

Wenatchee School District No. 246
Wenatchee, Washington
Minutes of February 12th, 2008 Regular Board Meeting

Board	Staff
Jesús Hernández, President	Brian Fones, Superintendent
Chuck Largent, Vice President	
Laura Jaecks	
Kevin Gilbert	
Walter S. Newman	

REGULAR MEETING

Jesús Hernández opened the regular board meeting at the Central Office at 7:00 p.m., with the Pledge of Allegiance led by a WHS student.

CONSENT AGENDA

Jesús Hernández asked for a motion to approve the consent agenda. The motion was made, seconded and the motion carried unanimously.

1) MINUTES of the Regular Board Meeting 1-22-08

2) PERSONNEL REPORT:

February 12, 2008

PREPARED BY: Steve Cole, Assistant Superintendent of Human Resources

SUBSTITUTE TEACHERS FOR THE 2007-2008 SCHOOL YEAR:

The following persons are recommended for employment tendered as substitute teachers for the 2007-2008 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.

- Kimberly Beason
- Elizabeth Miller
- Jenny Parks – Emergency Sub
- Cameron Wiggins

3) 2008 VOUCHERS/PAYROLL/CONTRACTS

PAYROLL: JANUARY, 2008 \$4,370,481.07

DATE: JANUARY 22, 2008	VOUCHER REGISTER #	AMOUNT TOTAL
2007-08 FUND		
General Fund:	21776	\$7,479.39
DATE: FEBRUARY 12, 2008	VOUCHER REGISTER #	AMOUNT TOTAL
General Fund:	21777 - 22090	\$441,145.23
Capital Projects	278	\$1,162.50
ASB Fund:	2467 - 2530	\$37,260.18

Date	New or Renewal or Revision	Agency	Purpose	Amount	Effective Dates	Staff Person Responsible for Contract	Approved by Les?	PO Required?
1/28/08	New	North Central ESD	NCESD will provide services for the Wenatchee School District that meet the Tobacco Policy Project.	\$5000	2007-08	Gracie Helm	Yes	No
1/24/08	New	Chelan County P.U.D. No. 1	The PUD is offering the ResourceSmart program in order to acquire cost effective electric resources for Sunnyslope Elementary School.	Up to \$8,505	2/28/08	Bryan Visscher	Yes	No
1/25/08	Renewal	AVID Center	Annual site licenses for OMS & WHS; new site licenses and curriculum libraries for Foothills & Pioneer; Summer Institute training for two new site teams.	\$29,160	2/12/08-6/30/09	Terri Bawden	Yes	Yes
1/17/08	Renewal	Cashmere Convalescent Center	Student clinicals for WHS Health Occupations Program.	N/A	2007-08	Maggie Bailey	Yes	No
1/17/08	Renewal	Colonial Vista Care Center	Student clinicals for WHS Health Occupations Program.	N/A	2007-08	Maggie Bailey	Yes	No

1/17/08	Renewal	Highline Conv. Center	Student clinicals for WHS Health Occupations Program.	N/A	2007-08	Maggie Bailey	Yes	No
1/17/08	Renewal	Parkside Care Center	Student clinicals for WHS Health Occupations Program.	N/A	2007-08	Maggie Bailey	Yes	No
12/01/07	Renewal	WVC	Tech Prep Consortium Memorandum of Agreement.	N/A	2007-08	Maggie Bailey	Yes	No

SURPLUS: February 12, 2008

CITIZENS COMMENTS: NONE

ASB REPORT: None (Mrs. Wadiekis reported fundraiser going very well at WHS.)

SPECIAL REPORTS:

1) Advanced Placement Update

Mrs. Terri Bawden, Coordinator of Enrichment Programs, facilitated the presentation to the board. She presented the following materials and answered their questions during the Powerpoint presentation. Ms. Bawden reported additional information that WHS has plans to combine/offer classes that will open the door to many more students to have AP opportunities. It will not take any additional teachers and not interfere with the current schedule. It would be a combined class for advanced level Spanish Native Speakers and AP Spanish Language. Students would have the option of taking the AP Spanish Language exam. In addition another opportunity for students would be the Sophomore Honors English with the option to take the AP English Language exam.

Terri Bawden explained to the board that students are reminded of the importance of furthering their education. She used the following as an example of information they provide to the students:

- \$29,000 average annual income of H.S. graduate
- \$51,000 average annual income of College Degree
- \$78,000 average annual of Advanced Degree

The following are the documents and handouts submitted to the board for the AP update:

Long Range Action Plan Summary

Department: Enrichment **Administrative Responsibility:** Terri Bawden

Vision Element/Key Strategic Challenge/Key Performance Indicator:

Increase AP course and AP exam participation overall, with an emphasis on increased participation in low income and Hispanic student populations.

Objective:

The AP Index* at WHS will increase from .61 in 2006 to 1.0 in 2011, which means the number of AP exams taken will equal the number of graduating seniors. Of the exams taken, 25% will be low income and/or Hispanic students.

*The AP Index is a national rating developed by Jay Mathews of the *Washington Post* as an indicator of academic rigor in our nation's high schools. To determine the index, divide the number of AP exams taken by the number of graduating seniors. The goal is to achieve a ratio of 1:1.

Short Range Goal(s): In 2007-08 increase awareness by:

- Creating a consistent plan for AP offerings to ensure predictability over a four-year period
- Developing a database for freshmen four-year plans
- Working with departments to develop Pre-AP alignment
- Resolving scheduling issues
- Informing parents through an AP Information Night and publications
- Increasing AVID strategies school-wide

Medium Range Goal(s): From 2007-2009 build capacity for AVID/AP growth by:

- Providing teacher training
- Working with middle schools on Pre-AP alignment
- Working with the Middle School Enrichment Committee on program recommendations.
- Focusing attention on research and best practices that better prepares all students for success in college and the workplace
- Securing sustainable funding in order to manage a larger AVID/AP program.

Long Range Goal(s): From 2009-2011 support growth in AVID/AP by:

Increasing academic rigor at WHS by preparing substantially more students, especially low income and Hispanic students, for success in college and beyond.

Stakeholder Identification: Which people or departments might be impacted by your plan?

- Learning & Teaching Department—textbooks when new AP classes are offered or new sections added
- Enrichment—copying costs and time sheets for committee meetings
- WHS, three middle schools, L & T, Enrichment—teacher training, equipment and materials; proctors and clerical help during exam week
- Counselors helping Freshman enter four-year plans into database
- Class size impact on departments

•Does the plan have implications for plant operations? (M&O, Custodial Services)

Facilities available for AP exams. We are out-growing most available facilities.

•Does the plan have implications for technology? (Operational/Instructional Technology)

Stakeholder Identification (cont.):

•Does the plan have implications for categorical programs? (Title/LAP, Mig./Bilingual, Sp.Ed, Voc. Ed., Enrichment)

Students in AVID and AP may also be served by any of these programs. Collaboration between depts.

•Does the plan have fiscal implications? (Business & Finance, grants management)

- Teacher training, textbooks, equipment, proctors and clerical support during exam week.
- Apply for grants to support AVID and AP costs after the GEAR UP grant expires. If we receive the MAP grant, we can begin in January. If not, we will continue to work on our goals on a slower timeline using the AP budget that was created with Highly Capable funds.
- Staffing implications to offer smaller AP classes.

•Does the plan have implications for other depts./programs? (Assessment, Food Services, Childcare, Transportation, Athletics, Safety & Security, HR, Student Information)

Transportation—college field trips for AVID

•Does the plan have building implications? (Elementary, Middle, Secondary)

Pre-AP vertical alignment in Science, Math and Language Arts, grades 6-12.

•Does the plan have implications for parents or parent groups? (MB Pac, PTSA, booster clubs)

Parent Connections at WHS facilitates awareness on AP Information Night in March.

Which stakeholders will be involved in the planning process?

- Academic Departments
- AVID Site Team
- Middle School Enrichment Committee (composed of parents, principals, teachers, counselor, and Enrichment Specialists)
- AP Committee at WHS (composed of principal, vice-principal/scheduler, all AP teachers, counselor, two parents, and AP Coordinator).
- WHS administrators and WSD cabinet

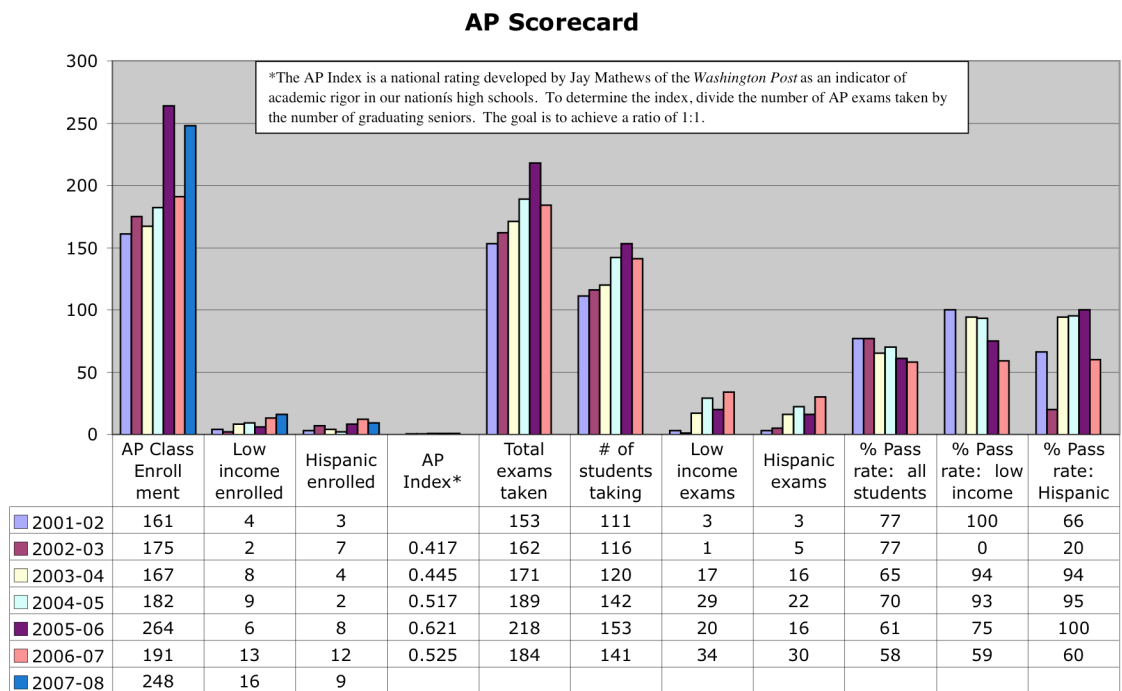
CO-HORT GROUP CHART

School:	Wenatchee	Eastmont	Moses Lake	Sunnyside	Walla Walla	Pasco	Hanford	Richland	Southridge	Kamiakin	Eisenhower	West Valley
FTE:	2000	1300	1900	1500	2000	3150	1400	2000	1400	1700	2000	1050
free/reduced lunch	36%	32%	42%	72%	40%	63%	18%	16%	27%	18%	55%	26%
# of exams 2007:	184	118	170	200	244		260	300	129	505	128	73
English Lit	X	X	X	X	X	X	X	X	X	X	X	X
English Lang	Soph Honors			X	X	X	X	X	X	X	X	
Studio Art						X			X			X
Art History							X					
US History	X	X	X	X	X	X	X	X	X	X	X	
World History				X			X					
European History			X	X		X						
Gov. & Politics			X			X			X	X		X
Calculus AB	X	X	X	X	X	X	X	X	X	X	X	
Calculus BC			X				X		X	X	X	
Statistics	next yr		X	X		X	X		X	X	X	
Biology	X		X		X	X	X	X	X		X	X
Chemistry	X	X		X	X	X	X	X	X	X	X	X
Physics B	X				X	X	X	X		X	X	
Physics C							X					
Spanish	AP Prep	X		X	X	X	X	X		X	X	
Music Theory							X					
Envir. Science			X	X		X				X		
Psychology										X		
Human Geogr.										X		

Communication Plan (i.e. periodic progress updates):

•Who: AP Coordinator (with help from all stakeholders whenever appropriate)

•How: AP Committee minutes (4 times per year), AVID site team minutes (once per month), Middle School Enrichment Committee minutes (4-5 times per year), Panther Paws (once per year), LIT (upon request), Department Head Meetings (whenever appropriate,) Cabinet.



Trend Data on AP and Running Start

	WHS Grads	Run Start Students	AP Enrolled	AP Exams	AP Index*
2002-03	388	84	175	162	.417
2003-04	384	104	167	171	.445
2004-05	365	115	182	189	.517
2005-06	351	125	248	218	.621
2006-07	350	135	191	184	.525
2007-08		109	248		

*The AP Index is a national rating developed by Jay Mathews of the *Washington Post* as an indicator of academic rigor in our nation's high schools. To determine the index, divide the number of AP exams taken by the number of graduating seniors. The goal is to achieve a ratio of 1:1.

Cheri Paine, WHS science teacher, shared about the growth of their program and the shortage of staff, materials, equipment and rooms to meet the demand for science and math classes. They are having outstanding results with their recent changes but those successes bring other challenges. One being able to provide those students who qualify and those who want additional upper level classes with those classes. All above mentioned shortages makes that very difficult. Ms. Paine said this is a great problem to have but it needs a solution.

The board had many questions which triggered discussions.

- Ms. Bawden emphasized how important it is that our seniors be prepared.
- The board wanted to know what is “driving” the students to further their education. Ms. Bawden said she thought some comes from the accomplishment of being prepared which includes their successes at school. Some motivation also comes from home and some from within the students themselves. All of these reasons includes teachers who encourage and support them in their education.
- What happens to classes that no longer have the #'s to justify a class? What about students having to take mandatory classes in order to graduate and have to drop out of elective classes?
- Safety, overcrowding, no classrooms or teachers to teach the mandatory classes, what is the answer or solution?
- Gail Northcutt's Pilot program at WHS - the impact it is having .

- Students need face time in the classroom with teachers, produces better results.
- Where do we take away to provide for others, we need to be careful not to disrupt programs that had so much support to begin with.
- The costs of these additions are topics of discussion for the next budget cycle.
- The final discussion was how to carve out time to come up with options because these items merit more attention.

The board members acknowledged that the number of students have already grown out the buildings that they were meant for. The board thanked Terri Bawden and other presenters for the informational update.

MIDDLE SCHOOL SCHEDULING: Assistant Superintendent Jon DeJong gave a summary of the background of the MS Scheduling issue with the board. He then introduced Ronda Brender, who served on the committee and asked her to give the presentation to the board, he explained that she is an expert on this subject. Ms. Brender explained to the board that she would give an explanation of each of the schedules they have discussed but did not expect them to grasp all of it because she has been working with the schedules and has served on this committee for a couple of years and still gets confused at times. Also available for the presentation were other committee members: Evelyn Kellogg, Sarah Cabbage, and Tanya Brown. Foothill's principal John Waldren was also present to help with questions.

Middle School Schedule

Committee:

Board Presentation
February 12, 2008
Middle School
Master Schedule Review

Objective:

A committee will study the middle school master schedule to evaluate whether there is another schedule configuration that would provide additional or better use of time for science and math instruction.

Why do we need more time for math and science?

- To meet the national standard of 1 hour of math per day.
- To allow time for students to work through investigation in both math and science.
- Our adopted curriculum in math recommends 55-60 minutes of instructional time per day.
- Longer instructional periods would allow teachers to respond more immediately to individual student needs.
- Longer instructional periods would allow time for students to get guided support/intervention/and enrichment in the classroom.
- Classes that are receiving high school credit are not receiving the same amount of instructional time as high school students in the same classes.
- With the current time constraints, it's difficult for students to construct the meaning of concepts and ideas.
- There is not enough time to do an entire science lab and get cleaned up in one class period.
- Math and science are the two content areas with the greatest number of GLE's.
- Action steps that have been completed:
 - Review of relevant WACs and RCWs
 - Review of journal articles related to middle school scheduling
 - Identification of criteria for evaluating schedule options
 - Evaluation of schedule options using the schedule criteria - schedule options that were evaluated included 7 period, 6 period, 4x4 Alternating Block Schedule, 4 Period Block Schedule, Variation of a Block Schedule
 - Site visits
 - Board presentation
 - Presented committee work and proposed a change to a 7 period rotating schedule to all staff and gathered feedback/concerns
 - Responded to staff feedback/concerns and used a consensogram to assess staff support of the proposed change.
 - Based upon staff responses, we tabled the committee work until the 07-08 school year.

	6th Core	7th Core	8th Core	Math	Science	PE/Elective	Elect/Int
Pioneer	129	129	86	43 (67 - 6)	43 (67 - 6)	43	43
Orchard	135	135	90	45	45	45	45
Foothills	90*	135	90	45	45	45	45

6-55 Min Periods	110	110	110	55	55	55	55
6-51 Min Periods	102	102	102	51	51	51	51
120 Minute Core	120	120	120	60	60	45	45
90 Minute Core	90	90	90	60	60	45	45
8 Period Day	228*	228*	228*	152*	76	76	76

Current Reality

- Pioneer = 6 hrs 40 minutes
- 5:35 actual teaching time = 335 minutes

Time Comparison

6 - 51 Minute Periods

6 - 51 MINUTE PERIODS

	51 Minutes	51 Minutes	30 Minutes	51 Minutes	51 Minutes	51 Minutes	51 Minutes
Core	Core		GS	Core		Enhance	Prep
Math/Sci	M/S	M/S	GS	M/S	M/S	M/S	Prep
PE/Elect	PE/Elective	PE/Elective	GS	PE/Elective	PE/Elective	PE/Elective	Prep
Student	Core		GS	Math	Science	Elective	Elective

The following schedules are

all built on a 360 minute day, an increase of 20-25 minutes per day. These schedules could also be built within the current school day.

- 6 - 55 Minute Periods
- 120 Minute Core
- 90 Minute Core
- 8 Period Rotating Block

Potential Impacts and Other Considerations

6 - 55 MINUTE PERIODS

	55 Minutes	55 Minutes	30 Minutes	55 Minutes	55 Minutes	55 Minutes	55 Minutes
Core	Core		GS	Core		Enhance	Prep
Math/Sci	M/S	M/S	GS	M/S	M/S	M/S	Prep
PE/Elect	PE/Elective	PE/Elective	GS	PE/Elective	PE/Elective	PE/Elective	Prep
Student	Core		GS	Math	Science	Elective	Elective

120 MINUTE CORE

	15	30	45	60	75	90	105	120	135	150	165	180	195	210	225	240	255	270	285	300	315	330	345	360	
Core	G S U T I U D D E Y D	Core 7									Core 7									Enhance			Prep		
Math/Sci		M/S			M/S			M/S			M/S			Enhance			Prep								
PE/Elect		PE/Elective			PE/Elective			PE/Elective			PE/Elective			PE/Elective			Prep								
Student		GS			PE/Elective			Enhance			Core									Math			Science		

□

90 MINUTE CORE

	15	30	45	60	75	90	105	120	135	150	165	180	195	210	225	240	255	270	285	300	315	330	345	360
Core	G S U T I U D D E Y D	Core						Core						Core						PLC		Prep		
Math/Sci		Math			Math			Math			Math			Enhance		PLC		Prep						
PE/Elect		PE		PE		PE		PE		PE		PE		PE		PLC		Prep						
Student		GS		PE/Elective		Elective		Core						Math		Enhance		Science						

**8 PERIOD ROTATING BLOCK
SCHEDULE
(Prep Every Day)**

		76 Minutes				76 Minutes				76 Minutes				76 Minutes		30 Mintues	
Core	G S U T I U D D E Y D	Core								Literature				Prep			
Math/Sci		Math/Science				Math/Science				Math/Science				Prep			
PE/Elect		PE/Elective				PE/Elective				PE/Elective				Prep			
A		Core								Math				Science			
B		PE/Elective				Literature				Math				PE/Elective			

334 Minutes of
Teaching Time

- There are essentially two ways to add time to math and science instruction:
 1. Extending the school day
 - a. Teacher contract
 - b. Bus schedule limitations
 2. Taking time from other content areas
 - a. Less time for electives/interventions
 - b. Less time for core instruction

- A schedule change would likely have staffing implications, such as:
 1. A need for more science & math instructors
 2. Changes in job assignments
 - a. Reduction in elective/intervention offerings
 - b. Reducing the number of class periods would effect core assignments as well.
 3. Potential "Highly Qualified" issues

- Facility needs - more science staff would mean a need for more science classrooms.
- Curriculum costs - Additional staff would require some additional instructional materials.
 - A True Educational Conundrum
 - What We Need
 - To change, or not to change, that is the question.
- Board Direction:

The board asked for at least two more weeks or possible a workshop to review all of this information. They feel they cannot give it the fair attention in one evening. They will meet with the cabinet to give their recommendations after more review. Mr. Jon DeJong answered all their questions for the evening and offered to meet with anyone who needed more information. Mr. DeJong agreed to get copies of the values used by the committee for the board to also review. The board thanked Mr. DeJong for the presentation.

NEW BUSINESS:

1) Out of State Field Trip:

Prepared
 By: Jodi Smith
 Executive Director of Learning and Teaching
 Re: Learning and Teaching

OUT-OF-STATE STUDENT FIELD TRIP APPROVAL

The following field trip request is presented to you for your approval:

Group Name: *WHS Mariachi*
Date of Trip: March 31, 2008
Purpose: Mariachi will perform for the University of Idaho (Cesar Chavez Day Celebration)
Number of Students: 30
Location: Idaho
Cost: ASB
Supervision: Ramon Rivera

Ms. Jodi Smith asked for approval of the out of state Mariachi Band field trip;

MOTION MADE: To approve the above out of state field trip for the Mariachi Band to perform at the University of Idaho March 31st 2008.
SECONDED AND CARRIED UNANIMOUSLY

Ms. Smith invited the board to attend the Professional Learning Communities Workshop with Bob Eaker and Janel Keating.

- MARCH 7, 2008
- CONVENTION CENTER 8:30-4:00

Ms. Smith organized and invited the creators of this program to our community. It is an honor and privilege to have them here and especially agree to use our district as part of their training ground. Below is a brief synopsis of PLC.

Professional Learning Communities- What Would It Look Like If We Really Meant It

Given the fact that there is unprecedented agreement among researchers and practitioners that professional learning communities offer our best hope for improving schools, it might be said that the PLC concept is an idea whose time has come. This presentation is designed to build a deep, rich understanding of a professional learning community and offer a number of practical suggestions for moving your school/district along a continuum from “knowing” about PLCs to “doing” the work of implementation, to ultimately “being” a professional learning community. This session will highlight how to embed the Three Big Ideas that drive the culture of a PLC – Focus on Learning – Focus on Collaboration – Focus on Results into the day to day culture of your school and district. In short, you will learn how a professional learning community is a *collaborative* culture that utilizes high-performing *teams* to continually improve *learning* levels of both students and adults by engaging in *collective inquiry* and *experimentation* and taking *collective responsibility* for results.

The board asked if they could have a personal presentation or see a portion of the workshop that would give them an overview without having to attend the whole workshop. Ms. Smith said she would ask to see what she could set up.

PRESIDENTS REPORT:

School Visitations:

- Laura Jaecks reported her visits to the schools that she’s had in the last couple weeks. Jesús Hernández joined her. They gained a lot of insights from the teachers and counselors perspective.
- They heard about different challenges at various levels

- The board is interested in the assessments, times and dates to include in their visitations, calendar is on the web page.
- Laura Jaecks shared her schedule with the board members that she already has set up for school visitations.
- Discussion about a report card issue at an elementary may be confusing for parents to understand. Cabinet will look into that issue.

Chuck Largent reported about the ESD "Ready for Kindergarten" program. Newbery is a pilot for the program. Parents get help in getting their children ready for school. There is a lot of enthusiasm. Books are provided to the parents.

Kevin Gilbert reported on the facilities meeting. He said it was very well attended and a lot of dialogue took place. They discussed the longer they wait the higher the costs for upgrades and improvements will be. They encouraged everyone who could to attend the next meeting and there will be survey results available.

SUPERINTENDENT'S REPORT: None

REGULAR MEETING ADJOURNED: Jesús Hernández adjourned the meeting at 8:40 p.m. for an Executive Session:

EXECUTIVE SESSION:

Board President Jesús Hernández read the following statement:
 The school board will enter into executive session in accordance with board policy 1410 and RCW 42.30.110 Section E to review the performance of the superintendent. The executive session is expected to last for approximately one hour. The school board will not be taking any action.

ADJOURNMENT

The Board reconvened and adjourned at 11:00 p.m. There was no action taken.

President

Superintendent