



# Wenatchee School District Board Workshop

**Minutes of March 11<sup>th</sup>, 2014 – 3:30 p.m. - 5:30 p.m.  
Mission View Elementary**

**Board Members Present**

Laura Jaecks, President  
Jesús Hernández  
Jennifer Talbot  
Walter Newman

**Staff Present**

Brian Fiones, Superintendent  
Cabinet

Laura Jaecks, Board President, opened the board workshop at 3:30 p.m., with the Pledge of Allegiance. Robert Sealby had an excused absence.

**I. Consent Agenda**

Laura Jaecks, Board President, asked for a motion to approve the consent agenda.

**MOTION MADE: Jennifer Talbot** made the motion to approve the consent agenda.

**SECONDED: By Walter Newman**  
**PASSED UNANIMOUSLY**

**Consent Agenda included:**

**MINUTES:** 2/21/14 Wkshp & 2/25/14 Regular Board Meeting

**PERSONNEL REPORT PREPARED BY:** Lisa Turner, HR Director: 3/11/14 personnel report: on file

**PAYROLL PREPARED BY:** Tami Hubensack, Director of Payroll:

**VOUCHERS & CONTRACTS PREPARED BY:**

Karen Walters, Director of Accounting –

2/26/14

General Fund

Check numbers 567666 through 567666 totaling \$8,509.02

3/11/14

General Fund

Check numbers 567667 through 567879 totaling \$397,952.00

Capital Projects Fund

Check number 567880 through 567882 totaling \$38,617.10

Associated Student Body Fund

Check number 567883 through 567934 totaling \$30,420.56

**SURPLUS REPORT PREPARED BY:**

Karen Walters, Director of Accounting: 3/11/14 on file for review.

1) Minutes

2) Personnel Report

3) Vouchers/Payroll

4) Surplus Report

5) 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?
02/26/14	Revision	WA State Health Care Authority - Amendment #4	Contract #0765-19270	N/A Budget Code N/A	Effective until 6/30/15	Denise Watson	Yes	No
03/03/14	New	Guardian Services	Fire and Burglary Alarm Monitoring Services	\$840.00 Per Month Budget Code 9700-67-7079-000	3/1/14-3/1/16 then renews annually	Bob King	Yes	Yes

**II. School Presentation**

Jeff Jaeger, Mission View Principal, welcomed everyone and highlighted the Mission View after school program they provide for students, The Lion's Den Program. In the program students can stay at school until 6 pm engaged in supervised after school activities. It has been a great opportunity for many students.

### III. Recognitions

1) **Classified School Employee Week:** HR Assistant Director, Heather Crail presented appreciation certificates to each of the presidents of the classified bargaining Units.

- Jake Quilter-President of Maintenance & Operations PSE
- Edwina "Charlie" Seton-President of Food Service Workers AFSCME
- Thera Judd-President of Food Service Managers AFSCME
- Frank Detoma-President of Wenatchee Bus Drivers PSE
- Tina Herron, PSE para-educators, secretaries and technology support

Tina Herron and Ewina "Charlie" Seton were present to receive their certificates. Lisa Johnson "flew in" dressed as "Super Secretary" and invited the board to the "Classified Week Social" on March 13<sup>th</sup>, 3-5 pm. Ms. Jaecks thanked Tina Herron for her nice letter in the Safety Valve. Heather Crail shared the following to those present about our district's classified employees and sent out district-wide to remind the staff to thank our classified employees.

**Classified Employees-** Are made up of many, many different position that support the learning environment here at the WSD. As you may know we have employees working in: Food Service, Bus Drivers, Grounds, Custodians, HVAC, Carpenters, Mechanics, Painters, Technology, Paraprofessionals, Administrative, Clerical, Childcare and Nursing. But what you may not know is that...

- **Food Service** prepares and serves over 5500 meals each day to our students and staff.
- **Technology** department is responsible for 8500 pieces of equipment ranging from computers, printers, phones, alarms, etc.
- **Bus Drivers** travel over 450,000 miles transporting our students to and from school, sporting event, field trips, and extra curricular activities.
- **Maintenance and Operations** are responsible to maintain and clean approximately a million square feet of property.
- **Grounds Crew** mows, trims, prunes, waters, fertilizes, almost 100 acres of land.
- We have over 800 special needs students in our district. **Special Education Para's** and **Nurses** help support these children in many ways. Their needs range from deaf, blind, non-verbal, medically fragile, wide range of learning disability, autism and behavioral disorders.
- **Secretaries**, support administrators, staff and students, but along with clerical and administrative duties, they sometimes serve more as, "boo-boo" fixers, and guaranteed smile givers.

Part of classified week is to not only recognize our classified employees, but to recognize the folks who spearhead these employee bargaining groups...It's the Presidents of each bargaining group that volunteer their time to help support employees, address their concerns and help bridge the gap between employees and the district to ensure communication is frequent and valuable.

### IV. Facilities Updates

#### 1) Mission View parking lot and sidewalk update:

Pacific Engineering & Design: Aaron Anderson and Kara Zupke & Chelan County Public Works: Mitch Reister, Lawrence Dillin (Presenter), and Paula Cox, & WSD: Bryan Visscher, Director of Facilities & Risk Management presented the following: Mission View Parking Lot is the first 2014 bond project to get started and completed. **MISSION VIEW ELEMENTARY SCHOOL & SOUTH WENATCHEE IMPROVEMENTS:**



Project Area (S. Wenatchee)

Project Number: County Road Project 688

Project Length: 0.31

Basis for Project: Safety/Non-Motorized Facilities

Construction: Summer 2014

**Project Description:** Mission View Elementary School is on Terminal Avenue, which is bordered on the east by South Wenatchee Avenue and on the west by Mission Street. This area experiences heavy traffic, especially during the morning peak period when students, parents, and staff are arriving at school. Sidewalks in the surrounding neighborhood are sparse, intermittent, or non-existent. The traffic volumes, combined with the lack of adequate and safe sidewalks and bicycle lanes, spur many parents to drive their children to school rather than let them walk or bike. To minimize impacts to adjacent facilities, the new sidewalk facility will be constructed within existing right-of-way along the south side of Terminal Street between Marker Street and Mission Street.

**Status:** Right-of-way and preliminary engineering are underway.



Pictures showing lack of pedestrian access

#### Funding Sources:

TAP	\$ 166,260
County Road Fun	\$ 113,300
<b>TOTAL:</b>	<b>\$279,560</b>

# Project Design Layout - 2014 Phase

## Priority No. 3 - Replace existing 2.5-ft sidewalk north of Terminal



## Priority No. 2 - Duke Street to Mission Street

Preliminary

## Priority No. 1 - Duke Street and Marker Street



**NOTE:** Total project build out dependent on Funding Constraints

## Project Status

### Chelan County Public Works Deliverables:

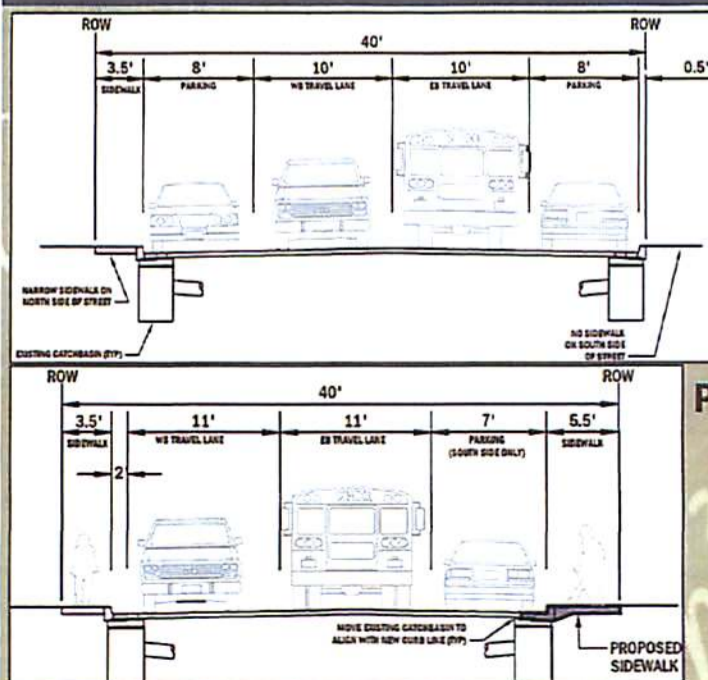
#### Design Phase

- County design 30% complete, beginning public outreach
- Improve access by installing standard driveways (12 ea.)
- ADA compliant Ramps and Route Continuity (15 ramps)
- New Sidewalk on south side of Terminal (1,250 LF of sidewalk)
- Solar Powered Rectangular Rapid Flashing Beacons (RRFB)
- Adjust existing drainage features

#### Construction Phase

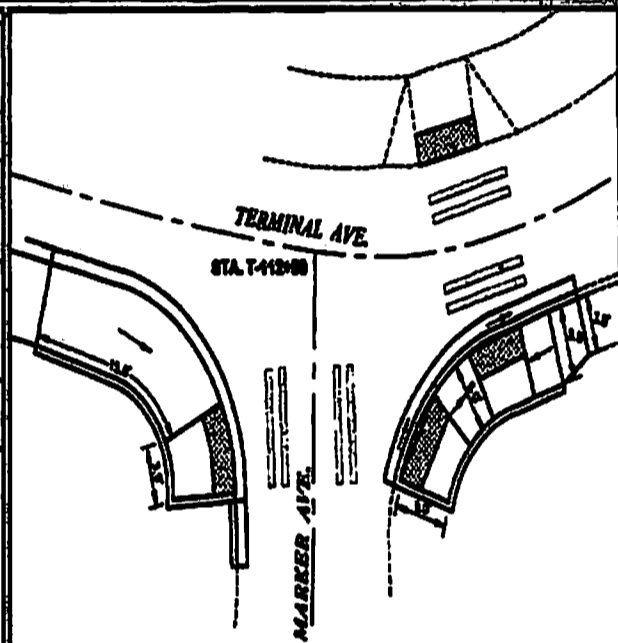
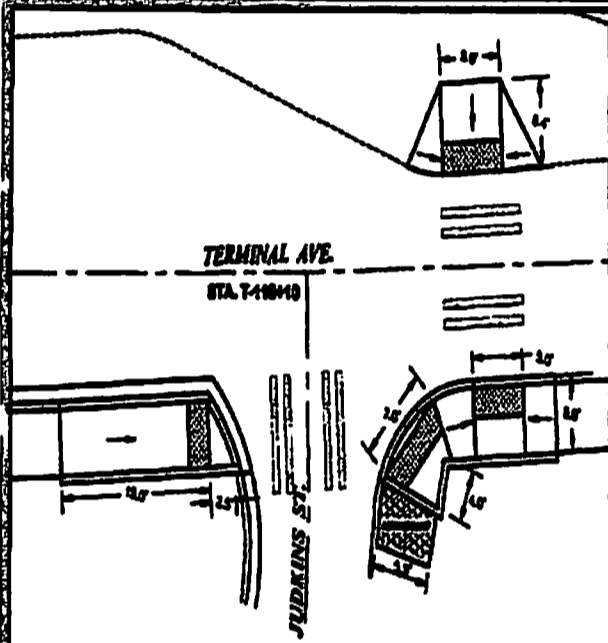
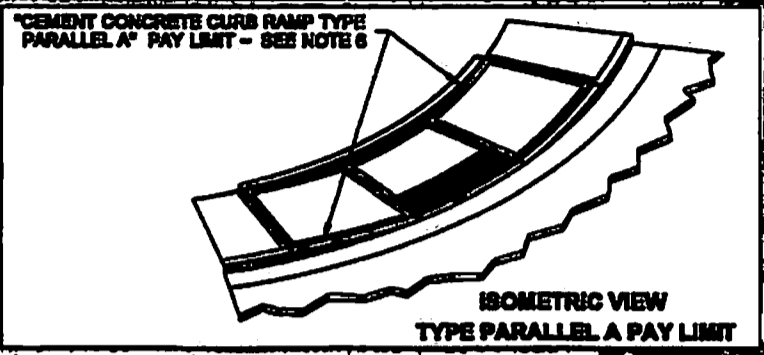
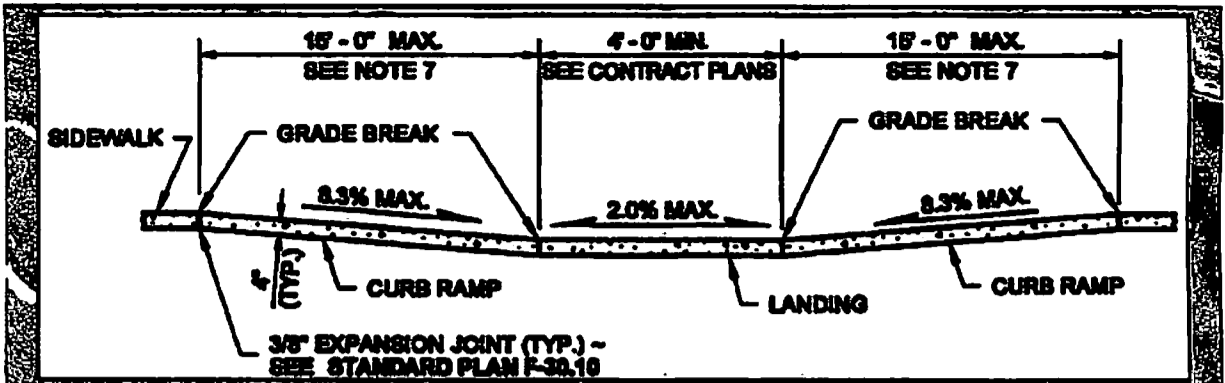
- Commence Construction during summer break
- Approximately 20 working days
- Minimize impacts to public and maintain driveway access

## Typical Roadway Cross Section

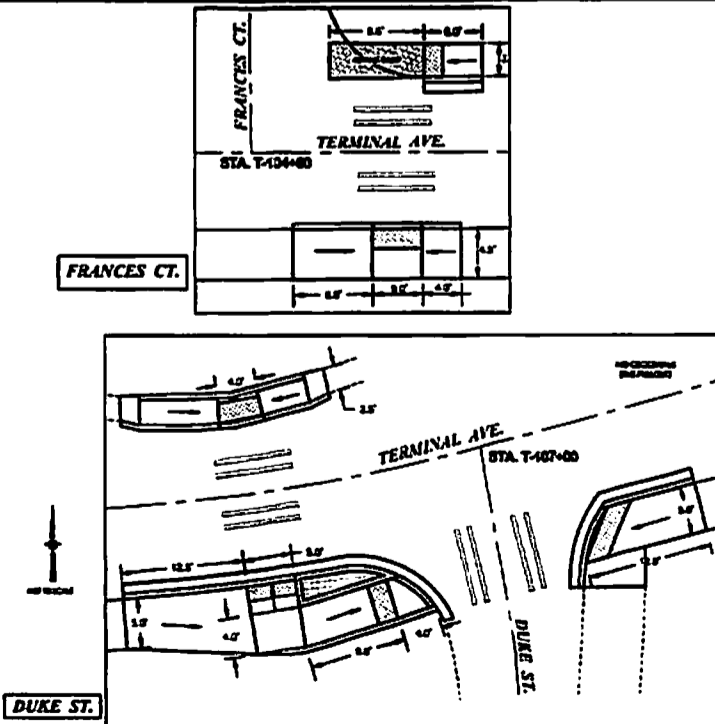
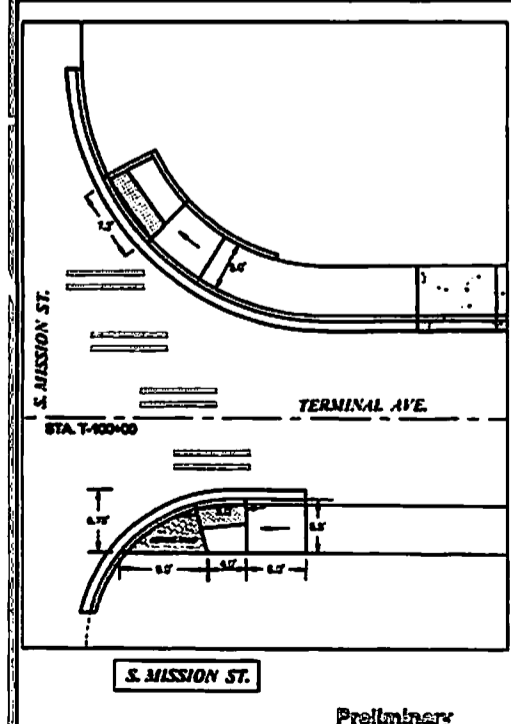


Existing Conditions

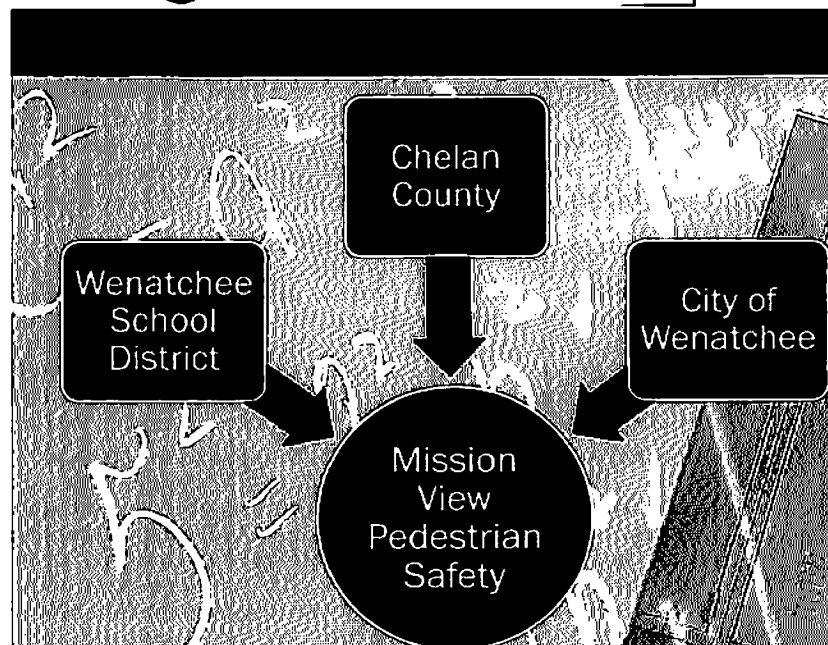
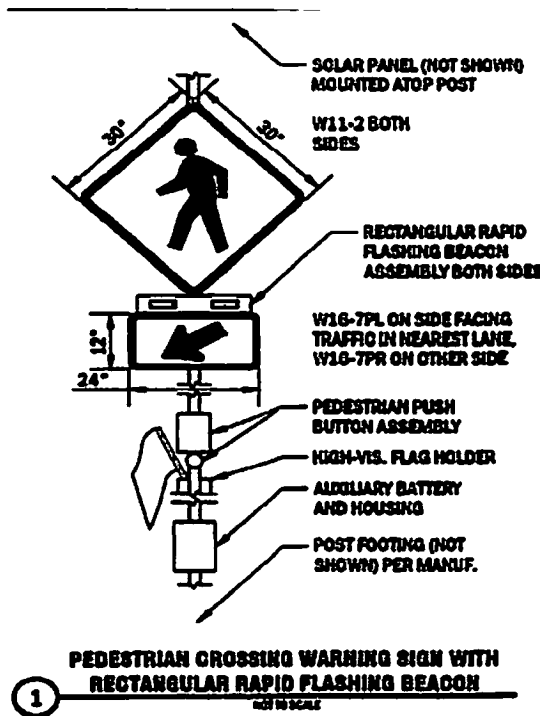
Proposed Improvements



Jenkins Street      Marker Street



## RECTANGULAR RAPID FLASH BEACON (RRFB)



### Next Steps:

- Continue to educate the public about the safety benefits and gain community support
- Coordinate with State/Federal Safe Routes to Schools programs and the CDBG grant for funding future phases
- Look forward to furthering this productive partnership

### Discussion:

- Mr. Visscher pointed out that the partnership that has taken place between Pacific Design, City of Wenatchee, Chelan Co. with Wenatchee School District has been instrumental in getting this project moving forward. With all the resources, grants and bond money that is available through these partnerships we are going to be able to fix a safety issue and problem that has had all parents, staff and community members very concerned about for some time.
- South side of Terminal sidewalk is priority; Marker and Duke streets, West to Mission.
- Construction during summer, 20 working days
- Flashing beacon lights will be added
- Maintain driveway access during construction
- Next step to educate the public
- Co-ordinate the state and federal regulations and grant pieces
- Eventually sidewalks all the way to the park
- Ready by the time school starts in September
- Pacific Design has played a critical part of this whole project

The board thanked them for their efforts and enthusiasm for this project.

## 2) Engagement Letter for Legal Services

Jim McNeill, Foster Pepper PLLC, congratulated the board on the passage of the bond and presented the following Engagement letter for Legal Services to the board for approval. He answered questions from the board to clarify the meaning and purpose of the letter and to help them gain a better understanding.

**Re: Engagement Letter for Legal Services**

Dear Brian:

We appreciate the opportunity to be of continuing service as special counsel to Wenatchee School District No. 246, Chelan County, Washington (the "District"). The purpose of this engagement letter is to set forth certain matters concerning our duties as special counsel to the District in connection with the: (1) the District's design, bidding and contracting for various capital improvements approved by the District's voters on February 11, 2014; and (2) various finance matters, including, but not limited to, authorization of maintenance and operation, transportation vehicle fund and/or capital levies, analysis of various Capital Projects Fund and General Fund expenditures, issues related to the tax-exemption of the District's outstanding bonds and obligations (collectively, the "Projects"). This letter shall serve as a contract between the District and Foster Pepper PLLC (sometimes referred to herein as "Foster Pepper" or the "Firm"). Our representation of the District as bond counsel is governed by a separate engagement letter.

### SCOPE OF ENGAGEMENT

In this engagement, our duties as special counsel for the Projects include the following: (1) review and research legal issues relating to the Projects; (2) prepare and review all documents, instruments and certificates necessary or appropriate for the Projects, and coordinate the authorization and execution of such documents; and (3) participate as your legal counsel at meetings of the Board of Directors, public hearings and conference calls, when requested. Our engagement is limited to performance of services related to these matters. Of course, we can expand or modify the scope of our representation if the District's needs require, but we will need to confirm that engagement by separate written agreement (e.g., if litigation arises related to the Projects). During the course of this engagement, we will rely on the District to provide us with complete and timely information on all developments pertaining to the Projects. We understand that officials and employees of the District will cooperate with us in this regard.

### CONFLICTS

Our Firm represents many political subdivisions, companies and individuals. It is possible that during the time that we are representing the District, one or more of our present or future clients will have transactions with the District. It is also possible that we may be asked to represent, in an unrelated matter, one or more of the entities involved in the Projects. We do not foresee, however, that any such prior or future representation will adversely affect our ability to represent you as provided in this letter, either because such matters were or will be sufficiently different from the Projects so as to make such representations not adverse to our representation of you, or because the potential for such adversity is remote or minor and outweighed by the consideration that it is unlikely that advice given to the other client will be relevant to any aspect of the Projects. Execution of this letter will signify the District's consent to our representation of others consistent with the circumstances described in this paragraph. To the extent we believe such future representation may adversely affect our representation of the District, we will disclose such representation to the District and, if required by ethical rules, seek the appropriate District consent.

### ATTORNEY-CLIENT RELATIONSHIP

Our attorneys and staff recognize our duty to maintain confidentiality. The attorney-client privilege protects communications between us, whether oral or written, as long as neither of us discloses these communications to anyone else. Privileged communications cannot be used in court without your consent. Therefore, to preserve the privilege and confidentiality of our communications, you should not show our written communications or discuss any oral communications between us with anyone. Furthermore, certain communications and documents prepared in anticipation of litigation are also privileged even if no attorney is involved. Because disputes can arise as to whether certain communications are privileged, if you have any questions regarding what you can do, be sure to seek advice from the lawyer with whom you are working.

We are not acting as your counsel with respect to the provisions of this letter and to do so would be a conflict of interest. If you wish to seek advice from independent counsel of your choice about whether you should agree to these terms, please do so. In addition, if you have any questions or would like additional information, we are happy to discuss this letter with you further. This letter will govern our relationship, however, unless we reach a different agreement in writing.

### STAFFING

I will have primary responsibility for your representation related to that portion of the Projects specifically related to finance. Greg Guedel will have primary responsibility for that portion of the Projects related to the District's design, bidding and contracting for various capital improvements approved by the District's voters on February 11, 2014. We may utilize other Firm lawyers and legal assistants as we believe appropriate in the circumstances. We will provide legal counsel to you in accordance with this letter and in reliance upon information and guidance provided by you, will keep you reasonably informed of progress and developments, and will promptly respond to your inquiries about the matter. Please feel free to call me at any time. My direct dial is (509) 777-1602. My cell phone number is (509) 981-9422. My email address is [mcnei@foster.com](mailto:mcnei@foster.com). Greg's direct dial is (206) 447-8931 and his cell phone number is (206) 235-1266. Greg's e-mail address is [guedw@foster.com](mailto:guedw@foster.com).

### FEEES FOR SERVICES

We generally charge on an hourly basis for time expended on your behalf. This includes, for example, telephone conversations, face-to-face conferences, strategy development and

planning, document preparation and review, research, drafting, negotiating, court appearances and travel. Through hourly billing, you pay only for work performed on your behalf. We maintain daily time records that include a brief description of the work done so that you will understand why you are being billed. We record our time in units of tenths of an hour. My hourly rate is \$440.00 and Greg's hourly rate is \$450.00. Generally, rates are revised annually and adjustments will be reflected in our invoices in the month following any adjustment. On occasion, and after discussion with you, we may perform services on a non-hourly basis. Our agreement with you to do so will be in writing. We strive to keep fees and charges at a level appropriate to the task.

Upon request, we will work with you to produce a written estimate of the anticipated legal fees and costs for a particular assignment related to the Projects. Any such estimate will be based on our prior experience with similar engagements as well as information you provide us about your particular needs. Unless we reach a clear, written understanding that the fee will be a fixed amount, any estimate we make may be revised based upon the facts and circumstances we encounter during your representation.

#### EXPENSES

In addition to fees for legal services, you will be charged for expenses advanced on your behalf and ancillary costs incurred by us during the course of your representation. Such charges may be revised from time to time without notice and will be reflected in our invoice in the month following any revision. These charges include such things as long distance telephone charges for voice and facsimile transmission, photocopying, document binding, external messenger service, electronic records searches and special mailing or courier services.

You may be asked to pay certain non-routine expenses directly to the service provider. These may include travel expenses, filing fees, and fees and expenses of independent professionals such as appraisers, accountants, investigators and court reporters. Often, these expenses must be paid in advance. Normally, we will send the charge directly to you for payment or obtain in advance funds from you to pay such costs. While we are under no obligation to do so, we may advance payment of such expenses and subsequently bill you for the charges.

#### BILLING POLICY

You will be billed on a monthly basis. For your convenience, the billing statements will describe briefly the matter and legal services performed and will set forth the fees and expenses relating to the legal services provided. The bill typically will contain charges incurred during the prior month. Charges for some expense items such as long distance telephone, copy and delivery charges may not be processed and billed until some time after the expense has been incurred. Any past due amounts will bear interest at twelve percent per year. We strive to provide clear and prompt billing statements. If you have any questions regarding your invoice, please promptly call me.

#### RECORDS RETENTION

We maintain policies regarding retention and destruction of records. Records include our files and related electronic documentation, including e-mails. Records (including materials provided by you to us and all electronic documentation) relating to this engagement will be destroyed according to the policies unless you request that they be returned to you. We normally retain client files for ten years after a matter is closed. If you wish records to be returned to you when your matter is closed, you must inform the responsible attorney in writing of your request. We will endeavor to remind you of this policy on completion of the engagement, but we retain the right to destroy records in accordance with our policy without further notice to you.

#### TERMINATION

You may terminate our representation of you at any time and for any reason with notice. In addition, we may choose to withdraw from the representation, but only in accordance with the applicable Rules of Professional Conduct in effect in the jurisdiction where our relationship exists. If we choose to withdraw as your lawyers, we will notify you in writing. At termination or withdrawal, you will remain obligated to pay us promptly for all charges for legal services rendered as well as charges resulting from the termination or withdrawal, including working with any successor counsel. We will cooperate with successor counsel to assure a smooth transfer of the representation. In the event of termination or withdrawal, we reserve the right to make withdrawals against any advance fee payment or retainer we may hold.

If the foregoing terms are acceptable, please execute two copies of this letter, and return one copy to me. Please retain one executed copy for the District's files. We look forward to continuing our representation of the District. Thank you.

FOSTER PEPPER PLLC

  
James P. McNeill III

Discussion followed about the GC/CM (General Construction Contractor Manager). John Hultman, and Jim McNeill participated in this discussion. State legal definition: A GC/CM is procured through a multi-part selection process that includes consideration and evaluation of the GC/CM bidder qualifications and experience together with some cost elements. The GC/CM is selected early in design and generally assists the client in evaluating the project during the design phase and then provides construction management services. This type of project delivery is sometimes called Construction Management at Risk because the contractor assumes part of the project construction risk.

The GC/CM delivery method is intended to create a more collaborative relationship between the client and the General Contractor that is not found in a traditional "design-bid-build" delivery method. The collaborative approach is a core philosophical component to make any GC/CM project successful.

Mr. McNeill and Mr. Hultman answered board questions.

**MOTION MADE:** **Jesús Hernández** made the motion for approval of the Engagement letter for Legal Services as presented by Jim McNeill.

**Discussion:** None

**SECONDED:** By **Jennifer Talbot**

**PASSED:** Unanimous

**3) Bond Resolution No. 03-14**

Jim McNeill, Foster Pepper PLLC, presented the following Daft Resolution No. 03-14 for information to the board. It will be acted on April 22<sup>nd</sup>. It is authorizing the issuance, sale and delivery of the Wenatchee School District Unlimited Tax General Obligation Bonds to pay the costs of making certain capital improvements.

**DRAFT**

WENATCHEE SCHOOL DISTRICT NO. 246  
CHELAN COUNTY, WASHINGTON  
RESOLUTION NO. 03-14

A RESOLUTION of the Board of Directors of Wenatchee School District No. 246, Chelan County, Washington, relating to contracting indebtedness; providing for the issuance, specifying the maturities, interest rates, terms and covenants and fixing the form of \$\_\_\_\_\_ principal amount Unlimited Tax General Obligation Bonds, 2014, authorized by the qualified voters of the District at a special election held therein pursuant to District Resolution No. 07-13; providing that payment of the bonds be guaranteed by the State of Washington; approving the sale and providing for the delivery of the bonds to Piper Jaffray & Co.; and providing for other matters properly related thereto, all as more particularly set forth herein.

ADOPTED: APRIL 22, 2014

*This document prepared by:*

*FOSTER PEPPER PLLC*

*West 422 Riverside Avenue, Suite 1310*

*Spokane, Washington 99201*

Resolution Document included the following for the board to review:

Section 1 Definitions

Section 2 . Recitals and Findings

Section 3 . Authorization of Bonds Pursuant to Election

Section 4 . Description of Bonds

Section 5 . Bond Registrar; Registration and Transfer of Bonds

Section 6 . Form and Execution of Bonds

Section 7 . Payment of Bonds

Section 8 . Redemption Provisions and Purchase of Bonds

Section 9 . Failure To Pay Bonds

Section 10 . Pledge of Taxes

Section 11 . Tax Covenants

Section 12 . Refunding or Defeasance of the Bonds

Section 13 . Debt Service Fund and Deposit of Bond Proceeds

Section 14 . Capital Projects Fund; Deposit of Bond Proceeds and Reduction of Bond Authorization

Section 15 . Approval of Bond Purchase Agreement

Section 16 . Official Statement; Continuing Disclosure

Section 17 . Guarantee Program

Section 18 . General Authorization and Ratification .

Section 19 . Severability

Section 20 . Effective Date of Resolution

Exhibit A Description of the Bonds

Exhibit B Form of Undertaking to Provide Continuing Disclosure

**2) Legal Counsel Opinion Letter:** Jim McNeill, Foster Pepper PLLC, explained the purpose of this letter approving legal opinion of Foster Pepper PLLC. Annette Sommer of Piper Jaffray & Co. anticipates pricing the bonds on the morning of April 22, pending favorable interest rates, with the Board adopting the bond resolution at its regular meeting on the evening of April 22. Closing is tentatively scheduled for May 20, 2014.

Discussion:

- Contract for district for bond holders
- Approval from election
- Sell bond/issue bonds
- State guarantee (\$100)
- Summary of process to approval
- Closing April to May 20<sup>th</sup> (just like a mortgage)
- Bond counsel, CD available for evidence of close



FORM OF BOND COUNSEL OPINION

May \_\_, 2014

Wenatchee School District No. 246, Chelan County, Washington

Re: Wenatchee School District No. 246, Chelan County, Washington  
\$ \_\_\_\_\_ Unlimited Tax General Obligation Bonds, 2014

We have served as bond counsel to Wenatchee School District No. 246, Chelan County, Washington (the "District"), in connection with the issuance of the above-referenced bonds (the "Bonds"), and in that capacity have examined such law and such certified proceedings and other documents as we have deemed necessary to render this opinion. As to matters of fact material to this opinion, we have relied upon representations contained in the certified proceedings and other certifications of public officials furnished to us, without undertaking to verify the same by independent investigation.

The Bonds are issued by the District pursuant to Resolution No. \_\_-14 (the "Bond Resolution") for capital purposes only, being the Projects specified in the Bond Resolution, which shall not include the replacement of equipment, pursuant to an election authorizing the Bonds and under and in accordance with the Constitution and laws of the State of Washington. Reference is made to the Bonds and the Bond Resolution for the definitions of capitalized terms used and not otherwise defined herein.

We express no opinion concerning the completeness or accuracy of any official statement, offering circular or other sales or disclosure material relating to the issuance of the Bonds or otherwise used in connection with the Bonds.

Under the Internal Revenue Code of 1986, as amended (the "Code"), the District is required to comply with certain requirements after the date of issuance of the Bonds in order to maintain the exclusion of the interest on the Bonds from gross income for federal income tax purposes, including, without limitation, requirements concerning the qualified use of Bond proceeds and the facilities financed or refinanced with Bond proceeds, limitations on investing gross proceeds of the Bonds in higher yielding investments in certain circumstances and the arbitrage rebate requirement to the extent applicable to the Bonds. The District has covenanted in the Bond Resolution to comply with those requirements, but if the District fails to comply with those requirements, interest on the Bonds could become taxable retroactive to the date of issuance of the Bonds. We have not undertaken and do not undertake to monitor the District's compliance with such requirements.

Based upon the foregoing, as of the date of initial delivery of the Bonds to the purchaser thereof and full payment therefor, it is our opinion that under existing law:

1. the District is a duly organized and legally existing municipal corporation under the laws of the State of Washington;
2. the Bonds have been duly authorized and executed by the District and are issued in full compliance with the provisions of the Constitution and laws of the State of Washington and the resolutions of the District relating thereto;
3. the Bonds constitute valid and binding general obligations of the District payable from annual *ad valorem* taxes to be levied without limitation as to rate or amount on all of the taxable property within the District, except only to the extent that enforcement of payment may be limited by bankruptcy, insolvency or other laws affecting creditors' rights and by the application of equitable principles and the exercise of judicial discretion in appropriate cases; and
4. assuming compliance by the District after the date of issuance of the Bonds with applicable requirements of the Code, the interest on the Bonds is excluded from gross income for federal income tax purposes and is not an item of tax preference for purposes of the alternative minimum tax applicable to individuals; however, while interest on the Bonds also is not an item of tax preference for purposes of the alternative minimum tax applicable to corporations, interest on the Bonds received by corporations is to be taken into account in the computation of adjusted current earnings for purposes of the alternative minimum tax applicable to corporations, interest on the Bonds received by certain S corporations may be subject to tax, and interest on the Bonds received by foreign corporations with United States branches may be subject to a foreign branch profits tax. We express no opinion regarding any other federal tax consequences of receipt of interest on the Bonds.

This opinion is given as of the date hereof, and we assume no obligation to revise or supplement this opinion to reflect any facts or circumstances that may hereafter come to our attention, or any changes in law that may hereafter occur.

We bring to your attention the fact that the foregoing opinions are expressions of our professional judgment on the matters expressly addressed and do not constitute guarantees of result.

Respectfully submitted,

After a brief discussion these documents will come to the board for approval at a later date, they are for information only.

**V. Board Workshop**

**Board Workshop - Vision Focus**

Strategy 1- Design the personalized learning system of the future

Key Objective: More positive and safe learning environment

Positive Behavior Support Framework and MYD model. Overview of the PBS Framework, PBIS action plan that outlines the awareness training that has taken place and the training that will take place this year

John Waldren, Administrator of Student Services presented the following with help from: PMS – Susie Choman, Dawn Wood, Dan Wilson; Lewis and Clark - Desiree Schmidt, Gioconda Jackson, Alfonso Lopez; Columbia- Principal Bill Eagle & Maggie Martinez and Alison Haug; Lincoln -Principal Tim Sheppard, Jim Bowen, Susan Miller, Kevin Parr and Michelle Connor.

## Positive Behavior Intervention and Support:

“Creating A Positive and Personalized Learning Environment For ALL students.

**School Climate:** Curriculum and Programs/Below=The quality and character of school life as encountered in day to day experiences.

### Take Aways

- Understanding PBIS
- The District Aim
- Plan of Action
- Implementation Progress

### CONTINUUM:

WHAT IS PBIS:

A Framework

- That informs schools

How to apply positive behavioral interventions and systems

Proactive and preventative and not reactive or punishing

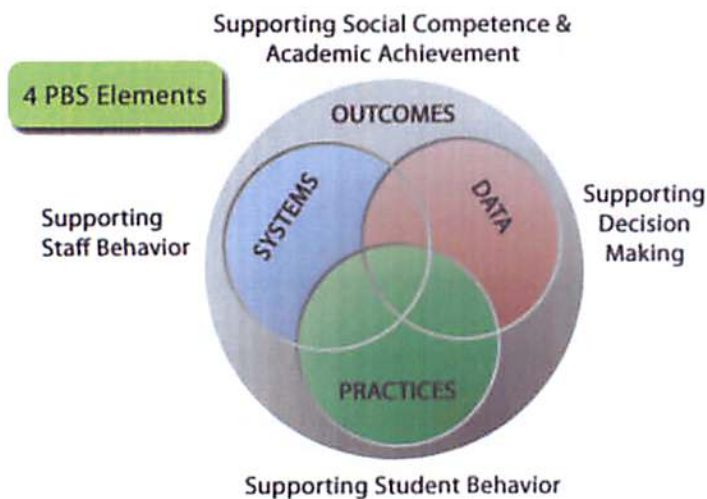
To achieve socially important behavior change

### TAKING AIM

District/Building

- Systems
- Data
- Evidenced-based Practice
- Response to Intervention

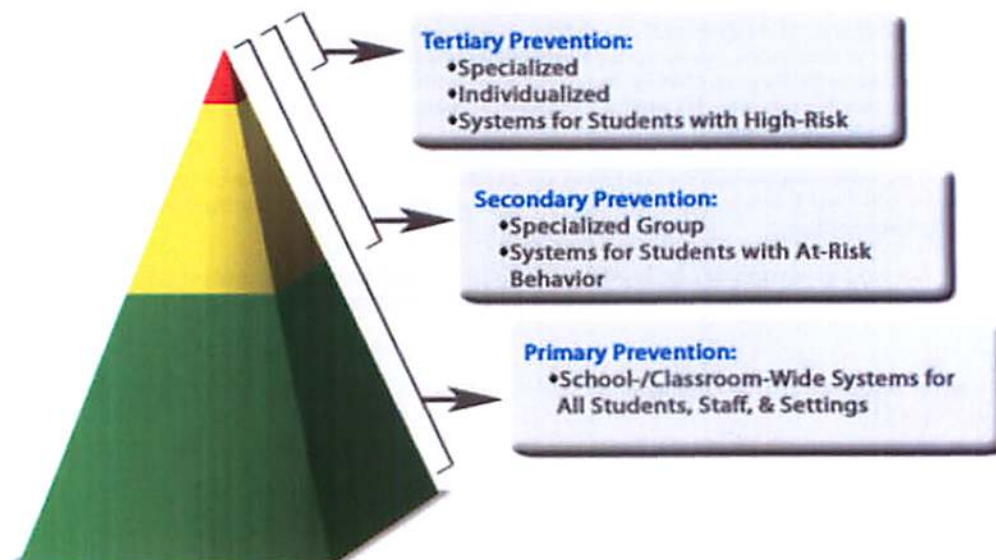
## THE ESSENTIAL FOUNDATION



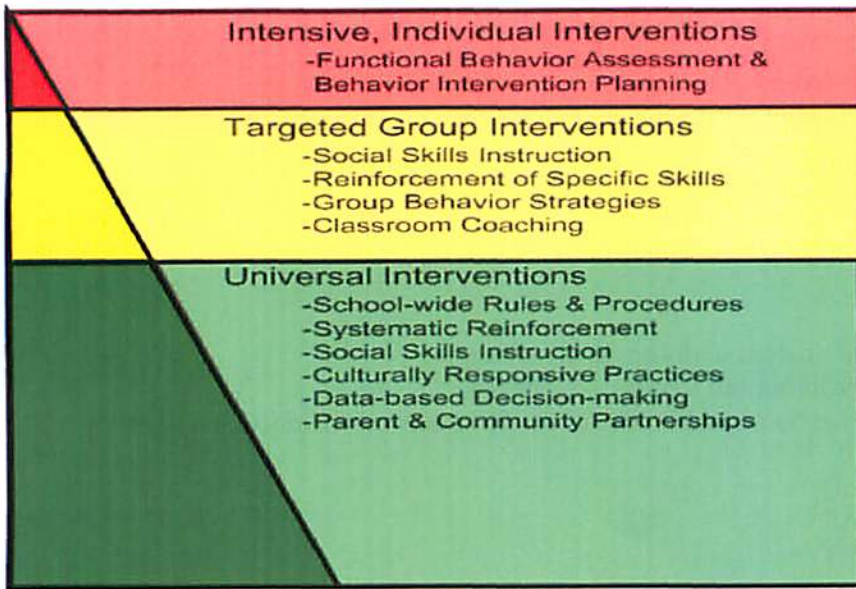
## MULTI-TIERED SUPPORT

The following diagram illustrates the multi-level approach offered to all students in the school. These group depictions represent systems of support not children:

### Continuum of School-Wide Instructional & Positive Behavior Support



## RESPONSE TO INTERVENTION



**SYSTEMS:**

**DISTRICT**

- ♦ PBIS District Committee
- ♦ Oversight of District Implementation
- ♦ Areas of oversight
  - ♦ Building Implementation
  - ♦ Make Your Day
  - ♦ District Training
  - ♦ District Data Collection and Analysis
  - ♦ Planning

**BUILDING**

- ♦ PBIS School Committee
- ♦ Oversight of school implementation
- ♦ Areas of oversight
  - ♦ School-wide
  - ♦ Classroom
  - ♦ Data Collection/Analysis
  - ♦ Response to Intervention
  - ♦ Professional Development
  - ♦ Planning

**SCHOOL-WIDE BEHAVIOR MATRIX**

**Lewis & Clark Elementary Behavior Expectations Matrix**

	Hallways	Cafeteria	Playground	Restrooms	Assembly	Classroom
<b>R</b> <b>Show Respect</b>	<ul style="list-style-type: none"> <li>• Listen to directions</li> <li>• Follow directions</li> <li>• Make a space between yourself and the person in front of you.</li> </ul>	<ul style="list-style-type: none"> <li>• Stay in your line and keep your hands to yourself.</li> <li>• Only touch/use your own lunch card.</li> <li>• Eat only your own food.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep your hands and legs to yourself.</li> <li>• Ask permission if you need to go inside for any reason.</li> <li>• Be kind and helpful to those around you.</li> </ul>	<ul style="list-style-type: none"> <li>• Allow others privacy.</li> <li>• I think of others-I clean after myself.</li> <li>• Level 0 voice.</li> </ul>	<ul style="list-style-type: none"> <li>• Enter &amp; leave the gym quietly, using the designated doors.</li> <li>• Obey the presenter signals. (Raise your hand if you are listening)</li> <li>• Sit down crisp cross apple sauce.</li> </ul>	
<b>S</b> <b>Solve Problems</b>	<ul style="list-style-type: none"> <li>• Stop at the corners where STOP signs are.</li> </ul>	<ul style="list-style-type: none"> <li>• Raise your hand and ask a teacher if you need to get up.</li> <li>• Use a level 1 voice at all times when in the cafeteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Use Kelsa's wheel to help you solve an issue between yourself and a friend.</li> <li>• Use kind words.</li> <li>• Include others in your games.</li> </ul>	<ul style="list-style-type: none"> <li>• Pick up garbage</li> <li>• Report problems to an adult.</li> </ul>	<ul style="list-style-type: none"> <li>• Signal your neighbor to be quiet.</li> <li>• Signal your teacher to be moved to a more quiet place.</li> <li>• Be moved away from the whole class if the disruption continues.</li> </ul>	
<b>D</b> <b>Make Good Decisions</b>	<ul style="list-style-type: none"> <li>• Level 0 voice.</li> <li>• Facing forward.</li> <li>• Body away from the wall.</li> <li>• Walk</li> <li>• Keep hands and feet to yourself.</li> </ul>	<ul style="list-style-type: none"> <li>• Pick up the trash around you when you are done eating.</li> <li>• Say, "please" and, "thank you" to our helpers in the kitchen.</li> </ul>	<ul style="list-style-type: none"> <li>• Line up as soon as the bell rings.</li> <li>• Walk on the blacktop and sidewalk.</li> <li>• Think safety first</li> </ul>	<ul style="list-style-type: none"> <li>• Do what I came to do.</li> <li>• Put toilet paper in the toilet.</li> <li>• Flush after finishing.</li> <li>• Wash hands.</li> <li>• Keep soap/ water only in the sink.</li> <li>• I throw paper towels in the garbage can.</li> <li>• I go back to the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the restroom before the assembly.</li> <li>• Level 0 voice as soon as the presentation begins.</li> </ul>	

**IMPLEMENTATION IN PRACTICE: COLUMBIA ELEMENTARY SCHOOL:** Principal Bill Eagle & teachers Maggie Martinez and Alison Haug presented the following:

**Expectation Assemblies**

- ♦ Teaching our common area expectations to all students
  - ♦ Three times per year
  - ♦ All students attend
  - ♦ Done by grade levels
  - ♦ Model the behaviors for students
- ♦ Revisions to the matrix
  - ♦ Working this year to edit / formalize our matrix

**Second-Step**

**Skills for Social and Academic Success**

- Focus:

- Skills for Learning
- Empathy
- Emotion Management
- Problem Solving
- Teaches common language
  - Assertiveness, self-talk, empathy, compassion
- Skill Review
  - Practice, songs, chants, videos.

**DATA (SWIS)**

**DISTRICT:**

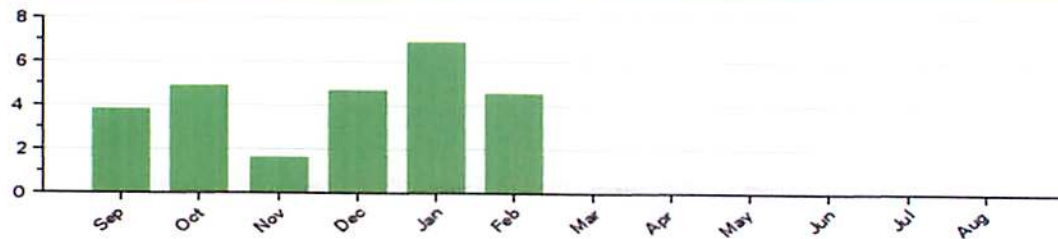
- ♦ Data collection and analysis of district implementation
- ♦ Student behavior patterns and trends using SWIS
- ♦ Monitoring implementation and fidelity of the PBIS framework (district/school)
  - ♦ TIC
  - ♦ BoQ
  - ♦ SAS
  - ♦ SET

**BUILDING:**

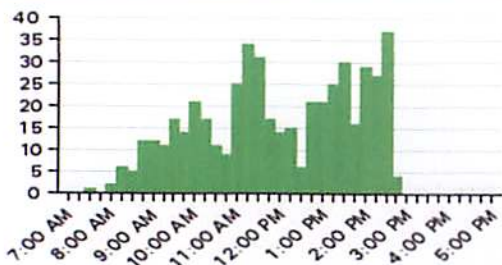
- ♦ Data collection and analysis of school implementation
- ♦ Student behavior patterns and trends using SWIS
- ♦ Monitoring implementation and fidelity of the PBIS Framework in the school
  - ♦ TIC
  - ♦ BoQ
  - ♦ SAS
  - ♦ SET

**IMPLEMENTATION IN PROGRESS: LEWIS & CLARK ELEMENTARY SCHOOL:** Gioconda Jackson, Desiree Schmidt, Gioconda Jackson & Principal Aflonso Lopez presented the following:

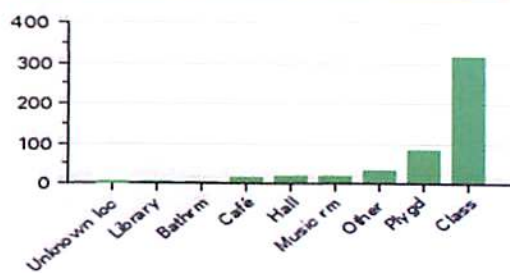
**Average Referrals Per Day Per Month**



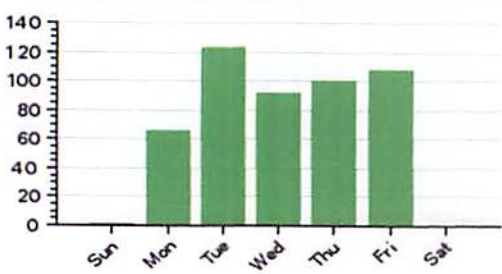
**Referrals By Time**



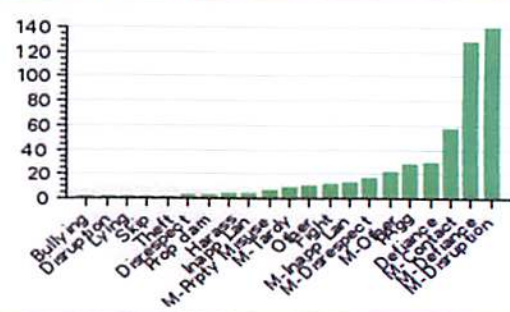
**Referrals By Location**



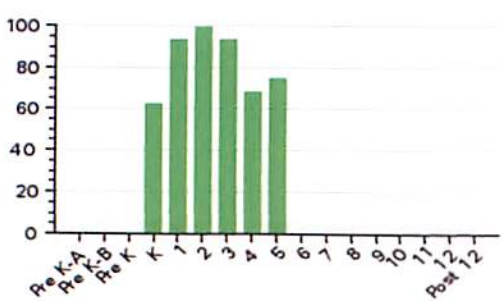
**Referrals By Day Of Week**



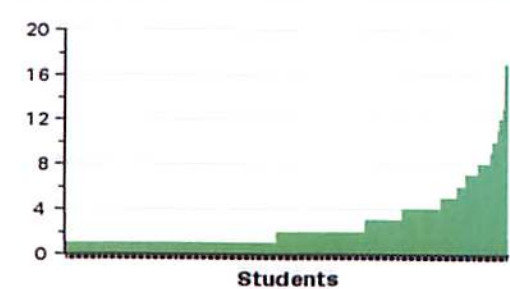
**Referrals By Problem Behavior**



**Referrals By Grade**



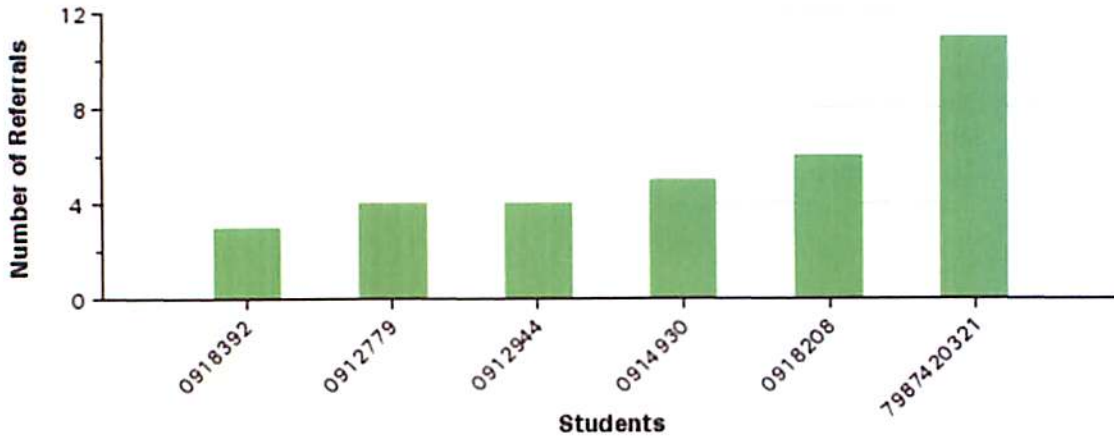
**Referrals By Student**



**Major ODR's By Student:**

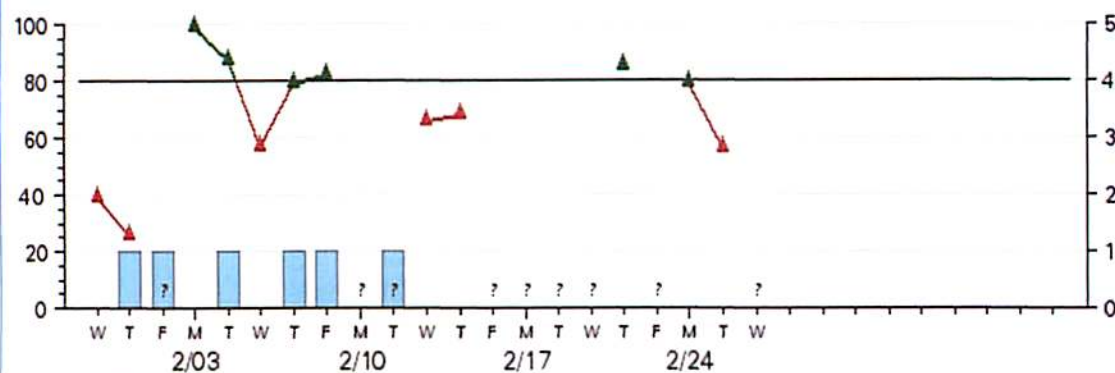
## Referrals by Student

Major, Sep 1, 2013 - Feb 26, 2014, At Least 3 Referrals



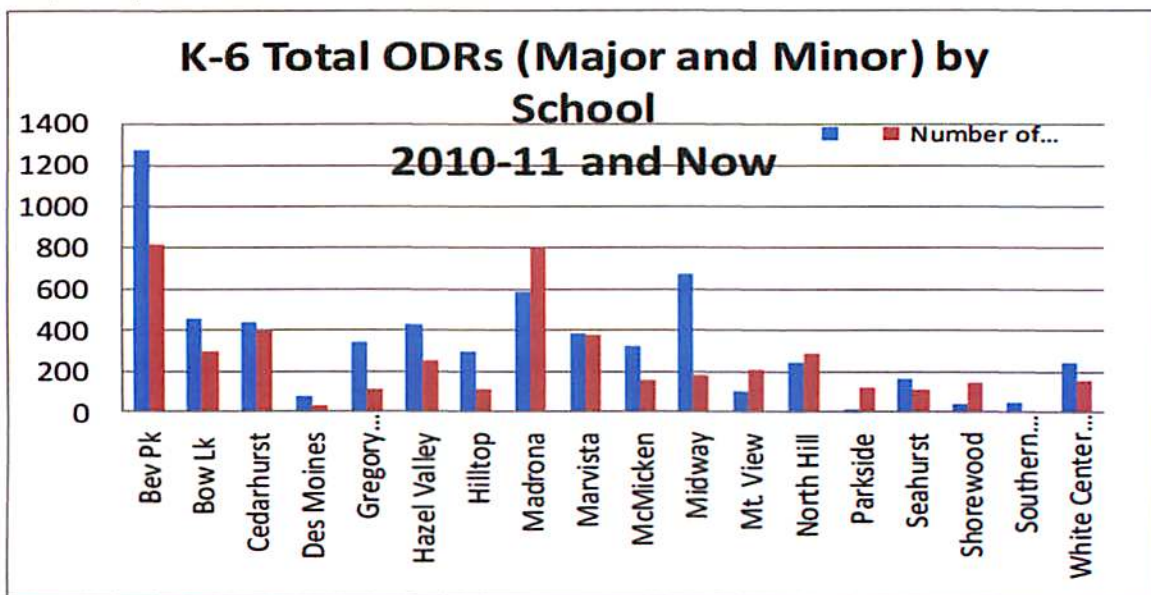
### Check & Connect:

CICO - Individual Student Count



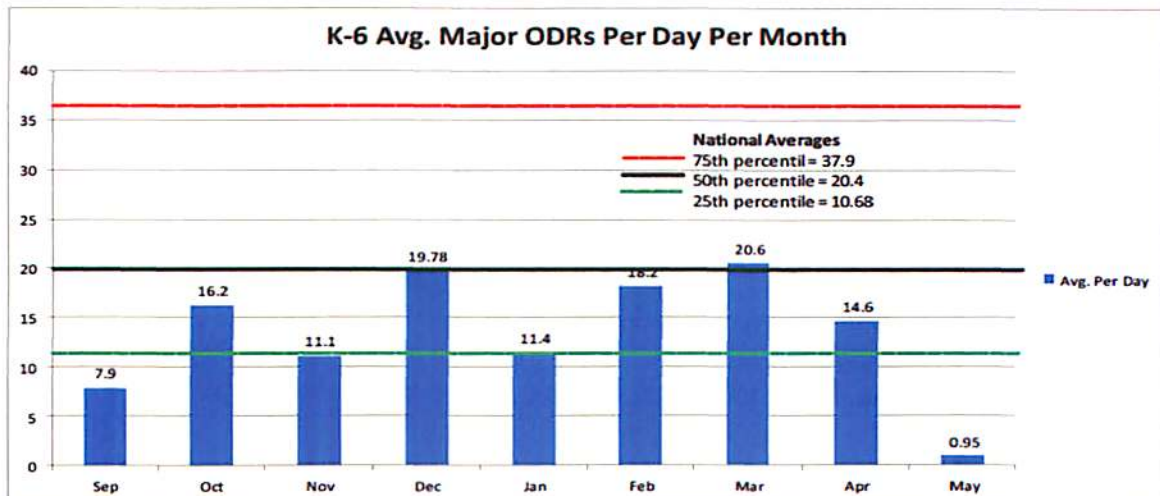
### Co-Hort District Data:

#### Aij: Impact on Student Outcomes



### National Comparison

The graphs below show how HPS elementary and middle schools collectively compare with other U.S. schools using the School-Wide Information System (SWIS). Schools using SWIS are usually schools adopting or sustaining PBIS Systems. Comparison data represents 4,634 schools with 2,394,591 students with 1,802,178 ODRs



### Practices District:

- PBIS Coordination
  - Training
  - Evidenced-based practices
    - Tiered interventions
    - Special Education
    - Counselors
  - Internal audit
  - External audit
  - School organization
  - Data collection and analysis
    - District and school
      - SWIS Facilitator

### Building

- School-wide and Classroom tiered interventions
  - Tier One
  - Tier Two
  - Tier Three
- Data collection and analysis
  - PBIS Building Team

**IMPLEMENTATION IN PRACTICE:** ABRAHAM LINCOLN ELEMENTARY, Principal Tim Sheppard and Susan Miller, Jim Bowen, presented the following and shared a video of teachers and students in action learning the process in a fun dance routine. Teachers and students enjoy participating.

### Important Lincoln PBIS Foundations

- Act Responsibly
- Be Safe
- Care for self, others & our school

*Agreed on core behavior expectations*

Fun Intro To the New Core Behaviors

Act Responsibly Be Safe Care for self, others & our school

### Getting Started...Lincoln's Learning/Teaching Matrix!

	Hallway	Recess	Bathroom	Classroom
<b>A</b> Act Responsibly	<ul style="list-style-type: none"> <li>• Follow direction of all adults</li> <li>• Go directly where you are expected to go</li> </ul>			
<b>B</b> Be Safe	<ul style="list-style-type: none"> <li>• Walk in a straight line</li> <li>• Stay on the right side</li> <li>• Eyes forward</li> <li>• Hands and feet to self</li> </ul>			
<b>C</b> Care for self, others and our school	<ul style="list-style-type: none"> <li>• Quiet voice</li> <li>• Keep hands off walls and displays</li> </ul>			

### Teaching Lincoln Hallway Expectations: Posters

- After 4 months we did a staff survey to determine whether the new Hallway ABC Expectations were working.
- The outcome was that hallway expectations were improving, but not consistently for all students across all grade-levels.
- Lincoln leadership team decided on two next steps:
- Agreed upon Core Expectations
- Articulate teacher expectations that support student expectations.
- Positively reinforce students and teachers for following expectations.

### Lincoln Hallway Expectations

**A** Act Responsibly

- Follow directions of all adults
- Go directly where you are expected to go

**B** Be Safe

- Walk in a straight line
- Stay on the right side
- Eyes forward
- Hands and feet to self

**C** Care for self, others and our school

- Quiet voice
- Keeps hands off walls and displays



**Positively Reinforcing Hallway Expectations:** Reward Tracker Poster with sticker system, class winners rewarded.

**Re-Evaluating Hallway Behaviors: Agreed on Core Behavior Expectations**

- Each month, the classroom at each grade level that received the most “Coyote Tracks” earned a 30 minute recess (teachers 30 minutes duty-free time).
- After just one month (January), hallway behaviors consistently and dramatically improved. Recognized by all staff!
- Both teachers and students were reinforced to follow established expectations in the hallways. **POSITIVE REINFORCEMENT WORKS!**

**Lincoln Next Steps with PBIS?**

- Continue to develop the common understandings of staff around teaching and reinforcing positive behaviors.
- Work with recess supervisors on developing and implementing consistent ABC recess expectations.
- Continue to promote the use of positive reinforcements for both individual and groups of students through the Student Study Team process.

Agreed on core behavior expectations!

**PIONEER MIDDLE SCHOOL:** Assistant Principal Dan Wilson, teachers Susie Choman & Dawn Wood presented the following.

**PBIS Implementation at Pioneer:**

- **COMMITTEE**
  - Committee formed end of 2012-2013 school year
  - 4 training sessions with Flint Simonsen – 5<sup>th</sup> will be in April.
  - PBIS committee presentation at Principal’s Day on PBIS components
  - Committee presentations at several staff meetings
  - Staff completed a classroom management self-assessment in February
  - Sent 3 members to regional PBIS conference in November. 1 member to PBIS Coaches conference in February.
- **WHAT HAVE WE DONE...SO FAR?**
  - Staff collaboration to establish school-wide hallway expectations
  - Student-created Hallway Expectations video
  - Lesson plans for teachers to teach hallway expectations
  - School-wide reward system for positive hallway behavior



**PIONEER MIDDLE SCHOOL**

*SUCCESS FOR ALL, BELIEVED BY ALL.*

**AT PIONEER MIDDLE SCHOOL, WE DO WHAT IS EXPECTED AND DO OUR BEST BY SHOWING RESPECT, MAKING GOOD DECISIONS, AND SOLVING PROBLEMS.**

	HALLWAY
<b>SHOW RESPECT</b>	Use kind words; Please, Thank You, Excuse Me Use inside voices. Help others who may need help. Smile or nod at people as you pass them in the hall. Clean up the area around you Quiet in the halls during lunch time passing periods
<b>MAKE GOOD DECISIONS</b>	Keep hands and feet to yourself Use passing period to stop at the bathroom and grab a drink. Keep moving forward and walk on the right hand side of the hall; leave the hallways open for people to move with ease. Close lockers quietly. Moving quietly from one class to the next. Use your planner as your hall pass.
<b>SOLVE PROBLEMS</b>	Move conversations to the foyer or commons area. Ask for help if you are having trouble. Wait patiently for others to move Walk through the hallways quietly while classes are in session. Food and drink are in sealed containers and opened only after reaching the cafeteria. Use passing period as intended: * Get prepared (supplies) * Use the restroom or get a drink of water

**Hallway Expectations**

**Challenges**

- **Multiple Demands On Teachers**
  - New Teacher/Principal Evaluation (added stress)
  - Standards-Based Grading (stress & workload)
  - New National Standards (CCSS/NGSS)
  - Increase in student population – CLASS SIZES
- **Budget Constraints**
  - Pioneer’s PBIS Committee meetings are held after school, and timesheets come out of the principal’s budget.
- **Staff-Related Obstacles**
  - Some staff are resistant to change (of any kind) ☹
  - No real sense of urgency to change from MYD...staff perception tends to be that MYD is working, so why change?
  - Large numbers of choice students at Pioneer, public perception is POSITIVE...(so why change?)

- Without staff buy-in, NO program will be effective
- PBIS committee is doing a “delicate dance”... trying to show a staff (that is pretty fragile due to the stress) the benefit of incorporating PBIS into our MYD Program
- We don’t want PBIS to be viewed as a “top-down” mandate.
- As a result of these obstacles, **WE ARE PROCEEDING SLOWLY**

**How do we address these challenges?**

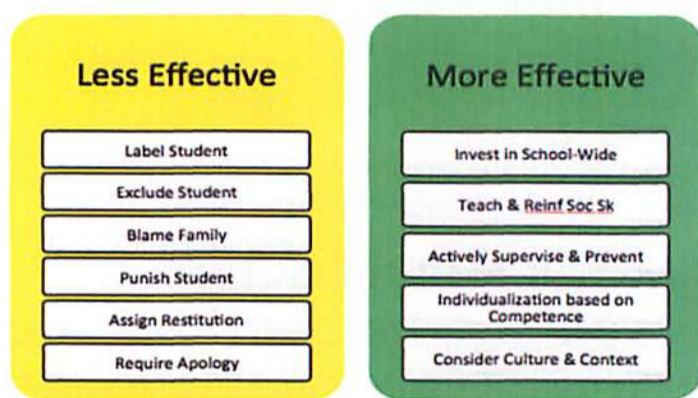
- We need to take our TIME with PBIS implementation.
- Committee needs to step back and re-evaluate how we can present PBIS information without creating a division within our staff, or pushing teachers “over the edge”
- We need to be cognizant of the amount of pressure teachers are facing from district/state and federally mandated initiatives
- Baby steps...little changes so teachers can see the benefits of PBIS, and can be more accepting of the changes.
- Make connections between PBIS and how it correlates with academic achievement & improved behavior.

**Next Steps...**

- PBIS committee needs to begin collecting data on student behavior within our school
  - How do we do this without maxing out teachers?
  - REFOCUS form to help classroom teachers – ties PBIS to MYD (minor disciplinary issues)
  - Office will collect information concerning suspension and Step 4 information (major ODRs)
  - Take information back to staff to determine next steps.
  - Have staff complete School Self-Assessment Survey

**Evidenced-based Practices** (information not covered)

**Give Priority to Effective Practices**



**Committee’s Implementation Timeline (Not District) Tier One**

Phase One 2013-2016	Phase Two 2014-2017	Phase Three 2015-2018
Lewis and Clark (Year 2) Abraham Lincoln Columbia Pioneer MS	John Newbery Washington Foothills MS WestSide HS	Mission View Sunnyslope Wenatchee HS Valley Academy

**District Culture (Walker et.al., 1996)**

Prevention Logic For All

- Decrease development of new problems behaviors
- Prevent worsening of existing problem behaviors
- Redesign learning/teaching environments to eliminate triggers and maintainers of problem behaviors
- Teach, monitor and acknowledge pro-social behaviors

**PBIS Resources: NW PBIS Network**

<http://www.pbisnetwork.org>

OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports

<http://www.pbis.org/>

During Pioneer’s presentation a community member stood and commented about concerns that she has that the stress level for students in the classroom using MYD system is equal or more, particularly for the special needs students, as compared to the teachers level of stress of having to make changes from MYD to the (more positive) PBIS system. Pioneer staff explained that a classroom using MYD in the correct manner does not create a negative experience for the students. Their classrooms are already having a successful positive experience with the MYD classroom management system. Board President Jaecks, with respect, asked that the workshop continue with the material to be presented to stay on schedule and public comment can be made at a regular board meeting.

Much discussion took place during the presentation with the board. Demonstrations also were displayed how positive interaction between students and staff takes place at the schools. Board members Laura R. Jaecks and Jennifer Talbot received trailblazer awards for displaying positive behavior as a demonstration.



**Additional discussion points during the presentation:**

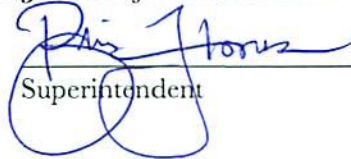
- Data collection and how results are applied
- Alignment with family values and respecting the cultural differences
- Teaching the difference of assertiveness verses humility
- “A family guide to answer common questions related to how we implement PBIS at our school” brochure was shared with the board as a resource in communication with parents
- Re-focusing by counselors on referrals and intervention: The What, Why and Solution
- Data is collected based on gender, time of day, day of week, classroom etc. – all compiled by a staff member and distributed for support and intervention
- Deeper into Tier 3: Study teams, parents, community resources, (504’s similar system suggested)
- Universal screening: child study process; beginning prioritization, outside services used if necessary
- Referral data is key for counselors to continue intervention process
- Challenges with change for teachers with additional Teacher Evaluation requirements, Common Core Standards & PBIS Implementation- stress level high – the need to prioritize changes, move more slowly (described as a “delicate dance”).
- Major change takes time – 16 years to implement MYD throughout district, before that nothing – there is the need to be patient with the changes that are taking place within the district.
  - Need to ask: How do we train staff well?
  - Need to ask: How do we do it without leaving the staff overwhelmed?
  - We could possibly accelerate training for Special Ed department on Tier 3

The board thanked everyone for the input and thanked everyone for their hard work that has produced good progress with lots of good steps in the right direction.

**V. Meeting Adjournment**

**MEETING ADJOURNED** President Laura R. Jaecks adjourned the meeting at 5:44 p.m.

  
\_\_\_\_\_  
President

 \_\_\_\_\_ Date 3-25-14  
Superintendent