

Wenatchee School District No. 246
Wenatchee, Washington
Minutes of May 12th, 2009 Workshop

Board

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

Staff

Brian Fiones, Superintendent

School Board Workshop May 12, 2009
Valley Academy
6:00 p.m.
Integration of Student Services
Federal and State (Special Programs)

I. Special Program Coordination of Services - Nancy Duffey gave a review of the following programs. She pointed out the targeted students and how that effects each program funding. The legal compliance was also discussed and the important assistance from Maria Iniguez and Vicki Martz who are on top of the trends of the numbers taken each month to keep us in line with state mandates. Ms. Duffey explained the following programs and how they overlap and must also be kept separated for each of the different reports. Tight Guidelines equal Legal Compliance – Shared with Leadership 4/30/09.

- Bilingual -
 - Title I –Blanket a lot of programs
 - LAP
 - Title 1 A/B/C (disadvantaged on the census and Migrant):
Bilingual staff - MUST serve identified Bilingual students; WLPT Levell & 2 students must be served for language development by model designated staff (MDS) or program staff (PS).
Literacy instruction alone is not sufficient. Additional capacity can provide reading or math support.
Title 1c. Migrant staff - MUST serve identified Migrant students. Priority for service is for students with Interrupted education and *failing or at-risk of failing state standards*. Service cannot be for language development. Reported Into Migrant Student Information System (MSIS).
LAP staff - MUST serve students *failing or at-risk of failing the state standards*. These students need a LAP student-learning plan. Reported into Core Student Records System (CSRS).
Title 1A staff –School wide - can serve any student, but must be able to provide *'timely additional assistance to students experiencing difficulties mastering standards'*.
Targeted - MUST serve students who are Identified as *'failing or most at risk of failing state standards'* (rank order). Reported into Core Student Records System (CSRS).

2. Special Programs Budget review - Presented by Nancy Duffey. Ms. Duffey explained the formula that she and CFO Les Vandervort formulated to distribute the funds accurately. She handed out the following data for the board to follow along. Mr. Vandervort answered questions.

- To date summary
- Migrant and Bilingual Year Average - Counts
- Free and Reduced Lunch Trends
- Special Program data review on students served –
 - Special Program Budget Summary 08-09 - attached
 - Each program allocation & expenses
 - Building staff coordinated at the site
 - Special Program Trend Data 2002-2009 - attached
 - Migrant, Bilingual, Free & Reduced
 - Special Program Service 08-09
 - Migrant: 1476 Identified; 400 served Migrant staff
 - 1333 Hits of service (Migrant, Bilingual, Title, LAP)
 - Bilingual: 1464 Identified; 1004 served Bilingual, includes Model designated staff (MDS) & program staff (PS)
 - 1639 Hits of service (Migrant, Bilingual, Title, LAP)
 - Title: 721 served Title staff
 - LAP: 647 served LAP staff
 - 2009-10 PLC implementation (District Intervention Committee)
 - Progress Monitoring Systems, Formative Assessments, More flexible response systems

3. Support Services and their Purpose - Presented by Chet Harum

- a. Identification of programs
 - b. Who these programs provide service to,
 - c. How they are funded
 - d. Who the program contact person is for each program
 - e. Responsibilities of each program
- Personnel Coordination
 - Homeless, Family Advocates, Family/Community Specialist - Chet Harum
 - 08-09 - Gathering information
 - Scholars, Gear UP 2008, Century 21, Hec Board/Community - Nancy Duffey
 - 08-09 - personnel hired, basic programming in place
 - High School - Student Support Services
 - 08-09 Met regularly to exchange information
 - Buildings - Principals
 - Activity Coordination
 - Support Services Matrix - attached
 - Support Services Action Plan - attached

4. Special Programs Action Plan

Integrated Services Action Plan Rationale:

To better address the needs of our parents and students we are attempting to coordinate how our special programs and services are integrated with each other.

This is due to the addition of new programs and services offered in the last few years and the setting of new district initiatives. With the addition of newly grant-funded programs, special population initiatives, and an increased attempt to engage parents it becomes necessary to better align services to increase access to those who need them and to avoid services that conflict with each other.

Goal:

To create a systematic coordinated approach to offering special program services to parents and students that eliminates conflicting services and allows for greater access to special populations.

Action Steps:

1. Parent Involvement Needs Assessment
 - a. Principals will complete a needs assessment by May 4, 2009
 - b. The needs assessment will be created from the book: "Essentials for Principals - J.L. Epstein model." Which addresses six critical parent engagement components
 - I. Parenting
 - II. Communications
 - III. Learning at home
 - IV. Volunteering
 - v. Decision Making
 - vi. Collaboration with the Community
 - c. The surveys will be compiled and areas of strength and improvement will be identified by May 8, 2009
 - d. Best practices in the six areas will also be reviewed and reported to building principals by May 28, 2009
2. Principal's Meeting: "Affinity Process" targeted at special program services
 - a. At the next scheduled principals meeting May 28, 2009 Principals will be asked the following question:
 1. In the last two years what direct engagement activities has your school had with parents and who is responsible for those activities? (Examples: Parent nights geared at parenting education, communications addressing the preparation for post high school, student leadership opportunities, involving parents in decision making, etc)
 - b. The principals will write their answers on "post-it-notes" and paste them on the wall.
 - c. These answers will be categorized and labeled according to category
 - d. The identified people responsible for these activities will be recorded and summarized. This will generate a list of activity personnel.
 - e. This activity will be completed on May 28, 2009.
 - f. The List of activity personnel and the categorized list of activities will be completed by May 29, 2009.
3. Coordinating Calendars
 - a. A meeting with all program contacts will be set. (May, 2009)
 - b. The purpose the meeting is to create an iCal parent calendar for special program events.

- i. Conflicts between building events and special program events will be addressed
- ii. Conflicts between district events and special program events will be addressed
- iii. Conflicts between special program events and other special program events will be addressed
- c. The calendar will be completed by June 15, 2009
- d. The calendar will be maintained by special programs staff
- e. The calendar will be reviewed quarterly during the school year 2009 - 2010
 - i. These quarterly meetings will be scheduled for the 2009 - 2010 school year before June 15, 2009.

The following are discussion points and questions that took place and were asked during the meeting:

- How different programs are funded
- 2 year ago stats produces this years funding on some programs – how that works & deadline dates difficult to meet
- \$30,000 less fluid population challenges
- Bilingual is month to month population funding
- Who delivers curriculum and how is it targeted & does it blend with basic ed – board would like to shed light on that process and impacts on those programs:
 - Assess effectiveness of programs are based on literacy, do we provide more intervention, special needs of certain groups of the kids are met individually and assessed, ELL action plans, math by cognitive tutor,
 - Learning Improvement Teams meet frequently to discuss:
 - What do we do with money; See what we think is missing;
 - Initial screening doesn't always pick up problem areas and
 - The need for flexibility because kids go and come in some of these programs
 - Set strategy based on resources
 - The Superintendent pointed out research done by NW Regional Lab audit on evaluating our weak points and our strengths based on being consistent and best practices. The goal was set to tighten up and bring into alignment across the district and then set the model for the team to have a clear vision and focus on the areas most needing attention. We are excited about the progress we are experiencing. We need a model for the state.
 - Clear Idea: The gaps and strategies include the equivalencies and the teachers to integrate regular students. NWRL report action plan areas as communication and alignment - Board members reported that they are glad to hear these reports.
 - Conservative view with the budget: making sure the money is put where the greatest need and targeted students.
 - Explanation of “Migrant” by the movement of every 3 years
 - Migrant Trends across the US
 - Questions about whether Valley Academy comes into the picture as counts
 - Comparison of Eastmont and Wenatchee School District
 - Recruitment of migrant student by home visits

Question and answer period on the Integrated Services Action Plan took place. Mr. Fiones and Mr. Harum explained that the tracking system which includes:

- How many contacts
- Identify who they are
- Area to address
- Strategy to use

The board members said they are reassured that we are out there working to get the students to their goal, with follow-up and providing the right courses with rigor and they are scoring better. The board thanked everyone for the work they are doing and the materials presented.

MEETING ADJOURNED: Laura Jaecks adjourned the meeting for a 4 minute break before the regular board meeting at 6:56 p.m.

President

Superintendent