



Wenatchee School District No. 246

Wenatchee, Washington

Minutes of June 8th, 2010 Regular Board Meeting

Board

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

Staff

Brian Flones, Superintendent

Pre-Board Meeting Retirement Reception 6:00 P.M.

Recognition honoring the following retirees from WSD:

<u>RETIREES</u>	<u>YRS. OF SERVICE</u>	<u>AREA/LOCATION</u>	<u>PRESENTERS</u>
Bridget Andler	1979-2010	Special Ed Teacher @ Mission View	Jeff Jaeger*/ Colleen Obergh*
Norman Armstrong	1980-2010	P.E. Teacher @ Pioneer	Mark Helm*
Robert Harrison	1994-2010	Custodian @ Lewis & Clark/M&O	Bryan Visscher*
Philip Krahn	2005-2010	Assistant Director @ M&O	Bryan Visscher*
Myrna Jensen	1995-2010	Curric & Assess Coord. @ District	Jodi Smith*
Mary MacPhail	1991-2010	English Teacher @ WSHS	Jeff Johnson*
Janet Moser	1984-2010	Intervention Specialist @ Pioneer	Mark Helm*
Susan Woods	1997-2010	Spanish Teacher @ WHS	Ricardo Iniguez*

I. REGULAR MEETING - 7:00 p.m.

Dr. Walter Newman, President, opened the regular board meeting at the WSD 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 Kevin Gilbert, seconded by Laura Jaecks, the motion carried unanimously. The following items included in the consent agenda:

- 1) **MINUTES** of Minutes of Board Meeting 5/11/10

2) PERSONNEL REPORT:

PREPARED BY: Lisa Turner, Human Resources Director

- 1. June 8th, 2010 personnel report is on file.

3) VOUCHERS June 8th 2010

1. General Fund:
Check #'s
541064 through 541302 totaling \$365,228.48
2. Capital Projects:
Check #'s
541303 through 541305 totaling \$15,820.90
3. Associated Student Body:
Check #'s
541306 through 541354 totaling \$31,037.90

4) CONTRACTS:

Date	New or Renewal or Revision	Agency	Purpose	Amount	Effective Dates	Staff Person Responsible for Contract	Approved by Les?	PO Required?
05/19/10	Renewal	NCESD #171	Early Intervention Services	Based on number of students - Approximately \$140,000	9/01/10-5/30/11	Colleen Obergh	Yes	Yes
				Budget Code				
				2100 27 7079 000				
05/11/10	Renewal	NCESD #171	Deaf/Hard of Hearing Services	\$20,232	8/01/10 - 7/31/11	Colleen Obergh	Yes	Yes
				Budget Code				
				2400 27 7098 000				

- 5) **SURPLUS REPORT:** On file for 6/08/10

V. HIGH SCHOOL ASB REPORTS: None

IV. CITIZEN COMMENT: None

VI. SPECIAL REPORTS/PRESENTATIONS

1) Facility Committee Update:

Tom Bassett of Forte Architects and Jake Walker, WSD Special Projects Coordinator presented the following information to the board concerning determination of eligibility of state matching funds. Mr. Bassett explained that this information and formulas are difficult to understand but that he will try to make it clear to the board and answer their questions.

Determination of Eligibility of State Matching Funds (Based on current state numbers)

- Current Construction Cost Allowance \$180.17/sf
- WSD match ratio 68.78%

K-8 Square feet minimum of eligibility 177,201

Washington Elementary School (Existing sf) 50,821 sf

- SQ x CCA x match ratio
- 50,821 x \$180.17 x 68.78% = \$6,297,785

Lincoln Elementary School (Existing sf) 34,812 sf

- SQ x CCA x match ratio
- 34,812 x \$180.17 x 68.78% = \$4,313,940

Total state contribution K-8 \$10,611,722

- These can be used as either new-in-lieu or modernization.
- There is currently no eligibility for additions at the K-8 level.

9-12 Modernization Eligibility 281,217 sf

The minimum allowable for modernization is 40% of the CCA or approximately \$80/sf.

SQ x (CCAx40%) or 281,217sf x \$80 = \$22,497,360 total construction cost.

\$22,497,360 x 68.78% = \$15,473,690 + \$4,500,000 soft costs = \$19,973,690 (state portion)

\$22,497,360 x 31.22% = \$7,625,675 + \$2,250,000 soft costs = \$9,875,675 (local portion)

To maximize the state match or 100% of the CCA

SQ x CCA or 281,217 sf x \$180.17 = \$50,666,867

Construction Cost

\$50,666,867 x 68.78% = \$34,848,671 + \$6,080,000 soft costs = \$40,928,671 (state portion)

\$50,666,867 x 31.22% = \$15,818,196 + \$5,120,000 soft costs = \$20,938,196 (local funds)

All existing proposed projects total \$18,100,000

Mr. Bassett put together a possible list of projects but this would need to go back to the committee and drawing board with the staff and community, this is just a brainstorming session list.

Potential High School Projects

All projects currently being considered

Asbestos abatement

Science labs modernization

Locker room modernization

Weight room modernization

Classroom reconfigurations

Added staff offices

Library reconfiguration/ upgrades

Locker upgrades/ replacement

Windows where possible

Paint entire building

Structural repairs/ upgrades

Electrical upgrades

Technology upgrades

New carpet throughout

Upgrade existing doors and hardware

New floor finishes (VCT) throughout

Additional restrooms

Upgrades to existing restrooms

South parking lot (?)

Mr. Bassett spent a lot of time explaining the breakdown of percentages to come up with amounts that are outlined in the handout. Discussion followed.

- o State Funding New Construction
- o Modernization State Funds
- o Lincoln Modernization plans
- o Washington new construction
- o New construction costs
- o Early Childhood facility
- o After modernization not eligible for 30 years
- o Increased capacity
- o School capacity 450 - 550 tops
- o Portables do not count
- o Last Bond total 70 million dollars - failed
- o Need a plan for south-end growth
- o Potential with other property in district
- o We need a long term plan for the future to show the public

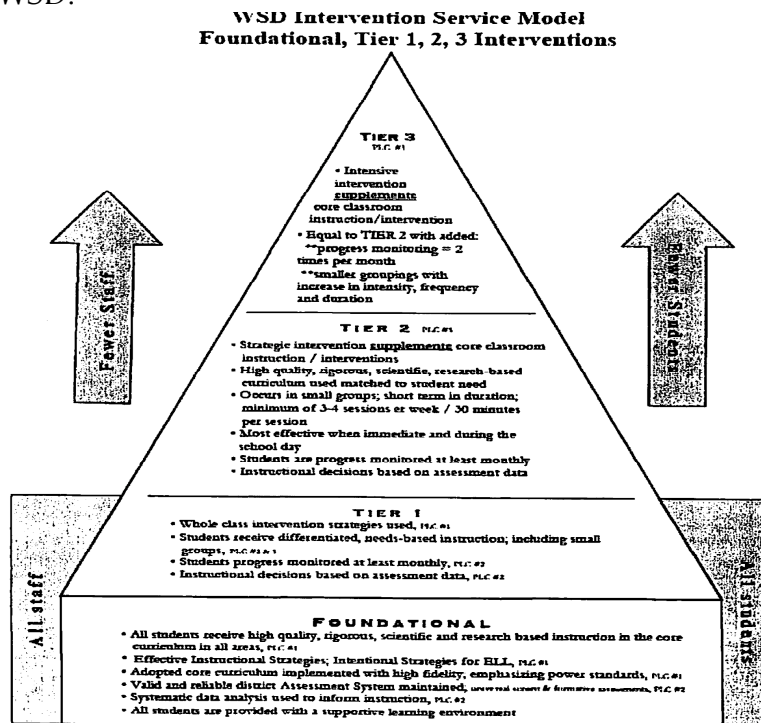
Mr. Flones pointed out that the facility committee is meeting June 24th and will work on a list and have information available for the beginning of the school year to start building the plan.

2) WHS PAWS Program Update: Principal Michele Wadeikis and Assistant Principal Kory Kalahar presented the following materials and Power-point presentation to the board.

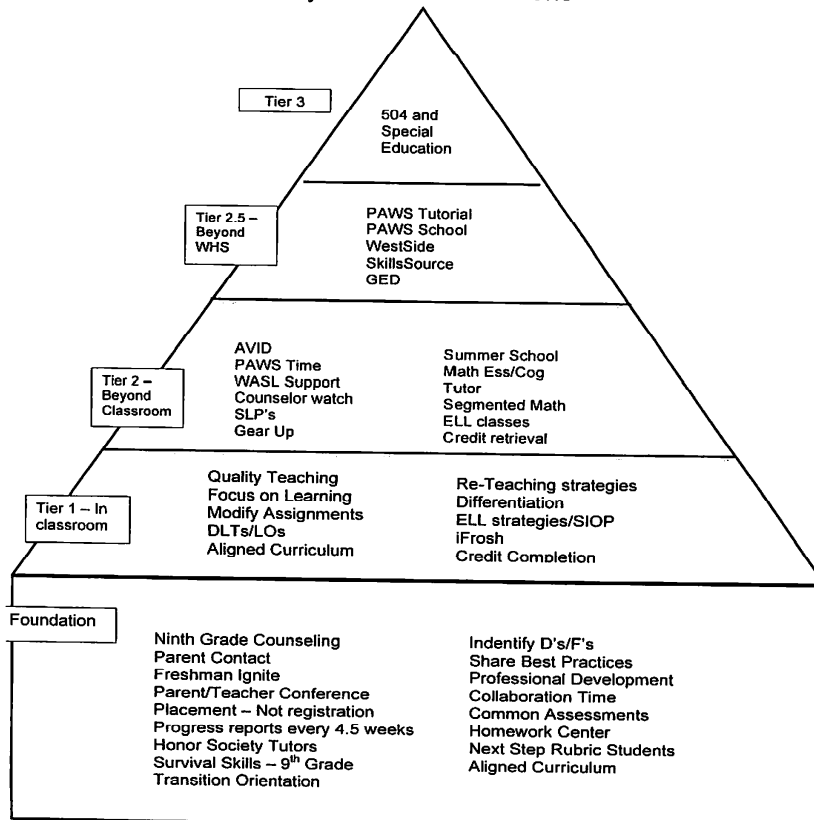
PYRAMID RESPONSE TO INTERVENTIONS (PRTI)

PAWS TIME - PHASE II
SCHOOL BOARD

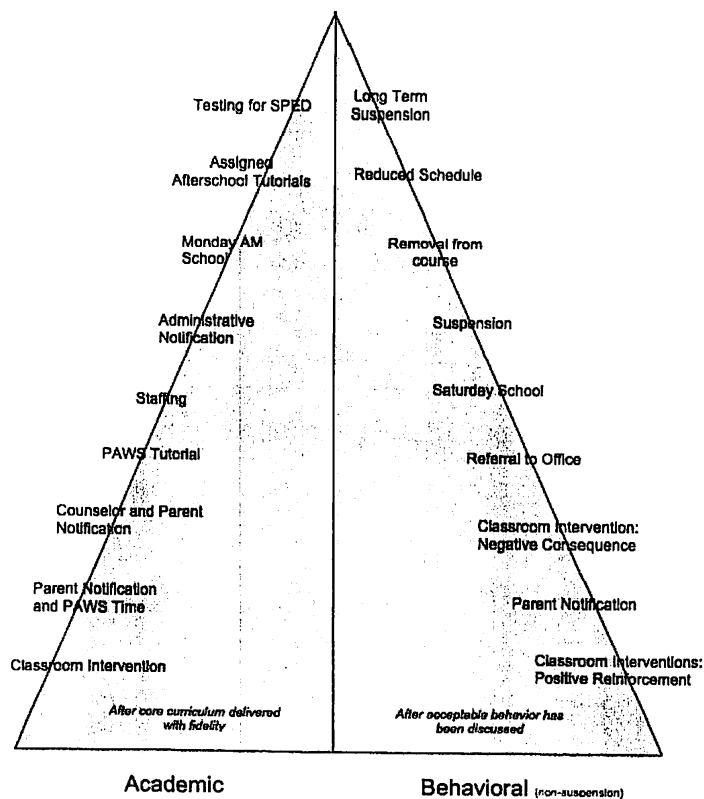
Different Models at WSD:



Wenatchee High School Pyramid of Interventions



Wenatchee High School Pyramid of Interventions



15 minute break between 2nd and 3rd periods.

PURPOSE OF PAWS:

- Develop a systemic intervention for all students at WHS to combat the chronic # of failures each grading period.
- To Create a smooth transition for incoming night graders that builds community, ownership and success.
- Changing the culture of WHS to that of failure not being an option and holding our students accountable for passing their classes.
- Reduce the number of failures by 50% - this also impacts class size tremendously.
- Original Data = 674 students (34% of the student population) generated 1814 failing grades. 300 of these students only had one F and 366 of them were causing no classroom disruptions.
- Ninth Grade - Anecdotal and scientific research show the ninth grade year and the transition is extremely challenging to all students.
- The 2010/2011 goal is to develop a way to increase the amount of the time for instructional support for all, as well as, content specificity.

Why did we look at changing PAWS?

- Began to see a plateau in the numbers after decreasing failures by an average of 25% (2007- 1414 F's; - 2008 - 1588 F's; 2009

Wisdom

- "Schools need to support transition through programs and activities, peers are significant others who can help or hinder a smooth transition, new procedure, location and routines have to be learned in a new environment, learning occurs through academic, practical and extracurricular activities and some learning is more challenging than other types of learning, feelings of confidence, success, and achievement can enhance high school transition. Homework is a challenging and necessary component of the high school and make learning exciting or boring." Ganeson, K. & Ehich, L.C. (2009) Educational Philosophy and Theory 41 (1) 60-78

Communication/Chronology

- 07/08 Planning year
- 08/09 - PAWS Time Implemented - 15 minutes between 2nd and 3rd period
- 09/10 - Year two of PAWS Time phase I with LIT oversight
- District Improvement Team: Interventions Oversight Committee meets once a month to further district model of PRTI
- WHS PRTI Team: September 28 (PRTI conference), October 20, December 4, January 22, February 19. Brian Herling, Koni McClean, Mary Parsley, and Mike Wilson.
- LIT Reporting: November 9, January 11, and March 8.
- Cabinet: March 15
- Department Heads: April 6
- WHS Staff: April 21
- School Board: June 8
- Parents: June 15
- 10/11 - PAWS Time phase II

- PAWS Time would be moved to the afternoon and increased to 30 minutes (extra time is the key)
- Strategic intervention for all ninth graders during the entire year through their iFrosh Team. All tenth through twelfth graders will have a standard structure. Eleventh and Twelfth graders will have the privilege of earning their way out of PAWS Time.
- Self-Directed Study, Guided study, Content Help Desk, Specific Teacher Content Support, INL (Intentional Non-Learner) Guided Study, Enrichment, AP Prep, Study time, or tier 2 support for all students in PAWS Time (extra class time for work, guided study halls, content specific work)
- Now including interventions for students who are not meeting standard on formative and summative assessments as well as all students earning Ds and Fs (918 students).

The 918 Students with a “D” or “F”

- Account for 2,220 D’s and F’s
- Earned 599 D/F’s in Math
- Earned 268 D/F’s in English
- Earned 385 D/F’s in Science
- Continued 119 F’s in Senior required classes to graduate

More Wisdom:

- “Students’ behavior often changes when they feel part of a community at school. First, a sense of belonging increases the likelihood that students will accept school rules and policy. As they become important and valued members of their school’s network of peers and adults, students are more likely to take education risks when they feel safe in their school environment (p.3).”
- Knesting, K. (2008). Students at risk for school dropout: Supporting their persistence. *Preventing School Failure* 52(4). 3-10

In Addition:

- Test makeup center and mandatory content study halls on Monday
- Best practices and professional development
- Alternative schedule for ninth graders is a viable option
- Currently working with ASB for their help: developing and delivering a 4-week orientation for ninth graders; creating incentives for upperclassmen to tutor and mentor struggling students.
- Whether a school builds smaller learning communities to help their ninth graders transition to the high school, or they have programs developed to ease the anxiety of moving to the new big school, researchers, such as Rhodes (as cited in Liang, 2007), have found that mentors help positively develop students in general and acclimate them to their new surroundings.
- Liang, B., Spencer, R., Brogan, D. & Corral, M. (2008) Mentoring relationships form early adolescence through emerging adulthood: A qualitative analysis.

FAQ:

- Why are we allowing 40% of the population to drive the schedule? (Page 7, Bullet 1)
- How do we justify shaving the two minutes a period of instructional time? (Page 7, Bullet 1)
- How can we say that this is not another class to prepare for? (Page 7, Bullet 1)
- Why are we punishing the 9th graders who are successful? (Page 8, Bullet 2)
- What are we doing for the students who are not earning any failing grades and understand the concepts and standards? (Page 8, Bullet 3)
- Our problem is not always student deficiencies, but more students not completing their homework, PAWS Time does not address this. (Page 9, Bullet 1)
- Why are we shortening lunch for both the students and the staff? Some students will now be late when they go off campus. (Page 9, Bullet 2)
- Were other models researched to see if this model would be the best choice for WHS? (Page 10, Bullet 1)

Paws Time Success:

- Building-wide effort – everyone staff member plans a critical role in the culture of WHS and integrity of Paws Time.
- Our teachers have the strongest relationship with our students and know them at a much deeper level
- In a staff survey after the last presentation of PAWS time information, 73% of the staff is in support of the plan.

Vision of the Future:

- o PAWS Time - Implemented 2007-08
- o Phase II - 2010-11
- o Continue to build fluidity and intentionality within interventions
- o Bridge the gap between Intention Non-Learners and our struggling students to increase learning and lessen failure and drop out.
- o Continue with the PLC process of identifying power standards, building common assessments, and implementing classroom-based interventions.

**WHS Daily Schedules
2010-2011**

Monday

Period 1.....9:45 - 10:28
 Period 2.....10:33 - 11:16
 First Lunch.....11:16 - 11:41
 Period 3A.....11:46 - 12:33
 Period 3B.....11:21 - 12:08
 Second Lunch.....12:08 - 12:33
 Period 4..... 12:38 - 1:22
 Period 5.....1:27 - 2:11
 Period 6.....2:16 - 3:00

Tuesday – Friday

Period 1.....8:15 - 9:08 (53)
 Period 2.....9:13 - 10:06 (53)
 Period 3A.....10:11 - 11:07 (56)
 First Lunch.....11:07 - 11:32
 Period 4A.....11:37 - 12:31 (54)
 Period 4B.....11:12 - 12:06 (54)
 Second Lunch12:06 - 12:31
 Period 5.....12:36 - 1:30 (54)
 Period 6.....1:35 - 2:30 (55)
 Period 7.....2:30 - 3:00 (30)

MORE INFORMATION

- Parent Meeting - June 15th at 6:00 in the WHS LGI.
- All materials available @ http://whs.wsd.wednet.edu/admin_page/paws/tricolor/index.html
- Use the link under Information on the WHS website

Discussion points with board:

- o F's decreased = 25% WSD goal = 50%
- o 15 minutes not enough time to make an impact
- o More time and content specificity is needed
- o Interaction with cabinet prior to making decision
- o Communications with staff, specifics - LIT
- o Cabinet: Make sure schedule works, much detail as possible communicated
- o More parent communication would have been beneficial
- o Supervision available to students during self study time
- o All 9th graders will benefit with the extra 30 minutes, even the good students
- o Difference between 10th -12th grades in reference to PAWS
- o 9th grades trouble handling the high school level
- o 9th grade I-FROSH schedule for next year
- o Increase time in morning for these students considered
- o Roaming time during lunch and free periods is a challenge
- o 14.7 hours per year cut out of classroom time
- o Put assemblies into PAWS time
- o Disengaged students skipping will be handled the same way we do for students skipping now.
- o We do have an issue with # of F's/ This is one of the reasons we are trying to make an intervention program that works
- o The PAWS period will help in other areas
- o Decrease lunch time philosophy
- o Continue to look for the best practice of intervention to reach our students
- o Staff support 73% out of 97 who responded to survey

Board concerns:

- o Last three years of math scores requested by a board member
- o Concern for 30 minute assemblies
- o Appreciate addressing the academic success of high school but not sure PAWS has all the answers
- o Commend staff for bold approach, concerned about the staff support, communication chronology is late for board and parents
- o End of day timing may present challenges
- o Would like an update on student absenteeism
- o Current PAWS time a lot of students not using time and there is not a lot of control

Public Comment on PAWS:

Tina Herron, parent:

- A Thank you to the board for taking interest
- June 15th for parents is short notice for the meeting
- Loss of morning break is biggest concern, socialization a big part of learning
- Food Service will lose \$140,000 and maybe jobs also
- Restroom Break will be taken during classroom time.
- Would like more information presented this evening
- High school students with self-directed study in commons will not happen
- So many other ideas they should consider from parents, a lot of possibilities and ideas out there.

Jody Lund, parent of 2 students:

- Students in PAWS and one in self guided
- Appreciate Intervention and understand it
- Intervention PAWS takes away the fun stuff for them in after school activities/assemblies
- Read excerpts from PRTI book to board to help make her points.
 - Communication to parents is highly recommended in book, she doesn't feel this has happened.

Chris Cloke, Teacher at WHS:

- Concern of nearly 15 hours per year taken out of classroom time
- Slippery slope by shaving time off classroom time, teachers worked so hard on the 6 period day schedule
- Understands the pressure on administration and appreciate Mr. Kalahar's commitment and dedication to help the students.
- 40% of students have "Fs" but 60% don't and not sure robbing from Peter to pay Paul is the answer.

Kris Cameron: Teacher at WHS:

- Agree with a lot of the parents and Chris Cloak on the change of the schedule.
- Accolades to Mr. Kalahar also for his hard work and dedication
- PAWS model is reaching those students that need it, it works for her students, and the students with attendance problems are the ones who are not getting the help.
- She works with a lot of freshmen, in 1st & 2nd year Spanish – they do not feel a part of the HS.
- Freshmen see it as a punishment and are disappointed.
- She also appreciates the opportunity to contribute to the conversation

Superintendent Flones mentioned that he appreciates everyone's comments. The issue is the need to make some changes at the high school to address the problem of students not being successful. Integration of an intervention program at the high school is what the PAWS program does but is just one component. PAWS is a proven solid program, schools that are making progress are incorporating it during the school day. The goal is to get students back into the mainstream classroom. This model is a good model and compliments what is going on at the Middle Schools, although they work to improve it every year, it is not at the end of the day. We need to acknowledge that there will be changes at the high school. We have charged the committed administration at the HS to close the achievement gap.

Areas we are looking at are;

- what is the time-frame to implement,
- parent and staff communication and input,
- are there better solutions,
- make it work for all students,
- the end of day problem addressed

He added the need to look at this model and improve on it to provide value to kids. Also have meetings and get feedback by the stakeholders, then bring all that back to the board. We also need to mediate all this information to meet the objections because there are a lot of questions that keep us from achieving full support.

A board member suggested looking at the AVID program, which is already built into the school day. Leveraging counseling and the classroom would enable us to get those lessons to our students.

The board thanked Mr. Kalahar & WHS staff for the effort that has gone into making this program work for our students.

Additional Public Comment:

Karen Shock: WHS Parent

- Please change meeting from June 15th not good for parents.
- Also student input is important, has there been any?
- 40% failing students are affecting the passing 60%, not a good idea.
- Where is the student buy-in for this program change?
- Beginning of day is a possibility can we look at that?
- Where is balance for achieving students, how can they benefit?
- Supplementary classes for achieving students, a possibility?
- She values instructional time to students, please reconsider.

VII. OLD BUSINESS

1) Middle School ASB Card Fee Increase:

Dawn Wood presented both the Middle School ASB Card Fee Increase request and Revisions to the Pioneer ASB Constitution. She explained the requested changes for approval.

MOTION MADE: By Gary Callison to approve ASB Card Fee Increase as presented.

SECONDED: By Kevin Gilbert.

APPROVED: Unanimously

2) Pioneer Middle School ASB Constitution Revisions:

MOTION MADE: By Gary Callison to approve the Revisions to the Pioneer MS Constitution as presented.

SECONDED: By Jesús Hernández

APPROVED: Unanimously

Dawn Wood pointed out that Pioneer ASB Constitution is provisional giving them the opportunity to try it out and have the option to make changes, if needed.

NEW BUSINESS:

Curriculum Adoption: Jodi Smith, Assist. Superintendent of Learning & Teaching along with Doug Merrill & Jennifer Delashmutt presented the following materials for the first reading.

INSTRUCTIONAL MATERIALS COMMITTEE ADOPTION RECOMMENDATIONS

The Instructional Materials Committee is recommending the Board approve the following material for district adoption.

THIS IS THE FIRST READING

Second reading will be on June 22nd and approval will be recommended.

Drafting and Design for Architecture, Published by Thomson — Delmar Learning. To be used with grades 10-12 Introduction to Drafting and Introduction to AutoCAD. This is replacing existing text "Architecture, Residential Drawing and Design, by Kicklighter. © 2006

CPM (College Prep Math) Geometry Connections, Published by CPM Educational Program. To be used in grades 8, 9, and 10 Geometry class. This is replacing existing text "Glencoe Geometry". © 2007

The board asked questions about both books that are recommended and said they will review the materials in the district office for the next two week with 2nd reading at the next board meeting. Ms. Smith gave a summary of the materials. The board showed more concern about the CPM Geometry Connects due to the poor math scores and that it is going to meeting the needs of improving scores.

2) OUT-OF-STATE STUDENT FIELD TRIP APPROVAL

The following field trip request is presented to the board for approval under the direction of Jodi Smith, Assistant Superintendent of Learning & Teaching and advisor/supervisor Marie West they introduced the student, Maria Montiel, who will be traveling on this field trip and the essay she wrote which won her this opportunity.

Group Name: *WHS Gear Up Scholars*
Date of Trip: July 17 - 21, 2010
Purpose: Attend National Gear Up Conference
Number of Students: 1
Location: Washington DC
Cost: Gear Up Scholar Grant
Supervision: Marie West

Maria Montiel

12-17-09

GEAR UP Student Essay

My Opportunity of a Lifetime

What happens when your life long dream has finally turned into your reality? You grow up thinking you're going to be a doctor, a teacher, or maybe a dancer. My dream was simply to be able to make it to college. I wanted to be known as my family's first generation college student. I want them to believe that I'm someone with ambitions, someone they can look at and be proud to say, "That's my daughter", and someone that exceeded everything anyone ever expected out of me.

GEAR UP became my fairy godmother that made my wildest dream come true.

Although my parents are supportive of me, I've never had anyone more behind me than GEAR UP has been in the past years. They believe I will become something great and they push me to my greatest ability to make sure I do. I've never felt so blessed to have such great people in my life that care so much about my future. Since I was asked to participate in 7th grade they were always behind me 100% to make sure I was being the best me that I could be. Without a doubt GEAR UP has become my home away from home, my second family.

With both of my parents working in the agriculture industry and neither of them having the knowledge of what the college experience is like, I was on my own to find answers and opportunities for college. What is the campus of the University of Washington like? Do they have scholarships for people like me out there? How can I get more involved in my community? GEAR UP has been able to always give me an answer to almost every question I have. If they don't have an answer they find it! Visiting a lot of the major college and university campuses in Washington state or simply just finding resources around my school would've never crossed my path without the GEAR UP program. It's opened a gateway with millions of opportunities to pick from.

As they have always said "College is not a dream. It's a plan." College was my dream but now I can dream even bigger. I've been given the opportunity to finally be that first generation college student I longed to be. So you ask, "What does GEAR UP mean to you?", and I respond GEAR UP means everything to me, it built the future of my dreams.

MOTION MADE: By Jesús Hernández to approve the Gear Up Scholarship Field Trip as presented.

SECONDED: By Kevin Gilbert.

APPROVED: Unanimously

4) New Policy/Procedure #2024 On-Line Learning 1st Reading

Ron Brown presented the WSSDA model policy on Digital Learning, which is a new policy in line with the new legislature law regarding on-line learning. Mr. Brown explained that we already had a lot of this policy in place, so it is an easy transition. He answered questions and will bring the policy and procedure back to the board for 2nd Reading and board approval at the next board meeting.

Policy No. 2024

ONLINE LEARNING

The Wenatchee School District board of directors believes that a variety of learning options, including online courses and programs, are critical for 21st Century learners. The board recognizes that the online learning environment provides students with unique opportunities to become self-disciplined learners with life-long learning skills. Further, the board believes that online learning provides tremendous opportunities for students to access curriculum and specialized courses in a flexible learning environment that might not otherwise be available. Therefore, the board supports a range of online learning opportunities that are equally accessible to all students in the school district. The board directs the superintendent to provide information to parents, students and staff regarding online learning options and the guidelines for participation. The superintendent or designee will develop procedures to implement this policy. The procedures will include, but not be limited to, a description of student access to online learning courses/ programs, student eligibility criteria, the types of online courses available to students, methods the district will use to support student success, payment of course fees and other costs, granting of course credit and conditions under which no credit will be awarded.

Procedure 2024P

Online Learning

A. Definitions

Online Courses: An "online course" is one in which more than half of the content is delivered online and more than half of the instruction is delivered online by a teacher from a different

location than that of the student. **Online School Program:** "Online school program" is delivered by a school district or cooperative of school districts, and provides an online, comprehensive and sequential program of courses or grade level coursework and instruction in which more than half of the program is delivered online and more than half of the instruction is delivered online by a teacher from a different location than that of the student. **Online Learning Support Team:** District/school staff (*local advisor, local counselor registrar, online course instructor, a school administrator and building TRT*) who could provide assistance to the student in accessing courses, understanding coursework and maintaining successful progress in the course.

B. Student Access to Online Courses and Online School Programs

The district will facilitate access to the following types of online learning opportunities:

1. Online courses:
 - a. District-created and taught online courses;
 - b. District-taught online courses created by a third-party contracted provider
2. Online school programs:
 - a. District-created and -taught online school programs;
 - b. District-sponsored programs created and taught by third-party course providers;
 - c. District-sponsored programs created by third-party course providers and taught by district teachers.

C. Types of Online Courses Available

The district could facilitate access to the following types of online courses:

1. Credit recovery courses allowing students to make up failed credits needed for graduation;
2. Advanced Placement courses;
3. Foreign language courses;
4. Courses which may already be offered in the student's school but are inaccessible to the student due to scheduling or other factors;
5. Courses not available at the student's school that meet four-year college entrance requirements;
6. Elective and Career and Technical courses;
7. Standard-level courses meeting high school graduation requirements;
9. A course that meets the criteria for district use of a non-approved course.

D. Student Eligibility Criteria

The district will facilitate access to online learning courses and programs for students enrolled in 9-12 grades. Students taking an online course or participating in a district created online school program must adhere to the following criteria:

1. Have completed any required prerequisites and provide teacher/counselor recommendations to confirm that he/she possesses the academic level needed to function effectively in an online learning environment;
2. Comply with existing district policies for registering/enrolling in a course or district program.

3. Students interested in attending an online school program in another district must follow the inter district transfer procedures in (*Alternative Learning Experience Programs, Policy 2255, Inter-district Agreement Form*) prior to entering that program.

E. Supporting Student Success

The district will provide the following support to students to help ensure a successful online learning experience:

1. All online students will receive assistance from the local online learning support team;
2. The registrar will advise students in selecting and registering for online learning options to which the district facilitate access;
3. The local advisor will meet regularly with online students to ensure they are connecting to the online coursework and the online teacher and are making satisfactory progress in their online coursework;
4. The district can offer access to online computers outside the school day if pre-arranged.

F. Costs/Fees

1. Courses offered to students for which the district claims state education funding or that are included as part of the legally-required annual average total instructional hour offering of one thousand (1,000) hours will be paid for by the school district. Students/ families may be responsible for fees as specified by the district fee schedule.
2. Courses offered to students for which the district claims no state education funding and that are not included as part of the legally-required annual average total instructional hour offering of one thousand (1,000) hours will be paid for by students/ families. Students/ families may also be responsible for fees as specified by the district fee schedule.

G. Granting of High School Credit for Online Courses

1. Credit for online courses will be granted in the same manner as other course offerings in the district.
2. Currently enrolled students **should notify the district** prior to enrolling in an online course provided outside of the district. The student will be informed, **in writing**, whether or not the course is eligible for academic credit from the district.
3. For students transferring credit from online courses or programs taken while enrolled outside of the district, credit will be granted according to the district transfer credit policy (*2410, 2410P*).
4. For eligible courses, if course credit is earned, the course will be recorded on the transcript **using the standardized identifier for online courses provided in the Comprehensive Education Data Research System (CEDARS)**.
5. **Prior to enrollment, students and/or parents will be informed in writing whether a course is eligible for academic credit.**

H. Information to Students and Parents or Guardians

The district will use a variety of methods to provide information to parents/guardians and students regarding online learning opportunities. Information will be provided through the district Web page, counseling office brochures, newsletters, the student handbook and other appropriate district communication resources. Information provided will include descriptions of online courses or online school programs, enrollment information, potential fees, a description of credit awarded for courses, student eligibility requirements, methods the district will use to support student success and eligibility for graduation requirements.

I. Criteria for District Use of Non-OSPI Approved Online Courses

1. The district may offer courses to students from providers not on the OSPI approved list only after ensuring that they meet the criteria for district use of non-approved courses as posted on the OSPI Web site.
2. The district will ensure proper documentation when using non-approved online courses.

J. Student Responsibilities

1. Adhere to the district's code of conduct for academic integrity.
2. Comply with course/program participation and completion requirements.
3. Maintain high academic involvement.
4. Notify the district if participation in an online course/program ceases or changes.
5. Maintain agreed-upon levels and kinds of communication with the local advisor throughout the term of the online course.
6. Participate in an online course/program orientation.

K. Parent or Guardian Responsibilities

1. Parents or guardians are responsible for costs/fees as outlined in Section F.
2. Parents or guardians are responsible for seeking appropriate technology

L. District Responsibilities:

1. Inform parents/guardians prior to student enrollment in any online course or program.
2. Inform staff, parents/guardians and students of the online courses and programs that are available to them.
3. Inform staff, parents/guardians and students of the online course/online school program prerequisites, technology requirements, course outlines, syllabi and possible fees.
4. Provide online students who remain enrolled in the district and who participate in the online course or program during the school day, with computing hardware and connectivity required for participation in the online course or online school program.
5. Inform staff, parents/guardians and students of how to seek and access technology resources and technological requirements beyond the school day.
6. Provide online students with an online learning support team.
7. Ensure communication between the student's local advisor and parent/guardian.
8. Ensure **online courses are appropriately identified with CEDARS coding.**
9. The district will inform students and their parent/guardian of rescheduling options or grade impacts in the event a student withdraws from an online course or online school program prior to completion.

5) Board Policy #5403 Revision - Emergency Leave 1st Reading and Board Policy #5404 Revision - Family Leave 1st Reading

Lisa Turner, Director of HR presented the revised policies in regard to Emergency Leave and Family Leave for the first reading. Ms. Turner answered questions about policy on emergency leaves, maternity and military and asked the board to please review the policies and she will answer any further questions at the next board meeting where the policies will come up for 2nd reading and approval. State and Federal law has changed since our last update, which is the reason for the revisions. The policies are as follows:

Policy 5403

PERSONNEL

EMERGENCY LEAVES

Emergency Leave may be granted in the case of emergencies as defined in the following:

An emergency arises out of unforeseen and unexpected circumstances, which create an air of crisis or extreme need. The circumstances must present a grave and clear danger that imminently threatens physical or mental health or would result in irreparable harm or in immediate disaster to life or property unless some action is taken.

A written application for emergency leave must be returned to the district office on the day of return to school.

The board recognizes that the demands of the workplace and of families need to be balanced to promote family stability and economic security for school district employees. Conditions for the authorized use of accumulated sick leave for family leaves are to be fairly construed in a manner consistent with this policy, and other relevant district policies.

Unless otherwise stated, any leave used under terms of this policy shall be deducted from the staff member's accumulated sick leave. In the event the staff member's sick leave has been exhausted, the leave may be granted without pay.

Unless a situation is governed by an applicable collective bargaining agreement, the following shall apply:

A. Domestic Violence Leave

The district shall allow victims of domestic violence, sexual assault, or stalking and family members of victims to take reasonable leave from work, intermittent leave or leave on a reduced leave schedule. The leave may be sick leave; other accrued leave or leave without pay. Family member includes a child, spouse, parent, parent-in-law, grandparent or an individual with whom the victim has a dating relationship. The employee shall provide advance notice of their intent to take leave. If advance notice is not possible, due to an emergency, notice should be provided not later than the end of the first day that the employee takes the leave.

B. Family Illness

District staff members may use accrued sick leave or other leave, at the employee's choice to care for a child of the employee with a health condition that requires treatment or supervision. Staff members may use accrued sick leave or other accrued leave, at the employee's choice, to care for a spouse, parent, parent-in-law or grandparent of the employee who has a serious health condition or an emergency condition. The district may require a signed statement from a licensed medical practitioner to verify the need for treatment or supervision for any absence, which exceeds five (5) consecutive days.

C. Death in the Family The district shall allow each full-time staff member a maximum of five (5) days leave upon the death of an employee's spouse, mother, father, son, daughter, sister, brother, mother-in-law, or father-in-law. Leave also shall be allowed upon the death of a son-in-law, daughter-in-law, brother-in-law, sister-in-law, grandmother, grandfather, granddaughter or grandson. The deaths of more than one family member resulting from a common occurrence shall be treated as a single death with respect to the length of leave granted.

D. Birth or Adoption of Child The district shall grant leave upon the same terms to male employees as is available to female employees upon the birth or adoption of the employee's child. Leave shall be granted upon the same terms to employees who become adoptive parents or stepparents, at the time of birth or initial placement for adoption of a child under the age of six, as is available to employees who become biological parents. Such leave is available only when the child lives in the employee's household at the time of birth or initial placement.

Employee requests for leave of absence due to birth or initial placement for adoption of a child shall be submitted in writing to the superintendent not less than 30 days prior to the beginning date of the leave. The notice shall include the approximate beginning and ending dates for the leave requested.

An extended unpaid leave of absence for a period up to the beginning of the next school term or school year may be approved at the discretion of the superintendent based upon consideration of educational program needs and the desires of the staff member, together with any recommendation of professionals such as medical practitioners or counselors regarding the leave request.

Nothing in this section shall preclude the use of accumulated sick leave to care for a child with a health condition that requires treatment or supervision, as provided in the Family Illness section of this policy.

Policy 5404
PERSONNEL
FAMILY LEAVE

Every employee of the district who has worked for the district at least one year and for at least 1,250 hours in the preceding year is entitled to twelve (12) workweeks of family leave during any twelve (12) month period to:

- A. Care for a newborn child, an adopted child of the employee who is under the age of eighteen at the time of placement for adoption, or a newly placed foster child; or
- B. Care for a spouse, parent or child of the employee who has a serious health condition, or the employee may obtain leave for a personal health condition if it renders the employee unable to perform his or her job.
- C. Respond to a qualifying exigency occurring because the employee's spouse, son or daughter, or parent is on active duty or has been notified of pending active duty in support of a contingency operation.

Leave taken for newborn or adopted childcare shall be completed within one year after the date of birth or placement for adoption. Family leave authorized under this policy must be taken full-time and consecutively unless an alternative schedule is approved by the superintendent or where intermittent or reduced leave is medically necessary. Instructional staff may not take reduced or intermittent leave when it would constitute 20% of the number of working days in the period during which the leave would extend without the approval of the superintendent. An instructional employee may be transferred to an alternative equivalent position that would accommodate reduced or intermittent leave, if such a position is available.

A period of family leave is taken concurrently with any sick leave taken due to the employee's temporary disability attributable to pregnancy or childbirth, pursuant to Policy 5402 – Maternity Leave.

If both parents of a newborn or newly adopted child are employed by the school district, they shall be entitled to a total of twelve workweeks of family leave during any twelve month period, and leave shall be granted to only one parent at a time. There is no pooling effect for spouses if the family leave is related to a serious health condition.

The superintendent may require written verification from the employee's health care provider.

The district may obtain the opinion of a second health care provider, at district expense, concerning any information pertinent to the employee's leave request. If the opinions of the health care providers differ on any matter determinative of the employee's eligibility for family leave, the two health care providers shall select a third provider, whose opinion, obtained at the employer's expense, shall be conclusive.

MILITARY CAREGIVER LEAVE An employee who is the spouse, son, daughter, parent or next of kin of a service member who is recovering from a serious illness or injury sustained while on active duty is entitled to twenty six (26) weeks of unpaid leave in a 12 month period to care for the service member.

RETURN TO WORK

Any employee returning from an authorized family leave shall be entitled to the same position held by the employee when the leave commenced, or to a position with equivalent benefits and pay.

Reinstatement of an employee returning from family leave need not occur if: a) the specific job is eliminated by a bona fide restructuring, or a reduction-in-force resulting from lack of funds or lack of work, b) an employee on family leave takes a position with another employer outside the home, or c) the employee fails to provide the required notice of intent to take family leave or fails to return on the established ending date of leave. If an employee fails to return from family leave, the district may recover the costs of the employee's health benefits paid during the leave. Instructional staff may be required to delay their return from family leave to the beginning of the next semester under the following circumstances:

- A. The employee began leave five or more weeks before the end of the semester, the leave is for more than three weeks, and the employee would otherwise return to work within three weeks of the end of the semester.
- B. The employee began family leave (except for a personal health condition) less than five weeks before the end of the semester, the leave is for more than two weeks, and the employee would otherwise return to work within two weeks of the end of the semester.
- C. The employee began family leave (except for a personal health condition) three or fewer weeks before the end of the semester and the period of leave is more than five working days.

5) WIAA Membership:

Superintendent Flonex explained to the board that we renew our membership with WIAA every year and vote on the resolution to continue WIAA as our governing party to the interschool extracurricular activities of our athletic, cultural, social or recreational nature for students in the district, they have done this since 1977. We sign the:

1. School Board Resolution Delegating Authority to WIAA and Sunday Waiver Form
2. Private/Public School District Membership Form

Gary Callison will be the board designee for WIAA representation.

SCHOOL BOARD RESOLUTION DELEGATING AUTHORITY TO WIAA

WHEREAS Chapter 32, Laws of 1975-76, 2nd Ex. Sess. grants authority to each school district board of directors to control, supervise and regulate the conduct of interschool athletic activities and other interschool extracurricular activities of an athletic, cultural, social, or recreational nature for students in the district.

WHEREAS Chapter 32, Laws of 1975-76, 2nd Ex. Sess. authorizes school district boards of directors to delegate control, supervision and regulation of any of the aforesaid activities to any voluntary, nonprofit entity and to compensate any such entity for services provided subject to the satisfaction of certain conditions and approval by the State Board Of Education.

WHEREAS the Washington Interscholastic Activities Association is a voluntary, nonprofit entity which has satisfied the conditions, expressly set forth in Chapter 32, Laws of 1975-76, 2nd Ex. Sess. and has further been approved by the State Board of Education in action taken on August 17, 1977.

WHEREAS the board of directors of Wenatchee School District or School being otherwise fully informed of the rules and regulations of the Washington Interscholastic Activities Association as approved by the State Board of Education and recognizing that said rules and regulations provide for private sponsorship of post-season tournaments for extracurricular activities by WIAA, consent to abide by such rules and regulations.

NOW THEREFORE, the board of directors of the Wenatchee School District or School hereby delegates to the Washington Interscholastic Activities Association the authority to control, supervise and regulate interschool activities consistent with the rules and regulations of WIAA. The Board of Directors retains the right to establish eligibility standards that meet or exceed the rules and regulations of WIAA.

SUNDAY WAIVER AGREEMENT

WIAA Rule on Sunday Contests:

"Participation on Sunday in any athletic contest or other WIAA sanctioned event cannot be expected or required of any school without prior permission and approval of each participating school's local school board, nor can any penalty or forfeiture be imposed for not participating on Sunday."

Marking the "Yes" check box below grants permission for the high schools listed on the Public/Private School District Membership Form to play on a Sunday in a WIAA Regional or State Tournament due to suspended play. Marking the "No" check box does not grant permission for the high schools listed on the Public/Private School District Membership Form to play on a Sunday in a WIAA Regional or State Tournament due to suspended play.

Yes, Sunday Contests Approved

No, Sunday Contests Not Approved

INTERSCHOLASTIC OFFICIALS L&I COVERAGE STATEWIDE

Beginning July 1, 1988, interscholastic sports officials were covered by Washington State Labor and Industries via a common rate and payment system that eliminated game-by-game calculations and record keeping by school and/or district business offices. WIAA will guarantee payment of L&I premiums for WOA registered officials for all interscholastic activities under WIAA's jurisdiction and will assess WIAA member schools via classification rates at the same time service fees are billed. Officials L&I coverage is only in effect for activities authorized and offered by School Board approval and listed on the school's WIAA membership form.

By signing below the School Board President and School Board Secretary affirm that the information above is accurate for the school district or private school listed.

MOTION MADE: By Jesús Hernández to approve the WIAA continued membership resolution as presented and to make Gary Callison the board designee.

SECONDED: By Laura Jaecks.

APPROVED: Unanimously

6) Budget Status Report:

WSD CFO Les Vandervort presented the following report to the board and explained each component of the financial report:

For each of the District's five funds, the budget status report shows the annual budget, the year-to-date revenues and expenditures, and the percent received/expended. The highlighted figure at the foot of each "Actual" column is the ending fund balance for that fund.

GENERAL FUND With **67%** of the fiscal year elapsed, Total General Fund revenues were **63.3%** and expenditures were **61.8%** of budgeted amounts. The Ending Unreserved fund balance of **\$5,382,597** is **6.987%** of budgeted expenditures.

Restricted Fund Balance is set aside for carryovers in special programs, maintenance projects, unemployment reserve, and property purchase contingency.

The district's M&O Levy for 2010 collection is \$10,017,583 (includes \$127,583 recovery for Town Toyota Center tax exemption).

- The M&O Levy rate for 2010 is \$2.89 per \$1,000 assessed valuation.
- The M&O Levy rate for 2009 was \$3.15 per \$1,000 assessed valuation.
- The M&O Levy rate for 2008 was \$3.14 per \$1,000 assessed valuation.

CAPITAL PROJECTS FUND The ending fund balance of **\$2,621,459** is designated for remodeling, miscellaneous building projects, and specific projects.

This includes a transfer of \$2,500,000 from the General Fund for the exchange of property between Wenatchee School District and Wenatchee Valley College and some remodeling costs for the Westside High School project.

Mr. Vandervort explained that Gov. Gregoire is trying to possibly have another legislative meeting, so things on the budget could change. State budget won't be up until June 15th, so we are working by hand on all these numbers. Mr. Vandervort answered questions and a discussion about using the reserve to cover expenses.

7) Enrollment Report:

WSD CFO Les Vandervort presented the following report to the board and explained each component of the report. This is the last report other than a Running Start report.

Exhibit A - Monthly Enrollments.

The **May 2010** count of K-12 students is **7,638.41 full-time equivalents (FTE)** including 140.60 FTE Running Start and 203.96 FTE Wenatchee Valley Technical Skills Center students.

The *average* FTE is **7,663.74** which are **183.74** 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.

Mr. Vandervort explained the process taking place in absorption and staffing next year. The board thanked Mr. Vandervort for the updates. They also gave accolades to Lisa Turner and Gayle Northcutt for all the work they have put into the staffing for next year.

VIII. PRESIDENT'S REPORT:

- o Communications: None
- o Discussion about running the Bond. Mr. Frones will follow up on what Eastmont is doing.

IX. SUPERINTENDENT'S REPORT:

- o None

X. MEETING ADJOURNED: President Dr. Walter Newman adjourned the meeting at 9:39 p.m.

President

Superintendent