

Wenatchee School District No. 246
Wenatchee, Washington
Minutes of November 3rd, 2008 Board Retreat
8:00 a.m. Confluent Technology Center

Board

Jesús Hernández, President
Chuck Largent, Vice President
Kevin Gilbert
Laura Jaecks
Walter Newman

Staff

Brian Fones, Superintendent
Jon DeJong, Assistant Superintendent
Les Vandervort, CFO
Jodi Smith, Assistant Superintendent
Steve Cole Assistant Superintendent
Chet Harum, Assistant Superintendent
Gayle Northcutt, WenEA, President

The Agenda Review was covered by Superintendent Brian Fones covering all the sections highlights for the board members. President Jesús Hernández asked everyone present what they would like to accomplish by the end of the day at the board retreat. Everyone shared their ideas. A couple items mentioned several times was about direction of the Levy and Bond and the Dual Language model. Financial issues in referenced to the economy was also discussed. And finally how we can help our students to learn. Mr. Fones also played a film recently produced by Howell at the Moon Productions for Wenatchee School District and Wenatchee Valley Medical Center. The board was very impressed with the quality and content and thoroughly enjoyed it.

School Board Operating Protocol was then covered by the board members. They agreed to sign it with the addition of edits in #8 in the body.

Wenatchee School Board
Operating Protocol

For the purpose of enhancing teamwork among members of the board and between the board and the administration, we, the members of the Wenatchee School Board, do commit ourselves collectively and individually to the following set of operating principles.

1. **Students' Interests Come First.** The board's number one priority is to represent the educational needs and interests of all students in the district.
2. **Agenda Planning.** We agree to ask the board chair or the superintendent to place an item on the agenda instead of bringing it up unexpectedly at a board meeting. Board members may call the board chair or superintendent to request an item be placed on the agenda, and the superintendent and chair will confer before placing the item on the agenda. Surprises to the board or the superintendent will be the exception, not the rule. There should be no surprises at a board meeting.
3. **Communication.** Communication between the board and the staff is encouraged. However, requests of staff that may result in additional work will be directed to the superintendent*. Also, the superintendent will be informed of any personnel or school concerns, complaints or criticisms received by a board member. The superintendent* will follow-up with the board member sharing the concern.
4. **Follow the Chain of Command.** The last stop, not the first, will be the board. We agree to follow the chain of command and insist that others do so. While the board is eager to listen to its constituents and staff, each inquiry is to be referred to the person who can properly and expeditiously address the issue following the board's agreed upon protocol.
5. **Practice the Governance Role.** The board will emphasize planning, policy-making and communication rather than becoming involved in the management of the schools.
6. **Self-assessment and Goal Setting.** The board will assess its leadership effectiveness by annual self-evaluation and then set clear goals for themselves based on the analysis of the self-evaluation.

7. **Utilize Superintendent Input.** The superintendent is recognized as the chief executive officer and should make recommendations, proposals or suggestions on most matters that come before the board.
8. **Board Acts Only as a Body.** Individual board members do not have authority. Only the board as a whole has authority. We agree that an individual board member will not take unilateral action. The board president will communicate the position(s) of the board on controversial issues. When the board members serve on various school committees their role shall be defined by the board as silent observer or active participant.
- 8 a. **Revised:**

Board Acts Only as a Body. Individual board members do not have authority. Only the board as a whole has authority. **We understand that individual board members may have opposing views on a particular issue and we encourage open communication between board members. Once the board has formally acted upon an agenda item individual members will not take unilateral action.** The board president will communicate the position(s) of the board on controversial issues. When the board members serve on various school committees their role shall be defined by the board as silent observer or active participant.
9. **Debate the Issues, Not One Another.** How we conduct ourselves at a board meeting affects the functioning of the board. We agree to avoid words and actions that create a negative impression on an individual, the board or the district. While we encourage debate and differing points of view, we will do so with care and respect to avoid an escalation of negative impressions or incidents.
10. **Practice Efficient Decision-making.** Board meetings are for decision-making, action and votes, not for endless discussion. We agree to move the question when discussion is repetitive or to postpone action until more information is available. To be efficient and effective, long board meetings must be avoided. Points are made in as few words as possible; speeches at board meetings will be minimal. If a board member believes he/she doesn't have enough information or has questions, either the superintendent* or board chair is to be called before the meeting to obtain the needed clarification or information.
11. **Speak to Agenda Issues.** Board meetings are for board members to confer with each other and take action in conducting district business. Although board meetings are public meetings that provide an opportunity for public comment, board members agree to speak to the issues on the agenda and to discuss the issues with fellow board members. When information is needed to clarify an issue, the board will request that information from the superintendent.
12. **Executive/closed Sessions.** Executive sessions will be held only when needed as only to address appropriate subjects as provided by law. Board members will be extremely sensitive to the legal ramifications of these meetings and maintain strict confidentiality.

This set of operating of principles is agreed to by:

_____	_____
Name	Board Member
_____	_____
Name	Role
_____	_____
Name	Board Member
_____	_____
Name	Role
_____	_____
Name	Board Member
_____	_____
Name	Role

November 3rd 2008/ December 2009

Date

* Superintendent may refer to his/her designee.

School Board Self-Assessment: The board took this self-assessment & and results:
Wenatchee School Board Self-Assessment
November 3rd, 2008

- | | | | | | | | |
|-----|---|-----|-----|-----|-----|-----|------|
| 1. | The School Board keeps focused on the student learning and school district performance. | 1 | 2 | 3 | 4 | 5 | |
| | Low | | | | 40% | 60% | High |
| 2. | The School Board works with its community and develops a vision of excellence for the district. | 1 | 2 | 3 | 4 | 5 | |
| | Low | 20% | 20% | 40% | 20% | | High |
| 3. | The School Board has a process to review, update and communicate the vision to and for the district. | 1 | 2 | 3 | 4 | 5 | |
| | Low | | | 60% | 40% | | High |
| 4. | The School Board has developed long and short-range plans to work toward achieving the vision. | 1 | 2 | 3 | 4 | 5 | |
| | Low | | 20% | 60% | 20% | | Hig |
| 5. | The School Board has in place policies that are clear, up to date and in compliance with laws. | 1 | 2 | 3 | 4 | 5 | |
| | Low | | | | 20% | 80% | Hig |
| 6. | The School Board utilizes the superintendent as the CEO and delegates to the superintendent through written policy authority to manage the district. | 1 | 2 | 3 | 4 | 5 | |
| | Low | | | | 20% | 80% | Hig |
| 7. | The School Board oversees management of the district by employing a superintendent and evaluating his/her performance. | 1 | 2 | 3 | 4 | 5 | |
| | Low | | | | 40% | 60% | Hig |
| 8. | The School Board adopts a budget and allocates resources to best achieve the district's vision, mission and goals. | 1 | 2 | 3 | 4 | 5 | |
| | Low | | | | 40% | 60% | Hig |
| 9. | The School Board ensures progress toward the achievement of district goals. | 1 | 2 | 3 | 4 | 5 | |
| | Low | 20% | | 20% | 60% | | High |
| 10. | The School Board annually reviews its performance. | 1 | 2 | 3 | 4 | 5 | |
| | Low | | 20% | | 40% | 40% | High |
| 11. | The School Board reviews district policies for effective implementation. | 1 | 2 | 3 | 4 | 5 | |
| | Low | | | 20% | 60% | 20% | High |
| 12. | The School Board advocates for students and the welfare of the district. | 1 | 2 | 3 | 4 | 5 | |
| | Low | | | 20% | 40% | 40% | High |
| 13. | The School Board takes leadership in securing community support for the mission, vision and goals of the district as well as the resources necessary to achieve them. | 1 | 2 | 3 | 4 | 5 | |
| | Low | | | 60% | 40% | | High |
| 14. | The School Board redirects specific complaints/requests to the superintendent or other staff as appropriate, according to an agreed upon protocol. | 1 | 2 | 3 | 4 | 5 | |

	Low			40%	60%	High
15.	The School Board has developed skills in teamwork, problem solving and decision-making.					
	1	2	3	4	5	
	Low			100%		High
16.	The School Board establishes and follows policies, procedures and protocols for governance in conducting their business.					
	1	2	3	4	5	
	Low			80%	20%	High
17.	The School Board respects the decisions of the majority after honoring the right of individual members to express opposing viewpoints and vote their convictions.					
	1	2	3	4	5	
	Low (one no answer)			20%	60%	High

			<u>QUESTIONS:</u>
VISION	<u>M/H</u>		#1 - 4
STRUCTURE	<u>H</u>		#5 - 8
ACCOUNTABILITY	<u>L/M/H</u>		#9 - 11
ADVOCACY	<u>M/H</u>		#12 - 13
BOARD CONDUCT	<u>H</u>		#14 - 17

Section 2 Vision and Objectives for Highest Student Achievement:

Chet Harum presented a Powerpoint that outlined all of the below. Discussion continued throughout the presentation between all board members and cabinet.

“World Class Schools”

DISTRICT STRATEGIC PLAN

Wenatchee Public Schools

2007-2010

- Highest Student Achievement
- Evaluate & Resolve Facility Needs
- Ensure Safety & Security of Staff & Students
- Involve Parents & Community
- Implement Integrated
- Management Approach for Continuous Improvement

Vision Statement:

A world class school district provides a safe, nurturing culture for students and staff with a clear and shared focus on lifelong success as evidenced by our passionate commitment to continuous improvement, collaboration, accountability, and systemic approach to meeting or exceeding national and international standards.

- ***Strategic Direction:***
Goal Area 1 – Highest Student Achievement
(continued)

Vision Objective: Students are competitive at the State & National Level

- ***SAT Test Achievement Average***
- ***Critical Reading,***
- ***Math, and***
- ***Writing ACT Test Achievement Average***

- **Verbal and Math Scores**

Section 3 Performance Measures Used To Track Student Achievement

Assistant Superintendent Jodi Smith and Jon DeJong answered questions from the board concerning the following and Chet Harum presented the details in a Powerpoint.

- SAT/ACT Trend Data
- Advanced Placement Trend Data & Benchmarks
- AYP Benchmarks
- WASL Data- Matched Student Reports
- WASL Benchmark Data

Chet Harum presented the following material in the Powerpoint and Mr. Flonex covered all the details.
 Advanced Placement Scorecard
 (Number of Students Registered in AP)
 Vision Objective :

Students will meet or exceed District and State Academic Standards.
 Goals: District - 90% by 2012
 State- Meet Adequate Yearly Progress Standard

Elementary School Band (Grades 3 - 5)	Met Proficiency Goal		Met Participation Goal		Other Indicator
	Reading	Math	Reading	Math	
Student Group					Yes
All	No	Yes	Yes	Yes	
American Indian	N<Required	N<Required	N<Required	N<Required	
Asian/Pacific Islander	N<Required	N<Required	N<Required	N<Required	
Black	N<Required	N<Required	N<Required	N<Required	
Hispanic	No	No	Yes	Yes	
White	Yes	Yes	Yes	Yes	
Limited English	No	No	Yes	Yes	
Special Education	No	No	Yes	Yes	
Low Income	No	No	Yes	Yes	

Mr. Harum presented charts that included the below and Brian Flonex covered all the charts and interpreted them for the board and pointed out the highlights. He also answered their questions.

- Elementary uniform Bar (3-5) all students
- District Middle School Grade Band
- Middle School uniform bar (6-8) all students
- District HS grade band 9-12
- HS uniform bar (9-12) all students
- Matched Student WASL Report Writing, Reading and Math all grades 2001-2008

Section 4

District Action Steps To Address Student Achievement Goals

- Professional Learning Communities

A Big Picture Look at: Professional Learning Communities

What is a PLC?

A Professional Learning Community (PLC) is educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve.

PLCs operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators.

—*adapted from Learning by Doing*

3 Big Ideas

1. Focus on Learning - The fundamental purpose of the school is to ensure high levels of learning for all students. This focus on learning translates into four critical questions that drive the daily work of the school
2. Build a Collaborative Culture - No school can help all students achieve at high levels if teachers work in isolation. Schools improve when teachers are given the time and support to work together
3. Focus on Results - PLC's measure their effectiveness on the basis of results rather than intentions.

6 Characteristics

1. Shared mission, vision, values, goals

6 Characteristics

2. Collaborative Culture

6 Characteristics

3. Collective Inquiry

6 Characteristics

4. Action Orientation / Experimentation

6 Characteristics

5. Commitment to Continuous Improvement

6 Characteristics

6. Results Orientation

6 Characteristics

1. Shared mission, vision, values, goals
2. Collaborative Culture
3. Collective Inquiry
4. Action Orientation / Experimentation
5. Commitment to Continuous Improvement
6. Results Orientation

4 Questions

1. What do we want our students to learn?
2. How will we know if they have learned?
3. What will we do if they don't learn?
4. What will we do if they already know it?

Question 1: What do we want our students to learn?

Question 2: How will we know if they have learned?

District Assessment Work 2008-2009:

Question 3: What will we do if they don't learn?

Question 3: What will we do if they don't learn?

Question 4: What will we do if they already know it?

PLC is a breakthrough strategy!

District Improvement Team: Assistant Superintendent Jon DeJong and Assistant Superintendent of Teaching and Learning Jodi Smith presented the following to the board for further discussion and clarification.

Intervention:

Goal 1: A sustainable Wenatchee School District Intervention Service Model

Strategy 1: Create a WSD Intervention Oversight Team

Strategy 2: Assemble a WSD Intervention Guidance Document

Goal 2: All WSD teachers can communicate and appropriately deliver Tier I interventions

Strategy 1: Teachers have a clear understanding of Tier I / Foundational Interventions

Goal 3: WSD Tier 2 Interventions are aligned, managed and monitored

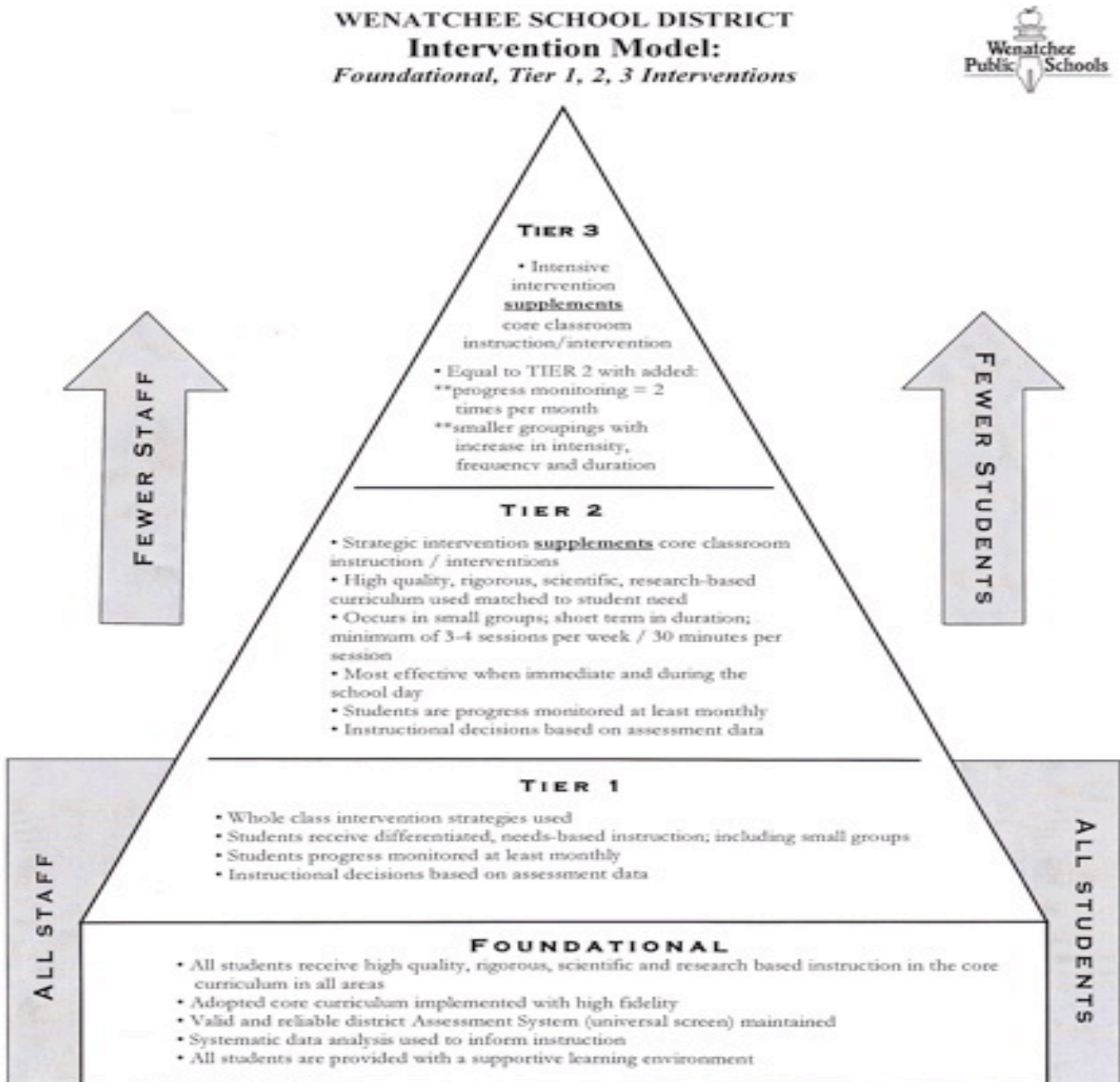
Strategy 1: Title/LAP Tier 2 curriculum is consistent with district intervention model *in Reading and Math*

Strategy 2: Additional Tier 2 curriculum is consistent within the district intervention model *in Reading and*

	3																			Assess whether or not staffing of newcomer, ESL, sheltered and bilingual classes at all levels is adequate to meet the needs of students with varied ESL levels	
	4																			Provide targeted professional development for all instructional staff on practices that support ELL student needs throughout the school day and all content areas (Program Staff)	Provide targeted professional development for all instructional staff on practices that support ELL student needs throughout the school day and all content areas (General Ed. Staff)
	5																			Continue and extend parent outreach efforts both at district and building levels.	

Assistant Superintendent Jodi Smith covered the following:

- District Math Initiatives



Wenatchee School District Action Plan

Focus Area: Mathematics

Goal 1: *Implement the revised state math standards and strengthen instruction at all grade levels through Professional Learning Communities.*

Strategy: Train staff on revised math standards

Activities	Professional Development	Timeline	Resources	Person/Group Responsible	Evidence of Implementation	Evidence of Impact
Learn, align, and implement the revised math standards through collaborative teams of teachers	State (OSP)/Regional (MLA)/ District trainings on standards revision.	Train: Summer/ Fall 2008 Implement: Ongoing	Subs, time sheets MLA (State \$)	Math cadre and district/regional teams/District Math Coach (9 WSD trained facilitators)	District curriculum guide Pacing charts Common pre/post unit assessments Student evidence of each child making progress toward meeting the standards	Increase in scores from common pre/post assessments Student evidence of each child making progress toward meeting the standards

Strategy: Align core math programs with revised math standards

Activities	Professional Development	Timeline	Resources	Person/Group Responsible	Evidence of Implementation	Evidence of Impact
Alignment training	State/MLA/WSD Alignment of standards with programs	Fall 2008 - Summer 2009 Ongoing	Subs, time sheets MLA (State \$)	Math Cadre Articulation team, District Math Coach	District curriculum guide Pacing charts Common Pre/Post Unit Assessments Collaboration Notes -focused on student work Quality of student discourse	Student evidence of each child making progress toward meeting the standards
Refine pre/post unit assessments to align with revised standards and WSD purposes	Progress monitoring Formative assessments					
Content training on new standards	Math content training	As needed	Consultants, Math Coach			
Ongoing training for new teachers	As needed		MLA	Trained WSD facilitators		

Strategy: Provide strong, equitable learning opportunities for all students

Activities	Professional Development	Timeline	Resources	Person/Group Responsible	Evidence of Implementation	Evidence of Impact
Identify effective instructional strategies that are observable in district math classrooms	RTI model, Differentiated Instruction trainings	Fall Articulation and Job-Alike meetings	Trainers, Subs, time sheets (State 5)	District PD planning committee MLA, math cadre, team leaders, dept. chairs, consultants	Comprehensive district training plan Observation data Collaboration notes	Student evidence of learning - formal, informal data

Strategy: Respond in a timely manner to students who have difficulty learning and to students who do learn

Activities	Professional Development	Timeline	Resources	Person/Group Responsible	Evidence of Implementation	Evidence of Impact
Train teachers on the variety of instructional strategies they can use to support struggling students in their classroom (Tier 1 interventions)	RTI model, Differentiated Instruction trainings PD on progress monitoring, and formative assessments	2008-2010	Trainers, Subs, time sheets (State 5)	District PD planning committee MLA, math cadre, team leaders, dept. chairs, consultants	Comprehensive district training plan Observation data Collaboration notes Data from progress monitoring	Teachers implement wider variety of intervention strategies Student evidence of making progress toward meeting the standards

Strategy: Give all district staff an operational understanding of PLCs

Activities	Professional Development	Timeline	Resources	Person/Group Responsible	Evidence of Implementation	Evidence of Impact
Building Level MLA Math Cadres and team leaders, dept. chairs, math coach, principals, and district office staff attend PLC trainings	Regional PLC trainings w/Eaker	March 08-May 09	Subs, time sheets (State 5)	Math Cadres and team leaders, dept. chairs, Math Coach, principals	Fully functional PLCs at all grade levels in all buildings in the area of math	Teachers collaborate around student results to inform instruction
Staff (school leaders) attend PLC summit in Seattle	PLC Summit	November 2008	Registration, Rooms, Meals Subs	80 District staff Steve Cole, Jodi Smith	Fully functional PLCs at all grade levels in all buildings	Teachers collaborate around student results to inform instruction
Superintendent delivers State-of-the-Union Address to Staff	Outline of PLC components	October District Day (LID)	N/A	Brian Flores	Collaboration notes	Power standards desired across content and grade levels

October 2008

- Aligned Intervention Model
- Wenatchee School District Action Plan**
Focus Area: **Intervention**

Goal 1: A sustainable Wenatchee School District Intervention Service Model

Strategy: Create a WSD Oversight Intervention team

Activities	Professional Development	Timeline	Resources
Define make-up of team 1 Asst. Supt; 3 DO Adm; 3 Prin & 3 teacher leads -1 HS, 1 MS, 1 E = 10	NA	Spring 2009	Time, \$ NA
Define purpose & authority and commitment of team	Team functioning skills	Spring 2009	Time, \$ NA
Organizational meeting	NA	Spring 2009	Release/timesheets
Ongoing meetings; including meeting with project teams		<u>Aug- OS/PT (08-09)</u> Aug/Sept/Oct OS Nov OS/PT Nov/Dec/Jan OS work <u>Feb OS/PT</u> March/April OS <u>May OS/PT</u>	Release/timesheets

Person/Group Responsible	Evidence of Implementation	Evidence of Impact
Learning & Teaching, Nancy Duffey	Team structure created	
Learning & Teaching, Nancy Duffey	Written document created	
Learning & Teaching, Nancy Duffey	Calendar Set	
Budget management - Nancy Duffey	Budget created	

Strategy: Create a WSD Intervention Guidance Document

Activities	Professional Development	Timeline	Resources
Decide on organization & contents of document	RTI, PLC	Fall-2008-Spring 2009	See above
Create pages for document	NA	<u>Aug- OS/PT (08-09)</u> Aug/Sept/Oct OS Nov OS/PT Nov/Dec/Jan OS work <u>Feb OS/PT</u> March/April OS <u>May OS/PT</u>	Release/timesheets
All Administrators & teachers trained on the Document	Presentation skills	Fall 2008 - Spring 2009	Technology; Time dedicated for training

Person/Group Responsible	Evidence of Implementation	Evidence of Impact
District Oversight Intervention team	Decisions made	
District Oversight Intervention team	Document created	
District Oversight Intervention team	Trainings completed	Plus/Delta

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Goal 2: All WSD teachers can communicate and appropriately deliver Tier 1 Interventions in Reading & Math.

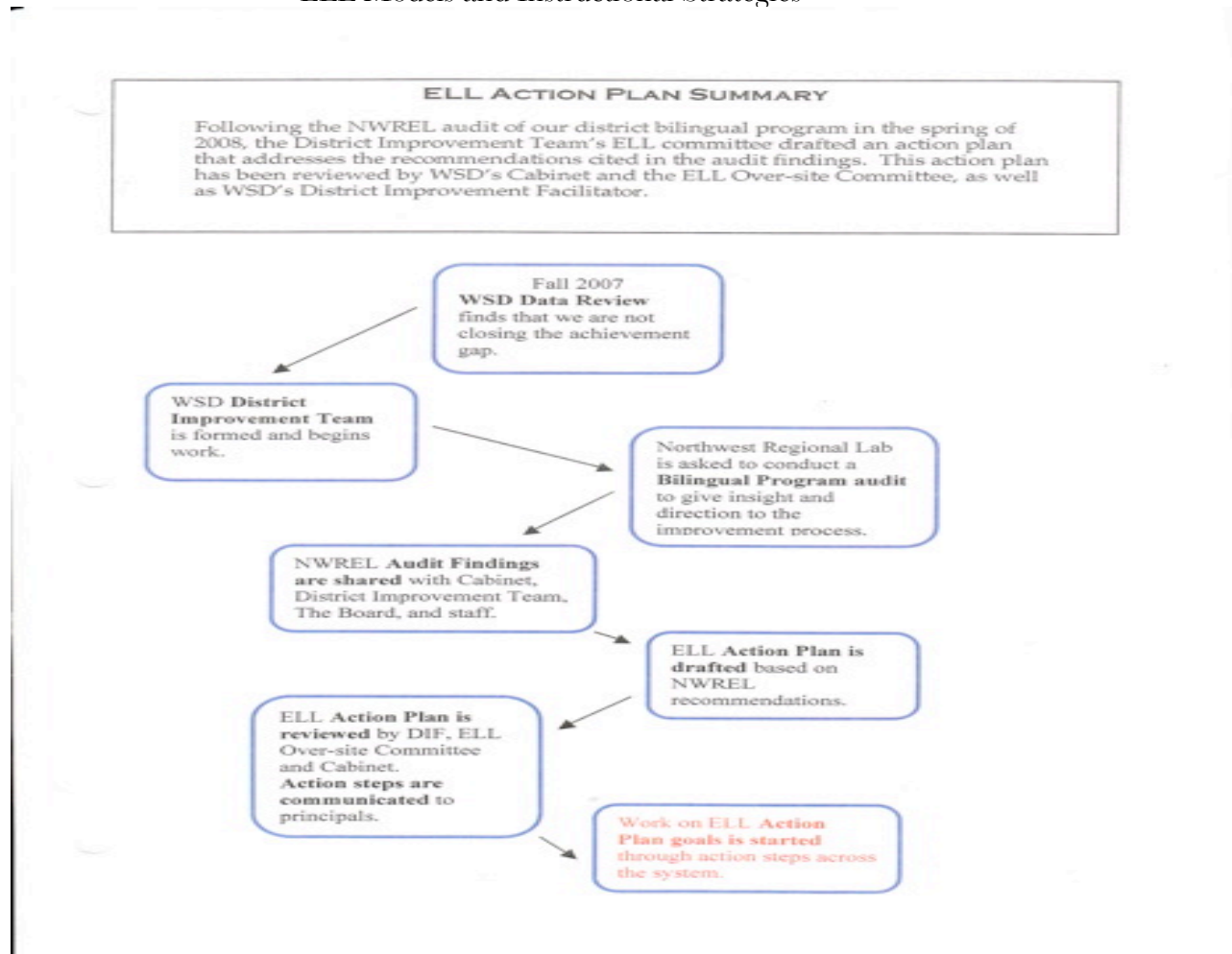
Strategy: Teachers have a clear understanding of Title 1/Foundational Interventions

Activities	Professional Development	Timeline	Resources
Project Teams created for grade spans: Elementary, Middle School, High School (5 people on each team) Project Team Leader chosen	NA	Summer-2009	NA
Project Teams create guidance documents regarding Tier 1 Interventions appropriate for grade span	CIEL criteria (Curriculum, Instruction, Environment, Learner); Tier 1 Interventions	Aug. - Dec, 2009	Release/timesheets
Training on Tier 1 Interventions	Presentation skills	Winter 2009 - Spring 2010	Technology; Time dedicated for training

Section 5: Ms. Smith presented the following with the assistance of Brian Flonex, Adrienne Nestor and Nancy Duffey.

Continued Discussion on Vision and Objectives for Highest Student Achievement

- ELL Models and Instructional Strategies



Also covered:

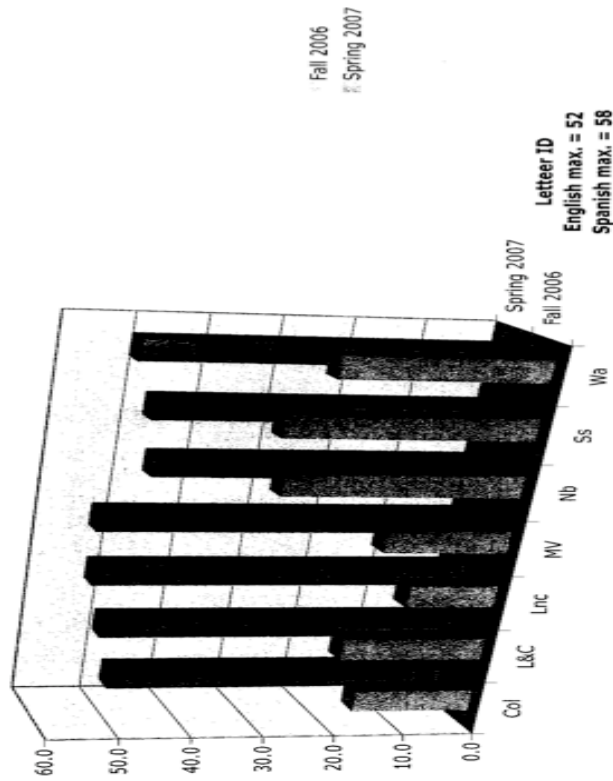
- Focus Area
- NWREL WSD ELL Program Report for Spring 2008
- Action Plan – Year 1 for ELL 2008-09
- WSD Annual Measurable Achievement Objectives (AMAO) Improvement Plan
- Language Acquisition Stages/WLPT Levels: Student Characteristics and Teacher Strategies
- TBIP Instructional Program Models

These were all covered and explained in detail to the board to provide understanding of the direction the district is taking. Ms. Smith, Ms. Duffey and Ms. Nestor answered questions.

◆ School Readiness for Kindergarten:

Chet Harum presented the following to the board and explained the process of choice for kindergarteners.

Does Kindergarten Close the Gap?
Reading Skill Acquisition in Kindergarten



School Readiness for Kindergarten
EARLY Learning (2008-09)

State - Washington Learns - "The Early Learning Years (Birth-8)"

Department of Early Learning
 Thrive by 5 - S's
 Born Learning - media campaign
 Full Day K funding
 Kindergarten Readiness Assessment project survey
http://www.del.wa.gov/development/kindergarten/readiness_plan.aspx

Community

Partnership For Children & Families

Purpose: Community Organizations, agencies, schools, and individuals that have joined together to create a formal partnership to enhance, develop, and implement a network of services that support all children, families and child caregivers in Chelan & Douglas counties.

Membership: 08-09 Nancy Duffey, Crystal Bragg. Meets minimum 2 times a year.

❖ **Early Learning Committee**

School Readiness Subcommittee

Purpose: Prepare Children for School & Prepare Schools for Children

Membership: Nancy Duffey, Lani Lynch. Meets monthly

Action Steps:

- Grant written to connect K teachers with day care & Preschool. to build relationships & communication.
- Connect with Bremerton Lighthouse project

(NCW Ready! for K Grant of 07-08

- Little Follow-through with Grant coordinator (WVC)
- Not fully implemented)

District: Goal Area 1 - Highest Student Achievement
 1.3 All students arrive at school ready to learn

- ❖ **FDK (Full Day Kindergarten)** state funding at Columbia, Lewis & Clark, Lincoln, Mission View
- FDK teachers completed questionnaire about programming
 - Data submitted to OSPI 3 times a year
 - FDK requires connections to Early Learning Partners = Partnership with the Partnership/Early Learning Committee (communication expanded to all Elementary Schools)

Section 6: Nancy Duffey and Adrienne Nestor were present to answer questions and cover all the Dual Language topics.

Discussion Topics:

- Dual Language at Middle School Level

Year	6th (Sections)Students	7th (Sections)Students	8th (Sections)Students	(Sec) FTE
09 - '10	(1) 33	0	0	(1) 0
10 -	(2) 46	(1) 33	0	(3) .5

'11				
11 - '12	(2) 60	(2) 46	(1) 33	(5) .8
12 - '13	(3) 89	(2) 60	(2) 46	(7) 1.167
13 - '14	(3) 89	(3) 89	(2) 60	(8) 1.5
14 - '15	(3) 83	(3) 89	(3) 89	(9) 1.5

FMS Option In Response To Dual Language Program

Rationale

Students exiting from an elementary dual language program need to continue their studies in Spanish upon entering middle school in order to increase their language proficiency. In addition, there is an increasing demand to develop students' understanding and appreciation for the diversity of Latino cultures and their influence and contributions within their existing community. The emphasis is upon language acquisition, cultural understanding, and social responsibility as a participant in a democratic society.

Course Goals

This course of study will provide students an opportunity to:

- acquire language proficiency in Spanish.
- to gain a more comprehensive understanding and appreciation for Latino culture, and its influences and contributions in the United States in the areas of literature, the arts, history, and philosophy.
- explore the challenges and opportunities of living in a diverse democratic society

This course of study is designed for students for whom Spanish is their primary language or their second language. Students will receive instruction in Spanish.

Prerequisites

Students must have received prior instruction in learning the Spanish language. Students with no Spanish language instruction will not be eligible for this class.

Course of Study Outcomes

Students will demonstrate mastery of the course of study goals as evidenced by a culminating project in their 8th grade year. This requires students to remain in the course of study for their three years in middle school.

Implementation Challenges

There are many varied logistical challenges involved in the development and implementation of this course of study.

- Resource capacity – additional FTE (refer to projected enrollment)
- Space – classroom space will require teachers to relinquish classes during their prep to provide space for instruction

- Student electives – taking this course of study will reduce the number of elective offerings for students
- Curriculum – developing a three year course of study with accompanying materials that suffice to meet the course of study goals over three years (language acquisition and cultural studies).
- Personnel – hiring of staff; this is a unique approach to teaching language while also developing cultural awareness and social responsibility.

CFO Les Vandervort presented the following material to the board and answered questions. Discussion followed.

- Budget- Forecasting Challenges and Opportunities
- Levy & Bond Financial Considerations

Wenatchee School District No. 246

MEMORANDUM

To: Board of Directors
 From: Les Vandervort, Chief Financial Officer
 Date: October 29, 2008
 Re: Forecasting Challenges and Opportunities

As the national economy and, particularly, the state economy goes through a downturn, state revenues based on economic activity (such as sales tax, B&O tax, etc.) obviously become more scarce. The state of Washington has already adopted a **freeze on new hires** (except in critical areas), **out-of-state travel**, **personal services contracts** and the **purchase of equipment**. As the legislative session for the 2009-11 budget period is likely to freeze or reduce state funding to education, it's prudent for the Wenatchee School District to examine **opportunities for reducing costs**. A middle of the road guess could put a reduction at **2%** (range could be 0% to 5%). An optimistic view would be seeing continued funding increases to schools.

The Wenatchee School District received 70.7% of total revenue in 2007-08 from the State of Washington (\$48,047,000). This breaks down as follows:

		<u>2%</u>
BEA Apportionment *	\$36,664,000	\$733,280
Special Education	3,723,000	74,460
I-728	3,172,000	0
Bilingual	1,316,000	0
Transportation	1,080,000	21,600
Learning Assistance (LAP)	916,000	0
Promoting Academic Success (PAS) **	243,000	0
Special Programs ***	218,000	0
Juvenile Detention	155,000	0
Early Childhood Education AP (ECEAP)	150,000	0
Day Care	135,000	0
Math & Science Professional Development	132,000	0
Food Service	77,000	0
Highly Capable	<u>64,000</u>	<u>0</u>
	\$48,047,000	\$829,340

* Includes All Day Kindergarten

** Going away – the state has decided not to renew funding for this program

*** TAP, Science Coach, National Board Certification Bonus, Collection of Evidence, other stuff

Challenges:

1. Enrollment

- a. Kindergarten – significant reduction this year.
- b. Running Start – significant increase this year.
- c. Long term forecast reflects flat enrollment
 - 1.) demographics show increase in low-income
 - 2.) there is new construction but it's not resulting in more kids
 - 3.) increase in multi-unit building applications (Malaga)
 - 4.) riverfront development to increase industry?
- d. High school projection flat – doesn't appear district size and funding level could support two full high schools.

2. Budget

a. FTE Staffing – funded BEA staff:	Certs	343
	Administrators	28
	Classified	119

I-728 staff:	Certs	24
Special Ed Staff	Certs	42

Class Size
Specialists / Overload
COLA (I-732)
Tech, Security, Maintenance

- b. Health Benefits and Retirement – both continue to increase more than state funded amounts.
 - c. Professional Development – balancing time out of classroom, sub costs, travel costs, need for ongoing training
 - d. Energy – utilities, fuel, food, insurance (guess what- they're all going up!!)
 - e. Curriculum/Instruction/Assessment – critical to continue alignment of district to state standards, world class requires flexibility to incorporate best practices into WSD programs and development/adoption of new programs.
 - f. Deficit programs – Special Ed, Transportation, Enrichment, Day Care
 - g. Reserves – restrictions for enrollment and legal contingencies, increasing maintenance needs as buildings age, maintaining solid fund balance to max bond/credit ratings.
-

Opportunities

1. Reduce staff thru attrition for 09-10	5.0 FTE	\$350,000
2. Reduce travel (& subs)		200,000
a. Out-of-state (national conferences)		
b. Professional development (travel and subs)		
c. In-district (M&O)		
d. Admin advance		
e. Extracurricular (middle school practices, asst coaches)		
f. Travel reimbursement rates (limit airfare, lodging, miles)		
g. Tuition reimbursement (involves 6 to 10 people)		
3. Reduce utilities and paper cost (conservation focus)		50,000
4. Consolidate or eliminate less than 1 mile transportation (also late late start Mondays kinder, Homeless)		50,000
5. Continue to max indirect rates		
6. Move Mariachi Festival to community		25,000
7. Look for areas of savings in Levy funded programs		<u>80,000</u>
		\$ 830,000

WENATCHEE SCHOOL DISTRICT LEVY INFORMATION

% increase	Year	Assessed Value	Assessed Value	Bond Debt		Service Levy		M&O Levy rate per \$1,000	Total Bond & Levy		Levy Capacity Used
				Bond Debt Service \$	rate per \$1,000	Collectiv Year	M&O Levy Total \$		Levy rate per \$1,000	Levy Capacity	
11.170%	1997	\$1,845,235,028	\$2,896,910	1.57	1998	\$5,613,012	3.05	4.62			
7.983%	1998	\$1,992,534,167	\$3,322,334	1.67	1999	\$5,838,558	2.93	4.60			
2.074%	1999	\$2,033,867,676	\$3,474,012	1.71	2000	\$6,496,011	3.19	4.90			
1.422%	2000	\$2,062,784,325	\$3,575,005	1.73	2001	\$6,756,011	3.28	5.01			
3.660%	2001	\$2,138,287,583	\$3,832,012	1.79	2002	\$7,026,007	3.29	5.08			
4.915%	2002	\$2,243,379,828	\$5,600,017	2.50	2003	\$7,037,011	3.14	5.63	8,371,312	84.06%	
1.154%	2003	\$2,269,263,685	\$5,800,000	2.56	2004	\$7,600,000	3.35	5.90	8,848,286	85.89%	
3.124%	2004	\$2,340,144,534	\$5,800,000	2.48	2005	\$8,208,000	3.51	5.99	9,165,521	89.55%	
5.928%	2005	\$2,478,864,451	\$5,800,000	2.34	2006	\$8,536,000	3.44	5.78	10,072,088	84.75%	
16.193%	2006	\$2,880,279,000	\$6,000,000	2.08	2007	\$8,878,000	3.08	5.17	10,431,619	85.11%	
2.102%	2007	\$2,940,822,717	\$2,600,000	0.88	2008	\$9,233,000	3.14	4.02	11,111,200	83.10%	
3.223%	2008	3,035,619,829	\$2,600,000	0.86	2009	\$9,602,000	3.16	4.02	11,480,441	83.64%	

5.246% average annual percentage increase in assessed value since 1997						Amount of Levy Increase		4 year Total Inc		
4.000%	2009	3,157,044,622	2,600,000	0.82	2010	9,986,080	3.16	3.99	384,080	
4.000%	2010	3,283,326,407	2,600,000	0.79	2011	10,385,523	3.16	3.95	399,443	
4.000%	2011	3,414,659,463	2,600,000	0.76	2012	10,800,944	3.16	3.92	415,421	
4.000%	2012	3,551,245,842	2,600,000	0.73	2013	11,232,982	3.16	3.90	432,038	1,630,982
4%										
3.000%	2009	3,126,688,424	2,600,000	0.83	2010	9,986,080	3.19	4.03	384,080	
3.000%	2010	3,220,489,077	2,600,000	0.81	2011	10,385,523	3.22	4.03	399,443	
3.000%	2011	3,317,103,749	2,600,000	0.78	2012	10,800,944	3.26	4.04	415,421	
3.000%	2012	3,416,616,861	2,600,000	0.76	2013	11,232,982	3.29	4.05	432,038	1,630,982
4%										
2.000%	2009	3,096,332,226	2,600,000	0.84	2010	9,986,080	3.23	4.06	384,080	
2.000%	2010	3,158,258,870	2,600,000	0.82	2011	10,385,523	3.29	4.11	399,443	
2.000%	2011	3,221,424,047	2,600,000	0.81	2012	10,800,944	3.35	4.16	415,421	
2.000%	2012	3,285,852,528	2,600,000	0.79	2013	11,232,982	3.42	4.21	432,038	1,630,982
4%										
3.000%	2009	3,126,688,424	2,600,000	0.83	2010	9,890,060	3.16	3.99	288,060	
3.000%	2010	3,220,489,077	2,600,000	0.81	2011	10,186,762	3.16	3.97	296,702	
3.000%	2011	3,317,103,749	2,600,000	0.78	2012	10,492,365	3.16	3.95	305,603	
3.000%	2012	3,416,616,861	2,600,000	0.76	2013	10,807,136	3.16	3.92	314,771	1,205,136
3%										
4.000%	2009	3,157,044,622	2,600,000	0.82	2010	11,112,797	3.52	4.34	1,510,797	
4.000%	2010	3,283,326,407	2,600,000	0.79	2011	11,557,309	3.52	4.31	444,512	
4.000%	2011	3,414,659,463	2,600,000	0.76	2012	12,019,601	3.52	4.28	462,292	
4.000%	2012	3,551,245,842	2,600,000	0.73	2013	12,500,385	3.52	4.25	480,784	2,898,385

constant rate per thousand

CFO Les Vandervort also provided Levy and Bond Financial Considerations and included in the packet the following:

Maintenance & Operations Levy Information.

- Levy Rates \$1000 Assessed Value – Historical and for 2010-2013
- Frequently Asked Question (FAQ) – Draft
- 2009 Levy Information Packet
- M&O Levy Funding – 2010 – ESTIMATED
- SEED MARKETING Public Mail Survey
- WSD Possible Project Information sheet
- SNW Bond Issue Planning

Discussion followed about the levy and bond election possibilities. Mr. Vandervort and Mr. Flones participated in the discussions with the board. After much discussion it was decided that the decisions will be made at a later date.

The board thanked everyone for the outstanding retreat and the enormous amount of work that everyone put into this day by all the participants. They felt they have been enlightened in many areas and will take this information with them to help have a better understanding of the direction the district is going with the district's outstanding leadership. They are proud to be a part of the WSD.

Meeting adjourned at 4:30 p.m.: President Jesus Hernandez adjourned the meeting.

President

Superintendent