

**MINUTES**  
**of the Special Meeting of the Board of Directors**  
**of the ENUMCLAW SCHOOL DISTRICT #216**  
**6:30 p.m.**  
**January 7, 2019**

**I – PRELIMINARY**

**A. Call to Order:**

The meeting of the Board of Directors was called to order by Bryan Stanwood, President of the Board of Directors, at 6:33 p.m. at Westwood Elementary.

**B. Roll Call:**

All board members were present, except student representative Foster Barnhart, who was excused.

**II – WORK BOARD STUDY SESSION**

**A. Westwood Elementary Presentation:**

Principal Scott Meyer welcomed the board to Westwood Elementary. He began by reminding the board of last year's theme "level up," which merged the students' love for video games with the learning process. Continuing the successful linking of the school's theme to gaming, Mr. Meyer informed the board that this year's theme for Westwood Elementary is "MinDcraft," which is a twist to the popular game of Minecraft! Minecraft is a virtual world where players dig and mine to gain materials such as wood, minerals, diamonds etc. and use what is gained to create their own worlds. Using the theme "MinDcraft" Westwood Elementary staff is encouraging students to dig deep, develop skills, create and build their educations! After introducing this year's theme, Mr. Meyer explained that tonight's presentation would include parents, staff and students to explain how the staff, students and community of Westwood Elementary work together to build the best educational experiences.

To begin, a Westwood parent and community member, Tonya Pettit, was called forward to speak about an idea for updates to an outdated play area, which evolved into an entirely new playground at Westwood Elementary. Mrs. Pettit explained that many parents and families with connections to local businesses donated materials and services to complete the project. Some of the companies involved included Fugate Ford, BME, Liquid Industry, Stafford Excavating, All New Glass, and more! Mr. Meyer thanked Mrs. Pettit for leading the way on a large project and presented her with flowers as a token of gratitude for her hard work. Mr. Meyer also thanked the district for its partnership in ensuring the project was completed.

Next, first grade teaching team Rachel Wayne and Lynn Lofstrom were welcomed to discuss collaboration. Miss Wayne and Mrs. Lofstrom introduced their motto of "we are better together" which leads their path to partnership in educating the first grade classrooms of Westwood. The teachers shared photos of their students and discussed standards based instruction, scaffolded instruction, small group workshop model, self-assessments and PLC work. They explained their students are their "why" and each instruction strategy used is specific to focusing on results and using data and evidence to adjust for better outcomes and a further reach. The pair has even extended PLC learning to connecting with not only each other, but the first grade teams at Southwood and Black Diamond. Collaborating across schools allows for learning from each other and problem solving together!

Mr. Meyer then introduced speech and language pathologist, Andrea Unger, to discuss an example of how Westwood Elementary works to build capacity. Mrs. Unger explained that their idea of building capacity is understanding the importance of working with diverse populations with many different needs. She explained the significance of training all staff on the same strategy so that everyone is on the same page. This year, the paraeducators have been challenged to work together to identify cues they provide to students and aim to decrease these cues in order to develop more independent learners. The paraeducators were provided training on physical, verbal, and other cues and were given cheat sheets to reference to aid in decreasing the usage. This training has allowed paraeducators and teachers to shift the pattern of pulling students aside to repeat instructions, to supporting students' needs while they get instruction from their teachers.

Next, school counselor Jessica Kelly presented her work in providing social and emotional supports to students. Mrs. Kelly explained her goal of building a positive self-identity in each student at Westwood Elementary. She uses multiple counseling strategies to reach different groups including small group experiences, Superflex social thinking (a new group this year), girl friendship groups, and individual sessions. She explained that each year, her groups and strategies may change based on student needs. Mrs. Kelly also shared she uses individual sessions to collect data which helps her determine what groups may be beneficial throughout the year. The main reasons for counseling are currently anxiety, grief and loss, friendship, and family changes. Based on a counseling theory, Mrs. Kelly explained, during individual sessions students are encouraged to focus on things they can control and creating personal goals while identifying potential barriers to those goals and strategies to overcome those barriers. She then thanked ESF for awarding her with a grant this year which helped to provide books and games to use as tools during individual sessions. Using tools helps students open up, as the focus is on a game or book rather than themselves. Lastly, Mrs. Kelly discussed that Westwood is currently in its second year of "Girls on the Run" which is a 90 minute after school program that occurs twice a week for a 10 week period. The program aims to teach young girls confidence, empathy, friendship and problem solving while promoting healthy habits! During their time together, the girls train for the GOTR 5k race in Renton. Last year, news stations were at the race and interviewed a few Westwood girls during their segments.

Mr. Meyer thanked Mrs. Kelly and informed the board that Mrs. Kelly also leads the Giving Tree at Westwood during the holidays and that this year, 130 wrapped gifts were provided to Westwood students in need.

Teacher Rebecca Underwood was next to present, and she discussed how Westwood is working hard to build equity within the school. Mrs. Underwood explained the importance of equity and that this year Westwood has a CREATE team to focus on equity and ensure that every child is getting what they need and no one is left behind. The team helps to promote high expectations for all students. Westwood aims to be sure that no one is waiting for students to fail, and everyone is supporting all needs to create all students improving and succeeding.

Teacher Kolleen Bourdage then shared one of her strategies to student success is involving the family in the learning process. Mrs. Bourdage leads a monthly activity where family members are invited to join the class to work on a project in the field of art, science or math. She and Mrs. Underwood are working on pushing students to think critically and problem solve. Inviting parents to join a project allows for the parents to think critically with their students and promote the same behaviors while working on

assignments at home. Mrs. Bourdage explained that the family sessions now alternate days of the week each month, and switch from AM to PM sessions to allow for more family participation. The sessions are crowded!

Mr. Meyer then invited school psychologist Christina “Cece” Shott to discuss Westwood’s work with multi-tiered support systems (MTSS). The MTSS meets every Friday to learn together as a group of teachers, counselors, administrators and special support staff. CeCe explained that these meetings are used to create targeted intervention supports and discuss needs for next steps, such as parents meetings or increased supports. She added that early intervention increases equity by ensuring all students are getting the assistance they need to succeed.

Mr. Meyer then presented the board with a School Improvement Plan Review. He shared cohort data in ELA and Math and the goal to grow by 10 percent this year. In showing Westwood scores compared to the state of Washington, Westwood was either at or above state averages. He was also proud to announce that 40 percent of ELL students exited the ELL program last year and 90 percent of ELL students grew one level or more! Westwood continues to aim instruction and supports to further closing achievement gaps.

The last of Westwood’s presentation on building the best educational experience for all students, came from three students: Maria Velez, Nakia Caldwell, and Morgan Zielinski. The three girls explained the importance of building a mindset using a Yeti character. Instead of a student saying “I can’t do math,” Westwood encourages students to use the word “yet” and change the sentence to “I can’t do math, yet.” Adding the word “yet” promotes the belief in students that they can achieve incredible things, no matter how difficult, by grit and perseverance. Adding the word “yet” makes you a Yeti. Be a Yeti!

The board was able to ask questions and thanked the Westwood team.

Mr. Stanwood called for a recess at 7:20 p.m. so that the meeting could be moved to Thunder Mountain Middle School. Mr. Stanwood called the meeting back to order at 7:39 p.m.

## **B. Thunder Mountain Middle School Presentation:**

Principal Steve Stoker welcomed the board to Thunder Mountain Middle School and explained that tonight’s presentation would highlight special programs, celebrations and how the theory of action is implemented at the middle school.

The first program discussed was NET leaders, which is headed by school counselor Sandy Wright. Mrs. Wright explained that this was her 10<sup>th</sup> year implementing the NET leaders program at Thunder Mountain. NET stands for Nurturing Empathetic Titans and focuses on easing the transition for new sixth grade students transitioning to middle school. Each sixth grade student is paired with two eighth graders who act as mentors and supports throughout the transition. NET leaders are selected to ensure good relationships are fostered between the two grades. The leaders must apply and go through an interview process before selection. Two NET leaders then presented their reasons for applying to be NET leaders and their goals while participating in the program. Gracie McDanold shared she enjoyed her eighth grade buddies and the supports they provided. She shared that sparked her goal to become a part of the program as an eighth grader so she would have the opportunity to provide that same positive impact. Kaiyah McConnell shared her experience as a sixth grader entering Thunder Mountain and how

her nervousness dissipated by having eighth grade friends to talk to and who made her feel welcome. She wanted to provide that same welcoming support to sixth graders this year.

Mr. Stoker introduced the next program to share would be the peer tutor program. The program is selected as an elective and currently has 15 to 20 students participating. ILC teacher Regina Chynoweth was welcomed to present. Mrs. Chynoweth explained how thankful she was to have had the opportunity to shadow Alice Lampkin's classroom at Enumclaw Middle School as she has been able to model her own classroom from what was observed, and learned to step it up a notch by using peer tutors. Three peer tutors were ready to present to the board.

Julia Sweetser was the first peer tutor to speak to the board. She explained that her role as a peer tutor and working one-on-one with ILC students has given her a chance to connect to new classmates and make new friendships. Julia added she feels that she has grown with the students she is tutoring and looks forward to her class every day. Julia wants to be a teacher one day and added that the techniques she has learned through her peer tutoring have inspired her to look at what she can do in the future. Next, Jeremy Dumler shared that being a peer tutor has helped him to socialize with a more diverse group of students. He added that he was glad to grow relationships with his ILC classmates, describing the students as both brilliant and kind. The third peer tutor, Haylee Davis, explained a personal connection. Haylee has two special needs siblings at home and stated becoming a peer tutor has taught her patience and understanding. Haylee added that the happiness of the students she tutors is her happiness and she carries that mindset back home. Her final comment to the board was, "The biggest part a sister can play is a role model and this has helped me improve." Mrs. Chynoweth explained that adding peer tutors to her curriculum has transformed her classroom. She was able to include her peer tutors in her trip to the pumpkin patch this year and to participate in her classrooms Thanksgiving feast. She thanked the board for the opportunity to teach in this amazing district.

Mr. Stoker then redirected the presentation to talk about celebrations for Thunder Mountain Middle School. A goal this year for Mr. Stoker was to determine whether or not students grew academically after coming to Thunder Mountain. He shared with the board a graph of a three year growth set for 8<sup>th</sup> graders. The data showed that students were, indeed, growing academically while at the middle school. He then shared data from ELA and special education ELA as well as the ELL group. Each data grouping showed growth! Mr. Stoker shared that this was proof their students were doing their best to work hard.

He then shared results from a recent survey given to Thunder Mountain Middle School students. The survey collected 414 total responses. Out of those responses, 402 students agreed that they could identify with an adult at school. Moreover, 78 percent of students agreed that they feel safe everywhere at the middle school, and three percent of the students who did not agree to feeling safe, do not feel safe anywhere, so it was not related to the school. Mr. Stoker believes students feels safe because of the hard work to address safety with students and having teachers, counselors and administration present in the halls. He added that the survey was done at the beginning of the school year to gather data to build capacity. Thunder Mountain is constantly looking at its student's needs and how to improve.

Lastly, Mr. Stoker discussed what the theory of action looks like at Thunder Mountain. The staff aims to have the students become critical thinkers and problem solvers. This revolves around meaning making, question strategies and student to student talk. Teachers were challenged to incorporate real world ideas and problem solving into their lessons plans and they are delivering. Mr. Stoker shared an

example of how a science and English class are crossing paths with lessons on tertiary consumers and ecosystems. The students are using what they are learning during their science curriculum, and applying the information into writing informative essays in English. The science teacher had the highest test grades on this section of learning yet! These teachers took the challenge to work together across curricular lines with authentic and engaging real world topics.

Thunder Mountain is starting small with theory of action to, down the road, work toward the bigger picture. Mr. Stoker wants true grit to drive the tone of ideas each year. He believes it is important as educators to instill grit within students. You can build grit through a rigorous learning environment in which it is ok to fail. Failure is a chance to reevaluate and try again. This teaches students to problem solve and those students will go out into the real world and become productive and successful individuals.

The Board asked questions and thanked Mr. Stoker and his staff and students for presenting.

**C. “Wait, What?” Book Review:**

Mr. Nelson and the board discussed Chapter three of the book, “Wait, What?” The chapter is titled “Couldn’t We At Least.....?” The board discussed how leading a conversation with “couldn’t we” sparks collaboration and breaks down the power structure. The question also promotes creative thinking and thinking outside of comfort zones. The board continues to enjoy learning through their readings and applying new thinking strategies to their leadership for the district. February’s work study will focus on Chapter 4 of the book.

**III – EXECUTIVE SESSION**

Mr. Stanwood asked Mr. Nelson if an executive session was necessary. Mr. Nelson stated a ten minute executive session was necessary to discuss “Qualifications of an applicant for public employment or the review of the performance of a public employee, but final actions must be taken in public discussions.” No action would be taken. Mr. Stanwood called for a short recess at 8:22 p.m. The board reconvened at 8:25 pm. The board came out of executive session at 8:35 p.m.

**IV — BOARD PROCESS DEBRIEF**

The board debriefed the meeting.

**V — ADJOURNMENT**

This meeting adjourned at 8:40 p.m.

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President, Board of Directors

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Secretary, Board of Directors