



**Wenatchee School District No. 246  
Wenatchee, Washington**

**Minutes of January 12, 2010 Regular Board Meeting**

Board

Walter Newman, President  
Kevin Gilbert, Vice President  
Laura Jaecks  
Jesús Hernández  
Gary Callison

Staff

Brian Fones, Superintendent

**I. REGULAR MEETING – 7:00 p.m.**

Dr. Walter Newman, President, opened the regular board meeting at the Central Office at 7:00 p.m., with the Pledge of Allegiance.

**II. CONSENT AGENDA**

Dr. Newman asked for a motion to approve the consent agenda.  
Motion made by Jesús Hernández, seconded by Gary Callison and the motion carried unanimously.  
The following items included in the consent agenda:

1) **MINUTES** of December 8<sup>th</sup>, 2009 regular board meeting.

**2) PERSONNEL REPORT:**

PREPARED BY: Lisa Turner, Human Resources Director

- January 12<sup>th</sup>, 2010 personnel report on file.

**3) VOUCHERS/PAYROLL:**

**PAYROLL:** December 2009 \$4,782,775.45

<b>Date: 2009-10 Budget 12/2009</b>	<b>Check REGISTER #</b>	<b>AMOUNT TOTAL</b>
<b>General Fund:</b>	<b>537595-537833</b>	<b>\$648,625.54</b>
<b>ASB Fund:</b>	<b>537836-537882</b>	<b>\$24,729.46</b>
<b>Capital Projects</b>	<b>537834-537835</b>	<b>\$16,665.92</b>

<b>Date: 2009-10 Budget 1/2010</b>	<b>Check REGISTER #</b>	<b>AMOUNT TOTAL</b>
<b>General Fund:</b>	<b>537961-538160</b>	<b>\$416,703.05</b>
<b>ASB Fund:</b>	<b>538164-538198</b>	<b>\$18,653.66</b>
<b>Capital Projects</b>	<b>538161-538163</b>	<b>\$10,795.86</b>

4) **CONTRACTS: None**

**III. HIGH SCHOOL ASB REPORTS:**

WHS: The ASB President Kelly Kurz, Assistant Activities Coordinator Heather Dappen and Annie Safar reported details on the following activities:

- Rundown on the fall sports
- The Senate Dance Marathon from 8am to 8pm as a fundraiser is going forward.
- Martin Luther King assembly in planning stage with a little different spin.
- Tie-Dye T-Shirt activity planned
- Janice Franz Talent Show Fundraiser proceeds will go to teacher Jon Magnus, he has been very ill this year.
- 110 Decca Students reported
- 13 girls trying out for Apple Blossom

**V. SPECIAL PRESENTATIONS:**

1) **Make Your Day – Mid Year Review:** Ron Brown, Director of Technology Instruction & Assessments gave a summary of the activities he has been involved in with reference to the MYD classroom management program. It included his work with teachers, students and observations with Principals. He outlined the training process. He presented the following material to the board based on survey and field data:

**Observation Data Survey Results: 5=Always, 4=Almost Always, 3=Sometimes, 2=Seldom, 1=None**

**4.34= Establishing MYD in your School**

- 4.11= Do the students feel the system at their school is fair?
- 4.44= Do the students feel like school is a great place to be?
- 3.88= Do the student know the school rule.
- 4.78= Does the teacher allow students a fresh daily start.
- 4.00= Do the staff use MYD language?
- 5.00= Does the school have a special area point sheet available that travels with the class?
- 3.52= Setting Expectations – Do staff

3.89= Make sure students follow established “common area” expectations?

2.78= State/restate expectations clearly using MYD language?

**4.08=Step Process – Do Staff**

3.78= Avoid cueing? (Use Step 1 as the warning not something else)

3.44= Allow All interfering behaviors to go to steps?

4.11= Privately give students permission to go to steps by going to the student or calling the student to me?

4.22=Use a quiet voice?

4.33=Avoid eye contact until Step 3?

4.67= Avoid touching?

4.33= Deliver the step information and immediately move away to give the student processing time?

3.33= Use steps in various areas within my classroom to avoid a negative connotation associated with steps?

4.11= Leave students on steps less than 5 minutes?

**4.33=Follow Step 3 procedures**

5.00= Attempt eye contact.

4.00= Ask them to focus on the school rule by posting it in front of them.

4.00=Ask them if they would prefer step 3 or would they prefer to choose step 4 which is a conference with a parent.

**4.90= Follow Step 4 procedures:**

5.00= Fill out an official incident form.

5.00= Let the student take the form to the office.

4.50= Call the office to let them know that the student is coming.

5.00= Understand that administration will review the incident.

**4.90= Follow Step 4 conference procedures**

5.00= Greet the parent

4.67= Explain what a step 4 conference looks like

5.00= Set the agenda (what the student did and what the parent should listen for).

5.00= Call the office to get the student

5.00= Stand by the parent and let student explain what they did to choose step 4

4.67= Let the parent determine if the conference is successful or not

5.00= If the conference is successful, the student returns to their last unsuccessful step, or to the classroom in the case of an automatic step 4

**3.69= Points/Concerns Process – Do staff Use the following elements during each class period?**

3.00= State academic/behavioral expectations for earning points

3.33= Restate expectations before points and let the students reflect on their efforts for a few minutes prior to points

3.89= Have the students ready their desks except for points materials so they can focus on the points process (points posture).

4.22= Provide a visual with all names

**3.90=Facilitate points/concerns including the following items?**

4.11= Have student actively involved in the process

3.96= Involve myself actively in the process

4.00= Have my name at the top of the list

4.78= Call each name individually or have a student call each name

4.22= Have everyone validate points earned and not earned (state the behavior for not earning points and how they were earning points)

4.44= Have names called one-by-one for concerns

2.78= Affirm points by saying “none”, or state the number of hands that are up for the concern

3.71= Use proper concern procedures. (Page 31-31 in manual)

Mr. Brown also provided a Combined Fall Data chart that included:

Established MYD=4.3; Expectations= 3.5; Steps= 4.1; Points=3.7; Concerns=3.9; Affirmations=4.2

Mr. Brown pointed out the areas of focus based on the data.

- Make sure students know the school rule and know that it isn't a big deal to choose steps.
- Make sure students follow established “common area” expectations.
- State/restate expectations clearly using MYD language.
- Avoid cueing, (use step 1 as the warning not something else to maintain fairness)
- Use steps in various areas within my classroom to avoid a negative connotation associated with steps.
- Leave students on steps less than 5 minutes.
- State academic/behavioral expectations for earning points.
- Restate expectations before points and let the students reflect on their efforts for a few minutes prior to points.
- Have my name at the top of the list.
- Have everyone validate points earned and not earned (state the behavior for not earning points and how they were earning points)
- Affirm points by saying “none”, or state the number of hands that are up for the concern.
- Use proper concern procedures.

**Other Updates:**

- August all K-8 staff refresher/refocus
- August all admin refresher/refocus

- Parent involvement:
  - The MYD Cadre Team
  - Parent fall orientation
  - PTA presentations
- Preparing survey 2 questions regarding MYD to include on our yearly parent and staff surveys
- Student survey (partnering with Selah Middle School to create)
- One website for MYD for our district with all resources for public consumption.

Much discussion took place with the board members as the presentation took place. Mr. Brown explained the information and survey results in detail. He shared the experiences he had with students, teachers and principals in the field while conducting evaluations.

**Citizen Comments:**

The following parents shared comments & concerns about the “Make Your Day” Classroom Management Program.

- 1) Craig Robertson
- 2) Michelle & Lance Jobe
- 4) Renee Monson
- 5) Jodi Murray
- 6) Shelley Granger
- 7) Ryan Gutzwiler

Parent concerns were similar in their overall message. Some parents had specific concerns relevant to their individual situations. Below is a summary of comments:

- A Newbery parent thanked the board for the positive changes that have been made. He stated that he recognizes the efforts that have taken place by the board and staff, but wants to make sure evaluating the program and the teachers continues in order to help monitor the classroom and students’ success.
- Parents would like to make consistency a priority and incorporate positive reinforcement & affirmations of good behavior a standard.
- The Moodle MYD site is a positive addition and thanked the board and Mr. Brown for that mode of communication. The parents want to see dialogue continue with parents and open meetings to keep a watch over the progress of the program along with the board. They requested the Moodle site be open for the board members & anonymous teacher comments.
- Several parents thanked the board for their attention to the issues and want that attention to continue and to be open to streamlining the program or reworking the program by incorporating other positive programs into it.
- One parent has Children in Valley Academy and Lewis and Clark. She is very happy with the schools her children are in and applauds WSD for these schools and principals but has concerns about the MYD program not addressing, in a positive way, the 20% of children that the program is not working for.
- Overall several parents have concern about the undiagnosed children with special needs that are not successful in a negative environment and possibly harmed. They voiced their feelings on how the Concerns Step caused stress for students by being put on the spot.
- A prepared statement about a parent concerns about the MYD program was shared with the board.
- A parent of a WSD student shared her story. She took her son out of WSD due to problems she attributed to the MYD management program. She discussed her concerns in detail with the board. Very concerned about the negative self-image and self-esteem and stress that the children suffer from the MYD classroom management program.
- One parent was concerned that this gives the students a false feeling of reality because when they grow-up they find out telling on someone who is “bothering” them doesn’t work in the real world. We have to learn to live with the bothersome people in the world. He feels “social engineering” is taking place in the classroom. Wonders if the funding for this program may be used better elsewhere. He would like seeing other programs looked at or go back to the way he and others in the room had when they were students in WSD.
- Additional parent emails were also shared with the board.
- Some parents felt the positive benefits from the program don’t outweigh the negatives it creates for the students who cannot succeed under this classroom management style.
- Several parents thanked the board and Mr. Brown for all the efforts, work and attention they have put into this issue. They can see the positive efforts and that the board is hearing their concerns.

Director Ron Brown answered the parent and board questions during the discussion. He also shared his experience in the classroom observing and pointed out he also has children in the district. He and the principals will coach teachers who are in need of additional reinforcement in the classroom. Questions will be added specific to the MYD program for the WSD parents and staff on the Nine Characteristic surveys. The board was glad to hear that and anxious to see results. The board asked clarifying questions about:

- Step 3
- Focus on Rule
- New teacher training
- Substitute Teacher training
- Getting on same page with parents/communication

- Positive component is excellent
- MYD is only a classroom management program not designed for special discipline or special needs problems, those need to be addressed by the principals and counselors. Intervention for special problems should be used.
- Consistency in schools is the goal
- Several hundred school districts are using the program now with success
- No matter what program is used consistency is necessary
- A board member recalls the district prior to using the MYD program (14 years ago) and it was a totally different atmosphere in the schools, not better, but much worse.
- Superintendent sees there may be a need to look at the students who have additional needs that are not being addressed or met in the MDY program. We have a need to bridge that gap and reach those students through counselors and principals. We will need to be more intentional and refer those students to the proper individuals to address their specific needs.

The board thanked the parents for all their input and attendance and thanked Mr. Brown for all the hard work and efforts they see that he and the administration, teachers and staff are putting forth.

**2) January Enrollment Report: CFO Les Vandervort reported the following to the board:**

**Exhibit A - Monthly Enrollments.**

The **January 2010** count of K-12 students is **7,641.79 full-time equivalents (FTE)** including 141.30 FTE Running Start students (Running Start counts began in October). The count includes Wenatchee Valley Technical Skills Center.

The *average* FTE is **7,672** which are **192 FTE** above budgeted *average* FTE of 7,480. Note the budgeted enrollment is adjusted for All Day Kindergarten (ADK) funding approved by SPI after submission of the budget.

**Exhibit B** shows the changes in our average FTE enrollment, as reported to SPI, for the last ten years. Changes in funding for all day kindergarten plus the addition of the Wenatchee Valley Technical Skills Center creates the perception that enrollment is increasing more than it actually is. Exhibit B reflects the history of our actual funding level of FTE. Exhibit C reflects the actual increases in enrollment by restating enrollment in prior years for all day kindergarten and Skills Center.

**Exhibit C** is a restatement of enrollment from 2000-01 for better comparability.

Kindergarten is restated based on headcount rather than FTE due to the state funding formula changes. All day kindergarten at Columbia has been BEA funded since 2007-08. All day kindergarten at Lewis & Clark, Lincoln, and Mission View has been BEA funded since 2008-09.

The current Wenatchee Valley Technical Skills Center counts for grades 9-12 have been included in the prior year counts.

**Exhibit D** shows the monthly information in graphic form, with a comparison to last year's adjusted enrollment and 2009-10 budgeted numbers.

Also included are exhibits showing enrollment by school. Exhibits available on request.

**V. NEW BUSINESS:**

**1) Board Policy No. 2410 revision:** Assistant Superintendent Jon DeJong presented the revised policy No. 2410 to the board for information and explained the changes and answered questions. Much discussion followed concerning earning credits in several areas but mostly math and at both high schools. Mr. DeJong explained the history and pointed out there will be additional language changes in the future but wanted to clean up the policy to match state requirements and recommendations by WSSDA for the time being. Approval and adoption of the revisions will come up at the next board meeting, January 26<sup>th</sup>, 2010.

**HIGH SCHOOL GRADUATION REQUIREMENTS** Each student who has successfully completed an instructional program appropriate to his/her interests and needs shall be awarded a diploma at graduation ceremonies. The board shall award a regular high school diploma to every student enrolled in the district who meets the requirements of graduation established by the district and state. Only one diploma shall be awarded with no distinctions being made between the various programs of instruction, which may have been pursued. ~~The board shall establish graduation requirements, which, as a minimum, satisfy those established by the state board of education.~~ **The board shall award a regular high school diploma to every student enrolled in the district who meets the requirements of graduation established by the district. Only one diploma shall be awarded with no distinctions being made between the various programs of instruction which may have been pursued.**

The board shall establish graduation requirements which, as a minimum, satisfy those established by the State Board of Education:

<b>Class of 2008</b>	<b>WHS</b>	<b>WSHS</b>	
English (reading, writing and communications)	3.5	4.0	credits
*Mathematics <sup>2</sup>		2.5	credits
Science (physical, life and earth; one laboratory credit)	2.5	2.5	credits
Social Studies (civics, history and geography)	3.0	3.0	credits
Health and Fitness	2	2	credits
Arts	1	1	credits
Occupational Education	1.5	1	credits
Electives	6.5	6	credits
<b>TOTAL</b>	<b>22</b>	<b>22</b>	<b>credits</b>

**WHS – Wenatchee High School**

**WSHS – WestSide High School**

\* Students in the class of 2008 who have not passed the mathematics Washington Assessment of Student Learning (WASL) or an approved alternative assessment, must earn one additional mathematics credit or career and technical course equivalent, including courses at skills centers, after the student's 11<sup>th</sup> grade year and continue to take the appropriate mathematics assessment at least once annually until graduation. Approved alternative assessments for the Washington State Certificate of Academic Achievement (CAA) guidelines are outlined by the Office of Superintendent of Public Instruction. These options include:

- Scores on selected Advanced Placement and college Admission Tests
- Collection of Evidence
- WASL/Grades Comparison

Students who demonstrate proficiency of the state's reading, writing, and mathematics standards with the Washington Assessment of Student Learning (WASL), a state approved alternative to the WASL or an assessment for students in special education will earn a diploma with a Certificate of Academic Achievement or Certificate of Individual Achievement. Until 2013, students can earn a diploma without a certificate if they demonstrate

~~proficiency in reading and writing and continue to earn additional mathematics credit(s) or career and technical course equivalents and annually retake the WASL or an assessment designed for students in special education programs.~~

~~Student transcripts shall indicate if a student earned a Certificate or not. The transcripts of students who earned a certificate will note "CAA" or "CIA." Students who meet only the reading and writing standards, but earn additional mathematics credits and take the mathematics WASL or WAAS mathematics assessment annually, will be able to graduate, but will not earn a certificate. The student's transcript will indicate that the certificate requirement was "Not Met."~~

<b>Class of 2009-2012</b>	<b>WHS</b>	<b>WSHS</b>	
English (reading, writing and communications)	3.5	4.0	credits
*Mathematics	2	2.5	credits
Science (physical, life and earth; one laboratory credit)	2.5	2.5	credits
Social Studies (civics, history and geography)	3	3	credits
Health and Fitness	2	2	credits
Arts	1	1	credit
Occupational Education	1.5	1	credits
Electives	6.5	6	credits
<b>TOTAL</b>	<b>22</b>	<b>22</b>	<b>credits</b>

**WHS – Wenatchee High School**

**WSHS – WestSide High School**

<b>Class of 2013 &amp; Beyond</b>	<b>WHS</b>	<b>WSHS</b>	
English (reading, writing and communications)	3.5	4.0 credits	**Mathematics 3 credits
Science (physical, life and earth; one laboratory credit)	2.5	2.5	credits
Social Studies (civics, history and geography)	3	3	credits
Health and Fitness	2	2	credits
Arts	1	1	credit
Occupational Education	1.5	1	credits
Electives	6.5	6	credits
<b>TOTAL</b>	<b>23</b>	<b>22.5</b>	<b>credits</b>

**WHS – Wenatchee High School**

**WSHS – WestSide High School**

A credit is defined as 150 hours of planned instructional activities excluding passing time. The board shall approve additional graduation requirements as recommended by the superintendent.

In addition to the minimum credit requirements, to earn a diploma each student must:

1. ~~Pass the reading and writing portions of the Washington Assessment of Student Learning (WASL);~~
2. 5 Year Plan: Within the first year of high school enrollment, each student shall develop a plan for satisfying the state and district's high school graduation requirements and for their first year after high school completion. The plan should be developed in collaboration with the student, parent and district staff. The plan should include how the student will satisfy the district's academic credit requirements, preparation for successfully completing the Washington Assessment of Student Learning, a description of the student's culminating project and the student's goals for the year following graduation. Each student plan should be reviewed annually at the beginning of the school year to assess student progress, to adjust the plan, and to advise the student on steps necessary for successful completion of the plan;
3. Complete a Culminating Project: During the course of their high school career each student shall complete a culminating project. The project shall demonstrate the student's ability to think analytically, logically and creatively and to integrate experience and knowledge to form reasoned judgments and solve problems. The project will also have a connection to the world of work in that it will demonstrate that the student understands the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities;
4. \*Complete math requirements: Students in the class of 2009-2012 who fail to successfully pass the mathematics portion of the WASL or an appropriate alternative, must earn two mathematics credits or career and technical education equivalent mathematics credits after 10<sup>th</sup> grade. Credits earned must meet high school standards. \*\*Students in the Class of 2013 and beyond must pass the mathematics portion of the WASL, an alternative assessment, or an end of course examination; and
5. Complete science requirements: Students in the class of 2013 and beyond must pass the science WASL or an appropriate alternative.
6. Students, in the Class of 2013 and beyond, must complete mathematics courses in one of the following progressive sequences.

Algebra I, Geometry, and Algebra II; or  
 Integrated Mathematics I, Integrated Mathematics II, and Integrated Mathematics III; or  
 Any combination of (a) and (b) in progressive sequence.

In lieu of a third credit of mathematics students may choose an alternative mathematics course, if the parent/guardian agrees that the third credit mathematics elective is supportive of the student's education and career goals. Before approval of the elective third mathematics credit a meeting will be held with the student, the parent/guardian and the school staff to discuss the student's High School and Beyond Plan and the mathematics requirements for post-secondary and career choices.

The district will obtain a signed consent from the parent for the student to enroll in the alternative third credit of mathematics. The consent form will confirm the meeting, that the parent understands the impact of the selection on the student's educational and employment options, and that the alternative is most appropriate for the needs of the student.

Students may also satisfy the mathematics requirements by earning equivalency based credit in career and technical education mathematics courses. Those credits must be recorded using the equivalent academic high school department designation.

A student will receive a certificate of academic achievement only if they earn the appropriate number of credits required by the district, complete a culminating project, complete the high school and beyond plan; and meet the reading, writing and math standards on the high school WASL or an appropriate alternative assessment.

Students qualifying for special education services will earn a certificate of individual achievement as determined by their individual education plan.

~~\*Students in the graduating classes of 2009-2012 who have not passed the 10<sup>th</sup> grade math Washington Assessment of Student Learning (WASL) or an approved alternative assessment, must earn two mathematics credits or career and technical course equivalent, including courses at skills centers, after the student's 10<sup>th</sup> grade year and continue to take the appropriate mathematics assessment at least once annually until graduation. Approved alternative assessments for the Washington State Certificate of Academic Achievement (CAA) guidelines are outlined by the Office of Superintendent of Public Instruction. These options include:~~

- ~~○ Scores on selected Advanced Placement and college Admission Tests~~
- ~~○ Collection of Evidence~~
- ~~○ WASL/Grades Comparison~~

~~Students who demonstrate proficiency of the state's reading, writing, and mathematics standards with the Washington Assessment of Student Learning (WASL), a state approved alternative to the WASL or an assessment for students in special education will earn a diploma with a Certificate of Academic Achievement or Certificate of Individual Achievement. Until 2013, students can earn a diploma without a certificate if they demonstrate proficiency in reading and writing and continue to earn additional mathematics credit(s) or career and technical course equivalents and annually retake the WASL or an assessment designed for students in special education programs.~~

~~Student transcripts shall indicate if a student earned a Certificate or not. The transcripts of students who earned a certificate will note "CAA" or "CIA." Students who meet only the reading and writing standards, but earn additional mathematics credits and take the mathematics WASL or~~

~~WAAS mathematics assessment annually, will be able to graduate, but will not earn a certificate. The student's transcript will indicate that the certificate requirement was "Not Met."~~

~~A credit is defined as 150 hours of planned instructional activities excluding passing time.~~

Additionally, WestSide High School credit shall be granted according to the requirements of the Alternative Learning Experience WAC 392-121-182. The board shall approve additional graduation requirements as recommended by the superintendent. Additional requirements to earn a diploma include a 5-year educational plan and a culminating project. The superintendent shall develop procedures for implementing this policy which include:

- A. Establishment of the process and assessment criteria for the high school culminating project requirements; and determination of the education plan process for identifying competencies.
- B. Establishing the process for completion of the 5 Year Plan.
- C. Recommending course and credit requirements, which satisfy the state board of education requirements and recognize the expectations of the citizens of the district.
- D. Determining which courses satisfy particular subject area requirements and whether a particular course may satisfy more than one subject area requirement including a process for determining the credits the district will recognize for courses taken through another program recognized by the state (another public school district, an approved private school) or those courses taken by students moving into the state from another state or country. Decisions regarding the recognition of credits earned before enrolling in the district will be based on the professional judgment of the high school principal or designee based on an evaluation of the student's former program and demonstrated knowledge and skills in the discipline for which credit is sought. The decision of the principal may be appealed to the superintendent within fifteen school days.
- E. Making graduation requirements available in writing to students, parents and members of the public;
- F. Providing for a waiver of graduation requirements for an individual student when permitted;
- G. Granting credit for learning experiences conducted away from school, including National Guard high school career training;
- H. Granting credit for correspondence, vocational-technical institutes and/or college courses for college or university course work the district has agreed to accept for high school credit, state law requires that the district award one high school credit for every five quarter hour credit or three semester hour credit successfully earned through a college or university, except for community college high school completion programs where the district awards the diploma; Tenth and eleventh grade students and their parents shall be notified annually of the Running Start Program;
- I. Granting credit for work experience;
- J. Granting credit based upon competence testing, in lieu of enrollment;
- K. Granting credit for high school courses completed before a student attended high school, to the extent that the course work exceeded the requirements for seventh or eighth grade;
- L. Counseling of students to know what is expected of them for completion of their schooling;
- M. Preparing a list of all graduating students for the information of the board and release to the public;
- N. Preparing suitable diplomas and final transcripts for graduating seniors;
- O. Planning and executing graduation ceremonies; and

In the event that minimum test requirements are adopted by the board, a student who possesses a disability shall satisfy those competency requirements, which are incorporated into the Individualized Education Program (IEP). Satisfactory completion of the objectives incorporated into the IEP shall serve as the basis for determining completion of a course.

A student shall be issued a diploma after completing the district's requirements for graduation. A student shall also be advised that he/she may receive a final transcript.

However, a student's diploma or transcript may be withheld until the student pays for any school property that has been lost or willfully damaged. Upon payment for damages, or the equivalency through voluntary work, the diploma or transcript will be released. When the damages or fines do not exceed \$100, the student or his/her parents shall have the right to an appeal using the same process as used for short-term suspension (**3322**). Appeal Process for Short-Term Suspension shall apply.

Graduation requirements in effect when a student first enrolls in high school shall be in effect until that student graduates unless such period is in excess of ten years.

In the event that other forms of corrective actions are imposed for violations of school rules, the student may be denied participation in graduation ceremonies. Such exclusion shall be regarded as a school suspension. In such instances, the diploma will be granted.

Cross References:	Board Policy	3110	Age of Attendance
		3111	Entrance Qualifications
		3112	Early Withdrawal
		3120	Compulsory Attendance
		3200	Student Rights & Responsibilities
		3520	Student Fees, Fines, Charges
Legal References	RCW	28A.230.090	High school graduation requirements or equivalencies — Reevaluation and report by state board of education — Credit for courses taken before attending high school — Postsecondary credit equivalencies
		28A.230.120	Option to receive final transcripts-Notice
		28A.600.300-400	Running Start
		28A.635.060	Defacing or injuring school property-liability of parent or guardian
	WAC	180-50	Courses of studies & equivalencies
		180-51	High school graduation requirements
		180-57	Secondary Education--Standardized high school transcript
		392-121	Alternative Learning Experiences
		392-169	Running Start

Management Resources:

*Policy News*, April 1999 Variations complicate college credit equivalencies  
*Policy News*, Dec. 2000 2004 High School Graduation Requirements Adopted

Adoption Date: September 22, 2003

Revised: 10/23/07; 1/26/10

Wenatchee School District

### **3) Sunnyslope Parking Lot Lease Agreement:**

Superintendent Flones presented the Sunnyslope Parking Lot Lease Agreement to the board. He gave a brief history of the issues leading up to the decision to set up the lease agreement. Extensive discussion surrounding safety for students coming a going and drop off areas, the possibility of crosswalks, flow of traffic, crossing guards, signage and the 21,000 sq. ft. of ground that will be provided for overflow parking for the school and cost of the lease. The board has two weeks to evaluate and review the lease before signing for approval at the January 26<sup>th</sup> board meeting. The lease is as follows:

**LAND LEASE AGREEMENT**

This Land Lease Agreement ("this Lease") made this \_\_\_\_ day of January, 2010, between Stumpf Farms, Inc. ("Landlord") and Wenatchee School District No. 246 ("Tenant").

**WITNESSETH:**

That in consideration of the rent and covenants herein reserved and contained on the part of the Tenant to be paid, performed, and observed, Landlord hereby leases to Tenant and Tenant does hereby lease from Landlord for Tenant's exclusive use of the premises described in Section 4 below ("the Premises").

This Lease is made upon the following terms and conditions:

1. **Term:**
  - a. This Lease shall commence on March 1, 2010, and end on February 28, 2011, for the term of one year ("the initial term").
  - b. This Lease shall renew itself from year to year unless either party notifies the other in writing on or before the 1<sup>st</sup> day of January in the year in which expiration of this Lease is desired ("extended term(s)").
2. **Rent:** The rent payable by Tenant during the initial term shall be .05 cents per square foot per month, or \$1,050.00. The rent shall be payable in advance on or before the first business day of each month during the term hereof. If this Lease commences on other than the first day of the month, the rental payment shall be prorated based upon the number of days occupied in relation to the number of days in the month.
3. **Rental Increase:** The monthly rent shall be adjusted annually on the anniversary of the Lease to reflect the increase in the Consumer Price Index. The Landlord shall compute the adjustment by multiplying the rent for the initial term times a fraction, the denominator of which is the average Consumer Price Index, All Urban Consumers, U.S. City Average, published by the Bureau of Labor Statistics of the United States Department of Labor (base year 1982-1984) ("CPI") for the Half period immediately prior to the commencement of the initial term, and the numerator of which is the average CPI for the Half period before a new Lease year shall begin. In no event shall the rent amount decrease from the rental amount for the prior year. See Exhibit "C" for an example of the CPI factor.

LAND LEASE AGREEMENT  
Page 1

Pages 2 through 8 including exhibits on file for review.

**4) Resolution # 01-10**

Chief Financial Officer Les Vandervort presented Resolution #01-10 – Small Works Roster. He explained the reason for needing the resolution to proceed with small works projects in the district.

**WENATCHEE SCHOOL DISTRICT**

**RESOLUTION #01-10 SMALL WORKS ROSTER**

A resolution of the Wenatchee School District establishing a "Small Works Roster".

**WHEREAS**, RCW 28A.335.190 and RCW 39.04.155 require local governments to adopt a resolution authorizing the use of a small works roster for the awarding of contracts for public works; and

**WHEREAS**, House Bill 1196-2009-10, amending the RCW relating to small works rosters, was adopted by the Washington State Legislature and took effect April 5, 2009; and

**WHEREAS**, the Wenatchee School District #246 wishes to obtain a competitive price for all public works projects by utilizing a small works roster; and

**WHEREAS**, the Wenatchee School Board believes it is in the best interest of the Wenatchee School District #246 to establish such a roster;

**THEN**, the Wenatchee School District hereby authorizes the establishment of a small works roster to award public works contracts as follows:

**Public Works Projects - Small works roster established.**

**Note: The following process is intended to summarize, but not restrict, statutory authority for small works roster procedures and requirements as provided by RCW 28A.335.190, RCW 39.04.155, RCW 39.30.060, RCW 39.04.280, RCW 43.19.1911, et al.**

1. **RESPONSIBLE CONTRACTORS.** A small works roster shall be maintained by the Wenatchee School District that shall consist of all responsible contractors who have applied to be on the roster and who are properly licensed to work in the state of Washington.
2. **PUBLIC WORKS DEFINED.** For the purposes of this section, the term public works shall include all construction, building, renovation, remodeling, alteration, repair or improvement of real property other than ordinary maintenance.
3. **ADVERTISEMENT.** A contract awarded from a small works roster need not be advertised.
4. **PUBLICATION OF NOTICE.** At least once a year, the District shall publish in a local newspaper, notice of the existence of the District's small works roster and solicit the names of contractor's for use on said roster through approved application forms of the Wenatchee School District. Responsible contractors shall be added to the small works roster upon request and receipt of the small works roster application and necessary records.
5. **COMPETITIVE BID PROCESS.** The following process shall be used to obtain competitive quotations/bids from contractors listed on the small works roster:

**Invitations for Quotations/Bids.**

The District shall prepare a written description of the scope and nature of the work to be done, together with any other specifications material to the bid. Detailed plans and specifications need not be included in the description of work or invitation to bid. This does not eliminate requirements for architectural or engineering approvals as to quality and compliance with building codes.

a) **Projects less than \$150,000.** Telephonic, written or electronic quotations shall be invited from at least five (5) contractors who have indicated the capability of performing the type of work being sought, in a manner that will equitably distribute the opportunity among the contractors on the roster.

b) **Projects from \$150,000 to \$300,000.** Quotations shall be invited from all contractors who have indicated the capability of performing the type of work being sought. If the District chooses to solicit bids from less than all the appropriate contractors on the small works roster, the District shall notify the remaining contractors either by publishing a notice in the city's official newspaper; mailing a notice to these contractors, or sending a notice by facsimile or other electronic means that quotations on the work are being sought.

A written record shall be made of each contractor's quotation/bid on the project and of any conditions imposed on the quote/bid.

The Chief Financial Officer or his designee shall present the Wenatchee School Board a recommendation for award of the contract to the lowest responsible bidder.

6. **LOWEST RESPONSIBLE BIDDER.** The District shall award the contract for the public works project to the lowest responsible bidder provided that, whenever there is a reason to believe that the lowest acceptable bid is not the best price obtainable, all bids may be rejected and the District may call for new bids. In addition to price, the District shall consider the following factors:

1. the ability, capacity, and skill of the bidder to perform the contract;
2. whether the bidder can perform the contract within the time specified by the Wenatchee School District;
3. the quality of the bidders performance of previous contracts or services;
4. the previous and existing evidence of compliance by the bidder with laws relating to the contract or services.

7. **LIMITED PUBLIC WORKS.** For construction, alteration, repair, work, or improvement projects estimated to cost less than \$35,000, a limited public works project may be awarded to the lowest responsible bidder after soliciting electronic or written quotations from at least three (3) contractors from the small works roster. After an award is made, the quotations shall be open to public inspection and available by electronic request.

Mr. Vandervort explained language with the following handout.

**Summary of Changes to RCW 28A.335.190 – Bid Law for School Districts:**  
Effective July 24, 2005

**Bid Thresholds:**

School districts may make a purchase of furniture, supplies, or equipment of up to \$40,000 without using a formal bid procedure. Purchases estimated to cost between \$40,000 and \$75,000 may be made by securing telephone or written quotes from at least three different sources. Any purchase estimated to be in excess of \$75,000 must be made using a formal bid procedure.

A school district may use in-house labor for building, improvements, or repairs estimated to cost \$40,000 or less without using a bid procedure. Projects estimated to cost between \$40,000 and \$100,000 must use a competitive bid process, and projects in excess of \$100,000 must use a formal bid procedure in which complete plans and specifications are prepared and notice published or the small works process.

**Purchases.** The threshold for competitive bid procedures in relation to purchases of furniture, supplies, or equipment is increased from \$15,000 to \$40,000. If such cost is between \$40,000 and \$75,000 the bid process must include quotations from at least three different sources obtained in writing or by telephone and recorded for public access. Any purchase estimated to be in excess of \$75,000 must be made using a formal bid procedure.

**Public Works Projects and Maintenance.** The threshold for formal competitive bid procedures in relation to building, improvements, repairs or other public works projects, is increased to \$40,000. The distinctions between improvements and repairs made using one craft or two crafts are removed as are the distinctions based upon the number of students in a school. Projects under this threshold may be made through the district shop and repair department.

If the building, improvement, repair or public works project is estimated to cost between \$40,000 and \$100,000, the district must use a competitive bid process, and projects in excess of \$100,000 must use the formal bid procedure. Or, follow the small works roster procedures in RCW 39.04.155 for projects of \$40,000 up to ~~\$200,000~~ <sup>\$300,000</sup>.

Resolution

**Purchases from Dept. of Corrections:**

Purchase of Class II inmate work program products is expressly allowed. This revision adds a subsection to RCW 28A.335.190 that allows school districts to purchase goods produced or provided by DOC Class II inmate work programs—including furniture, equipment or supplies. Under Section 1 (amending RCW 72.09.100) the Class II inmate work program products may include "purchased products and services necessary for a complete product line."

Beginning June 30, 2006, school districts are encouraged (but not required) to set a target to purchase from such Class II programs "up to one percent of the total goods required by the school districts each year...." If a school district chooses to adopt such a target, the amendment creates an implied exception from competitive bidding/purchasing for such purchases up to the target ceiling--which can be no more than the "one percent." Purchases from class II inmate work programs that are above the district's target and purchases where no district target has been established must comply with the same statutory requirements as apply to any other purchases under RCW 28A.335.190.

1-12-10

5) **SNW – Bond Refunding Briefing:** CFO Vandervort told the board it is time to go forward with the bond refunding. The interest rate is up to 5.35%. It will mean a refund to the taxpayers of \$1,350,000. Discussion followed of the specifics. He presented the following briefing.

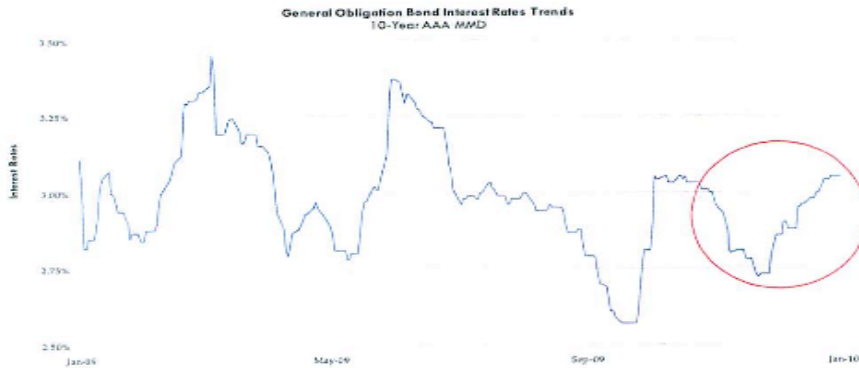


**I. Executive Summary**

Refunding the District's 2002 bond issue at today's interest rates would provide over \$1,350,000 in savings to district taxpayers (after all costs have been paid). The District has tentatively set a minimum savings target of 5.00% (percentage savings of refunded bonds). At this time we exceed the District's minimum savings threshold.

**II. Market Update**

The second half of December saw a slowdown in investor activity as holiday travel began and the year end approached. The first week of resumed investor activity in 2010 began slowly with January reinvestment money sitting on the sidelines. While interest rates have increased since the end of December, refunding savings have improved slightly due to a corresponding increase in escrow investment rates and tightening credit spreads.



**III. Projected Refunding Results and Analysis**

**Refunding Bond Candidate**

Dated:	2002 6/1/02
Principal Amount of Refunded Bonds:	\$21,090,000
Maturities:	2012, 2015 Term, 2017 Term, 2019 Term, & 2021 Term
Average Coupon:	5.25%
Call Date and Price:	6/1/12 @ Par

**Projected Refunding Results**

Date of Analysis	10/19/09	11/18/09	12/1/09	1/5/10	1/12/10
Principal Amount of New Bonds	\$22,775,000	\$22,650,000	\$21,695,000	\$21,375,000	\$21,730,000
Call Feature	12/1/19 @ Par	12/1/19 @ Par	12/1/19 @ Par	12/1/19 @ Par	6/1/20 @ Par
Final Maturity	12/1/21	12/1/21	12/1/21	12/1/21	12/1/21
Net Interest Cost	3.45%	3.25%	3.22%	3.39%	3.24%
Savings Pattern	Level	Level	Level	Level	Level
Total Savings – Net of all costs	\$736,711	\$1,005,878	\$1,189,890	\$1,203,754	\$1,355,638
Present Value of Net Savings	\$615,683	\$837,936	\$991,004	\$994,313	\$1,129,062
PV as % of Old Bonds	2.91%	3.97%	4.69%	4.71%	5.35%



The resolution will be presented for approval at the board meeting, January 26<sup>th</sup>.

**6) Out of State Field Trip Approval:**

Assistant Superintendent Jodi Smith presented the following Out of State Field Trip request and asked for approval after answering questions.

Wenatchee School District 246  
January 12, 2010

To: Board of Directors  
From: Brian Fones  
Superintendent  
Prepared By: Jodi Smith  
Assistant Superintendent 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:	Mariachi (Period 6)
Date of Trip:	March 31, 2010
Purpose:	Mariachi Huenachi will be performing for the Cesar Chavez Day
Number of Students:	22
Location:	University of Idaho
Cost:	ASB
Supervision:	Ramon Rivera

**MOTION MADE:** By Laura Jaecks to approve the Out of State Field Trip Request as presented by Ms. Smith. **SECONDED & PASSED UNANIMOUSLY:** Seconded by Jesus Hernandez and passed unanimously.

**VII. PRESIDENT’S REPORT:**

- In district activities noted.
- Student Jazz Concerts with professionals. All encouraged to attend.

**VIII. SUPERINTENDENT’S REPORT:**

- Updated Planned Board Meetings and Workshops Calendar
- Reminder to board about dinner for the board hosted by Mission View next meeting
- National School Board Members Recognition Month at next board meeting
- 21 National Board Certified Teachers next meeting

**EXECUTIVE SESSION:** Open meeting adjourned into the executive session at 9:40 p.m., to review the performance of the superintendent in accordance with school board policy 1410 and RCW 42.30.110, Section E. The school board will not be taking any action.

The meeting was reconvened in open session – 10:50 p.m.

**MEETING ADJOURNED:** President Dr. Walter Newman adjourned the meeting at 10:50 p.m.

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President

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Superintendent