



Wenatchee School District No. 246
Wenatchee, Washington
Minutes of June 8th, 2009 Regular Board Meeting

Board

Laura Jaecks, President
Walter Newman, Vice President
Jesus Hernández
Kevin Gilbert
Chuck Largent

Staff

Brian Flonos, Superintendent

RETIREMENT RECEPTION 6-7 P.M.:

Honorees:

Marlys Brown, 1998-2009, Math Teacher at WSHS
Jennifer Burke, 1985-2009 Foreign Language teacher at WHS
Linda Cameron, 1976-2009 1st grade teacher at Washington
Karen Dunning-Wells, 1976-2009, Migrant/Bilingual teacher at Mission View
Terry Hammond, 1970-2009, Physical Education teacher at Columbia
Linda Holmes-Cook, 2003-2009, Counselor at Mission View
Dan Jackson, 1979-2009 Vocal/Music teacher at WHS
Rhonda Lara, 1986-2009, 1st grade teacher at Columbia
Terry Thompson, 1983-2009, 4th grade teacher at Sunnyslope
Donna Neely, 1987-2009, Bus Para-Educator at Transportation
Renee Noell, 1996-2009, Bus Para-Educator at Transportation
Superintendent Flonos and Assistant Superintendent of HR, Steve Cole presented each retiree with an engraved clock, certificate of appreciation and a gift travel mug. Refreshments were served and each retiree had a supervisor or co-work give a brief biography of their time at WSD.

I. REGULAR MEETING – 7:00 p.m.

Ms. Laura Jaecks, Board President, opened the regular board meeting at Wenatchee District Office at 7:00 p.m., with the Pledge of Allegiance.

II. CONSENT AGENDA

Ms. Laura Jaecks asked for a motion to approve the consent agenda.
Motion made by Chuck Largent and seconded by Kevin Gilbert and the motion carried unanimously. The following items are in the consent agenda:

1) **MINUTES** of the May 26th Regular Board Meeting and Workshop on May 12th, 2009.

2) PERSONNEL REPORT:

PREPARED BY: Steve Cole, Assistant Superintendent of Human Resources
SUBJECT: **PERSONNEL REPORT June 8, 2009**

APPOINTMENTS

We ask the Board to appoint:

Classified:

- Dahlia Avila: After School Activity Staff for 2.5 hrs/day at PIO, effective May 6, 2009 through June 5, 2009.

Certificated:

- Erica Batjer: .6 FTE Speech Language Pathologist at SPED, effective September 1, 2009.
- Matthew Lodge: 1.0 FTE Vocal/Choral Director at WHS, effective September 1, 2009.

CHANGE OF STATUS

We ask the Board to approve:

Classified:

- Laurie Bazan: Change for an additional 2.0 hrs/day 2 days/wk, Activity Instructor at PIO, effective May 12, 2009 through June 15, 2009

Certificated:

- Laurie Bonniwell: Change from 1.0 FTE Grade 2 Teacher to 1.0 FTE Grade 3 Teacher, no change in building, effective September 1, 2009;
- Coni Carlquist: Change from 1.0 FTE Grade 5 Teacher to 1.0 FTE Grade 3 Teacher, no change in building, effective September 1, 2009;
- Lisa Douglass: Change from 1.0 FTE Grade 3 Teacher to 1.0 FTE Grade 5 Teacher, no change in building, effective September 1, 2009;
- Jocelyn Flitton: Change from 1.0 FTE Grade 3 Teacher to 1.0 FTE Physical Education Teacher, no change in building, effective September 1, 2009;
- Molly Knell: Change from 1.0 FTE Kindergarten Teacher to 1.0 FTE Grade 1 Teacher, no change in building, effective September 1, 2009;
- Andre Stemm-Calderon: Change from 1.0 FTE Grade 2 Bilingual Teacher to 1.0 FTE Grade 3 Dual Language Teacher, no change in building, effective September 1, 2009;
- Soccoro Yanez: Change from 1.0 FTE Grade 3 Teacher to 1.0 FTE Grade 2 Bilingual Teacher, no change in building, effective September 1, 2009.

LEAVE OF ABSENCE

The following employees have requested Leaves of Absence:

Classified:

- Veronica Luna: Bus Para Ed at TRANS, effective May 18, 2009 through a date uncertain.

RESIGNATION

Classified:

- Grace Kenier: After School Staff for 2.5 hrs/day at PIO, effective May 1, 2009.

Certificated:

- Shawna Hawkins: 1.0 FTE Grade 2 Teacher at SS, effective June 12, 2009.

RETIREMENT

The following employees have announced their Retirement:

Classified:

- Donna Neely: has worked for the District since 1987, effective September 1, 2009;

Certificated:

- Jennifer Burke: has worked for the District since 1985, effective August 31, 2009;
- Marlys Brown: has worked for the District since 1998, effective July 1, 2009;
- Linda Cameron: has worked for the District since 1976, effective August 31, 2009;
- Karen Dunning-Wells: has worked for the District since 1976, effective August 31, 2009;
- Terry Hammond: has worked for the District since 1970, effective August 31, 2009;
- Linda Holmes-Cook: has worked for the District since 2003, effective July 1, 2009;
- Dan Jackson: has worked for the District since 1979, effective August 31, 2009;
- Rhonda Lara: has worked for the District since 1986, effective August 31, 2009;
- Terry Thompson: has worked for the District since 1983, effective August 31, 2009.

SUPPLEMENTAL ASSIGNMENTS FOR THE 08-09 SCHOOL YEAR

The following persons are recommended for employment tendered for Supplemental Contract for the 2008-2009 school year:

Wenatchee High School

Susana Velazquez

PASS Teacher

SUBSTITUTE TEACHERS FOR THE 2008-2009 SCHOOL YEAR:

The following persons are recommended for employment tendered as substitute teachers for the 2008-2009 school year. We ask the Board to authorize their employment when, as, and if needed. Such authorization does not commit the school district or the teacher to any given term or period of employment and the substitute teacher is not covered by the provisions of the continuing contract law of the State of Washington.

Tye Larson - Intern

3) VOUCHERS:

| | | |
|---------------------------------|--------------------|---------------------|
| Date: June 8 th 2009 | VOUCHER REGISTER # | AMOUNT TOTAL |
| General Fund: | 30323-30570 | \$369,593.28 |
| Capital Projects | 312-312 | \$2,738.00 |
| ASB Fund: | 3974-4005 | \$59,436.07 |
| Transportation Fund: | 6-6 | \$296,839.91 |

4) CONTRACTS:

| Date | New or Renewal or Revision | Agency | Purpose | Amount | Effective Dates | Staff Person Responsible for Contract | Approved by Les? | PO Required? |
|----------|----------------------------|-------------------------------|----------------------------------|-------------------------|-----------------|---------------------------------------|------------------|--------------|
| 05/25/09 | Renewal | Heritage University | Student teacher mentor agreement | \$153 to mentor teacher | 2009-2010 | Steve Cole | Yes | No |
| | | | | Revenue account | | | | |
| 05/25/09 | Renewal | Central Washington University | Student teacher mentor agreement | \$100 to mentor teacher | 2009-2012 | Steve Cole | Yes | No |
| | | | | Revenue account | | | | |

RECOGNITION:

Ronald Hendricks was recognized for his long overdue graduation from WHS in 1953 as part of "Operation Recognition" sponsored by the State of Washington. He joined the US Armed Forces to service during the Korean Conflict and was called to duty before the end of his senior year in high school, therefore not receiving his WHS diploma. Executive Director of Student Services Chet Harum presented Ron with his WHS diploma, and explained that Ron met all the criteria of the "Operation Recognition" program, after much research. He was honorably discharged from the armed forces and never got back to WHS to finish, but went on with his life. His family attended the meeting and a friend spoke in his honor, about the outstanding life he has led and is an example for others. The board congratulated him and Board President Laura Jaacks presented him with a graduation tassel to hang on his rear view mirror. He received a standing ovation.

III. ASB REPORTS:

Wenatchee High School ASB President gave a report on ASB fundraising, he praised WHS as a "giving" school in regard to all the projects they have participated in and money they have raised. The total money raised is \$32,000 in charities this year and \$23,000 for the Janis Frans scholarship. They also had the largest food drive in WHS history. Board member Chuck Largent asked the ASB President what his hopes were for the coming year. He responded by saying that he would like to see WHS do more for the school building this coming year, in the building and within the student body itself, bringing the students more together. The board invited him back to every board meeting.

WestSide High School students presented the end of the year program highlighting the "No Child Left Inside" classes. Grant Bowen, Brooke Broderson, Olga Camarena, Brittany Cochran and Trevor Anderson all participated in the report. They each took a section as their group representative and gave a brief explanation of their year activities. They thanked Hannah Butler and Rusty Gibb, their teachers from the WSU extension office. They also thanked their science teacher, Stephen Niccum for giving them the opportunity to have this life changing experience. They shared a Powerpoint of those project experiences: Noxious Weeds, Mule Deer Project, Learning Trunks, Kestrel Group. They explained that there were over 45 students who participated in their groups. After their presentations a video was shown of their onsite experiences. The board thanked the group of students for their positive comments to the program and congratulated them for their participation. The board invited them back on a regular basis.

IV. CITIZEN'S COMMENTS: None

V. SPECIAL REPORTS & PRESENTATIONS:

1) John Newbery School Parking Lot Proposal: Newbery PTA President Elect Craig Robertson addressed the board pointing out the parking lot and traffic problems that are causing dangerous safety issue for students and traffic hazards for the public on Western Ave.. He reported that it's just a matter of time until one of our students is injured or worse. The parents, staff and community are very concerned about the problems the traffic flow presents.

Discussion points:

- Priority of PTA was to meet and get support from the school board first
- City cooperation is highly probable
- Proper codes have been met in proposal
- Additional schools have parking lot issues that also need to be address: M.V., Col., Wash.
- Due to high traffic area on Western Ave. and high student safety issues makes this a priority
- Cost breakdown - may be able to play with those numbers somewhat
- Map/architect work per gratis
- 5th grade crossing guards - not an advisable solution to the problem

After much discussion of the above issues Superintendent Fones recommended that Bryan Visscher, WSD M&O Director, be brought on board for this project for consultation and that it should be decided quickly due to the summer months would be the construction work timeframe in order to be finish before school starts. He recommended by the June 23rd board meeting to have a firm dollar amount and a decision can be made at that time in which direction we may go. The board thanked Mr. Robertson for his presentation.

He asked the board to review and consider the following proposal.

**PROPOSAL TO WENATCHEE SCHOOL DISTRICT TO
IMPROVE SAFETY OF JOHN NEWBERY ELEMENTARY PARKING LOT**

Wenatchee School District Board Meeting - June 8, 2009

Presented by: John Newbery PTA

SUMMARY OF PROBLEM: The design of the John Newbery Elementary School ("Newbery") parking lot ("Parking Lot") is flawed, outdated and dangerous, creating an unsafe situation for the students (and parents) during morning drop-off and afternoon pick-up. The design does not provide for a consistent traffic flow, and does not give pedestrians a safe way to walk through the Parking Lot during peak traffic times. Parents are forced to double- and triple-park in driving lanes and no inherent directional cues exist to create a "flow," resulting in differing traffic situations each day. There have been many "close calls" in the Parking Lot involving cars and children due to these design inadequacies. Children walking between the cars (parked and often moving) – a regular occurrence – are difficult to see and subjected to inconsistent and sometimes unpredictable driving by parents. Traffic on Western, especially in the mornings, when people are going to work, is often detrimentally impacted. At least one accident occurred during the 2008-09 school year caused by a car making an improper left turn onto Western from the Parking Lot. However, since the Parking Lot is on private (School District) property, the police will not enforce traffic laws—which places that responsibility on the School District.

PROPOSED SOLUTION: Working through the Newbery PTA, a group of concerned parents consulted with Erlandsen & Associates (a local engineering firm) to develop a plan to redesign the Parking Lot that will improve safety and enhance traffic flows. Specifically:

(1) The main entry and exit to and from the school at the Ninth Street intersection would be widened to three lanes (providing a dedicated left (northerly) turn lane). This change would allow traffic going straight out of the Parking Lot, or making a right (southerly) turn, to flow without having to wait for cars making a left (northerly) turn onto Western. This would create an enormous benefit as cars would spend less time in the Parking Lot – meaning fewer cars will be in the lot at the same time – resulting in a better traffic flow without a back-up.

(2) The driveway separating, and providing access between, the north and south parking areas would be widened. This driveway is heavily used in the morning and afternoon for cars needing to exit via the 9th Street intersection (where there is a traffic light), because the southerly lot is reserved for buses. The width of this driveway makes it difficult for incoming and outgoing cars to simultaneously use the driveway. (Picture two Suburbans.) Children walking to and from school must cross this driveway. By widening this driveway, and adding a prominently marked crosswalk, this area will become much safer for children (and other pedestrians) and the traffic entering and exiting the Parking Lot.

(3) The parking lot would be restriped to provide angled parking spaces. This change is designed to give directional cues to drivers as to which direction traffic should flow, and to discourage improper parking. The result would be more consistent driving patterns and more predictable traffic flow, meaning a safer situation for all.

(4) The cul-de-sac at the rear of the school (on the north side) would be expanded to allow cars to drive around the circle without having to back up and turn around.

ESTIMATED COST: The estimated cost to complete this work would be approximately \$25,000 - \$30,000.00 (depending on engineering costs and District construction administration costs), and it would take approximately 1 month to complete.

REQUEST: We are asking for the Board to approve and fund the project.

Thank you for your consideration.

Newbery Parking Lot Project

| ITEM | DESCRIPTION | QUANTITY | UNIT | UNIT PRICE | AMOUNT |
|--------------|-----------------------|----------|------|------------|--------------------|
| 100 | Mobilization | 1.00 | LS | 2,250.00 | 2,250.00 |
| 200 | Demolition | 1.00 | LS | 3,800.00 | 3,800.00 |
| 300 | Curb & Sidewalk | 1.00 | LS | 9,650.00 | 9,650.00 |
| 400 | Asphalt Restoration | 1.00 | LS | 6,950.00 | 6,950.00 |
| 500 | Parking Lot Striping | 1.00 | LS | 1,750.00 | 1,750.00 |
| 600 | Landscape Restoration | 1.00 | LS | 1,500.00 | 1,500.00 |
| TOTAL | | | | | \$25,900.00 |

2) Pioneer Middle School – Schedule School Board Presentation

Pioneer Principal Mark Helm presented this report to the board:

For the 2009 / 2010 school year, Pioneer will be piloting a 6 period day schedule

How did we get here?

- 1) As you know, 2+ years were spent in a District Middle School Schedule committee trying to find / generate ideas as to how we can increase time in Math and Science. Bottom-line, we were not able to come up with a solution.
- 2) As you also know, Pioneer had a School Performance Review in which 2 of the recommendations by the SPR team addressed providing more time for Math and Reading, as well as more direct-targeted interventions.
- 3) After receiving the SPR recommendations, the Pioneer staff brainstormed ideas related to those recommendations. A lot of the suggestions were for a new schedule.
- 4) Pioneer created an Intervention Task Force to look at the recommendations and to generate possible Action Steps.
- 5) A small group went to the OSPI Winter conference and were intrigued with a presentation by Mountain View Middle School (Bremerton) as to how they are addressing the issue of interventions.
- 6) A small group went to Bremerton to see their schedule and interventions in action and to get questions answered.
- 7) When we came back, the ITF decided to try to create an intervention period similar to Bremerton's (which I presented to you at the May 26th Board meeting).
- 8) We then created a 6 period day schedule in order to address the need for more time in Math and Science as well as providing students an opportunity for the interventions they need.
- 9) A 6 period day schedule was proposed to the staff and Cabinet – feedback was received and Brain gave us the OK to pilot the new schedule

So – what are the pluses and minuses:

- 1) Our intervention period increases by 10 minutes and our class periods increase by 7 minutes – 40 minutes and 50 minutes respectively.
- 2) All kids receive a specific intervention/homework completion/enrichment opportunity class during our intervention period.
- 3) Because students are having their interventions during the intervention period, they are still able to take the electives that they want – band, tech lab, art, etc.
- 4) We have had to offer a few classes during the intervention period in order to make #3 above happen – Spanish and AVID being the 2 biggest.
- 5) All Core classes will now be 2 periods long (currently, 7th Core is 3 periods with 6th and 8th being 2 periods).
- 6) We are planning on offering some interventions DURING the 6 period day, as a supplement for those kids who are in need of even more help.
- 7) Nothing has been dropped from student offerings other than 6th grade General Music, which is being replaced with 6th grade Tech Lab.
- 8) Our 6th grade math and Science time will decrease – 67 minutes to 50 minutes. But in order to make the schedule work, all teachers had to be on the same bell schedule (currently, 6th grade students have a unique bell schedule from the rest of the building).

Principal Mark Helm shared that he understood this whole process is confusing and it takes plugging the students into the computer to see how it will work out but he has confidence that it is worth the efforts in order to reach some students with the needed intervention in order to reach the goals and outcome objectives for those students, and mean while reaching and supplying all the others with their requirements. Discussion highlights:

- Cabinet support to the pilot schedule
- Core classes and student time spent in class
- Staff buy-in to piloting schedule
- Electives- 6th grade tech lab/Music programs
- Specialists satisfied with pilot schedule
- 1.5 periods in Math and Science
- Springboard curriculum
- Extra time for students who need the help
- Less required core time for students who don't need help

The board thanked Mr. Helm for the presentation and asked for more than just hope that it is moving in a positive direction for the students academic success. Mr. Helm said he believes that it is.

3) District Improvement Team Initiatives Alignments:

Memorandum submitted by Jon DeJong, Assistant Superintendent

To: WSD Board of Directors

Prepared By: Jon De Jong, Assistant Superintendent

Re: Initiative Alignment Documents

The purpose of this memo is to provide some background information that will hopefully make the attached documents more understandable. In February we embarked on a process that we have referred to as “initiative alignment.” An integral part of the process was the use of a tool called the “alignment framework.” Simply put, the alignment framework identifies specific roles and responsibilities in carrying out a new initiative. Those roles and responsibilities are summarized on one of the attached documents. The following is a summary of the process itself:

Objectives:

1. Compile a comprehensive list of improvement initiatives in the WSD.
2. Identify the stakeholders impacted by each initiative using the “alignment framework.”
3. Align each improvement initiative to WSD strategic objectives and key performance indicators.
4. Assess the impact of initiatives on stakeholders and identify gaps in strategic plan improvement efforts.
5. Prioritize improvement initiatives and system coherence.

The Process:

1. Clarify roles and responsibilities within the “alignment framework.”
2. Define “improvement initiative” and brainstorm all improvement initiatives using the alignment summary form and performance scorecard.
 - Improvement initiative- a formalized and intentional improvement effort intended to address a gap or need that impacts the work of the implementers, either by adding work or changing the way they do work. It's no longer an improvement initiative when it has become institutionalized (i.e. “the way we do our work”).
3. Compile the data in a spreadsheet format.
 - Information includes: a. name of the department, b. the vision objective, c. the name of the kpi (if possible), d. the name of the initiative, e. the executive sponsor, sustaining sponsor, implementers, agent and advocate

4. Once all of the initiatives have been identified, the list will be sorted in the following ways: a. by **sustaining sponsor** to ascertain the impact on principals/directors, etc., b. by **implementer** to ascertain the impact on staff, c. by **vision objective** to identify improvement gaps in the strategic plan.

5. Prioritize improvement initiatives and identify specific responsibilities for principals and teachers.

The Attached Documents:

Alignment Roles & Responsibilities document- The purpose of using the alignment framework is to provide a nomenclature that clearly identifies the roles and responsibilities of everyone involved in an improvement initiative. This document provides a generic description of the responsibilities of each of the roles (i.e. executive sponsor, sustaining sponsor, etc.)

Initiative Alignment document- This document lists all district improvement initiatives, the vision objective the initiative addresses, the district priorities (those initiatives with a gray background), and the staff who will carry out each of the roles necessary for implementation. Some of the initiatives are K-12, and some are grade band specific (i.e. K-5, 9-12, etc.). The color-coding communicates the intensity of the involvement for sustaining sponsors, which are generally principals, and implementers, which are generally teachers. We are able to determine at a glance the impact an initiative will have on a given group.

Alignment Roles & Responsibilities

Executive Sponsor –

- Provides a clear vision and goals for the initiative.
- Can and will provide necessary resources to implement the initiative.
- Ultimately responsible for the initiative to get completed
- Has the positional power and authority to deliver consequences, both positive and negative.
- District level sponsors will generally be the superintendent or cabinet. At the building or department level, principals and directors can fulfill this role.

Sustaining Sponsor –

- Commits to sustaining support for the change in spite of resistance
- Is responsible for implementation of the improvement initiative at the local level (i.e. building or department).
- Monitors progress, helps solve problems, and provides exec. sponsor w/ feedback.
- In the case of district level initiatives, principals and directors are generally sustaining sponsors.

Agent –

- Usually is someone with expertise that is needed/beneficial for the initiative.
- Facilitates the initiative
- Clearly communicates to the executive sponsor the necessary resources for implementing the improvement initiative.
- Is in charge of professional development that may be needed
- Generally has no line authority of the implementers affected by initiative.

Implementer –

- The person(s) who ultimately does the work of the initiative.
- The person whose work changes as a result of the initiative.
- Provides feedback to the agent/sponsors regarding obstacles and challenges.
- Implements with the fidelity the changes driven by the initiative.
- Label implementers by grade level/band-program-content area (i.e. K-5, K-2 ELL, K-5 Literacy)

Advocate –

- Can be anyone with an idea
- Must have a sponsor

During the presentation and afterwards there was much discussion hitting the many initiatives that are in motion in the district. Mr. DeJong showed the Target Charts that are meant to be used as a tool for the administration and staff to have a clear definition of required initiatives and to differentiate the ones just available for them to use and that will possibly be required down the road. Discussion highlights were:

- Priority Initiatives
- Soft Initiatives
- Clear Targeted areas
- Springboard objectives
- Avid objectives
- Expectations and accomplishments

Superintendent Fones stated that this is an effort to give the board an organized view of what the administration is prioritizing with the help of our teachers and principals. It also gives an idea of what we are doing in terms of our efforts to get results by becoming creative and innovative in order to see results. Mr. DeJong added that this tool is intended to take the pressure off the teachers enabling them to have a clearer picture of what is priority and what is available as tools. They are also clearer on pro-development and how to prioritize what is needed first in their specific targeted areas. It also enables them to have some classroom management by taking a downshift into neutral and focus more clearly on specific areas. A board member asked if this is all WASL driven. Ron Brown, Director of Instructional Learning and Assessment shared that there will be Classroom Based State Wide Assessments by spring 2010. Ms. Smith added that most teachers will be engaged with informative assessment at the K-5 level and will include every math teacher.

Mr. Hernandez commented that he feels that every great plan that is implemented makes a difference if it has any credibility. What seems to him to be a problem is when there is resistance from the staff. If we don't have the leadership to go the distance it will not be successful, that is the area that he is concerned with and thinks we may struggle. Superintendent Fones added that is why the cabinet is excited about this road map for the staff and administration so they can now give their attention to focus in on the targeted areas. These are the exact areas that the DIT are addressing and are working on with the recommendations of the NWREL. We are now able to be more intentional in our efforts to target in of the specific areas and now with the tools we've needed to make the changes that will result in positive targeted outcomes. The board thanked Mr. DeJong for all his hard work and efforts.

VII. PRESIDENT'S REPORT:

- Discussion about NC Tech Center (Skill Center) and changing status of school designation.
- Kevin Gilbert reported the High School Ad Hoc committee is gearing down and will be adjourning after the June 11th meeting until Sept. He also praised Gary Callison for the work he has done as the chairperson for the Facilities Committee and all the research and study that has taken place this last year by those involved.

COMMUNICATION:

- Mr. Hernandez stated that he received a letter from the Board of Education on the status of Core 24.
- President Laura Jaacks reported about a letter from the County Treasurer's office stating the change in Levy money coming to the district due to the new status of the Town Toyota Center as a non-profit organization.
- It was reported by board members and the superintendent that they experienced a positive WHS graduation, everyone who attended said it went well.

VIII. SUPERINTENDENT REPORT:

- Reminder that the board will need to respond to the next steps taken for MYD issue at the next board meeting, June 23rd.
- Graduation for WestSide High School on June 9th at Convention Center.
- Update on injured student.
- Skill Center (NC Tech Center) lease agreement at the next board meeting.

IX. MEETING ADJOURNED: President Laura Jaecks adjourned the meeting at 9:05 p.m.

President

Superintendent