merit scholar, bilingual, and musician, the student will Choice to Eastmont High School next year. She is upset with the schedule and is leaving the district.

##### **Scott Devereaux**

Bell Schedule

- Big drop in students' ineligibility for football. In previous years there would be a 20-30% of ineligible students, this year, there has been a huge drop, more students participating.
- Regarding fitness classes, the schedule fits well.

### **Joy McCallum-Clark**

#### Bell Schedule

- Thank you to the board for being proactive before the state made the graduation changes.
- The schedule prepares students for collegiate environment.
- No problem suiting AP student – failure rate report shows most drastic drop in fail rate - 30% range.
- Need to make sure teachers have training.

### **Rachael Pashkowski**

#### Bell Schedule

- Positive environment, much calmer school and atmosphere.
- Her student is not struggling with homework or tardiness, but is struggling with testing.
- Concern there is less content in a rigorous course. Ex. Geometry class does not cover circles. Response was that there is not enough time so content had to be dropped.
- Absences now have an amplified effect.
- Concerned about students with learning disabilities, ELL students and students with other challenges.
- Would not like to see a rush to change – district needs to look at STREAM and see how many kids have had experience.

### **Doug Merrill**

#### Bell Schedule

- 80% of staff wants to continue with the schedule. Super majority of staff support it.
- Students get 8 more classes, advance classes are going up, more students are taking music than before, and more classes being taught.
- Reduction in failure rate has been tremendous.
- Students are getting industry standards in certification as they pass courses such as accounting and economics; last year there was 23, this year over 125 have been granted because the time has allowed doing it.

### **Katja Rowell**

#### Bell Schedule

- Concerned less content is being taught. How is it being measured? What matrix was put in place? Was there statistics, teacher surveys?
- What is the plan for the next year or two? Are fewer students taking AP?
- Student voice – how will the district get information from them?

### **Cesar Mendoza**

#### Bell Schedule

- As far as content in chemistry there is more coverage, seen in student data.
- Training for teachers, it is also the teacher's responsibility to adapt to the change.
- It requires change in how things are taught and how the curriculum is served – can't stay the same or it will not work.

### **Graham Stansbery**

#### Bell Schedule

- A lot of the focus is on the concerns of the “top” part of the populations but what about the majority of the population who it is working for?
- Curious how to know how the concerns are being amplified in the community– keep hearing about the concerns but not the success: there is a false negative narrative.
- The culture and leadership at WHS is just as good as good as the culture at WSHS. The community doesn't know that because of the voices that are being brought up by the Wenatchee World. The board conversations in the last year are not reflective of what is happening at the building.

- Eric needs to stay. Brian may have been pushed out but Eric's leadership has provided consistency that has allowed a culture needed to heal from years of inconsistency.

### **Renee Monson**

#### Bond

- A lot of conversation in support of the bond with community member's but believes a lot of the negative interaction about the schedule had a negative impact on the bond.
- How will the district move forward with that narrative?
- Need to be open to conversations: Parents with staff, Admin with parents, etc.
- Would like to see the district not have opposite sides and see success for all levels, high and low performers.
- Moving forward – work on the relationship between the community and the schools.

### **Brian Higgins**

#### Bell Schedule

- PLC intervention: The extra time has helped. A prep period is planning time, greeting time and it allows checking in on students, identifying what is getting in the way of the student's learning.
- Focus for more social emotional experts. If we know what is going on in their lives we can help them.
- Schedule is a major positive – more kids saying they have less stress.

### **Xavier Martinez**

#### Bell Schedule

- Went to Orchard Middle School where they had block schedule. Being introduced to it at middle school has helped him adapt and thrive.
- Asking for a relatively long time to see how students are able to adapt to the block schedule and how it will affect them.
- Students are not as involved, some don't care and don't want to be involved. Seeking for the Admin and School Board to gather students that want to talk and give their opinions.

### **Connie Toth**

#### Bell Schedule

- Concern about class content – feels like kid's total class time for the year has dropped for most of the classes and a need to drop content or cover content quicker.
- Don't want to become a school that thinks its ok to dropped content. It already has impacted students.
- Wants to make sure that going forward the district doesn't thinks its ok to drop content.

### **Sara Higgins**

#### Bell Schedule

- In support of the schedule. Starting to rehash what was thoroughly researched a time ago by a committee that put thought into it.
- If a change is in the future, there is a need for sufficient time for implementation of this schedule to collect data to warrant a change.
- Foster daughter needed consistency. Need to consider the same with the schedule.

### **Molly Butler**

#### Bell Schedule

- The impact of teacher's ability to commit to goals. Goal was to decrease 9th grade failure in English classes - the schedule has allowed teachers more breathing time to plan and collaborate and did see failure rate drop drastically.

- Implementation, still collecting data – encourage to wait before making decisions.

**Mark Haugan**

Bell Schedule

- When given a consistent longer period – Teacher can introduce a new topic, go into depth, show example of work and as students practice with new knowledge the students are with the teacher. In the past, schedule was not consistent.
- Argue against anyone saying that students are getting less content in his class. The teacher is in charge of the content, learn how to become more efficient. It takes time and work but it can be successful.
- As a parent, plenty of time to finish work– no detriment in student’s learning.
- Try to not continue the divisiveness this issue has brought up. Staff are divided and the community is divided.

**Gwen McQuaig**

Bell Schedule

- Examples of how the schedule has benefited: History allows to be established, labs allow for pre-lab, lab and discussion, in English time allows for in depth discussion.
- Music classes require warm up, more time to play music - less time preparing. In the foreign language part, the diversity of subject matter – more time to get into “French brain” 80 min to become fully engaged.

**Carrie Christensen**

Bell Schedule

- Regarding content, some have taught less, others are on track.
- Looked into high school credit; the legislature took seat time away from credit. Credit can be competency based, ext. STAMP test. This year with less instructional time the question to ask is, does credit still meet competency? Do we understand what the competency is? What competency needs to be obtained at every course? Are we comfortable of the level of competency that our students are demonstrating to earn credit?
- Added academic support class - students are getting credit for doing their homework.

**MEETING ADJOURNED:** President Michele Sandberg adjourned the meeting at 7:45 p.m.

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**President**

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