

**Wenatchee School District No. 246**  
**Wenatchee, Washington**  
**Minutes of October 23rd, 2007 Regular Board Meeting**

**Board**

Kevin Gilbert, President  
 Jesús Hernández, Vice President  
 Karen Norlin  
 Laura Jaecks  
 Chuck Largent

**Staff**

Brian Fiones, Superintendent

**REGULAR MEETING**

Kevin Gilbert, opened the regular board meeting at the Central Office at 7:00 p.m., with the Pledge of Allegiance led by a high school student.

**CONSENT AGENDA**

Kevin Gilbert asked for a motion to approve the consent agenda. Chuck Largent made the motion, Jesús Hernández seconded it and the motion carried unanimously.

1) **MINUTES** of the October 9th, 2007 regular board meeting.

**2) PERSONNEL REPORT:**

PREPARED BY: Steve Cole, Assistant Superintendent of Human Resources

**October 23, 2007**

**3) VOUCHERS**

**2006/07 VOUCHERS**

<b>DATE: Oct. 23rd, 2007/ FUND</b>	<b>VOUCHER REGISTER #</b>	<b>AMOUNT TOTAL</b>
<b>2007-08 FUND</b>		
General Fund:	19836-20160	\$ 384,299.31
Capital Projects	268-271	\$ 120,500.56
ASB Fund:	2160-2197	\$ 24,154.16

**4) CONTRACTS FOR APPROVAL:**

Date	New or Renewal or Revision	Agency	Purpose	Amount	Effective Dates	Staff Person Responsible for Contract	Approved by Les?	PO Required?
10/15/07	New	Basin Asphalt	Extension of asphalt on existing fire lane at Triangle Park on the west side of the Apple Bowl.	20179.8	10/29/07-4/30/08	Gary Callison	Yes	Yes
9/28/07	Renew	ECEAP	Services for children ages 3-5	ECEAP pays district \$299,546.	7/01/07 - 6/30/09	Colleen Obergh	Yes	No
10-18-07	New	Wen. Valley College	Tech Prep Articulation Agreement for WHS Veterinary Science	n/a	2007-08 school year	Beth Hammerberg Maggie Bailey	Yes	No

**5) SURPLUS REPORT:**

**MEMORANDUM**

<b>TO:</b>	Board of Education
<b>FROM:</b>	Les Vandervort, Chief Financial Officer
<b>DATE:</b>	October 23, 2007
<b>SUBJECT:</b>	Declaration of Surplus

The Administration recommends that the items on the attached list be declared surplus and request authorization to dispose of them.

**BUILDING**

**QUANTITY    ITEM**

A. Lincoln Elementary	2	Each	Art Carts
	60	Each	Desks
	1	Each	Laser Jet 4100N

	1	Each	HP Desk Writer 680C
	3	Each	iMacs
	1	Each	Power Mac G3
	1	Each	Sharp NoteVision LCD Projector
	1	Box	Computer Accessories
Columbia Elementary	3	Each	PC Towers
	1	Each	Network Routing System
	3	Each	Keyboards
	3	Each	PC Monitors
	2	Boxes	Wooden Geo-Boards
	1	Each	Heath Every Day Counts Calendar
	11	Boxes	Miscellaneous Textbooks
	2	Each	Overhead Projectors
	1	Each	Eiki Cassette Player
	1	Each	Slide Viewer
	2	Each	Pioneer Bar Code Readers
	1	Each	Electric Eraser
	1	Box	Miscellaneous Library Books
	1	Each	AV Cart
Mission View Elementary	75	Boxes	Miscellaneous Textbooks
Sunnyslope Elementary	2	Each	Television Sets
	2	Each	Pioneer Laserdiscs
	1	Each	Quasar VHS Player
	1	Box	Computer AC Adapters & Assorted Cords
	1	Each	Student Chair
	1	Each	Electric Pencil Sharpener
	2	Each	Cassette Player/Recorders
	25	Boxes	Miscellaneous Textbooks
	1	Each	File Cabinet
	1	Each	Media Cart
	1	Each	Overhead Projector
Sunnyslope Elementary	4	Each	Table Legs
	1	Each	Recess Ball Basket
	2	Boxes	Math Manipulatives
	1	Box	3 Three Hole Punches
	1	Each	Whiteboard 24" x 24"
	3	Each	U.S./World Pull-Down Maps
Mission View Elementary	75	Boxes	Surplus Textbooks
Washington Elementary/Sp. Ed.	1	Each	Gateway Computer Monitor
	1	Each	Gateway Tower
Washington Elementary	1	Each	Wet/Dry Vacuum
	1	Each	Teacher Desk
	19	Each	Student Desks
	6	Each	Misc. Tables
	1	Each	Map
	1	Each	Art Cart
	2	Each	G3 Tower
	7	Each	Power PC G3
	2	Each	Computer Monitors
	1	Box	Encyclopedias
Orchard Middle School	1	Each	Epson Stylus Printer
	1	Each	Microtek Scanner
	3	Each	Panasonic Color Monitors
	1	Each	Sony Hi 8 Player
	1	Each	Vidicraft Pro Switcher
	1	Each	Laser Disc Switcher
	1	Each	Power Mac G3 Tower
	1	Each	Impression 5VX Monitor

Pioneer Middle School	1	Each	Sharp Projector
Wenatchee High School	5	Each	iMac G3's
	2	Each	eMac G4's
Maintenance & Operations	25	Each	Safety Videos
District Office/Spec. Programs	3	Each	Stacking Trays
	28	Each	Legal Size Hanging File Folders
	2	Boxes	Scott Forsman Books
	1	Box	Miscellaneous Software
	1	Each	Overhead Projector
	1	Each	Overhead Projector Stand
	9	Boxes	File Folder Labels
	1	Each	Storage Disk File Box
	1	Each	Pen/Envelope Organizer
	2	Each	File Organizer Racks
District Office/Finance Office	1	Each	Assante Connector
	1	Each	Ten Key Pad
Technology Department	4	Each	Imation Super Disk for Mac
	1	Each	Global Village 56k Tidal Wave Modem
	2	Each	Tribe Link Router/Remote Access
	3	Each	Powerbooks
	2	Each	Compaq DeskPros
	1	Each	Gateway Pentium 2
	2	Each	Dayna Ether Print
	1	Each	Epson Stylus Color 740
	1	Each	Dymo Label Writer

**CITIZEN COMMENTS:**

A Wenatchee High School student asked questions about the changes to the Culminating Project and the timeline for students. She was advised to check with Ms. Michele Wadeikis, WHS Principal, for details but she was also assured the seniors and juniors would be kept in consideration when considering changes.

A WHS parent, Jo Lowe, asked if the board had taken any action or had any further discussion on the Open House that was cancelled this year at the High School. She said she was just curious if they had a chance to discuss it yet. The board said they understood the Principal was going to talk to the parents at the Parent Connection Meeting earlier in the month. The parent acknowledged that had taken place but no decision has been made at the high school level, except that parents said they did not want it during Parent Conference Week, just were curious about next year. The board understood that the message from parents was to not let Open House be cancelled again. Ms. Lowe said that was correct. They thanked her for her comments.

**WHS ASB REPORT:** NONE

**SPECIAL REPORTS/PRESENTATIONS:** NONE

**OLD BUSINESS:**

**1) POLICY NO. 2410 GRADUATION REQUIREMENTS**

Superintendent Brian Fiones covered the presentation for Assistant Superintendent Jon DeJong as an action item to approve adoption of Policy #2410 as recommended by WSSDA. Mr. Fiones referred to the changes in the minutes from the last meeting to compare the differences that were made. The board reviewed the changes again and asked questions about the timeline of passing the WASL, getting a diploma as opposed to receiving the Certificate of Achievement. Mr. Fiones explained that the students must pass the Writing and Reading portion of the WASL in order to receive a diploma from 2008-2012. It will have to be revisited on how we will handle the Math and Science portions of the WASL. Much discussion proceeded with different scenarios on how students will graduate and whether they will be able to walk during graduation. The difference in total hours was noted and the board asked for further explanation on that issue. Mr. Fiones said he would check with Mr. DeJong when he returns.

After the board felt all their questions were answered and they decided that would be a good discussion topic at the retreat or for a workshop the President Kevin Gilbert asked for a motion for approval of adoption the changes as presented in Policy No. 2410.

**MOTION MADE:** To recommend adoption of the changes made to Policy No. 2410 seconded and approved.

**MOTIONS APPROVED:** Unanimously

**HIGH SCHOOL GRADUATION REQUIREMENTS**

Each student who has successfully completed an instructional program appropriate to his/her interests and needs shall be awarded a diploma at graduation ceremonies. The board shall award a regular high school diploma to every student

enrolled in the district who meets the requirements of graduation established by the district and state. Only one diploma shall be awarded with no distinctions being made between the various programs of instruction, which may have been pursued.

The board shall establish graduation requirements, which, as a minimum, satisfy those established by the state board of education:

<b>Class of 2008</b>	<b>WHS</b>	<b>WSHS</b>	
English (reading, writing and communications)	3.5	4.0	credits
*Mathematic	2	2.5	credits
Science (physical, life and earth; one laboratory credit)	2.5	2.5	credits
Social Studies (civics, history and geography)	3.0	3.0	credits
Health and Fitness	2	2	credits
Arts	1	1	credits
Occupational Education	1.5	1	credits
Electives	6.5	6	credits
<b>TOTAL</b>	<b>22</b>	<b>22</b>	<b>credits</b>

**WHS – Wenatchee High School**

**WSHS – WestSide High School**

\* Students in the class of 2008 who have not passed the mathematics Washington Assessment of Student Learning (WASL) or an approved alternative assessment, must earn one additional mathematics credit or career and technical course equivalent, including courses at skills centers, after the student's 11<sup>th</sup> grade year and continue to take the appropriate mathematics assessment at least once annually until graduation. Approved alternative assessments for the Washington State Certificate of Academic Achievement (CAA) guidelines are outlined by the Office of Superintendent of Public Instruction. These options include:

- Scores on selected Advanced Placement and college Admission Tests
- Collection of Evidence
- WASL/Grades Comparison

Students who demonstrate proficiency of the state's reading, writing, and mathematics standards with the Washington Assessment of Student Learning (WASL), a state-approved alternative to the WASL or an assessment for students in special education will earn a diploma with a Certificate of Academic Achievement or Certificate of Individual Achievement. Until 2013, students can earn a diploma without a certificate if they demonstrate proficiency in reading and writing and continue to earn additional mathematics credit(s)- or career and technical course equivalents- and annually retake the WASL or an assessment designed for students in special education programs.

Student transcripts shall indicate if a student earned a Certificate or not. The transcripts of students who earned a certificate will note "CAA" or "CIA." Students who meet only the reading and writing standards, but earn additional mathematics credits and take the mathematics WASL or WAAS mathematics assessment annually, will be able to graduate, but will not earn a certificate. The student's transcript will indicate that the certificate requirement was "Not Met."

<b>Class of 2009-2012</b>	<b>WHS</b>	<b>WSHS</b>	
English (reading, writing and communications)	3.5	4.0	credits
*Mathematics	2	2.5	credits
Science (physical, life and earth; one laboratory credit)	2.5	2.5	credits
Social Studies (civics, history and geography)	3	3	credits
Health and Fitness	2	2	credits
Arts	1	1	credit
Occupational Education	1.5	1	credits
Electives	6.5	6	credits
<b>TOTAL</b>	<b>22</b>	<b>22</b>	<b>credits</b>

**WHS – Wenatchee High School**

**WSHS – WestSide High School**

\*Students in the graduating classes of 2009-2012 who have not passed the 10<sup>th</sup> grade math Washington Assessment of Student Learning (WASL) or an approved alternative assessment, must earn two mathematics credits or career and technical course equivalent, including courses at skills centers, after the student's 10<sup>th</sup> grade year and continue to take the appropriate mathematics assessment at least once annually until graduation. Approved alternative assessments for the Washington State Certificate of Academic Achievement (CAA) guidelines are outlined by the Office of Superintendent of Public Instruction. These options include:

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A credit is defined as 150 hours of planned instructional activities excluding passing time. Additionally, WestSide High School credit shall be granted according to the requirements of the Alternative Learning Experience WAC 392-121-182. The board shall approve additional graduation requirements as recommended by the superintendent.

Additional requirements to earn a diploma include a 5-year educational plan and a culminating project.

The superintendent shall develop procedures for implementing this policy which include:

- A. Establishment of the process and assessment criteria for the high school culminating project requirements; and determination of the education plan process for identifying competencies.
- B. Establishing the process for completion of the 5 Year Plan.
- C. Recommending course and credit requirements, which satisfy the state board of education requirements and recognize the expectations of the citizens of the district.
- D. Determining which courses satisfy particular subject area requirements and whether a particular course may satisfy more than one subject area requirement including a process for determining the credits the district will recognize for courses taken through another program recognized by the state (another public school district, an approved private school) or those courses taken by students moving into the state from another state or country. Decisions regarding the recognition of credits earned before enrolling in the district will be based on the professional judgment of the high school principal or designee based on an evaluation of the student's former program and demonstrated knowledge and skills in the discipline for which credit is sought. The decision of the principal may be appealed to the superintendent within fifteen school days.
- E. Making graduation requirements available in writing to students, parents and members of the public;
- F. Providing for a waiver of graduation requirements for an individual student when permitted;
- G. Granting credit for learning experiences conducted away from school, including National Guard high school career training;
- H. Granting credit for correspondence, vocational-technical institutes and/or college courses for college or university course work the district has agreed to accept for high school credit, state law requires that the district award one high school credit for every five quarter hour credit or three semester hour credit successfully earned through a college or university, except for community college high school completion programs where the district awards the diploma; Tenth and eleventh grade students and their parents shall be notified annually of the Running Start Program;
- I. Granting credit for work experience;
- J. Granting credit based upon competence testing, in lieu of enrollment;
- K. Granting credit for high school courses completed before a student attended high school, to the extent that the course work exceeded the requirements for seventh or eighth grade;
- L. Counseling of students to know what is expected of them for completion of their schooling;
- M. Preparing a list of all graduating students for the information of the board and release to the public;
- N. Preparing suitable diplomas and final transcripts for graduating seniors;
- O. Planning and executing graduation ceremonies; and

In the event minimum test requirements are adopted by the board, a student who possesses a disability shall satisfy those competency requirements, which are incorporated into the Individualized Education Program (IEP). Satisfactory completion of the objectives incorporated into the IEP shall serve as the basis for determining completion of a course.

A student shall be issued a diploma after completing the district's requirements for graduation. A student shall also be advised that he/she may receive a final transcript.

However, a student's diploma or transcript may be withheld until the student pays for any school property that has been lost or willfully damaged. Upon payment for damages, or the equivalency through voluntary work, the diploma or transcript will be released. When the damages or fines do not exceed \$100, the student or his/her parents shall have the right to an appeal using the same process as used for short-term suspension (**3322**). Appeal Process for Short-Term Suspension shall apply.

Graduation requirements in effect when a student first enrolls in high school shall be in effect until that student graduates unless such period is in excess of ten years.

In the event that other forms of corrective actions are imposed for violations of school rules, the student may be denied participation in graduation ceremonies. Such exclusion shall be regarded as a school suspension. In such instances, the diploma will be granted.

Cross References: Board Policy	3110	Age of Attendance
	3111	Entrance Qualifications
	3112	Early Withdrawal
	3120	Compulsory Attendance

Student Rights & Responsibilities  
Student Fees, Fines, Charges

Legal References RCW 28A.230.090 High school graduation requirements or equivalencies —  
Reevaluation and report by state board of education — Credit for courses taken before attending high school —  
Postsecondary credit equivalencies

28A.230.120	Option to receive final transcripts-Notice
28A.600.300-400	Running Start
28A.635.060	Defacing or injuring school property-liability of parent or guardian

WAC	180-50	Courses of studies & equivalencies
	180-51	High school graduation requirements
	180-57	Secondary Education--Standardized high school transcript
	392-121	Alternative Learning Experiences
	392-169	Running Start

Management Resources:

*Policy News*, April 1999 Variations complicate college credit equivalencies  
*Policy News*, Dec. 2000 2004 High School Graduation Requirements Adopted

Adoption Date: September 22, 2003

Revised: 10/23/07

Wenatchee School District

**NEW BUSINESS:**

**POLICY NO. 3421 CHILD ABUSE, NEGLECT AND EXPLOITATION PREVENTION**

Superintendent Brian Flonex presented the policy to the board members for Mike Franza, Director of Student of Services, he is out due to hip replacement. Mr. Flonex explained the changes are to update the policy and procedure according to WSSDA recommendations due to legislature changes. Brief discussion followed about the policy and procedures. At the next board meeting they will be asked to take action on this presented policy and ask for adoption to our WSD Policies. They discussed the staff training and reporting incidences within 48 hours. The board asked HR Assistant Superintendent, Steve Cole to check into the law pertaining to those items.

**CHILD ABUSE, NEGLECT AND EXPLOITATION PREVENTION**

Child abuse, neglect and exploitation are violations of children's human rights and an obstacle to their educational development. The board directs that staff shall be alert for any evidence of such abuse, neglect or exploitation. For purposes of this policy, "child abuse, neglect or exploitation" shall mean:

- A. Inflicting physical injury on a child by other than accidental means, causing death, disfigurement, skin bruising, impairment of physical or emotional health, or loss or impairment of any bodily function.
- B. Creating a substantial risk of physical harm to a child's bodily functioning.
- C. Committing or allowing to be committed any sexual offense against a child as defined in the criminal code, or intentionally touching, either directly or through the clothing, the genitals, anus or breasts of a child for other than hygiene, child care or health care purposes.
- D. Committing acts which are cruel or inhumane regardless of observable injury. Such acts may include, but are not limited to, instances of extreme discipline demonstrating a disregard of a child's pain or mental suffering.
- E. Assaulting or criminally mistreating a child as defined by the criminal code.
- F. Failing to provide food, shelter, clothing, supervision or health care necessary to a child's health or safety.
- G. Engaging in actions or omissions resulting in injury to, or creating a substantial risk to the physical or mental health or development of a child.
- H. Failing to take reasonable steps to prevent the occurrence of the preceding actions.

Child abuse can include abuse by another minor and so may be included in incidents of student misconduct.

When feasible, the district will provide community education programs for prospective parents, foster parents and adoptive parents on parenting skills and on the problems of child abuse and methods to avoid child abuse situations. The district shall also encourage staff to participate in in-service programs that deal with the issues surrounding child abuse.

The superintendent shall develop reporting procedures, including sample indicators of abuse and neglect, and shall disseminate the procedures to all staff. The purpose is to identify and report as soon as possible to the proper authorities all evidence of child abuse or neglect. Staff shall receive training regarding reporting obligations during their initial orientation and every three years after initial employment.

Professional staff are legally responsible for reporting all suspected cases of child abuse and neglect. A certificated or classified school employee who has knowledge or reasonable cause to believe that a student has been a victim of physical abuse or sexual misconduct by another school employee shall report such abuse or misconduct to the

appropriate school administrator. The administrator shall report to the proper law enforcement agency if he or she has reasonable cause to believe that the misconduct or abuse has occurred as required under RCW 26.44.030. Under state law staff are free from liability for reporting instances of abuse or neglect and professional staff are criminally liable for failure to do so.

Staff need not verify that a child has in fact been abused or neglected. Any conditions or information that may reasonably be related to abuse or neglect should be reported. Legal authorities have the responsibility for investigating each case and taking such action as is appropriate under the circumstances.

	Cross References: Board Policy 4310 Child Protective Agencies	Relations with the Law Enforcement and
	Legal References: RCW 13.34.300 evidence under neglect petition 26.44.020 26.44.030	Failure to cause juvenile to attend school as Child abuse — Definitions Reports — <b>Duty and authority to make — Duty of receiving agency — Duty to notify — Case planning and consultation — Penalty for unauthorized exchange of information — Filing dependency petitions — Interviews of children — Records — Risk assessment process</b> Community education provisions —
Purposes	28A.620.010	Community education provisions —
Restrictions	28A.620.020	Community education provisions —
	<b>43.43.830</b>	<b>Background checks — Access to children or vulnerable persons</b> Alleged sexual misconduct by school
employee — Parental notification —	28A.320.160 Information on public records act. 28A.400.317	Physical abuse or sexual misconduct by
school employees — Duty to Report — Training	<b>WAC 388-15-009</b>	<b>Definition of child abuse, neglect or exploitation</b> Children — Child Abuse — Reporting by
School Officials — Alleged Abuse by Student	AGO 1987, No. 9	
Management Resources:	<i>Policy News</i> , February 2007	Physical Abuse and Sexual Misconduct
Notice Requirements	<i>Policy News</i> , June 1999	23% of districts out-of-compliance on child
abuse policies		

**Adoption Date: : July 25, 1994**  
**Wenatchee School District**  
**Revised: 06.99; 02.07; 06.07; 08.07:**  
**Classification: Priority**

#### **Procedure No. 3421P**

##### Child Abuse and Neglect Prevention

##### Prevention

Each school principal shall develop and implement an instructional program that will teach students:

- A. how to recognize the factors that may cause people to abuse others;
- B. how one may protect oneself from incurring abuse; and,
- C. what resources are available to assist an individual who does or may encounter an abuse situation.

To facilitate such a program, staff development activities may include such topics as:

- Child growth and development
- Identification of child abuse and neglect
- Effects of child abuse and neglect on child growth and development
- Personal safety as it relates to potential child abuse and neglect
- Parenting skills
- Life situations/stressors which may lead to child maltreatment
- Substance abuse

#### **Reporting Responsibilities**

~~Staff are expected to report every instance of suspected child abuse or neglect. Since protection of children is the paramount concern, staff should inform of suspected abuse the principal or nurse regardless of whether the condition is listed among the indicators of abuse or neglect.~~

**Staff are expected to report every instance of suspected child abuse or neglect. Since protection of children is the paramount concern, staff should discuss any suspected evidence with the principal or nurse regardless of whether the condition is listed among the indicators of abuse or neglect.**

~~Staff are reminded of their legal obligation to make such reports and of their immunity from potential liability for doing so. The following procedures are to be used in reporting instances of suspected child abuse:~~

**Staff are reminded of their obligation as district employees to report suspected child abuse, and professional staff are reminded of their legal obligation to make such reports. Staff are also reminded of their immunity from potential liability for doing so. The following procedures are to be used in reporting instances of suspected child abuse:**

~~A. When there is reasonable cause to believe that a student has suffered abuse or neglect, staff shall immediately contact the nearest office of the child protective services (CPS) of the department of social and health services (DSHS) and/or the City of Wenatchee Police/Chelan County Sheriff. Such contact must be made within forty-eight (48) hours. Staff shall also inform the principal regarding instances of suspected abuse or neglect. In his/her absence the report shall be made to the nurse.~~

**A. When there is reasonable cause to believe that a student has suffered abuse or neglect, staff shall immediately contact the nearest office of the Child Protective Services (CPS) of the Department Of Social And Health Services (DSHS). If this agency cannot be reached, the report shall be submitted to the police, sheriff, or prosecutor's office. Such contact must be made within forty-eight (48) hours. Staff shall also advise the principal regarding instances of suspected abuse or neglect and reports of suspected abuse that have been made to state authorities or law enforcement. In his/her absence the report shall be made to the nurse or counselor.**

A staff member may wish to discuss the circumstances with an employee of CPS for assistance in determining if a report should be made. The Child Protective Service has the responsibility of determining the fact of child abuse or neglect. Any doubt about the child's condition shall be resolved in favor of making the report.

B. District form # LT-13-04 shall be submitted promptly by the staff member reporting the abuse to the agency to which the phone report was made. The report shall include:

1. the name, address and age of the child;
2. the name and address of the parent or person having custody of the child;
3. the nature and extent of the abuse or neglect;
4. any evidence of previous abuse or any other information that may relate to the cause or extent of the abuse or neglect; and
5. the identity, if known, of the person accused of inflicting the abuse.

~~C. All reports of abuse should be kept in the principal's office in a designated folder.~~

- ~~1. The report is to be recorded in the report log kept in the folder.~~
- ~~2. Copies of the reports will be kept in the same folder.~~

**C. The district shall within forty-eight (48) hours of receiving a report alleging sexual misconduct by a school employee notify the parents of a student alleged to be the victim, target or recipient of the misconduct.**

Abuse may be indicated by:

#### **PHYSICAL ABUSE INDICATORS:**

- A. Bilateral bruises, extensive bruises, bruises of different ages, patterns of bruises caused by a particular instrument (belt buckle, wire, straight edge, coat hanger, etc.).
- B. Burn patterns consistent with forced immersion in a hot liquid (a distinct boundary line where the burn stops), burn patterns consistent with a spattering by hot liquids, patterns caused by a particular kind of implement (electric iron, etc.) or instrument (circular cigarette burns, etc.).
- C. Lacerations, welts, abrasions.
- D. Injuries inconsistent with information offered by the child.
- E. Injuries inconsistent with the child's age.
- F. Injuries that regularly appear after absence or vacation.

#### **EMOTIONAL ABUSE INDICATORS:**

- A. Lags in physical development.
- B. Extreme behavior disorder.
- C. Fearfulness of adults or authority figures.
- D. Revelations of highly inappropriate adult behavior, i.e., being enclosed in a dark closet, forced to drink or eat inedible items.

#### **SEXUAL ABUSE INDICATORS:**

Sexual abuse, whether physical injuries are sustained or not, is any act or acts involving sexual molestation or exploitation, including but not limited to incest, rape, carnal knowledge, sodomy or unnatural or perverted sexual practices. Indicators include

- A. Child having difficulty sitting down.
- B. Child refusing to change into gym clothes (when he/she has been willing to change clothes in the past).
- C. Venereal disease in a child of any age.
- D. Evidence of physical trauma or bleeding to the oral, genital or anal areas.

E. Child running away from home and not giving any specific complaint about what is wrong at home.

F. Pregnancy at 11 or 12 with no history of peer socialization.

Neglect may be indicated by:

**PHYSICAL NEGLECT INDICATORS:**

- A. Lack of basic needs (food, clothing, shelter).
- B. Inadequate supervision (unattended).
- C. Lack of essential health care and high incidence of illness.
- D. Poor hygiene on a regular basis.
- E. Inappropriate clothing in inclement weather.
- F. Abandonment.

**BEHAVIORAL INDICATORS OF ABUSE:**

- A. Wary of adult contact.
- B. Frightened of parents.
- C. Afraid to go home.
- D. Habitually truant or late to school.
- E. Arrives at school early and remains after school later than other students.
- F. Wary of physical contact by adults.
- G. Shows evidence of overall poor care.
- H. Parents describe child as "difficult" or "bad".
- I. Inappropriately dressed for the weather -- no coat or shoes in cold weather or long sleeves and high necklines in hot weather (possibly hiding marks of abuse).
- J. Exhibit behavioral extremes: crying often or never, unusually aggressive or withdrawn and fearful.

**NOTE:** Behavioral indicators in and of themselves do not constitute abuse. Together with other indicators they may warrant a referral.

**Child abuse as defined by the statutes can be inflicted "by any person" and may include student-on-student abuse. These cases also require reporting to CPS, DSHS or law enforcement. Child abuse in this and all other cases requires two elements. First, there must be injury, sexual abuse, sexual exploitation, negligent treatment or maltreatment. Second, there must be harm to the child's health, welfare or safety.**

7/25/94  
Revised 11-13-07  
9-27-07 Updated Form #

Discussion followed after Superintendent Fones presented the Procedure to the Board Members because Mike Franza wasn't able to attend due to hip surgery. Mr. Fones said the procedures define language to be in alignment with the new policy. Questions were asked about the 48 hour notice, who do the employees first report it to. The administrator is the first contact by the employee and the administrator will put the reporting action into motion.

**PRESIDENTS REPORT:**

- November 13<sup>th</sup> meeting canceled and moved to Nov. 6<sup>th</sup> at 6 p.m.
- WSSDA Annual Conference attended by Ms Jaecks, Mr. Fones, Mr. Hernandez and Dr. Newman as a guest.
- Ms. Jaecks will go as the caucus rep.

**SUPERINTENDENT'S REPORT:**

Superintendent Fones presented the Board Retreat Packet to the Board Members and proceeded with an agenda review covering the following.

**Section 1**

Agenda Review

- School Board Operating Protocol
- School Board Self-Assessment

**Section 2**

Defining a District Culture of World Class and High Expectations

- World Class Vision Statement (Arrow Diagram)
- Performance Scorecard- 2007-08 Performance Targets
- Accountability System- Supportive Review Process
- Nine Characteristic Survey Results

**Section 3**

WASL Results & Student Demographic Data/AYP Data

- District WASL Trend data all student groups grades 4, 7, & 10
- District WASL 3- Year Trend data all student groups matched cohort
- SAT/ACT Trend Data with State and National comparisons
- Advanced Placement Trend Data
- AVID WASL Data- Orchard 7<sup>TH</sup> & 8<sup>TH</sup> Grades/WHS 10<sup>th</sup> Grade
- WASL Benchmark Data- District with similar demographics
- WASL Benchmark Data- Best in State Districts
- Observations based on Data Analysis

**Section 4**

District Initiatives to address tests results and AYP

- Middle School and High School Math
- ELL Models: Dual Language/Spanish Literacy/Sheltered
- Aligned Intervention Model- Allocation of District & Categorical dollars
- Professional Development and Power Learning & Teaching Model
- Hiring and Recruitment Process for Teachers
- Considerations for Addressing WASL & AYP Results

**Section 5**

Wenatchee High School Improvement Plan and AYP Report

**Section 6**

Facilities Study and future Bond Campaign

**Section 7**

Board Meeting or Workshop Topics to Schedule:

- Dual Language Model
- ASCA Counseling Model and Standards
- Instructional Coach Model/TAP Mentor
- Student and Staff Well-Being and Health
- Communicating District Successes and Information to our public
- Professional Learning Communities
- Other Topics

Mr. Flones took questions from the board. He also asked the board members to fill out the sheet on board meetings and topics for workshops and bring back to the retreat on Friday.

**MEETING ADJOURNED:** President Gilbert adjourned the meeting at 8:10 p.m.

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President

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Superintendent