



Wenatchee School District

Regular Board Meeting

Minutes of January 22, 2013

District Office

Board Members Present

Jesús Hernández, President
Laura Jaecks, V.P.
Kevin Gilbert

Staff Present

Brian Flones, Superintendent
Cabinet

I. Regular Meeting 7 p.m.

Jesús Hernández, Board President, opened the regular board meeting at 7:00 p.m., with the Pledge of Allegiance. Dr. Walter Newman and Mr. Gary Callison were excused from the meeting.

President Hernández asked for a motion to approve the consent agenda. Motion made by Laura Jaecks seconded by Kevin Gilbert, the motion carried unanimously.

Consent Agenda included:

1) Minutes

MINUTES: 1/08/13 Regular Board Meeting

2) Personnel Report

PERSONNEL REPORT PREPARED BY: Lisa Turner, HR Director: January 22, 2013 personnel report is on file:

3) Vouchers/Payroll

PAYROLL PREPARED BY: Tami Hubensack, Director of Payroll: None

VOUCHERS PREPARED BY:

Karen Walters, Director of Accounting –

January 22, 2013

General Fund:

Check # 559720 through 559934 totaling \$606,918.98

Capital Projects:

Check #: 559935 through 559939 totaling \$95,703.32

ASB Fund:

Check # 228840 through 228843 totaling \$30,350.18

4) Contracts

Date	New or Renewal or Revision	Agency	Purpose	Amount	Effective Dates	Staff Person Responsible for Contract has read and has recommended this contract for Board approval	Reviewed by Les?	PO Required?
01/14/13	New	Agreement to Assign Lease - G & P Orchards	Orchard Rental	N/A	2013 Year	Les Vandervort	YES	NO
				Budget Code				
01/15/13	Renew	NCESD - Healthy Youth	Memorandum of Understanding	N/A	2013 Year	Chet Harum	YES	NO
				Budget Code				

5) Surplus Report

SURPLUS REPORT PREPARED BY: Karen Walters, Director of Accounting – January 22, 2013, on file for review.

VI. Citizen Comments:

1) Newbery teacher Megan Castille shared about a young leukemia victim, Brandon Peterson (student), who is fighting his second round of the disease. Newbery is having a fundraiser for him by offering red “Brandon Bracelets” for \$3. They are also having a chili feed on February 20th, 2013. The proceeds will go to help provide for the family while living close to the hospital in Seattle during his treatment. She invited anyone interested to please attend and offered the bracelets for purchase. The board thanked Ms. Castille for her efforts and wished the family their best.

VI. Recognitions

1.) National Board Certified WSD Teachers: HR Director Lisa Turner acknowledged and honored the most recent National Board Certified Teachers with a WSD engraved travel mug and certificate of recognition. Ms. Turner shared the letter of recognition:

The National Board for Professional Teaching Standards announced the 2012 National Board Certified Teachers on January 8, 2013. I am proud to announce that Wenatchee School District has six (6) new National Board Certified teachers.

- | | |
|---|--|
| 1. Mario Avila at Mission View | 4. Chris Ferrians at Wenatchee High School |
| 2. Maria Chang-Marr at Mission View | 5. Maria Gonzalez at Mission View |
| 3. Chris Cloke at Wenatchee High School | 6. Ana McGuire at Lewis & Clark |

For the fourth consecutive year, Washington State has the second-most new NBCTs (573), behind only North Carolina, and is fourth overall in the total number of NBCTs (6,739) Nationally.

The mission of the National Board is to advance student learning and achievement by establishing the definitive standards and systems for certifying accomplished educators, providing programs and advocating policies that support excellence in teaching and leading, and engaging National Board Certified Teachers and leaders in that process.

Secretary of Education Arne Duncan lauded the Board’s achievements: "The ranks of NBCTs can’t grow fast enough. More and more compelling data illustrate how high teaching standards and rigorous peer review pay off through increased student achievement. As we seek to better support and elevate the teaching profession, we will continue to look to National Board Certified Teachers for insight as leading experts in the education field."

Wenatchee School District now has 69 National Board Certified teachers.

Congratulations to all our new Board Certified teachers! You are an inspiration to all of us and I believe many other great Wenatchee School District certificated employees will follow your path.

The board and Superintendent Flonas congratulated each individual and there was a photo op with the board. Ms. Turner introduced all the trainers involved and Mark Woolsey answered questions about the work involved for the certification from the board. They thanked all for their dedication and work involved to make this accomplishment happen.

V. ASB Reports

WHS: Mike Franza, principal, reported:

- Everyone is scrambling working on finals this week.
- MLK Day and assembly was fantastic, totally organized and executed by the students.
- WSD are the district Bowling Champions
- Mariachi Golden Apple Award trip is coming up

WSHS: ASB representative Houston Morris reported the following:

- Thanked the board for working so hard toward getting WSHS a new building.
- End of course exams – everyone working hard to finish up and completing contracts.
- Thank you to the board in recognition of Board Appreciation Month.

**IX. Special
Presentations/Reports**

1) Report from the Aquatics Committee: Mark Peterson, committee chairperson, presented the following recommendations draft to the board for discussion:

Aquatics Safety Committee Report January 2013

Executive Summary:

The aquatics community gathered and formed a very broadly based and highly experienced and trained group to investigate water safety in the hopes of doing more to prevent drowning incidents. Their investigation concluded with the finding that any meaningful prevention effort had to focus on ensuring that all persons learned basic swimming skills and aquatics safety. The Chelan-Douglas county area has abundant and effective programs that specifically provide this instruction. Learn to swim programs and aquatics safety instruction are vigorously promoted in multimedia efforts, are easily accessed, and are often available for free.

Even so, very large portions of our public fail to take advantage of these programs resulting in a profound lack of these skills in our population. School Districts are uniquely able to address this shortcoming by adopting learn to swim programming that also includes aquatics safety teaching. Without District involvement our community really has no other means of increasing public participation in learn to swim programs that have not already been implemented with far less than adequate results. Without a public commitment that mandates basic swimming and safety instruction it is unlikely that incidents of drowning will abate substantially through any other action.

The committee expects to spend the balance of its effort in developing a public information campaign and event(s) to promote learn to swim programs and aquatics safety, but without District programming these efforts will likely fall well short of ensuring basic skills for a large portion of our community.

Background:

The Wenatchee Parks Advisory Board sponsored a meeting for all persons involved in or interested in local aquatic programing. The motive for this meeting was to investigate aquatics in the Chelan-Douglas area in response to several drowning incidents with the hope of generating a better understanding of why these incidents are so persistent in our community and whether there are additional steps that our community might take that would reduce the number of such incidents in the future.

Participants at this meeting committed to form the Aquatics Safety Committee (ASC) that met monthly. This committee was facilitated by a steering subcommittee that also met monthly to provide minutes and agendas in advance of each ASC meeting. ASC proceeded to invite persons from all known aquatics programs to attend and/or participate in its meetings. As the result of this approach the committee was able to inquire directly and gain the benefit of dozens of persons from nearly all aquatics related programs in the Chelan-Douglas County area.

Committee participants were typically very experienced and highly trained in most local aquatic activities. Committee participants also comprised a very wide cross section of programs including search and rescue, marine patrol, row and paddle, rafting, competitive swimming, public school programs, public water related events coordinators and several public and private learn to swim programs. The participants vetted and contributed extensive reports and findings from aquatics safety entities from outside our community that had focused on similar issues.

The committee gathered statistics from national organizations and was fortunate enough to have large scale and relevant local statistics also at its disposal. At this time the committee finds that it has engaged in sufficient information gathering and processing to be able to adequately evaluate the past drowning incidents for such opportunities that might avail themselves for future prevention measures.

It is important to note that the opinions of the participants and the committee are not necessarily those of the entities from which they came. Further, while this report is intended to reflect the broad consensus of the committee, it is possible that individual participants may take some exception to some elements within it.

Findings:

1. Ensuring that all persons acquire at least some swimming skills and aquatics safety knowledge has to be a central and indispensable part of any drowning prevention effort.

Nearly all human endeavors need abundant water resources. This ensures that all persons will come into close contact with aquatic environments on a frequent basis, particularly in a community defined by two major river systems and lakes with several hundred miles of shorelines through all of its most populated areas. Drowning can happen within bodies of water as small and as common as a bathtub. Aquatic environments typically become deadly by preventing a person from breathing. Lack of breath makes nearly all drowning incidents silent and lethal within minutes.

Rescue by others offers meaningful drowning prevention only under very tightly controlled circumstances. Tightly controlled circumstances are very expensive and cannot be reliably produced outside of a formal artificial environment like a swimming pool that is specifically constructed and operated for public use. These factors demonstrate that teaching swimming and aquatics safety to all persons is the least cost drowning prevention alternative. It also shows that it is the only alternative.

2. Lack of swimming skills and aquatics safety knowledge are profound in our community. National statistics estimate that within some populations more than 50% of persons cannot swim. The ASC was provided a poll of Wenatchee High School Students (appended) which asked questions designed to discover the extent of swimming ability and water safety knowledge. 1177 students responded with self assessments of their knowledge skill and ability. 21.6% confessed that they were not good swimmers, merely got into the water only up to their waist or were in fact terrified of the water. Another 34% admitted that they were only somewhat comfortable in the water which meant that they felt they could at least float. The committee interpreted these results as suggesting that over half of the WHS student population was in need of basic swimming instruction.

In contrast, when the Cascade School District actually tested entire grade levels of students competent and dispassionate third parties found that fully 85% of these students could not swim. Cascade School District has demographics that typically have much higher numbers of swimmers than the demographic of the Wenatchee School District. The committee related that it is common that self-assessments of swimming ability are often overly optimistic. The committee finds that the Chelan-Douglas school population and the whole population at large probably is well over 50% non swimmers.

3. Existing programming is good, but is not adequately utilized by the public. The YMCA, the City of Wenatchee, the Wenatchee Racquet and Athletic Club as well as each of the smaller municipalities that have a pool all provide learn to swim and aquatics safety instruction. Most have done so for decades at the same locations that are well known in the community and are administrated by staff with a very high degree of competence. Nearly all engage in substantial media campaigns at least annually to promote their programs and all are supported by large boards composed of many community members who are well integrated into every local demographic. Nearly all of these programs provide need based scholarships or provide free admissions to all in some manner. Many are located within walking distance of large portions of the community and all are easily accessed by public transportation.

The enormous lack of swimming skills in our population cannot be blamed on a failure of existing programming and promotion. The persistent prevalence of programming and promotion in our community leaves only the populace to blame for failing to take action to protect themselves and their children. Since existing promotion is positive in nature there may be an opportunity for the committee to communicate information related to population failures, but the success of this approach is likely limited to modest increases over long periods of time that will probably still leave much of our population at risk.

4. A school district's mandated swimming instruction is likely the only way to substantially improve drowning prevention efforts. School districts were created for the purpose of guaranteeing a free and appropriate education to all citizens. Central to this mandate is a finding that certain basic knowledge and skills must be universally available and acquired by nearly every citizen in order to sustain the health, safety and welfare of a free society.

The committee is aware that much of a district's curriculum is mandated by state and federal requirements, and, even after that, it is deeply constrained by funding. However, the committee suggests that swim instruction offers an extraordinary value because it allows students to acquire the life skills associated with sports participation, the knowledge associated with physical education curriculums and at the same time acquire a basic lifesaving skill that provides an enormous wealth of occupational and recreational opportunity. Moreover, the Wenatchee School District need look no further than its own recent history to find an example of an immensely successful learn to swim and aquatics safety program.

Bruce Campbell provided the committee with a detailed interview of the highly successful Wenatchee School District learn to swim program that he administrated from 1972-1988 when it was terminated as the result of a double levy failure. The three grade proposal that the District staff has presented to WSD is in many ways identical. This program was well known to many committee members who participated in it and who were present throughout its implementation. The profound success of this program continues to this day to provide a foundation of events, programs and standards for many aquatics community members almost a quarter of a century after it was terminated.

Summary:

Meaningful drowning prevention has to focus on ensuring that all persons learn basic swimming skills and aquatics safety. The Chelan-Douglas county area has abundant and effective programs that specifically provide this instruction, but public fails to take sufficient advantage of these programs resulting in a profound lack of these skills in our population. This lack of skill and knowledge is a common causal fact of nearly every drowning incident. School Districts are uniquely able to address this shortcoming by mandating learn to swim programming that also includes aquatics safety teaching. Without a public commitment that mandates basic swimming and safety instruction it is unlikely that incidents of drowning will abate substantially through any other action.

Recommendations:

1. WSD should adopt the WSD staff's recommended three grade swimming instruction program.
2. The community should engage in collaborative efforts to raise awareness about water safety to parents.
 - a. Include safety measures in man-made and natural waterways.
 - b. Join efforts to expand basic swimming instruction and build higher level skills.
 - c. Build a strong aquatics community to generate future instructors, competitors and water safe families.
 - d. Reach out to high school age students and adults to fill the skill gap.
3. All community groups with a 'connection' to water recreation should formulate a community outreach effort to make the Chelan-Douglas area a Water Safe Community.

Discussion points:

- Members on the committee and participation in planning
- Monthly meetings to discuss possibilities
- Collaboration with City of Wenatchee Park & Rec, YWCA, The WRAC and WSD
- National survey shows what works in teaching community to swim – school districts across the nation are participating
- Our urban area surrounded by lakes, rivers, irrigation canals – water sports etc.
- We can provide life jackets, build fences, make regulations, pass laws, post signs but it comes down to that they need to learn to swim and learn to respect the water by learning safety precautions.
- 50% minorities do not know how to swim, we need to reach out to them
- Survey conducted by Tawna Tidbs, student, was shared about student's confidence in the water and swimming ability – surprisingly low confidence
- There are free programs and programs with scholarships, but the community is not taking advantage of them
- Bruce Campbell's program in the '80's is an example for a framework
- Three levels of swimming instruction – how that would look
- WSD will need to find the \$ to support the program
- Challenges to work around the 2.5 hours of core subjects
- Possibility to have classes after testing blocks
- WSD needs to look at: after school programs, abilities based on evaluation, barriers that come into play
- Communication with YMCA, The WRAC, City of Wenatchee – free programs – what “hook” can be used to get participation
- We need to develop some kind of mandatory action to motivate parents to get their children involved.

- Swim America – excellent program and we have a Director, John Pringle, already in place.
- Parents were introduced who are in support of a swim program in the schools, some learned themselves in the Bruce Campbell programs offered by WSD.

The board thanked Mr. Peterson for the presentation and all the work put in by the committee. The board acknowledged that this is a very important issue that needs to be addressed and is a priority.

2) Foothills Challenge: Bob Bugert & Sharon Lunds board members and Steve Maher, Foothills Community Campaign coordinator presented the following request:

“We would like to ask the School District to partner in the community campaign’s effort to get students out in the Foothills more. We have several ideas in the works, including a student art contest focused on the Foothills, and a “Foothills Challenge” that will help get students and their families out walking in the Foothills.

As I am sure you recall, the Foothills Campaign includes funding for a new small grant program for teachers, in partnership with the ESD Foundation, focused on getting students out in the Foothills. This is a natural extension of that partnership.”

Steve Maher

LETTER TO BOARD FROM EXECUTIVE DIRECTOR BOB BUGERT:

First, some background: The Wenatchee Foothills Campaign is an \$8.1 million fundraising effort, with the money going toward land acquisition, stewardship, and improving access and trail maintenance in the Wenatchee Foothills. To date, the Land Trust has raised \$6.2 million. In a few weeks, we will be launching the final community phase of the campaign, with the conclusion slated for this September.

As part of this final phase, the Land Trust will be holding a series of community events, organizing several educational programs, and utilizing the media to increase awareness in the community about the importance and value of the Wenatchee Foothills.

Several of these events and programs have strong ties with students. They include:

— *My Foothills* visual art contest will accept students' drawings, paintings and photos of the Wenatchee Foothills. The entries will be displayed at a large public event, Foothills Day, at the Performing Arts Center on May 11 (for more on Foothills Day, see below). We foresee some of the entries being generated through the School District’s existing "Shrub-Steppe" program.

— *Foothills Day*, to be held Saturday May 11, will be a day-long celebration of the Wenatchee Foothills. Many of the activities will occur at the Performing Arts Center, where a series of local musical acts, including school groups, will perform and where art contest participants will have their work displayed. We would like to display the Balsamroot drawings from the first grade “Shrub-Steppe Hill Hike” to bring this work into the community.

Our goal is to align these Foothills programs with School District curriculum. We also see a strong connection between these programs and the Wenatchee Learns initiative, particularly its emphasis on community partnerships, hands-on learning, parent engagement, career connections and self-paced learning. With the wildfires we had this past summer and fall, we foresee this spring as a dynamic learning opportunity in the Wenatchee Foothills for students.

We welcome the opportunity to meet with School District officials to further explore this partnership.

Executive Director Bob Bugert shared the above letter and gave out “*The Wenatchee Foothills Campaign – A sense of place. A sense of pride.*” brochure for the board to read. He and the panel answered the board’s questions as follows in the discussion.

Discussion points:

- 8.1 million dollar grant
- They are meeting all bench marks for commitment of support
- WSD Shrub’n Stepp program is good utilization of the area
- Low level capacity, increasing level of outreach
- Engagement of all levels
- In alignment with *Wenatchee Learns*
- Visual Arts programs
- Let schools know the board endorses the project
- 5 trails hike all sections

- Guided walks
- Horse Lake access
- Health and fitness
- Artwork on display for community to see the work of the first graders – May 11th Celebration
- Using Social Media to get the word out
- Students can see first hand the results after a wildfire
- Next workshop – WL, opportunity to process into system integrating with curriculum
- Meet in February and identify district staff
- Land Trust to invest in students’ future

The board and Supt. Flones thanked Mr. Bugert, Ms. Lunds and Mr. Maher for the information and presentation.

3) Special Education Program Update: Director Colleen Obergh, Assist. Director Patti Eggleston, Amy Evitt, and Susan Miller presented the following to the board.

Colleen Obergh covered the chart below showing Sp Ed head count over the past 20 years plus.

Special Education Head Count
Twenty - Plus Years

YEAR	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	AVERAGE	Certified HeadCount	FTE	Classified HeadCount	Classified Hours
2012-13	836	853	862	868	872							63	57.7	94	537.6
2011-12	794	810	823	842	848	838	851	850	862	877	839.50	61	56.7	93	536.6
2010-11	814	832	823	832	835	838	833	841	851	854	835.30				
2009-10	802	821	837	832	820	828	861	865	869	867	840.20				
2008-09	766	795	797	818	821	823	828	832	831		812.33	56	52.8	87	505.9
2007-08	714	770	779	793	787	803	832	820	826		791.56	55	52.7	85	487.25
2006-07	709	726	735	746	743	756	766	775	766	770	756.78	56	53.6	90	461.75
2005-06	716	749	759	771	764	765	769	758	760		778.78	57	53.7	84	463
2004-05	696	751	773	808	796	783	796	805	801		778.78	59	50.3	86	463.4
2003-04	673	710	717	729	726	742	748	754	759		728.66	54	47.9	79	433.4
2002-03	687	717	719	722	713	729	735	749	768		726.55	50	47.3	69	393.1
2001-02	680	716	734	740	720	727	728	737	748		725.55	48	46.8	62	353.6
2000-01	670	691	694	699	699	707	735	749	744		710.00	47	46.8	64	351.6
1999-00	644	661	675	706	698	706	711	720	722		694.00	46	44.2	51	334.3
1998-99	638	671	668	693	693	711	725	734	731		696.00	46	43	51	263.6
1997-98	624	651	684	698	701	708	714	720	717		690.00	42	40.6	49	287.8
1996-97	617	636	653	666	673	667	680	691	704		665.00	40	38.9	52	285.8
1995-96	583	625	652	660	656	666	673	671	674		651.00	39	37.6	48	265.4
1994-95	534	582	594	600	605	602	632	643	656		605.00	40	38.6	48	279
1993-94				548								40	33.5	50	369.5
1992-93	455	485	492	510	525	538	540	561	568		519.33	35	28.3	48	360.5
1991-92		439	455	479	480	463	503	502	496		477.13				
1990-91	453	448	458	470											

Director Colleen Obergh explained to the board that the parents want what all other parents want and that is for their children to succeed and graduate and find a job or career in the community.

Teacher Amy Evitt presented the birth to preschool program as follows:

- Transition to preschool
- 3 locations
- 2/3/4 days a week are offered
- ESD Contract
- State requires integrated classrooms
- Increase in enrollment has crated a crisis
- Classrooms not large enough for the students we serve.

“Transition to Preschool”

This form is used during a required “transition meeting” held with parents of toddlers who are identified with special needs and may be transitioning into our district’s early childhood program.

“A note from our preschool....”

This is provided at all transition meetings, and also to community parents who may want to have their child participate in our peer-integrated preschool.

What happens when my child turns 3 years of age and I choose to have school district involvement?

→New laws, new initials, new set of parent's rights!

→When your child is between 2 years 6 months to 2 years 9 months, there must be a discussion about what will happen when s/he turns 3. Referrals to services and programs are usually made by 2 years 9 months. Referrals to a school district are to the Special Education department.

→Evaluations and assessments are coordinated and scheduled to help make decisions about future services.

→Eligibility criteria change when a child turns 3. When special education eligibility is determined, the Individual Family Service Plan (IFSP) becomes the Individual Education Plan (IEP).

→The Special Education assessment and IEP process will be completed prior to the third birthday.

→If eligible for Special Education, the responsibility to provide services may now switch to the school district. This does not mean a parent cannot also pursue private therapies at their expense. Parents can also choose to not participate in school district programs.

→Focus is now on the child's needs, and less on the family's needs.

→If not eligible for Special Education, your Family Resource Coordinator will provide you with information regarding resources available in the community. You can also request a CHILDFIND screening with the school district at a later date if new or continued concerns arise regarding your child's development.

How will Special Education services be delivered to my child?

→If your child is eligible for Special Education Services, you will see those services delivered in a variety of ways.

→Your child's areas of strengths and needs will be identified. Goals and objectives will be written at an IEP team meeting, with you participating as a team member. Services will be individualized to meet your child's needs.

→Services will probably be delivered through a center-based or a school-based model. However, there are other ways services can be delivered. This will be discussed at the IEP meeting.

→Your consent is required for your child to receive any services and the IEP will be reviewed at least once a year.

How will I know what services my child will need?

→You are the expert on your child. You know him better than anyone else. You have much to contribute when planning for your child.

→Think about what your child needs so that she can continue to learn and develop.

→With the help of your school team and information from others who have been working with your child, assessments and evaluations will be done to look at the progress your child has made and to plan for future services.

→Three is the age when many children start preschool; this experience can be a major focus of your child's services.

→Three is the age when many children start preschool; this experience can be a major focus of your child's services.

→Services such as speech therapy, occupational therapy, and physical therapy are usually within the context of the preschool/educational setting.

A note from our preschool, where learning takes place together and from one another!

Welcome to Wenatchee School District's community preschool. Our preschool is not your ordinary preschool, we are so much more. We offer preschoolers, with all levels of ability, the chance to learn together and from one another.

What makes us special is that children who attend our preschool are valued, respected, and celebrated everyday as unique individuals. We take the time to encourage children to learn at their own pace and according to their own needs and abilities. We strive to build each child's self-esteem, confidence, imagination, and desire to learn. Our goal is to provide each child with a fun-filled, quality learning experience, in an integrated preschool setting.

What is an integrated preschool?

Simply put, it is a classroom environment that allows children, with and without disabilities, to interact and have fun while learning. Kids will be friends with others regardless of their differences. Children look for the true values in life - be nice, smile, share, play together. Children without disabilities - "peer students" - and students with special needs are able to take advantage of the one-of-a-kind experience that integrated classes provide.

Why an integrated program?

Research shows that all children can benefit from being part of an integrated classroom. In fact, children are more likely to learn about the world and be more influenced by other children than by most teachers. It is common to hear stories about the positive influence integrated classrooms have for children with special needs. The experiences are just as plentiful for peer students as they gain an appreciation and awareness of the differences in the world. Even more rewarding is to see that awareness and sensitivity applied to other situations beyond the classroom. There are extraordinary opportunities to develop friendships, compassion, and a deeper understanding of friends with special needs while learning the skills that every child needs to enter kindergarten successfully. Children with special needs in turn develop relationships that help them achieve their goals.

Will my child have a quality preschool experience?

Yes! Our integrated preschool program offers a well-rounded early childhood education curriculum, using Get Set For School as our core curriculum. Our focus is to have each child ready to enter kindergarten. Teachers are dedicated to provide learning opportunities in the skills areas of pre-literacy, math, science, writing, art and music. They also focus on physical, social/emotional and self-help development. Instruction is well balanced between individual, large group, and small groups. We encourage self-expression through hand-on activities. Our hope is that children are challenged daily, have their curiosity sparked, and are prepared for school success.

Our certificated teachers are the foundation of our program. Each teacher is dedicated to providing an enriching environment that encourages the most from each learning opportunity. Our teachers adapt lessons and activities daily for those children who are ahead in their learning as well as for those who need extra help. Each teacher understands that children come to them from different backgrounds, with different experiences. This means not all children learn the same things, at the same rates and in the same way. Our teachers strive to enhance each child's self-esteem and feelings of self worth and dignity. They celebrate diversity and teach respect for the world around us.

All the materials are offered in Spanish also.

Teacher and coach Susan Miller present the following to the board:

- Math, Reading and Writing preschool through 12th
- 2009 set out to review and select
- multi sensory program in place now and working on the needs
- Matrix used see below:

Wenatchee School District
Grade 9-12
Special Education Curriculum

Curriculum or Program: Reading Writing Math	Criteria for Placement	# Lessons # Mastery Tests; Group Size	Lesson Length; Recommended Schedule	Total # of Lessons	Placement Test; Pre/Post Tests
REWARDS Secondary Grades 4-12 (multi-syllabic word reading strategies; reading accuracy/ fluency)	Grade 2.5 Reading Level: 60-120 cwpm	12 Strategy Lessons plus 8 Fluency/Application lessons (20 total) Mid-Course Exam; Final Exam; student daily reading checks; daily record keeping Small Group	50 minutes; daily	20 lessons	Pre/Post Test; Final Generalization Test
Verbal Master Level I (Failure Free Reading) Grades 6-12 (accelerated vocabulary development, comprehension and writing)	Grade 4 th -6 th Reading Level	36 units of 5 words each (180 words total; 36 end- of-unit checks Small Group	45-50 minutes; daily; each unit requires about 1 ½ periods	36 units requiring 1 ½ periods is 54 periods total	Pre/Post/ Criterion Reference Test every Unit
REWARDS Plus Science Grades 6-12 (reading strategies applied to science passages; fluency/accuracy)	Complete REWARDS Secondary; 90 cwpm; or no REWARDS Secondary 120 cwpm; 5.0-8.0 reading level	6 Strategy Review Lessons plus 15 Content/Application lessons (21 total); daily reading checks; student daily record keeping Small Group	50-60 minutes; 1 period for each review lesson; 2-4 periods for each application lesson	6 periods for review lessons plus 45 periods for 15 content lessons if each content lesson requires 3 periods (total 51 periods)	Pre/Post Tests
REWARDS Plus Social Studies Grades 6-12 (reading strategies applied to social studies passages; fluency/accuracy)	Complete REWARDS Secondary and 90 cwpm; or no REWARDS Secondary 120 cwpm; 5.0-8.0 reading level	6 Strategy Review lessons plus 15 Content/Application lessons (21 total); daily reading checks; student daily record keeping Small Group	50-60 minutes; 1 period for each review lesson; 2-4 periods for each lesson	6 periods for review lessons plus 45 periods for 15 content lessons if each content lesson requires 3 periods (total 51 periods)	Pre/Post Tests
*Read to Achieve Narrative Grades 6-12 (anthology, novel; vocabulary, fluency, comprehension strategies)	Pass placement; 100 cwpm; 90% accuracy or complete B2 Corrective Reading Decoding 4.5-4.9.	15 units = 75 lessons; mastery test every 5 lessons Small Group	45-55 minutes; daily	75 lessons	Placement; Lexile range 700- 1100

* See Reading/Writing Correlation Chart on Last Page Draft 5/15/12 sm

wenatchee school district
Grade 9-12
Special Education Curriculum

*Read to Achieve Content Grades 6-12 (content reader; textbooks; vocabulary, fluency, comprehension strategies)	Pass placement; 100 cwpm; 90% accuracy; or complete B2 Corrective Reading Decoding 4.5-4.9	25 units = 125 lessons; mastery test every 5 lessons Small Group	45-55 minutes; daily	125 lessons	Placement; Lexile Range 700-1100
*Corrective Reading Decoding B1 Grades 4-Adult (refine word attack skills, fluency, comprehension)	Pass placement; 60 cwpm; 98% accuracy; 2.5 grade level; successfully complete CRD A	65 lessons plus Mastery Tests every 10 lessons; daily progress monitoring accuracy/fluency; Small Group	45 minutes; daily	65 lessons; plus test remedy lessons as needed	Placement; Post Outcome: 98% accuracy; 90 cwpm; 3.5-3.9 grade level; End-of Program Test
*Corrective Reading Decoding B2 Grades 4-Adult (further refine decoding skills, word discrimination skills, fluency, comprehension)	Placement 90 cwpm; 98% accuracy; 3.9 grade level	65 lessons plus Mastery Tests every 10 lessons; daily progress monitoring accuracy/fluency; Small Group	40 minutes; daily	65 lessons; plus test remedy lessons as needed	Placement; Post Outcome: 98% accuracy; 130 cwpm; 4.5-4.9 grade level; End- of-Program Test
*Corrective Reading Decoding C Grade 6-Adult (bridge gap between decoding skills and ability to read content; 600 new vocabulary words; critical thinking)	Placement; 120 cwpm; 98% accuracy 4.9 grade level	125 lessons plus Mastery Tests every 10 lessons; daily progress monitoring accuracy/fluency; Small Group	Lessons 1-54, 40 minutes; Lessons 55-125 20 minutes ;daily	125 lessons; plus test remedy lessons as needed	Placement; Post Outcome: 98% accuracy; 150 cwpm; 6.5-7.0 grade level; End- Of-Program Test
*Corrective Reading Comprehension Fast Cycle A Grades 6-12 (framework for new information; background knowledge; higher order thinking skills)	Placement; 40 cwpm; 98% accuracy; grade level 1.5	5 Preprogram lessons; 60 regular lessons; 7 Fact Game Lessons; daily progress monitoring; Small Group	45 minutes; daily	30 lessons; plus remedy lessons as needed	Placement
*Corrective Reading Comprehension B1 Grades 6-12 (construct meaning from content-based text)	Placement; completed CRD A	60 regular lessons; 12 Fact Game/Mastery test lessons; daily progress monitoring; Small Group	40 minutes; daily	60 lessons; plus remedy lessons as needed	Placement

Grade 9-12
Special Education Curriculum

*Corrective Reading Comprehension B2 Grades 6-12 (drawing conclusions, understanding contradictions/written directions)	Placement: Completed CRD B1	65 regular lessons; 7 Fact Game/Mastery Test lessons; daily progress monitoring; Small Group	40 minutes; daily	65 lessons; remedy lessons as needed	Placement; cross curricular comprehension skills
*Reasoning and Writing C Grade 3 (foundations for narrative writing ... narrative sequence)	2.5 -3.0 reading level; copy 10 correct wpm; placement results; completed B	110 lessons including 10 Mastery Tests Small Group	30-40 minutes ; plus 10-15 independent work; daily	110 lessons; plus test remedies as needed	Placement; Post test: writing minimum 15 correct words per minute
*Expressive Writing I Grades 4-12 (foundational skills, sentence writing; paragraphs that don't deviate from topic; editing)	Reading level 3-6; pass placement requirements	55 lessons including 5 Mastery Tests after every 10-15 lessons Small Group	45 minutes; daily	55 lessons; test remedies as needed	Placement; End of Program Test
*Expressive Writing II Grades 4-12 (paragraphs with sequence of related actions, punctuation, past tense, details, stay on topic)	Reading level 3-6; pass placement requirements	10 Pre-Program lessons; 55 regular lessons including 4 Mastery Tests after every 10-15 lessons.	45 minutes; daily	65 lessons; test remedies as needed	Placement; End-of-Pre-Program Mastery Test; End of Program Test
*Reasoning and Writing D Grade 4 (foundations for expository writing)	4.0 reading level; copy 15 correct wpm; pass placement; completed C or Expressive Writing 2	110 including 10 Mastery Tests Small Group	30-40 minutes; plus 10-15 minutes independent work; 4 lessons a week	110 lessons; plus test remedies as needed	Placement
*Essentials for Writing Grades 6-12 (narrative, personal narrative, expository, persuasive writing; well developed passages; editing skills)	Completed Expressive Writing 2 or Reasoning and Writing D; 5.0 -8.0 reading level; copy 15 correct wpm; pass placement requirements	95 including Preprogram lessons Includes 11 Mastery Tests Small Group	55 minutes; daily	95 lessons; test remedies as needed	Placement

Grade 9-12
Special Education Curriculum

Connecting Math Concepts C Grade 3 (word problems, measurement, money, time, place value, geometry, estimation, calculator use, multiplication, division, fractions)	Pass qualifying items on placement; complete Level B Connecting Math Concepts	120 lessons plus 12 Mastery Tests Small Group	30-35 minutes plus 10-20 minutes independent work; daily	132 lessons; plus test remedies as needed	Placement
Connecting Math Concepts D Grade 4 (ratios, proportions tables, graphs, calculators fractions, decimals, measurement, geometry, functions, factorization)	Pass qualifying items on placement; complete Level C Connecting Math Concepts	120 including 10 Mastery Tests Small Group	45-50 minutes plus 15-25 minutes independent work; daily	180 lessons (1 ½ periods); plus test remedies as needed	Placement
Corrective Mathematics Grades 3-12 (7 modules of targeted intensive support for addition, subtraction, multiplication, division, basic fractions, decimals and percents, ratios and equations)	Reading level grade 1-5; Comprehensive placement test with multiple entry points	Addition 65 lessons (14 mastery tests) Subtraction 65 lessons (18 mastery tests) Multiplication 65 lessons (15 mastery tests) Division 65 lessons (16 mastery tests) Basic Fractions 55 lessons, Fractions, Decimals, Percents 70 lessons; Ratio and Equations 60 lessons	Addition, Subtraction, Multiplication, Division 25-45 minutes; Fractions 20 minutes; Fractions, Decimals, Percents 30 minutes; Ratios and Equations 25 minutes; daily	Variable 55-70 lessons per module; review/remedy lessons as needed	Comprehensive Placement
Essentials for Algebra Grades 7-12 (2 yr program) (pre-algebra and into Algebra I)	Reading level 6-8; 3-4 th grade level math operations; pass placement test	118 plus 2 test prep lessons; 11 Mastery Tests Small Group	90 minutes per lesson plus 10-20 minutes independent work or 45 minutes plus 10-20 minutes independent work; daily	262 periods of 45 minutes	Placement; End of Program Test
*SRA CORRELATIONS: READING AND WRITING					
Corrective Reading Decoding	A	B1	B2	C (1)	C (2)
Corrective Reading Comprehension	A	A	B1	B2	C
Read to Achieve					X
Reasoning and Writing	B	C	D	E	F
Expressive Writing		1	2		
Essentials for Writing				X	

Columbia Elementary School
Principal Bill Eagle
5096627256


[School Web Site](#)
600 ALASKA ST WENATCHEE 98801
Wenatchee School District

Grade Span: K-5
9/15/2011

Annual Measurable Objective Summary

This page presents a summary of your Annual Measurable Objective (AMO) results. (What do AMO and ESEA mean?) To see the data used to compute each proficiency cell, switch "Summary" to "Proficiency Detail" and click "go."

On/Above Group performs on or above target. N<Required Group has fewer than required.
Below Group performs below target. No Students Group has no students.

Select year: 2011-12 :  Summary Description

Student Group	Reading			Math			Reading	Math	Other Indicator
	Proficiency	Target	Met Target	Proficiency	Target	Met Target	Met 95% Participation Target	Met 95% Participation Target	
All	56.4	63.4	Below	38.7	49.8	Below	On/Above	On/Above	On/Above
American Indian	0.0	100.0	N<Required	0.0	100.0	N<Required	N<Required	N<Required	
Asian			No Students			No Students			
Pacific Islander			No Students			No Students			
Black			No Students			No Students			
Hispanic	49.6	53.8	Below	30.1	42.4	Below	On/Above	On/Above	
White	74.5	85.3	Below	59.6	65.6	Below	On/Above	On/Above	
Two or More Races	50.0	54.2	N<Required	50.0	54.2	N<Required	N<Required	N<Required	
Limited English	42.1	42.0	On/Above	19.4	25.7	Below	On/Above	On/Above	
Special Education	25.7	16.7	On/Above	20.0	12.5	On/Above	On/Above	On/Above	
Low Income	54.4	59.4	Below	35.4	46.8	Below	On/Above	On/Above	

Results with fewer students than required are not shown. Results not shown may also indicate data not available.

The Report cards for Columbia and Orchard Middle School were shared with the board. Director Oberg agreed to get the after graduation exit numbers for the board. They do track those. Ms. Oberg also shared where the students are being placed for job experience.

Orchard Middle School
Principal MICHAEL HOPKINS
5096627745


[School Web Site](#)
1024 ORCHARD AVE WENATCHEE 98801
Wenatchee School District

Grade Span: 6-8
9/15/2011

Annual Measurable Objective Summary

This page presents a summary of your Annual Measurable Objective (AMO) results. (What do AMO and ESEA mean?) To see the data used to compute each proficiency cell, switch "Summary" to "Proficiency Detail" and click "go."

On/Above Group performs on or above target. N<Required Group has fewer than required.
Below Group performs below target. No Students Group has no students.

Select year: 2011-12 :  Summary Description

Student Group	Reading			Math			Reading	Math	Other Indicator
	Proficiency	Target	Met Target	Proficiency	Target	Met Target	Met 95% Participation Target	Met 95% Participation Target	
All	60.0	61.4	Below	50.1	46.1	On/Above	On/Above	On/Above	On/Above
American Indian	33.3	31.3	N<Required	0.0	31.3	N<Required	N<Required	N<Required	
Asian	100.0	100.0	N<Required	100.0	100.0	N<Required	N<Required	N<Required	
Pacific Islander			No Students			No Students			
Black			No Students			No Students			
Hispanic	49.8	51.1	Below	42.9	34.3	On/Above	On/Above	On/Above	
White	73.1	75.6	Below	59.3	61.3	Below	On/Above	On/Above	
Two or More Races	76.9	72.5	N<Required	69.2	72.5	N<Required	N<Required	N<Required	
Limited English	9.3	23.4	Below	18.1	15.9	On/Above	On/Above	On/Above	
Special Education	23.1	22.8	On/Above	12.7	11.5	On/Above	On/Above	On/Above	
Low Income	49.0	50.9	Below	39.9	35.5	On/Above	On/Above	On/Above	

Patti Eggleston, Assistant Director shared the transition through the last 13 years

- Curriculum has a much higher standard
- Marzano framework and special education
- Instructional Model accountability- every school, every teacher, every week
- Weekly meetings with directors, teachers and coaches, a real positive move
- National statistics on increase for autism
- Caring staff foremost interest in education and safety

Mr. Hernandez and Mr. Flones thanked the SP Ed administration for all their accomplishments and hard work and asked them to pass their gratitude on to the staff.

4) **HSPE/EOC Credit Equivalency:** WHS and WSHS principals, Mike Franza and Kory Kalahar presented the following materials to the board for review.

Wenatchee School District's

End of Course Exam Credit Considerations

With the implementation of End of Course Exams in the area of mathematics and science, the following credit procedure will be used for the student's academic transcript and graduation requirements. The Wenatchee School District transcript is a historical document of the student's progress and meeting standard on an EoC should not replace a failing grade. However, by meeting standard on the state assessments, the student is eligible to earn credit for the assessments that they pass in Biology, Algebra, and Geometry.

Course Status	Student passes the course (Algebra, Geometry, or Biology)		Student does not pass the course (Algebra, Geometry, or Biology)	
	Student passes the Algebra, Geometry, or Biology EoC Exam or approved alternative	Student does not pass the EoC Exam	Student passes the Algebra, Geometry, or Biology EoC Exam or approved alternative	Student does not pass the EoC Exam
	The grade earned in the course will remain	The grade earned in the course will remain	The grade earned in the course will remain	The grade earned in the course will remain
	EoC Exam requirement is satisfied	Student will take the Makeup EoC Exam	EoC Exam requirement is satisfied	Student will take the Makeup EoC Exam
	Grade earned in course	Grade earned in course	Grade earned in course & earns 1.0 credit with a P grade listed as "EOC - Algebra" or "EOC - Geometry" or "EOC - Biology"	Grade earned in course
	Student will enroll in next consecutive course	Student will enroll in next consecutive course	Student will enroll in next consecutive course	Student may repeat the course or move on in sequence

Wenatchee School District's

HSPE Exam Credit Considerations

With the implementation of HSPE Exams in Reading and Writing, the following credit procedure will be used for the student's academic transcript and graduation requirements. The Wenatchee School District transcript is a historical document of the student's progress and meeting standard on the HSPE should not replace a failing grade. However, by meeting standard on the state assessments, the student is eligible to earn credit for meeting standard in the area of Reading and Writing.

Course Status	Student passes the courses (Ninth and Tenth Grade English)		Student does not pass the courses (Ninth and Tenth Grade English)		
	Student passes the HSPE or approved alternative	Student does not pass the HSPE	Student passes the Reading HSPE or approved alternative	Student passes the Writing HSPE or approved alternative	Student does not pass the HSPE
	The grade earned in the course will remain	The grade earned in the course will remain	The grade earned in the course will remain	The grade earned in the course will remain	The grade earned in the course will remain
	HSPE requirement is satisfied	Student will take the HSPE again or alternative	HSPE requirement is satisfied	HSPE requirement is satisfied	Student will take the HSPE again or alternative
	Grade earned in course	Grade earned in course	Grade earned in course & 1.0 credit with a "P" listed in "HSPE Reading" for one semester of Ninth and one semester Tenth Grade English	Grade earned in course & 1.0 credit with a "P" listed in "HSPE Writing" for one semester of Ninth and one semester Tenth Grade English	Grade earned in course
	Student will enroll in next consecutive course	Student will enroll in next consecutive course	Student will enroll in next consecutive course	Student will enroll in next consecutive course	Student may repeat the course or move on in sequence

Talking points:

- 7 requirements
- Any course can be challenged
- Failed course, passed test = conflict
- If passed test, should pass class, with a “p” grade (pass/fail grade)
- What is right and fair to those who take the class pass with and earn a letter grade and pass the test. Their GPA is affected but the one with the “p” grade it is not, even it they failed the class.
- State Law says no grade can be changed except by the teacher’s approval.
- What we are looking at are competencies
- Could they challenge the class and pass the test?
- Different scenarios discussed
- Link ½ in 9th grade and ½ in 10th grade
- This is procedure not policy so it is not an action item only informational.

The board thanked Mr. Kalahar and Mr. Franza for the updated information.

VIII. Old Business

2) Levy Resolution No. 1-13 Draft:

WSD CFO Les Vandervort presented the following for 2nd reading of Resolution No. 1-13. He explained details of the 3% increase each year on page 3, it is the same language.

WENATCHEE SCHOOL DISTRICT NO. 246
CHELAN COUNTY, WASHINGTON

REPLACEMENT OF EXPIRING EDUCATIONAL
PROGRAMS AND OPERATION LEVY

RESOLUTION NO. 01-13

A RESOLUTION of the Board of Directors of Wenatchee School District No. 246, Chelan County, Washington, providing for the submission to the voters of the District at a special election to be held therein on April 23, 2013, of a proposition authorizing a tax levy to be made annually for four years commencing in 2013 for collection in 2014 on all of the taxable property within the District of \$11,131,000, the estimated dollar rate of tax levy required to produce such an amount being \$3.18 per \$1,000 of assessed value (such assessed value representing 100% of true and fair value unless specifically provided otherwise by law), in 2014 for collection in 2015 of \$11,465,000, the estimated dollar rate of tax levy required to produce such an amount being \$3.27 per \$1,000 of assessed value, in 2015 for collection in 2016 of \$11,809,000, the estimated dollar rate of tax levy required to produce such an amount being \$3.37 per \$1,000 of assessed value, and in 2016 for collection in 2017 of \$12,163,000, the estimated dollar rate of tax levy required to produce such an amount being \$3.47 per \$1,000 of assessed value, all in excess of the maximum tax levy specified by law for school districts without voter approval, for the District’s General Fund, the proceeds of such levies to be used to pay general expenses of educational programs and operation, all as more particularly set forth herein; designating the District’s Chief Financial Officer and special counsel to receive notice of the ballot title from the Auditor of Chelan County, Washington; and providing for other matters properly related thereto, all as more particularly set forth herein.

ADOPTED: JANUARY 22, 2013

This document prepared by:

FOSTER PEPPER PLLC
West 422 Riverside Avenue, Suite 1310
Spokane, Washington 99201

WENATCHEE SCHOOL DISTRICT NO. 246
CHELAN COUNTY, WASHINGTON

RESOLUTION NO. 01-13

A RESOLUTION of the Board of Directors of Wenatchee School District No. 246, Chelan County, Washington, providing for the submission to the voters of the District at a special election to be held therein on April 23, 2013, of a proposition authorizing a tax levy to be made annually for four years commencing in 2013 for collection in 2014 on all of the taxable property within the District of \$11,131,000, the estimated dollar rate of tax levy required to produce such an amount being \$3.18 per \$1,000 of assessed value (such assessed value representing 100% of true and fair value unless specifically provided otherwise by law), in 2014 for collection in 2015 of \$11,465,000, the estimated dollar rate of tax levy required to produce such an amount being \$3.27 per \$1,000 of assessed value, in 2015 for collection in 2016 of \$11,809,000, the estimated dollar rate of tax levy required to produce such an amount being \$3.37 per \$1,000 of assessed value, and in 2016 for collection in 2017 of \$12,163,000, the estimated dollar rate of tax levy required to produce such an amount being \$3.47 per \$1,000 of assessed value, all in excess of the maximum tax levy specified by law for school districts without voter approval, for the District’s General Fund, the proceeds of such levies to be used to pay general expenses of educational programs and operation, all as more particularly set forth herein; designating the District’s Chief Financial Officer and special counsel to receive notice of the ballot title from the Auditor of Chelan County, Washington; and providing for other matters properly related thereto, all as more particularly set forth herein.

BE IT RESOLVED BY THE BOARD OF DIRECTORS OF WENATCHEE SCHOOL DISTRICT NO. 246, CHELAN COUNTY, WASHINGTON, as follows:

Section 1. Findings and Determinations. The Board of Directors (the “Board”) of Wenatchee School District No. 246, Chelan County, Washington (the “District”), hereby makes the following findings and determinations:

- (a) Calendar year 2013 is the last year of collection of the District’s current four-year General Fund educational programs and operation tax levy, which was authorized pursuant to Resolution No. 02-08, adopted by the Board on December 9, 2008, and a special election held and conducted within the District on March 10, 2009.
- (b) With the expiration of the District’s current four-year General Fund educational programs and operation tax levy, it appears certain that the money which will be available for the General Fund for the school years 2013-2014, 2014-2015, 2015-2016, 2016-2017 and 2017-2018 will be insufficient to permit the District to meet the educational needs of its students and pay general expenses of educational programs and operation support thereof, all as more particularly set forth in Section 3 of this resolution, during such school years, and that it is necessary that a replacement excess tax levy of \$11,131,000 be made in 2013 for collection in 2014, \$11,465,000 be made in 2014 for collection in 2015, \$11,809,000 be made in 2015 for collection in 2016, and \$12,163,000 be made in 2016 for collection in 2017, for the District’s General Fund to provide the money required to meet those expenses.
- (c) The District’s proposed four-year General Fund educational programs and operation tax levy authorized in this resolution provides for approximately the same purpose as the District’s expiring four-year General Fund educational programs and operation tax levy.
- (d) The District is authorized pursuant to Article VII, Section 2(a) of the Washington Constitution and Revised Code of Washington (“RCW”) 84.52.053 to submit to the District’s voters at a special election, for their approval or rejection, the proposition of whether the District shall levy excess property taxes for support of the District’s educational programs and operation expenses.

Section 2. Calling of Election. The Auditor of Chelan County, Washington, as *ex officio* Supervisor of Elections (the “Auditor”), is requested to call and conduct a special election in the District in the manner provided by law to be held therein on April 23, 2013, for the purpose of submitting to the District’s voters, for their approval or rejection, the proposition of whether a replacement General Fund educational programs and operation tax levy shall be made annually for four years commencing in 2013 for collection in 2014 on all of the taxable property within the District of \$11,131,000, the estimated dollar rate of tax levy required to produce such an amount being \$3.18 per \$1,000 of assessed value (such assessed value representing 100% of true and fair value unless specifically provided otherwise by law), in 2014 for collection in 2015 of \$11,465,000, the estimated dollar rate of tax levy required to produce such an amount being \$3.27 per \$1,000 of assessed value, in 2015 for collection in 2016 of \$11,809,000, the estimated dollar rate of tax levy required to produce such an amount being \$3.37 per \$1,000 of assessed value, and in 2016 for collection in 2017 of \$12,163,000, the estimated dollar rate of tax levy required to produce such an amount being \$3.47 per \$1,000 of assessed value, all in excess of the maximum tax levy specified by law for school districts without voter approval. The exact tax levy rate may be adjusted based upon the actual assessed value of the taxable property within the District at the time of the levy.

Section 3. Use of Levy Proceeds. If the proposition authorized by this resolution is approved by the requisite numbers of voters, the District will be authorized to levy excess property taxes and use the proceeds of such levies to meet the educational needs of its students and pay general expenses of educational programs, maintenance and operation support thereof, during the school years 2013-2014, 2014-2015, 2015-2016, 2016-2017 and 2017-2018, all as may be authorized by law and deemed necessary by the Board. Pending the receipt of those taxes, the District may issue short-term obligations pursuant to chapter 39.50 RCW or contract indebtedness pursuant to RCW 28A.530.080. Upon receipt, the District may use those taxes to repay such short-term obligations or indebtedness, all as may be authorized by law and deemed necessary and advisable by the Board.

Section 4. Form of Ballot Title. Pursuant to RCW 29A.36.071, the Chelan County Prosecuting Attorney is requested to prepare the concise description of the aforesaid proposition for the ballot title in substantially the following form:

PROPOSITION 1

WENATCHEE SCHOOL DISTRICT NO. 246

REPLACEMENT OF EXPIRING EDUCATIONAL
PROGRAMS AND OPERATION LEVY

The Board of Directors of Wenatchee School District No. 246 adopted Resolution No. 01-13 concerning a proposition to finance educational programs and operation expenses. This proposition would authorize the District to levy the following excess taxes, in place of an expiring levy, upon all taxable property within the District, for support of the District’s General Fund educational programs and operation expenses:

Collection Year	Approximate Levy Rate/\$1,000 Assessed Value	Levy Amount
2014	\$3.18	\$11,131,000
2015	\$3.27	\$11,465,000
2016	\$3.37	\$11,809,000
2017	\$3.47	\$12,163,000

all as provided in Resolution No. 01-13. Should this proposition be approved?

LEVY . . . YES ☐ LEVY . . . NO ☐

Section 5. Authorization to Deliver Resolution to Auditor and Perform Other Necessary Duties. The Secretary to the Board (the “Secretary”) or his designee is directed to: (a) present a certified copy of this resolution to the Auditor at least 46 days prior to the date of such special election; and (b) perform such other duties as are necessary or required by law to submit to the District’s voters at the aforesaid special election, for their approval or rejection, the proposition of whether the District shall levy excess property taxes for support of the District’s educational programs and operation expenses. All actions of the District or its staff or officers taken prior to the effective date of this resolution and consistent with the objectives and terms of this resolution are ratified and confirmed.

Section 6. Notices Relating to Ballot Title. For purposes of receiving notice of the exact language of the ballot title required by RCW 29A.36.080, the Board hereby designates (a) District’s Chief Financial Officer (Les Vandervort), telephone: 509.663.8161; fax: 509.663.3082; email: vandervort.l@mail.wsd.wednet.edu; and (b) special counsel, Foster Pepper PLLC (Jim McNeill), telephone: 509.777.1602; fax 800.533.2284; email: mcnej@foster.com, as the individuals to whom the Auditor shall provide such notice. The Secretary is authorized to approve changes to the ballot title, if any, deemed necessary by the Auditor or the Chelan County Prosecuting Attorney.

Section 7. Severability. If any provision of this resolution shall be declared by any court of competent jurisdiction to be invalid, then such provision shall be null and void and shall be separable from the remaining provisions of this resolution and shall in no way affect the validity of the other provisions of this resolution, or of the levy or collection of excess property taxes authorized herein.

Section 8. Effective Date. This resolution shall become effective immediately upon its adoption.

ADOPTED by the Board of Directors of Wenatchee School District No. 246, Chelan County, Washington, at a regular open public meeting thereof, held this 22nd day of January, 2013, the following Directors being present and voting in favor of the resolution.

WENATCHEE SCHOOL DISTRICT NO. 246

MOTION MADE: Kevin Gilbert made the motion to approve Resolution No. 01-13 as presented by Mr. Vandervort.

SECONDED: By Laura Jaecks

APPROVED: Unanimously

VIII. New Business

1) PSE M&O Contract: CFO Les Vandervort presented the PSE M&O Contract for approval and ratification. He gave a six page list of all the details of the changes to the existing agreement between the WSD and PSE M&O bargaining unit.

MOTION MADE: Laura Jaecks made the motion to approve changes for the PSE M&O Collective Bargaining Agreement September 1, 2012 through August 31, 2015 as presented by Mr. Vandervort.

SECONDED: By Kevin Gilbert

Mr. Hernández asked for a vote in favor of the motion as stated, as their names are called, answer *yes* [or *yea*]; those opposed will answer *no* [or *nay*].

Laura Jaecks: Yea

Kevin Gilbert: Yea

Jesús Hernández: Yea

PASSED UNANIMOUSLY

VIII. New Business

1) Budget Status Report: CFO Les Vandervort reported the following. The exhibits are on file for review.

To: Wenatchee School Board
Brian Flones, Superintendent
From: Les Vandervort, Chief Financial Officer
Date: January 14, 2013
Re: **December 2012 Budget Status Reports**

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 **33%** of the fiscal year elapsed, Total General Fund revenues were **32.7%** and expenditures were **31.1%** of budgeted amounts, respectively.

For 2012-13, WSD remains fiscally stable and healthy.

The fiscal cliff is behind us with minor damage to our personal finances. The debt ceiling and sequestration remain unresolved. The ultimate impact is unknown at this time.

As the 2013-15 Washington State Legislature convenes, the looming budget deficit seems to carry less urgency than in recent years. Although the McCleary decision essentially delivered an “adequate funding for education” mandate to the legislature, this legislature will spend more time training all the new members than it will solving the deficit. This means the budget will be completed at the end of the 105 day cycle or even later.

Levy equalization is again on the table as a possible reduction. If recent history is any indication, levy equalization will be a bargaining chip thrown around Olympia but left substantially intact.

The district’s M&O Levy for 2013 collection is **\$10,807,000**.

The district will submit to the voters on April 23, 2013 a special election for a replacement M&O levy for collection in the years 2014 to 2017.

The exhibits are on file for review. Mr. Vandervort answered all the board’s questions.

CAPITAL PROJECTS FUND The ending fund balance of **\$2,443,002** is designated primarily for the WSHS remodeling project.

Other Capital Projects for the Wenatchee Valley Technical Skills Center are in process.

DEBT SERVICE FUND The ending fund balance of **\$1,590,860** is reserved for payment of bond principal and interest payments which are due each December and June. Revenues consist primarily of property taxes, which are levied annually to provide adequate funds for the bond payments.

The district’s 2002 Bonds were refinanced January 26, 2010 through Seattle NW Securities. The net savings in debt service payments to Wenatchee taxpayers is \$1,565,823 through the final maturity date of December 1, 2021. The Debt Service levy for 2013 collection is \$2,400,000.

ASB FUND Revenues are **43.7%** of the amount budgeted for the year. Expenditures are **37.7%** of budget.

The Total Ending Fund Balance is **\$529,726.**

TRANSPORTATION VEHICLE FUND The ending fund balance is **\$8,424.** The legislature has moved the next depreciation payment to August 2013. No further bus purchases will be ordered until funds are actually received by the district.

2) Enrollment Report: CFO Les Vandervort reported the following. The exhibits are on file for review.

To: **Wenatchee School Board**
Brian Flones, Superintendent
From: Les Vandervort, Chief Financial Officer
Date: January 14, 2013
Re: **Enrollment Reports for January 2013**

Exhibit A - Monthly Enrollments.
The **January 2013** count of K-12 students is **7,657.47 full-time equivalents (FTE)** including 126.26 FTE Running Start students (Running Start students are counted starting in October).

The *average* FTE is **7,680.22** which are **14.22** FTE above budgeted *average* FTE of 7,666.

Exhibit B shows the changes in our average FTE enrollment, as reported to SPI, over time. Exhibit B reflects the history of our actual state funding level of FTE.

Exhibit C is a restatement of enrollment from 2000-01 for 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 years prior to 09-10 for comparability. As a branch campus, Moses Lake enrollment is excluded from Wenatchee’s count.

Exhibit D shows the monthly information in graphic form, with a comparison to last year’s actual enrollment and 2012-13 budgeted numbers.

Brief discussion followed. The board thanked Mr. Vandervort. Exhibits on file.

- IX. Communications**
- Carpenters Pacific Northwest letter
 - Mariachi Festival -\$5000 Higher Education
 - Inquiry on how security will be handled

- X. Superintendent’s Report**
- Agenda outline of the 2/08/13 Workshop
 - Scouting Reports
 - District initiatives
 - Budget Recommendations

MEETING ADJOURNED: Board President Jesús Hernández and adjourned at 8:55 p.m.

President

_____Date_____

Superintendent