

Wenatchee School District No. 246
Wenatchee, Washington
Minutes of June 25th, 2010 Board Study Session

Board

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

Staff

Brian Flonas, Superintendent

I. Study Session - 8:00 a.m.

Dr. Walter Newman, President, opened the meeting at the WSD Central Office at 8:00 a.m.

II. 2010-11 Preliminary Budget Proposal

Les Vandervort, WSD CFO presented the 2010-11 Preliminary Budget Proposal to the board. The discussion began with the following points:

- Overview Summary
- Unemployment claims are up and we are working on that area
- L&I is staying consistent
- HR Report on staffing

Lisa Turner, HR Director gave the following report to the board.

Certificated Staff:

- 17 Certificated Retirements
- 10 Absorbed Positions
- Honored all internal transfer requests
- No Lay-offs

District Wide Transfers

- 29 Certificated employees transferred either building or teaching assignment
 - 13 involuntary
 - 16 voluntary
- 10 Priority classroom moves for M&O department
- 19 Technology moves/set-ups
- 30 Technology moves/set-ups
- 30 additional Per Diem Days to paid in transfer compensation

Building Staffing Impact

| Building | Transfer Out of Building/Retire | Transfer within Building | Transfer into Building |
|-----------------|--|---------------------------------|-------------------------------|
| Columbia | 1 | 4 | 0 |
| Newbery | 6 | 3 | 2 |
| Washington | 3 | 0 | 0 |
| Mission View | 2 | 1 | 1 |
| Lewis & Clark | 1 | 0 | 0 |
| Lincoln | 3 | 0 | 3 |
| Sunnyslope | 0 | 0 | 1 |
| Pioneer | 3 | 4 | 3 |
| Foothills | 1 | 0 | 0 |
| Orchard | 2 | 2 | 0 |
| High School | 5 | 1 | 0 |
| Westside | 3 | 0 | 2 |

| No. | Name | Transfer From | | Transfer To | | Tech | M&O | Type of Transfer |
|-----|------------------|---------------|-------------|-------------|--------------|------|-----|------------------|
| | | | | | | | | |
| 1 | Ryan Weaver | COL | Kinder | MV | 4th Grade | X | X | Involuntary |
| 2 | Penny Brown | FMS | Core | DO | Coach | X | X | Involuntary |
| 3 | Sharon Osborn | L&C | Coach | NBY/LNC | Intervention | X | X | Involuntary |
| 4 | Lynn Pearl | LNC | Coach | DO | Coach | X | | Involuntary |
| 5 | Taunya Brown | M&O | Coach | DO | Coach | X | | Involuntary |
| 6 | Rebecca Britt | MV | Coach | SS | 5th Grade | X | X | Involuntary |
| 7 | Christi Lewis | MV | 4th Grade | MV | SPED | | | Voluntary |
| 8 | Cathy Reasor | NBY | Coach | DO | Coach | X | X | Involuntary |
| 9 | Rebecca Faulkner | NBY | 4th Grade | NBY | Librarian | | | Voluntary |
| 10 | Shannon Griggs | NBY | Art | NBY | 5th Grade | X | | Voluntary |
| 11 | Deb Baker | NBY | Kinder | NBY | 4th Grade | | | Voluntary |
| 12 | Penny Tobiska | OMS | Core/Coach | WSHS | English | X | X | Involuntary |
| 13 | Jacob Bucholz | OMS | Science | OMS | Technology | | | Voluntary |
| 14 | Dan Myers | OMS | 8th Science | OMS | 6th Science | | | Voluntary |
| 15 | Greg Simmons | PIO | 6th Science | PIO | 8th Science | | | Voluntary |
| 16 | Jennifer Miller | PIO | Core | PIO | Intervention | | | Voluntary |
| 17 | Jim Bowen | PIO | Counselor | LNC | Counselor | X | X | Voluntary |
| 18 | Rob Rainville | PIO | Science | PIO | PE | | | Voluntary |
| 19 | Deanna Colson | PIO | SPED | PIO | Core | | | Voluntary |
| 20 | Wendi Clayson | WA | 2nd Grade | NBY | 1st Grade | X | X | Involuntary |
| 21 | Laura Waldren | WA | Coach | DO | Coach | X | | Involuntary |
| 22 | Mala Keebler | WA | 5th Grade | WA | 2nd Grade | X | X | Involuntary |
| 23 | Brian Herling | WHS | Math | WSHS | Math | X | X | Involuntary |
| 24 | Mary Cozzallo | WHS | English | LNC | 3rd Grade | X | | Voluntary |
| 25 | Fred Lenard | WHS | English | WHS | Spanish | | | Voluntary |
| 26 | Josh Robins | WHS | Science | PIO | 7th Science | X | X | Voluntary |
| 27 | Kerry Miller | WHS | SPED | PIO | SPED | X | X | Voluntary |
| 28 | Tim Trainor | WSHS | Counselor | PIO | Counselor | X | X | Involuntary |
| 29 | Vicki Hornfelt | WSHS | English | JDC | Part-time | X | X | Voluntary |

Ms. Turner, HR Director and Gayle Northcutt, WenEA president, answered questions the board had concerning the staffing report. The board gave kudos to the Ms. Turner, Les Vandervort and Ms. Northcutt for the job they have done in transfers and staff management in the current economy climate. The board thanked them for all their hard work.

Mr. Vandervort continued with the following report:

Summary of 2010-11 Budget

- The Total Expenditure budget increase is .88% or \$681,720 (\$77,034,101 to \$77,715,821)**

Increases include:
Incremental salary steps, health insurance
Unemployment, L&I
Utilities, liability insurance
National Board Certifications
Special Ed

Decreases include:
Absorption of 10 staff FTE positions
Reductions of travel, technology, curriculum adoptions, extracurricular
Reduction of 181st Learning Improvement Day
- The Total Revenue budget increase is 1.5% or \$1,150,246 (\$76,548,370 to \$77,698,616)**

Increases include:
Levy Equalization (LEA)
M&O Levy
Apportionment (Enrollment)
Special Ed
National Board Certification funding
Race to the Top Grant
LAP & Migrant

Decreases include:
I-728 (from \$131 per student FTE to \$0)
Reduction of 181st Learning Improvement Day
- Major programs with expenditures greater than revenue:**

 - Special Education (\$ 736,274)
 - Transportation (\$ 528,515)
 - Enrichment (\$ 414,557)
 - AVID (\$ 137,602)
- Up to \$3,000,000 is budgeted to be transferred to the Capital Projects Fund for capital improvements.
- Budgeted staff absorptions (decreases) include:**

| | |
|---|-------------|
| a. Classroom teachers (Columbia, Newbery, WA) | 3.0 FTE |
| b. Westside Counselor | 1.0 |
| c. Wenatchee High School | 1.6 |
| d. Specialists / Support (Secretary) | .4 |
| e. Instructional Coaches (shifted funding to ADK) | 2.0 |
| f. Admin | 2.0 |
| TOTAL | 10.0 |

| | | | | | | | | |
|----|----------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| 6. | Enrollment: | <u>04-05</u> | <u>05-06</u> | <u>06-07</u> | <u>07-08</u> | <u>08-09</u> | <u>09-10</u> | <u>10-11</u> |
| | BEA K@ .5 FTE | 6,999 | 6,989 | 7,047 | 7,127 | 7,193 | 7,291 | 7,301 |
| | With/ BEA funded ADK | | | | 7,167 | 7,355 | 7,460 | 7,467 |
| | With ADK and Skills Center | | | | | | 7,664 | 7,700 |

| | | | |
|----|-----------------------|---------------------|--|
| 7. | Account Codes: | Revenue | Definitions |
| | 1000 | Local Taxes | M&O Levy |
| | 2000 | Local Non-Tax | Food Service, Interest Earnings, Fees, |
| | 3000 | State, General | Apportionment (BEA), Vocational |
| | 4000 | State, Special | Special Ed, Trans, LAP, Bilingual, I-728, Child Care |
| | 5000 | Federal, General | Federal Forest (sale of timber land) |
| | 6000 | Federal, Special | Special Ed, Title I, Title II, Title III, Migrant, Gear Up |
| | | Expenditure | |
| | 00 | Regular Instruction | BEA |
| | 10 | Federal Stimulus | Stabilization |
| | 20 | Special Ed | Special Ed (State and Federal) |
| | 30 | Vocational | Vocational |
| | 50/60 | Compensatory Ed | Title I, Title II, Title III, Migrant, LAP, Juvenile Detention, Bilingual, I-728 |
| | 70 | Other Instructional | Enrichment, Summer School, AVID, Gear Up |
| | 80 | Community Support | Child Care |
| | 90 | Support Services | M&O, Safety, Board, Superintendent, Business Office, Food Service, Transportation, Student Services, HR |

2010-11 Budget Assumptions

WSD allocates about 80% of its General Fund budget to salary costs with 20% going to NERC's (non-employee related costs) such as supplies, contract services, travel and capital outlay.

General Assumptions:

1. Improved student learning will be achieved through the implementation of school reform initiatives and school improvement plans. Program decisions are aligned with the Vital Few and Continuous Improvement Planning Process.
2. Staffing is based on enrollment projections, available funding, district goals and negotiated parameters.
3. Categorical programs will operate as close as possible to their revenue base. Indirect costs are charged to programs to the extent allowable wherever possible.
4. Resource and expenditure decisions will be directed to the building level to the extent possible.
5. The district will support a quality staff professional development program.
6. The district will maintain or improve its facilities.
7. Juvenile Detention Center, Child Care and Food Service will seek to operate on a break even or better basis. The Transportation, Special Education and Enrichment programs continue to be underfunded by the state. The district is committed to operating these programs within available resources.
8. New program commitments will be made with a corresponding new revenue source or a reallocation of resources based on prioritization.
9. Responsible stewardship of human and financial resources is our hallmark. All resource managers are accountable for the effective and efficient management of district funds.
10. The projected average full-time equivalent (FTE) student enrollment for Fiscal Year 2010-2011 is 7,532.5.
11. The district's goal for General Fund Unreserved Fund Balance remains a minimum of 5.0%.

WENATCHEE SCHOOL DISTRICT NO. 246
Monthly Average FTE Enrollment 2010-11 School Year

| GRADE | SEP | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY | AVERAGE | 2010-11 BUDGET | AVG to BUD DIFFERENCE |
|----------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|-----------------------|
| KINDERGARTEN | 122.52 | 124.50 | 122.00 | 122.50 | 123.00 | 121.50 | 121.50 | 123.50 | 124.50 | 122.84 | 124 | 0.66 |
| All-day Kindergarten | 332.00 | 344.00 | 344.00 | 341.00 | 332.00 | 336.00 | 335.00 | 334.00 | 340.00 | 337.56 | 334 | -3.56 |
| FIRST | 571.96 | 572.00 | 566.00 | 566.00 | 567.50 | 573.50 | 573.00 | 575.00 | 574.00 | 571.00 | 581 | 10.00 |
| SECOND | 585.00 | 582.00 | 583.00 | 584.00 | 581.00 | 584.00 | 588.00 | 591.00 | 591.00 | 585.44 | 573 | -12.44 |
| THIRD | 616.33 | 622.18 | 621.18 | 615.03 | 615.98 | 620.98 | 621.98 | 614.88 | 619.98 | 618.96 | 590 | -28.96 |
| FOURTH | 565.92 | 568.92 | 566.92 | 570.80 | 569.80 | 570.80 | 571.16 | 570.16 | 568.16 | 569.18 | 616 | 46.82 |
| FIFTH | 524.22 | 528.22 | 535.22 | 537.22 | 536.22 | 541.22 | 540.22 | 541.22 | 542.22 | 536.22 | 571 | 34.78 |
| SIXTH | 616.84 | 616.80 | 619.80 | 615.80 | 617.80 | 626.24 | 628.24 | 628.48 | 626.38 | 622.04 | 552 | -70.04 |
| SEVENTH | 567.42 | 570.92 | 572.54 | 578.54 | 576.54 | 577.50 | 576.54 | 581.30 | 583.56 | 576.10 | 627 | 50.90 |
| EIGHTH | 531.24 | 535.92 | 532.32 | 538.68 | 537.12 | 541.88 | 541.88 | 543.38 | 549.69 | 539.12 | 576 | 36.88 |
| NINTH | 616.78 | 631.22 | 631.13 | 632.05 | 633.81 | 632.36 | 634.70 | 633.43 | 632.17 | 630.85 | 667 | 36.15 |
| TENTH | 563.38 | 567.65 | 555.96 | 550.39 | 546.02 | 539.99 | 535.95 | 539.20 | 536.77 | 548.37 | 531 | -17.37 |
| ELEVENTH | 579.10 | 602.23 | 608.03 | 596.79 | 586.15 | 585.76 | 594.07 | 585.77 | 582.46 | 591.15 | 608 | 14.85 |
| TWELFTH | 689.61 | 712.16 | 698.29 | 685.43 | 678.35 | 668.96 | 660.14 | 654.40 | 626.92 | 674.92 | 612 | -62.92 |
| Kindergarten | 454.52 | 468.50 | 466.00 | 463.50 | 455.00 | 457.50 | 456.50 | 457.50 | 464.50 | 460.39 | 458 | -2.89 |
| GRADES 1-5 | 2865.43 | 2873.32 | 2872.32 | 2873.05 | 2870.50 | 2890.50 | 2894.36 | 2892.36 | 2895.36 | 2880.80 | 2,931 | 50.20 |
| GRADES 6-8 | 1715.50 | 1725.64 | 1724.66 | 1733.02 | 1731.46 | 1745.62 | 1746.66 | 1753.16 | 1759.63 | 1737.26 | 1,755 | 17.74 |
| GRADES 9-12 | 2448.87 | 2513.26 | 2493.41 | 2464.66 | 2444.33 | 2427.07 | 2424.66 | 2412.80 | 2378.32 | 2445.29 | 2,416 | -29.29 |
| K-12 Subtotal | 7484.32 | 7580.72 | 7556.39 | 7534.23 | 7501.29 | 7520.69 | 7522.38 | 7515.82 | 7497.81 | 7523.74 | 7,560 | 35.76 |
| Running Start | 0.00 | 143.35 | 140.12 | 140.12 | 141.30 | 138.73 | 135.60 | 140.21 | 140.60 | 140.00 | 140 | 0.00 |
| TOTAL | 7484.32 | 7724.07 | 7696.51 | 7674.35 | 7642.59 | 7659.42 | 7657.98 | 7656.03 | 7638.41 | 7663.74 | 7,700 | 35.76 |

| | | |
|----------------|--------------|-----|
| Columbia | 70 | |
| Lewis & Clark | 86 | |
| Lincoln | 91 | |
| Mission View | 87 | 334 |
| Newbery | 84 | |
| Sunnyslope | 47 | |
| Washington | 95 | |
| Valley Academy | 21 | 247 |
| | 581 | |
| | <u>290.5</u> | |

(167)

Exhibit A

7,532.5 F-195

After covering the above Mr. Vandervort provided all the following summary sheets for the years 2008-2011 for board review:

- Budget and excess Levy Summary
- General Fund Financial Summary
- FY Enrollment and Staff Counts
- Summary of GF Budget
- GF Budget and Revenues and Other Financing Sources
- Expenditure by Program
- Program Summary by Object of Expenditure
- Revenue Work Sheet - General Fund - Local Excess Levies and Timber Excess Levies and Timber Excise Tax
- Summary of Associated Student Body
- Debt Service Fund Budget
- Debt Service Fund Budget - Revenues and other Financing Sources
- Revenue Work Sheet - Debt Service Fund - Local Excess Levies and Timber Excise Tax
- Debt Service Fund Budget Detail of Outstanding Bonds
- Summary of Capital Projects Fund Budget
- Capital Projects Revenues and other Financing sources
- Capital Projects Funds - Project Description for FY 2010-2011
- Summary Transportation Vehicle Fund Budget

Areas of discussion & questions during presentation:

- Budget Levy Summary
- Operational Expenses for Transportation & 1 mile radius issues
- "Moving Shells Around" theory - money taken in one area and put into another area by state
- Staffing questions on Summary - clarification of #'s
- All Day Kindergarten issues & how that is going to effect the budget
- Day Care budget issues getting under control by Chet's direction
- Valley Academy and Skill Center pertaining to Stimulus Dollars
- Juvenile Detention Center's numbers from 20 now 2
- OSPI and their formula of Co-horts do not align with the way we figure
- Skill Source counting FTE's - not a deficit program (GED Program)
- ASB Funds, what do students earn, pay, clubs and fundraising
- Booster Club at WHS - who handles those funds, parent club.
- Current Rider-ship on buses - what about empty buses - occupancy is at least 50-80% currently - We have more than most districts
- Not a popular discussion to cut services in any area
- Grants that will renew and ones that will not renew - what effects will that have on staff
- Reserves and unemployment issues/pensions all under funded
- State and district investments, interest is down
- State cutting benefits possibilities
- AOE programs longevity
- Good practice to check our belts and tighten up - silver lining, if there is one

The board ended the discussion by thanking Mr. Vandervort, Mr. Flones and the cabinet for the excellent job they are doing in managing the budget during these tough economic times.

III. WHS Intervention Plan for 2010-11

- PAWS Update

WHS Principal Michele Wadeikis and Assistant Principal Kory Kalahar gave the board the following report (Assistant Principals, Ricardo Iniguez and Gracie Helm also attended):

PARENT FEEDBACK

PAWS INTERVENTION SCHEDULE JUNE 14 & 15, 2010

BREAK

- Kids benefit greatly from the morning break especially girls whose 5 minute passing time does not allow for adequate restroom time
- Kids do need a AM break and time to eat lunch
- Backpacks are too heavy. Lockers are a joke here. Not enough time between classes
- Lack of break time does not allow my student to get to her locker or get a morning break. Books are too heavy to carry all day
- I agree with some of the other concerns expressed by other parents. The mid-day break should not be eliminated.
- The students need the break for several reasons - all day with no break could put more students at risk of needing PAWS
- Loss of morning break for all students. My children and I see this as essential (time to use the bathroom, go to lockers, eat, refresh/decompress, relax, socialize, get a breather) to success in their classrooms. Three or four hours a morning without a break is too long)
- I do not support early dismissal or PAWS at the end of the day at the expense of morning break
- Expand passing time 3 minutes "during prior break time" for lavatory breaks
- Loss of morning break and resultant revenue from DECA/coffee/snack opportunities
- Any chance of starting Mondays 20 minutes earlier and adding 5 minutes to break and cut PAWS by 5 minutes to make break 15 minutes?

As a building, as educators, and people understanding Maslow's Hierarchy of needs, we must agree that break can be very important for students who are not making time for a good breakfast and are not able to bring a healthy snack from home. We do not want to take an opportunity away from any student to eat or have the food service suffer a loss of extra revenue, but we know the need for time outside of the instructional day for immediate and mandatory interventions too. We need time not associated with the instructional day for student to obtain extra help. We appreciate the suggestions and are currently looking at way to bring a few minutes back to break for students to obtain food, change books, and use the restroom. We have been very fortunate at WHS to have a break built in to our schedule for this long. Many schools across the state including all of the Seattle Public Schools are without a morning break.

LUNCH

- Lunchtime is already too short
- Lunch is already too short. Students cannot make it through the lines
- Lunches are too short already
- Maybe consider 5 minutes less from either class time or other source in order to increase lunch back to 30 minutes
- Promote sack lunches to help lunch time
- Loss of lunch time for students and staff

In our observations throughout the school year, students are able to come to the commons, get in line, obtain their food, and find a seat relatively quickly. Lines can be long on different days (Asian Bowl Day) depending on what is being served and the popularity of the entre. There are also days that our student population who leave at lunch fluctuates for some reason and the lines are longer or the food depletes faster. But, more often than not, the students are done eating with their tables clear and talking for a good ten minutes. Others are up walking around and socializing or catching a breath of fresh air in the courtyard. We feel that shaving five or less minutes off the schedule will not impact the relaxing nature of lunch. The idea of sack lunches is a great idea if the need arises, but we do not favor cutting any more time from the instructional day for lunch since this becomes a compliance issue with the state for instructional hours per year.

INSTRUCTIONAL TIME

- I don't think it actually will improve beyond the current PAWS time, the failure rate, but it will impact the instruction time of successful students
- Make the school day longer; so that you don't take away from successful students
- Concern about losing teaching time, especially for high level students with several AP or honors classes
- How many hours currently have been lost for instructional time due to assemblies/CP/Misc?
- Why class periods of different lengths?
- Enrichment requires extra prep time for teachers, taking away from regular classes
- All periods should be the same, make them 50 or 55 minutes, no 7 periods!
- When substitutes come into the classroom, instruction time is already lost. Will substitutes be expected to provide structure in PAWS?
- The loss of instruction time for students who don't need intervention
- Loss of instructional time for all students

Instructional minutes (loss of 14.7 hours over the course of the year): We feel this is justified since teachers will have a time to work specifically with struggling students instead of solely relying on regular instructional time or on the student coming in before or after school. Re-teaching and differentiation really should be taking place in the classroom as a tier one intervention. By having PAWS Time, this allows the teacher to save this re-teaching to the time period from 2:30 to 3:00. Also, during the PAWS Time all students will be required to stay for the first grading period of both semesters (18 hours of guided study). We will also be using the PAWS Time for Culminating Project (2.5 hours) and assemblies (8 hours). The added impact will be 23 hours of additional time devoted to intervention and enrichment beyond this current school year. Loss of instructional time = 14.7, but regained through guided study (18), Culminating Project (2.5), and assemblies (8) = 28.5. Net gain of 13.8 hours and only one schedule for students and staff to worry about.

Our goal would be to make all stakeholders happy with a break, 30-minute lunches, and longer time for interventions that allow for content specificity, but that would not be the case unless we did expand the current day. This is something we will be looking at for the long term, but maybe not for the fall of 2010. The reason that the periods are different lengths of time revolve around the time necessary to deliver the morning announcements from the ASB and the time necessary for us to make every class period count as a .2 fee for the state formula for student enrollment. Yes, substitutes will be expected to play a role for the PAWS Time responsibilities of the teacher they are replacing as well.

END OF DAY RELEASE

- Having it at the end of the day is a recipe for failure. Students will just leave
- Having kids hang around for an hour is going to create a kid-management issue, especially if administration does not oversee large group areas

Yes, we anticipate some students not taking advantage of PAWS Time at the end of the day just as some students do not stay for sixth period on certain days. The goal is to have the same accountability system for PAWS Time as we do for the other sixth periods of the day. The value for students will have to be conveyed through the teaching staff as to use the time wisely. Students will be able to accomplish much being able to work with their teachers outside of regular instructional time. Any place where students will congregate for any reason will have supervision no matter what.

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OTHER

- Is this a done deal? Formality?

We will be moving forward with improving our existing systemic intervention for students who have a need.

- How are the parents of the failing students being engaged?

At this point, parents have only been engaged if they are responding to the phone caller for our parent meetings or coming to the school in their own. We can improve on engaging parents of our struggling students drastically.

- Intervention is needed but to broad-stroke the approach is not “lofty” it’s convenient overkill negatively impacting too many.

It would be a pleasure to have anything about systemic interventions at a comprehensive high school be convenient. Any work we do here is a logistical nightmare, but what effort we do put in is better than if we didn’t try at all. There are students who come to the building with less than the others in a variety of ways, these students deserve our time and effort just as much as those who have support, speak the right language, and have the socioeconomic means to be successful.

- Will 10th graders be in PAWS all year?

Yes

- What will the 11th and 12th grade structure be?

Currently, all students will be in school during the PAWS Time unless they have parental permission to leave during that time.

- If the majority of D's and F's are in math, why are the teachers of math not held more accountable?

The math teachers are being held accountable and in many respects they are holding themselves accountable. They are working on curricular and standards alignment from a district and building perspective. Not all students have what it takes to be successful in math as a specific content and therefore need more one on one help from their teachers. New curriculum and a collaborative process are helping our math department make some changes for the better.

- What impact on schedule for Running Start students?

Virtually none! Unless students had a 1:00 or a 2:00 class, the same problem exists for all students then and now. High school classes rarely begin on the hour like college does. This is a chronic issue for most high schools and running start. Periods zero through four on the current schedule all created issues for students in going from high school classes to college ones. On the current schedule, both fifth and sixth period lend themselves to getting from the college to high school without being late, but not vice versa. On next year's schedule, student will have an easier time getting from high school to college for periods 4, 5, and 6 since their release will allow them time to get to the college and park in time.

- Failing students need to get support for study skills or homework focus. Will PAWS help them do this?

Most definitely!

- I am concerned about the plan to use ASB students as mentors. Spending 30 minutes per day for the first 4-5 weeks is a big time commitment for the student ASB members, most of whom already have busy academic and after school schedules. It is too much to ask of the students and too much to expect of them. I suggest a scaled down involvement of the ASB mentors

The time commitment is completely flexible and will depend on how much the students feel like they can take on. We may only have them work with students one day a week so we can get a jump-start on the students who could possibly fall behind.

- Bus schedule will not be adjusted; so grades 10, 11 and others will have 30 minutes extra time to wait, unsupervised

Only if they are not in a particular program during the PAWS Time.

- Why not hold parents more accountable - D or F, offer Saturday school or after school programs

Both scientific research and anecdotal experience show that interventions have to be immediate, mandatory, and delivered during the school day.

DuFour, R., DuFour, R., Eaker, R., & Many, T. (2006). *Learning by doing: A handbook for professional learning communities at work*. Bloomington, IN: Solution Tree Press.

Buffum, A., Mattos, M., & Weber, C. (2009). *Pyramid response to Intervention: RTI, professional learning communities, and how to respond when kids don't learn*. Bloomington, IN: Solution Tree.

- Keep everyone until 3 pm and establish electives for non-PAWS students:
 - a. Student Leaders with community service credits or grade credits for PAWS
 - b. Directed Management time (Band WaWa Drama, etc)
 - c. College Prep - SAT, ACT, MS Office (Excel, Power Point, Word)
 - d. Running Start
 - e. Unsupervised Management Time

Great suggestion. We ask ourselves how we will be able to manage the numbers while still keeping a focus on those students needing extra help and keeping the ratio of students to teachers manageable.

- Loss of students who will undoubtedly leave

There will be some students who do not value the time just as there is during the first six periods of the day. PAWS will have the same accountability system as the regular day.

RESEARCH BASED

- I don't think I-period at middle school works and I'm concerned this is an extension of that wasted time (like in the news article 6/10/10 - who sleeps in PAWS)

The teachers and administration believe the program are working and has added value to all. In a qualitative study done at Foothills, five teachers and a school counselor all shared their perceptions(through hour long guided interviews) on student failure and how they address it in each of their classroom and through homeroom and I-Period.

- What reasons have been identified for such a poor student success rate?

There are many different reasons for students struggling at WHS just as there are across the United States. The key to combating this issue is in the response from the individual teacher and the specific building. Language barriers, socio-economic status, importance of school at home, motivation, and the temptations of high school are a few reasons. Some of the things students fall victim to in the ninth grade are declining grades, failing courses, increased absences, and a decrease of involvement in school activities, says Schiller (1999) and Newman et al (2007). In WHS particularly, many of our students simply do not do the work to be turned in and graded and this impacts their grade for the course. These students would be considered Intentional Non-Learners according to Buffum, Mattos, and Weber (2007). We also have many struggling students who do not understand the curriculum and are not seeking the correct help on their own and do not have family support to help them obtain the help they need.

Buffum, A., Mattos, M., & Weber, C. (2009). *Pyramid response to Intervention: RTI, professional learning communities, and how to respond when kids don't learn*. Bloomington, IN: Solution Tree.

Newman, B. M., Newman, P.R., Giffen, S. O'Connor, K. & Spas, J. (2007). The relationship of social support to depressive symptoms during the transition to high school. *Adolescence*, 42(167), 441 – 459.

Schiller, K. S. (1999). Effects of feeder patterns on students' transitions to high school. *Sociology of Education*, 74(4), 216 – 233.

- Is there a specific school using this model successfully that you have researched/visited?

The model we are using is called the Pyramid Response to Intervention and is an international model developed by blending the national Response to Intervention legislation and the Solution Tree model of the Pyramid of Interventions. The main source of information has been cited multiple times in this section by Buffum, Mattos, and Weber (2007). With that in mind the PAWS program is one piece of a larger puzzle in the complete pyramid. PAWS Time is a Tier II intervention in essence that focuses on students not meeting standard. There are a variety of ways to tackle this Tier II intervention program and all schools handle it a little bit differently if they are tackling the issue at all. No school that I have heard about or researched has the exact model described in our plan, but many schools have devoted class periods, lunchtime interventions, and pull out models to handle their interventions. However, one school, Nathan Hale, has a half hour "Reflection Time" where students can work with teachers on any number of activities including interventions and enrichment.

- What is the average high school lunch time (in minutes) in the state – 25 does not seem adequate

In a random sample of ten high schools across the state, all schools had 30 minutes for lunch with a 5-minute passing period. Consequently, seven schools had not break and only one school had an intervention period. The current schedule has a 25-minute break with five minute passing.

- I am concerned that there appears to be too little structure for teachers and students regarding the use of PAWS time for non-D or F students. These students are giving up structured classroom time to be released early. What benefit if any, do students obtain from early release? This is what the majority of students will be doing.

Yes, in our original plan, many students earning As, Bs, and Cs would be released at 2:30 on days when there were no assemblies or culminating project work. We felt that these students had earned the right to leave campus early as a privilege. Many of the schools that have implemented a PRTI have allowed students release time as an earned privilege at the secondary level. Some schools give 50-minute lunch where students can leave campus or a free period during the day where students have designated self-directed study areas or can leave campus.

- If a specific teaching style doesn't seem to work what are our options at that point i.e. special tutoring and mentoring

One of the true intents of the PAWS Time is for re-teaching and looking into different learning styles and modalities to be flexible and respond to students' needs. The classroom models of direct instruction or collaboration do not work for all students.

- Why at the end of the day – I believe you're going to have little to no motivation on students or teachers part

Motivation is a tricking thing with today's young people and the obstacles we face as educators and the distractions we have to overcome. Vansteenkiste et al (2009) states that if students are not authentically engaged through the instruction or the content itself, external factors need to come into play such as the avoidance of negative consequences or rewards which PAWS Time does address.

Vansteenkiste, M., Sierens, E., Soenens, B., Luyckx, K., & Lens, W. (2009). Motivational profiles from a self-determination perspective: The quality of motivation matters. *Journal of Educational Psychology* 101(3), 671-688.

- 30 minutes early release is a major incentive but those released students need to be as directed and managed as those with failing grades

The original intent was to focus on the incentive of early release for some students without taking away from the regular school instructional time, hence the reduction of break and lunch.

- What data do you have that the 15-minute intervention works – to double it?

The data we have been tracking revolves around the grades of our students. PAWS has impacted and decreased the number of failing grades while at the same time significantly increased the numbers of As and Bs.

ALL KIDS

- Please focus attention on success (the 60%) instead of on failure (the 40%)
- Why impact 100% of the students if only a minority are in true need of intervention?

We are in the business of providing an education for ALL students in the Wenatchee School District and we realize wholeheartedly that not all young people learn the way and in the same amount of time as our system has been create to do. In light of this some students need extra support and we will respond to that as best we are able too. In no way will the students who currently navigate through the system without be impacted negatively as suggested by this program.

SUGGESTIONS

- Create a remedial course instead of an elective for failing students
- Use 0 period for failing grades
- Build WHS community by keeping everyone on campus with some helping the PAWS program

- Please don't make it at the end of the day. Extend the current PAWS time so that successful students can retain breaks and adequate lunch. Just extend the day, have intervention before school if necessary
- Work on the system you have – intervene with those teachers who are not able to help the failing students
- I would like to see my child in a specific teacher content - support PAWS or INL if necessary
- I favor adding 15 minutes to the school day or eliminating late start
- Middle of the day seems best
- Expand offerings for study skills (requirements)
- Loss of logical time oriented schedule away from five minute demarcations
- If the goal is to change the culture at WHS so failing is not an option, then why is the purpose of PAWS 50% success rate?
- Something different must be done
- Time should be invested in finding methods to prevent failing grades earlier in the school system, such as in middle and grade school
- Intervention should be provided for those needing it. Get more creative than your present proposal. It's a cluster
- 3 levels of teaching based on ability. (preaching this for 20 years) Already have AP classes similar to "Honors" classes when I was in Junior High/High School
- Students helping other students for the benefit of gaining volunteer hours – VERY COOL!
- Before a bunch of big changes are made to the schedule, intervention times or amount of time for lunch and what else by extending and moving PAWS time, why not choose to implement some other changes and view the effect of those before making big changes? View the effects of content specifically, upper classmen assistance and orientation introduction
- The focus seems to be too "obtuse". Keep the focus on intervention for failing students
- Student leaders for small learning groups (5-7) while teachers focus on grade management/planning
- Group PAWS students of matching needs
- Establish/Articulate: Preschool through grade 12 intervention plan
- Continued communication and feedback loop with community, teachers, students through web and email
- 3 F's per semester and you're out . . . to Westside (reduces overcrowding problem at WHS). This motivates those students wanting to stay at WHS
- Look into expanding school day by 20 minutes to get back morning breaks (following school year) after next year PAWS, there will be more data for assessing this
- Advocate allowing 2-3 minutes of eating allowed at first of 3rd period
- Look into volunteer parents helping PAWS
- Work on clarifying what PAWS looks like for each grade during 1st, 2nd, 3rd and 4th quarters

INACCURATE INFORMATION:

- Students and staff do not want this change and yet undemocratic administration persists on implementing this ignoring feedback – is that a good lesson for any U.S. high schooler?

This is inaccurate information. Our staff agreed to PAWS Time in 2008 only if we continued to evaluate and improve and looked for ways to develop more intensive interventions for the students who need more help. We are going to honor that request from the staff. In both surveys given to the staff the numbers of those who support the direction of movement for PAWS Time has been the overwhelming majority. Many of the students who need PAWS Time understand the concept and the need, but that does not mean they like it at all.

- What is the present oversight for teachers involved? From the sounds of many, the present 15 minutes is wasted, kids sleep, or merely socialize

There is some truth to the fact that PAWS Time looks different from classroom to classroom and we do need to have some consistency there in the long. But, as you may know, there is a difference between the look, feel, expectation, and accountability between are classrooms every period of the day whether math content or science content is being delivered. In talking to the student from the newspaper personally about his sleeping in PAWS Time comment he laughed at me when I mentioned it and said, "Did they really print that? That's funny." Of course, we did not see the humor in it.

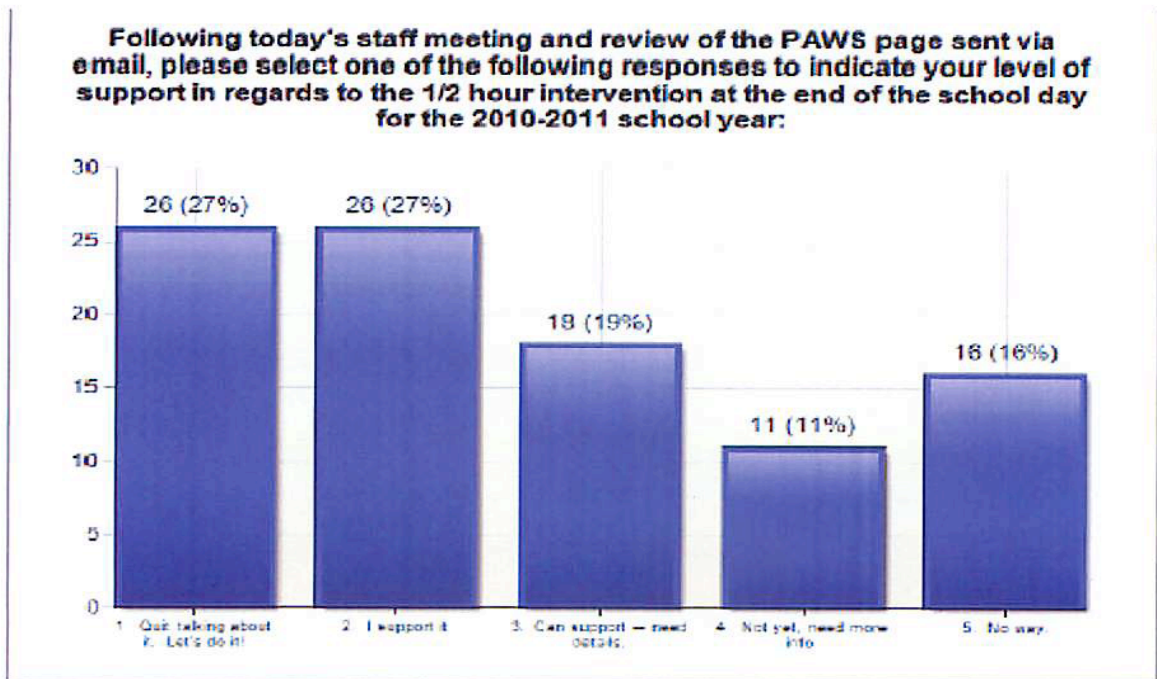
N/A: These statements are not directed at the current topic and need to be addressed through another venue.

- iFrosh for the whole freshman class limits them meeting more people and isolates them
- Students already lost the option for 7 normal scheduled classes which has put higher level students at a disadvantage in preparation for and during university classes
- Intervention must start in grade school (first grade)
- Why are 9th grade electives limited?
- Too much time spent on sports, not enough time in classes
- Concern in "isolating" freshman with the iFrosh program
- Cross-age peer interaction in the halls during passing is key to success for many kids. Having advance classes with older students is important too!
- Cell Free Campus

Comments

- We know that students learn at different speeds and levels
- PAWS - I would compare this to a medic in the field of battle. Stop the bleeding. What is needed is early grade school triage so by the time high school is reached, PAWS is not needed
- Further loss of respect for administrators because of this ill-thought out schedule and rigged survey of staff

Wenatchee High School - Staff Feedback



PAWS Time Plan June 2010

PAWS Time Plan June 2010

Certain staff, parents, and school board members feel our survey was slanted and not statistically sound based on the options given to staff.

Quit talking about it. Let's do it!

I support it.

Can support-need details.

Not yet, need more info.

No way.

We want to get a clear picture as to where the staff is currently and want to use a more valid scale to collect data.

Where do you stand with the current plan?

- | | | | |
|--|-----------|------------|---|
| <input type="radio"/> Strongly support | 25 | 28% | |
| <input type="radio"/> Support | 33 | 37% | |
| <input type="radio"/> Undecided | 18 | 20% | (7 – will support with details established) |
| <input type="radio"/> Do not support | 9 | 10% | |
| <input type="radio"/> Strongly oppose | 5 | 5% | |

If you have more questions, concerns, or ideas please send them to Michele and Kory.

Mr. Kalahar provided the following schedule possibilities to the board.

Schedules

Current Schedule - Reference

Original Proposal

- 30 minute academic support
- 25 minute lunch with 5 minute passing
- No break
- 53-56 minute periods
- All students in class during academic support

Break Proposal

- 28 minute academic support
- 28 minute lunch with 5 minute passing
- 10 Break
- 54 minute periods
- All students in class during academic support
- Extended day – out at 3:05

Longer Lunch

- 26 minutes academic support
- 30 minute lunch with 5 minute passing
- No break
- 54 minute periods
- All students in class during academic support

PAWS Time

- Instead of a Tier II systemic intervention, PAWS becomes an academic support system in which each individual teacher will need to highly scrutinize the need of the classroom based on assessments and meeting standards. Interventions will be delivered via flexible or instructional groups and differentiation. Enrichment will be based on the needs of the group and delivered in the same fashion.

Ms. Wadeikis handed out the Implementation Plan and took the board through each week/month:

Implementation Plan

Week #1 and Week #3

Tuesdays: All students stay in 6th school related events: assemblies, CP, etc.

Wednesdays: 1st period PAWS

Thursdays: 2nd period PAWS

Friday: 3rd period PAWS

Week #2 and Week #4

Tuesdays: All Students stay in 6th school related events: assemblies, CP, etc.

Wednesdays: 4th period PAWS

Thursdays: 5th period PAWS

Friday: 6th period PAWS

Departments will be given the task of assigning teachers who have prep to help where there is a need and/or to provide additional enrichment or interventions above and beyond that of the normal classroom!

PAWS Time

- Instead of a Tier II systemic intervention, PAWS becomes an academic support system in which each individual teacher will need to highly scrutinize the need of the classroom based on assessments and meeting standards. Interventions will be delivered via flexible or instructional groups and differentiation. Enrichment will be based on the needs of the group and delivered in the same fashion.

Calendar of Communication before implementation

July:

- ASB and OCs – student support component of PAWS Time
- Staff – information packet with schedule of outline sent home
- Parents – Feedback responses update via web
- Parents – Phone caller home to announce materials posted on web and to ask for paper copy

August:

- ASB and OCs – ongoing communication and collaboration
- Staff – Panther Paws sent home and welcome back letter
- Staff – informational meeting set on August 9 @ 10:00 am
- Staff – Principal's Day (August 26th) – large group discussion in effective use of PAWS Time: flexible group, collaborative learning, and differentiation
- Parents – Panther Paws sent home
- Parents – Open discussion time on August 16 @ 6:00 pm

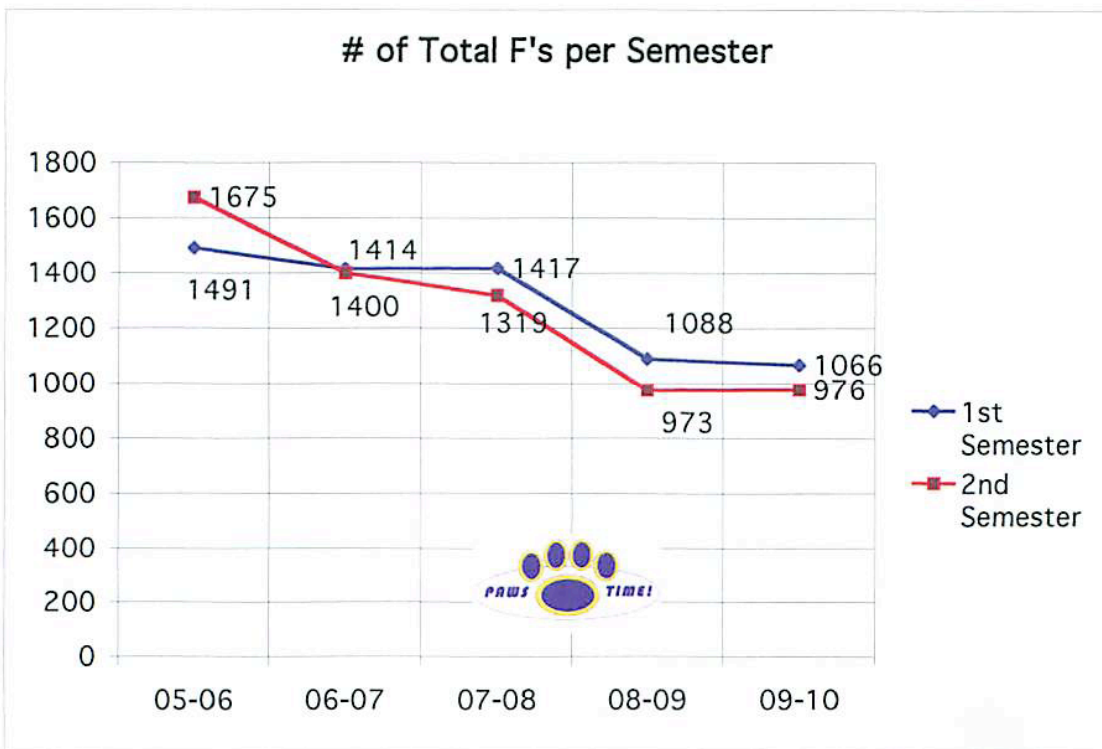
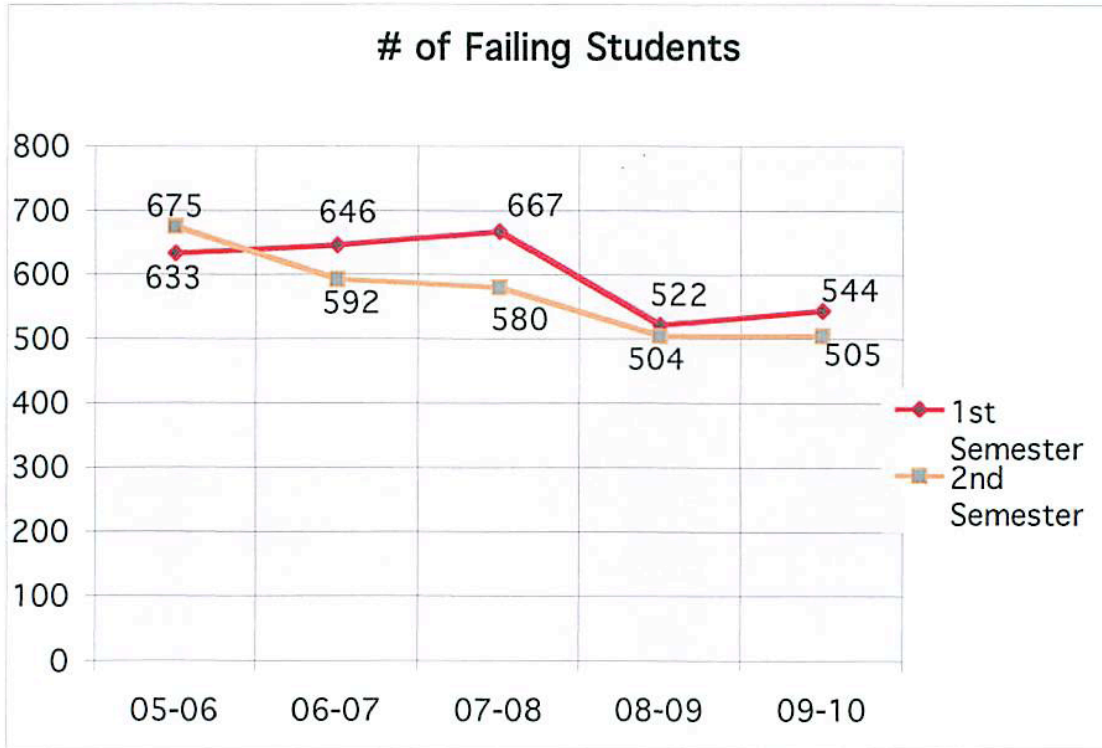
September:

- Staff – Staff meeting discussion (September 22nd)
- Parents – Open House (September 23rd) PAWS information

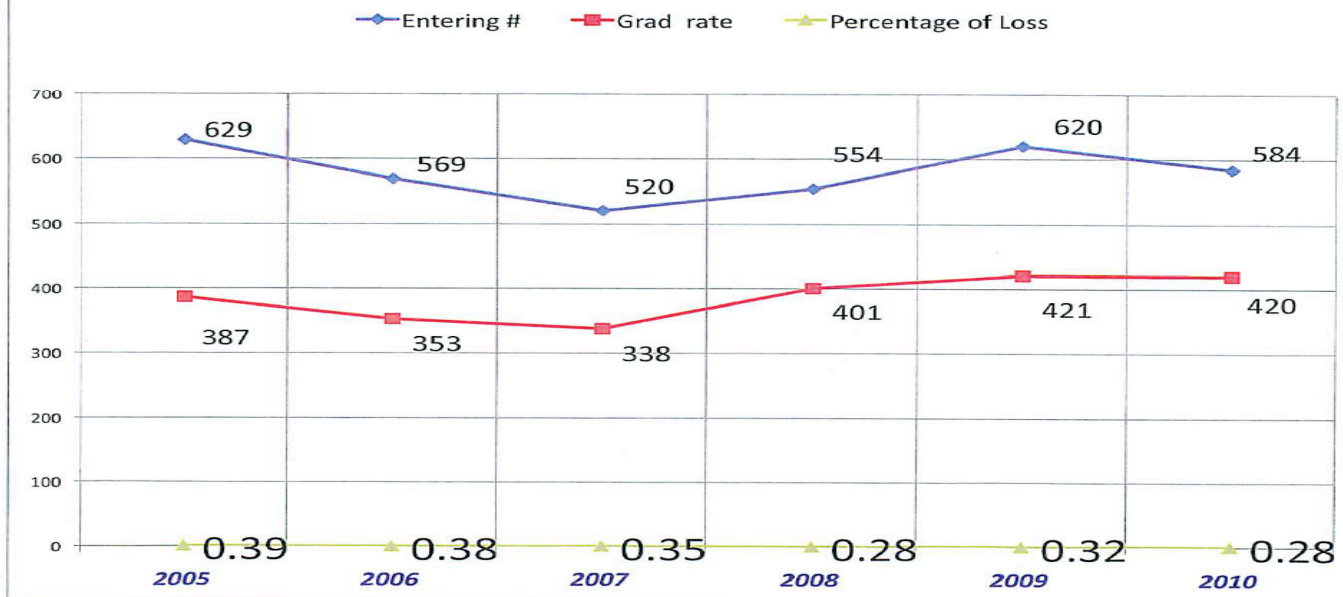
October:

- Following progress reports – PAWS data update on October 12th

Wenatchee High School - Failure Trends (2005 – 2010)



Attrition Rate at WHS 2005 to present



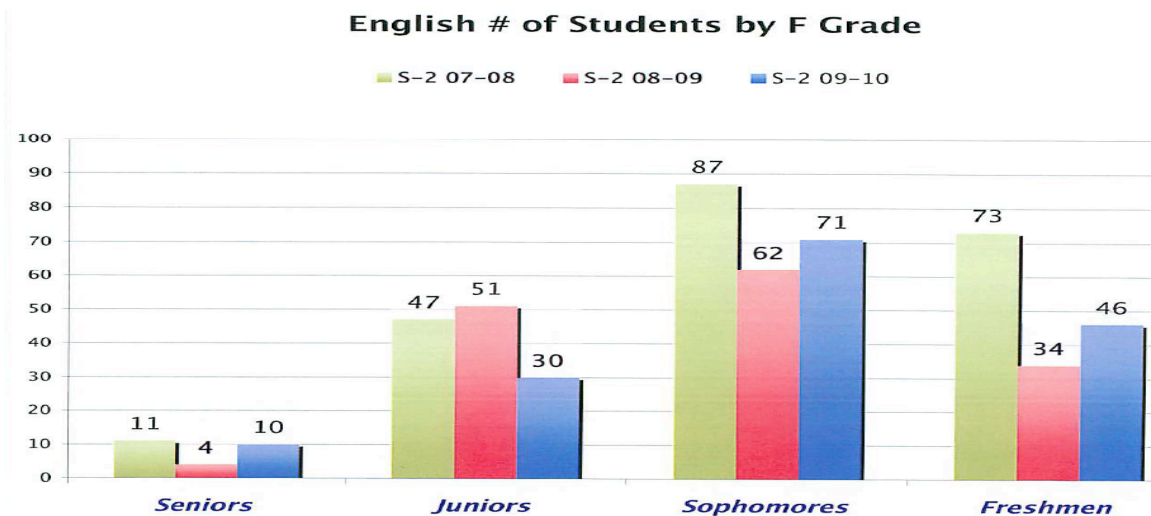
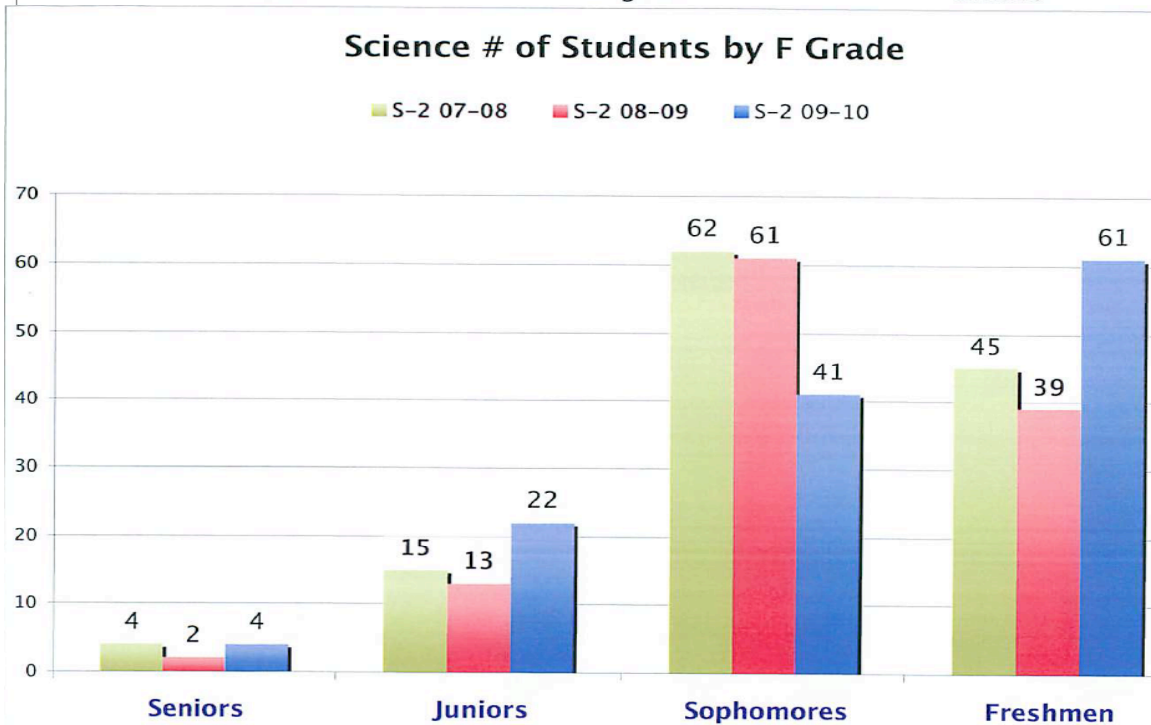
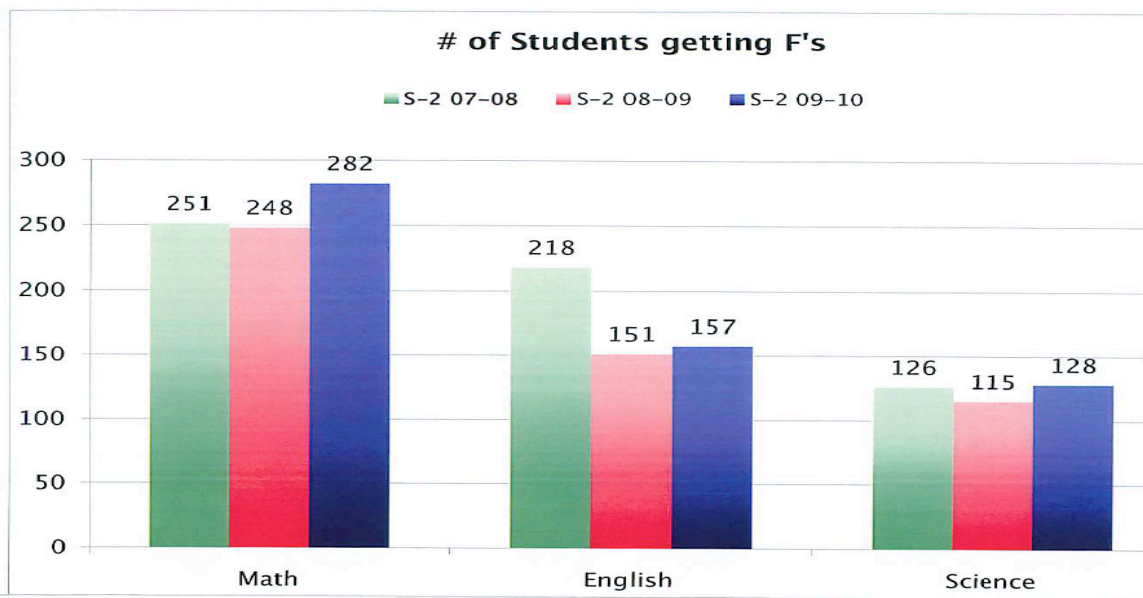
Wenatchee High School

Grade Distribution

| <u>Year</u> | <u>05-06</u> | <u>06-07</u> | <u>07-08</u> | <u>08-09</u> | <u>09-10</u> |
|------------------|--------------|--------------|--------------|--------------|--------------|
| S1--A | 4263 | 4299 | 4031 | 4327 | 4280 |
| S1--B | 3067 | 3086 | 2806 | 3060 | 3082 |
| S1--C | 2218 | 2198 | 2040 | 1951 | 2007 |
| S1--D | 1224 | 1307 | 1101 | 1031 | 1011 |
| S1--F | 1491 | 1414 | 1417 | 1088 | 1066 |
| S1--P | 228 | 140 | 462 | 290 | 355 |
| S1--NC | 80 | 61 | 155 | 62 | 42 |
| S1--INC/W | 0 | 3 | 9 | 18 | 25 |

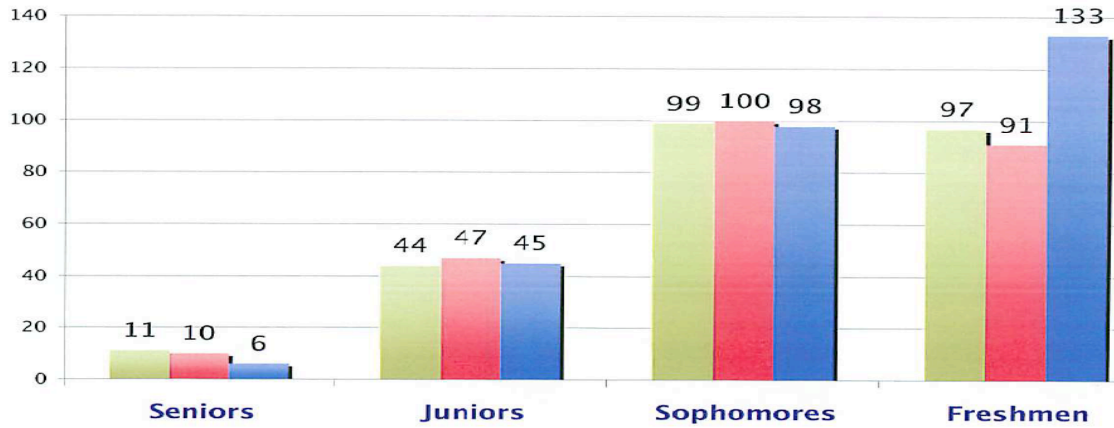
| | | | | | |
|---------------------|--------------|--------------|--------------|--------------|--------------|
| Total Grades | 12571 | 12508 | 12021 | 11827 | 11868 |
| Total Grades | 12571 | 12508 | 12021 | 11827 | 11868 |

| <u>Year</u> | <u>05-06</u> | <u>06-07</u> | <u>07-08</u> | <u>08-09</u> | <u>09-10</u> |
|---------------------|--------------|--------------|--------------|--------------|--------------|
| S2--A | 4024 | 4116 | 3825 | 4505 | 4328 |
| S2--B | 2968 | 3001 | 2667 | 2984 | 3025 |
| S2--C | 2094 | 2165 | 1940 | 1886 | 2016 |
| S2--D | 1268 | 1273 | 1084 | 1092 | 1023 |
| S2--F | 1675 | 1400 | 1319 | 973 | 976 |
| S2--P | 509 | 544 | 788 | 726 | 833 |
| S2--NC | 91 | 66 | 109 | 49 | 12 |
| S2--INC/W | 12 | 5 | 2 | 0 | 152 |
| Total Grades | 12641 | 12570 | 11734 | 12215 | 12365 |



Math # of Students by F Grade

■ S-2 07-08
 ■ S-2 08-09
 ■ S-2 09-10



Geometry

| Year | Grade | # taking course | # passing | % |
|------|------------|-----------------|------------|------------|
| 2010 | Juniors | 67 | 58 | 87% |
| | Sophomores | 237 | 186 | 78% |
| | Freshmen | 152 | 139 | 91% |
| 2009 | Juniors | 97 | 85 | 88% |
| | Sophomores | 258 | 215 | 83% |
| | Freshmen | 97 | 95 | 98% |
| 2008 | Juniors | 70 | 53 | 76% |
| | Sophomores | 209 | 183 | 88% |
| | Freshmen | 93 | 91 | 98% |
| | | Total | 383 | 84% |

Algebra

| Year | Grade | # taking course | # passing | % |
|------|------------|-----------------|------------|------------|
| 2010 | Juniors | 33 | 18 | 55% |
| | Sophomores | 72 | 28 | 39% |
| | Freshmen | 344 | 228 | 66% |
| 2009 | Juniors | 43 | 37 | 86% |
| | Sophomores | 124 | 73 | 59% |
| | Freshmen | 372 | 280 | 75% |
| 2008 | Juniors | 48 | 39 | 81% |
| | Sophomores | 216 | 154 | 71% |
| | Freshmen | 397 | 308 | 78% |
| | | Total | 501 | 76% |

Discussion Points during presentation:

- Cumulative Project grades not included/reflected on report
- Two parent meetings resulted in covering parents unable to attend due to other schools' meetings: June 14th -24 parents attended; June 15th -14 parents attended.
- Number of students in PAWS and how the administration is looking at concerns for ALL students.
- Staff Feedback on Zoomerang provided a pulse of the overall feeling and opinion, also provided a high percentage of participation.
- Valuable time spent with staff, shared their concerns and provided more dialogue with administration.
- Schedules were covered and the board made suggestions to the administration, most wanted to maintain a morning break, easier to give than to take away something, this schedule change will involve all students - discussion
- Effect on transportation and the change in the end of day, how much impact? Administration has and will continue to communicate with transportation.
- Bargaining issues with the teachers is also a factor, Ms. Northcutt is actively staying involved.
- Tardiness after break is an issue, no break would eliminate that problem.
- Break survey across state results out of 10 schools – no one addressing systemic intervention as we are.
- No middle schools offer break to their students in the district.
- Snacking without a break can create problems for teachers and custodians.
- Real issues here are: “# of “F”s, tardiness, discipline issues; to address these problems will need a change of minds, hearts and introduce action and sense of pride in work ethics and accomplishments. The desire to learn and do well is what the goal should be. How can we do this, a board member pointed-out. Challenge is change the students.
- Discussion of the Implementation Plan followed with the handout for the board to review. Each Tier was discussed.
- Discussion reinforced the need of a connection between teachers and students and with this plan it can work out that way. How do we incorporate intervention into the 55 minute class?
- Comparison to WSHS which is a “small community”/small school structure, not plausible at WHS at this time with the number of students they need to serve.
- The board shares appreciation for Tier I, appreciates more structure at the end of the day every teacher is going to have to brush up, not hearing the differential of instruction, we need to build it, worthy goal, not hearing how we're addressing the D's and F's. How does this change the # of D's & F's.
- This is putting structure into place on Monday morning collaboration. The sharing of the students with other teachers to divide up students by ability and productivity level will give that structure and connection with those students with teachers for intervention.
- Pro-development at beginning of school before we start the year.
- Connection with students is important part of intervention and multi-faceted
- Pro-development at the beginning of the school year in August – Principals' Day – time with staff is crucial
- Social issues is a factor and needs to be factored in
- Enrichment Opportunities for other students is an important element
- Chicago trip and school district experience shared with the board, how they address the individual student problems
- Nutrition for students concern, healthy eating to help with their clear minds

- Some board members like the approach, had a problem and took it on to make changes to help the students in need
- Parents need to buy-in to the issue of keeping their students in school all day
- Parents concerns heard, also parents who want help, any help they can get to make their student be successful in school, we need to listen to ALL parent, not just a few.
- More communication with parents and staff and stakeholders upon the final decision for next year
- Discussion on the 8th and 9th graders and challenges with math ie. Algebra
- Hard decisions ahead, easier to give than to take away privileges

The board thanked the staff at WHS for all the hard work and taking on the Charge given to them.

IV. Facilities Committee Update

Jake Walker, Special Projects Coordinator, Tom Bassett, DOE Architecture Rep and John McQuaig, Citizens for Wenatchee Schools Committee Chairperson addressed the board to cover the following issues with reference to the Facilities Committee:

- Recommendations
- Long Term Plan Components
- Communication Plan for Public Feedback
- Bond Resolution and Campaign Timeline

They presented the following materials:

WSD FACILITIES COMMITTEE REPORT AND RECOMMENDATIONS TO THE BOARD OF DIRECTORS - JUNE 2010

At the request of the Board of Directors, Superintendent Brian Flones convened a Facilities Committee to: 1) Review bond recommendations brought to the Board in 2008; 2) Consider including the Secondary School's Study Committee recommendations of January 2010; 3) Determine if Washington Elementary school should be rebuilt or remodeled; and 4) Consider other facility issues that might need to be addressed in a long-term facilities plan.

This report provides recommendations for the first three topics. The fourth area of consideration will require further data collection and study. The Facilities Committee should be reconvened in September 2010, to begin developing a long-term plan. Over the course of the summer, the Special Projects Coordinator shall be charged with gathering data to assist the committee in developing a plan.

BACKGROUND

The Facilities Committee consisted of 33 members. Representation came from citizens, staff, two board members, and architects. The committee began its work on April 8, 2010. They have met six times. The committee also visited four sites being considered for inclusion in an upcoming bond. The visited sites include: Washington Elementary (including the Castlerock Special Ed/Early Childhood Center); Lincoln Elementary; Pioneer Middle School (gym & outside/above Apple Bowl bleachers); and Wenatchee High School.

In addition, a discussion occurred leading to a decision that Westside High School would be handled through alternative funding methods, other than this bond proposal. WSHS would be developed by: 1) Facilitating a property trade between the WSD and Wenatchee Valley College; 2) Utilizing portables that would no longer be needed at the elementary schools; 3) The use of some existing and future district funds; and 4) Through the donation of a building by a local philanthropist.

PROJECT NEEDS/COSTS

Wenatchee High School

The committee was provided information about safety and infrastructure concerns. Director of Maintenance Bryan Visscher explained deficiencies with the heating, ventilation, and air conditioning systems (HVAC) at Wenatchee High School. He also provided information from the Department of Energy (DOE) about lighting that is obsolete and can no longer be manufactured or sold. These types of lights exist throughout the older parts of Wenatchee High School. It was also noted that the ceiling system in older parts of Wenatchee High School are no longer manufactured and should be replaced when the new HVAC and lighting systems are

installed. The bells, clocks, fire alarms and security systems at Wenatchee High School also need to be upgraded.

Significant concerns both for safety and infrastructure exist at the swimming pool. The HVAC, dehumidifying, filtration system and water purification system are all in need of replacement. The diving board needs to be replaced and the pool deck needs a new non-slip surface to improve safety. There is very limited seating at the pool. Subsequently, a hazardous condition exists for participants during swim meets. There is a need to provide more seating for both the athletes and the spectators.

A review of the Secondary Study Committee proposal revealed a number of other facility needs at Wenatchee High School. They include: an additional set of student restrooms; relieving “pinch points” in the halls to accommodate student movement from class to class; improving instructional areas for Ag-Science, Music & Art; refurbishing the auditorium; providing new prep kitchen equipment and improving the efficiency of the food delivery system at WHS. In addition to touring these areas, the committee was given staff-written input describing the needs for these department.

The architect estimated that the cost to remodel and upgrade the areas of WHS listed above would be about \$18,130,000. All of these costs were anticipated to be funded by local bond funds. However, the Special Projects Coordinator and architect met with a representative from the Office of the Superintendent of Public Instruction(OSPI). During this meeting it was determined that all of the older parts of WHS (not impacted by the last addition to the high school) are eligible for State Matching Funds. This means that a major remodel of all of the older part of the building is possible. The total construction cost of a project of this magnitude would be about \$51,000,000. Taxes, fees and contingencies will add about \$11,200,000. The state’s share of this size project would be about \$41,000,000, while the district would have to raise about \$21,000,000 by local bond funds.

Since this information has come to light, the architect and Special Projects Coordinator have met with every department head at the high school to discuss their program needs. A generalized listing is attached as “Appendix A”.

Pioneer Middle School

In addition to the site visit at Pioneer Middle School, the committee was provided input from staff. Many shortcomings were noted that are impacting instruction and safety. These included reformatting the old stage area into a functional teaching area; totally refurbishing the locker rooms and replacing the old exterior doors. Another significant issue is the need to replace the safety railings in the gym to bring them up to current codes. Further, it should be noted that in order to repair the leaking roof over the locker rooms, the bleachers on the south side of the Apple Bowl (above the locker rooms) will need to be removed and replaced. The cost of this project is estimated to be \$2,590,000.

Washington Elementary (& Sp.Ed./Early Childhood Center)

Washington Elementary is among the oldest school buildings in the district. The committee visited the site and received input from Principal Keith Collins and Director of Maintenance Bryan Visscher. The building and site have a multitude of issues. It does not provide the types of classrooms, gym spaces, library and computer labs, or support/office spaces enjoyed by the other elementary schools in the district. The parking lot and bus areas are totally inadequate. The play area is spread out in a manner that makes supervision difficult. Architect Tom Bassett also pointed out that the building does not allow for proper separation to maintain classroom instruction and construction upgrades on the building at the same time. The best alternative is to build a new structure on the Washington site. By choosing this alternative, the least disruption to teaching and learning will occur. Secondarily the parking, bus drop off/pick up, and play areas can be greatly enhanced.

When the committee discussed the option of either remodeling the existing building or building a new facility, they very quickly reached a unanimous decision. They felt strongly that the old building should be replaced in lieu of modernization. The estimated cost to build a new Washington Elementary is \$28,130,000.

Lincoln Elementary

When the committee visited Lincoln, they found twelve (12) classrooms housed in portables. It was also hampered by having only one gym/lunch room combination. Subsequently, the same physical education program cannot be conducted at Lincoln as other

elementary schools. Parking lot improvements are also needed. The exterior walls of the building are constructed of single pane glass and un-insulated concrete block. This type of construction drives up the district's energy cost significantly. Principal Tim Sheppard pointed out that the HVAC system was fairly new and Brian Visscher concurred that the system in the primary building are functioning pretty well.

The committee's primary concerns for Lincoln were to have the students housed in regular classrooms and to provide for an addition gym space. These additions and site improvements are estimated to cost \$21,194,000.

BOND COSTS

Annette Sommers, Vice President of Seattle Northwest Securities (SNWS), presented bond information to The Facilities Committee and distributed information for Bond Issue Planning (Appendix B). This document provided historic information about the growth of Assessed Valuation (AV) for properties within the Wenatchee School District boundaries. Projections estimate a 2.5% growth in AV beginning in 2011 and continuing at that rate for some time thereafter. She also discussed the impact of the District's construction schedule on selling bonds. If the construction schedule and their related costs are organized in a manner that allows for two bond sales, the tax rate could be reduced. The total bond cost to complete Washington, Lincoln, Pioneer Gym, and a major modernization of the older part of WHS would cost approximately \$72,000,000 in bond revenue. The tax rate for a bond of this size is approximately \$1.57/1000 of assessed valuation.

RECOMMENDATION

The committee recommends:

- 1) Washington Elementary should be rebuilt as a new school in lieu of remodeling. The Washington project also includes the renovation of the Early Childhood Center located on this site;
- 2) Lincoln Elementary should be remodeled with the addition of another gym, parking lot revisions, and the addition of twelve (12) classrooms;
- 3) Pioneer gym and locker room project should be completed and;
- 4) Wenatchee High School renovations and remodeling should utilize the maximum amount of state matching funds as possible in order to address as many of the identified projects and needs.

The committee also reported the SNW Bond Issue Planning

\$50 Million to \$75 Million Bond Authorizations:

Overview:

The following information includes projected tax rates for a variety of bond authorization amounts ranging from \$50 million to \$75 million. We made several assumptions on the District's behalf in the preparation of these tax rate projections. As the District continues to move forward with the planning, we can revisit these assumptions as needed.

Assumptions:

- 2.5% assessed value growth 2011 and thereafter
- 5-Year Compound Annual Growth Rate (2005-2010): 8.16%
- 10-Year Compound Annual Growth Rate (2000-2010): 5.47%
- % AV Growth due to New Construction (2005-2010): 45.73%
- % AV Growth due to New Construction (2000-2010): 64.49%
- Current interest rates plus 1.00% cushion for market volatility
- Combined level tax rate (for new and old bonds)

Please note that these scenarios assume a combined level tax rate (for old and new bonds) for each authorization. The provided scenarios do not incorporate a "step down" in tax rate in a future year for an additional authorization.

If the construction timeline allows, the District could likely split the authorization into multiple bond sales to help reduce the tax rate. Ultimately, the number of bond sales and the timing of the sales will be determined by the District's construction timeline. For our analysis and for purposes of comparison, we have assumed each authorization

would be issued as one bond sale and also split into two equal bond sales. More detailed comparisons were included:

| <u>Authorization Amount</u> | <u># of Bond Sales</u> | <u>Spring 2011</u> |
|-----------------------------|------------------------|--------------------|
| \$50 Million | One | \$1.37/\$1,000 |
| \$55 Million | One | \$1.46/\$1,000 |
| \$60 Million | One | \$1.54/\$1,000 |
| \$65 Million | One | \$1.63/\$1,000 |
| \$70 Million | One | \$1.72/\$1,000 |
| \$75 Million | One | \$1.81/\$1,000 |
| \$50 Million | Two | \$1.23/\$1,000 |
| \$55 Million | Two | \$1.29/\$1,000 |
| \$60 Million | Two | \$1.36/\$1,000 |
| \$65 Million | Two | \$1.44/\$1,000 |
| \$70 Million | Two | \$1.53/\$1,000 |
| \$75 Million | Two | \$1.61/\$1,000 |

The report included the Tax Impact Analysis' for:

- \$50,000,
- \$55,000,
- \$60,000,
- \$65,000,
- \$70,000
- & \$75,000

Areas of discussion included:

- o Breakdown of improvements to Washington
- o Special Ed facilities upgrade
- o Lincoln's challenges - 12 portables
- o Security problems with portables
- o Pioneer mounting problems - now safety issues
- o State Match Money to help finance the bond - double our money - WHS is 43 yrs old
- o How can we serve STUDENTS better at WHS, providing space for them
- o Facilities providing services to public & regional events & meets - list from BJ Kuntz
- o South end growth issues - possibilities to address
- o Technology cannot be match money
- o What is the Sense of Priorities - need a list for the board to look at to see needs
- o Concern from board about the amount we would ask for on the bond
- o Support from some board members to go for the most with the matching funds/getting the matching funds is the deciding factor for support
- o Bond Committee recommendations and momentum is important
- o Meetings with staff for recommendations and support in the community
- o Feedback from board on timeline ASAP and a lot of conversation with our community
- o Filing timelines discussed - February would require Nov. filing
- o Public Survey is needed with the political culture as it is now - economy
- o Website is important to get the facts out there
- o The high school is important because every student in the district will be there
- o Suggestion to start the long range plan and get back to the board

The board thanked Jake Walker, Jon DeJong, Tom Basset and John McQuaig for their dedication and hard work on these committees and projects.

V. School Board Planning Calendar for 2010-11

1) Board Meetings Planning Calendar

- Review of last year's meetings and agendas. Discussion took place on what type of subjects the board would like to cover for the 2010-11 school year.

2) School Board Meeting Calendar:

BOARD MEETING SCHEDULE - 2010-11

6/30/10 DRAFT

Board Meeting Dates - 2010-2011

August 12, 2010 7 pm District Office (Changed Date)

August 24, 2010 7 pm District Office

September 14, 2010 7 pm District Office

September 28, 2010 7 pm Sunnyslope

October 12, 2010 7 pm Valley Acad.

October 26, 2010 7 pm Lewis & Clark

November 09, 2010 7 pm Foothills

November 23, 2010 7 pm Newbery

December 14, 2010 7 pm District Office

No 2nd mtg. in Dec.

January 11, 2011 7 pm District Office

January 25, 2011 7 pm District Office

February 08, 2011 7 pm District Office

February 22, 2011 7 pm Foothills

March 08, 2011 7 pm Washington

March 22, 2011 7 pm Mission View

April 12, 2011 7 pm Lincoln

April 26, 2011 7 pm WHS

May 10, 2011 7 pm WSHS

| AGENDA REVIEW MEETING DATE - TENTATIVE | PLACE | BOARD MEMBERS IN ATTENDANCE |
|---|----------------|---------------------------------|
| August 09, 2010 | BRIAN'S OFFICE | Walter Newman & Laura Jaecks |
| August 23, 2010 | BRIAN'S OFFICE | Walter Newman & Kevin Gilbert |
| September 13, 2010 | BRIAN'S OFFICE | Walter Newman & Gary Callison |
| September 27, 2010 | BRIAN'S OFFICE | Walter Newman & Jesus Hernandez |
| October 11, 2009 | BRIAN'S OFFICE | Walter Newman & Laura Jaecks |
| October 25, 2009 | BRIAN'S OFFICE | Walter Newman & Kevin Gilbert |
| November 08, 2009 | BRIAN'S OFFICE | Walter Newman & Gary Callison |
| November 22, 2009 | BRIAN'S OFFICE | Walter Newman & Jesus Hernandez |
| December 13, 2009 | BRIAN'S OFFICE | Walter Newman & Laura Jaecks |
| No 2nd mtg. in Dec. | | |

May 24, 2011 7 pm Columbia

June 14, 2011 7 pm District Office

June 28, 2011 7 pm District Office

NO JULY BD MTGS.

August 09, 2011 7 pm District Office

August 23, 2011 7 pm District Office

There may be additional special board meetings and workshops during the school year. Meetings may be changed or moved during the year for various reasons. The district employees will be notified by email and a news release will be published in the local newspaper and run on the radio stations regarding additional meetings, workshops or changes in the schedule for the general public.

3) Board Agenda Review Calendar (dates may change)

4) WenEA/Board Calendar

| DATE | TOPIC | ATTENDEES |
|--------------------------|-------|------------------------------|
| October 28 th | • TBA | Walter Newman & Brian Fiones |
| | | |
| January 27 th | • TBA | Bd. Pres. & Brian Fiones |
| | | |

| | | |
|---------------------------------|---|-------------------------|
| | | |
| February 24th | <ul style="list-style-type: none"> TBA | Bd. Pres. & Brian Fones |
| | | |
| March 24th | <ul style="list-style-type: none"> TBA | Bd. Pres. & Brian Fones |
| | | |
| April 28th | <ul style="list-style-type: none"> TBA | Bd. Pres. & Brian Fones |
| | | |
| May 26th | <ul style="list-style-type: none"> TBA | Bd. Pres. & Brian Fones |
| | | |

Discussion:

- Changing the agenda review schedule to an earlier date. It was not yet determined on final dates.
- The topics for the WenEA schedule will be determined at a later date.
- Ms. Northcutt and Mr. Flones will travel and visit schools on the bond for Q&A sessions.
- Invite PTA's to board meetings at each location
- New Slide show or Powerpoint for the presentations
- Reach out to the nurses in our district by board to lend them support and look at the occupation programs we offer
- Possible teacher training to develop our districts communication with parents
- Direct feedback from teachers on PLC updates and intervention progress

Additional ideas for topics this coming year:

1. Alignment of programs with the Vocational/Skill Center
2. District Technology Plan
3. All Survey results and updates
4. Spanish Literacy progress
5. Updates on PAWS and progress
6. MYD follow-up with one report at the end of training
7. Skill Center Tour - like the one last year to see progress of facilities upgrades & remodel
8. Bridge gap of Mariachi and other music programs - integrate programs
9. District Report Card update
10. Data Director report
11. High School Math follow-up
12. Supportive Reviews -forum with other principals and more time with consistent format - three per night

Superintendent Flones thanked everyone for the time and work they have put into the agenda for this study session. He thanked the board for their input and felt this meeting provided everyone with a good start on the coming year and he wished everyone a great summer.

Study Session Adjourned at 1:30 p.m.

President

Superintendent