



**Wenatchee School District No. 246**  
**Wenatchee, Washington**  
**Minutes of April 13, 2010 Regular Board Meeting**

Board

Staff

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

Brian Flones, Superintendent

**I. REGULAR MEETING – 7:00 p.m.**

Dr. Walter Newman, President, opened the regular board meeting at Lincoln Elementary School 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 Laura Jaecks, seconded by Gary Callison, the motion carried unanimously. The following items included in the consent agenda:

1) **MINUTES** of 3-23-10 regular board meeting & Workshop.

**2) PERSONNEL REPORT:**

PREPARED BY: Lisa Turner, Human Resources Director

- April 13, 2010 personnel report is on file.

**3) VOUCHERS**

<p><b>1. General Fund:</b>  <b>Check #'s 539736-540058 totaling \$672,838.72</b></p>
<p><b>2. Capital Projects:</b>  <b>Check #'s 540059-540061 totaling \$11,986.37</b></p>
<p><b>3. Associated Student Body:</b>  <b>Check #'s 540062-540114 totaling \$47,683.76</b></p>

**4) CONTRACTS:**

Date	New or Renewal or Revision	Agency	Purpose	Amount	Effective Dates	Staff Person Responsible for Contract	Approved by Les?	PO Required?
04/05 /10	Renewal	AVID Center	Annual site licenses for WHS, Orchard, Foothills, and Pioneer Schools	\$17,800	2010-2011 school year	Terri Bawden	Yes	Yes
				<b>Budget Code</b> 7911 27 5050 000				
03/15 /10	Renewal	EPIC	Coordination of services for students identified in need of referral for special education services	Allocation based on P223H enrollment	2010-2011 school year	Obergh/Evitt	Yes	No
				<b>Budget Code</b> 7911 27 5050 000				
03/23 /10	New	Skagit Valley College	Tech Prep Articulation agreement with WHS Sports Medicine and Fitness Specialist programs	N/A	Retroactive from 1/10/10 to 1/09/11	Eleanor Sellers	Yes	No
				<b>Budget Code</b>				

**5) SURPLUS REPORT: 4/13/10 ON FILE**

**III. SCHOOL PRESENTATION: Lincoln Elementary School**

Tim Sheppard, Principal of Lincoln, introduced teacher, Tina Nicpan-Brown. Ms. Nicpan-Brown shared with the board how technology is working at Lincoln Elementary School. She presented a power-point that was very impressive. It included how the students are utilizing technology in learning on their own, how the classroom is utilizing technology in teaching and learning and how the administration is plugged into technology in the building. She also listed each component, software and media/technology equipment and communication in classrooms that is used in all these areas. The power-point included demonstrations how each component is benefiting Lincoln Elementary students, staff and community. They reported three staff members received grants: Tina Nicpan Brown and Rebecca McFarland received \$10,000 each from the EETT grant & Kevin Parr received \$7,500 from the TL21st Century Grant.

Areas covered in presentation:

- Blogging
- Webpages
- Intervention
- Imagine/Think /Freedom
- Special Education
- Mimio Whiteboard Interaction
- Document Cameras
- Comic Life
- 21<sup>st</sup> Century Learning/ Can you recognize 21<sup>st</sup> learner?
- Quest for Knowledge
- Flip Cameras
- Failure-Free Programs
- Moodle
- Professional development
- Assessments
- MAPS Model
- STAR Electronic form reports

**IV. HIGH SCHOOL ASB REPORTS: None**

**V. CITIZEN COMMENT: None**

**VI. SPECIAL PRESENTATIONS:**

**1) Pioneer Middle School –Intervention/Six Period Days**

Pioneer principal Mark Helm introduced teachers (Admin Interns) Donna Moser and Kathi Bullis. He complimented them as leaders who have helped to spearhead this Intervention/Six Period Day project. Mr. Helm, Ms. Moser and Ms. Bullis rotated covering each part of the Intervention/Six Period presentation as follows: Ms. Moser started off with “Failure Not An Option” theme.

*Success for All, Believed by All*

Pioneer Middle School

Interventions in a 6 Period Day

WHERE WE STARTED

2007-09

- Staff member attended PLC conferences – 90%
- 30 minute Guided Study
- Almost exclusively homework help
- A couple of direct instruction intervention classes focused on WASL Prep - (teacher recommendation)

DATA DRIVEN DECISIONS

2009-10

- 6 period day – more time for interventions -40 minutes
- Universal Scr4eeners
- Diagnostic Screeners
- Individualized schedules based on student needs/Fluidity
- Modified to 2 days a week, homework, 3 days direct\*

SIX PERIOD DAY

Response to School Performance Review

- 40 minutes – Interventions
- 50 minutes – Classes
- Increase Math, Science, Electives
- Decreased 7<sup>th</sup> Core
- Increased work-load for many
- Classes during Guided Study (Spanish, AVID, Title Math, Healthy Living, LEAP)
- 

KNOWING OUR KIDS

Use of Data to Monitor Growth

LAST	FIRST	READ WASL	READ RIT	ORF	ACC	RT	MATH WASL	MATH RIT	MBF	MC	GS	IEP/TLE
1	1	380	197				341	194	1.5		BZ	RT
2	2	422	208				417	225	4			
3	3	378	205	103	94		395	206	1		SB	RT
4	4	412	206	112	97		341	200	1			
5	5	401	204	128	98		380	213	1.5		SB	MT
6	6	389	200	96	98		356	202	1		M	RT
7	7	372	187	43	86	17	341	206	1		BO	IEP R
8	8	395	198	62	91	25	356	202	2.5		BO	RT

GUIDED STUDY

- Phonics Boost
- Phonics Blitz
- Springboard Strategies
- Enrichment Rotation (Book Club, Science Olympiad)
- Focused Math Intervention based on classroom data
- Title Math

- AVID
- Spanish
- Healthy Living
- Why Try
- LEAP

**SUCCESS FOR ALL**

- During the Day:
- Title Reading / Math
- Lunch-time Study Hall
- ESL
- LEAP
- GEAR UP Tutoring
- Coordinated Student Services Committee
- Family Advocate Caseload

**BELIEVED BY ALL!**

After School

- After School Activities Program
- After School Homework Center – Average 30ish
- Required Homework Center
- GEAR UP Enrichment Classes
- GEAR UP College Visits
- Expanding Horizons

**ACHIEVED BY ALL...**

Next Steps

- Maintain 6 Period Day
- Address 7<sup>th</sup> Grade Core and Second-Shot Math needs
- Implement Progress Monitoring Calendar
- Solidify the alignment/curriculum of intervention materials
- Student/ parent education classes (GEAR UP)

**Pioneer Interventions / Enrichment**

**- A Synopsis**

**Before School**

- Monday Morning Detention – T3
- Builder's Club – T2

**Intervention Period**

- Phonics Blitz – T2
- Phonics Boost – T2
- Springboard Strategies – T2
- Enrichment Rotation – T2
- Spanish – T1
- AVID – T2
- Title Math – T2
- Study Hall – T1
- Assigned Math Intervention – T2
- Drop-In Math Intervention – T2
- Healthy Living – T1

**During School**

- Title Reading – T2
- Title Math – T2
- Lunch-time Study Hall – T2
- ESL – T2
- LEAP – T2

\*T = Tier

Progress Monitoring & Benchmark Assessment Calendar January - June 2010

**READING**

Who is tested? Boost, Blitz, Springboard Strategies Students

Who does testing? Intervention class staff

What: DIBELS – OMF (One Minute Fluency) or Benchmark (Fluency plus Retell)

- GEAR UP Tutoring – T2
- Coordinated Student Services Committee – T2
- Family Advocate Caseload – T2
- Why Try Program – T3
- Student Study Team – T3
- Student Assistance Specialist Caseload – T3
- Parent-link Phone Calls Home for Absences, DNMYD, etc. – T1
- Special-Ed Push-in support – T3

**After School**

- After-School Activities Program (ASAP) – T1
- After-School Homework Center – T2
- Intervention Math – T2
- Mandatory Homework Center – T2
- GEAR UP Enrichment Classes – T2  
(LEGO Robotics, Cooking, Art, Lit Circles, Jewelry Making, Cake Decorating, etc)
- GEAR UP College Visits – T2
- Expanding Horizons – T2 (Girls to CWU for Math/Science career awareness)

<b>Progress Monitoring Cycle DIBELS Week of</b>	<b>Test Used</b>	<b>Review Data, Compiled Names Given to Shelby</b>	<b>Students begin new GS class</b>
Jan 25 - 28	OMF	Feb 1 – ½ hour Collaboration	Feb 4th
Feb 16 - 19	OMF	Feb 22 – 1 hour Collaboration	Feb 25th
March 8 - 12	OMF	Mar 15-16 – Flex-time Meeting	Mar 18th
April 5 - 9	Benchmark	Apr 12 – ½ hour Collaboration	Apr 15th
May 3 - 7	OMF	May 10 - 1 1/2 Collaboration	May 13th
June 7 - 11	OMF	Team Leaders give data to ITF Subcommittee	June 15 Data Due Date

Comprehension Assessment Calendar

Who does testing? Core Class Teachers  
 What: SRI

SRI Testing Month	Review Data, Compiled Names Given to Shelby	Students begin new GS class
September		
January	Feb 1 – ½ hour Collaboration	Feb 4th
April	May 10 - 1 1/2 Collaboration	May 13th

**Mathematics**

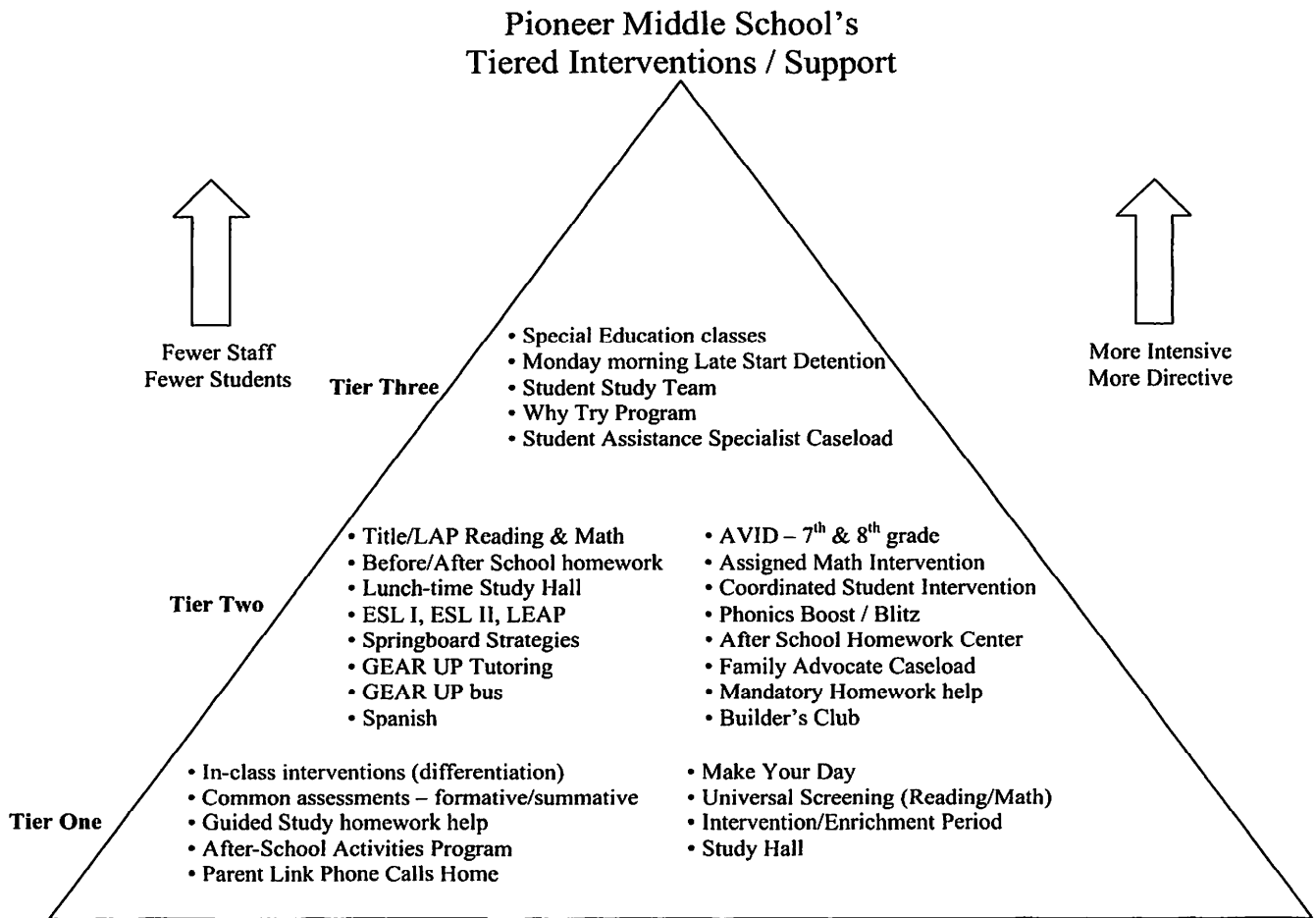
Who is tested? Math GS (Jarvis, Hein, Valdez) Math Title, Math Afters (Hargraves) Students

Who does the testing? Math Intervention Staff

What? Basic Facts Fluency (Timed Test)

What? Math Computation (add, sub, multi, divide whole numbers, decimals, fractions)

Progress Monitoring Cycle DIBELS Week of	Test Used	Review Data, Compiled Names Given to Shelby	Students begin new GS class
Jan 25 - 28	BFF	Feb 1 – ½ hour Collaboration	Feb 4th
Feb 16 - 19	BFF/MC	Feb 22 – 1 hour Collaboration	Feb 25th
March 8 - 12	BFF/MC	Mar 15-16 – Flex-time Meeting	Mar 18th
April 5 - 9	BFF/MC	Apr 12 – ½ hour Collaboration	Apr 15th
May 3 - 7	BFF/MC	May 10 - 1 1/2 Collaboration	May 13th
June 7 - 11	BFF/MC	Team Leaders give data to ITF Sub-committee	June 15 Data Due Date



Mr. Helm, Ms. Moser and Ms. Bullis answered questions from the board:

- What kind of parent participation and endorsement?
  - Parents support this by getting their students to school early or letting them stay late. There is parent support. Very few don't want to cooperate. A very high Hispanic parent participation.
- How much homework goes home?
  - Multiple opportunities to get in done during the day, so less homework is done at home.
- What evidence do you have that it is working?
  - Pioneer is tracking the progress and we have a tracking spreadsheet on 12-15 students to show their improvements. It is available for the board. There are constant checkpoints in the system, Pioneer is analyzing and grooming all year long.
- Are you satisfied with the results you see?
  - For the most part because it is an ongoing job and we see the value it has given the students they are now engaged at school. They are happier and the building is being used more, it's not empty at 3:05 pm anymore.
- What are Pioneer School Mobility stats?
  - Currently over 615-17 students, added 5 and lost 3 recently.

Ms. Jaecks shared an article about a Colorado school and what they have done with grouping students according to level they are at not at grades in which they are in and the results are that 95% of students are going on to college or some kind of training, dropout levels have gone down significantly. "Leveling the Field" is the name of the article. Mr. Helm asked for a copy of the article. Mr. DeJong was familiar with the school and the gentleman who was instrumental in initiating that program. He now lives in the Northwest.

The board like the targeted help the students are now getting at Pioneer. The board said they are very impressed. They thanked and complimented Mr. Helm and his staff for the good work they are doing.

## VII. OLD BUSINESS

### 1) Foothills Middle School-Dual Language CORE

FMS Principal Jon Waldren addressed the board with a follow up report as requested by Dr. Newman on the breakdown of the different enrollment percentage groups going into a Spanish Literacy program. He presented the following informational chart:

**FMS Dual Language  
Enrollment Projection By Percentages of L C Students**

Year	L & C Students Entering	6th Grade Classes	7th Grade Classes	8th Grade Classes
<b>80% Enrollment</b>	6th Grade at FMS			
09 - '10	19 students	(1) Spanish Literacy	0	0
10 - '11	48 students	(2) LA/SS Core	(1) Spanish Literacy	0
11 - '12	60 students	(2) LA/SS Core	(2) LA/SS Core	(1) Spanish Literacy
12 - '13	59 students	(2) LA/SS Core	(2) LA/SS Core	(2) LA/SS Core
13 - '14	68 students	(2) LA/SS Core*	(2) LA/SS Core	(2) LA/SS Core
<b>70% Enrollment</b>				
09 - '10	19 students	(1) Spanish Literacy	0	0
10 - '11	42 students	(2) LA/SS Core	(1) Spanish Literacy	0
11 - '12	52 students	(2) LA/SS Core	(2) LA/SS Core	(1) Spanish Literacy
12 - '13	52 students	(2) LA/SS Core	(2) LA/SS Core	(2) LA/SS Core
13 - '14	60 students	(2) LA/SS Core	(2) LA/SS Core	(2) LA/SS Core
<b>60% Enrollment</b>				
	6th Grade Students at FMS			
09 - '10	19 students	(1) Spanish Literacy	0	0
10 - '11	36 students*	(1) LA/SS Core	(1) Spanish Literacy	0
11 - '12	45 students	(2) LA/SS Core	(1) LA/SS Core	(1) Spanish Literacy
12 - '13	44 students	(2) LA/SS Core	(2) LA/SS Core	(1) LA/SS Core
13 - '14	51 students	(2) LA/SS Core	(2) LA/SS Core	(2) LA/SS Core
Key: ( )Number of sections of a two period core class and one period Spanish Literacy class				
*Overload of 4 students in each core (6th grade)				
Staffing Impact: These are dependent upon each year's staffing capacity to teach this course.				
'10-'11: No impact on current staffing for the '10 - '11 school year				
'11-'12: No impact on staffing; possible voluntary or involuntary transfer; possible hiring of additional staff (.5) 7th grade				
'12-'13: Possible voluntary or involuntary transfer; possible hiring of additional staff (.5) 8th grade position				

Mr. Waldren explained the breakdown of 80%, 70% & 60% participation and the staffing impact of the program for each grade & year up to 2012-13.

Discussion points:

- Projected overload of \$5000
- Staffing changes/building a staff
- Possible option of limiting students
- .5 teacher would not be possible
- Response is high and very positive, Sunnyslope parents wanting it to available for their students
- Amazing possibilities for our students by the time they enter high school
- Title 3 funding of \$25,000

After the discussion Dr. Newman thanked Mr. Waldren and asked this to be an action item at the next meeting.

### 2) Secondary School Study Committee Recommendations:

Assistant Superintendent Jon DeJong gave a brief history leading up to the SSSC recommendations. He explained that these recommendations are brought to the board in an atmosphere of good intend for short term solutions to problematic situations in the secondary school issues. They would like to move forward with the board's endorsement. Materials given to board for review:

**Secondary Schools Study Committee  
Final Proposal  
January 12, 2010**

**Proposal:**

The Secondary Schools Study committee (SSSC) met for the purpose of articulating the consensus of the committee to the extent possible at this stage of its work. To that end the group discussion developed and distilled findings related to the pros and cons of large and small learning communities and the implications of those findings relative to future facilities strategies to meet the capacity issues experienced by WSD. The findings were complex and in many cases conflicting, as there are substantial trade offs with nearly every identified program or strategy. Nevertheless, the committee did express a strong consensus on pursuing small learning group strategies that can be implemented within a large school population. The current capacity shortage is seen as being between 200-300 students and the student population is expected to remain relatively static for the foreseeable future. To meet this capacity need and do so in a manner that promotes the greatest scholastic achievement possible for the students the committee recommends the following strategies as a package:

Achieve the additional classroom space with a blend of the following three actions:

1. Increase enrollment at West Side High school to accommodate the existing excess demand and make use of the additional space expected to become available in its planned new location.
2. Increase enrollment at the Skill Center to take advantage of existing facility capacity and State funding for Tech Center projects. This may include adding additional integrated course offerings at that site to promote and accommodate a larger student population.
3. Build additional classrooms at WHS. Either portables or new site built classrooms to meet the demand for additional class room space not met by WSHS or the Skill Center enrollment increases proposed above and to relieve pressure on the existing WHS building to allow for optimizing the existing building arrangement (more on this below).

In an effort to maximize advantages of larger schools and smaller schools, our committee recommends the school board consider the following:

1. Enhance online class offerings to help assure the greater variety and flexibility of course offerings that make large schools attractive relative to small schools.
2. Make changes to the existing floor plan to eliminate choke points, restore a better balance of functional spaces that has been sacrificed for additional classrooms and to address potential security and safety issues.
3. To build stronger social and academic relationships with the ultimate goal of improving student learning and maximizing each student's learning experience, and also continue to adopt and enhance programming and student groupings, which promote the development of social and academic student-teacher sub communities within the larger student population, such as -
  - Students connecting with similar career or educational goals and motivation levels.
  - Students are connected to the community through internships, job shadowing and community projects. Academic and career themed instruction, which engages students to enhance real-world relevance and maintain high academic standards. (WV Technical Skills Center, CTE certification, AP, career clusters)

- Small groups of students, often together for at least half of the school day. (iFrosh)
- Teams of teachers who share the same students so that they can collaborate and better meet the instructional needs of all students (i.e; American Studies, iFrosh)
- A cohort of students and teachers, including an administrator and counselor, who stay with students over a course of four years. Students will be grouped together, taking core courses with the same group of teachers, thus increasing the support they receive and increasing their achievement.

The above actions entail a continued commitment to a large learning community model. It is very important to understanding this recommendation to know that a majority of the committee were initially reluctant to recommend this approach as they were aware of the negative aspects of this commitment, and at the same time aware of the potential benefits of a smaller learning community approach. Ultimately the greater flexibility and selection of courses and programs feasible only in the larger school model, and the breadth of academic excellence this accommodates, were critical to accepting this model. Even so these virtues would have been insufficient to convince the committee to recommend this approach absent the above recommended mitigations.

The large school approach has as its greatest weakness, a greater probability of underserving students who do not require or take advantage of the cited benefits of a large school and as a consequence, fail to identify and commit sufficiently to appropriate goals. Further, the larger and more varied course offerings may actually contribute to the bewilderment of such students. Small schools necessarily have a more focused course selection and inherently more controlled social dynamics that prevent this large school weakness from manifesting for most students. The cost of this small school benefit is profound reductions in the breadth of academic, social and extracurricular achievements possible. This cost is often under appreciated as schools are usually evaluated on the basis of student achievement in the courses offered rather than missed opportunities.

These recommendations are made as a package. While the committee may support a limited shift of emphasis among these recommendations, the committee feels that failure to implement any one of them poses a substantial threat to the net value of the recommendations as a whole.

**MOTION MADE:** Gary Callison made the motion to support the Secondary Schools Study Committee recommendations as presented and to send a thank you from the board to the committee for the many hours of time spent in research, discussions and meetings to come up with these recommendations.

**DISCUSSION:**

- ❑ Ms. Jaecks shared her concern about the ability to implement all the recommendations of the Secondary Schools Study Committee in its entirety. Part of her concern is that it would require responsibility and obligation of the board to support and possibly finance in this time of economic hardship. She is concerned that this may be too big, and that the community may see it as an enormous undertaking.
- ❑ Mr. Hernandez thanked Ms. Jaecks for her comments agreeing they are valid. He also thought it is important that the board recognize the need for the Skill Center and WestSide H.S. to increase enrollment to help alleviate some of the crowded conditions at the high school. He also suggested WSD Board/District get involved to some capacity, possibly with the advisory board, of the WV Skill Center and be in tune with growth and possibly provide leadership in the direction of a regional school, meeting with other superintendents and boards to address growth and need issues.
- ❑ Dr. Newman added that they are already doing a good job of providing some individual teacher/student ratios with I-FROSH and other individualized programs at the high school. A lot of the SSSC recommendations are already in place and moving forward. He added, that the board likes being kept in the loop and updated on that progress regularly.
- ❑ Mr. DeJong noted that the recommendations regarding student grouping are not specific but more of a direction we need to move. It was not done with the intention of being a check-off list but rather a general recommendation.
- ❑ Mr. Flonas added that there are significant changes at the high school that are affecting students in a positive way and we need support to continue in that direction.
- ❑ Dr. Newman asked if there were any more discussion points from the board. There were none.

**MOTION REPEATED**

**SECONDED:** By Kevin Gilbert

**PASSED UNANIMOUSLY**

**3) Revised Policy & Procedure 2421- Promotion/Retention**

Assistant Superintendent Jon DeJong presented the following revisions for the Policy and Procedure No. 2421 as an information item this week and approval at the next board meeting on April 27<sup>th</sup>.

**Revisions:**

**Policy No. 2421**

**PROMOTION/RETENTION PHILOSOPHY STATEMENT**

The board recognizes that the rate of physical, social, emotional and academic growth will vary among individual students. Since each student grows at his/her own rate, these individual growth characteristics shall be recognized in classroom programming. **K-8 Students are considered to be promoted to the next grade level after the completion of the school year and the recording of final grades unless otherwise communicated as per Procedure 2421. Although whole-grade acceleration is generally not recommended, there may be instances when it is deemed beneficial for some highly capable students as per Procedure 2421.** Retention at the same grade may be beneficial to the student when he/she is not demonstrating minimum competency in basic skill subjects in relation to ability and grade level. Retention should not be considered, except in these instances where there is a strong likelihood that the student will benefit with minimum social and emotional disruption. The superintendent shall establish procedures that ensure timely communication with parents of any retention decision on the part of the school.

**Procedure No. 2421 Revisions:**

**PROMOTION PROCESS**

Promotion at Grades K-5

For the purposes of using the scale, academic proficiency will be based upon promotion standards for their current grade level. (See Wenatchee School District ~~K-105~~ Promotion Standards.)

**\* Timelines**

~~September-October~~ **Fall:** Communicate to parents and students promotion criteria via Wenatchee School District Family Guide to Success. **Promotion Standards.**

Begin intervention process as soon as students demonstrate a lack of academic progress or sub-standard academic skills.

~~November:~~ **Fall Parent Conferences -**

At this point communicate to parents of students at risk of retention:

- 1) Student Progress
  - report cards
  - attendance
  - assessments
  - ~~use of promotion standards document~~
- 2) ~~Student's status as a retention candidate according to the Light's Retention Scale.~~
- 3) Review interventions and adjust as necessary. Use district-wide ~~Child~~ **Student** Study Team Process.

~~February:~~ **Prior to May 1:** Academic probation letter — First formal communication with parents regarding possible summer school or retention. **Evaluation of student's status as a retention candidate according to the Light's Retention Scale.**

~~April:~~ **Spring:** Parent conferences — to inform parents of children who will be recommended for retention.

**May:** Recommendations for retention by the building review board are given to the principal **along with a plan for the following year for each student. The plan should include:**

- a. placement information
- b. assessment information
- c. attendance
- d. academic concerns from the prior year's teacher
- e. interventions

**June:** Parent appeals and final decisions for retention ~~and/or summer school~~ are made by the principal.

\* These are general timelines to follow, but a student can enter the retention process at any time.

**Promotion at Grades 6-8**

**Students will be retained when it is determined to be appropriate by both parents and school staff.**

Brief discussion followed with an explanation from Mr. DeJong about the changes. No questions from the board.

Exceptional Circumstances

When there are exceptional circumstances involved, the ~~building review team~~ **student study team** may consider waiving the promotion requirements on an individualized basis. Exceptional circumstances include: 504, medical hardship, family hardship, age.

**4) Out of State Field Trip**

Jodi Smith, Assistant Superintendent of Learning and Teaching introduce the advisor for the Apple Leaf Student Newspaper and WaWa Annual. Ms. Marantos explained that she neglected getting the request into the board in a timely manner due to overlooking that it was being held at an out-of-state location. She asked the board to please approve the field trip request and offered apologies for her oversight.

**OUT-OF-STATE STUDENT FIELD TRIP APPROVAL**

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

**Group Name: WHS Apple Leaf/WaWa Staff**

Date of Trip: April 15-18, 2010  
 Purpose: Journalism Education Association/National Scholastic Press Association Annual Journalism Convention  
 Number of Students: 16  
 Location: Portland, Oregon  
 Cost: ASB  
 Supervision: Jeanette Marantos

**MOTION MADE:** By Kevin Gilbert to approve the WHS Apple Leaf/WaWa Staff field trip to Portland, Oregon on April 15-18, 2010 as presented.

**SECONDED:** By Laura Jaecks

**APPROVED UNANIMOUSLY**

**5) 2010-11 Budget Update**

CFO Les Vandervort presented the board with the latest Impact of 2010 Legislative Budget Changes .

Discussion Points:

- Stimulus Funds
- Public Meeting at next meeting at WHS
- \$1.5 million reductions
- 2011-2012 school year budget
- Revenue Reductions overview
- Expenditure Reductions overview



**Revenue Reductions**

1	4th Grade Class Size Enhancement	264,963	From 53.2 per 1,000 to 47.43 per 1,000
2	Learning Improvement Day	139,795	181st day for teachers
3	Student Achievement (I-728)	714,393	\$99 * 7,500 FTE
4	Local Effort Assistance (LEA)	(427,588)	12% to 14%
2010 Legislative Reductions		691,563	
4	Actual additional reduction in I-728 from 09-10	240,000	\$32 * 7,500 FTE (from \$131.16 to \$0)
5	Additional Health Care retiree subsidy ("carve-out")	16,420	(\$62.48 - \$59.59 * 473.472 cert FTE)
6	Workers Comp Co-op increase	110,000	
<b>Total Preliminary Reductions and Cost Increases</b>		<b>1,057,983</b>	

**Expenditure Reductions**

1	<u>Departmental</u>	District Office	26,000	Board, Business, HR
		Learning & Teaching	54,000	Curriculum / Articulation/Art/CWP/SS
		Transportation Vehicles	30,000 (TVF)	suspend transfer from GF
		Technology	10,000	
		Day Care	50,000	170,000
2	<u>Administrative</u>	Asst Supt HR	80,000	
		District Office	20,000	100,000
3	<u>Athletics</u>	Departmental	50,000	
4	<u>M&amp;O</u>	Departmental	195,000	
5	<u>Cert Staff</u>	1.5 Learning Improvement Day's	210,000	
		Absorb 11.0 teachers	790,000	1,000,000
<b>Total Preliminary Expend Reductions</b>			<b>1,515,000</b>	

**VIII. PRESIDENT’S REPORT:**

**Communications:**

- Doc Hastings letter about No Child Left Behind sent to board members - Mr. Flones reported that he met with an assistant from that office and gave input regarding the request from Mr. Hastings.
- Parent request for procedure of middle school students signing up for classes at the high school prior to attending the H.S., parent participation encouraged.

**IX. SUPERINTENDENT’S REPORT:**

- April 22<sup>nd</sup> Art & Music Festival at WHS 6 p.m. - Mr. Flones encouraged everyone to attend.

**X. EXECUTIVE SESSION:** Open meeting adjourned into the executive session at 8:50 p.m. with a 10 minute break. The Board President, Dr. Walter Newman read the following statement. in accordance with board policy 1410 and RCW 42.30.110 to receive and evaluate complaints or charges brought against a staff member and to consider the selection of a site or the acquisition of real estate by lease or purchase when public knowledge regarding such consideration would cause a likelihood of increased price. The meeting is expected to last 45 minutes. The school board will not be taking any action.

**XI. OPEN SESSION:** The meeting was reconvened in open session – 9:45 p.m.

**XII. MEETING ADJOURNED:** President Dr. Walter Newman adjourned the meeting at 9:45 p.m.

\_\_\_\_\_  
President

\_\_\_\_\_  
Superintendent