



Wenatchee School District Board Budget Workshop

Minutes of June 23, 2017
WSD District Office

Board Members

Robert Sealby, President
 Laura R. Jaecks, V. P.
 Walter Newman (excused absence)
 Jennifer Talbot
 Claudia De Robles

Staff Present

Brian Flones, Superintendent
 Cabinet

I. Workshop 8 a.m.

Robert Sealby, Board President, opened the meeting at 8:00 a.m.

- Welcome Brian Flones, Superintendent
- Agenda Summary by Brian Flones
- 2017-18 Budget & Finance Planning- Les Vandervort,
- Legislative Update on Budget- Proposals
- Lisa Turner Human Resource- Staff hiring to date and staff openings & decisions left for 2017-18
- Technology- Dark-Fiber Network option- Dave Yancey
- RFP WSD -062817 – Leased Fiber Wide Area Network- Action

2017-18 Budget and Finance

Legislative Update on Budget

Senate Republicans and House Democrats continue their collaborative work on a new state budget. There has been NO reported movement by either side. Normally that would be considered a draw and each side would get a point. In this instance, neither side gets a point and should all be put in a locked room till they're done.

The second special 30 day session ends June 22. The state is facing a shutdown of some sort unless a deal is fashioned by June 30. No idea how that's going to happen. Always hope.

WSD can cover about 2 1/2 months of no state money. Since we've already been shorted money for June, the clock is ticking.

OSPI Pivot Table

The governor, senate and house have significantly different amounts that WSD would receive in the new budget. They each have different ways of getting there also. The most likely settlement is somewhere in the middle. Getting there will be the tricky part.

Enrollment Projections

This is an exact science that I've obviously perfected. First is a 10 year projection based on cohort survival and live birth rates. It projects an almost 400 decline in enrollment. As factors change (demographics, construction, choice, internal program decisions, etc), that number will adjust. Next is the estimate of 17-18 enrollment. 7741 FTE. Then, for fun, a comparison of budgeted to actual enrollment back to 07-08.

Budget Status May 2017

4 year Estimated Impact

another exact science. Especially with Senate and House not playing nice. assumes about 2.5% state increase and other bargaining impacts. assumes revenue not much different than expenditures at this point. I don't expect that to be true when final legislative numbers are settled. levels Fund Balance at about 10% if Senate proposal of limit on salaries & benefits of 80% of expenditures goes in, we are well over that right now.

Fund Balance Graph

17-18 Capital Projects Fund Project List

School Budget Allocation Worksheet

Comparison of K-12 Education Funding Proposals				
	Governor	House	Senate	OSPI
Salary Allocation Model	✓ modified grid	✗ state average allocation no grid	✗ no salary allocation	✓ same grid
Salary Allocation Rates for the 2018-19 School Year (rounded to thousands)				
Certificated Staff Average	\$72,500	\$45,000	✗	\$70,000
Certificated Staff Minimum	\$54,500	\$45,500	\$45,000	\$46,000
Classified	\$53,000	\$47,000	✗	\$52,000
Administration	\$115,000	\$98,000	✗	\$124,000
Year fully-funded	2018-19	2019-20 match Governor's salary of full implementation	2019-20	2018-19
Other Compensation				
National Board Bonus	✓	✓	eliminate	✓
1.75% COLA	✓	✓	eliminate	✓
Adjusted for advanced degree	✓	✓	eliminate	✓
Grandfathered Salary Allocations	eliminate	eliminate	eliminate	✓
Regionalization	✗	beginning 2019-20	Housing allowance of up to \$10,000 per staff person	✗
Recruitment & Retention Bonus	✗	✗	For districts with more than 25% census poverty and 25,000	✗
Teacher Recognition Grants	✗	✗	Top 2% \$50,000 each Top 5% \$25,000 each	✗
Extended Year Contracts	✗	✗	State funded summer contracts	✗
Limitations	✗	✗	Total compensation may not exceed 80% of expenses	✗
Health Benefits				
	Increase allocation. Maintain current structure.	No new funding. Maintain current structure.	No new funding. Requires plans to maintain a 3:1 family to single premium ratio.	No new funding. Maintain current structure.

Comparison of K-12 Education Funding Proposals					
	Governor	House	Senate	OSPI	
Prototypical School Funding Model	Funding Model Structure	✓ Maintains current system	✓ Maintains current system	✗ Eliminates current system. Replaces with per pupil funding	✓ Maintains current system
	Enhancements	Begin Phase in 2017-18:	Begin Phase in 2019-20:	Begin Phase in 2018-19:	Begin Phase in 2018-19:
	Social Emotional Learning	1.0 FTE in each prototypical school	1.0 FTE in each prototypical school		Align FTE with district actuals. - Elementary 0.14 FTE - Middle 0.2 FTE - High 0.3 FTE
	Career & Tech Ed Skills Centers	20 percent materials & supplies enhancement	✗	one-time grant funding	- reduce class size to 19 for CTE and 16 for skills centers - align other certificated staff ratios with general ed and add CTE director - enhance materials & supplies by 81 percent for CTE and 34 percent for Skills Center
	Other Classified Staffing	✗	✗	✗	Align FTE with district actuals. - Elementary 0.8 FTE - Middle 1.0 FTE - High 0.8 FTE - District Wide 1.5 FTE
	Learning Assistance Program	Increase by 15%	Increase by 40%	Increase by 30%	Convert to per pupil funding with hold harmless.
	Highly Capable	Increase by 20%	Increase by 50%	more than double	Convert to per pupil funding with hold harmless.
	Bilingual	✗	Increase by 10%	Increase by 10%	Convert to per pupil funding with hold harmless.
	Transportation	✗	✗	✗	Modify formula to meet unique district needs.

Comparison of K-12 Education Funding Proposals					
	Governor	House	Senate	OSPI	
Collective Bargaining Recruit, Retain, and Continuously Train Great Educators	Collective Bargaining				
	Structure	Maintains current system	Maintains current system	Significantly modifies current system	Maintains current system
	Teacher Strikes			Expressly prohibits teacher strikes.	
	Teacher dismissal			Allows districts to dismiss a teacher who fails to show improvement.	
	Teacher Certification		Modifies second-tier certification process	Allows for non-certificated teachers.	
	District Policies and Processes			Permits districts to exempt school buildings from collective bargaining process and other district policies.	
	Mentoring				
	Teacher Mentoring	Makes mentoring a full-time job classification with a salary of \$90,000.	Intent to support mentoring. No specific new funding provided.	No new funding provided.	Requests \$23 million
	Principal Mentoring	Expands mentoring program to include principals.	✗	✗	✗
	Leadership Academy	Provides for leadership training for all new principals.	✗	✗	✗
	Professional Learning for the 2018-19 School Year				
	Teacher Training	80 hours	2 days phase up to 10 days 2022-23	Does not specify	3 days phase up to 9 days in 2020-21
	Other Staff Training	40 Hours for Paraeducators	2 days phase up to 10 days 2022-23	Does not specify	3 days for CLS not Admin phase up to 9 days in 2020-21
Teacher Preparation Programs					
	Doubles the Alternate Routes program	Intent to support and fund teacher preparation.	Bilingual Educator Initiative	- Conditional scholarship & loan forgiveness - Grow your own initiatives	

Comparison of K-12 Education Funding Proposals					
	Governor	House	Senate	OSPI	
Collective Bargaining Recruit, Retain, and Continuously Train Great Educators	Collective Bargaining				
	Structure	Maintains current system	Maintains current system	Significantly modifies current system	Maintains current system
	Teacher Strikes			Expressly prohibits teacher strikes.	
	Teacher dismissal			Allows districts to dismiss a teacher who fails to show improvement.	
	Teacher Certification		Modifies second-tier certification process	Allows for non-certificated teachers.	
	District Policies and Processes			Permits districts to exempt school buildings from collective bargaining process and other district policies.	
	Mentoring				
	Teacher Mentoring	Makes mentoring a full-time job classification with a salary of \$90,000.	Intent to support mentoring. No specific new funding provided.	No new funding provided.	Requests \$23 million
	Principal Mentoring	Expands mentoring program to include principals.	✗	✗	✗
	Leadership Academy	Provides for leadership training for all new principals.	✗	✗	✗
	Professional Learning for the 2018-19 School Year				
	Teacher Training	80 hours	2 days phase up to 10 days 2022-23	Does not specify	3 days phase up to 9 days in 2020-21
	Other Staff Training	40 Hours for Paraeducators	2 days phase up to 10 days 2022-23	Does not specify	3 days for CLS not Admin phase up to 9 days in 2020-21
Teacher Preparation Programs					
	Doubles the Alternate Routes program	Intent to support and fund teacher preparation.	Bilingual Educator Initiative	- Conditional scholarship & loan forgiveness - Grow your own initiatives	

A comparison of Republican and Democratic ideas of how to fix Washington's schools

BY MELISSA SANTOS
msantos@theeducationline.com

Washington lawmakers have a long way to go before they agree on a way to fix how the state pays for schools.

In recent days, both Republican and Democratic lawmakers have released their plans to comply with a court order to fully fund basic education by 2018.

And quickly it became clear that neither side was thrilled with what the other proposed.

Republicans criticized the Democratic plan last week as focusing too much on boosting salaries for teachers, rather than meeting the needs of the state's 1.1 million schoolchildren.

Democrats, meanwhile, said the Republican plan would raise property taxes for too many Washingtonians without putting enough new money into education.

Both sides are working to comply with the state Supreme Court's 2012 McCleary ruling, in which the high court ruled the state was failing to fully fund public schools.

Fixing the problem will require the state to take on the full cost of paying teacher and school employee salaries, which the court said are a state responsibility and can't be paid using local school district property tax levies.

Lawmakers have committed to putting a plan in place by the time they adjourn in 2017, and the high court has threatened to impose harsh sanctions if they don't follow through.

Here are some of the key differences between what Republicans and Democrats have proposed so far.

Taxes

Republicans: The Republican plan would rely on what is commonly known as a property-tax swap, sometimes called a levy swap. The proposal would implement a new statewide property tax of \$1.80 per 1,000 in assessed value, raising about \$2 billion in revenue over the next two years.

At the same time, the GOP plan would eliminate local school district maintenance and operation levies, which would reduce property taxes by about \$2.4 billion statewide.

To ensure all schools receive a minimum funding level of \$12,500 per student, the Republican plan would provide about \$1.4 billion in additional state payments to school districts that aren't able to raise that much money through the statewide property tax.

GOP leaders say the extra money for local school districts can be found in the state budget without imposing new taxes. But they haven't indicated where they'd find the money.

Republicans would send their tax plan to voters for approval in November, leaving open the possibility that it could fail and require lawmakers to go back to the drawing board.

Democrats: Democratic lawmakers haven't put forth a specific proposal for how they would raise the money to pay for school fixes. They have said they will need about \$1.6 billion in new revenue over the next two years to comply with McCleary and take on the full cost of paying school employees.

Democrats have suggested the state should look at several potential sources of revenue, including a carbon tax, a capital gains tax, ending tax breaks, adjusting the statewide property tax and changing the state's business and occupation tax system.

The Democratic plan wouldn't require voter approval.

The price tag

Republicans: About \$5.3 billion over the next four years.

Democrats: About \$7.3 billion over the next four years.

The price tag

Republicans: About \$5.3 billion over the next four years.

Democrats: About \$7.3 billion over the next four years.

Pay for teachers

Republicans: The GOP would increase what the state pays for a beginning teacher from \$35,700 per year to \$45,000 per year. While many beginning teachers already make more than what the state pays, because of school districts providing extra money to boost salaries, the state Supreme Court has ruled that the state needs to pick up the tab.

The Republican plan would provide bonuses of \$25,000 to \$50,000 for the state's top-performing teachers, as well as bonuses of \$12,500 to teachers and other employees working in large districts with high-poverty levels.

The GOP plan would eliminate state-paid bonuses for teachers who earn national board certification, though local districts could still provide that benefit if they choose.

Unlike the Democratic plan, the Republican plan would not allocate funding based on a school district's number of adult employees. Instead, the GOP plan would provide money based on the number of students at each school, with extra funding allocated for students with special needs.

The GOP plan would provide a housing allowance of up to \$10,000 for employees working in school districts where rents are especially high. But it wouldn't specify that teachers receive cost-of-living raises each year. Instead, the GOP plan would adjust how much it gives each district per pupil to offset inflation.

Democrats: The Democratic plan would increase the state's allocation for beginning teacher salaries to \$45,500 per year. Additionally, the Democratic plan would require the state to pay teachers who have been working three years a minimum of \$50,500.

Where the Democratic plan departs most from the GOP plan is this: It requires the state to pay an average of \$70,824 per teacher by the 2019-20 school year. Democrats would also ramp up what the state pays to hire school administrators to \$117,159, and allocate \$54,084 for each classified staff member during that time frame.

Teachers — as well as school classified staff and administrators — would receive cost-of-living increases to keep up with inflation. The state would be required to adjust pay rates every six years.

The Democratic plan would require that the state payments be adjusted based on cost-of-living differences from region to region, while ensuring that no district would see its level of state funding reduced. The specifics of the regional pay plan would be decided this year as the Legislature develops its new two-year budget, Democratic leaders said.

Local school district levies

Republicans: The Republican plan would eliminate all local school-district property-tax levies in 2019, when the plan's new statewide property tax would be fully phased in.

By 2020, school districts could enact new local levies at a much lower rate, but only to pay for extras that aren't part of the state's program of basic education.

At that point, school districts would be able to enact local taxes that amount to up to 10 percent of what they receive from state and federal sources.

That's much less than the 28 percent levy lid most school districts have now. Some school districts have higher levy lids, which have been grandfathered in.

Additionally, school districts would only be allowed to collect that local levy money with approval from the state Office of the Superintendent of Public Instruction.

Districts also would be required to document how they spend local, state and federal money, and whether that money is paying for basic education costs or enhancements.

Democrats: Democrats would gradually lower the amount school districts can raise through local property tax levies, but not by a huge amount.

Under the Democrats' plan, school districts' ability to raise taxes locally would be capped at 24 percent of the total amount of money they receive from state and federal sources.

The Democratic plan wouldn't impose restrictions on how school districts can spend their local levy money, but would instead require school districts to report how they are spending those dollars.

Professional development

Republicans: Don't specify requirements for state-funded training days, but allow local districts to offer them if they choose.

Democrats: Call for the state to phase in money to pay for 10 training days for teachers and other school employees by the 2022-23 school year.

Collective bargaining

Republicans: Would limit how much school districts can spend on salaries and benefits to 80 percent of their total operating budgets. Money spent on teacher performance bonuses and housing stipends wouldn't count toward the limit.

The GOP plan would forbid teachers to strike, while giving school districts the ability to fire teachers who continue to perform poorly after receiving extra training and mentoring.

Worksheet 1.3

Prepared by: Office of Superintendent of Public Instruction
 Estimated Impacts of 2017 Proposed Budget(s) on State Revenue
 Based Upon School Districts' January 2017 Data Except As Noted in Footnotes
 - The information At The Bottom of This Page and the Separate Note Sheet is An Integral Part Of This Analysis -

Area	Worksheet School District	Source	January 2017 Appropriation	Governor's Budget (Variance From Current)	Senate's Budget (Variance From Current)	House's Budget (Variance From Current)
Services						
School District	Basic Education Programs	Description				
		Salary For State Allocated Units	\$ 24,876,719	\$ 2,036,902	\$ 153,050	\$ 2,808,154
		Benefit For State Allocated Units	\$ 10,808,982	\$ 911,800	\$ 608,239	\$ 848,888
		K-3 Class Size*	\$ 2,841,372	\$ 643,855	\$ 603,076	\$ 838,160
		K-3 High Poverty Class Size*	\$ 11,801,749	\$ 891,339	\$ 637,036	\$ 871,452
		Social and Health Services Staff	\$ -	\$ 1,808,837	\$ -	\$ -
		Materials, Supplies, and Operating Costs (Not incl. CTE or Skill Centers)	\$ 6,297,288	\$ 146,351	\$ 141,054	\$ 141,054
		ALE Funding	\$ 1,995,950	\$ 212,200	\$ 212,200	\$ 212,200
		Original Reassignment	\$ 545,094	\$ 68,267	\$ 68,267	\$ 68,267
		Special Education	\$ 6,273,967	\$ 603,939	\$ 242,199	\$ 521,042
		Vocational Programs	\$ 3,302,884	\$ 318,434	\$ 17,246	\$ 348,133
		Skill Centers	\$ 1,303,081	\$ 158,313	\$ 34,222	\$ 108,989
		Duplicated Salaries and Benefits in Baseline for Current Year*	\$ (13,903,118)	\$ -	\$ -	\$ -
		Basic Education Programs Total	\$ 48,259,898	\$ 8,888,133	\$ 3,584,261	\$ 5,548,083
		Categorical Programs				
		Learning Assistance Program - Salary and Benefits	\$ 2,415,859	\$ 177,343	\$ (255,347)	\$ (198,363)
		Transitional Bilingual Program - Salary and Benefits	\$ 2,833,459	\$ 208,370	\$ 39,725	\$ 348,887
		Highly Capable Program - Salary and Benefits	\$ 78,085	\$ 8,179	\$ 1,050	\$ 13,015
		Categorical Programs Total	\$ 5,327,403	\$ 393,892	\$ (214,572)	\$ 163,440
School District Total			\$ 53,587,301	\$ 9,282,025	\$ 3,369,689	\$ 5,711,523
Overall Total			\$ 48,764,783	\$ 8,888,133	\$ 3,369,689	\$ 5,711,523

2017 Budget Pivot Table Notes

V.L.I.	Budget Section	Governor's Budget Proposal (December 14, 2016)	Senate Proposal (March 23, 2017)	House Proposal (March 27, 2017)	Conference Budget
BASIC EDUCATION PROGRAMS					
303	Salary for 2015-17 Allocated Staff Units - 2.4% Cost of Living Adjustment (COLA) from 2010-17 salary schedule which does not include temporary COLA in 2016. Effective 2016-17.	2.4% A new staff mix and base salary are used to calculate the change. For 2017-18 only, districts will receive the greater amount between the new salary schedule and 2.4% COLA.	Reflects the temporary COLA from the 2015-17 iteration, and then applies a 2.2% COLA minimum base salary for COLA \$10,894, for COLA \$11,112, for COLA \$10,893.	No COLA Staff Mix Factor. No grandfathered salaries. COLA rate is 2.2% COLA base is \$10,894 COLA base is \$11,112 COLA base is \$10,894	
304	fringe benefits for state allocated units - Classified Maintenance - 21.40%, Classified Maintenance - 22.72%, Classified Increase 20.78%, and Classified Increase 19.23%	Classified Maintenance - 25.40% Classified Maintenance - 24.60% Classified Increase 22.85% Classified Increase 21.10%	Classified Maintenance - 25.40% Classified Maintenance - 24.60% Classified Increase 22.85% Classified Increase 21.10%	Classified Maintenance - 25.40% Classified Maintenance - 24.60% Classified Increase 22.85% Classified Increase 21.10%	
305	Health benefits for state allocated units - Current law provides \$1000 per month per employee for health insurance. These amounts are provided to the districts for allocation purposes only.	Adopts a base rate of \$833.36	Adopts a base rate of \$780	Adopts a base rate of \$780	
306	K-3 High Poverty Class Size - projects funding provided through class size for grades K-3. For the 2016-17 school year class sizes are K - 18.0, 1st - 21.0, 2nd - 23.0, and 3rd - 22.8.	Kindergarten - 17.0 1st - 17.8 2nd - 11.0 3rd - 17.8	Kindergarten - 17.8 1st - 17.8 2nd - 10.8 3rd - 17.8	Kindergarten - 17.0 1st - 17.8 2nd - 11.0 3rd - 17.8	
307	K-3 High Poverty Class Size - projects funding provided through class size for grades K-3. For the 2017-18 school year class sizes are K - 17.0, 1st - 17.0, 2nd - 18.0, and 3rd - 17.8.	Kindergarten - 17.8 1st - 17.8 2nd - 11.0 3rd - 17.8	Kindergarten - 17.8 1st - 17.8 2nd - 10.8 3rd - 17.8	Kindergarten - 17.0 1st - 17.8 2nd - 11.0 3rd - 17.8	
K-3 and K-3 High Poverty Class Size Note: In order to accomplish January appropriation payments, the class sizes that resulted from the K-3 class size compliance calculations in January were used to determine baseline funding.					
308	K-3 and K-3 High Poverty Class Size Compliance - current law requires school districts to hire teaching staff for grades K-3 to maintain state allocated staff units in grade levels to receive extra funding.	Not part of proposal.	Not part of proposal.	Not part of proposal.	
309	Transitional Bilingual Program - projects changes in funding based on highest 30% CEIAR2 poverty data as of December 2016 assuming all compliance are met. More details are on Soc and Health Equity tab.	Elementary 0.44 Middle 0.172 High 0.089 Social Workers 0.311 Psychologists 0.194 Guidance Counselors 0.5	0.44 0.172 0.089 0.311 0.194 0.5	0.44 0.172 0.089 0.311 0.194 0.5	No change from 2016-17.
310	MISC (Materials, Supplies, and Operating Costs) projects changes in funding provided for non-staff related costs originating in school district. For 2016-17 per student general education rate for MISC is \$1,223.36	Basic Education - \$1,244.35 Vocational - \$1,494.48 (2.2% Base Ed MISC) Skill Center - \$1,494.48 (2.2% Base Ed MISC)	Basic Education - \$1,244.35 Vocational - \$1,472.01 Skill Center - \$1,208.67	Basic Education - \$1,244.18 Vocational - \$1,472.31 Skill Center - \$1,209.57	
311	MISC Enhancement For Grades K-3 - in addition to the MISC allocation above, students in grades K-3 in general education, vocational, and skills center programs generate this additional MISC allocation. The additional allocation is paid through program 21 - Basic Education regardless of where the program which starts the chain of IS, for other funding. Current rate rate is \$100.25	\$171.66	\$176.91	\$176.91	
312	Additional Learning Experience Programs (ALE) for each 10 annual average full time equivalent student enrolled in ALE programs, the school district receives an allocation based on the funding rate rate. Current rate rate is \$2,382.10	\$7,009.26	\$6,409.18	\$6,090.91	
313	Original Reassignment - projects changes in funding. For 2016-17, Running Start - \$1,648.16, and Running Start Mix - \$1,648.16	Running Start - \$7,656.36 Running Start Mix - \$1,383.31	Running Start - \$6,456.18 Running Start Mix - \$8,180.28	Running Start - \$6,898.38 Running Start Mix - \$8,732.41	
314	Special Education - current funding is provided in addition to the MISC allocation allocation. The funding enhancement is established by a multiplier of the per program education funding rate per student. This rate is calculated based on many variables within the funding formula, and varies by district. Additional funding for the 30A city impacts the special multiplier.	Reflects the impact of the COLA for state allocated employees, the reduction of K-3 class sizes, and the increase of the MISC allocation.	Reflects the impact of the COLA for state allocated employees, the reduction of K-3 class sizes, and the increase of the MISC allocation.	Reflects the impact of the COLA for state allocated employees, the reduction of K-3 class sizes, and the increase of the MISC allocation.	
315	Skills Centers (Salary, Benefits, & MISC) - projects all impacts on funding for programs 21 and 31.	Reflects the impact of the COLA for state allocated employees, and the increased MISC allocation.	Reflects the impact of the COLA for state allocated employees, and the increased MISC allocation.	Reflects the impact of the COLA for state allocated employees, and the increased MISC allocation.	
316	Vocational Programs (Salary, Benefits, & MISC) - projects all impacts on funding for programs 21 and 31.	Reflects the impact of the COLA for state allocated employees, and the increased MISC allocation.	Reflects the impact of the COLA for state allocated employees, and the increased MISC allocation.	Reflects the impact of the COLA for state allocated employees, and the increased MISC allocation.	

2017 Budget Pivot Table Notes

V.L.I.	Budget Section	Governor's Budget Proposal (December 14, 2016)	Senate Proposal (March 23, 2017)	House Proposal (March 27, 2017)	Conference Budget
EXTENDED BASIC EDUCATION PROGRAMS					
317	Learning Assistance Program - additional hours per week of instruction are provided in the form of teacher allocations to provide services to eligible students. For the 2016-17 the additional hours per week are set at 2.100%	Increases on the pivot table reflect the COLA for state allocated staff units only.	Increases on the pivot table reflect the COLA for state allocated staff units only.	Increases on the pivot table reflect the COLA for state allocated staff units only.	
318	Highly Capable Program - additional hours per week of instruction are provided in the form of teacher allocations to provide services to eligible students. For the 2016-17 the additional hours per week are set at 2.150. Eligible students are defined as 2.51% of the total K-12 enrollment of the district.	Increases on the pivot table reflect the COLA for state allocated staff units only.	Increases on the pivot table reflect the COLA for state allocated staff units only.	Increases on the pivot table reflect the COLA for state allocated staff units only.	
319	Transitional Bilingual Program - additional hours per week of instruction are provided in the form of teacher allocations to provide services to eligible students. For the 2016-17 the additional hours per week are set at 4.175 for students currently enrolled in the program and 3.0 for students that have exited out of the program during the prior two school years.	Increases on the pivot table reflect the COLA for state allocated staff units only.	Increases on the pivot table reflect the COLA for state allocated staff units only.	Increases on the pivot table reflect the COLA for state allocated staff units only.	
TERMS NOT ON PIVOT TABLE					
320	Transitional Bilingual Program - the state without a specific allocation to cover the cost of student assessments. In the 2016-17 school year the withholding percentage is 1.87%	2.7%	2.8%	2.8%	

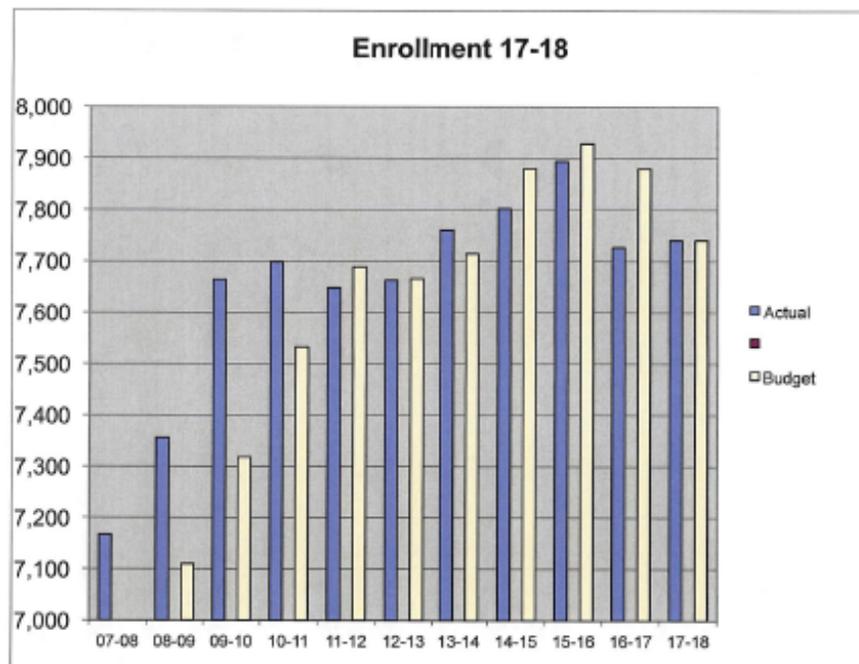
GRADE	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
1/2 day Kinder	80.90	29.55	13.10	13.5	13.50	13.50	13.50	13.50	13.50	13.50	13.50	13.50	13.50
All Day Kinder	429.60	533.11	526.17	530.00	520.00	545.00	515.00	520.00	520.00	520.00	520.00	520.00	520.00
1ST	620.01	609.90	591.27	561.15	560.92	553.35	577.14	547.74	552.44	552.59	552.51	552.55	552.53
2ND	557.85	604.06	575.40	577.59	544.25	540.68	533.10	556.02	529.31	533.05	532.71	532.70	532.83
3RD	606.64	561.60	593.89	575.37	580.40	541.93	539.49	530.92	555.44	528.61	531.66	531.50	531.49
4TH	571.30	606.83	562.59	592.16	575.57	580.82	541.94	539.47	530.69	555.51	528.66	531.64	531.47
5TH	560.36	558.17	608.00	564.61	594.92	576.60	579.58	543.09	540.61	531.66	556.13	529.19	532.52
6TH	543.32	567.16	563.81	622.89	573.18	601.68	585.14	588.47	552.62	549.07	540.09	564.89	538.01
7TH	584.36	540.08	576.80	567.99	624.37	573.80	604.21	588.83	590.97	554.78	551.37	542.73	567.55
8TH	644.19	596.48	531.70	579.92	570.35	624.00	575.57	603.92	590.14	591.92	555.46	552.26	543.44
9TH	619.92	642.64	593.69	532.27	575.98	568.26	622.04	573.53	602.02	587.76	589.85	553.39	550.16
10TH	553.04	625.91	633.45	586.43	526.43	575.19	564.84	616.74	569.01	598.05	584.15	585.68	549.07
11TH	573.12	551.98	520.86	603.91	549.15	482.82	531.88	513.08	575.64	525.60	553.41	539.31	540.54
12TH	594.84	609.76	542.35	542.68	625.11	568.22	500.64	545.94	531.87	593.83	543.18	570.70	556.49
TOTAL	7539.45	7637.23	7433.08	7450.48	7434.12	7345.85	7284.07	7281.24	7254.27	7235.94	7152.69	7120.04	7059.60
Grade K	510.50	562.66	539.27	543.50	533.50	558.50	528.50	533.50	533.50	533.50	533.50	533.50	533.50
Grades 1-5	2916.16	2940.56	2931.15	2870.88	2856.06	2793.38	2771.25	2717.24	2708.49	2701.43	2701.67	2677.58	2680.83
Grades 6-8	1771.87	1703.72	1672.31	1770.81	1767.91	1799.48	1764.93	1781.21	1733.73	1695.78	1646.93	1658.88	1649.00
Grades 9-12	2340.92	2430.29	2290.35	2265.29	2276.66	2194.49	2219.40	2249.29	2278.55	2305.23	2270.60	2249.08	2196.27
TOTAL	7539.45	7637.23	7433.08	7450.48	7434.12	7345.85	7284.07	7281.24	7254.27	7235.94	7152.69	7120.04	7059.60
Running Start	172.90	155.49	203.80	190.00	190.00	190.00	190.00	190.00	190.00	190.00	190.00	190.00	190.00
Open Doors	89.98	101.14	90.41	90.00	90.00	90.00	90.00	90.00	90.00	90.00	90.00	90.00	90.00
ALE (included above)													
ALL 9-12	2603.80	2686.92	2584.56	2545.29	2556.66	2474.49	2499.40	2529.29	2558.55	2585.23	2550.60	2529.08	2476.27
Grand Total	7802.33	7893.86	7727.29	7730.48	7714.12	7625.85	7564.07	7561.24	7534.27	7515.94	7432.69	7400.04	7339.60

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
WHS	1906.96	1972.72	1819.49	1807.83	1818.99	1748.52	1760.22	1767.84	1794.48	1824.32	1787.88	1770.42	1721.80
WSHS	227.83	224.13	267.07	258.46	258.02	248.97	254.83	267.45	270.07	266.91	268.72	264.66	260.67
WS & WSH Total	2134.79	2196.85	2086.56	2066.29	2077.01	1997.49	2015.05	2035.29	2064.55	2091.23	2056.60	2035.08	1982.27
Skill Source	2.8	8	4	3	3	3	4	4	4	4	4	4	4
Valley Academy	20.45	31.5	14.6	14	14	14	15	20	20	20	20	20	20
WVTC	182.88	193.94	185.19	182	182.65	180	185.35	190	190	190	190	190	190
Total BEA 9-12	2340.92	2430.29	2290.35	2265.29	2276.66	2194.49	2219.40	2249.29	2278.55	2305.23	2270.60	2249.08	2196.27
Running Start	172.90	155.49	203.80	190.00	190.00	190.00	190.00	190.00	190.00	190.00	190.00	190.00	190.00
OD - Skillsource	89.98	101.14	90.41	85	85	85	85	85	85	85	85	85	85
OD - Grad Alliance				5	5	5	5	5	5	5	5	5	5
All 9-12	2603.80	2686.92	2584.56	2545.29	2556.66	2474.49	2499.40	2529.29	2558.55	2585.23	2550.60	2529.08	2476.27

WENATCHEE SCHOOL DISTRICT NO. 246

Yearly Average FTE Enrollment 2005-06 to Present

GRADE	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
KINDERGARTEN	294.44	325.23	256.86	116.96	122.84	112.17	133.51	116.35	76.00	80.90	20.80		
ALL DAY KINDER			79.00	323.67	337.56	345.67	363.68	335.50	437.61	429.60	533.21	526.18	530
FIRST	551.22	583.11	639.86	591.49	571.00	587.64	542.76	617.63	575.55	620.01	596.50	572.57	530
SECOND	576.22	546.18	582.82	614.54	585.44	550.85	563.55	541.33	613.44	557.85	581.99	556.40	576
THIRD	532.89	577.61	517.25	576.33	618.96	588.12	545.74	549.19	566.04	606.64	547.60	566.76	555
FOURTH	493.07	522.99	574.31	529.02	569.18	614.14	576.66	536.59	546.98	571.30	593.90	541.37	568
FIFTH	593.47	486.97	531.43	578.29	536.22	560.76	607.33	573.57	544.19	560.36	539.50	589.77	544
SIXTH	557.45	620.13	510.27	559.34	622.04	549.62	590.30	649.06	589.00	543.32	554.94	544.35	590
SEVENTH	560.45	548.39	612.88	516.99	576.10	617.67	545.57	606.48	654.62	584.36	528.73	567.70	543
EIGHTH	588.62	554.19	539.08	613.53	539.12	574.79	625.61	552.01	620.59	644.19	584.41	522.79	556
NINTH	773.57	651.42	604.75	599.07	630.85	561.78	584.60	652.18	548.75	619.92	622.99	584.43	530
TENTH	504.76	620.21	596.66	569.28	548.37	611.61	545.59	570.70	620.98	553.04	599.52	613.12	585
ELEVENTH	488.48	524.59	569.84	527.16	591.15	593.50	625.30	562.71	568.94	573.12	536.48	497.09	550
TWELFTH	378.50	384.40	465.71	511.17	674.92	690.73	659.13	665.68	583.40	594.84	543.74	437.01	490
KINDERGARTEN	294.44	325.23	335.86	440.63	460.40	457.84	497.19	451.85	513.61	510.50	554.01	526.18	530
GRADES 1-5	2746.87	2716.86	2845.67	2889.67	2880.80	2901.51	2836.04	2818.31	2846.20	2916.16	2859.49	2826.87	2773
GRADES 6-8	1706.52	1722.71	1662.23	1689.86	1737.26	1742.08	1761.48	1807.55	1864.21	1771.87	1668.08	1634.85	1689
GRADES 9-12	2145.31	2180.62	2236.96	2206.68	2445.29	2457.62	2414.62	2451.27	2322.07	2340.92	2302.73	2131.66	2155
Total K-12	6893.14	6945.42	7080.72	7226.84	7523.75	7559.05	7509.33	7528.96	7546.09	7539.45	7384.31	7119.55	7147
Running Start	96.61	101.59	86.18	128.56	140.00	138.52	138.34	133.51	125.55	172.90	155.49	203.80	190
Skill Source/Open Door									89.23	89.98	101.14	90.41	90
Alternative											253.49	313.53	314
TOTAL	6989.75	7047.01	7166.90	7355.40	7663.75	7697.57	7647.67	7662.49	7760.87	7,802.33	7,894.43	7727.28	7741
Percent Change		0.8%	1.7%	2.6%	4.2%	0.4%	-0.6%	0.2%	1.3%	0.5%	1.2%	-2.1%	0.2%



To: Wenatchee School Board
Brian Flones, Superintendent

From: Les Vandervort, Chief Financial Officer

Date: June 15, 2017

Re: **May 2017 Budget Status Report**

GENERAL FUND With 75% of the fiscal year elapsed, Total General Fund revenues were 73.8% and expenditures were 68.8% of budgeted amounts, respectively.
General Fund Total Fund Balance at May 31, 2017 is **\$15,985,606** (16.6%).
Total Fund Balance at May 31, 2016 was **\$16,607,298** (17.8%).

Districts are funded on budgeted numbers through December of each year.
SPI adjusts funding to actual numbers (such as enrollment and staffing) beginning in January through the end of the fiscal year.

CAPITAL PROJECTS FUND The Month Ending Fund Balance is **\$6,135,282**.
Punch list items still being worked on for Lincoln and Washington. Should be complete this millennium.
Pioneer drainage system in progress. Locker rooms should be completed this summer.
Lewis & Clark portable going in this summer. WSD has teamed with City to replace sidewalks and expand loading zone at L&C.

DEBT SERVICE FUND The Month Ending Fund balance of **\$4,086,144** is for payment of bond principal and interest payments which are due each December and June. Revenues consist primarily of property taxes, which are levied annually to provide adequate funds for the bond payments.

The Debt Service levy for 2017 collection is \$5,400,000 or \$1.34 per \$1,000 assessed value.
The M&O levy for 2017 collection is \$12,163,000 or \$2.94 per \$1,000 assessed value.

ASB FUND Revenues are 74.6% of the amount budgeted for the year. Expenditures are 54.7% of budget.
The Total Month Ending Fund Balance is **\$669,158**.

TRANSPORTATION VEHICLE FUND The Month Ending fund balance is **\$101,788**.
Bus purchases are made only when funds are actually received by the district.
One (1) bus has been purchased for \$154,091 for 16-17.

**Budget Status Report
May 31, 2017**

	Annual Budget	Actual For Year	75% Rec'd/Spent
Revenues/Other Financing Sources			
1000 Local Taxes	11,997,080	11,838,526	98.7%
2000 Local Nontax	2,115,515	1,712,402	80.9%
3000 State, General Purpose	57,550,422	41,858,739	72.7%
4000 State, Special Purpose	14,478,507	9,239,983	63.8%
5000 Federal, General Purpose	385,000	52,672	13.7%
6000 Federal, Special Purpose	8,545,882	5,443,869	63.7%
7000 Revenues fr Other Dists	27,000	15,830	58.6%
8000 Revenues fr Other Agencies	90,000	81,973	91.1%
9000 Other Financing Sources	0		
Total Revenues/Other Sources	95,189,406	70,243,994	73.8%
Expenditures			
00 Regular Instruction	52,841,566	36,923,689	69.9%
20 Special Ed Instruction	9,509,071	7,191,627	75.6%
30 Vocational Instruction	2,994,311	1,977,512	66.0%
40 Skill Ctr / Voc-Tec Instruction	1,542,146	993,586	64.4%
50/60 Compensatory Instruction	10,041,856	5,673,515	56.5%
70 Other Instructional Program	1,230,989	626,993	50.9%
80 Community Support	729,212	467,243	64.1%
90 Support Services	17,416,181	12,388,735	71.1%
Total Expenditures	96,305,332	66,242,900	68.8%
Excess of Revenues / Other Sources Over (Under) Expenditures	-1,115,926	4,001,094	
Operating Trans Out to TVF, DSF and CPF	-150,000	-150,000	
Total Beginning Fund Balance	9,923,956	12,134,512	
Total Ending Fund Balance	8,658,030	15,985,606	16.60%
821 Restricted for Carryovers	400,000	335,159	
825 Restricted for Skill Center	30,000	-	
840 Nonspendable for Inventory	35,000	28,123	
884 Assigned to Capital Projects	75,000	150,000	
888 Assigned to Other Purposes (L&I, motor pool)	152,000	600,000	
891 Unassigned Minimum Fund Balance	5,052,000	4,815,266	5.00%
890 Unassigned Fund Balance	2,914,030	10,057,058	10.44%

**Budget Status Report
May 31, 2017**

	Annual Budget	Actual For Year	75% Percent Rec'd/Spent
Revenues/Other Financing Sources			
1000 Local Taxes			0.0%
2000 Local Nontax	247,501	66,148	26.7%
3000 State, General Purpose	16,366,474	12,317,030	75.3%
4000 State, Special Purpose			
5000 Federal, General Purpose			
6000 Federal, Special Purpose			
7000 Revenues fr Other Dists	59,411	49,727	
8000 Revenues fr Other Agencies	150,000	150,000	
9000 Other Financing Sources			
Total Revenues/Other Sources	16,823,386	12,582,905	74.8%
Expenditures			
10 Sites	1,287,073	1,021,625	79.4%
20 Buildings	30,983,971	5,951,140	19.2%
30 Equipment	4,045,430	1,237,379	30.6%
40 Energy	75,000	1,776	
50 Sales & Lease Equipment		4,677	
60 Bond Issuance Expenditure	0		
90 Debt			
Total Expenditures	36,391,474	8,216,597	22.6%
Transfers in (out)	0	0	
Excess of Revenues / Other Sources Over (Under) Expenditures	-19,568,088	4,366,308	
Total Beginning Fund Balance	21,000,000	1,768,974	
Total Ending Fund Balance	1,431,912	6,135,282	

Budget Status Report
May 31, 2017

	Annual Budget	Actual For Year	Percent Rec'd/Spent
7.5%			
Revenues/Other Financing Sources			
1000 Local Taxes	5,402,000	5,317,757	98.4%
2000 Local Nontax	5,000	7,623	152.5%
3000 State, General Purpose			
5000 Federal, General Purpose			
6000 Federal, Special Purpose			
9000 Other Financing Sources			
Total Revenues/Other Sources	5,407,000	5,325,380	98.5%
Expenditures			
Matured Bond Expenditures	2,000,000	2,000,000	100.0%
Interest on Bonds	3,415,713	1,727,081	50.6%
Interfund Loan Interest			
Bond Transfer Fees	50,000		0.0%
Arbitrage Rebate			
Total Expenditures	5,465,713	3,727,081	68.2%
Other Financing Uses	0		
Excess of Revenues / Other Sources Over (Under) Expenditures	-58,713	1,598,299	
Total Beginning Fund Balance	2,400,000	2,487,845	
Total Ending Fund Balance	2,341,287	4,086,144	

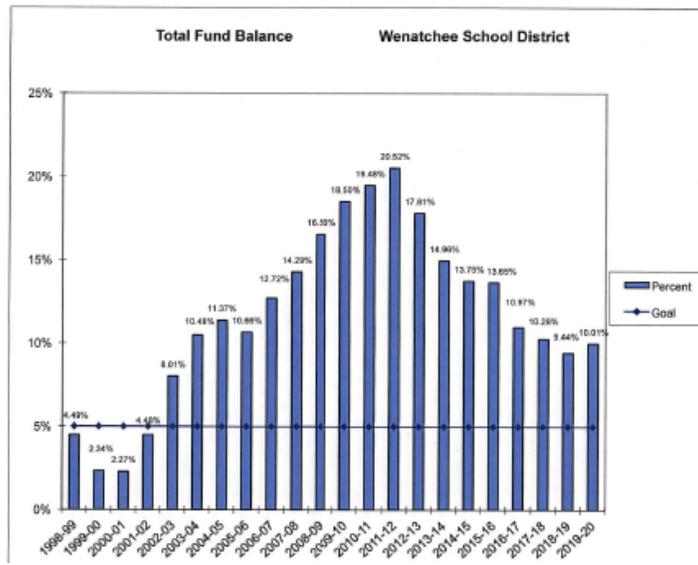
Budget Status Report
May 31, 2017

Transportation Vehicle Fund

	Annual Budget	Actual For Year	Percent Rec'd/Spent
7.5%			
Revenues/Other Financing Sources			
1000 Local Taxes			
2000 Local Nontax	550	1,020	185.5%
3000 State, General Purpose			
4000 State, Special Purpose	205,000		0.0%
8000 Revenues fr Other Agencies			
9000 Other Financing Sources		2,140	
Operating Transfers In from Gen Fund			
Total Revenues/Other Sources	205,550	3,160	1.5%
Program 92 DEBT SERVICE			
Act 82 Warrant Interest			
Act 83 Other Interest			
Act 84 Debt			
Act 85 Arbitrage Rebate			
Program 99 PUPIL TRANSPORTATION			
Act 33 Cash Purch/Rebuild Buses	420,550	154,091	36.6%
Act 34 Contract Purchase/Rebuild	35,000		0.0%
Total Expenditures	455,550	154,091	33.8%
Operating Transfers Out to DSF			
Excess of Revenues / Other Sources Over (Under) Expenditures	-250,000	-150,931	
Total Beginning Fund Balance	250,000	252,719	
Total Ending Fund Balance	0	101,788	

* encumbered

Wenatchee	Actual 2015-16	Actual 2016-17	Projected 2017-18	Projected 2018-19	Projected 2019-20
Total FTE Enrollment	7,894.43	7,727.29	7,741.00	7,714.00	7,625.85
Reg Total FB	11,417,369	12,134,510	10,568,584	10,280,065	9,739,065
Revenues					
1 Local Taxes	11,671,085	11,997,080	12,356,742	12,724,879	13,106,450
2 Local Support	2,112,484	2,115,515	1,947,500	2,017,500	2,017,500
3 State	55,154,152	57,550,422	61,521,567	64,726,806	67,815,084
4 State, Special Prog	13,034,731	14,478,507	14,991,000	14,744,000	15,094,000
5 Federal	380,070	385,000	385,000	325,000	300,000
6 Federal, Special Prog	8,310,615	8,545,882	8,365,000	8,525,000	8,456,575
7 From Other Schools	33,219	27,000	35,000	35,000	35,000
8 From Other Entities	116,938	90,000	101,000	101,000	101,000
9 Other Financing					
TOTAL REVENUE	90,813,294	95,189,406	99,702,809	103,199,185	106,925,609
Expenditures					
2 Cert Salaries	38,559,123	41,516,594	43,592,424	45,186,654	46,594,120
3 Class Salaries	14,866,588	16,306,925	17,122,271	17,807,162	18,423,335
4 Benefits	20,481,993	21,596,603	22,676,433	23,583,490	24,526,830
5 Supplies	6,329,564	6,923,338	7,000,200	7,000,000	6,923,338
7 Contract Services	7,869,762	9,339,993	9,000,000	9,000,000	9,000,000
8 Travel	481,972	489,445	450,000	489,445	450,000
9 Capital Outlay	307,737	132,434	150,000	132,434	132,434
(includes WVT Skills Center)					
TOTAL EXPENDITURE	88,876,738	96,305,332	99,991,328	103,199,186	106,050,057
Transfer to Capital Projects Fun	1,039,458	450,000		541,000	
Prior period adjustment	-179,956				
End Total FB	12,134,510	10,568,584	10,280,065	9,739,065	10,614,617
End Reserved FB					
End Unassigned Fund Balance	12,134,510	10,568,584	10,280,065	9,739,065	10,614,617
Factor of Revenue over Expenditure	1,998,556	-1,115,926	-288,519	-0	875,552



CAPITAL PROJECTS FUND--PROJECT DESCRIPTION FOR FY 2017-2018

Project Description	TOTAL	(10) Sites	(20) Buildings	(30) Equipment	(35) Instruction Technology	(40) Energy	(50) Sales and Lease Expenditure	(60) Bond Issuance Expenditure	(90) Debt
CASTLE ROCK LEARNING CTR	100,000	25,000	50,000	25,000	0	0	0	0	0
CIP HORT & PHASE 2 PREBOD	600,000	0	600,000	0	0	0	0	0	0
REALITY SCHOOLS GRANT	60,000	60,000	0	0	0	0	0	0	0
LEWIS & CLARK STUDENALES	250,000	250,000	0	0	0	0	0	0	0
LINCOLN ELEMENTARY	500,000	50,000	200,000	250,000	0	0	0	0	0
PIONEER MS GYM	400,000	0	300,000	100,000	0	0	0	0	0
PORTABLES	500,000	200,000	250,000	50,000	0	0	0	0	0
PROPERTY & ENERGY PROJ	875,000	800,000	0	0	0	75,000	0	0	0
REC PARK	200,000	200,000	0	0	0	0	0	0	0
STATE MATCH PROJECTS	5,400,000	0	2,100,000	2,900,000	0	0	0	0	0
WASHINGTON ELEMENTARY	500,000	50,000	300,000	150,000	0	0	0	0	0
WESTSIDE RENOVEL	250,000	0	240,000	10,000	0	0	0	0	0
WHS BOND PHASE 2	1,000,000	0	1,000,000	0	0	0	0	0	0
WSPC MAJOR WORKS	150,000	0	100,000	50,000	0	0	0	0	0
TOTAL EXPENDITURES	10,385,000	1,635,000	5,140,000	3,335,000	0	75,000	0	0	0

EST 2017-2018 Building Allocation
BEA & ART Funding based on September FTE
LIT Funding based on October FTE

SCHOOL / Program	elem HC / FTE September (BEA)	FTE October (LIT)	BEA Allocation		ART Allocation		LIT	X Curric Activity Adv	TOTAL BUILDING BUDGET
			0100 & 2100 100% of allocation	2200 & 3100 100% of allocation	0100* No C/T	0200* No C/T			
Columbia Carryforward	417.00	417.00	\$62,350	\$858	\$5,000	\$15,316	(50 hrs/year) + benefits	\$87,709	
Lewis & Clark Carryforward	504.00	504.00	\$75,600	\$1,007	\$2,000	\$13,836	(50 hrs/year) + benefits	\$93,458	
Lincoln Carryforward	517.00	517.00	\$77,350	\$1,064	\$2,000	\$15,141	(50 hrs/year) + benefits	\$102,740	
Mission View Carryforward	550.00	550.00	\$82,500	\$1,132	\$2,000	\$14,756	(50 hrs/year) + benefits	\$99,373	
Sunnyslope Carryforward	276.00	276.00	\$41,400	\$568	\$1,000	\$8,953	(50 hrs/year) + benefits	\$51,506	
Washington Carryforward	548.00	548.00	\$82,200	\$1,128	\$2,000	\$11,816	(50 hrs/year) + benefits	\$96,129	
Newberry Carryforward	491.00	491.00	\$73,650	\$1,010	\$5,000	\$12,303	(50 hrs/year) + benefits	\$93,040	
Orchard Middle Carryforward	464.00	464.00	\$69,600	\$958	\$4,500	\$8,352	(145 hrs/year) + benefits	\$85,245	
Pioneer Middle Carryforward	617.00	617.00	\$92,550	\$1,278	\$3,000	\$11,106	(145 hrs/year) + benefits	\$109,449	
foothills Middle Carryforward	608.00	608.00	\$91,200	\$1,250	\$3,000	\$10,944	(145 hrs/year) + benefits	\$109,937	
Wenatchee High * Auditorium Carryforward	1,789.65	1,789.65	\$268,448	\$8,000	\$75,000	\$28,634	\$31,090 \$4,000 \$2,500	\$367,672 1516 bond increase	
Westside High Reading Prog (5240) Carryforward	270.00	270.00	\$40,500	\$558	\$1,000	\$5,940		\$67,300	
Totals	7,051.65	7,051.65	\$1,085,608	\$7,000	\$61,500	\$157,189	\$52,864	\$1,363,958	
FTE Allocations:			\$150.00 (prev \$135)	\$2.06		\$22.00		\$1,363,958 check	
Total Carryforwards:					\$61,500				

Lisa Turner Human Resource- Staff hiring to date and staff openings & decisions left for 2017-18

Retire - Resign - Replace

Name	Assignment	Location	FTE	Notes	Replaced by
1 Schiatter, Carol	Pre-School	Coele	0.50	FILLED at JS	Kathleen Hugg
2 Stegman, Connie	4th Grade	COE	1.00	current staff member	Allison Haug
3 Berg, Kim	Art Specialist	COE	1.00	current staff member	Chester Farrell
4 Woodworth, Janet	Special Education Teacher - N/C	COE	1.00	FILLED	Elizabeth Kazemba
5 Dimova-West, Rozeta (maggie marina)	Kindergarten -	COE	1.00	current staff internal transfer	Ann Young
6 Young, Ann	Intervention Specialist	COE	1.00	current staff internal transfer	Ryan Weaver
7 Weaver, Ryan	2nd Grade	COE	1.00	took another position in the district	OPEN
8 New Position	Science Teacher	FMS	1.00	FILLED	Elaine Bianchi
9 New Position	Math	FMS	1.00	FILLED	Greg Chambers
10 New Position	Science Teacher	FMS	1.00	FILLED	Jenale Narte
11 Jackson, Gioconda	Counselor	LAC	1.00	took another position in the district	Adela Velaz
12 Brandt, Theresa	2nd Grade	LAC	1.00	took another position in the district	Alanna Collins
13 Malloy, Juanita	2nd Grade Teacher - N/C	LAC	1.00	internal transfer	Daniz Lopez
14 West Marie	Intervention Specialist	LAC	1.00	took another position in the district	Deanne Schmidt
15 Collins, Alanna	N/C	LAC	1.00	internal transfer	Eva Martinez
16 Farrell, Chester	Art Specialist	LAC	0.50	took another position in the district	Heidi Boyle
17 New Position	4th Grade	LAC	1.00	FILLED	Hugo Zavala
18 Lopez, Daniz	4th Grade teacher	LAC	1.00	took another position in the district	Juanita Malloy
19 Crown, Kim	PE Specialist	LAC	0.06	picked up by current staff	Laure Kyle
20 Savage, Sunny (maria Gonzalez)	1st Grade Teacher - N/C, L/R	LAC	1.00	internal transfer	Marie West
21 Sleeper, Tracie	5th Grade	LAC	1.00	took another position in the district	Melody Ross
22 Black, Marta	3rd Grade Teacher - N/C	LAC	1.00	FILLED	Sunny Savage
23 Martinez, Ava	4th Grade Teacher	LAC	1.00	took another position in the district	Teresa Roberts
24 Boyle, Heidi	5th Grade	LAC	1.00	took another position in the district	Theresa Brandt
25 Spryger, Megan	Kindergarten -	LAC	1.00	took another position in the district	Martella Santillan
26 Santillan, Martwla	2nd Grade	LAC	1.00	took another position in the district	OPEN
27 Guemero, Marta	4th Grade	LAC	1.00	took another position in the district	Kadie Rang
28 McKee, Nancy	2nd Grade Teacher	LAC	1.00	internal transfer	Marta Guemero
29 Hotchkiss, Bobby	Nurse - Classified	LAC/Sped	1.00	FILLED	Shelly Zahm
30 New Position	Nurse - K-12	Multiple	1.00	FILLED	Jennifer Douglas
31 Hill, Carol	2nd Grade Teacher	MV	1.00	FILLED	Guadalupe Zavala
32 Farrell, Chester	Art Specialist	MV	0.50	took another position in the district	Shawna Hawkins
33 Crown, Kim	PE Specialist	MV	0.06	picked up by current staff	Laure Kyle
34 Martin, Julie	Nurse	MV/NBY	1.00	FILLED	Kathryn Dryer

35	Cannan, Eric	Self Contained	NRV	1.00	FILLED	Castle Wright
36	Croiland, Debra	3rd Grade Teacher	NRV	1.00	FILLED	Patricia Wallace
37	Crown, Kim	PE Specialist	NRV	0.45	Posted	OPEN
38	Haug, Alison	Science Teacher	OMS	1.00	took another position in the district	Christian O'Neal
39	Depenlo, Pam	Healthy Living	OMS	0.50	FILLED	Erin Pehowski
40	New Position	LARS	OMS	1.00	FILLED	Kaori Alexander
41	Dutcher, Jennifer	Librarian/Elective Teacher - NC	OMS	0.64	FILLED	Kayli Jackson
42	New Position	Math/Science	OMS	1.00	current staff member	Tracey Sleeper
43	Miller, Kerry	Special Education Teacher	PIO	1.00	FILLED	JoLynn Wertz
44	Thompson, Anne	Resource Teacher	PIO	1.00	FILLED	Kathryn Smelzer
45	Smith, Ellen	Art Teacher	PIO	0.50	took another position in the district	OPEN
46	New Position	SLP	SPED	0.60	posted	OPEN
47	Carlson, Deborah	Counselor	SS	1.00	FILLED	Glo Jackson
48	Loomis, Meredith	4th Grade	SS	1.00	FILLED	Megan Springer
49	King, Margaret	.5 FTE 5th Grade Teacher	SS	0.50	current staff going full time	Twila Morgan
50	Smith, Jodee (Jan Johnson)	4th Grade Teacher - NC, L/R	WA	1.00	FILLED	Jodee Smith
51	Pislem, Wendy	SPED	WA	1.00	FILLED	Kathlyn Caroline
52	Birandina, Andrea	PE Teacher	WA	1.00	current staff	Kim Crown
53	Crown, Kim	PE Specialist	WA	0.45	FILLED	Michael Hamilton
54	Berg, Kim	Art Specialist	WA	0.50	FILLED	Ruth Campbell
55	DeWitt, Tamara	4th Grade	WA	1.00	FILLED	Sarah Smaller
56	Cannan, Kasey	Special Ed	WA	1.00	current staff member	Wendy Polamy
57	Jays, Rudy	Math	WHS	1.00	FILLED	Brittany Stevens
58	New Position	Math	WHS	1.00	FILLED	Elizabeth McGregor

59	Allen, Roscy	Family & Consumer Science	WHS	0.50	FILLED	Elizabeth Moore
60	New Position	Art Teacher	WHS	1.00	FILLED	Ellen Smith
61	New Position	English	WHS	1.00	current staff member	Holly McPhetridge
62	Gayford, Drew	Math Teacher	WHS	1.00	FILLED	Karl Marino
63	DeLong, Adrians	Science Teacher	WHS	1.00	FILLED	Lindsay Hildorfer
64	Rix McMahan, Maureen	PE Specialist	WHS	1.00	FILLED	Nikki Buzzell
65	Alexander, Tom	Math Teacher	WHS	1.00	FILLED	Oscar Valencia
66	Spencer, John	Science Teacher	WHS	1.00	FILLED	Ryan Busby
67	Palkas, Matt	Business Ed	WHS	1.00	FILLED	Sierra Larkin
68	Shenwood, Jean	Counselor -N/C	WHS	1.00	FILLED	Stephanie Stuber
69	New Position	Math	WHS	1.00	FILLED	Stephen Smith
70	Stewart, Anne	Social Studies	WHS	1.00	Posted - May go non-continuing	OPEN
71	Swanson, James	Instructional Coach	WHS	1.00	posted	OPEN
72	Maynard, Tracy	Math/Science Teacher	WHS	1.00	FILLED	Megan Cross
		Total FTE		33.69		

Requests for New Positions/FTE

POSITION	BLDG	FTE	NOTES	FILLED BY	
1	Nurse	District	1.00	add 1 more certificated nurse	Approved
2	Nurse	District	1.00	move all nurses from .8 to 1.0	Approved
3	Art Teacher	WHS	1.00	New schedule	Approved
4	English	WHS	1.00	New schedule	Approved
5	Librarian	L&C	0.17	Librarian full time	Approved
6	Math	WHS	1.00	New schedule	Approved
7	Math	WHS	1.00	New schedule	Approved
8	Math/Science	OMS	1.00	Choice Enrollment	Approved
9	ELA/Social Studies	OMS	1.00	Choice Enrollment	Approved
10	4th Grade	L&C	1.00	4th grade going 4 track	Approved
11	7th Science	FMS	1.00	New schedule	Approved
12	Sports Medicine - CTE	WHS	0.27	Based on enrollment	Approved
13	Dean of Students	WVTS	0.50	moved .5 of funding to BEA	Approved
14	Asst. Dir. of L&T	DO	0.20	replace Cori's with 1.0	Approved
15	7th Math	FMS	1.00	New schedule	Approved
16	8th Science	FMS	1.00	New schedule	Approved
17	CTE	WHS	0.50	New schedule - allen	Approved
18	Roll Ups	WHS	0.38	For partial FTE - new schedule	Approved
19	Counselor	SS	0.40	Increase from a .5 to full time Counselor	Approved
20	SLP	SPED	0.60	base on student need	Approved
21	Art Specialist	COL	0.30	Net add of .1 FTE, doesn't need .2 music and .2 PE	Approved
	Total Requested FTE		15.32		

Unfilled and/or Absorbed

POSITION	BLDG	FTE	NOTES	
1	2nd Grade	SS	1.00	Jansen opening to be filled by overload teacher from last year
2	Journalism/Yearbook	WHS	1.00	Will be filled by current English Teachers
3	1st Grade	COL	1.00	Moved a 1st grade teacher to cover 1 yr n/c L/R for Cuevas, did not fill
4	Instructional Coach	DO/WHS	1.00	Not filling at this time due to funding
5	Pre-School Teacher	Castle	0.50	Only replaced .5 of 1.0 that Carol Schiaber resigned
6	Physical Therapist	SPED	0.20	not as many services needed - reduced from 1.0 to .8 If changes in the future, automatic to
			4.70	Ann Schlander

Transferred Positions

1	Spanish	WHS	0.73	moved from WHS to PMS
2	Music	WHS	0.40	Maja Henderson will move to full-time at PMS, not filling her .4 at WHS

Classified Adds

1	Library Para	OMS	15 hours	Keep library open each day, Mon, Tues and every other Wednesday
2	Library Para	SS	11 hours	Keep Library open each day, Monday, Wednesday & Friday afternoons

Administration Changes

Name	Assignment	Location	FTE	replaced by
1 Pflug-Tilton, Carl	Asst. Dir. of PBIS	DO	0.80	1.0- Asst. Dir. Special Programs - Hi-cap, pbis, AVID, AP
2 Granger, Scott	Dean of Students	WVTC	1.00	Moving to .5 at WVTC and .5 at WSHS - provide support for high need populations

Leave of Absence

Name	Assignment	Location	FTE	replaced by
1 Kris Cameron	Spanish	WHS	1.00	LOA 17-18 Leticia Marro
2 Cuevas, Kim	Intervention Specialist	CDL	1.00	LOA 17-18 Megan McCarl
3 Avilla, Dahlia	4th	COL	1.00	LOA 17-18 Moira Hutchinson
4 Holly Kirby	1st Grade	WA	1.00	LOA 17-18 Melody Rodriguez
5 Parr, Mia	4th Grade	WA	1.00	LOA 17-18 Stella Day

**Technology- Dark-Fiber Network option- Dave Yancey
RFP WSD -062817 – Leased Fiber Wide Area Network- Action**

Difference between dark and lit ?

› Fiber optic cable is the same physically whether or not it is lit. The only difference between dark fiber and lit fiber is that lit fiber has equipment to control light-waves. Building new infrastructure is expensive, and previous fiber optic networks were typically constructed (dark) and operated (lit) by one company.

Connecting connections...

Lit fiber is:

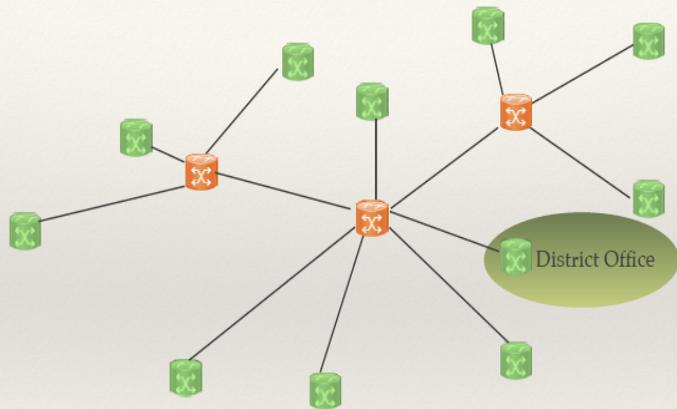
"Lit fiber" refers to fiber-optic cable (used for carrying data between two designated points) that has been installed and activated by carriers (service providers). These carriers lease access to their fiber-optic cables and provide fully-managed services to clients for a monthly recurring fee.

Dark Fiber:

Dark fiber is simply fiber-optic cable that is "lit" by the leasing user who places their equipment on each end of the fiber strand to "light" the fiber without another in the middle.

Dark fiber usually refers to unused fiber-optic cable. Often times companies lay more lines than what's needed in order to curb costs of having to do it again and again. The dark strands can be leased to individuals or other companies who want to establish optical connections among their own locations for a better fee as the leasing company can set the speeds based on their own equipment on each end.

WSD Current Lit Fiber via CCPUD



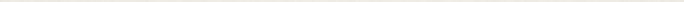
Orange represents CCPUD Switch in the middle of district building networks.

WSD Dark Fiber via RFP

Any building



District Office



No middleman management...

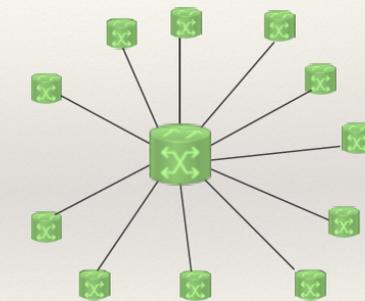
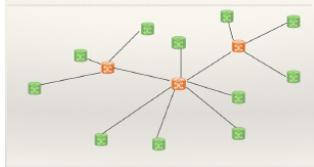
No power failure point...

District controls speeds between locations...

Unless physically damaged, significantly decreased unplanned interruptions...

WSD Dark Fiber via RFP

From this...



To this...

Leased Fiber Cost

Speeds	Current 100Mb Bursting	1Gb CCPUD LIT	1Gb Dark Estimate	10Gb Dark Estimate	40Gb Dark Estimate
Monthly Pricing	\$11.5k	\$24.5k	\$21.5k	\$21.5k	\$21.5k
Annual Pricing	\$137.5k	\$294k	\$258k	\$258k	\$258k
Annual District Cost W/Erate*	\$26.4k	\$58.8k	\$51.6k	\$51.6k	\$51.6k

*E-Rate is the commonly used name for the Schools and Libraries Program of the Universal Service Fund, which is administered by the Universal Service Administrative Company (USAC) under the direction of the Federal Communications Commission (FCC). The program provides discounts to assist schools and libraries in the United States to obtain affordable telecommunications and Internet access. 38
01/Whisp 6/29/17

Other Required Resources?

- ♦ Buildings -a fiber-copper media card for year 1-3 of new dark fiber: \$450
- ♦ All building Routers upgraded to 1Gb Spring 2017.
- ♦ District Office -24 Port Layer 3 switch with 1Gbps/ 10Gbps SFP module expansion \$24,000

Schedule

- ❖ RFP released with Erate open window 26 June 2017
- ❖ Form 470 Submitted (Erate) same day (26 June 2017)
- ❖ Response deadline 28 days (aligned with Erate)
- ❖ Decision by 31 July 2017
- ❖ Form 471 Submitted upon selection 31 July 2017
- ❖ Vendor Notified, Construction Planning and Construction begins
- ❖ Fiber ready for testing June 2018
- ❖ Go-live July 1st, 2018

Wenatchee School District

Wide Area Network

RFP WSD – 062817

LEASED FIBER WIDE AREA NETWORK

Release Date: June 26, 2017

Responses Due: July 28, 2017

MOTION MADE BY: Jennifer Talbot made the motion to approve the RFP WSD 062817 Leased Fiber Wide Area Network.

DISCUSSION: Addendums can be done later if needed

SECONDED BY: Laura R. Jaecks

VOTED UNANIMOUSLY IN FAVOR

2017-18 Communication Action Plan-

Jon DeJong, Ron Brown, Diana Haglund presented the following materials:

Communication Team: Teri Fink, Communications Officer, Laurie Hunter, Webpage Designer, Diana Haglund, WL Connect.

Operational Directors Goals and Action Plans

Strategic Plan Strategy: 2.4 Improved Engagement of Parents

Staff Member Responsible: Jon De Jong, Ron Brown, Teri Fink, Diana Haglund

Department: District Office

2016-2017

Goal	Action Steps	Timeline	Measure(s)	Funding
Use social media, such as Facebook, Instagram, Twitter, and YouTube to effectively communicate news, information, events and accomplishments to more people in our community.	<ul style="list-style-type: none"> • Use district Facebook sites to present facts related to the 2016-17 levy. • Provide training to webmasters that included setting up Facebook pages, using Instagram and Twitter. • Facebook "Like" campaign • Added connection links to each website front page for social media systems • Used boosting to increase reach on levy posts • Increased use of video posts to drive traffic to pages • Pushed School Messenger training into 2017-18 • Implement Archive Social to capture and archive all of our social media feeds for PRR and for potential uses of the archive within our social media systems 	Completed by spring of 2017	<ul style="list-style-type: none"> • # of people liking facebook pages • # of clicks on particular posts. • # of people responding to event invitations 	District
Be more intentional about using print and digital media along with the Inside Wenatchee Schools district newsletter to provide news and information to the community on district initiatives and share accomplishments and other activities of interest to a broader audience across the state.	<ul style="list-style-type: none"> • Provide district related material for the Wenatchee World's Community Connections and blog. • Submit articles for WSSDA's Our Kids, Our Future e-newsletter • Submit articles to Washington WorkForce Board for inclusion in monthly e-newsletter • Submit articles to Ready Washington and Washington STEM for distribution • Ensure Wenatchee World education writer is invited to events • Distribute ready to print stories and news releases with printable photos • Send periodic district eNewsletter to 4,244 subscribers. • Intentionally match the Wenatchee Learns Strategies and Objectives with each news story. 	Ongoing	Article Submissions Number of articles published	NA
Improve quality and consistency between all district websites.	<ul style="list-style-type: none"> • Conduct website audit. • Brainstorm minimum requirements and layout requirements for all district websites. • Conversion of website to new version within Campus Suite. 	Ongoing	<ol style="list-style-type: none"> a. List of minimum requirements. b. Updated websites 	NA

	<ul style="list-style-type: none"> requirements. Webmaster trainings x 4 			
Increase use of radio Interviews on KOHO (15 Minutes morning show) and KPQ	<ul style="list-style-type: none"> Schedule interviews that coincide with current month district initiatives and /or community connection articles Identify topics and speakers Work with Diana to schedule 1-2 weeks out 	Ongoing	Using community connections calendar add a field for radio interview	NA
Re-brand Thought Exchange to Wenatchee Learns	<ul style="list-style-type: none"> Thought Exchange cosmetic re-branding to Wenatchee Learns Gather community feedback on bond proposals. 	Winter	Number of survey responses (805 participants, 1100 thoughts)	
Mobile App	<ul style="list-style-type: none"> Update design and content for mobile app Future use of Use Facebook "boosted" paid ads to launch on social media Provide flyer/graphic for school newsletters Relaunch in fall of 2017. 	April - Completed and available, now we need a push.		
Use video to share successes, showcase best practice programs and share Wenatchee Learns strategic plan objectives through visual storytelling	<ul style="list-style-type: none"> Identify potential projects. Work with North 40 productions to plan/storyboard the video. Select appropriate times and venues for release of the video. Identify strong stories that are compelling and bring to life the Wenatchee Learns strategic vision Use social media (YouTube, Facebook and Twitter) to distribute Create and manage a WSD YouTube channel Identify strategic partners to share videos with Use videos at community meeting and events Show videos at staff at opening day and provide links to building administrators 	Ongoing	Careers After School Tapping the Power of Community Using Partnerships Teach others: Ninja Dolo Wenatchee Learns - NGA Learning Lab Designing the Edge - Ski Making	District Private Grants
Create district dashboard that includes key performance indicators for the district, buildings, and departments.	<ul style="list-style-type: none"> Complete Qualtrics training. Provide operational directors with the understanding and a framework for identifying key performance indicators. Identify key performance indicators for district and schools based upon state accountability requirements. 	2016-17	Draft dashboard	

Operational Directors Goals and Action Plans

Strategic Plan Strategy: **2.4 Improved Engagement of Parents**

Staff Member Responsible: **Jon De Jong, Ron Brown, Teri Fink, Diana Haglund**

Department: **District Office**

	<ul style="list-style-type: none"> Identify data sources and frequency of data collection for key performance indicators. Build a draft dashboard by the end of 2016-17. 			
Continue to explore and promote parent communication and engagement strategies.	<ul style="list-style-type: none"> Review Thought Exchange feedback and determine appropriate response. Engage parents and community in committee work. Identify and create parent communication tools for relevant topics. Current topics include: 9-12 program opportunities (i.e. WVTSC, WSHS, WHS) assessment background information, college credit earning opportunities in the high school, joint newsletter with WVC and private industry to show linkages between programs and job opportunities 	Ongoing	<ol style="list-style-type: none"> L&T assessment work PBIS Dist. Committee, Curric. Adoption Committees, Citizen Facilities Committee, WHS Parent Advisory Committee Newsletters, Open Houses, brochures, website 	
Internal Communication	<ul style="list-style-type: none"> Create communication hub on the website to post minutes and agendas for committee work and email link to all staff. Communicate to staff through Internal eNewsletter Use Qualtrics Surveys to collect information from staff and share that data out to stakeholders Use our "All Staff" email group to send messages to all staff for important announcements and information (archive online in group forum format) 			
Targeted Communications and Special Projects	<ul style="list-style-type: none"> Create a parent and staff friendly information flyers on our assessment system Create levy information sheet to be handed out at presentations and made available at school sites. Create Secondary School Choice handout. College in the high school informational piece created in partnership with Wenatchee Valley College. 			

Operational Directors Goals and Action Plans

Strategic Plan Strategy: **2.4 Improved Engagement of Parents**

Staff Member Responsible: **Jon De Jong, Ron Brown, Teri Fink, Diana Haglund**

Department: **District Office**

2015-2016

Goal	Action Steps	Timelines	Measure(s)	Funding
Use social media, such as Facebook, Instagram, and Twitter, to effectively communicate events and accomplishments to more people in our community.	Facebook: <ul style="list-style-type: none"> Identify site admin/moderators for each building/department. Provide training on ??? that includes: <ul style="list-style-type: none"> Review FERPA Review analytics Facebook "Like" campaign School Messenger <ul style="list-style-type: none"> Principal demonstration on ways to do multiple postings Rollout new mobile app in August <ul style="list-style-type: none"> Repository for writers 	Winter/Spring of 2016	<ul style="list-style-type: none"> # of people liking facebook pages # of clicks on particular posts. # of people responding to event invitations 	District
Be more intentional about using the Wenatchee World's Community Connections and blog to provide updates to the the community on district initiatives, accomplishments and other activities of interest.	<ul style="list-style-type: none"> Develop a calendar for submitting articles. <ul style="list-style-type: none"> Link to Online Calendar Identify guest authors to submit articles on a variety of topics. Identify specific topics to be addressed in the article submissions. 	Winter 2016	Completed calendar.	NA
Improve quality and consistency between all district websites.	<ul style="list-style-type: none"> Conduct website audit. Brainstorm minimum requirements for all district websites. <ul style="list-style-type: none"> Current (not enforced) Develop shared understanding with principals & directors on what the minimum requirements will be. Update all district websites to reflect the minimum requirements. Webmaster training end of year (June) with audit data and minimums to prepare sites for fall. 	Winter/Spring of 2016	<ol style="list-style-type: none"> List of minimum requirements. Updated websites 	NA
Increase use of radio interviews on KOHO (15 Minutes morning show) and KPQ (1 hr business beat)	<ul style="list-style-type: none"> Schedule interviews that coincide with current month district initiatives and /or community connection articles Identify topics and speakers Work with Diana to schedule 1-2 weeks out 	Winter/Spring	Using community connections calendar add a field for radio interview	NA

Operational Directors Goals and Action Plans

Strategic Plan Strategy: 2.4 Improved Engagement of Parents

Staff Member Responsible: Jon De Jong, Ron Brown, Teri Fink, Diana Haglund

Department: District Office

Re-brand Thought Exchange to Wenatchee Learns	<ul style="list-style-type: none"> Contact Thought Exchange to confirm cosmetic re-branding details Create a 4x6 postcard insert (business reply) for April Special Edition of Inside Wenatchee Schools Identify future survey needs 	April	Number of survey responses	
Launch Mobile App	<ul style="list-style-type: none"> Design content for mobile app Test mobile app functionality Use Facebook "boosted" paid ads to launch on social media Provide flyer/graphic for school newsletters 	April		
Update Websites to New Campus Suite content management system (CMS)	<ul style="list-style-type: none"> Choose new website design framework Identify timeline for conversion Train staff on new CMS Launch new interface 	Spring/Fall		
Create district dashboard that includes key performance indicators for the district, buildings, and departments.	<ul style="list-style-type: none"> Complete Qualtrics training. Provide operational directors with the understanding and a framework for identifying key performance indicators. Identify key performance indicators for district and schools based upon state accountability requirements. Identify data sources and frequency of data collection for key performance indicators. Build a draft dashboard by the end of 2016-17. 	2016-17	Draft dashboard	

The word improvement implies measurement. The identification of key performance measures is among the most critical responsibilities of school leaders. Educators will be among the first to acknowledge that the current state of educational measurement is not where we would like it to be. And the current discool around the Common Core and related assessments will not improve matters anytime soon. Nonetheless, educational leaders are charged with improving outcomes for kids across the country, and we must continue to do so.

School districts are complex organizations, and efforts to improve them can often feel disjointed and overwhelming. The following framework may assist district leaders in their efforts to continuously improve outcomes for their students. School district leaders, more than anyone else, have to keep the end in sight—and must effectively communicate that desired end throughout the district.

In order to effectively monitor (and ultimately

improve) the performance of the school district, leaders must build a strong foundation around a common purpose and principles—as well as the measures that will be used to assess the effectiveness of efforts to achieve them. Performance measures should 1) inform the work that gets done throughout the system as well as how it gets done and 2) be aligned at all levels throughout the system (district, building, department/grade level, classroom).

LAYING THE FOUNDATION

Identification of a common purpose is one of eight key ingredients to forming a highly effective group. Self-help books as well as books geared toward professional development emphasize the importance of a clear purpose in supporting improvement. And anyone familiar with the organizational management literature can tell you how crucial it is to develop a clearly articulated mission statement that explains the purpose of the organization's existence. A school district's purpose is the foundation

upon which everything else should be built: departmental and building improvement plans, budget, policies and processes, and all of the things that individuals do each and every day.

In order to function most effectively as a team, school board members must understand, agree on, and clearly articulate the purpose of their school district as well as the "measures that matter" in assessing the district's performance in achieving that purpose.

Those familiar with organization-oriented approaches to improvement also understand the value of identifying a few key guiding principles to inform how the work gets done within an organization. For example, the Baldrige Criteria for Performance Excellence calls on leaders to identify core values. In strategic planning work, these may be referred to as belief statements.

Whatever we call them, it is possible for groups to get bogged down in woodsmithing these principles. One way to move forward is to agree on some draft language and then move on to the identification of measures to assess performance on the key principles proposed. This can be a challenge, but the conversation around how we will measure performance on our principles is invaluable. The clear identification of performance measures enables and facilitates clear communication and planning.

PLANS AND PROGRAM EVALUATIONS

All too often, planning efforts in school systems (as well as in other organizations) proceed without sufficient discussion around measures of effectiveness. In education, we have a tendency to focus on "means" rather than "ends." This leads to conversations that board members and superintendents sometimes refer to as "in the weeds." Board members have to constantly assess whether they are working at an operational level (which should be reserved for administrators) or at the governance level (where their work should be focused).

By clearly communicating which measures matter in terms of overall district performance and focusing on topics related to those measures, board members empower district leaders to plan and assess more effectively throughout the system.

Each building, department, and/or committee can then examine the areas of district performance most

closely related to their work. They can determine how they can contribute to moving that needle by aligning their own measures of performance (at the school, department, plan, or committee level) with those of the district.

Measures selected to evaluate the effectiveness of programs should be related to or lead to the district measures of purpose or principles. In their book, *The Balanced Scorecard*, Robert Kaplan and David Norton refer to the utility of both leading indicators (more frequent assessments, smaller scale) as well as lagging indicators (less frequent, larger scale—in this case, measures of district performance on purpose and principles).

Program evaluations should be informed by the measures selected to assess performance on purpose and principles. A rationale linking the two measures should be provided and, where available, evidence of predictive validity for the program evaluation measure. Such evidence will show good performance on that measure is likely to be followed by good performance on the district measure.

It seems that strategic planning has come to be understood as synonymous with continuous improvement. In fact, it is only one of many tools available to support improvement efforts. Without a solid understanding of how the district is performing in terms of its purpose and key guiding principles, the usefulness of any planning effort is diminished.

Data related to the district's performance in achieving its purpose and enacting its principles should inform planning as well as measurement throughout the system. This planning includes a strategic plan, a professional development plan, building improvement plans, and departmental plans.

In addition to addressing academic achievement, some districts also establish districtwide committees to coordinate work in critical areas such as human resources, finance, facilities, technology, community relations, and/or governance.

PROCESSES, POLICIES, AND PRACTICES

An analysis of performance data related to purpose and principles should inform systematic review of district processes, policies, and practices. Processes and policies guide the work that individuals within the district

Perhaps the most important rationale for school boards to be clear about how they measure district performance is the effect that information can have on the things that people chose to do each day within the district.

do every day (practices) as well as how they do it.

For example, if a district has identified community satisfaction as a key guiding principle, then they should be measuring various aspects of satisfaction through a general survey. Results on this measure may indicate that people are less satisfied than district leaders would like.

Administrators may then dig deeper into community satisfaction by holding focus groups or conducting targeted phone surveys. Results of these more specific measures may indicate that parents are particularly unsatisfied with the enrollment process. This would inform the administration's planning and should result in a close examination of the enrollment process, followed by a systematic effort to improve the process.

Board members and administrators alike would look for evidence of improvement the next time that the community satisfaction measure is administered.

Another example that is particularly relevant lately is board discipline policies. If policies have been approved that call for the use of out-of-school suspension for frequent infractions, then leaders may want to take a closer look at attendance data. Attendance rates are often a high-stakes measure in state accreditation systems, and efforts to improve them are increasingly important.

If close examination of attendance data indicates that a significant number of absences are related to

suspension on low-danger issues, district leadership may want to revisit those policies. (In fact, many have already done so.)

PEOPLE

Perhaps the most important rationale for school boards to be clear about how they measure district performance is the effect that information can have on the things that people choose to do each day within the district. Clearly communicating which measures matter is only the beginning. In order to really impact day-to-day behavior, feedback (strategically designed and implemented to serve as positive reinforcement) will be necessary.

Managing the performance of the individuals within the system is an administrative activity, though. It's not something that the board should be involved in once measures have been established and communicated. The key point here is the relationship between how the board will measure district performance and the influence that this information can have on the behavior of each person within the district as it is translated through building, department, committee, and evaluation structures.

Each school district is a unique system with many common structures. District leaders can support improvement efforts by clearly communicating the district-level measures that matter and supporting administrators in establishing structures (plans, committees, and processes) to systematically align the efforts of individuals within the system.

Board members, in particular, can support improvement efforts by examining the extent to which they use their tools of governance—the board meeting agenda, strategic plan, budget, and professional development plan—to foster alignment throughout the system. They also can set an example by identifying performance measures to assess their own effectiveness or success as a board.

By focusing on their common purpose and clearly identifying the measures that matter, district leaders will create a culture of continuous improvement.

Patty Poppe Polster (polster@susbanet.org) is the director of continuous improvement at the Missouri School Boards' Association.

District Data Dashboard- KPI Presentation:

Jon DeJong, Deputy Superintendent & Ron Brown, Director of Instructional Technology and Assessments, presented the following information:

Identifying Key Performance Indicators

1. Key Performance Indicators should align with a strategic objective. Key Performance Indicators are the metrics by which we measure progress on strategic objectives. The District's strategic objectives are as follows:

- 1.1 Flexible Personalized Learning System
- 1.2 STEM/Project Based Learning
- 1.3 Students Exploring Career Paths
- 1.4 More Positive and Safe Learning Environments

- 2.1 Skilled Volunteering Opportunities
- 2.2 Citizen-Student Mentoring
- 2.3 Partnerships with Businesses
- 2.4 More Engagement of Parents

- 3.1 Personal Technology Devices for Learners
- 3.2 Blended Learning Environments (face-to-face & electronic)
- 3.3 The Right Tools and Resources for Staff
- 3.4 Facilities that Support Optimal Learning

- 4.1 Continuous Improvement of Service Quality
- 4.2 Sound Fiscal and Resource Management
- 4.3 High Student Achievement
- 4.4 Highly Trained and Engaged Staff

2. Filters for identifying key performance indicators should include:

- Legal Compliance/Regulatory (i.e. required inspections, state assessments, etc.)
- Operational Dept. Quality Standards/Best in Class
- Combination of leading (drivers of future performance) and lagging (measures of past performance) indicators
- Support strategic plan or board/community priority
- Departmental key work process
- There is a data source in place or one can be easily created
- What are the ways in which viewers might want to disaggregate the data (i.e. by building, by demographic group, etc.)
- KPI's are not goal statements
 - Goal: 90% of all WSP safety inspections during the 2016-17 school year will be satisfactory.
 - KPI: % of satisfactory WSP bus inspections

KPI Chart/Grid:

with improved student learning and improved processes of all areas in the district.

Link to Dashboard: <http://www.wenatcheeschools.org/strategicplan>

With the help of our community we have gathered over 14000 thoughts and responses to guide how we construct our future ready learning system.

The purpose behind this strategic plan is to have a common vision for the future of local learning, and outline the support needed for that vision.

Everyone in Wenatchee is impacted by our schools.

Education is a whole community responsibility.

So when it came time to sharpen our vision for the next decade and beyond, we knew we couldn't do it alone.

Vision

Strategy One - Design the Personalized Learning System of the Future

Strategy Two - Tapping the Power of Our Whole Community

Strategy Three - Use the Best Tools and Resources to Advance Learning

Strategy Four - Balance Change for All with Excellence for All



We envision a Wenatchee renowned for making education personal and a local culture that values learning and is committed to success for all.



Mr. DeJong added that we want our information out there so our community and parents know what we are accomplishing in our schools. We have a lot yet to come to add to Dashboard because a lot of good things are happening in our programs and with our students that we need to share.

He added that Mr. Brown has done a fantastic job and made a huge investment of time in the collection and building for us not to mention time invested with the Operational Directors.

One good thing about working with Qualtrics is that we now have their data building devices that have allowed us to create these surveys and data reports giving us a much more clear picture.

The board and cabinet thanked Mr. Brown for the excellent presentation and hard work he has done.

It was discussed that the board would review the agenda for the June 27th board meeting.

Adjournment of Board Workshop: 1:30 pm

No Executive Session