



SCHOOL BOARD MEETING

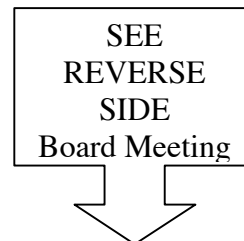
May 10, 2016

WSD District Office

AGENDA

6:00 p.m. Regular Board Meeting Oath of Office for New Appointed Board Member

		Time
I. PLEDGE OF ALLEGIANCE		
II. CONSENT AGENDA		02 Min
1. Minutes of Board Meeting 4/26/16	Action	1+
2. Personnel Report	Action	2+
3. Voucherl	Action	3+
4. Contracts	Action	4+
5. Surplus Report	Action	5+
6. Summer Sports Camps/Clinics	Action	6+
III. RECOGNITION:		10 Min
PAC Community Service Award Brian Flones, Superintendent & Melissa Hernandez,		
PBIS Container Challenge Jodi Smith Payne, Assist. Superintendent Learning & Teaching Cori Pflug-Tilton, PBIS Assist. Director		
IV. CITIZEN COMMENTS:		03 Min
V. HIGH SCHOOL ASB REPORTS:		05 Min
VI. FACILITY UPDATES:		10 Min
Washington Elementary Changer Order #4 David Zeitlin, Senior Project Manager, Hill International	Action	10 min
VII. NEW BUSINESS:		30 Min
Career & Technical Education Three-Year Plan	Action	15 min
Project Lead The Way Update Dennis Conger, CTE Director	Information	15 min
VIII. SPECIAL PRESENTATION:		40 Min
Positive Behavior Intervention & Support Update Cori Pflug-Tilton, PBIS Assistant Director	Information	20 min
High School Overcrowding Solutions Kory Kalahar, WSHS Principal Eric Anderson, WHS Principal Pete Jelsing, WVTSC Director	Information	20 min
IX. BOARD COMMUNICATION		05 min
X. SUPERINTENDENT'S REPORT		05 min
XI. ADJOURNMENT		





CONSENT AGENDA



Wenatchee School District Special Board Meeting

Minutes of April 25, 2016

Board Members

Jennifer Talbot, President
Robert Sealby V.P. (Excused Absence)
Laura R. Jaecks
Walter Newman
Jesús Hernández (Excused Absence)

Staff Present

Brian Fones, Superintendent

Special Board Meeting 12:00 pm Noon

President Jennifer Talbot opened the Special Board meeting at 12:10 pm with the Pledge of Allegiance.

Superintendent Fones shared news of a HKHS (Healthy Kids-Healthy Schools) grant for Wenatchee School District in the amount of \$191,503 from OSPI.

The following are the areas earmarked for the money to be allocated by OSPI:

Nutrition:

Lincoln Elementary \$2,073 School Garden
Orchard Middle School \$9,031 Tilting skillet
Pioneer Middle School \$8,899 Kitchen equipment

Water Bottle Filling Station:

WestSide High School \$6,500

Fitness:

WestSide High School \$165,000 (Fitness Center equipment, volleyball court, walking path, basketball court)

The board signed the OSPI letter to pledge their support to sustain the improvements funded by a Healthy Kids-Healthy Schools grant.

EXECUTIVE SESSION:

Open meeting adjourned into the executive session at 12:15 pm. President Jennifer Talbot read the following statement:

The school board will now enter into executive session in accordance with board policy 1410, Section F to evaluate the qualifications and selection of candidates to be interviewed for appointment to the board.

The meeting is expected to last 30 minutes. The board will enter back into open session to announce the candidates to be interviewed on May 3rd.

The school board will not be taking any action.

OPEN SESSION: The meeting was reconvened in open session to announce the board would take an additional 15 minutes at 12:30 pm and re-adjourned back into the Executive Session.

OPEN SESSION: The meeting was reconvened again in open session at 12:45 p.m., no action was taken.

MEETING ADJOURNED: President Jennifer Talbot adjourned the meeting at 12:45 p.m.

President

Superintendent

Date



Wenatchee School District Regular Board Meeting

Minutes of April 26, 2016
WSD District Office

Board Members	6:00 PM	Staff Present
Jennifer Talbot, President		Brian Fones, Superintendent
Robert Sealby V.P.(excused absence)		Cabinet
Laura R. Jaecks		
Walter Newman		
Jesús Hernández		

I. Regular Meeting 6:00 p.m.

Jennifer Talbot, Board President, opened the regular board meeting at 6:10 pm with the Pledge of Allegiance after a “Good-Bye” reception for Board Director Jesús Hernández.

Jennifer Talbot, asked for a motion to approve the consent agenda.

II. Consent Agenda

MOTION MADE: Laura Jaecks made the motion to approve the consent agenda.

SECONDED: By Walter Newman

DISCUSSION: None

PASSED UNANIMOUSLY

Consent Agenda included:

1) Minutes

MINUTES: Minutes of Special Board Mtg. 4/18/16, Bd. Mtg. 4/12/16

2) Personnel Report

PERSONNEL REPORT PREPARED BY: Lisa Turner, HR Director: 4/26/2016
personnel report: On File

3) Vouchers/Payroll

VOUCHERS PREPARED BY:

Karen Walters, Director of Accounting: 4/26/16

General Fund

Check numbers 583135 through 583349 totaling \$664,935.47

Capital Projects Fund

Check number 583350 through 583365 totaling \$4,447,822.99

Associated Student Body Fund

Check number 583366 through 583395 totaling \$72,900.57

4) Surplus Report

PAYROLL: Tammy Hubensack, Director of Payroll:

\$6,024,105.63 for the month of April 2016.

5) Contracts

SURPLUS REPORT: None

CONTRACTS: Karen Walters, Director of Accounting - 4/12/16

Date	New or Renewal or Revision	Federal Yes/No	Agency	Purpose	Amount	Effective Dates	Staff Person Responsible for Contract has read and has recommended this contract for Board approval	Reviewed by Les?	PO Required?
03/07/16	New	No	Pyro Spectaculars North, Inc.	Fireworks Display for Graduation Class of 2016	\$1,800	6/3/16	Brandon Harle / Ricardo Iniguez	Yes	Yes
					Budget Code 402-3016				
04/01/16	New	No	Mount Boucherie Secondary School	Varsity & Junior Varsity Football Games	\$2,000	Football Season 2016-2017	Jim Beeson	Yes	Yes
					Budget Code 0100-2880-000				
04/06/16	New	No	Developing Minds	Consultant Services for 2nd day of elementary staff in Aug 2015	\$7,200	8/26/16	Jodi Payne Smith	Yes	Yes
					Budget Code 5812-31-7000-000				
04/06/16	Renewal	No	MRSC	Small Works & Consultants Roster - Annual Membership Fee	\$120	5/1/16 - 4/30/17	Greg Thompson	Yes	Yes
					Budget Code ?				
04/15/16	Renewal	No	NCESD	Contract for Early Intervention Services - Contract #2016-008	70% of B-3 pupil allocation	2016-2017 School Year	Trisha Craig	Yes	Yes
					Budget Code 2200 27 7079 000				
04/18/16	Renewal	No	NCESD	Special Ed In Service Cooperative	\$6,500	2016-2017 School Year	Trisha Craig	Yes	Yes
					Budget Code 2100-27-7000-000				

III. Recognitions

None

IV. Citizens Comments

Sunnyslope parents spoke to the issue of class size. Brooke Berry shared the breakdown of the class size for Sunnyslope.

- She has three children attending Sunnyslope Elementary
- She is a parent member of PSTA
- She also spoke specifically to the highlighted classrooms below, having two of her three children in these classrooms she is very concerned about the overcrowding.
- Concern also with the enrichment situation, a small area, not a classroom, no windows maybe the class size will be better but what about the enrichment classroom.
- Also her wish for a portable and more staff

2015-16

0		85		92		30		31		FTE	
Sunnyslope	Ferrians, S	Jansen, K	Howard, J	Dalbeck, A	Loomis, M	King/Morgan					
	Lund, J	Martin, P	Norwood/Gale	Peterson, L	Baier, E	Lammert, A					Head
0		41		49		53		58		62	
										77	

2016-17

0		86		92		30		31		FTE	
Sunnyslope	Ferrians, S	Jansen, K	Howard, J	Dalbeck, A	Loomis, M	King/Morgan					
	Lund, J	Martin, P	Norwood/Gale	Peterson, L	Baier, E	Lammert, A					Head
0		41		49		53		58		62	
										77	

Sunnyslope Parent, Leanna Nelson, also shared her concerns about class size.

- She thanked the board for hearing the parents from Sunnyslope
- She would like to know what the master plan that the district has put in place to address the overcrowding in the classrooms.
- She also is curious about how the district allocates teachers for the classroom, when assigning them to schools. She asked if she could have that information and Superintendent Flones agreed he would be happy to provide her with that information.

The board thanked them for their comments.

V. ASB Reports

WHS: NONE

WSHS: ASB/Leadership Representatives: Eleazar Perez reported the following:

- The 2nd Annual Spaghetti feed was a smashing success proceeds going to a cancer patient, one was 12 months old.
- WSHS has 20 spots on the volunteer “My Day” activity
- Our Jobs for Washington’s Graduates – WSHS brought home 10 medals
- HKHS Grant brought lots of things for WSHS - Water Bottle Filling Station:\$6,500
Fitness:\$165,000 (Fitness Center equipment, volleyball court, walking path, basketball court)

VI. Field Trip Requests:

Out of State and Overnight Field Trips Requests:

Sarah Hanchey, Director of Curriculum presented with the Club and Activity Advisors.

Out of District/Overnight and Out of State Field Trip Requests for Board Approval											
Board Meeting: April 26, 2016											
Requesting Location	Trip #	Dates	Destination	Round Trip Miles	Teacher/Advisor Name	Educational Objective	# of Adults	# of Students	Estimated Cost	Funding Source	
203.3 Pioneer Middle School - SOAR	833	12/25/2016 01:00:00 PM - 12/25/2016 01:00:00 PM	Central Washington University Main Campus - Ellensburg WA	142.18	German Mendoza	This is a STEM summer camp.	4	30	\$0.00	SOAR - CWU	
402.5 Wenatchee High School - ASB	799	06/16/2016 05:00:00 PM - 06/19/2016 04:00:00 PM	Grant County Fairgrounds 3953 Airway Drive NE Moses Lake WA 98837	129.77	Thera Judd	Equestrian team competition - knowledge of horsemanship, proper equitations and sportsmanship	7	11	\$0.00	No Funding Needed	
Added to Field Trips 4/26/16											
TO CANCEL BECAUSE OF SAFETY CONCERNS: Wenatchee High School		06/16/16 - 06/27/16	France & Italy		Jon Magnus	To communicate in French. To discover more about the language and culture of France.	4	40	\$3,929.00		
NEW TRIP - SAME GROUP: Wenatchee High School		06/16/16 - 06/23/16	Montreal, Quebec City & Niagara Falls, Canada		Jon Magnus	To communicate in French. To discover more about the French language and the French and Canadian culture.	4	40	\$3,000.00		

- German Mendoza shared details of his trip with the board. The students will be traveling to Central Washington University. It is a STEM summer camp. It combines nature and engineering for a great experience for the students.

- Thera Judd shared details of the equestrian team competition. She reported that a Special Needs student got a 3rd place metal and will be going to state with them. They are very proud of the accomplishments of the team.
- Jon Magnus asked the board to cancel the French Club trip to Europe due to a warning from the State Department that it did not recommend traveling abroad. France is in a State of Emergency. He read the letter to the board and asked that they approve cancellation of that trip, and approve the 2nd choice trip to Montreal, Quebec City and Niagara Falls, Canada. He said they speak excellent French in those cities so the students will receive the benefit of communicating in French as they would have in Europe.

MOTION MADE: Laura R. Jaecks made the motion to approve all three field trips, STEM Camp for the Pioneer middle school, The Equestrian Team competition, and the high school French Club trip to Canada as presented.

DISCUSSION: None

SECONDED: By Walter Newman

PASSED Unanimously

MOTION MADE: Walter Newman made the motion to approve cancellation of the French Club trip to France & Italy as presented.

DISCUSSION: None

SECONDED: By Jesus Hernandez

PASSED Unanimously

VII. Facility Updates

1) Lincoln Change Order #5: David Zeitlin, Hill International Senior Project Manager, presented the following Lincoln – Lydig Change Order #5

LIN CIP – Change Order #5 encompasses four (4) changes in the contract. Three (3) are owner requests; one (1) is related to construction coordination. All are additive costs to the contract, the architect’s narrative is below.

SITUATION

Change Order No. 5 is attached for your review. The change order includes four (4) additive changes to the construction contract for the Lincoln Elementary School Modernization and Addition project. Three (3) changes are owner requests. One (1) of the changes to the contract is related to construction coordination.

The cost of the changes from Change Order No. 5 is within the budget established for this project. The total for change orders to date is 7.35% of the construction contract amount.

<u>Original Construction Contract Amount</u>	\$19,445,406.00
<u>Current Change Order</u>	
Change Order No 5	\$66,939.00
<u>Total Change Orders</u>	
Change Order 1 thru 5	\$1,430,321.00
<u>Contract Amount including this Change Order</u>	\$20,875,727.00

RECOMMENDATION

The Board of Directors approves Change Order No. 5 to Lydig Construction, Inc. for the Lincoln Elementary School Modernization and Addition Project in the amount of \$66,939.00 increasing the contract amount to \$20,875,727.00.

After a brief discussion Mr. Zeitlin asked for approval.

MOTION MADE: Laura R. Jaecks made the motion to approve Lincoln Lydig Change Order #5 as presented.

DISCUSSION: None

SECONDED: By Walter Newman

PASSED Unanimously

2) **PUD Utility Easement at Washington** : David Zeitlin, Hill International Senior Project Manager shared the following PUD Utility Easement and showed where it would be on the attached map:

**EASEMENT
UNDERGROUND UTILITY**

THIS EASEMENT, made this ____ day of _____, 2015, between WENATCHEE SCHOOL DISTRICT NO. 246, Record Owner(s), hereinafter called the "Grantor(s)," and PUBLIC UTILITY DISTRICT NO. 1 OF CHELAN COUNTY, a municipal corporation, hereinafter called the "Grantee,"

WITNESSETH:

In exchange for utility services and/or other valuable consideration, receipt of which is hereby acknowledged, the Grantor(s) hereby bargain(s), sell(s) and convey(s) to the Grantee, its successors and assigns, a perpetual easement for Grantee's, and/or Grantee's licensee's or permittee's, electrical and telecommunications utility infrastructure ("the Utility Infrastructure"), which includes, but is not limited to, electrical lines, communication lines, conduits, cables, manholes, vaults, semi-buried or ground-mounted facilities such as pads and transformers, and other necessary or convenient facilities, across, along, in, upon and under the property situated in Chelan County, State of Washington, more particularly described as follows:

The Northeast quarter of the Northeast quarter of the Northwest quarter of Section 9, Township 22 North, Range 20, E.W.M., Chelan County, Washington, EXCEPT the North 140 feet of the West 95 feet thereof.
ALSO EXCEPT right of way for Washington Street and Elliott Avenue.

Job No. 333667

Said easement is described as a ten foot (10') strip of land on the above described property, specifically located as the Utility Infrastructure is actually installed and approximately as illustrated in Exhibit A (attached).

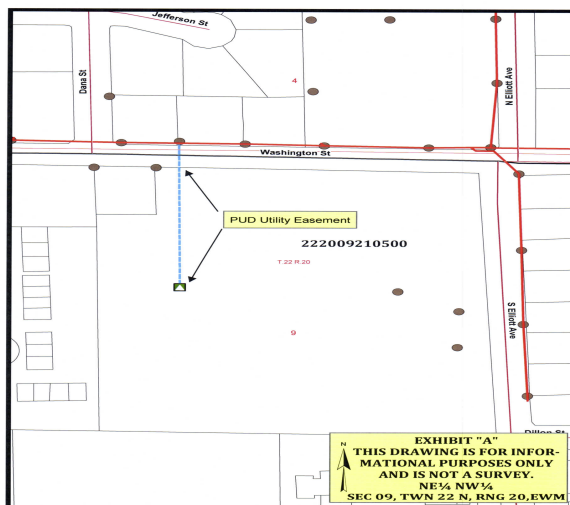
Hereafter, Grantee may place or construct any Utility Infrastructure within the Easement, to the extent necessary for Grantee, its successors and assigns along with the perpetual right, privilege and authority to use the Easement to construct, erect, alter, expand, improve, repair, operate and maintain all underground Utility Infrastructure and with the right to permit the installation, operation, improvement, repair and maintenance of underground facilities and equipment of any other organization.

SUBJECT TO THE FOLLOWING:

1. Grantee shall have the right of access across the Grantor's property and adjacent lands of the Grantor for the purpose of constructing, reconstructing, maintaining, repairing, renewing, altering, changing, patrolling and operating the Utility Infrastructure including but not limited to: wires, fiber optic cables, other telecommunications devices, and appurtenances thereto, and underground cables, vaults and manholes, and the right at any time to remove the Utility Infrastructure from said property.
2. The Grantee, its successors and assigns, shall have the right to clear the Easement and keep the same clear of brush, trees, timber, structures, and all fire hazards. The Grantor its successors, assigns or licensees, shall not place, construct or maintain any building or other structure within the boundary limits of the Easement as now exists, nor shall the Grantor place any fill material or other substances upon the surface of the land within the boundary limits of the Easement which in any manner interferes with the use, maintenance and/or operation of the Utility Infrastructure or obstructs or impedes the Grantee's right of access to the Utility Infrastructure including, without limitation, the Grantee's right of access for purposes of improvement, repair and/or maintenance of the Utility Infrastructure. The Grantor shall not dig, tunnel, or do any other act, or permit any other act, within the Easement which will disturb the compaction or unearth the lines, cables, facilities or equipment thereon or therein, or in any other way remove, threaten, or endanger the lateral support to the Easement or Utility Infrastructure located therein; nor shall the Grantor, its successors, assigns or licensees do any blasting or discharge any explosives within a distance of 300 feet of the Easement without giving reasonable notice in writing to the Grantee, its successors or assigns, of intention to do so.
3. Grantor, its heirs, executors, administrators, successors and assigns, covenant that no structure will be erected or permitted within the Easement that would, in the opinion of the Grantee, interfere with or endanger the unrestricted exercise of the rights and privileges herein granted and that no concrete, tar or other permanent surfacing shall be installed or permitted over any vault or manhole installed on said property.
4. Grantee, its successors and assigns, shall have the right to level, grade and regrade the Easement as may appear to Grantee to be necessary for the construction, operation and maintenance of its Utility Infrastructure.
5. Grantee, its successors and assigns, if installing facilities underground, shall bury all conduit or cable to such depth as not to interfere with reasonable and ordinary landscaping within the Easement; provided no trees, shrubs or bushes shall be planted thereon without first having obtained written approval from the Grantee.

The rights, title, privileges and authority hereby granted shall continue and be in force until such time as the Grantee, its successors or assigns, shall permanently remove said Utility Infrastructure, or

shall otherwise permanently abandon said Utility Infrastructure, at which time all such rights, title, privileges and authority hereby granted shall terminate.



A brief discussion followed and Mr. Zeitlin asked for approval.

MOTION MADE: Jesus Hernandez made the motion to approve the PUD easement as presented by Mr. Zeitlin.

DISCUSSION: None

SECONDED: By Laura R. Jaecks

PASSED Unanimously

3) Budget & Apprenticeship Utilization: David Zeitlin, Hill International Senior Project Manager gave an update on the following charts:

Discussion:

- Changes in the Budget sheet highlighted in yellow
 - Lincoln –Original/Current /To Date Construction Contract: 19,445,406/ \$20,875,727/12,243,388
 - Washington –Original/Current /To Date Construction Contract: 24,071,602/24,252,814/12,127,314
 - Castle Rock - Original/Current /To Date Construction Contract: 4,664,836 / 4,797,837/ 2,845,799
 - Pioneer - Original/Current /To Date Construction Contract: 4,540,140/ 5,297,915 /5,150,364
 - He shared the “Owner Change Orders To Date”
 - Washington’s G/CM Contingency also had changes
- Recent Lincoln change orders were included
- Pioneer at 97% completed and working at closing out
- Washington completed middle of August – on track

Capital Improvement Program Bond and SCAP Funding	Funding	Budget Transfer	Current Budget	Phase 2 Encumbrance	Balance Remaining	Bond Allocation	OSPI /SCAP Allocation
	\$ 82,484,971	\$ 10,883,156	\$ 77,383,156	\$ 973,237	\$ 4,128,578	\$ 66,500,000	\$ 15,984,971

Project	Budget Data			Cost To Date			
	Baseline Budget (Revised)	Budget Transfer	Current Budget	Cost to date Last Period	Cost this Period	Cost to Date	% Spent*

Capital Improvement Program Phase 1 Allocation							
Total Across Program	\$ 66,500,000	\$ 10,883,156	\$ 77,383,156	\$ 34,805,39	\$ 4,887,625	\$ 39,693,019	51%
Capital Improvements Program (#1400)	\$ 75,000	\$ 250,000	\$ 325,000	\$ 234,26	\$ 5,458	\$ 239,720	74%
Lincoln ES Modernization & Addition (#1413)	\$ 23,662,500	\$ 3,737,458	\$ 27,399,958	\$ 12,223,87	\$ 2,235,611	\$ 14,459,485	53%
Mission View Site Improvements (#1414)	\$ 650,000	\$ 267,820	\$ 917,820	\$ 917,81	\$ -	\$ 917,819	100%
Washington ES Replacement (#1416)	\$ 29,462,500	\$ 3,558,170	\$ 33,020,670	\$ 9,734,09	\$ 2,551,934	\$ 12,286,028	37%
Castle Rock - SPED Modernization (#1421)	\$ 6,100,000	\$ 1,300,000	\$ 7,400,000	\$ 4,242,30	\$ 4,626	\$ 4,246,931	57%
Pioneer Middle School Gym Modernization (#1423)	\$ 6,550,000	\$ 404,497	\$ 6,954,497	\$ 6,197,54	\$ 89,994	\$ 6,287,534	90%
Apple Bowl Upgrades (#1423.1)	\$ -	\$ 1,365,211	\$ 1,365,211	\$ 1,255,50	\$ -	\$ 1,255,501	92%

	OSPI Art Allocation (Estimate)	OSPI Art Allocation (Actual)
	\$ 22,641	\$ 40,000

Construction Contract(s)†				Owner Management Reserve (OMR)		
Original Construction Contract(s)	Current Construction Contract	Construction Cost to Date	% Spent on Construction to date	Owner Management Reserve (OMR)	OMR Transfer**	OMR Balance
\$ 54,765,481	\$ 57,296,210	\$ 34,483,855	63%	\$ 982,198	\$ 63,336	\$ 918,862
NA		NA	NA	\$ -	\$ -	\$ -
\$ 19,445,406	\$ 20,875,727	\$ 12,243,388	59%	\$ 438,219	\$ -	\$ 438,219

\$ 784,078	\$ 812,498	\$ 861,489	110%	\$ -	\$ -	\$ -
\$ 24,071,602	\$ 24,252,814	\$ 12,127,314	50%	\$ 218,424	\$ -	\$ 218,424
\$ 4,664,836	\$ 4,797,837	\$ 2,845,799	59%	\$ 139,850	\$ -	\$ 139,850
\$ 4,540,140	\$ 5,297,915	\$ 5,150,364	97%	\$ 185,705	\$ 63,336	\$ 122,369
\$ 1,259,419	\$ 1,259,419	\$ 1,255,501	100%	\$ -	\$ -	\$ -

Owner Contingency					GC/CM Contingency			
Owner Contingency (Original)	Owner Increase	Owner Change Orders To Date	Potential Changes	Owner Contingency Balance	GC/CM Contingency	GC/CM Change Orders***	Potential Changes	GC/CM Contingency Balance
\$ 2,232,319	\$ 3,196,715	\$ 2,530,730	\$ (964,396)	\$ 2,898,304	\$ 2,217,918	\$ 667,857	\$ 825,575	\$ 724,486
NA	NA	NA		NA	NA	NA	NA	NA
\$ 1,197,478	\$ 700,000	\$ 1,430,321	\$ 253,367	\$ 213,790	\$ 884,433	\$ 38,890	\$ 507,013	\$ 338,530
\$ -	\$ -	\$ 28,421		\$ (28,421)	NA	NA	NA	NA
\$ 443,911	\$ 1,808,651	\$ 181,212	\$ 265,667	\$ 1,805,683	\$ 1,114,923	\$ 628,967	\$ 227,175	\$ 258,781
\$ 180,844	\$ 314,912	\$ 133,001	\$ 40,576	\$ 322,179	\$ 218,562		\$ 91,387	\$ 127,175
\$ 410,086	\$ 373,152	\$ 757,775	\$ 25,463	\$ -	NA	NA		NA
\$ -				\$ -	NA	NA		NA

Apprentice Utilization Report

Capital Improvement Program
Wenatchee School District
4/26/2016

Reporting Month	Mar-15				Apr-15				May-15				Jun-15				
School Project			Pioneer				Pioneer				Pioneer		Castle Rock	Lincoln	Pioneer	Washington	Castle Rock
Monthly																	
Total Apprentice Hours Worked			0				498				302		160	24	570	0	160
Total Journeymen Hours Worked			570				1458				2312		1461	1273	3534	2270	1461
Apprentice Utilization Percentage			0%				34%				13%		11%	2%	16%	0%	11%
Cumulative																	
Cumulative Apprentice total							498				800		160	24	1370	0	320
Cumulative Journeymen total							2028				4340		1461	1273	7874	2270	2922
Cumulative Total Percentage							25%				18%		11%	2%	17%	0%	11%

Jul-15			Aug-15				Sep-15				Oct-15				Nov-15				Dec	
Lincoln	Pioneer	Washington	Castle Rock	Lincoln	Pioneer*	Washington	Castle Rock	Lincoln	Pioneer	Washington	Castle Rock	Lincoln	Pioneer	Washington	Castle Rock	Lincoln	Pioneer	Washington	Castle Rock	Lincoln
232	509	0	1047	662	428	96	1195	1194	448	176	92	923	0	529	0	1222.5	0	865.5	0	995
3426	2401	2270	5286	3751	1277	3345	3919	2278	1961	3546	1455	1662	0	4554	0	2928	72	3918.5	0	3027
7%	21%	0%	20%	18%	34%	3%	30%	52%	23%	5%	6%	56%	0%	12%	0%	42%	0%	22%	0%	33%
256	1879	0	1367	918	2307	96	2562	2112	2755	272	2655	3035	2755	801	2655	4258	2755	1666	2655	5253
4699	10275	4539	8209	8450	11551	5614	12128	10728	13512	9160	13583	12390	13512	13714	13583	15318	13584	17633	13583	18345
5%	18%	0%	17%	11%	20%	2%	21%	20%	20%	3%	20%	24%	20%	6%	20%	28%	20%	9%	20%	29%

2015		Jan-16				Feb-16				Mar-16			
Pioneer	Washington	Castle Rock	Lincoln	Pioneer	Washington	Castle Rock	Lincoln	Pioneer	Washington	Castle Rock	Lincoln	Pioneer	Washington
0	1482	0	298.5	0	1817.5	0	1189.5	0	1617.3	0	750.5	0	1815
0	6426.8	42.25	2847	0	8055	0	2703.5	0	9922	0	1214.5	0	12265
0%	23%	0%	10%	0%	23%	0%	44%	0%	16%	0%	62%	0%	15%
3237	3148	2655	5551	3237	4966	2655	6741	3237	6583	2655	7491	3237	8398
15715	24059	13625	21192	15715	32114	13625	23895	15715	42036	13625	25110	15715	54301
21%	13%	19%	26%	21%	15%	19%	28%	21%	16%	19%	30%	21%	15%

David Zeitlin reported that we are on the right track in reference to Apprentice Utilization. The board thanked Mr. Zeitlin for the update.

VII. Old Business

1) Math Adoption – Secondary 2nd Reading

Sarah Hanchey, Curriculum Director asked the board for approval of the Curriculum Adoption for the 2nd reading. Ms. Hanchey presented the following.

INSTRUCTIONAL MATERIALS COMMITTEE ADOPTION RECOMMENDATIONS

The Instructional Materials Committee is recommending the Board approve the following material for district adoption.

THIS IS THE SECOND READING

Approval is recommended.

Big Ideas Math for Core Instructional Materials adoption. Authored by Ron Larson and Laurie Boswell. Published by Big Ideas Learning (2014-15). To be used in grades 6-8 and Algebra 1, Geometry, and Algebra 2 courses. The adoption of this comprehensive Mathematics program will benefit our students by providing them with quality resources as they learn and progress in their math skills. This program provides students with online access to lessons, learning activities, videos, and second language support. This program provides a balance of building conceptual understanding, procedural fluency, and real world application. Students will also be exposed to consistent instruction through the vertical alignment offered by this program. This adoption will also provide our staff with quality, research based resources to teach the skills and strategies supported by the math standards. The *Big Ideas Math* program is directly aligned to the Common Core State Standards for Mathematics. The use of these new programs will replace various outdated mathematics programs previously used.

Math 180 for Alternative Core Instructional Materials adoption. Published by Scholastic (2014). To be used in grades 6-8 for Math intervention. All three middle schools used *Math 180* this year as a trial and principals have requested to continue using and expanding the program. *Math 180* will provide students who are well below standard with an intensive curriculum and additional time to develop the foundational math skills they need in order to catch up to their peers.

Calculus, Early Transcendentals for Core Instructional Materials adoption. Authored by Jon Rogawski. Published by Freeman (2012). This resource will be used in a new course, Calculus 2 & 3 AB (a College in the High School course), which is being offered at Wenatchee High School. *Calculus, Early Transcendentals* is the same book that Wenatchee Valley College uses for teaching Calculus.

Ways of the World for Core Instructional Materials adoption. Authored by Robert W. Strayer. Published by Bedford St. Martin (2016). This resource is needed for a new course being offered at the high school level, AP World History. The program includes an online component and has many useful support materials for both students and teachers.

Various Curriculum Resources for Valley Academy for Alternative Core and Supplemental Instructional Materials adoption. Valley Academy utilizes a vast variety of curricular resources. Due to the nature of Valley Academy's flexible learning environment, instructional materials are chosen based on individual student learning goals, the grade level, content, and the diverse needs of the students they serve. Since these materials have become permanent resources over time that teachers utilize regularly, Valley Academy is seeking Board approval.

High School English Novels for Core Instructional Materials and Supplemental adoption. These novels are used in various English courses and have become permanent resources:

1984 by George Orwell
A Tale of Two Cities by Charles Dickens
All Quiet on the Western Front by Erich Maria Remarque
Beowulf- A New Telling by Robert Nye
Beowulf- A New Translation by Seamus Heaney
Brave New World by Aldous Huxley
Catcher in the Rye by JD Salinger
Cold Mountain by Charles Frazier
Frankenstein by Mary Shelley
Great Expectations by Charles Dickens
Hamlet by Shakespeare
Harry Potter and the Sorcerer’s Stone by JK Rowling
Heart of Darkness by Joseph Conrad
Inferno by Dante
Macbeth by Shakespeare
Mythology by Edith Hamilton
Nectar in a Sieve by Kamala Markandaya
Of Mice and Men by John Steinbeck
One Day in the Life of Ivan Denisovich by Alexander Solzhenitsyn
One Flew Over the Cuckoo’s Nest by Ken Kesey
Othello by Shakespeare
Red Badge of Courage by Stephen Crane
Tempest by Shakespeare
The Adventures of Huckleberry Finn by Mark Twain
The Chosen by Chaim Potok
The Crucible by Arthur Miller
The Grapes of Wrath by John Steinbeck
The Great Gatsby by F. Scott Fitzgerald
The Iliad by Homer

	6 th Grade	7 th Grade	8 th Grade
“Math 180 Pathway”	Math 180 Course 1	Math 180 Course 1 Or Course 2	Math 180 Course 2 Or Regular 8th
“Regular Pathway”			
“Algebra Pathway”			
“Geometry Pathway”			

REGULAR PATHWAY
 The *Big Ideas Math* program addresses all of the 6th, 7th, and 8th grade standards as outlined by the Common State Core Standards. The Regular Pathway provides 8th grade students with a study of Linear Equations and Functions, preparing them for a full Algebra 1 course in 9th grade.

ALGEBRA PATHWAY
 6th grade students use the “Regular” 6th grade green book. In 7th grade, they use the *Accelerated* text which covers 10 chapters from the “Regular” 7th and 5 chapters from the “Regular” 8th grade books. Students are ready for Algebra 1 in 8th grade.

GEOMETRY PATHWAY
Big Ideas Math Advanced 1 (covers all of 6th grade and part of 7th grade standards) and *Advanced 2* (covers remaining 7th grade and all of 8th grade standards) in 6th grade. Students will then progress into Algebra 1 in 7th grade and Geometry in 8th grade.

Ms. Hanchey gave a review summary of all the materials and answered questions from the board.

- Implementation details
 - The program has a lot of support for teachers
 - 2 Math summer trainings
 - We will have support throughout the year
 - Trainings at the end of year
 - Will replace all old books
 - There will be additional training opportunities
 - Collaboration – Meet & Share Strategies
- 5 Sections – 140 students signed up already
- Entire costs \$550,000 which is very good
- Personalized Learning

MOTION MADE: Jesus Hernandez made the motion to approve Math Curriculum Adoption as presented by Sarah Hanchey, Curriculum Director.

DISCUSSION: Laura R. Jaecks noted that she appreciates the individualized learning this curriculum provides.

SECONDED: By Laura R. Jaecks

PASSED Unanimously

Valley Academy Curriculum discussed briefly and Ms. Hanchey asked for approval of adoption of their curriculum.

- US History AP discussed
- HS Reading Novels

MOTION MADE Laura R. Jaecks made the motion to approve Valley Academy Curriculum as presented by Sarah Hanchey, Curriculum Director.

DISCUSSION: None

SECONDED: By Walter Newman

PASSED Unanimously

VIII. Special Presentations

Security & Risk Management Update: Adam Bergstrom, Security & Risk & Mark Helm, Executive Director of Student Services presented the following information in a Powerpoint presentation.

COMPLETED / ONGOING

- School Resource Officer (SRO)
- Cameras: Standardization and Modernization
- Trip Tracker: Cloud based Automated Trip Request/Tracking
- Handheld Radios: Assessment/Way ahead
- Safe Routes to School Grant: New Safety Equipment

SPRING / SUMMER INITIATIVES

- Plans, Procedures, and Policies: Integrated, Consistent Program
- Field Trip Portfolios: Develop Control Measures for Identified Risk
- DO Risk Management Committee: Direction, Priorities, Guidance
- District Crisis Management Team: Emergency management
- Safe Schools Multi-Hazards Program and Plan: District Standard
- Automated Accident and Injury Reporting system

School Resource Officer -Typical Two-week Period - WHS

- Increased patrol around the school at lunches.
- Met with returned runaway
- Truancy / Dealing Marijuana.
- Extra Patrols At Skyline.
- Investigation Of Possible Drug Dealing.
- Student Searched By WHS Staff. MJ/Vape Pen Located.
- Spot check speeding – lunch and after school
- Student brought brass knuckles to school. Case sent to the Court
- Vehicle Accident ,No Injury
- Home visit for student threatening assault. Student suspended. Arranged meeting for administrator

ORCHARD MIDDLE SCHOOL

- Harassment/Threats/Disorderly Incident.
- Drug Dog No contraband located. Admin pleased

FOOTHILLS

- Student Arrested And Booked Found With Brass Knuckle Combo Switch Blade In His Backpack.

NEWBERY

- Student Threatened To Blow Up School. Met With Student And Explained Consequences.
- Male Student Punched Another Male Student.
- Met With Student Who Was Suspended For Getting In A Fist Fight.

MISSION VIEW

- Extra Patrols, Parking In Handicapped Met With At Least 4 Offenders. Gave Warnings.

WASHINGTON

- Welfare Check On Student

COLUMBIA

- 10 year old got slapped by dad at Columbia. Report done and sent to Detectives

TECH CENTER

- Drug Dog No contraband located. Admin pleased
- Met With Principal Re: Walk-Through
- Met with Staff to discuss search procedures

Cameras - Standardization and Modernization

- Several different types – aging analog systems
- IT OPS - Standard for camera infrastructure
- Upgrading legacy system
 - WHS
 - Foothills MS (Upgraded)
 - Orchard MS(Upgraded)
 - District Office (Upgraded)
 - WSHS (Added)
- New installation baseline of 10 cameras
 - Pioneer MS
 - M&O
 - WVTSC
 - ECLC
 - Columbia ES
 - *Lincoln ES
 - *Washington ES

Trip Tracker Automated Trip Request/Tracking

- Past SY identified issues with paper request form
 - Relied on individuals making phone calls or emails to departments/individuals for coordination
 - No ability for mandatory fields
- Three automated systems identified
- Working Group met for system demo: Agreed to move forward
- Briefed to DO Leadership agreed to move forward
- Populated Database and customized system for WSD
- Began using Travel Tracker 2nd Semester

Total 2nd Semester trips: 695 trips

Standard Field Trip: 381 Athletic Trip: 203
Walking Field Trip: 17 Mariachi Band Trip: 31
Wilderness Field Trips: 9 SOAR/MOSAIC Trip: 29
Water Activity Field Trip:23 International Field Trips: 2

WSD Travel Tracker

- Travel Tracker is entirely internet-based to allow for access from any web browser.
- Automatic system notifications are emailed directly to principals, accounting, risk management, food service, nursing and transportation staff members.
- The program provides the ability to enter and manage trip processes from initial request through final approval. Features include:
 - Paperless processing.
 - Increased efficiency through elimination of numerous phone calls, emails and “paper shuffling”.
 - Automatic email notifications.
 - Trip estimator function that provides up-to-date costs throughout process – No Budget Surprises!
 - Immediate views of your approved trips and vehicle(s) when assigned.
 - District-wide calendar detailing all schedules, approved trips, and assigned vehicles.
 - Ability to reschedule, cancel and duplicate trips.

Automated Trip Request/Tracking WSD Trip Tracker

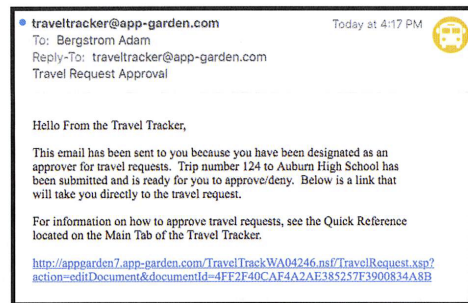
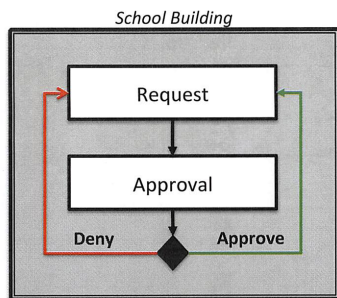
- Paperless processing
- Automatic email notifications
 - Building Approvers
 - Nurses
 - Transportation
 - Risk Management
 - Food Service
 - Teaching and Learning
 - School and District Finance
- Immediate views of approved trips and vehicles when assigned
- District-wide calendar detailing all trips, and assigned vehicles and assigned drivers
- Ability to reschedule, cancel and duplicate trips

Trip Request Flow - Approval and Automated Emails

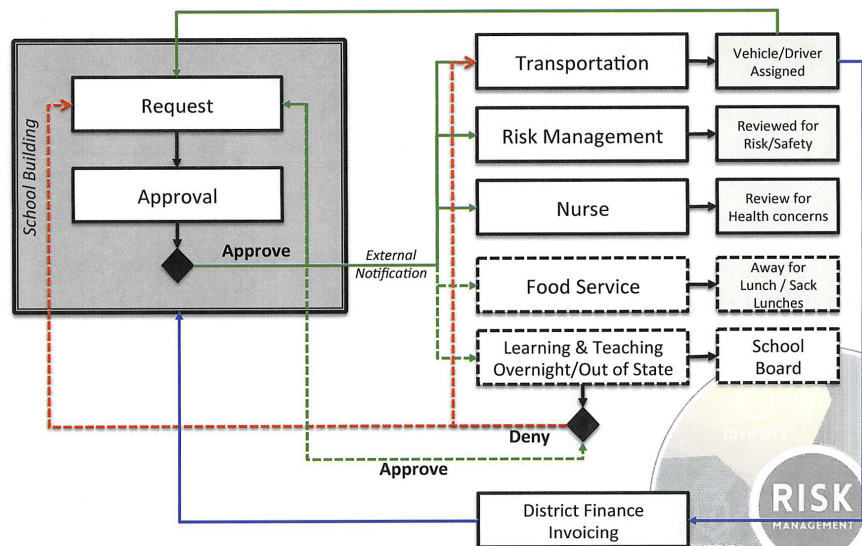
- An online trip request is filled in and submitted by a teacher or staff member

Trip Request Flow Approval and Automated Emails

- An online trip request is filled in and submitted by a teacher or staff member



Trip Request Flow Automated Emails



Handheld Radios - Supervision, Safety, and Security

- Span more than 10 years old with 8 different models in use
- No centralized program or procedures for radio purchase or preventive maintenance and sustainment
- Radios are lower end analog radios with marginal to good audio quality.
- Radios for on campus communications (*depending on signal strength*)
 - Each school has unique frequency used at their site
 - Select radios have additional Security frequency
 - RMS&S radios are capable of extended range do to repeater
 - Two Radio Repeaters (*Extends range of frequency*)
 - Security Repeater used for RMS&S unique frequency – good coverage
 - New (last year) High School Repeater to help internal building reception

New Safety Equipment - Safe Routes to School

- City of Wenatchee Grant purchased: (*approx. \$4000*)
 - 10 each: Vertex Handheld Radios
 - 44 each: Crossing Guard Vests
 - 35 each: Crossing Guard Flags
 - 20 each: Kid Alert Signs
 - 9 each: Stop signs
 - 7 each “School Crossing” signs
 - 20 Orange Traffic Cones

Spring / Summer Initiatives

- **Plans, Procedures, and Policies:**
 - Integrated, Consistent Program, - Tom Couey assisting over summer
- **Field Trip Risk Management Portfolios**
 - Identify Risks, Develop Control Measures, etc.
- **District Risk Management Committee**
 - Develop Charter and Program, Organize Committee, etc.
- **District Crisis Management Team**
 - Crisis Management Plan, Emergency Communications Plan, etc.
 - **Safe Schools Multi- Hazards Program and Plan**
 - Hazard Assessments, Universal Procedures, Standardize Plan(s), etc.
 - **Automated Accident and Injury Reporting System**
 - Consistent information, Data collection, Trend analysis, etc.

Discussion points:

- Brian Miller, Resource Officer, has done an outstanding job of being on top of the security for the

district.

- Still working on camera systems at the high school, but it has improved
- Mr. Helm has been instrumental in cleaning up areas for security
- Radio frequencies have been upgraded and each school has their own
- Same for all district and security - have their own frequency
- Grant: Safe Route for Schools = \$4,000 on Radios & \$8,000 on other with city
- IT infrastructure details
- Training for staff for the new system, learning curve but will soon be appreciated by all how easy it has become

The board thanked Mr. Bergstrom and Mr. Helm for the outstanding presentation and update.

IX. Budget Update

1) Budget Update – Enrollment April 2016: Les Vandervort, CFO, presented the following report.

Re: Enrollment Reports for **April 2016**

Exhibit A - Monthly Enrollments.

The **April 2016** count of K-12 students is **7,868.71 full-time equivalents (FTE)** including 155.25 FTE Running Start students (Running Start students are counted starting in October).

The *average* FTE is **7,924.23** which are **4.77** FTE below budgeted *average* FTE of 7,929.

Running Start, Open Doors and Alternative Learning FTE are shown as separate line items for comparison to budget numbers on the F-195.

Exhibit B shows the changes in average FTE enrollment, as reported to SPI, since 2003-04. Exhibit B reflects the history of our actual state funding level of FTE.

Exhibit C is a restatement of enrollment from 2003-04 for comparability.

Kindergarten is restated based on headcount rather than FTE due to the state funding formula changes. All day kindergarten at Columbia has been BEA funded since 2007-08. All day kindergarten at Lewis & Clark, Lincoln, and Mission View has been BEA funded since 2008-09. Newbery Elementary has been BEA funded since 2013-14. Washington Elementary ADK is newly state funded for 2015-16.

The current Wenatchee Valley Technical Skills Center counts for grades 9-12 have been included in years prior to 09-10 for comparability. As a branch campus, Moses Lake enrollment is excluded from Wenatchee's count.

Exhibit D is a comparison of student FTE by school and by grade level for the current month and the same month in the prior year (2014-15).

Exhibit E shows the monthly information in graphic form, with a comparison to last year's (2014-15) actual enrollment and 2015-16 budgeted numbers.

2) Budget Update – Budget Status April 2016: Les Vandervort, CFO, presented the following report

Re: **March 31, 2016 Budget Status Report**

GENERAL FUND With **58%** of the fiscal year elapsed, Total General Fund revenues were **56.3%** and expenditures were **54.6%** of budgeted amounts, respectively. General Fund Total Fund Balance at March 31, 2016 is **\$12,100,018** (13.48%). Total Fund Balance at March 31, 2015 was **\$11,851,558** (14.24%).

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 year.

CAPITAL PROJECTS FUND The Month Ending Fund Balance is **\$28,661,378**.

WSD received an anonymous donation of \$1,000,000 to refurbish the district's baseball field at Rec Park. The new turf is in. Currently evaluating next phase of work.

Construction work continues for the Washington and Lincoln Elementary projects. Phase II (Wenatchee High School and other projects) planning is in process. WSD has purchased property for future expansion of the Wenatchee Valley Technical Skills Center. Awaiting results of Phase I environmental testing.

DEBT SERVICE FUND The Month Ending Fund balance of **\$1,604,989** is reserved for payment of bond principal and interest payments which are due each December and June. Revenues consist primarily of property taxes, which are levied annually to provide adequate funds for the bond payments.

The Debt Service levy for 2016 collection is \$5,400,000 or \$1.39 per \$1,000 assessed value.

The M&O levy for 2016 collection is \$11,809,000 or \$3.05 per \$1,000 assessed value. The district's 2015 base assessed value to determine 2016 collection is \$3,888,868,880.

ASB FUND Revenues are **75%** of the amount budgeted for the year. Expenditures are **48.1%** of budget. The Total Month Ending Fund Balance is **\$651,317**.

TRANSPORTATION VEHICLE FUND The Month Ending fund balance is **\$192,461**. Bus purchases are made only when funds are actually received by the district. One (1) bus for \$147,489 is on order to be received summer 2016.

3) Budget Update –Resolution 25-16: Les Vandervort, CFO, presented the following amended resolution and asked for approval.

Resolution of Budget Extension Wenatchee School District 246 RESOLUTION NO 25-16

Whereas, WAC392-123-071 through 392-123-074 and WAC 392-123-078 and 392-123-079

permits a second class district board of directors to petition OSPI to increase the amount of appropriation from any fund, and allows a first class district to file an increase of the amount of appropriation from any fund, and

Whereas, the General Fund of Wenatchee School District No. 246 has unexpected expenditures in the 2015-16 school year as a result of certificated contract negotiations and facility projects which will require an additional increase in appropriation of ~~\$3,118,948~~ \$3,522,035 and

Whereas, the General Fund beginning cash/fund balance plus anticipated revenues is sufficient to provide for the additional expenditures,

Therefore Be It Resolved that: the Board of Directors of Wenatchee School District, Chelan County, Washington, hereby petition OSPI to increase the General Fund appropriation amount from **\$89,758,514 to \$93,280,549.**

Adopted by the Board of Directors of the School District No.246 at an open public meeting on April 26, 2016.

Wenatchee School District
2015-16 Revised Budget
April 26, 2016

Resolution 25-15

Authorization to increase General Fund Appropriation from \$89,758,514 to \$93,280,549. Increase is due to additional salary commitments and facility projects subsequent to original budget.

Estimated Ending (8/31/16) Fund Balance will decrease from **\$10,004,278** to **\$8,298,423.**

All numbers are the same as March 18, 2016 Board Workshop.

MOTION MADE Walter Newman made the motion to approve Resolution 25-16 with the amended additional increase in appropriation from \$3,118,948 to \$3,522,035 as presented by Les Vandervort, CFO.

DISCUSSION: None

SECONDED: By Laura R. Jaecks

PASSED Unanimously

X. Communications

- Jennifer Talbot, Board President, reported her recent participation with Assistant Superintendent Jodi Smith Payne and Cori Pflug-Tilton, Assistant PBIS Director, by recognizing the teachers who completed the PBIS Container Challenge. They attend staff meetings and awarded certificates to the successful individuals. She asked if any of the other board members would also like to participate, if so please let her know.
- She also reminded the board of the May 3rd Board Vacancy Interviews.

XI. Superintendent's Report

- Superintendent Fiones thanked all the parents and staff who have attended meetings with their concerns and ideas for solutions to the overcrowding problem we are now facing in the district.
- Superintendent Fiones and Executive Director Mark Helm went to work with Keith Collins, Washington Principal, Dave Perkins, Sunnyslope Principal and Jon DeJong, Deputy Superintendent to come up with some immediate solutions to the overcrowding in their schools now.
- First they looked at adding portables around the district to relieve the current pressures. Currently we are in the process of getting a "Conditional Use Permit" from the city to allow us to put portables on school sites as needed. Washington Elementary is already out of room and it is a brand new school, we need one there. This is a long-term solution so we want to make sure they are placed in the areas of most need first.
- Currently working with WVC to work out the daycare issue, which takes up space. Portables would be utilized for that program.
- Several portables are needed at the high school so that is another area where space is an immediate need. Portables will be used in addition to the modernization at the high school.
- Overcrowding is a tough problem, emotional so we need to be vigilant in finding the best remedies.
- The board had a workshop on April 18 to address overcrowding. They reviewed all the challenges and observed that Choice students are contributing to some of the overcrowding issues at Washington and Sunnyslope.
- Superintendent Fiones outlined, for those attending, the reasons for Choice:
 - When a student is Choiced to another school in the district, the siblings follow, adding more to that school population
 - Employees can Choice their children to their parent's school, state statute
 - People move but want to keep their children in the same school

- Board Policy allows us to pull back on choice for this very reason, too many students in a school. The schools were not built to have that many students comfortably in classroom space, cafeteria, gym and restrooms, it is not fair to the students or teachers who have too many in a classroom
 - Even adding teachers does not solve the problem of overcrowding because there is nowhere to put them to teach.
 - Alternative schedules have been looked at also
 - Most schools designed as a 4-track school, adding a 5th track will make it even less accommodating
 - Sunnyslope designed to be a 3-track school.
 - By moving 45-46 students back to their neighborhood schools would bring those classrooms way down
 - Superintendent Fones recommendation is to put Choice Policy 3131 back into force, to get the classrooms sizes down.
 - Parents in attendance thanked Superintendent Fones for recognizing the issues with overcrowding, their students' education is suffering and teachers are overwhelmed
 - Principals are in agreement and feel this is the best first step
 - Not all Choice will be eliminated, out of district first, most recent next, this will help to relieve some of the pressure
 - Parents in attendance supported the Choice cut back
 - With this move Sunnyslope will not need a portable
 - Superintendent Fones gave all the numbers in classrooms to the Sunnyslope parents who were present
 - This move will give the district time to plan for the future
- Superintendent Fones thanked the parents and staff again for attending and for their input. He welcomed them to contact him anytime.

MEETING ADJOURNED: President Jennifer Talbot adjourned the meeting at 8:40 p.m.

President

Superintendent

Date

WENATCHEE SCHOOL DISTRICT NO. 246
MAY 10, 2016

TO: **BOARD OF EDUCATION**

FROM: Brian L. Flonas, Superintendent

PREPARED BY: Lisa N. Turner, Executive Director of Human Resources

SUBJECT: PERSONNEL REPORT

APPOINTMENTS

We ask the Board to appoint:

Classified:

- Amilee Cappell: Catering Coordinator for 8 hrs/day at WHS, effective May 2, 2016;
- Daniel Hutchison: Para Educator for 6 hrs/day at MV, effective April 28, 2016;

Certificated:

- Roxcy Allen: .5 FTE FACS Teacher at WHS, effective August 30, 2016;
- Elisa Johnson: 1.0 FTE Occupational Therapist at Special Ed, effective August 30, 2016;
- Liliana Mendoza: 1.0 FTE Kindergarten Teacher at MV, effective August 30, 2016;
- Blake Morrell: 1.0 FTE Second Grade Teacher at NBY, effective August 30, 2016;
- Scott Pass: 1.0 FTE Fifth Grade Teacher at MV, effective August 30, 2016;
- Hannah Symonds: 1.0 FTE Agriculture Teacher at WHS, effective August 30, 2016;
- Karen Weber: 1.0 FTE Fifth Grade Teacher at SS, effective August 30, 2016;

CHANGE OF STATUS

Classified:

- Zane Thackeray: Change as Bus Driver 3.75 hrs/day to 4.25 hrs/day, effective May 2, 2016;

Certified

- Jacob Bucholz: Change from Assistant Principal at COL/LNC to Dean of Students at WHS, effective July 1, 2016;
- Paula Fendley: Change from .8 FTE NC Math Teacher and HWC Supervisor to 1.0 FTE continuing Math Teacher at WHS, effective August 30, 2016;

- Kelli Ottley: Change from 1.0 FTE Elementary Counselor at COL to 1.0 FTE Middle School Counselor at OMS/PIO, effective August 30, 2016;
- Tovah Parsons: Change from 1.0 FTE Eighth Grade Science Teacher to 1.0 FTE 6th Grade Science Teacher/I.S. Mig Math at OMS, effective August 30, 2016;
- Jana Sutton: Change from 1.0 FTE Int. Specialist at FMS to 1.0 FTE Fifth Grade Teacher at WA, effective August 30, 2016;

LEAVE OF ABSENCE

The following employees have requested a Leave of Absence:

Classified:

- Esther Covarrubias: Extended Leave as Para Ed for 8 hrs/day at COL, effective April 29, 2016 through May 30, 2016;
- Jeremy Reeves: Intermittent Leave as Utility Custodian for 8 hrs/day at LC/NBY/COL, effective April 15, 2016 through August 31, 2016;
- Kathleen Welsh: Leave as Attendance Secretary for 8 hrs/day at PIO, effective April 21, 2016 through May 16, 2016;

Certificated

- Betsy Hannah: Leave as 1.0 FTE Kindergarten Teacher at WA, effective August 30, 2016 through January 30, 2017;
- Aaron Hansen: Leave as 1.0 FTE Seventh Grade Core Teacher at FMS, effective April 22, 2016 through May 23, 2016;
- Daniel Johnson: Leave as 1.0 FTE Fourth Grade Teacher at WA, effective August 30, 2016 through June 9, 2017;

RETURN FROM LEAVE OF ABSENCE

Classified:

- Arvey Hilberg: Return as Utility Custodian for 8 hrs/day at WVTC/VA, effective May 11, 2016;
- Bob Leishman: Return as Lead Custodian for 8 hrs/day at LNC, effective May 2, 2016;
- Tami Long: Return as Elementary Lead Server for 4 hrs/day at L&C, effective April 25, 2016;
- Roma Pena: Return as Utility Custodian for 8 hrs/day at LNC, effective April 18, 2016;
- Renee Shales: Return as Para Educator for 7.28 hrs/day at NBY, effective April 11, 2016;

RESIGNATION

Classified:

- Shaunna Baird: Resign as Special Ed Para Educator for 4 hrs/day at Transition House, effective April 4, 2016;
- Ryan Booth: Resign as Special Ed Para Educator for 6 hrs/day at WHS, effective April 28, 2016;
- Matthew Brumley: Resign as Para Educator for 6 hrs/day at L&C, effective June 10, 2016;
- Kayla McCormick: Resign as Special Ed Para Educator for 6 hrs/day at WHS, effective June 10, 2016;
- Roberta Solomou: Resign as Special Ed Para Educator 5.5 hrs/day at WHS, effective June 10, 2016;

Certificated:

- Eric Power: Resign as 1.0 FTE Band/Orchestra/Mariachi Teacher at OMS, effective June 30, 2016;

RESIGNATION OF SUPPLEMENTAL ASSIGNMENT

- Todd Gaytley: Resign as Track Coach at LNC, effective April 18, 2016;
- Brian Higgins: Resign as Assistant Debate Advisor at WHS, effective June 10, 2016;

RETIREMENT

Classified:

- Maggie Bailey: Retire as Director’s Secretary for 8 hrs/day at CTE/WHS, effective June, 30, 2016;

Certificated:

- Thomas Tilton: Retire as 1.0 FTE Middle School Counselor at OMS/PIO, effective July 1, 2016;

SUPPLEMENTAL ASSIGNMENTS FOR THE 15-16 SCHOOL

YEAR The following persons are recommended for employment tendered for Supplemental Contract for the 2015-2016 school year:

Lincoln Elementary

Camille Jackson

Track Coach

Orchard and Pioneer Middle School

Ken James

Head Fastpitch

Pioneer Middle School

Alfredo Martinez

Assistant Fastpitch

Wenatchee High School
Dave Carlson

Debate Coach – Extended

May 11, 2016



Approval of vouchers and warrants

The following vouchers as audited and certified by the auditing officer, as required by RCW 42.24.080, and those expense reimbursement claims certified, as required by RCW 42.24.090, are approved for payment

General Fund

Check numbers 583486 through 583686 totaling \$486,124.84

Capital Projects Fund

Check number 583687 through 583697 totaling \$59,600.21

Associated Student Body Fund

Check number 583698 through 583754 totaling \$30,227.08

Transportation Vehicle Fund

Check numbers through totaling \$

Check numbers and amount of expenses will be provided at the board meeting.

Certification:

I, the undersigned, do hereby certify under penalty of perjury that the materials have been furnished, the services rendered or the labor performed as described herein and that the claim is a just, due and unpaid obligation against Wenatchee School District, and that I am authorized to authenticate and certify to said claim.

Signature of Auditing Officer _____ Date _____

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of May 10, 2016, the board, by a _____ vote, approves payments, totaling \$575,952.13. The payments are further identified in this document.

Total by Payment Type for Cash Account, AP WARRANTS:
Warrant Numbers 583486 through 583754, totaling \$575,952.13

Secretary _____ Board Member _____
Board Member _____ Board Member _____
Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
583486	A & A MOTORCOACH	05/11/2016	18,752.72
583487	ACADEMIC LINK OUTREACH	05/11/2016	2,012.00
583488	ACCU TECH	05/11/2016	1,628.13
583489	AG SUPPLY COMPANY	05/11/2016	169.33
583490	ALDEN & ASSOCIATES	05/11/2016	740.88
583491	ALL PRO GLASS	05/11/2016	102.98
583492	AMERICAN PRODUCE EXPRESS, LLC	05/11/2016	3,673.40
583493	AMERIGAS	05/11/2016	340.72
583494	APPLE COMPUTER INC	05/11/2016	10,206.14
583495	APPLE LAND PEST CONT HOME INS	05/11/2016	64.99
583496	APPLE VALLEY PUMPING SER INC	05/11/2016	135.50
583497	AVALON MUSIC INC	05/11/2016	1,301.82
583498	B & H PHOTO & VIDEO	05/11/2016	84.75
583499	BAKKE, DEANNA M	05/11/2016	22.01
583500	BARBOZA, VERONICA	05/11/2016	19.00
583501	BEESON, JAMES ARTHUR	05/11/2016	378.74
583502	BERGER, THERESA	05/11/2016	23.87
583503	BLAIR, DALE F	05/11/2016	70.00
583504	BLAIR, KIMBERLY A	05/11/2016	70.00
583505	BLANCHARD, KURT W	05/11/2016	38.05
583506	BROWN, LOREN DEAN	05/11/2016	132.00
583507	BRYSON SALES & SERVICE	05/11/2016	835.53
583508	BULLIS, JACOB J	05/11/2016	19.97
583509	BURROWS TRACTOR INC	05/11/2016	25.11
583510	CABRERA, NAYELI ELIZABETH	05/11/2016	36.00
583511	CAEMMERER, ADELE L	05/11/2016	10.69
583512	CAREY, SHIRLEY MARIE	05/11/2016	10.00
583513	CAROLINA BIOLOGICAL SUPPLY	05/11/2016	546.83
583514	CASCADE QUALITY WATER CENTER	05/11/2016	240.10
583515	CASHMERE MUSEUM	05/11/2016	304.00
583516	CASHMERE MAILING HOUSE	05/11/2016	3,169.73
583517	CENTRO LATINO NW FAM SERV INST	05/11/2016	56,566.00
583518	CHELAN CO PUD	05/11/2016	535.00

Check Nbr	Vendor Name	Check Date	Check Amount
583519	CHINOOK MUSIC SERVICE INC	05/11/2016	562.33
583520	CHRISTENSEN, MONIKA K	05/11/2016	38.98
583521	CINTAS CORPORATION	05/11/2016	1,014.56
583522	CITY TREASURER	05/11/2016	16,824.27
583523	CLARIUS LANGUAGES	05/11/2016	1,346.25
583524	CLAY ART	05/11/2016	847.85
583525	COLUMBIA PAINT CO	05/11/2016	405.84
583526	COLUMBIA RIVER STEEL SUPPLY	05/11/2016	1,598.19
583527	COMMERCIAL PRINTING INC	05/11/2016	1,849.87
583528	COMMERCIAL TIRE	05/11/2016	926.68
583529	CONGER, DENNIS DWIGHT	05/11/2016	204.12
583530	CONSOLIDATED ELECTRICAL DISTRI	05/11/2016	340.72
583531	CORTEZ, ARMANTINA	05/11/2016	250.00
583532	COSTCO HOUSEHOLD BANK FSB DO	05/11/2016	927.27
583533	CRAFT WAREHOUSE	05/11/2016	73.17
583534	CUMMINS INC	05/11/2016	461.78
583535	DANIELSEN, PAULA	05/11/2016	24.74
583536	DEMARCO, KARI ORENE	05/11/2016	30.00
583537	DEPT OF LICENSING	05/11/2016	26.00
583538	DIMMITT, LINDA A	05/11/2016	27.09
583539	DOOR TECH INC.	05/11/2016	192.41
583540	DOTSON, BENJAMIN J	05/11/2016	25.28
583541	DUAL LANGUAGE TRAINING INST	05/11/2016	1,500.00
583542	EAGLE, BILL DAVID	05/11/2016	238.76
583543	EMPIRE MUSIC CO. THE	05/11/2016	198.96
583544	EQUIPMENT MANUFACTURING CO	05/11/2016	97.58
583545	ESCHWIG, LISA	05/11/2016	29.33
583546	ETA HAND TO MIND	05/11/2016	237.13
583547	FASTENAL COMPANY	05/11/2016	86.26
583548	FASTENERS INC	05/11/2016	33.74
583549	FINK, TERI	05/11/2016	70.28
583550	FLAGHOUSE	05/11/2016	40.85
583551	FOLLETT SCHOOL SOLUTIONS, INC	05/11/2016	848.52
583552	FOOD SERVICE OF AMERICA	05/11/2016	44,079.95
583553	FRANZ FAMILY BAKERIES	05/11/2016	1,197.12
583554	FRED MEYER CUSTOMER CHARGES	05/11/2016	101.02
583555	GARCIA, LUCY M	05/11/2016	36.00
583556	GEBBERS CATTLE, LTD.	05/11/2016	848.70
583557	GONZALEZ, MARIA MERSE	05/11/2016	223.36
583558	GOPHER SPORT	05/11/2016	1,062.55
583559	HAGLUNDS TROPHIES	05/11/2016	69.38
583560	HAINES BLACK, HONORA M	05/11/2016	125.00
583561	HASTINGS	05/11/2016	250.93
583562	HEATH, MELINDA L	05/11/2016	36.45
583563	HELM, MARK A	05/11/2016	342.40
583564	HERITAGE FOOD SERVICE GROUP	05/11/2016	247.20
583565	HOLOCAUST CENTER FOR HUMANITY	05/11/2016	266.40
583566	HOME DEPOT	05/11/2016	686.78
583567	HUTCHINSON, ADA M	05/11/2016	28.51
583568	INLAND PIPE AND SUPPLY	05/11/2016	633.00

Check Nbr	Vendor Name	Check Date	Check Amount
583569	IWAASA, TANYA	05/11/2016	183.41
583570	J & G DISTRIBUTING INC	05/11/2016	8,558.38
583571	JACKSON, CAMILLE N	05/11/2016	42.36
583572	JARVIS, OLIVA	05/11/2016	42.00
583573	JELSING, PETER E	05/11/2016	25.84
583574	JERRYS AUTO SUPPLY	05/11/2016	1,614.49
583575	JW PEPPER & SON INC	05/11/2016	242.94
583576	KELLER SUPPLY COMPANY	05/11/2016	208.88
583577	KENNELLY KEYS MUSIC	05/11/2016	3,692.76
583578	KEYHOLE INC	05/11/2016	65.04
583579	KING COUNTY DIRECTORS ASSN	05/11/2016	7,698.38
583580	LEAVENWORTH POTTERY LLC	05/11/2016	1,040.00
583581	LEAVITT, JEFFREY SCOTT	05/11/2016	120.00
583582	LIBERTY PARKING	05/11/2016	80.00
583583	LIBRARY STORE INC	05/11/2016	112.86
583584	LIFESKILLS/K WENNERBERG	05/11/2016	95.76
583585	LINDELL, MICHELLE	05/11/2016	212.83
583586	LINK TRANSPORTATION	05/11/2016	60.00
583587	LIQUIDS POWDERS & MACHINES	05/11/2016	162.26
583588	LKQ FOSTER AUTO PARTS	05/11/2016	608.94
583589	LOCAL TEL COMMUNICATIONS	05/11/2016	13,538.03
583590	LOPEZ, ALFONSO C	05/11/2016	158.64
583591	LOPEZ, DANIZ P	05/11/2016	42.00
583592	LOWES HOME IMPROVEMENT	05/11/2016	292.72
583593	MACKIN LIBRARY MEDIA	05/11/2016	209.96
583594	MAGANA FARMS	05/11/2016	567.75
583595	MATH LEARNING CENTER	05/11/2016	2,464.80
583596	MAXI AIDS INC	05/11/2016	17.75
583597	MCGRAW HILL EDUCATION	05/11/2016	64.65
583598	MELA GOURMET COFFEE ROAST LLC	05/11/2016	233.07
583599	MICRO COMPUTER SYSTEMS	05/11/2016	53.99
583600	MILLIETTE, JUDY CUTLER	05/11/2016	44.90
583601	MORGAN, CONI J	05/11/2016	38.80
583602	MORRISON, SANDRA R	05/11/2016	12.00
583603	MOTOR MART	05/11/2016	291.60
583604	MOUNTAIN HOME BIOLOGICAL	05/11/2016	1,962.00
583605	NAESP/PEAP	05/11/2016	135.00
583606	NAVARRO-ORTIZ, NANCY	05/11/2016	158.64
583607	NCS PEARSON, INC	05/11/2016	168.02
583608	NEHER, MALLORY JANE	05/11/2016	19.18
583609	NEOFUNDS BY NEOPOST	05/11/2016	4,027.10
583610	NORTH CENTRAL ESD	05/11/2016	32,594.44
583611	NW BEARING	05/11/2016	132.24
583612	NW TEXTBOOK DEPOSITORY	05/11/2016	922.29
583613	O'REILLY AUTOMOTIVE STORES	05/11/2016	898.83
583614	OBERMEYER, COURTNEY C	05/11/2016	26.88
583615	OFFICE DEPOT	05/11/2016	7,718.47
583616	OLIVAS, JERRY	05/11/2016	2,485.00
583617	OREGON INST OF TECH/OREG TECH	05/11/2016	1,625.00
583618	OROZCO BLANCO, ELIZABETH	05/11/2016	10.00

Check Nbr	Vendor Name	Check Date	Check Amount
583619	OSBORN, SHARON K	05/11/2016	8.51
583620	OSPI CHILD NUTRITION SERV	05/11/2016	58,519.10
583621	OXARC	05/11/2016	482.39
583622	PACIFIC SECURITY	05/11/2016	4,740.00
583623	PACIFIC POWER BATTERIES	05/11/2016	48.78
583624	PARR, KEVIN PATRICK	05/11/2016	299.17
583625	PARSONS PHOTOGRAPHY	05/11/2016	5.00
583626	PC & MACEXCHANGE	05/11/2016	83.00
583627	PERFORMING ARTS CENTER	05/11/2016	1,900.00
583628	PHONAK LLC	05/11/2016	296.39
583629	PLATT ELECTRICAL SUPPLY	05/11/2016	445.98
583630	POLTZ FIRE PROTECTION	05/11/2016	445.21
583631	PUD NO 1 OF CHELAN COUNTY	05/11/2016	32,271.35
583632	PULIDO, LORENA N	05/11/2016	232.00
583633	QMS	05/11/2016	3,003.64
583634	QUINN, GINA A	05/11/2016	249.00
583635	REV.COM INC	05/11/2016	28.00
583636	RICHLAND SCHOOL DISTRICT	05/11/2016	809.95
583637	RICOH USA, INC.	05/11/2016	8,621.84
583638	RIDGELINE GRAPHICS INC.	05/11/2016	124.12
583639	RIGHT! SYSTEMS INC	05/11/2016	536.58
583640	RMT EQUIPMENT	05/11/2016	997.37
583641	ROMAINE ELECTRIC	05/11/2016	441.60
583642	ROSS, MICHELLE K	05/11/2016	8.53
583643	RWC GROUP	05/11/2016	1,290.63
583644	S & W IRRIGATION SUPPLY	05/11/2016	43.58
583645	SAFEWAY INC	05/11/2016	767.70
583646	SBS FOODS, INC	05/11/2016	715.32
583647	SCHETKY NORTHWEST SALES	05/11/2016	162.45
583648	SCHMIDT, DESIREE R	05/11/2016	36.85
583649	SCOTT, LORRAINE B	05/11/2016	35.08
583650	SEABECK, SUSAN F	05/11/2016	386.33
583651	SEARS, SUSAN L	05/11/2016	120.00
583652	SIX ROBBLEES INC	05/11/2016	683.48
583653	SOLIS, ADELITA	05/11/2016	42.00
583654	SPRING HILL SUITE KENNEWICK	05/11/2016	1,530.54
583655	SPRINGER, MEGAN T	05/11/2016	590.00
583656	STANS MERRY MART	05/11/2016	1,182.87
583657	STEFANIDES, KATIE M	05/11/2016	53.86
583658	STEITZ, LISA MARIE	05/11/2016	42.00
583659	STRATEGIC STEPS	05/11/2016	4,780.00
583660	SUPPLYWORKS	05/11/2016	2,499.23
583661	THE MARKER BOARD	05/11/2016	151.80
583662	THRIFTY SUPPLY CO	05/11/2016	490.57
583663	THYSSENKRUPP ELEVATOR INC	05/11/2016	662.29
583664	TOLEDO PE SUPPLY COMPANY	05/11/2016	539.68
583665	TROXELL COMMUNICATIONS	05/11/2016	32,382.14
583666	TURNER, LISA NAOMI	05/11/2016	148.00
583667	ULINE INC	05/11/2016	513.65
583668	UNITED STATES POSTAL SERVICE	05/11/2016	215.00

Check Nbr	Vendor Name	Check Date	Check Amount
583669	VELAZQUEZ, CAITLIN N	05/11/2016	537.01
583670	VERIZON WIRELESS	05/11/2016	514.29
583671	WA ST CTR CHILD/DEAF/HEAR LOSS	05/11/2016	595.00
583672	WA ST FFA ASSOC/MEMBERSHIP	05/11/2016	1,125.00
583673	WALLACE, MELANIE ANN	05/11/2016	30.00
583674	WASTE MANAGEMENT	05/11/2016	10,287.01
583675	WEINSTEIN BEVERAGE CO	05/11/2016	1,099.58
583676	WEN PETROLEUM CO	05/11/2016	12,023.60
583677	WEN VALLEY MUSEUM & CULTURAL C	05/11/2016	138.00
583678	WEN WORLD	05/11/2016	5,060.25
583679	WENNERBERG, KELLY R	05/11/2016	23.29
583680	WEST, MARIE M	05/11/2016	339.07
583681	WHS ASB	05/11/2016	5,288.05
583682	WILBUR ELLIS COMPANY LLC	05/11/2016	159.60
583683	WILSON, MICHAEL E	05/11/2016	38.50
583684	WORLEY ENTERPRISE LLC	05/11/2016	3,143.60
<i>Gen</i> 583685	WSD	05/11/2016	300.00
583686	WSU EXTENSION ENERGY PROGRAM	05/11/2016	1,100.00
583687	ARC LLC	05/11/2016	141.37
583688	COSTCO HOUSEHOLD BANK FSB DO	05/11/2016	324.58
583689	EAGLE TRANSFER CO. INC	05/11/2016	14,383.00
583690	FOSTER PEPPER PLLC	05/11/2016	1,106.00
<i>CAP</i> 583691	FULCRUM ENV. CONSULT, INC	05/11/2016	2,563.18
583692	HILL INTL INC	05/11/2016	32,847.91
583693	MAUL FOSTER ALONGI INC	05/11/2016	2,500.00
583694	MENG ANALYSIS	05/11/2016	3,550.47
583695	OFFICE DEPOT	05/11/2016	52.01
583696	TROXELL COMMUNICATIONS	05/11/2016	2,076.37
583697	WEN WORLD	05/11/2016	55.32
583698	7 SEAS SCREEN PRINTING	05/11/2016	107.12
<i>ASB</i> 583699	CAFFE D'ARTE	05/11/2016	450.31
583700	CHEERZONE.COM	05/11/2016	34.00
583701	CHINOOK MUSIC SERVICE INC	05/11/2016	57.45
583702	DOMINOS PIZZA/KONA PIES LLC	05/11/2016	125.19
583703	GEAR UP SPORTS LLC	05/11/2016	47.70
583704	GO USA	05/11/2016	1,411.70
583705	GODFATHERS PIZZA	05/11/2016	177.78
583706	HAGLUNDS TROPHIES	05/11/2016	209.48
583707	HARTMAN, OLIVER	05/11/2016	250.00
583708	HERMISTON HIGH SCHOOL	05/11/2016	150.00
583709	HOBBY LOBBY	05/11/2016	91.79
583710	HORTICULTURAL SERVICES INC	05/11/2016	1,202.69
583711	HUNT, TERRY	05/11/2016	125.00
583712	ICICLE BROADCASTING INC	05/11/2016	375.00
583713	ICICLE RIVER COMPANY	05/11/2016	640.59
583714	JENSEN, BETH A	05/11/2016	90.59
583715	JW PEPPER & SON INC	05/11/2016	412.47
583716	KIMMEL ATHLETIC SUPPLY	05/11/2016	208.61
583717	KING COUNTY DIRECTORS ASSN	05/11/2016	108.48
583718	KOVACH, JAMES	05/11/2016	10.82

Check Nbr	Vendor Name	Check Date	Check Amount
583719	LINK TRANSPORTATION	05/11/2016	165.00
583720	MACDONALD, ADAM J	05/11/2016	23.97
583721	MCNAIR, TOM	05/11/2016	800.00
583722	MILANUK, KATHLEEN A	05/11/2016	30.80
583723	MONUMENTAL MEMORIES, LLC	05/11/2016	285.00
583724	NESVIG, RACHEL	05/11/2016	250.00
583725	NW CHOICE	05/11/2016	1,667.25
583726	NW WHOLESALE	05/11/2016	410.40
583727	OLIVARES VARGAS, FERNANDO	05/11/2016	40.00
583728	OMNI CHEER	05/11/2016	502.74
583729	OMS ASB IMPREST	05/11/2016	60.00
583730	PYRO SPECTACULAR NORTH INC	05/11/2016	1,000.00
583731	QUALITY INN OAKWOOD	05/11/2016	286.95
583732	R & S VENDING	05/11/2016	481.02
583733	RED LION HOTEL COLUMBIA CENTER	05/11/2016	979.55
583734	RICHERSON, KRISSY D	05/11/2016	124.26
583735	RIGGS JR, DAVID L	05/11/2016	368.48
583736	RYAN-KELZENBERG, MATTHEW	05/11/2016	250.00
583737	SAFEWAY INC	05/11/2016	117.43
583738	SCANTRON CORP	05/11/2016	175.84
583739	SHERMAN, HEIDI	05/11/2016	50.75
583740	SHIRTS & STUFF	05/11/2016	525.00
583741	SHORELINE SD412	05/11/2016	125.00
583742	SOUND ADVICE	05/11/2016	193.07
583743	THAYER, JILL N	05/11/2016	81.68
583744	UNIVERSAL CHEER ASSOC	05/11/2016	6,206.00
583745	VAUGHAN, MICHELLE D	05/11/2016	250.00
583746	WA ST FFA ASSOC/MEMBERSHIP	05/11/2016	3,976.00
583747	WAHSET DISTRICT 1	05/11/2016	988.00
583748	WEBLEY, BRENDA	05/11/2016	19.41
583749	WEN WORLD	05/11/2016	922.48
583750	WHS	05/11/2016	27.50
583751	WORLDSTRIDES	05/11/2016	1,413.00
583752	WSD	05/11/2016	842.07
583753	WSD 246	05/11/2016	140.00
583754	ZEHNDER, JEFF A	05/11/2016	161.66

269 Computer Check(s) For a Total of 575,952.13

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	269	Computer	Checks For a Total of	575,952.13
Total For	269	Manual, Wire Tran, ACH & Computer	Checks	575,952.13
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	575,952.13

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	-106.92	0.00	486,231.76	486,124.84
20	Capital Projects	0.00	0.00	59,600.21	59,600.21
40	Associated Stude	-45.09	0.00	30,272.17	30,227.08

Contract Coversheet (Non-Federal)
Request Board Approval


RECEIVED
 APR 20 2016

BY: _____

Please submit this form with your unsigned contract to Denise Watson at least 3 weeks before the scheduled School Board meeting. Upon attorney review and approval, Les will submit the contract to the Superintendent's office, where it will be included on the agenda for School Board approval.

All contracts require school board approval.

The only authorized signatures on a contract are Brian Flones, Jon DeJong, Les Vandervort, or the School Board.

Date	New or Renewal or Revision	Agency	Purpose	Amount	Contract Start Date & End Date	Staff Person Responsible for Contract	Approved by Les?	PO Required?	Attorney Review Required?
04/19/2016	New	North Central Regional Library	The WSD and NCRL are planning to enter into an MOU or other arrangement that may involve NCRL's receipt of or access to certain student records and information concerning District students. This agreement will ensure proper treatment of any student record information that NCRL obtains or learns.	\$0.00	05/01/2016 - n/a	Ron Brown	 No	No	
				Budget Code					
				n/a					

Agency Contact Information (who & where contract needs to be mailed to for signing):

Agency Name: North Central Regional Library
 Attention: Dan Howard, Executive Director
 Street address or PO Box: 16 N. Columbia Street
 City, State, Zip Code: Wenatchee, WA 98801
 Email Address: dhoward@ncrl.org
 Phone Number: (509) 663-1117

Contract Details (Give a brief description of the contract):

Wenatchee School District ("District"), and NCRL Inc. ("NCRL") have entered or are planning to enter into an MOU or other arrangement that may involve NCRL's receipt of or access to certain student records and information concerning District students. The parties are entering into this Student Record Confidentiality and Re- Disclosure MOU ("MOU") in order to ensure proper treatment of any student record information that NCRL obtains or learns.

Be sure to follow state bid requirements as outlined in RCW 28A.335.190

Reviewed by Attorney

 Signature

Requires Edits?

MEMORANDUM OF UNDERSTANDING
Between Wenatchee School District and
North Central Washington Regional Library (NCRL)

STUDENT RECORD CONFIDENTIALITY AND RE-DISCLOSURE MOU

Wenatchee School District ("District"), and NCRL Inc. ("NCRL") have entered or are planning to enter into an MOU or other arrangement that may involve NCRL's receipt of or access to certain student records and information concerning District students. The parties are entering into this Student Record Confidentiality and Re Disclosure MOU ("MOU") in order to ensure proper treatment of any student record information that NCRL obtains or learns.

Now, therefore, for good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows:

1. DEFINITIONS.

- a. "Student Record Information" means any item of information (in any format, written, electronic, or other) that is directly related to an identifiable District pupil (current or former) and is maintained by the District or by a District employee in the performance of his or her duties.

2. STUDENT RECORD INFORMATION. NCRL will only disclose Student Record Information in accordance with the terms of this MOU and will make no other disclosure of Student Record Information at any time.

- a. NCRL shall develop, implement, maintain and use appropriate administrative, technical and physical security measures to preserve the confidentiality, integrity and availability of all data, including electronically-maintained or transmitted data received from, or on behalf of the District. These measures will be extended by contract to all subcontractors used by NCRL.
- b. NCRL and its employees, subcontractors and agents involved in the handling, transmittal, and/or processing of data provided under this MOU will be required to maintain the confidentiality of all student and staff-related personally identifiable information.
- c. NCRL will maintain procedures and systems that shall require the use of secured passwords to access computer databases used to process, store, or transmit data provided under this MOU.
- d. Procedures and systems, such as good practices for assigning passwords, shall be developed and implemented to maintain the integrity of the systems used to

secure computer databases used to process, store, or transmit data provided under this MOU.

- e. Procedures and systems that ensure that all confidential student and staff data processed, stored, and/or transmitted under the provisions of this MOU shall be maintained in a secure manner that prevents the interception, diversion, or other unauthorized access to said data.
- f. The procedures and systems developed and implemented to process, store, or transmit data provided under this MOU shall ensure that any and all disclosures of confidential student and staff data comply with all provisions of federal and Washington state laws relating to the privacy rights of students and staff as such laws are applicable to the parties to this MOU.
- g. Upon written request from District or early termination of this agreement, NCRL shall return to District all data or any portions thereof requested by the District, within 72 hours of the written request or termination of this agreement. At District's election, as evidenced by written request, NCRL shall destroy all or any part of the District's data that is within the possession of NCRL, and shall provide certification of such destruction within 72 hours of the written request.

3. RE-DISCLOSURE.

- a. CONSENT REQUIRED. NCRL will only disclose Student Record Information to its employees having a need to know in connection with their Project responsibilities, and will not disclose any Student Record Information to any third party without first obtaining written consent to the disclosure from each Consenting Party for whom Student Record Information will be disclosed. NCRL will promptly provide the District with copies of any and all written consents that the NCRL obtains under this paragraph.
- b. ACCESS LOG AND RECORD FILES. NCRL will maintain an access log that records all disclosures of (or access to) Student Record Information. Entries in the access log will identify the person(s) receiving access, the reason access was granted, the date, time and circumstances of disclosure, and all Student Record Information provided. The access log will be made available to the District promptly upon request.

4. REQUIRED DISCLOSURE. In the event that NCRL is requested or required by subpoena or other court order to disclose any Student Record Information, NCRL will provide immediate notice of the request to the District and will use reasonable efforts to resist disclosure until an appropriate protective order may be sought, or a waiver of compliance with the provisions of this MOU granted. If, in the absence of a protective order or the receipt of a written waiver hereunder, NCRL is nonetheless, in the written opinion of its counsel, legally required to disclose Student Record Information, then

NCRL may disclose that Student Record Information without liability hereunder, provided that the District has been given a reasonable opportunity to review the text of the disclosure before it is made and that the disclosure is limited to only Student Record Information specifically required to be disclosed.

5. SAFEGUARDS.

- a. NCRL shall provide District with the name and contact information for a primary and alternate employee of NCRL who shall serve as District's primary security contact and who shall be available to assist District twenty-four (24) hours per day, seven (7) days per week as a contact in resolving obligations associated with a Student Record Information related Security Breach. The designated contact shall respond to any District inquiries within two (2) hours.
- b. In the event that an unauthorized disclosure of Student Record Information, unauthorized access to Student Record Information, or other incident that threatens the security of Student Record Information comes to the attention of NCRL, NCRL will immediately notify the District.
- c. Without limiting NCRL's obligations under this Contract to keep Student Record Information safe and confidential, NCRL shall implement administrative, physical, and technical infrastructure and procedural safeguards to protect and maintain the integrity of Student Record Information that NCRL receives, maintains, or transmits on behalf of District. Such safeguards shall be no less rigorous than accepted industry practices, including specifically the International Organization for Standardization's standards ISO/IEC 27001:2005 (Information Security Management Systems - Requirements), ISO-IEC 27002:2005 (Code of Practice for International Security Management). NCRL shall ensure that the manner in which Student Record Information is collected, accessed, used, stored, processed, disposed of, and disclosed complies with applicable data protection and privacy laws, as well as the terms and conditions of this Contract.
- d. The District's Student Record Information shall be stored, backed up and served only on servers located inside the continental United States.
- e. NCRL will assure that all data is transmitted from District's access points to the ultimate server and will be stored internally by NCRL using District approved encryption of no less rigor than NIST-validated DES standards.
- f. ADDITIONAL SAFEGUARDS. NCRL agrees to provide the following additional safeguards:
 - i. Include component and system level fault tolerance and redundancy in system design.

- ii. Inactivity time-out feature that logs users off the system who have been inactive or exceeded a maximum number of login attempts.
- iii. Encrypt user passwords in any data storage location and obfuscate password entry fields in any entry interface controlled by the discloser.
- iv. Authentication of users at login with a 128-bit or higher encryption algorithm.
- v. Secure transmission of login credentials.
- vi. Automatic password change routine.
- vii. Provide audit trails and reports of user activity and source IP address.
- viii. Secure (encrypt) the audit trails and system generated logs, and ensure that they are stored in locations that are inaccessible to automated content discovery software.
- ix. Conduct or undergo system level testing whenever new functionalities are added to the system to reconfirm system security measures are retained and functional, and that interaction with District systems is not degraded or compromised.
- x. Employ an in-line Intrusion Protection System that inspects incoming data transmissions.
- xi. Support system security measures testing and verification before receiving or transmitting Student Record Information.
- xii. Provide upon request a documented Disaster Recovery Plan that includes the following elements:
 - 1. Available recovery times.
 - 2. Conduct 24x7 system monitoring that is capable of detecting potential outages.
 - 3. Plans for File-level, Database and server recovery after a component/system failure, damage, or compromise.
 - 4. Substantial geographical separation between data centers hosting production, backup and redundant system elements.

5. Include recovery/mitigation procedures for all managed sites, including subcontractors and agents.
 6. Include provisions for at least the following events: fire, natural disaster, sabotage, accidental human error, flooding, equipment failure, application/database failure.
 - xiii. Prevention of hostile or unauthorized intrusion.
 - xiv. Security screening of employees with access to Student Record Information. Screening is to be conducted by a commercial background screening company, the name of which is to be provided to District upon request.
 - xv. Backup all Student Record Information at least once every 24 hours.
 - xvi. Perform content snapshots at least daily and retain for at least 90 days.
6. MITIGATION. NCRL shall mitigate, to the extent practicable, any actual or potential harmful effect that is known to NCRL of a use or disclosure of Student Record Information by NCRL in violation of the requirements of this Contract.
7. NOTICE OF SECURITY INCIDENT.
- a. NCRL shall report to District any: (1) unauthorized access, use, disclosure, modification, or destruction of Student Record Information that becomes known to NCRL; or (2) interference with NCRL's information systems operations, of which NCRL becomes aware. NCRL shall notify District of any use or disclosure of Student Record Information by NCRL not permitted by this Contract, any security incident involving Student Record Information, and any breach or loss of Student Record Information, within twenty-four (24) hours.
 - b. Immediately following NCRL's notification to District of a security incident, breach, or loss of Student Record Information, the parties shall coordinate with each other to investigate the matter. NCRL shall cooperate with District in investigating the matter and in meeting District's notification obligations under any applicable notification laws. NCRL agrees to fully cooperate with District in District's handling of the matter, including, without limitation:
 - i. Assisting with any investigation;
 - ii. Facilitating interviews with NCRL's employees and others involved in the matter; and

- iii. Making available all relevant records, logs, files, data reporting and other materials required to comply with applicable law, regulation, industry standards or as otherwise required by District.
 - iv. Providing the tools and procedures necessary to recapture stored Student Record Information in the event of the loss of such information from the NCRL's storage medium.
- c. NCRL shall provide the following information to DISTRICT within five (5) business days of discovery of a security incident, breach, or loss of Student Record Information except when, despite all reasonable efforts by NCRL to obtain the information required, circumstances beyond the control of the NCRL necessitate additional time, Under such circumstances, NCRL shall notify District, before the five (5) business days have elapsed, of the necessity for additional time, And shall provide to District the following information as soon as possible and without unreasonable delay, but in no event later than fifteen (15) calendar days from the date of discovery of a security incident, breach, or loss of Student Record Information:
- i. The date of the security incident, breach, or loss of Student Record Information;
 - ii. The date of the discovery of the security incident, breach, or loss of Student Record Information;
 - iii. A description of the types of Student Record Information that were involved;
 - iv. Identification of each individual whose Student Record Information has been, or is reasonably believed to have been, accessed, acquired, lost, modified, or disclosed; and
 - v. Any other details necessary to complete an assessment of the risk of harm to each individual identified in this Contract.
- d. NCRL agrees to establish procedures to investigate the security incident, breach, or loss of Student Record Information, to mitigate losses, and to install/implement such safeguards as are needed to protect against any future security incident, breach, or loss of Student Record Information, NCRL agrees to provide a description of these procedures and the specific findings of the investigation to District in the time and manner reasonably requested by District.

8. COMPLIANCE OF AGENTS.

- a. The District may designate third parties who are authorized to securely access its Student Record Information in NCRL's possession/custody, NCRL shall not disclose any Student Record Information to any third party unless NCRL has received prior written approval by District or such disclosure is required by law.
 - b. District may, at any time, revoke any third party's access to Student Record Information by providing written notice to the third party or NCRL.
 - c. For all employees or subcontractors who have access to Student Record Information, during the term of each subcontractor or employee's employment by NCRL, NCRL shall at all times cause such subcontractor or employee to abide strictly by NCRL's obligations under this Contract. NCRL further agrees that it shall maintain a disciplinary process to address any unauthorized access, use or disclosure of Student Record Information by any of NCRL's officers, partners, principals, employees, or agents.
9. NO LICENSE. No licenses or other rights under patent, copyright, trademark, trade secret or other intellectual property laws are granted or implied by this MOU. The District is not and will not be obligated under this MOU to purchase from or provide to NCRL any information, service, or product.
10. DISCLAIMER. The Student Record Information is provided AS IS and without warranty of any kind, whether expressed or implied, including, without limitation, implied warranties of merchantability, fitness for a particular purpose or title. The District shall not have any liability or responsibility for errors or omissions in, or any decisions made by NCRL in reliance upon any Student Record Information.
11. REMEDIES.
- a. INJUNCTIVE RELIEF. The parties agree that Student Record Information is of a special character, such that money damages would not be sufficient to avoid or compensate the District, its employees, agents and students for any unauthorized use or disclosure thereof, and that injunctive and other equitable relief would be appropriate to prevent any actual or threatened unauthorized use or disclosure. This remedy may be pursued in addition to any other remedies available at law or in equity, and NCRL agrees to waive any requirement for the securing or posting of any bond. In the event of litigation to enforce any provision hereof, the prevailing party will be entitled to recover all costs, including its reasonable attorneys fees and costs, incurred in connection with the litigation.
 - b. FIVE-YEAR BAR. If the District determines, or is made aware of a determination by any other governmental agency, that NCRL has disclosed any Student Record Information in violation of this MOU, or has maintained any Student Record Information in violation of this MOU, then without prejudice to any other rights or remedies the District may have, the District shall be entitled to prohibit NCRL

from accessing any Student Record Information for a period of five (5) years or more, as determined by the District in its sole discretion.

12. REQUIRED NOTICE. NCRL shall notify the District immediately upon discovery of any unauthorized use or disclosure of Student Notices. All notices required or permitted to be given hereunder shall be in writing and shall be deemed given when delivered by hand, sent by courier or other express mail service, postage prepaid, or transmitted by facsimile, addressed to a party at the address set out by its signature below.
13. WAIVER. No waiver of any term, provision or condition of this MOU, whether by conduct or otherwise, in any one or more instances, will be deemed to be or be construed as a further or continuing waiver of any such term, provision or condition or as a waiver of any other term, provision or condition of this MOU.
14. SEVERABILITY. If any provision of this MOU is determined by any court to be invalid or unenforceable, such provision shall be interpreted to the maximum extent to which it is valid and enforceable, all as determined by such court in such action, and the remaining provisions of this MOU will, nevertheless, continue in full force and effect without being impaired or invalidated in any way.
15. ENTIRE MOU. This MOU constitutes the parties' entire MOU with respect to the subject matter hereof and supersedes any and all prior statements or MOUs, both written and oral. This MOU may not be amended except by a written amendment signed by the parties.

SIGNATURES

IN WITNESS WHEREOF, the parties have executed this MOU as the last day noted below.

Wenatchee School District

By

Name

Title/Position

Address

Date

North Central Regional Library

By

Name

Title/Position

Address



Date

**Contract Coversheet (Non-Federal)
Request Board Approval**

Please submit this form with your **unsigned** contract to Denise Watson at least **3** weeks before the scheduled School Board meeting. Upon attorney review and approval, Les will submit the contract to the Superintendent's office, where it will be included on the agenda for School Board approval.

All contracts require school board approval.

The **only** authorized signatures on a contract are Brian Flores, Jon DeJong, Les Vandervort, or the School Board.

Date	New or Renewal or Revision	Agency	Purpose	Amount	Contract Start Date & End Date	Staff Person Responsible for Contract	Approved by Les?	PO Required?	Attorney Review Required?
04/20/16	New	Washington State Center for Childhood Deafness and Hearing Loss	One consultation service for WSD student in the specific areas of Listening and Spoken Language	\$595	April 20, 2016 through June 30, 2016	<u>Trisha Craig</u>			
				Budget Code		I have read this contract and recommend it for board approval.			
				2100 26 7000 000		Initial: <u>TC</u> Date: <u>4-20-16</u>			

Agency Contact Information (who & where contract needs to be mailed to for signing):

Agency Name: WA State Center for Childhood Deafness/Hearing Loss
 Attention: Lorana Myers
 Street address or PO Box: 611 Grand Boulevard
 City, State, Zip Code: Vancouver, WA 98661-4918
 Email Address: lorana.myers@cdhl.wa.gov
 Phone Number: 360.418.0413

Contract Details (Give a brief description of the contract):

To contract one follow-up consultation service for WSD student J.M. to support his educational special education services including functional listening evaluation; conducting observations/recommendations of classroom environment, access to curriculum and accommodations, meeting with the team and providing reports providing support for the student's communication issues (communication repair and advocacy); listening skill assessment and development (auditory memory, ability to follow multi-step directions); technology troubleshooting (amplification, FM/sound field technologies for student).

Be sure to follow state bid requirements as outlined in RCW 28A.335.190

Reviewed by Attorney

Signature _____

Requires Edits?

CONSULTATION SERVICES AGREEMENT

between

WENATCHEE SCHOOL DISTRICT

ATTN: TRISHA CRAIG

P.O. BOX 1767

WENATCHEE, WA 98807

(hereinafter referred to as the DISTRICT)

and

WASHINGTON STATE CENTER FOR CHILDHOOD DEAFNESS AND HEARING LOSS

ATTN: LORANA MYERS

611 GRAND BOULEVARD

VANCOUVER, WA 98661-4918

(hereinafter referred to as the CENTER)

In consideration of the promises and conditions contained herein, the District and the Center do mutually agree as follows:

SCOPE

The purpose of this agreement is to provide **up one follow up consultation services** for District student, **Juan Martinez**, in the areas of: Educational Consultative services in compliance with WAC 392-172A but not limited to 392-172-03040.

STATEMENT OF WORK

The Center will be responsible for providing consultation services that best meet the student's and the team's needs in the specific areas of Listening and Spoken Language – some of the services could include:

Participation in eligibility meetings; functional listening evaluations; conducting observations/recommendations of classroom environment, access to curriculum and accommodations, meeting with the team and providing reports; providing support for the student's communication issues (communication repair and advocacy); listening skill assessment and development (auditory memory, ability to follow multi-step directions); technology troubleshooting (amplification, FM/sound field technologies for student).

PERIOD OF PERFORMANCE

Subject to other contract provisions, the period of performance under this contract will be upon signature through June 30, 2016.

COMPENSATION/PAYMENT

The District shall pay an amount not to exceed **five hundred ninety-five dollars (\$595.00)** for the performance of all things necessary for or incidental to the performance of work as set forth in the Statement of Work.

PAYMENT PROCEDURES

The District will pay the Center actual expenditures upon receipt of properly completed invoices, which shall be submitted to the District not more than monthly.

ASSURANCES

The Center and the District agree that all activity pursuant to this contract will be in accordance with all the applicable current federal, state and local laws, rules, and regulations.

ORDER OF PRECEDENCE

Each of the exhibits listed below is by this reference hereby incorporated into this contract. In the event of an inconsistency in this contract, the inconsistency shall be resolved by giving precedence in the following order:

1. Applicable federal and state of Washington statutes and regulations.
2. Special Terms and Conditions as contained in this basic contract instrument.
3. Exhibit A – General Terms and Conditions

ENTIRE AGREEMENT

This contract, including referenced exhibits, represents all the terms and conditions agreed upon by the parties. No other understandings or representations oral or otherwise, regarding the subject matter of this contract shall be deemed to exist or to bind any of the parties hereto.

CONFORMANCE

If any provision of this contract violates any statute or rule of law of the state of Washington, it is considered modified to conform to that statute or rule of law.

APPROVAL

This contract shall be subject to the written approval of the CENTER'S authorized representative and shall not be binding until so approved. The contract may be altered, amended or waived only by a written amendment executed by both parties.

THIS CONTRACT, consisting of TWO pages and ONE attachment, is executed by the persons signing below who warrant that they have the authority to execute the contract.

WENATCHEE SCHOOL DISTRICT

**CENTER FOR CHILDHOOD DEAFNESS
AND HEARING LOSS**

Superintendent or Designee

Director or Designee

Date

Date

EXHIBIT A
GENERAL TERMS AND CONDITIONS

DEFINITIONS

As used throughout this contract, the following terms shall have the meanings set forth below:

- A. "AGENT" shall mean the Director, and/or the delegate authorized in writing to act on the Director's behalf.
- B. "CENTER" shall mean the Center for Childhood Deafness and Hearing Loss of the state of Washington, any division, section, office, unit or other entity of the CENTER or any of the officers or other officials lawfully representing that CENTER.
- C. "CLIENT" shall mean an individual or group receiving services under this contract.
- D. "COGNIZANT STATE AGENCY" shall mean the state agency from which the sub-recipient receives federal financial assistance. If funds are received from more than one state agency, the cognizant state agency shall be the agency that contributes the largest portion of federal financial assistance to the sub-recipient.
- E. "CONTRACTOR" shall mean that agency, firm, provider organization, individual or other entity performing services under this contract. It shall include any subcontractor retained by the prime contractor as permitted under the terms of this agreement.
- F. "CONTRACTING OFFICER" shall mean that individual authorized to execute this agreement on behalf of the Center.
- G. "DISTRICT" shall mean the agency, school, private organization receiving the services.
- H. "PERSONAL INFORMATION" means information identifiable to any person, including, but not limited to, information that relates to a person's name, health, finances, education, business, use or receipt of governmental services or other activities, addresses, telephone numbers, social security numbers, driver license numbers, other identifying numbers, and any financial identifiers.
- I. "SUBCONTRACTOR" shall mean one not an employee of the contractor, who is performing all or part of those services under this contract under a separate contract with the contractor. The terms "subcontractor" and "subcontractors" mean subcontractor(s) in any tier.
- J. "SUBRECIPIENT" shall mean a non-federal entity that expends federal awards received from a pass-through entity to carry out a federal program, but does not include an individual that is a beneficiary of such a program. It also excludes vendors that receive federal funds in exchange for goods and/or services in the course of normal trade or commerce.
- K. A "VENDOR" is an entity that agrees to provide the amount and kind of services requested by the Center; provides services under the contract only to those beneficiaries individually determined to be eligible by the Center and, provides services on a fee-for-service or per-unit basis with contractual penalties if the entity fails to meet program performance standards.

AMERICANS WITH DISABILITIES ACT (ADA) OF 1990, PUBLIC LAW 101-336, ALSO REFERRED TO AS THE "ADA" 28 CFR PART 35

The contractor and the client/district must comply with the ADA, which provides comprehensive civil rights protection to individuals with disabilities in the areas of employment, public accommodations, state and local government services, and telecommunications.

ASSIGNMENT

Neither this contract, nor any claim arising under this contract, shall be transferred or assigned by the CENTER without prior written consent of the CLIENT/DISTRICT.

CERTIFICATION REGARDING DEBARMENT, SUSPENSION AND INELIGIBILITY

The CENTER, by signature to this contract, certifies that the CENTER is not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded by any federal department or agency from participating in transactions (debarred). The CENTER also agrees to include the above requirements in any and all subcontracts into which it enters. The CENTER shall immediately notify the CLIENT/DISTRICT if, during the term of this contract, contractor becomes debarred. The CLIENT/DISTRICT may immediately terminate this contract by providing contractor written notice if contractor becomes debarred during the term of this contract.

CHANGE IN STATUS

In the event of substantive change in the legal status organizational structure or fiscal reporting responsibility of the CENTER, contractor agrees to notify the CLIENT/DISTRICT of the change. The CENTER shall provide notice as soon as practicable, but no later than thirty-days after such a change takes effect.

CHANGES AND MODIFICATIONS

The contracting officer may, at any time, by written notification to the CLIENT/DISTRICT, and without notice to any known guarantor or surety, make changes within the general scope of the services to be performed under the contract. If the CLIENT/DISTRICT agrees to such changes, a written contract amendment reflecting such change shall be executed by the parties.

An equitable adjustment in cost or period of performance or both may be made if required by the change. Any claim for adjustment in price or period of performance must be received within thirty (30) days of the CLIENT/DISTRICT's receipt of the change notice.

The contracting officer may, however, receive and act upon any such claim at any time prior to final payment under the contract at his/her discretion.

Failure to agree to any adjustment made under this section shall be an issue and may be reviewed as provided in the "Disputes" section of this agreement. Nothing in this section shall excuse the contractor from proceeding with the contract as changed.

CONFLICT OF INTEREST

The Center may, in its sole discretion, by written notice to the CLIENT/DISTRICT, terminate this contract if it finds, after due notice and examination by the contracting officer, that there is a violation of the Ethics in Public Service Act, Chapter 42.52 RCW; or any similar statute involving the CLIENT/DISTRICT in the procurement of or performance under, this contract.

In the event this contract is terminated as provided above, the Center shall be entitled to pursue the same remedies against the CLIENT/DISTRICT as it could pursue in the event of a breach of the contract by the CLIENT/DISTRICT.

The rights and remedies of the Center provided for in this clause shall not be exclusive and are in addition to any other rights and remedies provided by law. The existence of facts upon which the contracting officer makes any determination under this clause shall be an issue and may be reviewed as provided in the "Disputes" clause of this contract.

COVENANT AGAINST CONTINGENT FEES

The CENTER warrants that no person or selling agent has been employed or retained to solicit or secure this contract upon an agreement or understanding for a commission, percentage, brokerage or contingent fee, excepting bona fide employees or bona fide established agent maintained by the contractor for the purpose of securing business. The CLIENT/DISTRICT shall have the right, in the event of breach of this clause by the CENTER, to annul this contract without liability or, in its discretion, to deduct from the contract price or consideration or recover by other means the full amount of such commission, percentage, brokerage or contingent fees.

DISPUTES

Dispute Hearing

Except as otherwise provided in this contract, when a dispute arises between the parties and it cannot be resolved by direct negotiation, either party may request a dispute hearing with a Dispute Panel that will consist of the Center's Executive Director or his/her designee and District's/Client's Executive Director/Superintendent or his/her designee.

1. The request for a dispute hearing must:
 - Be in writing.
 - State the disputed issues.
 - State the relative positions of the parties.
 - State the contractor's name, address, and contract number.
 - Be mailed to the agent and the other party's (respondent's) contract manager within three working days after the parties agree that they cannot resolve the dispute.
2. The respondent shall send a written answer to the requestor's statement to both the agent and the requestor within five working days.
3. The agent shall review the written statements and reply in writing to both parties within ten working days. The agent may extend this period if necessary by notifying the parties.
4. The decision shall be admissible in any succeeding judicial or quasi-judicial proceeding.
5. The parties agree that this dispute process shall precede any action in a judicial or quasi-judicial tribunal.

DISALLOWED COSTS

The CENTER is responsible for any audit exceptions or disallowed costs incurred by its own organization or that of its Subcontractors.

DUPLICATE PAYMENT

The DISTRICT/AGENCY shall not pay the CENTER, if the CENTER has charged or will charge the State of Washington or any other party under any other contract or agreement, for the same services or expenses.

GOVERNING LAW

This contract shall be construed and interpreted in accordance with the laws of the state of Washington and the venue of any action brought hereunder shall be in Superior Court for Clark County.

INDEMNIFICATION

To the fullest extent permitted by law, the Center shall indemnify, defend and hold harmless state, agencies of state and all officials, agents and employees of state, from and against all claims for injuries or death arising out of or resulting from the performance of the contract. The Center's obligations to indemnify, defend, and hold harmless includes any claim by Center's agents, employees, representatives or any subcontractor or its employees.

The Client/District expressly agrees to indemnify, defend, and hold harmless the state for any claim arising out of or incident to contractor's or any subcontractor's performance or failure to perform the contract. The Client's/District's obligation to indemnify, defend, and hold harmless the state, shall not be eliminated or reduced by any actual or alleged concurrent negligence of state or its agents, agencies, employees and officials.

The Center waives its immunity under Title 51 RCW to the extent it is required to indemnify, defend and hold harmless state and its agencies, officials, agents or employees.

INDEPENDENT CAPACITY

The parties intend that an independent contractor relationship will be created by this contract. The Center and his or her employees or agents performing under this contract are not employees or agents of the Client/District. The Center will not hold himself/herself out as nor claim to be an officer or employee of the Client/District or of the state of Washington by reason hereof, nor will the contractor make any claim of right, privilege or benefit that would accrue to such employee under law. Conduct and control of the work will be solely with the contractor.

INDUSTRIAL INSURANCE COVERAGE

The Center shall comply with the provisions of Title 51 RCW, Industrial Insurance. If the contractor fails to provide industrial insurance coverage or fails to pay premiums or penalties on behalf of its employees as may be required by law, the Client/District may collect from the contractor the full amount payable to the Industrial Insurance accident fund. The Client/District may:

- Deduct the amount owed by the Center to the accident fund from the amount payable to the contractor by the Client/District under this contract. and
- Transmit the deducted amount to the Department of Labor and Industries (L&I), Division of Insurance Services.

This provision does not waive any of L&I's rights to collect from the contractor.

LICENSING AND ACCREDITATION STANDARDS

The Center shall comply with all applicable local, state, and federal licensing, accreditation and registration requirements/standards, necessary in the performance of this contract.

LIMITATION OF AUTHORITY

Only the contracting officer or his/her delegate by writing (delegation to be made prior to action) shall have the express, implied or apparent authority to alter, amend, modify or waive any clause or condition of this contract. Furthermore, any alteration, amendment,

modification or waiver of any clause or condition of this contract is not effective or binding unless made in writing and signed by the contracting officer.

NONDISCRIMINATION

During the performance of this contract, the Center shall comply with all federal and state nondiscrimination laws, regulations and policies. In the event of the Center's noncompliance or refusal to comply with any nondiscrimination law, regulation or policy, this contract may be rescinded, canceled or terminated in whole or in part, and the contractor may be declared ineligible for further contracts. The contractor shall, however, be given a reasonable time in which to cure this noncompliance. Any dispute may be resolved in accordance with the "Disputes" procedure set forth herein.

OVERPAYMENTS AND ASSERTION OF LIEN

In the event that the Client/District establishes overpayments or erroneous payments made to the Center under this contract, the Client/District may secure repayment, plus interest, if any, through the filing of a lien against the Center's real property or by requiring the posting of a bond, assignment of deposit or some other form of security acceptable to the Client/District or by doing both.

PRIVACY

Personal information collected, used or acquired in connection with this contract shall be used solely for the purposes of this contract. The Center and the Client/District agree not to release, divulge, publish, transfer, sell or otherwise make known to unauthorized persons personal information without the express mutually written consent or as provided by law.

Client/District and the Center agree to implement physical, electronic and managerial safeguards to prevent unauthorized access to personal information.

The Client/District reserves the rights to monitor, audit or investigate the use of personal information collected, used or acquired through this contract. The monitoring, auditing or investigating may include but is not limited to "salting" by the Center.

The Center shall certify the return or destruction of all personal information upon expiration of this contract. Salting is the act of placing a record containing unique but false information in a database that can be used later to identify inappropriate disclosure of data contained in the database.

Any breach of this provision may result in termination of the contract and the demand for return of all personal information. The contractor agrees to indemnify and hold harmless the Center for any damages related to the contractor's unauthorized use of personal information.

For the purposes of this provision, personal information includes but is not limited to information identifiable to an individual that relates to a natural person's health, finances, education, business, use or receipt of governmental services or other activities, names, addresses, telephone numbers, social security numbers, driver license numbers, financial profiles, credit card numbers, financial identifiers and other identifying numbers.

RECORDS, DOCUMENTS, AND REPORTS

The Center shall maintain all books, records, documents, data and other evidence relating to this contract and performance of the services described herein, including but not limited to accounting procedures and practices, which sufficiently and properly reflect all direct and indirect costs of any nature expended in the performance of this contract.

The Center shall retain such records for a period of six years following the date of final payment. At no additional cost, these records, including materials generated under the contract, shall be subject at all reasonable times to inspection, review or audit by the Client/District, personnel duly authorized by the Center, the Office of the State Auditor, and federal and state officials so authorized by law, regulation or agreement.

If any litigation, claim or audit is started before the expiration of the six (6) year period, the records shall be retained until all litigation, claims or audit findings involving the records have been resolved.

REGISTRATION WITH DEPARTMENT OF REVENUE

The Center shall complete registration with the Department of Revenue, General Administration Building, Olympia WA 98504, and be responsible for payment of all taxes due on payments made under this contract.

RIGHT OF INSPECTION

The Center shall provide right of access to its facilities to the Client/District or any of its officers at all reasonable times, in order to monitor and evaluate performance, compliance, and/or quality assurance under this contract on behalf of the Center.

All inspections and evaluations shall be performed in such a manner that will not unduly interfere with the Center's business or work hereunder.

RIGHTS IN DATA

Unless otherwise provided, data that originates from this contract shall be "works for hire" as defined by the U.S. Copyright Act of 1976 and shall be owned by the Center. Data shall include, but not be limited to, reports, documents, pamphlets, advertisements, books, magazines, surveys, studies, computer programs, films, tapes, and/or sound reproductions. Ownership includes the right to copyright, patent, register and the ability to transfer these rights.

Data that is delivered under the contract, but that does not originate there from, shall be transferred to the Center with a nonexclusive, royalty-free, irrevocable license to publish, translate, reproduce, deliver, perform, dispose of, and to authorize others to do so; provided that such license shall be limited to the extent that the contractor has a right to grant such a license.

The Center shall exert all reasonable effort to advise the Client/District, at the time of delivery of data furnished under this agreement, of all known or potential invasions of privacy contained therein and of any portion of such document, which was not produced in the performance of this agreement.

The Client/District shall receive prompt written notice of each notice or claim of copyright infringement received by the Center with respect to any data delivered under this agreement. The Client/District shall have the right to modify or remove any restrictive markings placed upon the data by the Center.

SAFEGUARDING OF INFORMATION

The Center and the Client/District mutually agree not to use or disclose any:

- Personal Information gained by reason of this contract, or
- Information that may be classified as confidential for any purpose not directly connected with the administration of this contract except (1) with prior written consent of the Center and the Client/District or (2) as may be required by law. The Center and

the Client/District shall safeguard such information and shall return or certify destruction of the information upon contract expiration or termination.

SAVINGS

In the event funding from state, federal or other sources is withdrawn, reduced or limited in any way after the effective date of this contract and prior to normal completion, the Center may terminate the contract under the "Termination for Convenience" clause, without advance notice, subject to renegotiation at the Center's discretion under those new funding limitations and conditions.

SEVERABILITY

If any provision of this contract or any provision of any document incorporated by reference shall be held invalid, such invalidity shall not affect the other provisions of this contract that can be given effect without the invalid provision, if such remainder conforms to the requirements of applicable law and the fundamental purpose of this contract, and to this end the provisions of this contract are declared to be severable.

SINGLE AUDIT ACT REQUIREMENTS

If the Center is a subrecipient of federal awards as defined by Office of Management and Budget (OMB) Circular A-133, the Center shall maintain records that identify all federal funds received and expended. Such funds shall be identified by the appropriate OMB Catalog of Federal Domestic Assistance Numbers.

The Center shall make the records available for review or audit by officials of the federal awarding agency, the General Accounting Office, and the Washington State Auditor's Office. The contractor shall incorporate OMB Circular A-133 audit requirements into all contracts between the contractor and its subcontractors who are subrecipients. The Center shall comply with any future amendments to OMB Circular A-133 and any successor or replacement Circular or regulation.

If the Center expends \$500,000 or more in federal awards from any and/or all sources in any fiscal year ending after December 31, 2003, the contractor shall procure and pay for a single or program-specific audit for that year.

Upon completion of each audit, the Center shall submit to the contracting officer named in this contract the data collection form and reporting package specified in OMB Circular A-133, reports required by the program-specific audit guide (if applicable).

SUBCONTRACTING

Neither the Center nor any Subcontractor shall enter into subcontracts for any of the work contemplated under this contract without obtaining prior written approval of the Client/District.

In no event shall the existence of the subcontract operate to release or reduce the liability of the Center to the Client/District for any breach in the performance of the Center's duties.

This clause does not include contracts of employment between the Center and personnel assigned to work under this contract.

TERMINATION FOR CONVENIENCE

Except as otherwise provided in this contract, the contracting officer may, by ten (10) days written notice, beginning on the second day after the mailing, terminate this contract in whole or in part. If this contract is so terminated, the Client/District shall be liable only for payment

required under the terms of this contract for services rendered or goods delivered prior to the effective date of termination.

TERMINATION FOR DEFAULT

The contracting officer may terminate this contract for default, in whole or in part, by written notice to the Center if the Client/District has a reasonable basis to believe that the Center has:

- Failed to meet or maintain any requirement for contracting with the Client/District.
- Failed to ensure the health or safety of any client for whom services are being provided under this contract.
- Failed to perform under or otherwise breached, any term or condition of this contract. and/or
- Violated any applicable law or regulation.

If it is later determined that the Center was not in default, the termination shall be considered a termination for convenience.

TERMINATION PROCEDURE

Upon termination of this contract the Client/District, in addition to any other rights provided in this contract, may require the Center to deliver to the Client/District any property specifically produced or acquired for the performance of such part of this agreement as has been terminated. The provisions of the "Treatment of Assets" clause shall apply in such property transfer.

The Client/District shall pay to the Center the agreed upon price, if separately stated, for completed work and services accepted by the Client/District and the amount agreed upon by the Center and the contracting officer for:

- Completed work and services for which no separate price is stated.
- Partially completed work and services.
- Other property or services that are accepted by the Client/District.
- The protection and preservation of the property, unless the termination is for default, in which case the contracting officer shall determine the extent of the liability of the Center. Failure to agree with such determination shall be a dispute within the meaning of the "Disputes" clause of this agreement.

The Client/District may withhold from any amounts due the Center for such completed work or services such sum as the contracting officer determines to be necessary to protect the Client/District against potential loss or liability.

The rights and remedies of the Client/District provided in this section shall not be exclusive and are in addition to any other rights and remedies provided by law or under this agreement.

After receipt of a notice of termination, and except as otherwise directed by the contracting officer, the Center shall:

1. Stop work under the agreement on the date and to the extent specified in the notice.
2. Place no further orders or subcontracts for materials, services or facilities except as necessary to complete such portion of the work not terminated.
3. Assign to the Client/District, in the manner, at the times, and to the extent directed by the contracting officer, all of the rights, titles, and interest of the Center under the orders and subcontracts in which case the Client/District has the right, at its discretion, to settle or pay any or all claims arising out of the termination of such orders and subcontracts.

4. Settle all outstanding liabilities and all claims arising out of such termination of orders and subcontracts, with the approval or ratification of the contracting officer to the extent he/she may require, which approval or ratification shall be final for all the purposes of this clause.
5. Transfer title to the Client/District and deliver, in the manner, at the times and to the extent as directed by the contracting officer, any property which, if the contract had been completed, would have been required to be furnished to the Client/District.
6. Complete performance of such part of the work not terminated by the contracting officer.
7. Take such action as may be necessary or as the contracting officer may direct, for the protection and preservation of the property related to this agreement that is in the possession of the Center and in which the Client/District has or may acquire an interest.

TREATMENT OF ASSETS

1. Title to all property financed or furnished by the Client/District shall remain in the Client/District. Title to all property purchased by the Center, for which the Center is entitled to be reimbursed as a direct item of cost under this contract, shall pass to and vest in the Client/District upon delivery of such property to the Client/District.

Title to other property, the cost of which is reimbursable to the Center under the contract, shall pass to and vest in the Center upon:

- Issuance for use of such property in the performance of this contract or
 - Commencement of use of such property in the performance of this contract, or
 - Reimbursement of the cost thereof by the Client/District in whole or in part, whichever first occurs.
2. Any property of the Client/District furnished to the Center shall, unless otherwise provided herein or approved by the Client/District, be used only for the performance of this contract.
 3. The Center shall be responsible for any loss or damage to property of the Client/District that results from the negligence of the Center or that results from the failure on the part of the Center to maintain and administer that property in accordance with sound management practices.
 4. If any Client/District property is lost, destroyed or damaged, the Center shall notify the Client/District and shall take all reasonable steps to protect the property from further damage.
 5. The Center shall surrender to the Client/District all property of the Client/District prior to settlement upon completion, termination or cancellation of this agreement.
 6. All reference to the Center under this clause shall include Center's employees, agents or subcontractors.

WAIVER OF DEFAULT


Waiver of any default or breach shall not be deemed to be a waiver of any subsequent default or breach. Waiver shall not be construed to be a modification of the terms of the contract unless stated to be such in writing, signed by the contracting officer of the Center.

**Contract Coversheet (Non-Federal)
 Request Board Approval**

Please submit this form with your **unsigned** contract to Denise Watson at least **3** weeks before the scheduled School Board meeting. Upon attorney review and approval (if necessary), Les will submit the contract to the Superintendent's office, where it will be included on the agenda for School Board approval.

All contracts require school board approval.

The **only** authorized signatures on a contract are Brian Flonas, Jon DeJong, Les Vandervort, or the School Board.

Date	New or Renewal or Revision	Agency	Purpose	Amount	Contract Start Date & End Date	Staff Person Responsible for Contract	Approved by Les?	PO Required?	Attorney Review Required?
04/22/16	Renewal	St. Paul's Lutheran School	Private School Partnership Agreement and Mutual Hold Harmless Agreement/Indemnification for participation in WSD Science Field Experiences	\$0	Upon Approval	<u>Teresa Hagan</u> I have read this contract and recommend it for board approval. <u>JL</u> Initial <u>4-26-16</u> Date		No	This is decided at the district office.
				n/a					

Agency Contact Information (who & where contract needs to be mailed to for signing):

Agency Name: St. Paul's Lutheran School
 Attention: Lisa Day
 Street address or PO Box: P.O. Box 2219
 City, State, Zip Code: Wenatchee, WA 98801
 Email Address: officestpaul@nwi.net
 Phone Number: 662-4757

Contract Details (Give a brief description of the contract):

If this is a revision, what has changed?

Mutual Hold Harmless Agreement/Indemnification for participation in WSD's annual Science Field Experience for the 1st and 5th grades. Field Experiences occur on Saddle Rock and the Jacobson Preserve. Participation of Private School are contingent on space available each year for the Field Experience (depending on WSD class sizes).

Be sure to follow state bid requirements as outlined in RCW 28A.335.190

Reviewed by Attorney

Signature _____

Requires Edits?

**MUTUAL HOLD HARMLESS
AND INDEMNIFICATION AGREEMENT**

THIS MUTUAL HOLD HARMLESS AND INDEMNIFICATION AGREEMENT (“this Agreement”) is made effective on _____, by and between the Wenatchee School District No. 246 (“WSD”), of 235 Sunset Avenue, Wenatchee, Washington 98801, and St. Paul’s Lutheran School. WSD and St. Paul’s Lutheran School are sometimes individually referred to as “Party” and collectively referred to as “the Parties.”

RECITALS:

WHEREAS, St. Paul’s Lutheran School provides participation, supervision for field experiences and other supplemental programs, transportation for St. Paul’s Lutheran School students and financial reimbursement for WSD resources utilized in their programs/activities.

WHEREAS, the WSD provides pre-field teacher packets, field experience curriculum, field instructor training, full participation on-site with supplies provided and supplemental supervision in which St. Paul’s Lutheran School desires to use for its students and teachers.

WHEREAS, the Parties activities include, Science Field Experiences and other supplemental programs.

WHEREAS, the WSD and St. Paul’s Lutheran School desire to enter into this Agreement to provide for mutual hold harmless and indemnification obligations.

NOW, THEREFORE, in consideration of the mutual covenants and conditions contained herein, WSD and St. Paul’s Lutheran School hereby agree as follows:

TERMS:

1. Hold Harmless.

a. St. Paul’s Lutheran School shall fully defend, indemnify, and hold harmless WSD from any and all claims, lawsuits, demands, causes of action, liability, loss, damage and/or injury, of any kind whatsoever, including, without limitation, all claims for monetary loss, property damages, equitable relief, personal injury, and/or wrongful death, whether brought by an individual or other entity, or imposed by a court of law or by administrative action of any federal, state, or local governmental body or St. Paul’s Lutheran School, arising out of, in any way whatsoever, the negligent acts or omissions, or willful misconduct, on the part of St. Paul’s Lutheran School, its officers, employees, agents or volunteers related to the programs and activities it offers. This obligation applies to and includes, without limitation, the payment of all penalties, fines, judgments, awards, decrees, attorneys’ fees, and related costs or expenses, and any reimbursements to WSD for all legal fees, expenses, and costs incurred by it.

b. WSD shall fully defend, indemnify, and hold harmless St. Paul’s Lutheran School from any and all claims, lawsuits, demands, causes of action, liability, loss, damage and/or injury, of any kind whatsoever, including, without limitation, all claims for monetary loss, property damages, equitable relief, personal injury, and/or wrongful death, whether brought by an individual or other entity, or imposed by a court of law or by administrative action of any federal, state, or local governmental body or St. Paul’s Lutheran School, arising out of, in any way whatsoever, the negligent acts or omissions, or willful misconduct, on the part of WSD, its officers, employees, agents or volunteers related programs and activities carried out by St. Paul’s Lutheran School. This obligation applies to and includes, without limitation, the payment of all

penalties, fines, judgments, awards, decrees, attorneys' fees, and related costs or expenses, and any reimbursements to St. Paul's Lutheran School for all legal fees, expenses, and costs incurred by it.

2. Required Documentation:

a. Private School Partnership Agreement: The Parties shall submit appropriate agreement forms in advance to reserve spots within the Science Field Experience Schedule. The Parties shall endeavor to obtain Release of Liability forms from their participants and legal guardians prior to utilizing each other's facilities when appropriate.

b. Annual Certificates of Insurance: By the 15th of September of each year, the Parties will provide to each other evidence of insurance in anticipation of the annual events to be booked by each party, naming each other as additional insured.

3. Types of Programs/Activities Anticipated: Annually, the Parties shall consult with each other re the programs and activities that they anticipate each year for planning and coordination purposes.

4. Authority to Enter Agreement. Each Party warrants that the individuals who have signed this Agreement have the actual legal power, right, and authority to make this Agreement and bind each respective Party.

5. Amendment; Modification. No supplement, modification, or amendment of this Agreement shall be binding unless executed in writing and signed by both Parties.

6. Waiver. No waiver of any default shall constitute a waiver of any other default or breach, whether of the same or other covenant or condition. No waiver, benefit, privilege, or service voluntarily given or performed by a Party shall give the other Party any contractual right by custom, estoppel, or otherwise.

7. Attorneys' Fees and Costs. If any legal action or other proceeding is brought in connection with this Agreement, each Party shall bear its own attorneys' fees and costs incurred therein.

8. Entire Agreement. This Agreement contains the entire agreement between the Parties related to the matters specified herein, and supersedes any prior oral or written statements or agreements between the Parties to such matters.

9. Enforceability, Severability, and Reformation. If any provision of this Agreement shall be held to be invalid or unenforceable for any reason, the remaining provisions shall continue to be valid and enforceable. If a court finds that any provision of this Agreement is invalid or unenforceable, but that by limiting such provision it would become valid and enforceable, then such provision shall be deemed to be written, construed, and enforced as so limited. The intent of the Parties is to provide as broad an indemnification as possible under Washington law.

10. Applicable Law. This Agreement shall be governed exclusively by the laws of Washington, without regard to conflict of law provisions.

11. Exclusive Venue and Jurisdiction. Any lawsuit or legal proceeding arising out of or relating to this Agreement in any way whatsoever shall be exclusively brought and litigated in the federal and state courts of Washington.

12. Notices. Notices hereunder shall be in writing and may be mailed or delivered. If mailed, such notices shall be sent postage prepaid, certified mail, return receipt requested, and the date marked on the return receipt by the United States Postal Service shall be deemed to be the date on which the party received the notice. Notices shall be mailed or delivered as follows:

TO WSD: Superintendent
Wenatchee School District #246
P.O. Box 1767
Wenatchee, WA 98801

TO Agency: Administration
St. Paul's Lutheran School
PO Box 2219
Wenatchee, WA 98801

IN WITNESS WHEREOF this Agreement was entered into on the day and year first above written.

WENATCHEE SCHOOL DISTRICT

By _____
BRIAN L. FLONES
Superintendent

St. Paul's Lutheran School OF WENATCHEE

By: Tom Treat
Title: Administrator

Print: Tom Treat



**Private School Partnership Agreement
Science Field Experiences, 2015-2016**

School name: St. Paul's Lutheran School School phone: 662-4757
Principal name: Tom Treat Contact e-mail: principalstpaul@nwi.net

Wenatchee School District Provides:

- Classroom pre-work curriculum guide and as many support materials as are available for loan on a year-by-year basis.
- Participation on a space-available basis each year.
- Opportunity for classroom teacher to attend any training offered by WSD.
- Schedules, nametags, and information needed for the field event.
- Opportunity to complete post-event evaluations.
- Full participation at field experience- all supplies provided on site.
- Safety and comfort supplies are provided on site.

Private Partnership School Provides:

- A. Commitment by classroom teacher to teach as much of the classroom pre-work as is possible in order to bring students prepared to learn in the field.
- B. One volunteer field instructor that is responsible for attending pre-field training and teaching one day of the field experience.
- C. \$3/student for all participating students, in the form of a check to Wenatchee School District.*Bill will be sent after agreement is received by WSD District Office (address & contact on page 2)

Grade	Teacher Name	# of students x \$3/student	\$ Total
Kinder			
1 st	Mrs Downey	14	42.00
2 nd			
5 th	Mr. Rolf	15	45.00
TOTAL			

- D. One school coordinator to be the person in contact all year with the Science Resource Center Staff:

Name: Lisa Day (Please Print) e-mail: officestpaul@nwi.net Phone: 662-4757

Coordinator Tasks and Dates:

April 1st, 2016: Private School Coordinator picks up pre-field experience packets for 1st grade.

June 3rd, 2016: Private School Coordinator returns 5th grade classroom kit and teacher curriculum guides to Science Resource Center.

The coordinator will work closely with science resource center staff via e-mail and phone all year to accomplish the tasks above. Teachers will communicate with the coordinator.

E. Private school volunteer field instructors: One teacher or adult volunteer is required to be a field instructor for one day. This adult will not be with their students during the event.

The coordinator will provide partnership volunteer names & contact information to the Science Resource Center staff at least two weeks prior to scheduled event. WSD Science Resource staff will contact your volunteers and the coordinator directly to confirm and provide logistics.

I agree to the partnership agreement as explained in this document:

Tom Trout _____ 4-12-16 _____
Private School Authorized Signature Date

Please send one copy (keep one at your school) to:

Marcia Reid - Assistant Accountant
Wenatchee School District
235 Sunset Ave
Wenatchee, WA 98801
Phone: 509.663.8161 Fax: 509.663.3082



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

04/18/2016

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Basin Pacific Insurance & Benefits 17422 108th Ave SE Suite 200 Renton WA 98055		CONTACT NAME: Scott Tayloe PHONE (A/C, No, Ext): 425-495-6481 FAX (A/C, No): 425-740-0109 E-MAIL ADDRESS: staylor@basinpacific.com	
INSURED St Pauls Lutheran Church 312 Palouse Sr Wenatchee WA 98801		INSURER(S) AFFORDING COVERAGE INSURER A: Brotherhood Mutual INSURER B: INSURER C: INSURER D: INSURER E: INSURER F:	

COVERAGES**CERTIFICATE NUMBER:****REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	GENERAL LIABILITY <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC	Y	Y	46MRA0438081	10/01/2015	10/01/2016	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 900,000 MED EXP (Any one person) \$ 10,000 PERSONAL & ADV INJURY \$ 3,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMP/OP AGG \$ 3,000,000 Stop Gap \$ 1,000,000
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> NON-OWNED AUTOS						COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
	UMBRELLA LIAB EXCESS LIAB <input type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$						EACH OCCURRENCE \$ AGGREGATE \$ \$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below		N/A				WC STATU-TORY LIMITS OTH-ER E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

Wenatchee School District No. 246 (WSD), of 235 Sunset Avenue, Wenatchee, Washington 98801, Field trip of April 19th 2016

CERTIFICATE HOLDER**CANCELLATION**

Wenatchee School District No 246 (WSD) P.O. Box 1767 Wenatchee WA 98801	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE Scott Taylor
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ACORD 25 (2010/05)

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CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

04/18/2016

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Basin Pacific Insurance & Benefits 17422 108th Ave SE Suite 200 Renton WA 98055		CONTACT NAME: Scott Tayloe PHONE (A/C, No, Ext): 425-495-6481 FAX (A/C, No): 425-740-0109 E-MAIL ADDRESS: staylor@basinpacific.com	
INSURED St Pauls Lutheran Church 312 Palouse Sr Wenatchee WA 98801		INSURER(S) AFFORDING COVERAGE INSURER A: Brotherhood Mutual INSURER B: INSURER C: INSURER D: INSURER E: INSURER F:	

COVERAGES**CERTIFICATE NUMBER:****REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> GENERAL LIABILITY <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC	Y	Y	46MRA0438081	10/01/2015	10/01/2016	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 900,000 MED EXP (Any one person) \$ 10,000 PERSONAL & ADV INJURY \$ 3,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMP/OP AGG \$ 3,000,000 Stop Gap \$ 1,000,000
	<input type="checkbox"/> AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> NON-OWNED AUTOS						COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
	<input type="checkbox"/> UMBRELLA LIAB <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> DED <input type="checkbox"/> RETENTION \$						<input type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS-MADE EACH OCCURRENCE \$ AGGREGATE \$
	<input type="checkbox"/> WORKERS COMPENSATION AND EMPLOYERS' LIABILITY <input type="checkbox"/> ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory In NH) If yes, describe under DESCRIPTION OF OPERATIONS below		N/A				<input type="checkbox"/> WC STATU-TORY LIMITS <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

Wenatchee School District No. 246 (WSD), of 235 Sunset Avenue, Wenatchee, Washington 98801, Field trip of May 6th 2016 for all activities and ministries of St Pauls Lutheran School

CERTIFICATE HOLDER**CANCELLATION**

Wenatchee School District No 246 (WSD) P.O. Box 1767 Wenatchee WA 98801	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE Scott Taylor
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Schools Insurance Association of Washington

CERTIFICATE OF COVERAGE

Issue Date: 02/29/2016

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE MEMORANDUM OF COVERAGE (MOC) BELOW. THIS CERTIFICATE OF COVERAGE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the MOC must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the MOC, certain coverage may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER	COMPANIES AFFORDING COVERAGE
Clear Risk Solutions 451 Diamond Drive Ephrata, WA 98823 Phone 509-754-2027 Fax 509-754-3406	GENERAL LIABILITY SIAW/Munich Re Torus Specialty Insurance Company AUTOMOBILE LIABILITY SIAW/Munich Re Torus Specialty Insurance Company
INSURED	PROPERTY
Wenatchee School District #246 P.O. Box 1767 Wenatchee, WA 98807	SIAW / Munich Re, et al. CRIME / PUBLIC EMPLOYEE DISHONESTY SIAW/Munich Re

COVERAGES

THIS IS TO CERTIFY THAT THE COVERAGES LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE COVERAGE PERIOD INDICATED, NOT WITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN. THE COVERAGE AFFORDED BY THE MOC DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH MOC. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

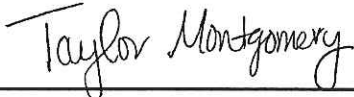
TYPE OF COVERAGE	MOC NUMBER	MOC EFF DATE	MOC EXP DATE	DESCRIPTION	LIMITS
GENERAL LIABILITY					
COMMERCIAL GENERAL LIABILITY OCCURRENCE FORM	SIAW151634050	09/01/2015	09/01/2016	GENERAL AGGREGATE PRODUCT-COMP/OP AGG PERSONAL & ADV. INJURY EACH OCCURRENCE ANNUAL PROGRAM AGGREGATE	\$31,000,000 \$31,000,000 \$25,000,000 \$25,000,000 \$150,000,000
(LIABILITY IS SUBJECT TO A 100,000 SIR PAYABLE FROM PROGRAM FUNDS)					
AUTOMOBILE LIABILITY					
ANY AUTO	SIAW151634050	09/01/2015	09/01/2016	COMBINED SINGLE LIMIT ANNUAL PROGRAM AGGREGATE	\$25,000,000 NONE
(LIABILITY IS SUBJECT TO A 100,000 SIR PAYABLE FROM PROGRAM FUNDS)					
PROPERTY					
	SIAW151634050	09/01/2015	09/01/2016	ALL RISK PER OCC EXCL EQ & FL EARTHQUAKE PER OCC FLOOD PER OCC (Except FZ A&V, which is \$1MM) ANNUAL PROGRAM AGGREGATE	\$150,000,000 EXCLUDED EXCLUDED NONE
(PROPERTY IS SUBJECT TO A 250,000 SIR PAYABLE FROM PROGRAM FUNDS)					
CRIME/PUBLIC EMPLOYEE DISHONESTY					
(CRIME SUBJECT TO A \$250,000 PROGRAM SIR)	SIAW151634050	09/01/2015	09/01/2016	PER LOSS	\$1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES / SPECIAL ITEMS

Evidence of Coverage regarding 1st and 5th grade science field experiences.

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED COVERAGE BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE PROVISIONS OF THE MOC.


CERTIFICATE HOLDER	AUTHORIZED REPRESENTATIVE
St. Paul's Lutheran Church PO Box 2219 Wenatchee, WA 98801	

Contract Coversheet (Non-Federal)
Request Board Approval

Please submit this form with your unsigned contract to Denise Watson at least **3** weeks before the scheduled School Board meeting. Upon attorney review and approval, Les will submit the contract to the Superintendent's office, where it will be included on the agenda for School Board approval.

All contracts require school board approval.

The only authorized signatures on a contract are Brian Flores, Jon DeJong, Les Vandervort, or the School Board.

Date	New or Renewal or Revision	Agency	Purpose	Amount	Contract Start Date & End Date	Staff Person Responsible for Contract	Approved by Les?	PO Required?	Attorney Review Required?
04/29/16	New	Sleeping Lady, Inc	Special Education Communication Team Retreat	\$2,939	8/15-8/16/16	<u>Trisha Craig</u>			
				Budget Code		I have read this contract and recommend it for board approval.			
				2100 27 7000 000		Initial: <u>TC</u> Date: <u>4-29-16</u>			

Agency Contact Information (who & where contract needs to be mailed to for signing):

Agency Name: Sleeping Lady Inc.
 Attention: Mike Molohon
 Street address or PO Box: 7375 Icicle Road
 City, State, Zip Code: Leavenworth, WA 98826
 Email Address: mmolohan@sleepinglady.com
 Phone Number: 509.548.6312

Contract Details (Give a brief description of the contract):

The Special Education Communication Team consists of twelve department representatives (Special Education Director, Assistant Director, Instructional Coach, Speech Language Pathologist, School Psychologist, Early Childhood Coordinator, Elementary Resource Teacher, Elementary Alternate Programs Teacher, Middle School Alternate Programs Teacher, Behavior Specialist, WHS Head Teacher, Director's Secretary) to plan trainings, transitions, form development, problem solve issues, and promote better communication within our department. The retreat is needed to work on Department Day, IEP Online Training, Job Alikes, and preparation for the upcoming school year with new personnel on Team.

Be sure to follow state bid requirements as outlined in RCW 28A.335.190

Reviewed by Attorney _____

Signature

Requies Edits? _____



ARRANGEMENTS CONTRACT

March 26, 2016

Wenatchee School District
 ATTN: Gina Oliver
 PO Box 1767
 Wenatchee, WA 98807
 Phone: (509) 663-7117
 E-mail: oliver.g@wenatcheeschools.org

Group No. 9657

Dear Gina:

Thank you for again choosing Sleeping Lady Mountain Resort. Please review this contract carefully to ensure all arrangements made for your **Monday, August 15, 2016 - Tuesday, August 16, 2016 Meeting** are correct. If you are in accord, please sign this arrangements contract and return to Sleeping Lady before **Friday, April 15, 2016**, along with the reservation fee outlined in the body of the contract. Upon our receipt of the contract and reservation fee, all arrangements as outlined will become definite. If the signed Arrangements Contract has not been returned by the option date, all rooms and venues will be subject to release.

Arrival Date: Monday, August 15, 2016

Departure Date: Tuesday, August 16, 2016

Day	Date	No. of Rooms	No. of Guests	Rate	Total
MON.	08/15/2016	6		\$ 150.00	\$ 900.00
			12	\$ 150.00	\$ 1,800.00
				Subtotal	\$ 2,700.00
				Tax (8.2%)	\$ 221.40
				Lodging Tax (2%)	\$ 18.00
				TOTAL	\$ 2,939.40

**Rates: Single Occ. - \$300.00; Double Occ. - \$225.00 per person; Triple Occ. - \$200.00 per person
 Non-participating Spouse/Adult/Child 13+ - \$87; Children 5-12 - \$37**

**Non-lodging (off-site) meeting participants will be charged at the rate of \$20 per day, plus applicable meals.
 Breakfast - \$20 Lunch - \$22 Dinner - \$43**

Gratuity is not included in our inclusive rate and is at Group Leader discretion.

Conference rates include: Lodging; Dinner, Breakfast, Lunch and *three (3)* standard beverage breaks; Designated conference space, general meeting supplies and AV equipment. Prices are based on guaranteed group minimums and will not be reduced to reflect changes in meals not consumed or rooms not occupied. Guests, spouses, and children 5-years or older accompanying registered conference participants must also be pre-registered for meal count purposes. Additional fees may be assessed for specific conference needs.

ATTRITION

Attrition fees apply based on the client's actual performance compared to contracted commitments. Provided that 85% of the total rooms are used, there will be no attrition fee. Attrition fees for rooms will be assessed at the cutoff date of **Wednesday, August 01, 2016**, based on submission of the Lodging Confirmation Form.

After the cut off dates and the assessment of attrition fees, additional decreases to number of rooms would be subject to penalties as itemized under Confirmation Procedures. Attrition fees for performance under 85% of contracted commitments would apply as listed below:

Total Room Nights
5 Rooms or higher → Attrition fees will not apply
Below total 5 rooms → \$75 x each room below 5

CONFIRMATION PROCEDURES

One of our conference coordinators will be assigned to work with you to ensure a smooth event. Your coordinator will contact you in advance of your event to review all food and beverage arrangements, meeting room specifications and any other conference requirements.

1. The **Lodging Confirmation Form** will be sent to the client by our conferencing department prior to arrival. The client must respond to the confirmation no later than **Monday, August 01, 2016**, two (2) weeks prior to arrival.

Rooms released from the block prior to the stated deadline will be subject to attrition fees as itemized above. Additional rooms released from the block after the stated deadline will be charged at the per room rate of **\$150**.

2. The **Rooming List Form, Meals Confirmation Form and signed Banquet Event Orders (BEOs)** must be completed and returned to your conference coordinator no later than **Monday, August 01, 2016**, two (2) weeks prior to arrival.

Guests dropped after the deadline for the Rooming List and Meal Confirmation Form, or guests failing to attend, will be charged at the per guest rate of **\$150**.

3. **Additional Reservations:**

Additional individual reservations requested before or after the contracted conference dates, as shown on page one of the contract, must be made as follows:

- Contact Sleeping Lady's front desk at 1-800-574-2123
- Identify affiliation with the Group name and number indicated on the contract
- Guarantee the reservation with an individual credit card

CHECK IN / CHECK OUT

Please advise your attendees that our check-in time is 3:00 p.m. and check-out time is 11:00 a.m. Please be assured that we will make every effort to accommodate those guests arriving prior to check-in time.

MEETING REQUIREMENTS & CONFERENCE SERVICES

Following are your function requirements as we understand them. Meeting space is assigned on the basis of (1) group size, (2) number of sleeping rooms utilized, and (3) technical requirements. Additional meeting space may be arranged at an additional cost depending on availability.

Date	From	To	Function Name	Venue	People
08/15/2016	12:45PM	01:00PM	Arrival	Lobby	12
08/15/2016	12:59PM	01:00PM	PM Standard Bevg Brk	Nuthatch	12
08/15/2016	01:00PM	05:00PM	Meeting	Nuthatch	12
08/15/2016	03:00PM	06:00PM	Check in	Lobby	12
08/15/2016	06:30PM	08:00PM	Buffet Dinner	Kingfisher	12
08/16/2016	07:30AM	09:00AM	Buffet Breakfast	Kingfisher	12

08/16/2016	08:00AM	11:00AM	Check out	As is	12
08/16/2016	08:29AM	08:30AM	AM Standard Bevg Brk	Nuthatch	12
08/16/2016	08:30AM	12:00PM	Meeting	Nuthatch	12
08/16/2016	12:00PM	01:00PM	Buffet Lunch	Kingfisher	12
08/16/2016	12:59PM	01:00PM	PM Standard Bevg Brk	Nuthatch	12
08/16/2016	01:00PM	03:00PM	Meeting	Nuthatch	12
08/16/2016	03:00PM	03:30PM	Departure	Lobby	12

DEPOSITS AND BILLING

1. The signed Arrangements Contract is due **Friday, April 08, 2016**.
2. The deposit schedule for this contract is listed below. *(Please include the Group Number on checks and all other forms of correspondence.)*

Due	Amount	Description
04/15/2016	\$1,469.70	50% Reservation Fee

3. Please inform your group members that each will be asked to provide a credit card at check-in to cover incidental charges for which they are individually responsible.
4. The client will accept responsibility for rooms, food and beverage functions, meeting space, taxes and all authorized services. These charges will be billed to the Master Account. An invoice will be sent following the event for the balance and for any additional rooms, guests and all BEO-authorized event services. Payment must be made within thirty (30) days of receipt. Finance charges of 1% per month (which is an annual rate of 12%) will be applied to all past due accounts.

CANCELLATION POLICY

Cancellation fees are assessed on total contracted charges as outlined on page 1. If cancellation of the event occurs, the penalties will be assessed according to the following schedule:

Cancellation Date:	Percentage of Total:
Notice received after signature date and before 3 months prior to arrival	25% of contracted total
Notice received between 89 days – 60 days prior to arrival	40% of contracted total
Notice received between 59 days – 30 days prior to arrival	50% of contracted total
Notice received within 29 days of arrival	90% of contracted total

Cancellation charges will be itemized and deducted from any amount already paid to Sleeping Lady. The balance, if any, will be billed to or refunded to the client. All cancellations are effective upon receipt of a written notice and payment in the amount of the applicable cancellation fees.

GENERAL POLICIES

Food and Beverage

All food and beverage arrangements must be made through Sleeping Lady Mountain Resort. All food and beverage served in Kingfisher Restaurant and conference/hospitality venues must be provided by Sleeping Lady.

No Smoking Policy

It is understood that Sleeping Lady is a **SMOKE-FREE** facility, indoors and outdoors. Guests who do not respect the **NO-SMOKING** policy will be charged a minimum cleaning fee of \$150.00 on their final bill at check-out or through their group leader.

RESPONSIBILITY OF CLIENT

Sleeping Lady will hold the Client, as well as the responsible member of the Client's group, responsible for any claims, losses, liabilities or damages to the property of Sleeping Lady or others or to any person caused directly and primarily by the gross negligence or willful misconduct of the Client or any member of it's group.

If the Client has made multiple bookings with Sleeping Lady for the future, Sleeping Lady reserves the right to cancel future bookings in the event of any incident of egregious conduct by members of the Client's group during this booking.

WASHINGTON CONTRACT

It is understood that this Arrangements Contract is a contract made in and to be performed in the State of Washington, to be constructed and enforced in accordance with the laws of the State.

The arrangements as outlined in this contract meet with our approval. We now consider these to be definite and confirmed. Any changes in this Agreement must be made in writing and acknowledged by both parties.

SLEEPING LADY, INC.:

CLIENT: Wenatchee School District

Name: Michael H. Molohon

Name: _____

Title: Senior Group Sales Manager

Title: _____

Signature: _____

Signature: _____

Date: _____

Date: _____

Please remit signed contract and deposit to:

Sleeping Lady Inc.
ATTN: Michael H. Molohon
7375 Icicle Road
Leavenworth, WA 98826
800-574-2123; 509-548-6344
Fax: 509-548-6312

CREDIT CARD #: _____

TYPE: AMEX VISA MC

EXPIRATION DATE: ____ / ____

AMOUNT: **\$1,469.70**

AUTHORIZED SIGNATURE: _____


DATE: ____ / ____ / ____

Contract Coversheet (Non-Federal) Request Board Approval

Please submit this form with your **unsigned** contract to Denise Watson at least **3** weeks before the scheduled School Board meeting. Upon attorney review and approval (if necessary), Les will submit the contract to the Superintendent's office, where it will be included on the agenda for School Board approval.

All contracts require school board approval.

The **only** authorized signatures on a contract are Brian Fiones, Jon DeJong, Les Vandervort, or the School Board.

Date	New or Renewal or Revision	Agency	Purpose	Amount	Contract Start Date & End Date	Staff Person Responsible for Contract	Approved by Les?	PO Required?	Attorney Review Required?
05/05/16	Renewal	Equal Opportunity Schools	Memorandum of Understanding	\$24,000	Upon Approval	<u>Denise Watson</u> I have read this contract and recommend it for board approval. <i>Denise Watson</i> Initial Date	 Yes	Yes	This is decided at the district office.
				Budget Code					
				AP					

Agency Contact Information (who & where contract needs to be mailed to for signing):

Agency Name: Equal Opportunity Schools
 Attention: Executive Director
 Street address or PO Box: 999 N. Northlake Way, STE 206
 City, State, Zip Code: Seattle, WA 98103-3447
 Email Address: _____
 Phone Number: _____

Contract Details (Give a brief description of the contract):

If this is a revision, what has changed?

Be sure to follow state bid requirements as outlined in RCW 28A.335.190

Reviewed by Attorney _____
 Signature

Requires Edits? _____

Memorandum of Understanding

Between

Wenatchee School District

&



EQUAL
OPPORTUNITY
SCHOOLS

MEMORANDUM OF UNDERSTANDING
Wenatchee School District & Equal Opportunity Schools



COLLABORATING PARTIES

Equal Opportunity Schools (EOS)

- Our mission is to ensure that all students have the opportunity to succeed in challenging high school courses¹. We focus on challenging high school courses because the academic intensity of the high school curriculum is the biggest driver of college completion².
- We are experts in helping school leaders find and upgrade students who could benefit from taking Advanced Placement or International Baccalaureate courses (“AP/IB”), but are not yet enrolled in AP/IB for reasons related to race or socioeconomics (“Missing Students”).

Wenatchee School District (the “District”) is committed to improving the quality of educational opportunity and achievement for its students and in collaboration with EOS has made significant progress in finding Missing Students in prior school years.

COLLABORATION OBJECTIVES AND RECITALS

The District and EOS (the “Collaborators”) previously entered into a first-year Memorandum of Understanding (“Year-1 MOU”), the purpose of which was to find Missing Students and in so doing, create an equitable AP/IB program as measured by equally high AP/IB participation rates for Latino, African-American, and low-income students as compared to their peers. Under the Year-1 MOU, EOS deployed its complete program model and provided the District with the full suite of services during that key implementation year. EOS is committed to assisting our partners in sustaining and expanding the impact of the gaps-closing accomplishments from our first, intensive year together. EOS hereby presents this Continuing Services Memorandum of Understanding (“MOU”) with a level of services and engagement, delineated in the Collaboration Overview below, agreed upon by the District and EOS as the best course of action for sustained achievement of the Collaboration Objectives.

Accordingly, the Collaboration Objectives for the MOU herein remain the same as under Year-1 MOU:

1. **Fully close (or maintain closure of) race and income enrollment gaps in AP/IB**, as measured by equally high AP/IB participation rates for Latino, African-American and low-income students as compared to their peers by Fall 2017.
2. **Raise AP/IB performance**, as measured by AP/IB exam passing by Spring 2018.
3. Develop systems and structures to ensure that the district can sustain and improve upon these results in future years, **catalyzing a higher sense of what’s possible** for Missing Students, and enabling the District’s work to increase college readiness and close opportunity and achievement gaps.

COLLABORATION TERM

In consideration of the mutual objectives set forth above, the Collaborators agree to formalize this collaboration (“Collaboration”) and to pursue these objectives in the manner set forth in the following pages for the 2016-17 school year.

¹ Although “challenging” can be defined in a variety of ways, we focus on Advanced Placement (AP) and International Baccalaureate (IB) courses (sometimes referred to as “college-ready courses”), which provide a clear and common measurable standard, aligned with college.

² Adelman 2006

MEMORANDUM OF UNDERSTANDING
Wenatchee School District & Equal Opportunity Schools



COLLABORATION OVERVIEW

Listed below are the two options for accessing the expertise of EOS personnel, tools, and data in 2016-2017, in order to support the District’s unique needs as it works to meet and/or sustain the Collaboration Objectives above. While each pathways is designed with a unique level of support, both include a common set of EOS data tools described at the bottom.

EOS will provide one or a combination of the following support pathways to the District and its schools as delineated in the Cost & Payments section below. Customized elements of these two support pathways will be delineated in the Cost & Payments section below.

1. Comprehensive Strategic Support Pathway: Tools & Supports

This support pathway is designed for schools and Districts that want a similar level of support from EOS as they received in the first year of Collaboration, including the focused, in-person attention of an EOS Partnership Director, as well as EOS’s full suite of data tools. Schools will receive six visits from a dedicated Partnership Director over the course of the year to provide school and District leaders with the strategic and project management capacity needed to ensure a high standard of implementation to meet the Collaboration Objectives.

Tools & Supports: The following are the set of tools and supports that the District and its schools can access through the Comprehensive Strategic Support pathway, in addition to the basic tools and analytics provided to both pathways (see below).

Equity Pathways Report	EOS will provide schools with the Equity Pathways Report, a comprehensive analysis of the student and staff survey responses combined with recommendations for sustaining equity and access in AP/IB coursework. The Equity Pathways report allows schools to unpack broad trends across different race and income groups as respects issues of access and success in AP/IB courses.
Support Report	The Support Report will provide schools concrete recommendations for building support structures that will aid students and staff in pursuit of academic success in AP/IB. The reports draw on analysis of school-, student- and staff-level data surfaced through the Fall surveys. Support Reports bring together numerous best practices from across EOS’ portfolio, with recommendations informed by individual school needs.
Assigned Partnership Director	An EOS Partnership Director will serve as a dedicated, strategic thought partner and project manager throughout implementation, and will monitor and track progress toward the Collaboration Objectives during six in-person visits over the course of the school year. The Partnership Director will engage with appointed district/school leaders on a regular basis around these example topics, among others: <ul style="list-style-type: none"> • Leadership coaching, project management and support for Principals and/or district leadership • Coaching on uses and strategies for the EOS data tools

MEMORANDUM OF UNDERSTANDING
Wenatchee School District & Equal Opportunity Schools



	<ul style="list-style-type: none"> • Support in utilizing the Equity Pathways Report for actionable planning • On-site presentation of Equity Pathways Report or Student Follow-Up survey analysis • Co-Development of Outreach & Recruitment Strategies, and student & staff success planning • Leading student and staff focus groups
--	---

2. Client-Driven, Tactical Support Pathway

This support pathway is designed for Districts and schools that are ready to take full ownership of leading and sustaining the outcomes achieved by the Collaborators through more independent use of EOS tools & data with some remote consultation from EOS. While the EOS data tools and process provide schools with field-leading analytics support for understanding student academic potential and identifying opportunities to transition missing students into AP/IB success, school and District leaders will need to commit to the leadership capacity needed to put those data and tools into action in order to achieve the Collaboration Objectives.

Schools participating under this pathway are required to complete a copy of the Project Scoping Tool attached as an exhibit to this MOU. This will ensure EOS, the District, and school leaders share a common expectation for when certain milestones will be achieved.

Tools & Supports: Tactical Support clients receive the following EOS supports in addition to the below described tools common to both pathways.

Project Scoping Tool	Each school is required to complete a Project Scoping Tool enclosed at the end of this MOU in order to set common expectations among EOS, the District, and school leaders as to when certain milestones will be achieved. During the year, the Project Scoping Tool will enable all parties to track progress and assess the need for initiating a site visit as described below.
Limited Site Visits	<p>An EOS Continuing Service Partnership Director may make up to 2 optional site visits to provide customized coaching and support to districts and schools. The option for these visits may be initiated by the District or by EOS subject to the completion status of milestones on the Project Scoping Tool. EOS may assign different Partnership Directors for each visit.</p> <ul style="list-style-type: none"> • Leadership coaching, project management and support for Principals and/or district leadership • Coaching on uses and strategies for the EOS data tools • Support in utilizing the Equity Pathways Report for actionable planning • On-site presentation of Equity Pathways Report or Student Follow-Up survey analysis • Co-Development of Outreach & Recruitment Strategies, and student & staff success planning • Leading student and staff focus groups

MEMORANDUM OF UNDERSTANDING
Wenatchee School District & Equal Opportunity Schools



Both the Comprehensive Strategic, and Client-Driven Tactical Support Pathways include the following EOS data tools and supports:

Student & Staff Survey	The Fall student and staff surveys serve as our seminal data collection tool and are required for the creation of most EOS products, including outreach and recruitment lists and Student Insight cards. EOS will remotely manage online survey administration by providing a series of updates on rates of survey completion and helping schools trouble shoot technical problems. Survey data will be incorporated into the SICs and Student Lists tools. EOS will also provide schools with the raw survey data.
Learning Mindset Activators	With the support of Stanford’s PERTS team, EOS has developed a set of questions and online activities that are proven to activate assets shown to improve student academic performance. EOS will remotely manage the administration of these questions and online activities, which are delivered through the Fall student and staff surveys.
EOS Portal Access	The EOS Portal allows leaders within the EOS partner schools and districts to access real-time information such as Student Insight Cards, school Outreach Lists, and updates on Outreach and Enrollment tracking.
Student Insight Cards	EOS will provide schools with Student Insight Cards for all targeted students. SICs are student level profiles that visually provide key insights into student interest, motivation, academic and performance assets, barriers, and staff advocates.
Outreach Lists	The Outreach List contains students identified through EOS’s proprietary model and relies on both student and school level characteristics to determine if a student could benefit from and succeed in AP/IB coursework at your high school. These lists can be used for planning student outreach and recruitment.
Outreach and Enrollment Tracking	The Outreach and Enrollment Tracker allows schools to execute against and track outreach activities that lead to equitable enrollment. Outreach data entered into the portal is analyzed in partnership with course request enrollment data to highlight outreach trends that impact equity.
Course Registration Enrollment Updates	EOS will provide schools with enrollment updates during course registration that facilitate further strategy and action around outreach to students.
Evaluation Tools	EOS will provide a variety of tools, including: (a) Data visuals of your school’s AP/IB access reality compared to access for the previous school year, (b) Gaps Charts showing enrollment for 11 th /12 th graders by race & segment, and (c) Equity Bars capturing the rate at which underrepresented students enroll in AP/IB relative to benchmark students.

MEMORANDUM OF UNDERSTANDING
Wenatchee School District & Equal Opportunity Schools



EOS AP/IB Student Experience Survey	EOS will remotely manage the AP/IB experience surveys to uncover the AP/IB experience after the initial EOS partnership year, and provide analysis and recommendations based on the results. The analysis provides strength areas and recommendations to improve the AP/IB experience.
Quarter/semester AP/IB Grade Analysis	EOS will analyze and present corresponding data visuals that compare quarter and semester grade performance to prior year quarter and semester grade performance in AP/IB courses.
AP/IB Exam Analysis	EOS will analyze and present corresponding data visuals that compare AP/IB exam passing performance to prior year passing performance (as measured by number of students passing exams and pass rates).

Supports: The following are the set of EOS supports that will accompany the above described tools:

Live Webinar Training	EOS will host live webinars to support successful implementation of these continued services. Topics will vary to address specific needs throughout the school year.
Phone and Email Support	EOS staff will offer email/phone support, including discussion of EOS analyses and strategy support for any aspect of the partnership. There is no limit on the amount of phone and email support.

MEMORANDUM OF UNDERSTANDING
Wenatchee School District & Equal Opportunity Schools



COSTS & PAYMENTS

The below indicates which support pathways the District has chosen for its high schools and the associated costs for each.

Support Pathways	Base Unit Cost	Cost with Discount ³	Final Cost
Comprehensive Strategic Support			
Wenatchee High School	\$24,000	N/A	\$24,000
Total Due ⁴ to Equal Opportunity Schools in 2016-17			\$24,000

EOS will also bill the District for the portion of travel costs attributable to this Collaboration. EOS Partnership Directors typically visit the District according to the description provided in the Collaboration Overview. EOS travels cost-consciously (at or below federal standards), and the cost of one EOS trip is often spread across multiple districts within a region. EOS's Office Manager, Sandy Zook (sandy@eoschools.org), will coordinate all accounting matters and expense reimbursements.

SUPPLEMENTARY AGREEMENTS

1. Prior Agreements

The obligations set forth in this MOU are independent of the rights and obligations of any previous MOUs between EOS and the District. This MOU is entered into solely for the purposes of the services described herein and is not intended to impact the prior MOUs in anyway.

2. Working together

Each of the Collaborators is committed to working together and, in the furtherance of meeting their objectives, agree to the following:

EOS shall provide the District:

- a) On-going, candid communication and feedback loops that provide early opportunities to make adjustments where needed.
- b) High-quality EOS staff who effectively enable schools to achieve Collaboration Objectives.
- c) Confidential treatment of personally identifiable student and parent information, as set forth in Exhibit A below.

The District shall provide EOS:

- a) Full and willing participation from all participating school sites and the District in analyzing data and engaging the school staff in finding all Missing Students.
- b) Previously agreed upon student-level data in order to generate student lists, create Student Insight Cards, and track student enrollment and academic performance.

³ Base rate is subject to a 12.5% discount for a 2-year contract or for signing up multiple schools within the District. Discounts are not additive.

⁴ One hundred percent by August 1, 2016

MEMORANDUM OF UNDERSTANDING
Wenatchee School District & Equal Opportunity Schools



- c) Access as needed to the District's data liaison for joint inquiry and analysis.
- d) Coordination, administration and completion of student and faculty surveys before Nov 1.
- e) Timely payment of fees.

3. Limitation of Liability

EOS DOES NOT MAKE ANY EXPRESS WARRANTIES AND HEREBY SPECIFICALLY DISCLAIMS ANY IMPLIED WARRANTIES, INCLUDING WITHOUT LIMITATION, THE IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, AND NON-INFRINGEMENT. IN NO EVENT SHALL EOS BE LIABLE FOR, AND THE DISTRICT HEREBY WAIVES ITS RIGHT TO PURSUE, ANY SPECIAL, CONSEQUENTIAL OR EXEMPLARY DAMAGES, WHETHER ARISING IN CONTRACT OR IN TORT OR OTHERWISE, WHETHER DIRECT, IMMEDIATE, FORESEEABLE, DISCLOSED OR NOT DISCLOSED, ARISING FROM EOS'S PERFORMANCE OF THIS MEMORANDUM OF UNDERSTANDING. IN NO EVENT WILL EOS BE LIABLE TO DISTRICT FOR ANY AMOUNT BEYOND THE AMOUNT DISTRICT HAS PAID EOS UNDER THIS MEMORANDUM OF UNDERSTANDING.

4. Student Confidentiality

The Collaborators shall abide by Federal and other applicable law and all stipulations outlined in Exhibit A below with regard to confidential student and parent information. Each Collaborator shall be responsible for compliance with all such laws and maintenance of confidentiality with respect to information in its possession and data provided by the other Collaborator. Details on handling of Confidential Information are in Exhibit A.

5. Data Sharing

The District will provide EOS with data files containing the information contained in Exhibit B for all students who are in any Participating High School located within the District boundaries.

6. Insurance

EOS shall maintain insurance in accordance with Exhibit C.

MEMORANDUM OF UNDERSTANDING
Wenatchee School District & Equal Opportunity Schools



SIGNATURES

The signatures below, by the authorized representative of each Collaborator, signify the Collaborators' agreement and commitment to the terms of the Collaboration as outlined in this Memorandum of Understanding including the Exhibits herein.

For Wenatchee School District

For Equal Opportunity Schools

Superintendent

Executive Director

Date

Date

Address

City State Zip

School District Accounts Payable Contact Information

Full Name

Email

Phone

MEMORANDUM OF UNDERSTANDING
Wenatchee School District & Equal Opportunity Schools



EXHIBIT A – Confidential Information

Definition

For purposes of this Memorandum of Understanding, the term “Confidential Information” shall mean any and all personally identifiable student or parent information from District education records provided by District to EOS, in any medium.

Acknowledgment of Applicable Law

The Collaborators acknowledge that provision by the District of Confidential Information is subject to the Family Educational Rights and Privacy Act of 1974 (FERPA) and the implementing regulations found in 34 CFR Part 99, and may also be subject to state law student confidentiality provisions. The Collaborators shall not engage in any behavior contrary to any such laws.

EOS’ Permitted Usage of Confidential Information

EOS shall use Confidential Information solely for the purposes set forth in this Memorandum of Understanding. EOS will perform all work under this Memorandum of Understanding in a manner that does not permit personal identification of any individual student or parent by anyone other than (a) District personnel and (b) EOS personnel performing services contemplated by this Memorandum of Understanding.

Restrictions upon EOS’ Disclosure of Confidential Information

The only EOS personnel who will have access to Confidential Information will be those EOS employees, contractors and agents who (a) are performing services contemplated by this Memorandum of Understanding and (b) have agreed to be bound by EOS’ non-disclosure agreement. Except as permitted by FERPA, EOS and its employees, contractors and other agents with access to Confidential Information shall not disclose any of the District’s Confidential Information to any third party.

Maintenance of Confidentiality

EOS shall exercise due care in safeguarding the Confidential Information against loss, theft, or other inadvertent disclosure and shall take all reasonable steps necessary to establish safeguards that are consistent with all applicable federal, state, and local law and District regulations and policies relating to security for personally identifiable and other sensitive information, including but not limited to FERPA. Publication of any information compiled by EOS under this Memorandum of Understanding (other than to the District or its personnel in accordance with this Memorandum of Understanding) shall be in a manner that does not permit identification, directly or indirectly, of individual students or parents.

Destruction of Confidential Information

EOS agrees to destroy all personally identifiable student and parent information obtained from District education records when that information is no longer needed for any purpose contemplated by this Memorandum of Understanding.

MEMORANDUM OF UNDERSTANDING
Wenatchee School District & Equal Opportunity Schools



EXHIBIT B – Data Sharing

EOS will use student-level data to study and evaluate its programs and services. Requested data may include the following and shall be provided as appropriate in written reports, data files, or spreadsheets. Data shall be provided by race and socioeconomic segments (as determined by eligibility for the National School Lunch Program). EOS will treat all data as Confidential Information, as defined by Exhibit A of this Agreement, and in accord with the requirements of FERPA and state and local policy.

1. Course enrollment
2. Course grades
3. AP/IB exam scores at the student-level by student ID
4. Course-, grade-, and school-specific average daily attendance (ADA)
5. High school graduation status
6. Student college plans, admissions, and achievement (from the National Student Clearinghouse reports on post-secondary activity and completion)
7. Additional data, reports, or metrics implemented or tracked by schools and/or the District related to implementation of the Collaboration

MEMORANDUM OF UNDERSTANDING
Wenatchee School District & Equal Opportunity Schools



EXHIBIT C – Insurance

ACORD		OP ID: SR				
CERTIFICATE OF LIABILITY INSURANCE			DATE (MM/DD/YYYY) 03/22/2016			
THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.						
IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).						
PRODUCER Suzanne Israel Giliss 1501 Fourth Avenue, Suite 730 Seattle, WA 98101-3225 Matt Conroy	CONTRACT NO. POLICY NO. LIC. No. Exp. TAX (LIC. No.) E-MAIL ADDRESS PHONE NO. CUSTOMER ID: EQUAL-1	ENDORSEMENT AFFORDING COVERAGE RATE #				
INSURED: Equal Opportunity Schools 130 Nickerson Street, Ste 200 Seattle, WA 98109	INSURER A: Philadelphia Indemnity Ins.	18058				
INSURER B: INSURER C: INSURER D: INSURER E: INSURER F:						
COVERAGES	CERTIFICATE NUMBER:	REVISION NUMBER:				
THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.						
PLR LTR	TYPE OF INSURANCE	ENDORSEMENT	POLICY NUMBER	POLICY EFF. DATE (MM/DD/YYYY)	POLICY EXP. DATE (MM/DD/YYYY)	LIMITS
A	GENERAL LIABILITY <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS MADE <input checked="" type="checkbox"/> OCCUR	X	PHPK1446157	03/22/2016	03/22/2017	EACH OCCURRENCE \$ 2,000,000 DAMAGE TO RENTED PREMISES (Per occurrence) \$ 100,000 MED EXP (Per occurrence) \$ 5,000 PERSONAL & ADVISORY \$ 2,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000
GENERAL AGGREGATE LIMIT APPLIES PER POLICY <input type="checkbox"/> PER <input type="checkbox"/> LOC						
A	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input checked="" type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS		PHPK1446157	03/22/2016	03/22/2017	COMBINED SINGLE LIMIT (Per accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (PER ACCIDENT) \$ \$ \$ \$
	UMBRELLA/LAB EXCESS/LAB DEDUCTIBLE RETENTION \$	OCCUR CLAIMS MADE				EACH OCCURRENCE \$ AGGREGATE \$ \$ \$
A	EMPLOYERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/OWNER/CONTROLLER (Maximum \$250,000) EMPLOYERS' LIABILITY (Maximum \$250,000) Type, description and description of operations below	Y/N N/A	PHPK1446157 WA STOP GAP	03/22/2016	03/22/2017	INC/STILL TOY/LIMITS <input checked="" type="checkbox"/> TOTAL \$ E1. EACH ACCIDENT \$ 1,000,000 E2. DISEASE - EA EMPLOYEE \$ 1,000,000 E3. DISEASE - POLICY LIMIT \$ 1,000,000
CERTIFICATE HOLDER	CANCELLATION					
	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.					
	AUTHORIZED REPRESENTATIVE 					

ACORD 25 (2008/09)

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MEMORANDUM OF UNDERSTANDING

Wenatchee School District & Equal Opportunity Schools



EXHIBIT D – EOS W-9

Form W-9 (Rev. December 2014) Department of the Treasury Internal Revenue Service	Request for Taxpayer Identification Number and Certification	Give Form to the requester. Do not send to the IRS.
---	--	--

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.
Equal Opportunity Schools

2 Business name/disregarded entity name, if different from above

3 Check appropriate box for federal tax classification; check only one of the following seven boxes:
 Individual/sole proprietor or single-member LLC
 C Corporation
 S Corporation
 Partnership
 Trust/estate
 Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=partnership) ▶ _____
 Note. For a single-member LLC that is disregarded, do not check LLC; check the appropriate box in the line above for the tax classification of the single-member owner.
 Other (see instructions) ▶ _____

4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):
 Exempt payee code (if any) _____
 Exemption from FATCA reporting code (if any) _____
 (Applies to accounts maintained outside the U.S.)

5 Address (number, street, and apt. or suite no.)
130 Nickerson Street, Ste 200

6 City, state, and ZIP code
Seattle, WA 98109

7 List account number(s) here (optional)

Requester's name and address (optional)

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see How to get a TIN on page 3.

Note. If the account is in more than one name, see the instructions for line 1 and the chart on page 4 for guidelines on whose number to enter.

Social security number									
OR									
Employer identification number									
3	7	-	1	6	0	9	6	5	9

Part II Certification

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
- I am a U.S. citizen or other U.S. person (defined below); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions on page 3.

Sign Here Signature of U.S. person ▶ *RIS* Date ▶ *9/15/2015*

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. Information about developments affecting Form W-9 (such as legislation enacted after we release it) is at www.irs.gov/ef9.

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following:

- Form 1099-INT (interest earned or paid)
- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)

- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding? on page 2.

By signing the filled-out form, you:

1. Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),
2. Certify that you are not subject to backup withholding, or
3. Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income, and
4. Certify that FATCA code(s) entered on this form (if any) indicating that you are exempt from the FATCA reporting, is correct. See What is FATCA reporting? on page 2 for further information.

MEMORANDUM OF UNDERSTANDING
Wenatchee School District & Equal Opportunity Schools



EXHIBIT E – Project Scoping Tool

Each school participating under the Client Driven Tactical Support pathway as delineated in the Cost & Payments Section shall be required to complete the Project Scoping Tool enclosed on the following page. Each completed Project Scoping Tool shall be attached hereto and consider part of this MOU.

MEMORANDUM

Inventory Surplus

TO: Board of Education
 FROM: Karen Walters, Director of Accounting
 DATE: May 10, 2016
 SUBJECT: Declaration of Surplus

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

Building	Quantity	Item
Orchard	5 Boxes	Math Books
	1	Overhead Projector
Wenatchee High School	3	Panasonic TV
	1	RCA TV
	1	Lrg TV Cart
	3	TV Cart
	1	Overhead Projector
	2	Tripods
	23	Art Tables
	30	Desk Chair Combo
Westside High School	10	Hard Back Chairs
	7	Elementary Desks
District Office	1	Overhead Projector
	1	Pitney Bowes Mailing Machine
Transportation	1	Pitney Bowes Postage Meter
	1	School Bus #36
Maintenance & Operations	1	School Bus #31
	1	Mitsubishi HVAC
	4	Folding Table
	1	Office Chair
	2	TV
	3	Skylight
Technology	1	Mis. Plumbing Parts
	2	Switch
	3	Asante Switch
	1	SMC Switch
	1	Quantum Switch
M&O	3	NetScreen
	1	Epson Stylus Color
WHS	1	HP Office Jet
	3	MacBook
JNB	6	eMac
	1	iMac
	1	eMac
MV	2 Boxes	Mis. Cords, Mice
	1	PBG4
	1	HP DeskJet
	2	eMac
	1	MBA

MEMORANDUM
Inventory Surplus

Instructional Tech

1 Box	Mis. Cords, Mice
1	Router Cisco
7	Switch
1	LCD Color Display
1	Sonic Wall

Wenatchee School District Sports Camp/Clinic Application

This application must be completed and approved by the school board prior to the start of any activity including pre-registration. Please include a prior year's camp flyer if you have one.

- | | |
|--|--|
| <p>1. <u>Pole Vault Camp</u>
Type of Camp</p> | <p>2. <u>Develop skills</u>
Purpose of Camp</p> |
| <p>3. <u>WITS Pole Vault</u>
Group Sponsoring Camp</p> | <p>4. <u>WITS track</u>
Camp Location</p> |
| <p>5. <u>WITS Summer Pole Vault Camp</u>
Name of Clinician</p> | <p>6. <u>1101 Millerville Ave</u>
Address of Clinician</p> |
| <p>7. <u>June 20-24 2016</u>
Date(s) of Camp</p> | <p>8. <u>4 skill sessions</u>
Number & Types of Sessions</p> |
| <p>9. <u>7-12 (grade)</u>
Age (Grade) of Participants</p> | <p>10. <u>\$75-</u>
Cost Per Participant</p> |
| <p>11. <u>12</u>
Anticipated Number of Male Campers</p> | <p>12. <u>13</u>
Anticipated Number of Female Campers</p> |

13. Is the insurance/liability statement to the parent/legal guardian included on the pupil registration form?

Yes

No

[Signature]
Camp Sponsor Signature

[Signature]
Building Principal Signature

[Signature]
District AD Signature

4-28-16
Date of Signature

5/4/16
Date of Signature

5/3/16
Date of Signature

School Board Section

_____ Approved

_____ Rejected

Reason for Rejection:

Wenatchee School District Sports Camp/Clinic Application

This application must be completed and approved by the school board prior to the start of any activity including pre-registration. Please include a prior year's camp flyer if you have one.

- | | |
|--|---|
| <p>1. <u>Cheerleading Camp</u>
Type of Camp</p> <p>3. <u>Universal Cheerleaders Assoc.</u>
Group Sponsoring Camp</p> <p>5. <u>Varies</u>
Name of Clinician</p> <p>7. <u>6/17/16 - 6/20/16</u>
Date(s) of Camp</p> <p>9. <u>9th - 12th grade</u>
Age (Grade) of Participants</p> <p>11. <u>1</u>
Anticipated Number of Male Campers</p> | <p>2. <u>Advance cheerleading skills</u>
Purpose of Camp</p> <p>4. <u>University of Puget Sound</u>
Camp Location</p> <p>6. <u>Varies</u>
Address of Clinician</p> <p>8. <u>Varies - Stunt, Cheer, Dance</u>
Number & Types of Sessions</p> <p>10. <u>\$364.00</u>
Cost Per Participant</p> <p>12. <u>15</u>
Anticipated Number of Female Campers</p> |
|--|---|

13. Is the insurance/liability statement to the parent/legal guardian included on the pupil registration form?

Yes

No

D. Schepfer-Blake
Camp Sponsor Signature
5/3/16
Date of Signature

Eino
Building Principal Signature
5/4/16
Date of Signature

J. Clark
District AD Signature
5/3/16
Date of Signature

School Board Section

Approved

Rejected

Reason for Rejection:

WSD Administrative Signature

Date

Wenatchee School District Sports Camp/Clinic Application

This application must be completed and approved by the school board prior to the start of any activity including pre-registration. Please include a prior year's camp flyer if you have one.

- | | |
|---|--|
| <p>1. <u>Mini Cheerleading Camp</u>
Type of Camp</p> <p>3. <u>WHS Cheerleaders</u>
Group Sponsoring Camp</p> <p>5. <u>Danielle Schafer-Cloke</u>
Name of Clinician</p> <p>7. <u>9/29/16 - 9/30/16</u>
Date(s) of Camp</p> <p>9. <u>K-5</u>
Age (Grade) of Participants</p> <p>11. <u>1-5</u>
Anticipated Number of Male Campers</p> | <p>2. <u>Fundraiser</u>
Purpose of Camp</p> <p>4. <u>Wenatchee High School</u>
Camp Location</p> <p>6. <u>520 S. Western Ave.</u>
Address of Clinician</p> <p>8. <u>2 - Dane & Cheer</u>
Number & Types of Sessions</p> <p>10. <u>\$ 30⁰⁰</u>
Cost Per Participant</p> <p>12. <u>50-60</u>
Anticipated Number of Female Campers</p> |
|---|--|

13. Is the insurance/liability statement to the parent/legal guardian included on the pupil registration form?

Yes

No

Danielle Schafer-Cloke
Camp Sponsor Signature

Euro A
Building Principal Signature

Jahn
District AD Signature

5/3/16
Date of Signature

5/4/16
Date of Signature

5/3/16
Date of Signature

School Board Section

Approved

Rejected

Reason for Rejection:

WSD Administrative Signature

Date

Wenatchee Athletics
Summer Programs Request for Coaches

Coach: Susan Valdez Sport: Cross Country

Activity: Summer Running Date: June 20th thru July 29th

Facility: WHS Track

Coaches: Susan Valdez, Steve Roche, Cesar Mendoza

Camp Participants: WHS student/athletes that have cleared for participation of XC in the fall of 2015
(WHS Students, Out of District High School Students or Elementary/Middle School Students)

School District Owned Equipment Needed: None

Finances (Fees to be charged, profit and expenses anticipated): None

Additional Information? 7:00 AM to 8:00 AM

J. Ben
5/3/16

Eric
5/4/16

** Provide a copy of the flyer you would like to use.

Wenatchee Athletics
Summer Programs Request for Coaches

Coach: Susan Valdez Sport: Cross Country
Activity: Year Round Conditioning (Running) Date: Monday thru Friday 7 AM to 8 AM

Facility: WHS Track

Coaches: Susan Valdez, Steve Roche, Cesar Mendoza

Camp Participants: WHS student/athletes that have cleared for participation in athletic running for 2016-2017 (WHS Students, Out of District High School Students or Elementary/Middle School Students)

School District Owned Equipment Needed: None

Finances (Fees to be charged, profit and expenses anticipated): None

Additional Information?

JK
Jbr
3/3/16

Eric A
5/4/16

** Provide a copy of the flyer you would like to use.



FACILITY PROJECTS

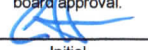
UPDATES

**Contract Coversheet (Non-Federal)
 Request Board Approval**

Please submit this form with your **unsigned** contract to Denise Watson at least **3** weeks before the scheduled School Board meeting. Upon attorney review and approval (if necessary), Les will submit the contract to the Superintendent's office, where it will be included on the agenda for School Board approval.

All contracts require school board approval.

*The **only** authorized signatures on a contract are Brian Flones, Jon DeJong, Les Vandervort, or the School Board.*

Date	New or Renewal or Revision	Agency	Purpose	Amount	Contract Start Date & End Date	Staff Person Responsible for Contract	Approved by Les?	PO Required?	Attorney Review Required?
05/02/16	Revision 4	WLK Joint Venture	WES CIP - Change Order No. 4 to contract between WLK Joint Venture and WSD dated 8/03/15.	\$102,519	upon approval to September 2016	<u>Gregg Herkenrath /</u> <u>David Zeitlin</u>		No. Increase PO 842140015 2 by \$102,519.0 0	This is decided at the district office.
				Budget Code		I have read this contract and recommend it for board approval. 			
				20 E 530 1416 21 7000 100		Initial <u>5-4-16</u> Date			

Agency Contact Information (who & where contract needs to be mailed to for signing):

Agency Name WLK Joint Venture
 Attention: Attn: Tom Hansen / Jeramie Keeble
 Street address or PO Box PO Box 2785
 City, State, Zip Code Spokane, WA 99220
 Email Address thansen@walkerconstructioninc.com
 Phone Number (509) 535-3354

Contract Details (Give a brief description of the contract):

If this is a revision, what has changed?

This Change Order No. 4 has eleven (11) changes that are additive costs to the contract and one (1) deductive cost to the contract. See the architect's narrative attached herewith.

Be sure to follow state bid requirements as outlined in RCW 28A.335.190

Reviewed by Attorney _____
 Signature

Requires Edits? _____

WASHINGTON ELEMENTARY SCHOOL CONSTRUCTION PROJECT
CHANGE ORDER NO. 4

May 10, 2016

SITUATION

Change Order No. 4 is attached for your review. The change order includes twelve (12) changes to the construction contract for the Washington Elementary School Construction project. Six (6) of the changes are due to construction related coordination activities and six (6) were owner requested items. Eleven (11) changes are additive and one (1) change is a deductive cost change to the construction contract.

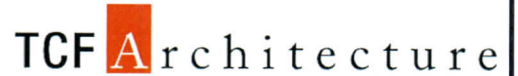
The cost of the changes from Change Order No. 4 is within the budget established for this project. The total for change orders to date is 1.17% of the construction contract amount.

<u>Original Construction Contract Amount</u>	\$24,071,602.03
<u>Current Change Order</u>	
Change Order No 4	\$102,519.00
<u>Total Change Orders</u>	
Change Order 1 thru 4	\$283,731.00
<u>Contract Amount including this Change Order</u>	\$24,355,333.03

RECOMMENDATION

The Board of Directors approves Change Order No. 4 to WLK Joint Venture, Inc. for the Washington Elementary School Construction Project in the amount of \$102,519.00 increasing the contract amount to \$24,355,333.03.

CHANGE ORDER



PROJECT NAME: **Washington Elementary School**

CHANGE ORDER NO.: **4**

C.O. DATE: **4/26/2016**

TO CONTRACTOR: **WLK Joint Venture
1803 East Springfield Avenue
Spokane, WA 99202**

CONTRACT DATE: **8/3/2015**

THE OWNER: **Wenatchee School District #246**

ARCHITECT'S 2014-001
PROJECT NO.:

THE ARCHITECT: **TCF Architecture PLLC**

The Contract is changed as follows:

ITEM	DESCRIPTION	ADD OR DEDUCT	AMOUNT
CCD 013	RFI 054 Return Air Grill Penetration	Add	\$3,727.00
CCD 020	Remove Volleyball Equip and Misc at Gym	Deduct	(\$4,721.00)
CCD 024	Use Hub Drains in Lieu of Floor Drains at Mech Mezz	Add	\$525.00
CCD 025	Provide Steel Curbs at Mech Units in Mech Mezz	Add	\$24,755.00
CCD 027	PR 009 Ceiling Curbs at Kindergarten	Add	\$3,106.00
CCD 030	RFI 126 Add Light Fixture at Library	Add	\$2,271.00
CCD 032	Trench Drain at Kitchen Ice Maker	Add	\$5,426.00
CCD 033	Install VWC per Alt Bid BAA-1 and BAA-2	Add	\$13,893.00
CCD 035	Provide (2) Swing Supports at Playground Courtyard	Add	\$1,081.00
PR 002r1	Intercom Clock Rough-in	Add	\$12,663.00
PR 003r1	Intercom Clock System	Add	\$38,855.00
PR 008	Furring a Library Roof Joists	Add	\$938.00
TOTAL AMOUNT FOR THIS CHANGE ORDER		ADD	\$102,519.00

SUMMARY

The original Contract Sum was	\$24,071,602.03
Net change by previously authorized Change Orders	\$181,212.00
The Contract Sum prior to this Change Order was	\$24,252,814.03
The Contract Sum will be increased by this change order	\$102,519.00
The new Contract Sum including this Change Order will be	\$24,355,333.03

The Contract Time will be unchanged.

The date of Substantial Completion as of the date of this Change Order therefore is unchanged .

ARCHITECT

TCF Architecture PLLC
902 N 2nd Street
Tacoma, WA 98403

By: 
Gerry Pless

Date: 4/27/16

OWNER

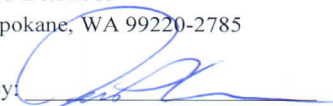
Wenatchee School District
325 Sunset Avenue
Wenatchee, WA 98801

By: _____

Date: _____

CONTRACTOR

WLK Joint Venture
PO Box 2785
Spokane, WA 99220-2785

By: 
Jeramie Keeble

Date: 4/27/16

May 2, 2016

**Re: Washington Elementary School Replacement
Change Order No. 4 Narrative
Wenatchee School District**

Below is a brief description of each of the construction change directives (CCD's) which make up Change Order No. 4

CCD 013 \$3,727.00

- The routing of the return air duct at the Gymnasium was changed due to a conflict with the vertical rebar in the CMU the duct was passing through.

CCD 020 (-\$4,721.00)

- The Owner requested the following changes in the Gymnasium:
 - Gym Storage: Remove wall hooks for volleyball and tetherball equipment
 - Gymnasium: Remove one whiteboard on the south wall. Delete the volleyball equipment, floor inserts, floor plates, pole safety pads, post standards transporter, wall storage racks and all volleyball lines on the floor.

CCD 024 \$525.00

- Install hub drains in lieu of floor drains in the Mechanical Mezzanine.

CCD 025 \$24,755.00

- The air handling units in the Mechanical Mezzanine were specified with 2" rails. The condensate drain p-traps at the bottom of the units are deeper and required a taller curb. Steel curbs were installed under the air handling units to raise the units up and provide clearance for the p-traps.

CCD 027 \$3,106.00

- At the Kindergarten Classrooms, a curb was added on the west side of the high sloped ceiling to provide a chase for electrical conduit.

CCD 030 \$2,271.00

- To meet the design intent and match the interior vestibules at other rooms, strip light fixture type F7/F8 was added to the vestibule entering the Library.

CCD 032 \$5,426.00

- A trench drain, drain piping and underslab piping was required and added for the Owner requested ice maker in the Kitchen.

CCD 033 \$13,893.00

- Add Alternate Bid BAA-1 and BAA-2 vinyl wallcovering scope of work to project per Owner's approval.

CCD 035 \$1,081.00

- Per the Owner's request, add two steel swing supports at the building soffit in the Playground Courtyard.

PR 002r1 \$12,663.00

- Per the Owner's request, provide rough-in for an IP based headend clock intercom system.

PR 003r1 \$38,855.00

- Per the Owner's request, provide and install the IP based headend clock intercom system equipment.

PR 008 \$938.00

- One roof joist in the Library was too close to the wall to allow the sheetrock to extend to the roof deck above. The wall was furred out to conceal the roof joist and extend the sheetrock to the roof deck.



NEW BUSINESS

Wenatchee School District



Career & Tech Ed Making the Connection

Annual 3-Year Plan Report 2015-16

May, 2016

Agriculture - WHS
Business - WHS & WSHS
Engineering - WHS
Family Consumer Science - WHS & WSHS
Graphics - WHS & WSHS
Gateway to Technology - FMS, OMS, PMS
Health Occupations - WHS
Jobs for Washington Graduates (JWG) - WSHS
Journalism - WHS
Marketing - WHS
Photographics - WHS
Sports Medicine - WHS
Technology Related - WHS

Wenatchee School District



Annual 3-Year Plan Report 2015-16 May, 2016

School Board Approval Date: _____

Superintendent Signature: _____

WENATCHEE AREA WORKFORCE COUNCIL
 3-YEAR PLAN SIGN OFF
 2015-16

Name	Signature	Title	Date
<u>Susan Adams</u>	<i>Susan Adams</i>	Center Mgr	4/22/16
<u>Barry Barnes</u>	<i>Barry Barnes</i>	BUSINESS ADVISOR	5-3-16
<u>Dennis Conger</u>	<i>Dennis Conger</i>	CTE DIR	4-19-16
<u>Ken Fulkerson</u>	<i>Ken Fulkerson</i>	CTE Dir	4-19-16
<u>Pete Jelsing</u>	<i>Pete Jelsing</i>	Director WWTSC	4-27-16
<u>Riva Morgan</u>	<i>Riva Morgan</i>	Director Workforce	4-27-16
<u>Eleanor Sellers</u>	<i>Eleanor Sellers</i>		

Agriculture

THREE-YEAR PROGRAM PLAN

PROGRAM AREA: Agriculture SUBMITTED BY: Matt Asplund

The purpose of this document is to formalize your program's continuous improvement plan. This plan should be used to record specific areas needing improvement, as well as to record plans for program changes. This information will be used to determine budgetary needs.

	2015-16	2016-17	2017-18
Perkins Standards (Address any of the 4 review areas requiring improvement)		Explore possibility of Welding (and CTE?) Open House	Expand certifications offered through WHS Ag Coursework *Develop a database of potential job shadow businesses / resources from the community. *Improve Job Shadow approach
Curriculum Alignment to Industry Standards		*Visit YVCC Vet Tech *Update Tech Prep and/or other Articulations *Explore forklift certification in Power Mechanics classes	*Review of Vet Science technical skills *Address further changes to NGSS *Industrial Mechanization and Fabrication Course *Address changes made to the WHS Bell schedule and any changes to the Bond / Facilities changes following passage or failure of the 2016 bond. *Changes to Shop offerings
General Curriculum Modifications		*Develop new curriculum for new plasma cutter / cam *CASE Animal Science or Biotech? *Address schoolwide modifications to Science paths	*Finalize Plasma Cam Curriculum *Finalize Safety Curriculum *New Courses based on Schoolwide Science changes? *Adapt to schedule changes *Investigate possibility of a Food Safety / Global GAPP type class. *Changes to Shop offerings
Materials		More materials for CASE AFNR	*Materials for new CASE Classes *Powder Coating Equipment for shop Materials needed to adapt to Science curriculum changes or new class additions.
Equipment		*Replenish equipment for mobile computer lab. -iPads?, Chrome Books? *Shop Equipment	*Laptop Cart Replenishments *New Suburban / Trailer? *PCs for Shop Equipment *New propagation table for Greenhouse *New equipment for class changes / additions
Facilities (Address safety issues here)		*Modify metal storage in shop *Begin planning for upcoming WSD Bond	*Continue WSD Bond planning *Continue Shop modification *Bond planning (if applicable) *Land lab irrigation upgrade or land lab move?
Student Enrollment		*Increase enrollment in Welding and NRS *Evaluate effects of new graduation requirements	*Online Ag Bio class enrollement increase *Investigate ways to increase Freshman and Sophomore enrollment.
Staff Development, Training or Certification		*Matt Asplund will train for CTE Directors Certification	*Field experiences for all Ag teachers *CASE Training: Biotech or *Forklift Certification for Ag Teachers. *Food Safety Training for a

		Plant Science?	Food Safety course?
Miscellaneous	Facilitate CASE Animal introduction	*Livestock panels *Equipment upgrades at Land Lab	Irrigation upgrade at land lab assuming no move of land lab. Upgrade would still apply if landlab is moved elsewhere.

STUDENT LEADERSHIP:

Yes No

X _____ Are 100% of your CTE students involved in leadership activities?

X _____ Is 100% of your leadership development provided by a CTSO?

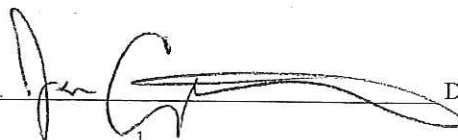
If the above answer is "No" then a leadership plan must be developed and be on file in the district CTE office.

What is the name of your program's CTSO?

National FFA Organization

If you do not provide a CTSO opportunity for your students, then your leadership plan must be submitted.

Advisory Committee Chair Signature:



Date

2-25-16

CARL PERKINS STANDARDS AND INDICATORS 2015
Reporting on 2014-15 Completers

NAME Advisory Summary

PROGRAM Agriculture

Our Federal grant, the Carl D. Perkins Vocational and Technical Educational Act of 2006, requires a yearly evaluation of our vocational programs. Thank you for your assistance and time.

1. Student attainment of academic and vocational and technical skill proficiencies.

Program Completers (Completers are defined as students who have successfully completed at least four courses in a program sequence. This indicates a level of skill proficiency.)

	<u>12-13</u>	<u>13-14</u>	<u>14-15</u>
Total Completers:	36 (M-24, F-12)	48 (M-32, F-16)	31 (M-22, F-9)
Freshmen	0	0	0
Sophomore	11	19	6
Junior	11	18	10
Senior	14	11	15

15 is the number of our program's completers who graduated last year. Any variation between senior completers and graduate completers is caused by students who transfer, or dropout, etc.

- See comments on attached 15-16 Perkins Evaluation Comments

2. Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential.

Articulations/Certifications available:	# of Students		
	<u>12-13</u>	<u>13-14</u>	<u>14-15</u>
<u>Intro Welding—WVC, 3 cr.</u>	11	26	16
<u>Natural Resources I—WVC, 3 cr.</u>	10	12	7
<u>Biology—WVC, 3 cr.</u>	59	38	32
<u>Horticulture—WVC, 3 cr.</u>	4	17	13
<u>Intro. or Adv. Power Mech—WVC, 3cr.</u>	7	21	10
<u>Veterinary Science—Yakima VC, 2 or 7crs.</u>	5	7	7

- See comments on attached 15-16 Perkins Evaluation Comments

3. Attached is the program's 2015-16 Three-year Plan and goals. Please rate the program's progress toward reaching/completing their goals.

Discuss the plan and goals with program staff to determine what progress has been made.
Suggestions for 2016-17 goals:

- See attached 15-16 3 yr. Plan
- See comments on attached 15-16 Perkins Evaluation Comments

WHS Ag Advisory

2015-16 Perkins Evaluations Comments

After viewing the Perkins Evaluation Documents and reviewing / updating 3 year Plan, the following questions / comments arose from the discussion:

1) WHS Ag Completer #s

Discussion/Comments:

*Completer numbers appear to be down overall. It was pointed out that "bubbles" of students go through the program. Last year was a bubble with Biology students. Improvement is desired for next year's completer numbers.

*Why did WHS Ag Senior Completer #s go up when others dropped?

*Changes to Graduation Requirements and increasing Skill Center #s are affecting our Senior completer numbers.

2) Industry Certifications

Discussion/Comments:

*Tech Prep college credit is still being offered for various CTE Ag classes at WHS.

*What would it take to teach a Food Safety course with a Global GAPP Certification?

*It is still recommended that WHS continue to pursue offering a Forklift Certification

*How do we provide a more clear picture of what articulations are available?

*NR 14-15 Tech Prep numbers are down due to the reduction to 1 section being taught. The numbers are actually good because it comprises almost half of all NR students that year.

3) 3 year Plan

Discussion/Comments:

*With the state science test on hold, the Ag Department would like to delay the Science Department decision to revamp curriculum to meet the NGSS standards. If there is no test, why should we eliminate electives by creating an integrated 9, 10, 11 system?.

*With Core 24 requirements changing, we are struggling to keep the electives that we have in place. One piece that will help hopefully is the change of WHS grad requirements from 2.5 to 3.0 credits of science needed to graduate.

*There will be a bond ran in November 2016 for a building renovation (possibly replacement?) Items on the three year plan affected by this include the Materials, Equipment, Facilities, Curriculum Alignment to Industry Standards, and even General Curriculum Modifications. The key to making it through a bond is to not lose any space. Increases would be wonderful. We may eventually lose the current location for the land lab if plans include moving ball fields in the big picture. Possible locations could include Methow Street or up on Western Ave. There would be a substantial financial implication to such a move. We would need to ask for a large sum of money to facilitate such a move. Also, new irrigation would need to be installed.

*An extensive discussion occurred regarding the Job Shadow program and how to make improvements. A short, concise document is needed for advisory members to take with them to the community, explaining what the job shadow program entails. Additionally, relationships need to be built with

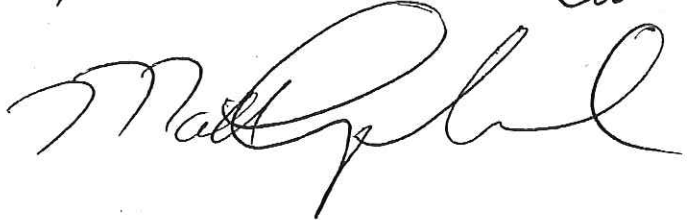
community members to maintain a strong job shadow program. Potential businesses / individuals can't be just names on a list. The High School has a School to Work Liason who should fill such a role in establishing such relationships.

4) Balancing Gender Inequalities

Discussion/Comments:

- *We still need to balance inequalities in the following classes: Intro / Adv Power Mechanics (male dominated), Vet Science 1 & 2 (female dominated), Intro Welding 1 (male dominated), Advanced Welding (14-15 year was one female student)
- *Aside from these classes, better recruiting needs to be done for ALL classes.
- *The new Job.Shadow program provides opportunities to help break gender barrier lines.
- *How is the Ag Dept showing non-bias?

Advisory Questions/Comments
compiled by Matt Asplund - Ag Advisory
Coordinator



Business-WHS/WSHS

THREE-YEAR PROGRAM PLAN

PROGRAM AREA: Business Education SUBMITTED BY: Scott Feil

The purpose of this document is to formalize your program's continuous improvement plan. This plan should be used to record specific areas needing improvement, as well as to record plans for program changes. This information will be used to determine budgetary needs.

	2015-16	2016-17	2017-18
Perkins Standards (Address any of the 4 review areas requiring improvement)	<p>Send letters to female AP prospective students</p> <p>Continue distributing flyers, get new ones from NCWIT</p> <p>Make use of Wenatchee Learns Connect to provide industry female speakers for appropriate classes and field trips</p>	<p>Continue to send AP invitation letters</p> <p>Invite potential non-trad students in person to take appropriate classes</p> <p>Continue to use Wenatchee Learns Connect for guest speakers and field trips</p>	<p>Continue to send AP invitation letters</p> <p>Focus on inviting potential non-trad students in person to take appropriate classes</p> <p>Look into social event for invited students.</p>
Curriculum Alignment to Industry Standards	<p>Encourage Tech Prep participation</p> <p>Seek input from GWATA and Ron Brown for technology trends and needs in the Wenatchee Valley and Washington State</p> <p>Ensure IT classes match growth in server farms</p> <p>Continue to encourage Microsoft certifications</p> <p>Use resources available through Wenatchee Learn Connects</p> <p>Promote accounting classes and maintain industry standards</p>	<p>Update QuickBooks as needed to align with industry standards</p> <p>Continue to use resources available through Wenatchee Learn Connects</p> <p>Look into further use of mobile technology to match its increasing use in business world</p> <p>Continue to encourage and expand Microsoft certifications</p>	<p>Update QuickBooks as needed to align with industry standards</p> <p>Investigate Quickbooks certification.</p> <p>Expand use of mobile technology in classroom to match its increasing use in business world</p> <p>Continue to encourage and expand Microsoft certifications</p> <p>Increase use of Precision Exams as industry-standard testing.</p>
General Curriculum Modifications	<p>Continue to promote the use of Google Docs</p> <p>Implement Career Cruising curriculum in place of WOIS and tie in job shadow opportunities</p> <p>Create resume and cover letter in Google Docs/Career Cruising</p>	<p>Add or promote a class in Computer Science Principles</p> <p>Continue to promote the use of Google Drive</p> <p>Continue with resume and cover letter focus in Google Docs/Career Cruising</p>	<p>Increase use: Google Drive, Hangouts, Classroom, etc.</p> <p>Reinforce High School and Beyond plan in our courses</p> <p>Continue with resume and cover letter focus in Google Docs/Career Cruising</p> <p>Role-play job interviewing in appropriate courses</p>

	Create BCA 2 how-to videos		
Materials	Explore possibility of students bringing their own device to use with virtual desktop. Update the District's use policy. Use e-books when possible	Use web based educational resources when possible	Use simulations and online curriculum as available. Update TestOut simulation software for Computer Repair
Equipment	Research use of tablets and Google glass. Continue to upgrade computer equipment and software as needed Check on printer replacements as needed	Update room 400B computers Continue to upgrade computer equipment and software as needed	Update room 405 computers Continue to upgrade computer equipment and software as needed
Facilities (Address safety issues here)	Maintain safety in classroom Research chair replacements	Maintain safety in classroom Replace furniture as needed.	Maintain safety in classroom Replace furniture as needed. Look into stand-up desks
Student Enrollment	Hold Class Fair to give students a better awareness of class offerings that relate to career exploration in conjunction with Career Cruising Seek computer course requirement for graduation	Encourage enrollment with short commercials on Career Center TV. Connect with students through Career Cruising.	Investigate possible required course combining BCA1 and Personal Finance Have personal conversations inviting students to take our courses
Staff Development, Training or Certification	Send teachers out for "externship" opportunities to businesses Continue to encourage collaboration with educational and professional partners	Continue to encourage collaboration with edu and professional partners Use Wenatchee Learns Connect to link teachers to business and community experiences.	Continue to encourage collaboration with professional partners using Wenatchee Learns.
Miscellaneous	Continue to implement Hour of Code in all Business classes Create opportunities for students to dress and communicate with others in a professional manner and use Wenatchee Learns as a resource	Continue to implement Hour of Code in all Business classes	Continue to use Hour of Code in all Business classes Research other CTE classes to offer Create opportunities for students to dress and communicate with others in a professional manner

Yes

No

X

Are 100% of your CTE students served by leadership activities in the program or in the classroom? If 100% of your students are NOT MEMBERS of your CTSO, then a leadership plan must be developed and be on file in the district CTE office.


X

Is 100% of your leadership development provided by a CTSO? Provide the name of the CTSO.
____ Washington Future Business Leaders of America ____

X

Is leadership development locally developed? If yes, attach your leadership plan.

Advisory Committee Chair Signature:



Date

7/11/16

Raymond Habac

CARL PERKINS STANDARDS AND INDICATORS 2015

Reporting on 2014-15 Completers

NAME Summary

PROGRAM Business-WHS

Our Federal grant, the Carl D. Perkins Vocational and Technical Educational Act of 2006, requires a yearly evaluation of our vocational programs. Thank you for your assistance and time.

1. Student attainment of academic and vocational and technical skill proficiencies.

Program Completers (Completers are defined as students who have successfully completed at least four courses in a program sequence. This indicates a level of skill proficiency.)

	<u>12-13</u>	<u>13-14</u>	<u>14-15</u>
Total Completers:	85(M-44, F-41)	100(M-34, F-66)	90(M-44, F-46)
Freshmen	0	0	0
Sophomore	2	2	2
Junior	25	35	26
Senior	58	63	62

62 is the number of our program's completers who graduated last year. Any variation between senior completers and graduate completers is caused by students who transfer, or dropout, etc.

2. Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential.

Articulations/Certifications available:	# of Students		
	<u>12-13</u>	<u>13-14</u>	<u>14-15</u>
<u>Accounting I—WVC, 5 crs.</u>	8	5	8
<u>Accounting II—WVC, 5 crs.</u>	0	0	0
<u>Bus Computer Apps I—WVC, 2 crs.</u>	162	138	85
<u>Bus Computer Apps II—WVC, 5 crs.</u>	28	34	16
<u>Web Design—WVC, 5 crs.</u>	14	10	17
<u>Intro Computer Op Systems—WVC, 5 crs.</u>	0	0	0
<u>Computer Repair Hardware—WVC, 5 crs.</u>	7	12	8
<u>Sm Business Mgmt—WVC, 5 crs.</u>	8	5	1
<u>Intro to Comp. Programming—WVC, 5 cr</u>	0	2	10
<u>MOS Certification</u>	60	48	115
<u>Precision Exams</u>	0	0	36

3. Attached is the program's 2015-16 Three-year Plan and goals. Please rate the program's progress toward reaching/completing their goals.

Discuss the plan and goals with program staff to determine what progress has been made.

Suggestions for 2016-17 goals: _____

4. **Student participation in and completion of vocational-technical education programs that lead to nontraditional training and employment.** Nontraditional means that participation is unbalanced based on gender. Specifically, it means there is less than 25% of one gender enrolled in a course.

Participation by gender was taken from the 2014-15 November and March class counts with numbers averaged on year-long classes.

Class	Males		Females	
	#	%	#	%
Accounting I BAC200	9.5	42%	13	58%
Accounting II BAC300	0	0%	2	0%
Applied Math I BAM300	36	63%	21	37%
AP Computer Sci BCP500	20	89%	2.5	11%
Bus Computer Apps I BCA101/102	109	60%	74	40%
Bus Computer Apps II BCA201/202	18	58%	13	42%
Bus TA I BTA301/302	158	42%	222	58%
Comp. Programming BCP201	10	100%	0	0%
Intr. Comp Hardware I BCR202	12	100%	0	0%
Intro Personal Finance BPF101/102	57	61%	36	39%
Projects Comp Prog. BCP301/302	2	100%	0	0%
Sm Bus Mgmt I BMG301/302	4	24%	13	76%
Sm Bus Mgmt II BMG401/402	0	0%	7	100%
Sm Bus Mgmt III BMG451/452	0	0%	3	100%
Technical Writing I LTW301/302	31	69%	14	31%
Web Design BCA301/302	14	70%	6	30%
Adv Web Design BCA401/402	0	0%	2	100%
TOTAL	480.5	53%	428.5	47%

List the classes that are nontraditional (based on the data above)

Suggestions for the 2016-17 Three-Year Plan to improve the gender imbalance in the classes identified above:

SEE ATTACHED

WHS Business Education
2014-15 Perkins Standards and Indicators
Evaluation Comments

#1

Looks good

#2

Good mix of certifications

BCA numbers are significantly down, but MOS numbers are up

#3

Potential bond, delay furniture decisions

#4

Non-Traditional Classes:

Accounting 2

Advanced Web Design

AP Computer Science

Intro to Computer Programming

Intro to Computer Hardware

Projects in Computer Programming

Small Business Management 1, 2, & 3

Suggestions/Comments:

- Web Design, Advanced Web Design, Intro to Programming, and AP Computer Science have improved gender balance this year.
- Use Jessi to promote female techs.
- Increase Tech Prep value with completers by showing them how many credits they earn for \$15.
- Make videos and show as advertising at Career Center
- Promote in Panther Paws articles
- OK as is.
- Maybe talk to business women of Wenatchee at Pybus.
- Encourage female students who have had success in these classes to speak in other intro level classes about their experiences.
- Continue Hour of Code.
- Woman guest speaker as role model for computer programming.

Yes

X

No

Are 100% of your CTE students served by leadership activities in the program or in the classroom? If 100% of your students are NOT MEMBERS of your CTSO, then a leadership plan must be developed and be on file in the district CTE office.

X

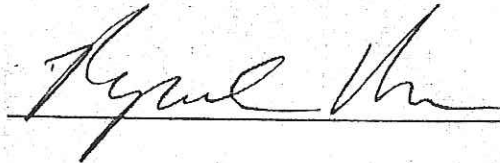
Is 100% of your leadership development provided by a CTSO? Provide the name of the CTSO.
Washington Future Business Leaders of America

1

X

Is leadership development locally developed? If yes, attach your leadership plan.

Advisory Committee Chair Signature:



Date

3/11/2016

THREE-YEAR PROGRAM PLAN

PROGRAM AREA: Business Education -WSHS SUBMITTED BY: Frank Brandt

The purpose of this document is to formalize your program's continuous improvement plan. This plan should be used to record specific areas needing improvement, as well as to record plans for program changes. This information will be used to determine budgetary needs.

	2015-16	2016-17	2017-18
Perkins Standards (Address any of the 4 review areas requiring improvement)	<p>Continue to work with teacher to identify students that would benefit from Applied math</p> <p>Continue working with counselors to schedule students for applied math</p> <p>Continue distributing flyers</p>	<p>Continue work with Math department to identify students for applied math</p> <p>Continue working with counselors to schedule students for applied math</p> <p>Continue advertising class to potential students</p>	<p>Continue to educate math and counseling department about applied math</p> <p>Continue to work with counselors to schedule students for applied math</p> <p>Continue advertising class to potential students</p>
Curriculum Alignment to Industry Standards	<p>Encourage Tech Prep participation</p> <p>Seek input from GWATA and Ron Brown for technology trends and needs in the Wenatchee Valley and Washington State</p> <p>Ensure IT classes match growth in server farms</p> <p>Continue to encourage Microsoft certifications</p> <p>Use resources available through Wenatchee Learn Connects</p> <p>Promote accounting classes and maintain industry standards</p>	<p>Update QuickBooks as needed to align with industry standards</p> <p>Continue to use resources available through Wenatchee Learn Connects</p> <p>Look into further use of mobile technology to match its increasing use in business world</p> <p>Continue to encourage and expand Microsoft certifications</p>	<p>Continue to use resources available through Wenatchee Learn Connects</p> <p>Implement use of mobile technology to match its increasing use in the business world</p> <p>Continue to encourage and expand Microsoft certifications</p>
General Curriculum Modifications	<p>Continue to promote the use of Google Docs</p> <p>Implement Career Cruising curriculum in place of WOIS and tie in job shadow opportunities</p> <p>Create resume and cover letter in Google Docs/Career Cruising</p> <p>Create BCA 2 how-to</p>	<p>Continue to promote the use of Google Docs</p> <p>Continue with resume and cover letter focus in Google Docs/Career Cruising</p>	<p>Continue to promote the use of Google Docs</p> <p>Continue with resume and cover letter focus in Google Docs/Career Cruising</p>

	videos		
Materials	Explore possibility of students bringing their own device to use with virtual desktop. Update the District's use policy. Use e-books when possible	Use e-books or open educational resources when possible	Use simulations and online curriculum as available.
Equipment	Research use of tablets and Google glass. Continue to upgrade computer equipment and software as needed Check on printer replacements as needed	Continue to upgrade computer equipment and software as needed Connect printer to laptops	Continue to upgrade computer equipment and software as needed
Facilities (Address safety issues here)	Maintain safety in classroom Research chair replacements	Maintain safety in classroom Replace furniture as needed.	Maintain safety in classroom Replace furniture as needed.
Student Enrollment	Hold Class Fair to give students a better awareness of class offerings that relate to career exploration in conjunction with Career Cruising Seek computer course requirement for graduation	Connect with students through Career Cruising.	Continue to seek computer course requirement for graduation Expand offerings to include Marketing classes at WSHS
Staff Development, Training or Certification	Send teachers out for "externship" opportunities to businesses Continue to encourage collaboration with educational and professional partners	Continue to encourage collaboration with educational and professional partners Use Wenatchee Learns Connect to link teachers to business and community experiences.	Continue to encourage collaboration with education professional partners Continue using Wenatchee Learns to link teachers to business and community experiences.
Miscellaneous	Continue to implement Hour of Code in all Business classes Create opportunities for students to dress and communicate with others in a professional manner and use Wenatchee Learns as a resource	Continue to implement Hour of Code in all Business classes	Work to implement Hour of Code in all Westside HS business classes

Summary

CARL PERKINS STANDARDS AND INDICATORS 2015

Reporting on 2014-15 Completers

NAME Frank Brandt

PROGRAM Business-WSHS

Our Federal grant, the Carl D. Perkins Vocational and Technical Educational Act of 2006, requires a yearly evaluation of our vocational programs. Thank you for your assistance and time.

1. Student attainment of academic and vocational and technical skill proficiencies.

Program Completers (Completers are defined as students who have successfully completed at least four courses in a program sequence. This indicates a level of skill proficiency.)

Total Completers:	<u>14-15</u>
Freshmen	0
Sophomore	0
Junior	0
Senior	0

0 is the number of our program's completers who graduated last year. Any variation between senior completers and graduate completers is caused by students who transfer, or dropout, etc.

2. Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential.

Articulations/Certifications available: N/A

3. Attached is the program's 2015-16 Three-year Plan and goals. Please rate the program's progress toward reaching/completing their goals.

Discuss the plan and goals with program staff to determine what progress has been made.

Suggestions for 2016-17 goals:

The goal is to increase the class offering
in 2016-17 so students have more options in order
to meet the completer requirement.

4. **Student participation in and completion of vocational-technical education programs that lead to nontraditional training and employment.** Nontraditional means that participation is unbalanced based on gender. Specifically, it means there is less than 25% of one gender enrolled in a course.

Participation by gender was taken from the 2014-15 November and March class counts with numbers averaged on year-long classes.

WSHS	#	%	#	%
Applied Math I BAM300	0.5	17%	2.5	83%
Business Law BBL201	4.5	50%	4.5	50%
Information Tech BCA101	48	66%	25	34%
Retail Management BIM401	7	58%	5	42%
TOTAL	60	62%	37	38%

List the classes that are nontraditional (based on the data above)

Applied math I

Suggestions for the 2016-17 Three-Year Plan to improve the gender imbalance in the classes identified above:

Need to recruit and enroll more students
overall into applied math. Presently counselors
place students into this class based on a variety of
factors. Continue to work on identifying students
for this class.

Engineering

THREE-YEAR PROGRAM PLAN

PROGRAM AREA: Engineering Related

SUBMITTED BY: Doug Merrill

The purpose of this document is to formalize your program's continuous improvement plan. This plan should be used to record specific areas needing improvement, as well as to record plans for program changes. This information will be used to determine budgetary needs.

	2015-16	2016-17	2017-18
Perkins Standards (Address any of the 4 review areas requiring improvement)	<ul style="list-style-type: none"> •Continue efforts to recruit Non-Traditional students into Engineering classes and maintain ethnicity mix reflective of WHS. See where changes could be made. •Evaluate completers and see where emphasis should be made. 	<ul style="list-style-type: none"> •Continue efforts to recruit Non-Traditional students into Engineering classes and maintain ethnicity mix reflective of WHS. •Evaluate completers and see where emphasis should be made. 	<ul style="list-style-type: none"> •Continue to recruit Non-Traditional students into Eng. classes and maintain ethnicity mix reflective of WHS. •Talked with Counselors about encouraging non-trad students. •Non-Trad job Shadows
Curriculum Alignment to Industry Standards	<ul style="list-style-type: none"> • Evaluate PLTW Principals of Engineering (POE) curriculum to see how it aligns with Industry standards. Should be science or math? 	<ul style="list-style-type: none"> •IED will receive Algebra equivalency credit starting this year. 	<ul style="list-style-type: none"> •Identify/Implement STEM components in all curriculum.
General Curriculum Modifications	<ul style="list-style-type: none"> •STEM Activities; Ski and Snowboard construction. •Started PLTW Intro to Engineering Design (IED) 2 periods. 	<ul style="list-style-type: none"> •Move to 3 periods of PLTW Intro to Engineering Design (IED) 	<ul style="list-style-type: none"> •Addition of STEM lessons infused in curriculum.
Materials	<ul style="list-style-type: none"> •Meet general classroom needs 	<ul style="list-style-type: none"> •Meet new needs for IED 	<ul style="list-style-type: none"> •Evaluate needs for classes.
Equipment	<ul style="list-style-type: none"> •Add 7 Laptops for PLTW Lab •Evaluate needs for IED and POE (New Lab) 	<ul style="list-style-type: none"> •Evaluate needs for IED and CNC router. 	<ul style="list-style-type: none"> •Evaluate needs for IED and Applications for Engineering Principals (AEP)
Facilities (Address safety issues here)	<ul style="list-style-type: none"> •Practice lock downs and Evacuations •Run, Hide, Fight training •Tool/materials handling safety <p style="text-align: center;">SWITCHED ROOMS</p>	<ul style="list-style-type: none"> •School Safety procedures. •Tool/materials handling safety <p style="text-align: center;">Run Facilities Bond</p>	<ul style="list-style-type: none"> •School Safety procedures. •Tool/materials handling safety <p style="text-align: center;">New facility will bring new challenges.</p>
Student Enrollment	<ul style="list-style-type: none"> • Classes are full Dissappointed in low number of MS students (less than 60%) in class who had not taken PLTW Gateway. Brought to the attention of the counselors 	<ul style="list-style-type: none"> •See how MS PLTW class helps student enrollment. 	<ul style="list-style-type: none"> •
Staff Development, Training or Certification	<ul style="list-style-type: none"> •Attend PLTW workshops at annual conference. 	<ul style="list-style-type: none"> •Evaluate Training needs 	<ul style="list-style-type: none"> •Evaluate Training needs

Miscellaneous	•Traveling to Indianapolis for the PLTW annual conference to present with the students on Ski Video	Prepare for PLTW -- Civil Engineering and Architecture class	
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STUDENT LEADERSHIP:

Yes

No

Are 100% of your CTE students involved in leadership activities?

Is 100% of your leadership development provided by a CTSO?

If the above answer is "no" then a leadership plan must be developed and be on file in the district CTE office.

What is the name of your program's CTSO?

Technology Students Association

If you do not provide a CTSO opportunity for your students, then your leadership plan must be submitted.

Advisory Committee Chair Signature:



Date

2/25/16

CARL PERKINS STANDARDS AND INDICATORS 2015
Reporting on 2014-15 Completers

NAME Summary

PROGRAM Engineering Related

Our Federal grant, the Carl D. Perkins Vocational and Technical Educational Act of 2006, requires a yearly evaluation of our vocational programs. Thank you for your assistance and time.

1. Student attainment of academic and vocational and technical skill proficiencies.

Program Completers (Completers are defined as students who have successfully completed at least four courses in a program sequence. This indicates a level of skill proficiency.)

	<u>12-13</u>	<u>13-14</u>	<u>14-15</u>
Total Completers:	17 (M-17, F-0)	14(M-12, F-2)	17(M-17, F-0)
Freshmen	0	0	0
Sophomore	0	0	0
Junior	8	4	12
Senior	9	10	5

5 is the number of our program's completers who graduated last year. Any variation between senior completers and graduate completers is caused by students who transfer, or dropout, etc.

2. Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential.

Articulations/Certifications available:	# of Students		
	<u>12-13</u>	<u>13-14</u>	<u>14-15</u>
<u>Intro to Drafting—4 credits WVC</u>	48	62	38
<u>Intro to AutoCAD—5 credits WVC</u>	19	20	19

3. Attached is the program's 2015-16 Three-year Plan and goals. Please rate the program's progress toward reaching/completing their goals.

Discuss the Plan and goals with program staff to determine what progress has been made.

Suggestions for 2016-17 goals: _____

- 1.) Work on getting more existing MS kids excited about HS ^{Engineering} classes
- 2.) Introduce MS students to PCTW w/ HS students visiting M schools

4. **Student participation in and completion of vocational-technical education programs that lead to nontraditional training and employment.** Nontraditional means that participation is unbalanced based on gender. Specifically, it means there is less than 25% of one gender enrolled in a course.

Participation by gender was taken from the 2014-15 November and March class counts with numbers averaged on year-long classes.

Class	Males		Females	
	#	%	#	%
Intro to Drafting VID200	47.5	88%	6.5	12%
AutoCAD VAC300	21	100%	0	0%
Adv AutoCAD VAC400	5	100%	0	0%
Intro Engineering VIE100	46.5	82%	10	18%
TOTAL	120	88%	16.5	12%

List the classes that are nontraditional (based on the data above)

All of the above four classes

Suggestions for the 2016-17 Three-Year Plan to improve the gender imbalance in the classes identified above:

- 1.) Continue to recruit Non Traditional students Thru
Communication w/ Counselors
 - 2.) Recruit MS Girls taking PLTW classes
-

Gateway to Technology FMS/OMS/PMS

THREE-YEAR PROGRAM PLAN

PROGRAM AREA: WSD Middle School GTT SUBMITTED BY: Brock Hurt, Dan Myers & Rick Williams

The purpose of this document is to formalize your program's continuous improvement plan. This plan should be used to record specific areas needing improvement, as well as to record plans for program changes. This information will be used to determine budgetary needs.

	2015-16	2016-17	2017-18
Perkins Standards (Address any of the 4 review areas requiring improvement)	TBD	TBD	TBD
Curriculum Alignment to Industry Standards	PLTW aligned with NGSS and Engineering standards	PLTW aligned with NGSS and Engineering standards	PLTW aligned with NGSS and Engineering standards
General Curriculum Modifications	Fully implement LMS/Assignments turned in online	Digital notebooks instead or/ inconjunction with Engineering Notebook using Google Classroom or LMS	Add new curriculum for PLTW
Materials	Replenish supplies and materials..	Replenish supplies and materials	Replenish supplies and materials
Equipment	Add robotics pieces to compliment initial kits or additional kits/ Buy large printer and or second 3D printer	Replenish robot equipment that is wearing out/ buy new equipment for new class	Add equipment for new PLTW class
Facilities (Address safety issues here)	Assess if area is needed to extend program ("shop area" where kids can do sawing, drilling, etc)	Add additional work space, as needed..	Add additional work space, as needed..
Student Enrollment	Look to add a 5th class and move keyboarding to intervention period.	Add additional PLTW class as a 5th class.	Add additional PLTW class as a 5th class.
Staff Development, Training or Certification	Take 1-3 more classes throughout the year	Take 2-3 more classes to complete CTE certification/ Go to summer	Ongoing CTE classes (if certification not reached)

		institute to add an additional class for MS	
Miscellaneous			

STUDENT LEADERSHIP:

Yes _____ No _____ Are 100% of your CTE students involved in leadership activities?

_____ _____ Is 100% of your leadership development provided by a CTSO?

If the above answer is "no" then a leadership plan must be developed and be on file in the district CTE office.

What is the name of your program's CTSO?

If you do not provide a CTSO opportunity for your students, then your leadership plan must be submitted.

Advisory Committee Chair Signature: _____ Date _____

Family Consumer Science WHHS/WSHS

THREE-YEAR PROGRAM PLAN

PROGRAM AREA: FACS SUBMITTED BY: Tracy Day-Koch

The purpose of this document is to formalize your program's continuous improvement plan. This plan should be used to record specific areas needing improvement, as well as to record plans for program changes. This information will be used to determine budgetary needs.

	2015-16	2016-17	2017-18
Perkins Standards (Address any of the 4 review areas requiring improvement)	Increase male participation	Increase male participation	Increase male participation
Curriculum Alignment to Industry Standards	Review National Standards to assure alignment of curriculum. Align Cross Age Tutor with adaptive PE	Review National Standards to assure alignment of curriculum. Begin to align classes with Common Core.	Review National Standards to assure alignment of curriculum. Begin to align classes with Common Core.
General Curriculum Modifications	Integrate more leadership and employability skills to all classes. WHS looking at adding articulation agreements for Textiles and Housing.	Integrate more leadership and employability skills to all classes. Possible classes added but dependent on WHS schedule changes.	Integrate more leadership and employability skills to all classes. Possible classes added but dependent on WHS schedule changes.
Materials	Researching Online sources for textbook for Housing and Fashion. Chill and Spill as a supplemental for Personal Choices.	Look for supplemental books for Child Development. Possibly using Chill and Spill for On Your Own, dependent on WHS schedule changes.	Look at using the book SHINE as a supplement for Personal Choices.
Equipment	WHS look swapping (or applying to the purchase of) serger and embroidery machines for two new sergers. Clean machines yearly.	Upgrade sewing machines when needed. Clean machines yearly. Replace whiteboards in room 500B	Upgrade sewing machines when needed. Clean machines yearly.
Facilities (Address safety issues here)	Continue to offer sanitation for students. (i.e. sanitizer, Kleenex) Soap dispensers in WHS kitchen labs. Replace pots and pans in WHS with stainless steel from non-stick. (Safety issues due to chemicals leaching out from scratches)	Continue to offer sanitation for students. (i.e. sanitizer, Kleenex) Replace sink in room 500B.	Continue to offer sanitation for students. (i.e. sanitizer, Kleenex)
Student Enrollment	Encourage further studies in FACS. Continue to offer FCCLA to all WHS students.	Encourage further studies in FACS. Continue to offer FCCLA to all WHS students. Start FCCLA at WSHS.	Encourage further studies in FACS. Continue to offer FCCLA to all WHS and WSHS students.

Staff Development, Training or Certification	Attend region 6 FACS spring meetings. Attend summer and fall FACS meetings.	Attend region 6 FACS spring meetings. Attend summer and fall FACS meetings.	Attend region 6 FACS spring meetings. Attend summer and fall FACS meetings.
Miscellaneous	Continue to add members and keep a strong advisory committee. Maintain equivalency credits.	Continue to add members and keep a strong advisory committee. Maintain equivalency credits.	Continue to add members and keep a strong advisory committee. Maintain equivalency credits. Make .5 FTE FACSE a 1.0 at WHS.

STUDENT LEADERSHIP:

Yes
 X

No

Are 100% of your CTE students involved in leadership activities?

 X

Is 100% of your leadership development provided by a CTSO?

If the above answer is "no" then a leadership plan must be developed and be on file in the district CTE office.

What is the name of your program's CTSO?

 FCCLA

If you do not provide a CTSO opportunity for your students, then your leadership plan must be submitted.

Advisory Committee Chair Signature: *Amela De Tersio* Date 19 January '16

CARL PERKINS STANDARDS AND INDICATORS 2015

Reporting on 2014-15 Completers

NAME Summary

PROGRAM FACSE WHS/WSHS

Our Federal grant, the Carl D. Perkins Vocational and Technical Educational Act of 2006, requires a yearly evaluation of our vocational programs. Thank you for your assistance and time.

1. Student attainment of academic and vocational and technical skill proficiencies.

Program Completers (Completers are defined as students who have successfully completed at least four courses in a program sequence. This indicates a level of skill proficiency.)

	12-13	13-14	14-15
Total Completers:	5 (M-0, F-5)	3(M-0, F-3)	0(M-0, F-0)
Freshmen	0	0	0
Sophomore	0	0	0
Junior	2	0	0
Senior	3	3	0

0 is the number of our program's completers who graduated last year. Any variation between senior completers and graduate completers is caused by students who transfer, or dropout, etc.

2. Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential.

Articulations/Certifications available:	# of Students		
	12-13	13-14	14-15
<u>Intro to Early Child Develop.—WVC, 5 cr.</u>	38	3	0
<u>Cross Age Tutor—WVC, 2 cr.</u>	2	33	0
<u>Cross Age Tutor.—CWU, 4 cr.</u>	2	0	0

3. Attached is the program's 2015-16 Three-year Plan and goals. Please rate the program's progress toward reaching/completing their goals.

Discuss the Plan and goals with program staff to determine what progress has been made.

Suggestions for 2016-17 goals: _____

See 3-year program plan and much depends on WHS schedule changes

4. **Student participation in and completion of vocational-technical education programs that lead to nontraditional training and employment.** Nontraditional means that participation is unbalanced based on gender. Specifically, it means there is less than 25% of one gender enrolled in a course.

Participation by gender was taken from the 2014-15 November and March class counts with numbers averaged on year-long classes.

Class	Males		Females	
	#	%	#	%
WHS				
Personal Choices VPC101/102	58	39%	92	61%
Intro Early Child Dev VIC201/202	5	10%	45	90%
On Your Own VYO301/302	6	43%	8	57%
Housing & Int. Des. VHD301/302	0	0%	13	100%
Adv Housing & Int. VHD401/402	0	0%	1	0%
Fashion & Textiles VFT301/302	1	6%	15	94%
Adv Fashion & Textiles VFT401/402	0	0%	5	100%
TOTAL	70	28%	179	72%
WSHS				
Foods VAF302	18	49%	19	51%
Intro Child Development VIC201/202	3	21%	11	79%
Personal Choices VPC101/102	13	36%	23	64%
Textiles VFT302	2	12%	15	88%
TOTAL	36	35%	68	65%

List the classes that are nontraditional (based on the data above)

Intro to C.D.
Housing & Interiors
Adv Housing & Interiors

Fashion & Textiles
Adv Fashion & Textiles
Intro to Child Dev. WSHS
Textiles WSHS

Suggestions for the 2016-17 Three-Year Plan to improve the gender imbalance in the classes identified above:

Use yearbook & Appleleaf
Take to counselors to push
Display case usage continue @ WHS
Advertise prep opportunities

WSHS-FACSE Leadership Plan

- 21st Century Skills weekly self-evaluation
- Guest speakers and guest teachers
- Group and individual projects
- Group leaders in labs
- Use of Illustrated talks from FCCLA
- Opportunities to work with Downtown Rotary
- Opportunities to help with charitable fundraisers
- Students have opportunities to participate in field trips

Graphics-WHS/WSHS

THREE-YEAR PROGRAM PLAN

PROGRAM AREA: Wenatchee High School Graphic Art SUBMITTED BY: Steve Priest

The purpose of this document is to formalize your program's continuous improvement plan. This plan should be used to record specific areas needing improvement, as well as to record plans for program changes. This information will be used to determine budgetary needs.

	2015-16	2016-17	2017-18
Perkins Standards (Address any of the 4 review areas requiring improvement)	New Program	TBD	TBD
Curriculum Alignment to Industry Standards	*State framework approval (Graphic Art & AP Studio) -Industry/Program tours - Coordinate for College in the High school with WVC	- Industry/Program tours -Student Job Shadow opportunities -College in the High School credit w/WVC	-Student intern opportunities -College in the High School credit w/WVC
General Curriculum Modifications	-Leadership organization *CTSO – Skills USA -AP Studio Art * Course approval * Summer Institute -Continue transition from Art (gen ed) to Graphic Art (CTE) -21 st Century Skills	-Leadership organization *Expand SkillsUSA involvement and contest participation -Begin AP Studio Art	-Leadership organization *Expand SkillsUSA involvement and contest participation -Offer advanced opportunities for Students
Materials	Maintain inventory of supplies/materials -Print ink/paper	Maintain inventory of supplies/materials -Print ink/paper -Vinyl	Maintain inventory of supplies/materials -Print ink/paper -Vinyl
Equipment	-Upgrade computers -Paper cutter, light table, camera, Apple TV -recommend IPAD over tablet -Wacom stylist for IPAD -Set up Roland vinyl cutter -software for PrismJet	-Industry standard equipment/software? -Look to future for software (CS6) (Adobe Creative Cloud) -Computer upgrade/Ipad or laptop cart	
Facilities (Address safety issues here)	-Teacher - projection system, IPAD, Apple TV -Power/network	-Studio lighting	
Student Enrollment	-Currently have solid numbers/will continue to monitor -Build report/reputation with students	Promote program: -word of mouth is powerful -brand Art dept.	

Staff Development, Training or Certification	-Instructor Intern/externship? -Industry tours -Tech/software training	AP training refresher	
Miscellaneous	- Strive to make connections between school, community and industry to strengthen/promote program	- Strive to make connections between school, community and industry to strengthen/promote program	- Strive to make connections between school, community and industry to strengthen/promote program

STUDENT LEADERSHIP:

Yes No
 Are 100% of your CTE students involved in leadership activities?
 Is 100% of your leadership development provided by a CTSO?

If the above answer is "no" then a leadership plan must be developed and be on file in the district CTE office.

What is the name of your program's CTSO?

Skills USA

If you do not provide a CTSO opportunity for your students, then your leadership plan must be submitted.

Advisory Committee Chair Signature: Steph Date 2/11/16
Aim Sir

SUMMARY

CARL PERKINS STANDARDS AND INDICATORS 2015 Reporting on 2014-15 Completers

NAME STEVE PRIEST

PROGRAM Graphic Arts-WHS

Our Federal grant, the Carl D. Perkins Vocational and Technical Educational Act of 2006, requires a yearly evaluation of our vocational programs. Thank you for your assistance and time.

1. Student attainment of academic and vocational and technical skill proficiencies.

Program Completers (Completers are defined as students who have successfully completed at least four courses in a program sequence. This indicates a level of skill proficiency.)

	<u>12-13</u>	<u>13-14</u>	<u>14-15</u>
Total Completers:	3 (M-1, F-2)	4(M-2, F-2)	0(M-0, F-0)
Freshmen	0	0	0
Sophomore	0	0	0
Junior	2	3	0
Senior	1	1	0

0 is the number of our program's completers who graduated last year. Any variation between senior completers and graduate completers is caused by students who transfer, or dropout, etc.

2. Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential.

Articulations/Certifications available: N/A

3. Attached is the program's 2015-16 Three-year Plan and goals. Please rate the program's progress toward reaching/completing their goals.

Discuss the Plan and goals with program staff to determine what progress has been made.

Suggestions for 2016-17 goals: _____

- INCREASE OPPORTUNITIES FOR INTER-DEPT. DEVELOPMENT AND INTERACTION.
- WATCH FOR WAYS TO GENERATE/CAPTURE EXCITEMENT AROUND PROGRAMS. USE CROSS-POLLINATION OF DEPT'S TO BUILD ENERGY

4. **Student participation in and completion of vocational-technical education programs that lead to nontraditional training and employment.** Nontraditional means that participation is unbalanced based on gender. Specifically, it means there is less than 25% of one gender enrolled in a course.

Participation by gender was taken from the 2014-15 November and March class counts with numbers averaged on year-long classes.

WHS Class	Males		Females	
	#	%	#	%
Graphic Arts I VGA101	104	52%	95	48%
Graphic Arts II VGA201	23	52%	21	48%
TOTAL	127	52%	116	48%

} GREAT

List the classes that are nontraditional (based on the data above)

Suggestions for the 2016-17 Three-Year Plan to improve the gender imbalance in the classes identified above:

- MAINTAIN CURRENT ADVERTISING AND RECRUITMENT
 - LOOKS GOOD! TEACHERS ARE DOING A GREAT JOB.
-
-

THREE-YEAR PROGRAM PLAN

PROGRAM AREA: Visual Arts

SUBMITTED BY: Brian Johnson – WestSide High School

The purpose of this document is to formalize your program’s continuous improvement plan. This plan should be used to record specific areas needing improvement, as well as to record plans for program changes. This information will be used to determine budgetary needs.

	2015-16	2016-17	2017-18
Perkins Standards (Address any of the 4 review areas requiring improvement)	Administer pre and post assessments for industry certification using Precision Exams.	Administer pre and post assessments for industry certification using Precision Exams.	Administer pre and post assessments for industry certification using Precision Exams.
Curriculum Alignment to Industry Standards	Expand curriculum to include more graphic design skills for further technical projects.	<ul style="list-style-type: none"> ○ Continued expansion and advanced curriculum for an advanced graphic design class. Includes advanced software instruction. ○ Leadership opportunities built into problem-solving and group projects, but hooking into WHS SkillsUSA a possibility, or setting up a “club” that happens concurrently with class 	Continued expansion and advanced curriculum for graphic design II and commercial art II class. Includes advanced software instruction.
General Curriculum Modifications	Curriculum updates will be addressed both with school committees and advisory meetings.	<ul style="list-style-type: none"> ○ Ongoing updates will reflect changing interests in the community. ○ Gather online tutorials, stack them onto further tutorials, then apply learned skills to projects ○ Expand StopMotion projects to develop storyboarding and planning skills 	Updates suggested by the community and advisory board will be considered.
Materials	Industry standards will be addressed in all materials requisitions. iPad apps will be acquired as needed.	Continuing projects will direct yearly acquisitions.	Changing technology needs will be considered before yearly acquisitions.
Equipment	Industry standards will direct present and future purchases. More iPads for use in classroom.	<ul style="list-style-type: none"> ○ Graphics equipment purchases are directed by industry standards and changing requirements. ○ 5 iPads obtained, aiming for 10 total ○ Consider upgrade from CS6 (2012) to current CC subscription model 	Graphic design equipment will be steered by current technology and industry standards.

Facilities (Address safety issues here)	Hazardous materials will be the prime concern for new and expanded projects.	Continued awareness of hazardous materials will be the major concern for all projects.	Continued awareness of hazardous materials will be the major concern for all projects.
Student Enrollment	Enrollment is high for graphic design and commercial art introductory classes. Projection of digital art throughout the school to encourage future enrollment.	Introduction of advanced graphic design and commercial art classes will have a direct effect on class size and enrollment.	Expanded secondary and specialized courses are a priority.
Staff Development, Training or Certification	Masters Degree completed in June 2015 and to participate in new technology training opportunities.	Technical and graphics training as needed to keep current with evolving technology.	Keep up with technology trends with training and research.
Miscellaneous			

STUDENT LEADERSHIP:

Yes No Are 100% of your CTE students involved in leadership activities?
 Is 100% of your leadership development provided by a CTSO?

If the above answer is "no" then a leadership plan must be developed and be on file in the district CTE office.

What is the name of your program's CTSO?

If you do not provide a CTSO opportunity for your students, then your leadership plan must be submitted.

Advisory Committee Chair Signature:  Date 2/11/16

Summary

CARL PERKINS STANDARDS AND INDICATORS 2015
Reporting on 2014-15 Completers

NAME Brian Johnson

PROGRAM Graphic Communication-WSHS

Our Federal grant, the Carl D. Perkins Vocational and Technical Educational Act of 2006, requires a yearly evaluation of our vocational programs. Thank you for your assistance and time.

1. Student attainment of academic and vocational and technical skill proficiencies.

Program Completers (Completers are defined as students who have successfully completed at least four courses in a program sequence. This indicates a level of skill proficiency.)

	12-13	13-14	14-15
Total Completers:	3 (M-1, F-2)	4(M-2, F-2)	5(M-2, F-3)
Freshmen	0	0	3
Sophomore	0	0	0
Junior	2	3	0
Senior	1	1	2

2 is the number of our program's completers who graduated last year. Any variation between senior completers and graduate completers is caused by students who transfer, or dropout, etc.

2. Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential.

Articulations/Certifications available: N/A

3. Attached is the program's 2015-16 Three-year Plan and goals. Please rate the program's progress toward reaching/completing their goals.

Discuss the Plan and goals with program staff to determine what progress has been made.

Suggestions for 2016-17 goals: _____

- Maintain current recruitment techniques
- Not much of an imbalance
- Great job team!
- Watch for ways to generate/capture excitement around programs
- Use cross-pollination of various departments to build energy

4. **Student participation in and completion of vocational-technical education programs that lead to nontraditional training and employment.** Nontraditional means that participation is unbalanced based on gender. Specifically, it means there is less than 25% of one gender enrolled in a course.

Participation by gender was taken from the 2014-15 November and March class counts with numbers averaged on year-long classes.

Class	Males		Females	
	#	%	#	%
WSHS				
Commercial Art VAG301	47	50%	47	50%
Graphic Design VAG300	53	58%	39	42%
Yearbook VYB101	1	50%	1	50%
TOTAL	101	54%	87	46%

List the classes that are nontraditional (based on the data above)

_____	_____
_____	_____
_____	_____

Suggestions for the 2016-17 Three-Year Plan to improve the gender imbalance in the classes identified above:

WSHS-Graphic Communication Leadership Plan SkillsUSA

- Check 21st Century Learner opportunities for graphic designers and commercial artists
- Choose a group leader and co-leader
- Group and individual projects
- Create sub plans to match the graphics curriculum
- Generate lesson plans for students in graphics program
- Meet and speak with Downtown Rotarty about work opportunities
- Create computer art display USB drives for monitors around the school
- Opportunities to compete in district and state-wide art shows

Health Occupations

THREE-YEAR PROGRAM PLAN

PROGRAM AREA: Health Occupations

SUBMITTED BY: Mitzi Southard

The purpose of this document is to formalize your program's continuous improvement plan. This plan should be used to record specific areas needing improvement, as well as to record plans for program changes. This information will be used to determine budgetary needs.

	2015-16	2016-17	2017-18
Perkins Standards (Address any of the 4 review areas requiring improvement)	Ongoing Assessment of Standards Threshold of 90% pass rate over the (3) year review 2013-2106 Provide community health occupations night	Ongoing Assessment of Standards Threshold of 90% pass rate State Boards over (4) year review 2013-2017 Provide a "mock crash" day with focus on career and care	Ongoing Assessment of Standards
Curriculum Alignment to Industry Standards	Continue Modifications following 2014-15 Data from DSHS/DOH student test results Adjust curriculum based on standards and advisory input	Ongoing Assessment and Modifications based on 2014-15 results	Evaluate 2015-16 State Board exam results. Make needed modifications. Update curriculum based on industry standards, DSHS/DOH standards and advisory input
General Curriculum Modifications	Explore using I-pads in curriculum for skills knowledge Continue to expand unit objective/goals Expand projects for both health occ and intro to health occ. Add assisted living and possibly adult family home to clinical rotation	Ongoing Assessment and Modifications based on 2015-16 results Evaluate acuity differences in different care settings Request/propose an IPAD lab to incorporate technology in the classroom	Review unit goals and objectives update as needed and appropriate Extend community outreach to include the possibility of "Nick of time" Cardiac evals for high school and the continued education of healthy nutrition
Materials	Ongoing Assessment of Materials Needs Night stands Review inventory Check for textbook updates	Review need for new linens Check for textbook updates, maybe add full NAC book IPAD lab proposal	Review for any needed material updates Check for textbook updates Evaluate need for updated application for IPAD and other technology learning
Equipment	Ongoing Assessment of Equipment Needs Review possibility of additional sinks	Review need for 4 wheel walker and quad cane Revision of room to make a "hospital pod" vs LTC pod	Continue to assess for the most current equipment used in industry to ensure proper preparation
Facilities (Address safety issues here)	Safety Evaluation of Clinical Sites Have students perform a safety check/evaluation at the hospital site	Safety evaluation of clinical site Students to perform safety evaluation of clinical site	Evaluate acuity of the population and update the safety evaluation as needed

Student Enrollment	Continue Course Pre-Requisites Continue Focus on Non-Traditional Students Provide short in-services to student body regarding benefits of health occ.	Develop pre-enrollment assessment for dedication to program Continue to focus on non-traditional students Students to promote the benefits of Health Occupations to their peers	Evaluate effectiveness of enrollment strategies and make adjustments as needed
Staff Development, Training or Certification	District Training Applicable to Program Meeting DSHS/DOH requirements for Program Coordinator Add additional CPR training certification Member of WVC allied health advisory committee	Continue with nursing CE's Attend updated DOH/DSHS nursing assistant program meetings District training for professional growth	Continue with current certifications Assess additional certifications needed
Miscellaneous	Continue with Current Leadership Activities Assess Additional Community Needs Maintain industry standard drug testing program and immunizations of LTC and CH Intro to health occ: Add food drive	Continue with Current Leadership Activities Assess Additional Community Needs with use of advisory input Review industry standards for drug and immunization programs Intro: Joing Leadership program	Add health eating outreach/education for leadership activities. Target audience. elementary and middle school Nick of time: Cardiac evals: Target audience: High school

STUDENT LEADERSHIP:

Yes
 x

No

Are 100% of your CTE students involved in leadership activities?

 x

Is 100% of your leadership development provided by a CTSO?

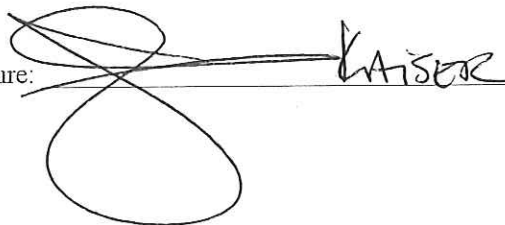
If the above answer is "no" then a leadership plan must be developed and be on file in the district CTE office.

What is the name of your program's CTSO?

Leadership Plan attached

If you do not provide a CTSO opportunity for your students, then your leadership plan must be submitted.

Advisory Committee Chair Signature:



Date

2/11/2016

CARL PERKINS STANDARDS AND INDICATORS 2015

Reporting on 2014-15 Completers

NAME Mitzi Southard

PROGRAM Health Occupations

Summary

Our Federal grant, the Carl D. Perkins Vocational and Technical Educational Act of 2006, requires a yearly evaluation of our vocational programs. Thanks for your assistance and time.

1. Student attainment of academic and vocational and technical skill proficiencies.

Program Completers (Completers are defined as students who have successfully completed at least four courses in a program sequence. This indicates a level of skill proficiency.)

	<u>12-13</u>	<u>13-14</u>	<u>14-15</u>
Total Completers:	38(M-0, F-38)	29(M-3, F-26)	35(M-4, F-31)
Freshmen	0	0	0
Sophomore	0	0	0
Junior	7	8	14
Senior	31	21	21

21 is the number of our program's completers who graduated last year. Eight (8) of these completers graduated from Eastmont. Any variation between senior completers and graduate completers is caused by students who transfer, or dropout, etc.

2. Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential.

Articulations/Certifications available:	# of Students		
	<u>12-13</u>	<u>13-14</u>	<u>14-15</u>
<u>Nursing Assist. — WVC, 8 cr.</u>	32	23	26
<u>— Medical Terminology (10-11 incl. in N.A.)</u>			
<u>— HIV/AIDS Ed — 1 credit WVC (09-10 incl. in N.A.)</u>			
<u>H/O Certificate of Completion (clinical completion)</u>	46	*NDA	*NDA
<u>Nat'l. Nurse Aid Assistant License</u>	18	19	*NDA

*No Data Available

3. Attached is the program's 2015-16 Three-year Plan and goals. Please rate the program's progress toward reaching/completing their goals.

Discuss the Plan and goals with program staff to determine what progress has been made.

Suggestions for 2016-17 goals: _____

The committee felt that the plan
efficiently met the needs of the industry

4. Student participation in and completion of vocational-technical education programs that lead to nontraditional training and employment. Nontraditional means that participation is unbalanced based on gender. Specifically, it means there is less than 25% of one gender enrolled in a course.

Participation by gender was taken from the 2014-15 November and March class counts with numbers averaged on year-long classes.

Class	Males		Females	
	#	%	#	%
Health Occupations VHO300/310 2-hr block	6	13%	39	87%
Intro to Health Occ VIH201/202	17	37%	29	63%
TOTAL	23	25%	68	75%

List the classes that are nontraditional (based on the data above)

_____	_____
_____	_____
_____	_____

Suggestions for the Three-Year Plan to improve the gender imbalance in the classes identified above:

1.) Continue to work towards male participation in program - we will have the opportunity to utilize a male nurse in clinical this year.

**Wenatchee High School Health Occupations Program
Student Leadership Plan
2016-2017**

Leadership Activity	Date of Activity	21ST Century Skills Demonstrated from Washington State CTE
<p>Vision/Hearing Screenings Assist District School Nurses in conducting screenings on all students in each building.</p>	<p>September/October 2016 Approximately 20 hours total throughout the month.</p>	<p>1.A.1-3, 2.D.1-2, 3.B.1-3 11.A.1-4 1.B.1-4</p>
<p>Foothills Middle School Washington Elementary Orchard Middle School Columbia Elementary Newbery Elementary Pioneer Middle School Mission View Elementary Lewis & Clark Elementary Lincoln Elementary</p>		
<p>American Red Cross Blood Drive Organize, advertise, solicit canteen donations, assist Red Cross professionals, clean up following the drive.</p>	<p>September 2016-May 2017 Approximately 35 hours total throughout the month.</p>	<p>2.A.1 2.C.1, 2.C.2-5, 3.A.1-5 3.B.1-3, 7.A.1-2, 9.B.1-3</p>
<p>The Great American Smoke Out Organize & advertise the activity. Assist passing out anti-smoking information on the scheduled day.</p>	<p>November 2016 Approximately 8 hours total throughout the month.</p>	<p>2.A.1, 2.C.1-5, 3, A.1-5 3.B.1-3, 7.A.1-2, 1.C.1, 9.B.1-3, 1.B.1-4</p>
<p>Teens Against Tobacco Use (TATU) Presentations Develop, create, plan, organize & present anti-smoking information in an assembly format to 4th/5th grade students in the Wenatchee School District.</p>	<p>November 2016 through April 2017 Approximately 30 hours total throughout the months.</p>	<p>2.A.1, 2.C.1-5, 1.A.1-3, 3.A.1-5, 2.D.1-2, 8.A.1-3 9.B.1-3, 3.B.1-3, 9.A.1-2, 7.A.1-2, 11.A.1-4, 1.B.1-4</p>

<p>Student Clinical Rotations in Long Term Care Provide direct patient care to residents living in 4 local LTC facilities.</p>	<p>February-March 2017 Approximately 50 hours total throughout the month.</p>	<p>2.A.1, 2.C.1-5, 1.A.1-3, 2.D.1-2, 10.B.1.A-H 7.A.1-2, 3.B.1-3, 9.B.1-3, 11.A.1-4</p>
<p>Student Acute Care Clinical Observe/assist when appropriate in patient care while observing Health Care Professionals perform their job in 2 local acute care facilities.</p>	<p>April/May 2017 Approximately 18 hours total throughout the months.</p>	<p>2.A.1, 2.C.1-5, 1.A.1-3, 2.D.1-2 2.C.5, 11.B.1, 3.A.1-5, 10.B.1.A-H, 3.B.1-3, 7.A.1-2</p>

Jobs For Washington Graduates

THREE-YEAR PROGRAM PLAN

PROGRAM AREA: Jobs for Washington Graduates SUBMITTED BY: Sheena Zacherle

The purpose of this document is to formalize your program's continuous improvement plan. This plan should be used to record specific areas needing improvement, as well as to record plans for program changes. This information will be used to determine budgetary needs.

	2015-16	2016-17	2017-18
Perkins Standards (Address any of the 4 review areas requiring improvement)	Continue Gender Equality completions	Continue	Continue
Curriculum Alignment to Industry Standards	National JAG Curriculum	21 st Century Skills Framework Standards Job Shadowing	Work based learning internships
General Curriculum Modifications	Project based learning Social Entrepreneurship	Add coding as option for Adv. Level	Microsoft Dreamspark Computer science
Materials	Project based learning materials for 21 st century skills	Mask We hide behind DVD PBL materials GoPro Accessories Personal finance checkbooks	Computer Science software Brain Models
Equipment	GoPro camera Laptop cart	12 laptops movie maker software	VEX Robotics kits Microsoft Xbox
Facilities (Address safety issues here)	N/A	N/A	N/A
Student Enrollment	20 total 11 Male 9 Female	24 Total 12 Male 12 Female	24 Total 12 Male 12 Female
Staff Development, Training or Certification	Attend State and National Trainings	Attend State and National Trainings	Attend State and National Trainings
Miscellaneous	Quarterly updates Community Business Partners	Yearly School Board updates Quarterly updates/outreach Community connections	Yearly School Board updates Quarterly updates/outreach Community connections

STUDENT LEADERSHIP:

Yes
 √

No

Are 100% of your CTE students involved in leadership activities?

 √

Is 100% of your leadership development provided by a CTSO?

If the above answer is "no" then a leadership plan must be developed and be on file in the district CTE office.

What is the name of your program's CTSO?

WestSide High School Leadership Club/Career Association

If you do not provide a CTSO opportunity for your students, then your leadership plan must be submitted.

Advisory Committee Chair Signature: _____



Date _____

2/29/16

Summary

CARL PERKINS STANDARDS AND INDICATORS 2015
Reporting on 2014-15 Completers

NAME *Sheena Zacherle*

PROGRAM: Jobs for Washington Graduates (JWG)

Our Federal grant, the Carl D. Perkins Vocational and Technical Educational Act of 2006, requires a yearly evaluation of our vocational programs. Thank you for your assistance and time.

1. Attached is the program's 2015-16 Three-year Plan and goals. Please rate the program's progress toward reaching/completing their goals using the following criteria: **1** (Exceeded Goals); **2** (Goals Met); **3** (Goals Not Met)

1-Exceeded Goals with numbers and gender.

Discuss the Plan and goals with program staff and advisory members to determine progress and make suggestions for 2016-17 goals.

To maintain equality in numbers and gender, to continue doing what we are doing to ensure equality.

4. **Student participation in and completion of vocational-technical education programs that lead to nontraditional training and employment.** Nontraditional means that participation is unbalanced based on gender. Specifically, it means there is less than 25% of one gender enrolled in a course.

Participation by gender was taken from the 2014-15 November and March class counts with numbers averaged on year-long classes.

Class	Males		Females	
	#	%	#	%
Career Readiness VLS102	31	47%	35	53%
TOTAL	31	47%	35	53%

Suggestions for the 2016-17 Three-Year Plan to improve the gender imbalance in the classes identified above:

N/A

Advisory Chair: 

date: 2/29/16

Journalism

THREE-YEAR PROGRAM PLAN

PROGRAM AREA: _____ Journalism

SUBMITTED BY: _ Dave Riggs

The purpose of this document is to formalize your program's continuous improvement plan. This plan should be used to record specific areas needing improvement, as well as to record plans for program changes. This information will be used to determine budgetary needs.

	2015-16	2016-17	2017-18
Perkins Standards (Address any of the 4 review areas requiring improvement)	TBD	TBD	TBD
Curriculum Alignment to Industry Standards	Attend WJEA workshops, including state and national conventions, and summer camp, plus Jostens spring camp	Reapply for a new course: Digital Journalism. Attend WJEA workshops, including state and national conventions, and summer camp	Explore possible course for Broadcast Media or Videography. Attend WJEA workshops, including state and national conventions, and camps
General Curriculum Modifications	Advanced students participate in Directed Study and Internship opportunities at KOHO and The World	Examine options for combining advanced classes. Advanced students participate in Directed Study and Internship opportunities at KOHO and The World. Explore other opportunities for Directed Study and Internships, including The Good Life, PUD, other radio stations.	Combine advanced classes. Advanced students participate in Directed Study and Internship opportunities at KOHO and The World. Explore other opportunities for Directed Study and Internships, including The Good Life, PUD, other radio stations.
Materials	Maintain adequate supplies for photography, copiers, and update software as needed.	Maintain adequate supplies for photography, copiers, and update software as needed.	Acquire supplies for videography or broadcast media courses. Maintain adequate supplies for photography, copiers, and update software as needed.
Equipment	Purchased five new laptops and a new camera.	Add five laptops and one camera	Add five laptops and one camera; add equipment for video or broadcast (if courses approved)

Facilities (Address safety issues here)	Inventory and maintain current equipment, including cameras, laptops, desktop computers, copier and scanner.	Inventory and maintain current equipment, including cameras, laptops, desktop computers, copier and scanner.	Inventory and maintain current equipment, including cameras, laptops, desktop computers, copier and scanner.
Student Enrollment	Enrollment continues an upward trend ... currently there are 25 in Apple Leaf and 26 in WaWa. The goal is to maintain or increase those numbers. ... Beginning Journalism has grown to four sections this year (it was two sections two years ago). However, enrollment in the classes has dropped.	Continue recruiting with goal to expand advanced classes to a total of 60 students.	Continue recruiting with goal to add another course offering.
Staff Development, Training or Certification	Teacher is working toward CTE certification	Teacher will be completely certified for CTE	Teacher will obtain training for new course offerings in broadcast or videography
Miscellaneous	WJEA approved as the Journalism CTSO ... Teacher will continue to attend workshops, plus state and national conventions. Teacher will continue to expand his role as a volunteer judge at competitions and as a guest presenter at state and national conventions.	Teacher will continue to attend workshops, plus state and national conventions. Teacher will continue to expand his role as a volunteer judge at competitions and as a guest presenter at state and national conventions.	Teacher will continue to attend workshops, plus state and national conventions. Teacher will continue to expand his role as a volunteer judge at competitions and as a guest presenter at state and national conventions.

STUDENT LEADERSHIP:

Yes
 X

No

Are 100% of your CTE students involved in leadership activities?

X

Is 100% of your leadership development provided by a CTSO?

If the above answer is "no" then a leadership plan must be developed and be on file in the

district CTE office.

What is the name of your program's CTSO?

WJEA/JEA/NSPA

No CTSO currently, but plan to switch to WJEA

If you do not provide a CTSO opportunity for your students, then your leadership plan must be submitted.

Advisory Committee Chair Signature:

Mike Irwin

Date

2/11/16

Mike Irwin

CARL PERKINS STANDARDS AND INDICATORS 2015
Reporting on 2014-15 Completers

NAME Dave Riggs

PROGRAM Journalism

Our Federal grant, the Carl D. Perkins Vocational and Technical Educational Act of 2006, requires a yearly evaluation of our vocational programs. Thank you for your assistance and time.

1. Student attainment of academic and vocational and technical skill proficiencies.

Program Completers (Completers are defined as students who have successfully completed at least four courses in a program sequence. This indicates a level of skill proficiency.)

Total Completers;	<u>14-15</u> 3 (M-1, F-2)
Freshmen	0
Sophomore	0
Junior	1
Senior	2

2 is the number of our program's completers who graduated last year. Any variation between senior completers and graduate completers is caused by students who transfer, or dropout, etc.

2. Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential.

Articulations/Certifications available: N/A

3. Attached is the program's 2015-16 Three-year Plan and goals. Please rate the program's progress toward reaching/completing their goals.

Discuss the Plan and goals with program staff to determine what progress has been made.

Suggestions for 2016-17 goals: Add at least one new course offering.
Keep adding to equipment needs (laptops/cameras).
Continue gaining more knowledge and
experience through workshops and conventions

4. **Student participation in and completion of vocational-technical education programs that lead to nontraditional training and employment.** Nontraditional means that participation is unbalanced based on gender. Specifically, it means there is less than 25% of one gender enrolled in a course.

Participation by gender was taken from the 2014-15 November and March class counts with numbers averaged on year-long classes.

Class	Males		Females	
	#	%	#	%
Begin Journalism VJN101	26	34%	50	66%
Adv Journalism VJN300	12.5	41%	18	59%
Journalism Production VWW300	6	24%	19.5	76%
TOTAL	44.5	34%	87.5	66%

List the classes that are nontraditional (based on the data above)

Beginning Journalism _____
Adv. Journalism _____
Journalism Prod. _____

Suggestions for the 2016-17 Three-Year Plan to improve the gender imbalance in the classes identified above:

Continue recruiting efforts _____

Marketing

THREE-YEAR PROGRAM PLAN

PROGRAM AREA: Marketing

SUBMITTED BY: Matt Pakinas

The purpose of this document is to formalize your program's continuous improvement plan. This plan should be used to record specific areas needing improvement, as well as to record plans for program changes. This information will be used to determine budgetary needs.

	2015-16	2016-17	2017-18
Perkins Standards (Address any of the 4 review areas requiring improvement)	Continued increase in program completer numbers, and program membership. Strengthen the gender & ethnic gap.	Improved student learning. Sustain growth. Continue improving gender & ethnic gap.	Sustained growth through student learning and improvement.
Curriculum Alignment to Industry Standards	Continued curriculum alignment with MBA Research national teaching standards/frameworks. Marketing program industry certification.	Continue meeting industry standards and continuous alignment. Increase Advisory Board Membership and implement changes.	Continued alignment and improvement.
General Curriculum Modifications	Increase rigor and curriculum at the upper level classes. Update marketing LAP's.	Update marketing LAP's, and supplemental teaching materials.	Improve/update outdated curriculum. Updated Marketing Essentials textbook.
Materials	Re-stock of materials. Added DECA materials to classroom.	Re-stock and update current materials.	Update outdated materials.
Equipment	Video camera. Presentation materials. Sound speakers in store. Video display screens outside store door. Student store microwave.	VitaMix machine for fresh smoothies to add to the product mix in Elwood's. Student Store update (cabinets, counter& paint).	Mannequins for merchandising display. New classroom tables and chairs.
Facilities (Address safety issues here)	Keep environment safe and friendly.	Maintain safety issues and keep environment updated with current codes & policies. Update Student Store.	Replace/maintain as needed.
Student Enrollment	Improve recruiting efforts. Increase class numbers to 120 students in the marketing program.	Market program through innovative media efforts. Continued students buzz about the DECA program. Start the process of an AP Marketing class.	150+ students in the marketing program. Get approval for an AP Marketing class.
Staff Development, Training or Certification	WAME Spring Conference. Started master's degree in administration from Nebraska.	Complete M.Ed. WAME workshop. Northwest Curriculum Academy Model Program certification.	WAME workshop. Mark-Ed. National Conference. Start CTE directors certification. Mark-Ed. National Conference.
Miscellaneous			

Yes
X

No


Are 100% of your CTE students served by leadership activities in the program or in the classroom? If 100% of your students are NOT MEMBERS of your CTSO, then a leadership plan must be developed and be on file in the district CTE office.

X

Is 100% of your leadership development provided by a CTSO? Provide the name of the CTSO.

Is leadership development locally developed? If yes, attach your leadership plan.

Advisory Committee Chair Signature: _____



Date

3-2-2016

CARL PERKINS STANDARDS AND INDICATORS 2015
Reporting on 2014-15 Completers

NAME Summary

PROGRAM Marketing

Our Federal grant, the Carl D. Perkins Vocational and Technical Educational Act of 2006, requires a yearly evaluation of our vocational programs. Thank you for your assistance and time.

1. Student attainment of academic and vocational and technical skill proficiencies.

Program Completers (Completers are defined as students who have successfully completed at least four courses in a program sequence. This indicates a level of skill proficiency.)

	<u>12-13</u>	<u>13-14</u>	<u>14-15</u>
Total Completers:	26 (M-17, F-9)	25 (M-16, F-9)	14 (M-9, F-5)
Freshmen	0	0	0
Sophomore	15	11	10
Junior	10	2	3
Senior	1	12	1

1 is the number of our program's completers who graduated last year. Any variation between senior completers and graduate completers is caused by students who transfer, or dropout, etc.

2. Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential.

Articulations/Certifications available: N/A

3. Attached is the program's 2015-16 Three-year Plan and goals. Please rate the program's progress toward reaching/completing their goals.

Discuss the Plan and goals with program staff to determine what progress has been made.

Suggestions for 2016-17 goals: _____

4. **Student participation in and completion of vocational-technical education programs that lead to nontraditional training and employment.** Nontraditional means that participation is unbalanced based on gender. Specifically, it means there is less than 25% of one gender enrolled in a course.

Participation by gender was taken from the 2014-15 November and March class counts with numbers averaged on year-long classes.

Class	Males		Females	
	#	%	#	%
Intro to Business BIB200	46.5	65%	25.5	35%
Marketing BMR300	13	74%	4.5	26%
DECA Store BDE301/302	13	52%	12	48%
TOTAL	72.5	63%	42	37%

List the classes that are nontraditional (based on the data above)

_____	_____
_____	_____
_____	_____

Suggestions for the 2016-17 Three-Year Plan to improve the gender imbalance in the classes identified above:

Increase female participation.

Project enhancement with products and local businesses,

Great focus and involvement.

Increase community outreach programs.

Photographics

PROGRAM AREA: Commercial Photography SUBMITTED BY: Reed Carlson

The purpose of this document is to formalize your program's continuous improvement plan. This plan should be used to record specific areas needing improvement, as well as to record plans for program changes. This information will be used to determine budgetary needs.

	2015-16	2016-17	2017-18
Perkins Standards (Address any of the 4 review areas requiring improvement)	<ul style="list-style-type: none"> • Create an online Blog--newsletter to promote & inform students of the sequence of Photo Courses • Feature Non-traditional students in the newsletter 	<ul style="list-style-type: none"> • Highlight local professional women & non-traditional in photography • Send 2 students to National Geographic Workshop or similar • 1 WHS student takes proficiency test for Adobe Photoshop 	<ul style="list-style-type: none"> • Increase to 2 completers • Study modern women & non-traditional photographers; compare & contrast w/men counterparts (income, #s, etc.) • 2 WHS students takes proficiency test for Adobe Photoshop
Curriculum Alignment to Industry Standards	<ul style="list-style-type: none"> • Students enter exhibits & place in more than 1 photo contest. • Students published in local journals & magazines: Panther Print • Skills USA workshops and regional competitions. • Workshop with local professional Photographer 	<ul style="list-style-type: none"> • Schedule & host local Journalism & Photo contest local professionals to judge • Participate in regional & state Skills USA contest • Students published in local journals & magazines • Workshop with local professional Photographer • Place student in local museum Advisory Board. 	<ul style="list-style-type: none"> • Host a local photo & Skills USA contest with regional professionals to judge • Participate in regional & state & national Skills USA photo contest • Students published in local journals & magazines. • Workshop with 2 local professional photographers and juried photo contest
General Curriculum Modifications	<ul style="list-style-type: none"> • Students create portfolios and learn presentation techniques. • Students attend Skills USA leadership training. • Advanced students learn visual storytelling skills. • Advanced students visit schools, job shadow; set personal career pathway goals with Skills Inventory Test. • Adv. students do event photography services for local commercial and not-for-profits. • Advanced students take field trips Western Washington. • Adv. students create self-published book online. • Attend CWU Art Day with 2 students 	<ul style="list-style-type: none"> • Students attend contest & workshops in Seattle • Advanced students visit local Galleries, do a job shadow • Advanced students take field trips Eastern & Western Washington • Increase Adobe Photoshop instruction • Collaborate with staff teachers/ STEM Projects • Specific job aligned assignments: portrait, commercial, & documentary, etc • Integrating technologies, techniques & skills in multimedia projects • SkillsUSA Club is participates in local gallery at Pybus Market • Attend CWU Art Day with 4 students 	<ul style="list-style-type: none"> • Beginning students have an open house to show off their portfolio. • Students attend contest & Workshops in Tri Cities or Seattle • Advanced students take field trips Eastern & Western Washington • Attend CWU Art Day with 6 students. • Collaborate with staff teachers/ STEM Projects • Collaborate with online AppleLeaf publications.

Materials	<ul style="list-style-type: none"> • Maintain adequate supplies for traditional, & digital photography supplies • Update software • Add 2 Graphics tablets • Magazine subscription to photo industry publications • Update Adobe Lightroom workbooks • Update applications 	<ul style="list-style-type: none"> • Maintain adequate supplies for traditional, & digital photography • Update software Added RAM & operating software to older computers • Add Graphics tablet for all adv students • Add video editing station with software • Magazine subscription to photo industry publications • Update applications 	<ul style="list-style-type: none"> • Maintain adequate supplies for traditional, & digital photography • Update software • Added Ram & operating software to older computers • Continue magazine subscription to photo industry publications • Update applications
Equipment	<ul style="list-style-type: none"> • Maintain computers, printers & cameras • Add 2 Canon T5 cameras • Add 2 Canon DSLRs • Purchase new studio backdrops 	<ul style="list-style-type: none"> • Update studio lighting: 3 Electronic mono-flash with radio slave units, • Maintain computers, printers & cameras: • Add 5 Point and shoot cameras with manual controls 	<ul style="list-style-type: none"> • Update studio lighting, light modifiers • Maintain computers, printers & cameras • Add 2 Canon DSLRs
Facilities (Address safety issues here)	<ul style="list-style-type: none"> • Inventory and maintain hazardous chemicals safely • Discard unused hazardous chemicals through maintenance procedures • Create LED lighting studio in storage area south room; Share with AppleLeaf & WAWA Staff <p>FACILITY PLANNING</p>	<ul style="list-style-type: none"> • Inventory and maintain hazardous chemicals safely • Enhance lighting and sound studio with AppleLeaf & WAWA Staff • Create Framing and matting work area <p>FACILITY PLANNING</p>	<ul style="list-style-type: none"> • Inventory and maintain hazardous chemicals safely. • Create permanent portrait lighting and production sound studio in WHS <p>NEW FACILITIES????</p>
Student Enrollment	<ul style="list-style-type: none"> • Goal: 26 students per class; 5 sections of Advanced Photography and 5 classes Beg Photo/ Semester 1 Directed Studies • Work w/ counselors to communicate expectations of personal camera use 	<ul style="list-style-type: none"> • Goal: 26 students per class; 5 sections Adv/Voc. Photography and 4 sections Beg Photo, 2 Directed Studies • Work w/ counselors to communicate academic expectations 	<ul style="list-style-type: none"> • Goal: 26 students per class; 2 sections of Advanced Photography and 4 classes Beginning Photo per Semester 3 Directed Studies
Staff Development, Training or Certification	<ul style="list-style-type: none"> • Instructor to attend at least one technical and 4 educational updates per year. 	<ul style="list-style-type: none"> • Instructor to attend at least one technical and 4 educational updates per year. 	<ul style="list-style-type: none"> • Instructor to attend at least one technical and 4 educational updates per year.

Materials	<ul style="list-style-type: none"> • Maintain adequate supplies for traditional, & digital photography supplies • Update software • Add 2 Graphics tablets • Magazine subscription to photo industry publications • Update Adobe Lightroom workbooks • Update applications 	<ul style="list-style-type: none"> • Maintain adequate supplies for traditional, & digital photography • Update software Added RAM & operating software to older computers • Add Graphics tablet for all adv students • Add video editing station with software • Magazine subscription to photo industry publications • Update applications 	<ul style="list-style-type: none"> • Maintain adequate supplies for traditional, & digital photography • Update software • Added Ram & operating software to older computers • Continue magazine subscription to photo industry publications • Update applications
Equipment	<ul style="list-style-type: none"> • Maintain computers, printers & cameras • Add 2 Canon T5 cameras • Add 2 Canon DSLRs • Purchase new studio backdrops 	<ul style="list-style-type: none"> • Update studio lighting: 3 Electronic mono-flash with radio slave units, • Maintain computers, printers & cameras: • Add 5 Point and shoot cameras with manual controls 	<ul style="list-style-type: none"> • Update studio lighting, light modifiers • Maintain computers, printers & cameras • Add 2 Canon DSLRs
Facilities (Address safety issues here)	<ul style="list-style-type: none"> • Inventory and maintain hazardous chemicals safely • Discard unused hazardous chemicals through maintenance procedures • Create LED lighting studio in storage area south room; Share with AppleLeaf & WAWA Staff <p>FACILITY PLANNING</p>	<ul style="list-style-type: none"> • Inventory and maintain hazardous chemicals safely • Enhance lighting and sound studio with AppleLeaf & WAWA Staff • Create Framing and matting work area <p>FACILITY PLANNING</p>	<ul style="list-style-type: none"> • Inventory and maintain hazardous chemicals safely. • Create permanent portrait lighting and production sound studio in WHS <p>NEW FACILITIES????</p>
Student Enrollment	<ul style="list-style-type: none"> • Goal: 26 students per class; 5 sections of Advanced Photography and 5 classes Beg Photo/ Semester 1 Directed Studies • Work w/ counselors to communicate expectations of personal camera use 	<ul style="list-style-type: none"> • Goal: 26 students per class; 5 sections Adv/Voc. Photography and 4 sections Beg Photo, 2 Directed Studies • Work w/ counselors to communicate academic expectations 	<ul style="list-style-type: none"> • Goal: 26 students per class; 2 sections of Advanced Photography and 4 classes Beginning Photo per Semester 3 Directed Studies
Staff Development, Training or Certification	<ul style="list-style-type: none"> • Instructor to attend at least one technical and 4 educational updates per year. 	<ul style="list-style-type: none"> • Instructor to attend at least one technical and 4 educational updates per year. 	<ul style="list-style-type: none"> • Instructor to attend at least one technical and 4 educational updates per year.

STUDENT LEADERSHIP:

Yes No
X _____ Are 100% of your CTE students involved in leadership activities?

X _____ Is 100% of your leadership development provided by a CTSO?

If the above answer is "no" then a leadership plan must be developed and be on file in the District CTE office.

What is the name of your program's CTSO?

Skills USA

If you do not provide a CTSO opportunity for your students, then your leadership plan must be submitted.

Advisory Committee Chair Signature:  Date 2-11-16

Summary
CARL PERKINS STANDARDS AND INDICATORS 2015
 Reporting on 2014-15 Completers

NAME REED A. CARLSON

PROGRAM Photography

Our Federal grant, the Carl D. Perkins Vocational and Technical Educational Act of 2006, requires a yearly evaluation of our vocational programs. Thank you for your assistance and time.

1. Student attainment of academic and vocational and technical skill proficiencies.

Program Completers (Completers are defined as students who have successfully completed at least four courses in a program sequence. This indicates a level of skill proficiency.)

	13-14	14-15
Total Completers;	0(M-0,F-0)	0(M-0, F-0)
Freshmen	0	0
Sophomore	0	0
Junior	0	0
Senior	0	0

0 is the number of our program's completers who graduated last year. Any variation between senior completers and graduate completers is caused by students who transfer, or dropout, etc.

2. Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential.

Articulations/Certifications available: N/A

3. Attached is the program's 2015-16 Three-year Plan and goals. Please rate the program's progress toward reaching/completing their goals.

Discuss the Plan and goals with program staff to determine what progress has been made.

Suggestions for 2016-17 goals: _____

4. **Student participation in and completion of vocational-technical education programs that lead to nontraditional training and employment.** Nontraditional means that participation is unbalanced based on gender. Specifically, it means there is less than 25% of one gender enrolled in a course.

Participation by gender was taken from the 2014-15 November and March class counts with numbers averaged on year-long classes.

Class	Males		Females	
	#	%	#	%
Beg Photographics VIP201/202	104	44%	133	56%
Adv Photographics VAP301/302	10	34%	19	66%
TOTAL	114	43%	152	57%

List the classes that are nontraditional (based on the data above)

0

Suggestions for the 2016-17 Three-Year Plan to improve the gender imbalance in the classes identified above:

NA,

STUDENT LEADERSHIP:

Yes

No

Are 100% of your CTE students involved in leadership activities?

Is 100% of your leadership development provided by a CTSO?

If the above answer is "no" then a leadership plan must be developed and be on file in the district CTE office.

What is the name of your program's CTSO?

SKILLSUSA

If you do not provide a CTSO opportunity for your students, then your leadership plan must be submitted.

Advisory Committee Chair Signature:  Date 2-11-16

Sports Medicine

THREE-YEAR PROGRAM PLAN

PROGRAM AREA: Sports Medicine

SUBMITTED BY: Dale F. Blair, MS, ATC, CSCS

The purpose of this document is to formalize your program's continuous improvement plan. This plan should be used to record specific areas needing improvement, as well as to record plans for program changes. This information will be used to determine budgetary needs.

	2015-2016	2016-2017	2017-2018
Perkins Standards (Address any of the 4 review areas requiring improvement)	<ul style="list-style-type: none"> •Working with local medical professionals to bring latest information to the classroom •Gender equity looking good this year. 	<ul style="list-style-type: none"> •Ensure that our program continues to be at the forefront of technology and techniques. •Maintain good balance of gender equity. 	Continue as previously stated goals with yearly revisions as recommended by advisory committee.
Curriculum Alignment to Industry Standards	Adding more technology skills with iPads (more apps, connection with industry standards of health care record keeping)	<ul style="list-style-type: none"> • Planning to meet with advisory committee and other medical professionals to ensure curriculum meets to needs of a changing health care delivery system 	Continue as previously stated goals with yearly revisions as recommended by advisory committee.
General Curriculum Modifications	<ul style="list-style-type: none"> •Add more practical injury evaluations to curriculum. Purchase study materials to fill in gaps of knowledge as determined by Precision Exams (start with Advanced Students) 	<ul style="list-style-type: none"> •Expand testing of Precision Exams to look for knowledge gaps in our curriculum 	<ul style="list-style-type: none"> •Add a separate Sports Medicine 3 class. Hard to retain students when they repeat a similar curriculum as the year before
Materials	With the increase in enrollment in Sports Med, we have used considerably more consumable supplies (tape, pre-wraps, gloves, etc.)	New portable treatment tables in classroom for injury evaluation. Desk/tables are difficult to use for injury evaluation	Continue as previously stated goals with yearly revisions as recommended by advisory committee.
Equipment	Continue to add therapeutic exercise/rehabilitation New therapeutic modalities in Athletic Treatment Center.	New technology for classroom depending on industry standards. Update of iPads in classroom	<ul style="list-style-type: none"> •Purchase additional Vernier Lab equipment to implement Next Generation Science Standards
Facilities (Address safety issues here)	<ul style="list-style-type: none"> •Classroom is small for performing practical skills; hard to move around. •The athletic treatment center space is very limited. 	Classroom is small and hard to maneuver around. Classroom modification to address safety issues. Possible Athletic Treatment Center/classroom expansion when school remodel takes place	Possible Athletic Treatment Center/classroom expansion when school remodel takes place
Student Enrollment	<ul style="list-style-type: none"> •Largest group of sports medicine students in the history of our program- 105+ students. If these numbers continue to increase, we will need to hire an additional instructor. We also need additional supervision for the 105 students in the practicum. 	If enrollment continues to increase, we may need to add an additional section(s) of Sports Medicine 1, 2, and/or 3.	Continue as previously stated goals with yearly revisions as recommended by advisory committee.
Staff Development, Training or Certification	Continue NATA National/Regional Conferences to maintain NATA, NSCA, & ACSM Certs. Maintain tech knowledge by attending NCCE Conf. Also, WSD PD	Continue NATA National and NWATA Conferences to maintain NATA, NSCA, & ACSM Certs. Also, WSD PD	Continue NATA National and District Conferences to maintain NATA, NSCA, & ACSM Certs. Also, WSD PD

Miscellaneous	Continue to improve supervision levels in the athletic treatment center.	Improve and/or maintain supervision levels.	Continue as previously stated goals with yearly revisions as recommended by advisory committee.
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STUDENT LEADERSHIP:

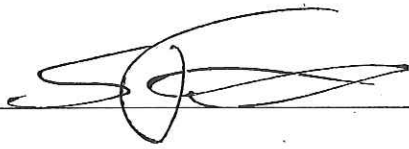
Yes X No Are 100% of your CTE students involved in leadership activities?
 X Is 100% of your leadership development provided by a CTSO?

If the above answer is "no" then a leadership plan must be developed and be on file in the district CTE office.

What is the name of your program's CTSO?

Washington Career and Technical Sports Medicine Association

If you do not provide a CTSO opportunity for your students, then your leadership plan must be submitted.

Advisory Committee Chair Signature:  Date 12-8-19

CARL PERKINS STANDARDS AND INDICATORS 2015
Reporting on 2014-15 Completers

NAME Summary

PROGRAM Sports Medicine

Our Federal grant, the Carl D. Perkins Vocational and Technical Educational Act of 2006, requires a yearly evaluation of our vocational programs. Thank you for your assistance and time.

1. Student attainment of academic and vocational and technical skill proficiencies.

Program Completers (Completers are defined as students who have successfully completed at least four courses in a program sequence. This indicates a level of skill proficiency.)

	<u>12-13</u>	<u>13-14</u>	<u>14-15</u>
Total Completers:	63 (M-26, F-37)	75 (M-30, F-45)	70 (M-32, F-38)
Freshmen	0	0	1
Sophomore	34	36	28
Junior	26	15	33
Senior	3	24	8

8 is the number of our program's completers who graduated last year. Any variation between senior completers and graduate completers is caused by students who transfer, or dropout, etc.

2. Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential.

Articulations/Certifications available: N/A

3. Attached is the program's 2015-16 Three-year Plan and goals. Please rate the program's progress toward reaching/completing their goals.

Discuss the plan and goals with program staff to determine what progress has been made.

Suggestions for 2016-17 goals: _____

4. **Student participation in and completion of vocational-technical education programs that lead to nontraditional training and employment.** Nontraditional means that participation is unbalanced based on gender. Specifically, it means there is less than 25% of one gender enrolled in a course.

Participation by gender was taken from the 2014-15 November and March class counts with numbers averaged on year-long classes.

Class	Males		Females	
	#	%	#	%
Sports Medicine I VSM200	24.5	40%	36	60%
Sports Medicine II VSM300	13	60%	8.5	40%
Sports Medicine III VSM400	1	22%	3.5	78%
Sports Medicine IV VSM500	0	0%	1	100%
Sports Med Prac I VSP200	24.5	40%	37.5	60%
Sports Med Prac II VSP300	13	60%	8.5	40%
Sports Med Prac III VSP400	1	33%	2	67%
Sports Med Prac IV VSP500	0	0%	2	100%
TOTAL	77	44%	99	56%

List the classes that are nontraditional (based on the data above)

Suggestions for the 2016-17 Three-Year Plan to improve the gender imbalance in the classes identified above:

SEE ATTACHED

Summary of Standards and Indicators- 2015-16 Wenatchee High School Sports Medicine

- Need additional supervision of students in Sports Medicine Practicum. We have over 100 students and one person is not enough to provide adequate supervision.
- Amazing
- Mr. Blair continues to excel in the field of sports medicine. Students that come out of his program are the best in the state. He should keep up the awesome work.
- The goals for the next year look great.
- Continue to increase the completers- goal of 10-15 more, continue to encourage seniors.
- Everything looks great. I'm excited to see the advancements in the program.
- Excellent
- Looks great.
- This looks like a good plan! Awesome work with CTE.
- Everything's great. Keep up the good work.
- Dale is doing a fantastic job. No suggestions for 2016-17.

Technology Related

THREE-YEAR PROGRAM PLAN

PROGRAM AREA: TECHNOLOGY SUBMITTED BY: TRAVIS WILLIAMS

The purpose of this document is to formalize your program's continuous improvement plan. This plan should be used to record specific areas needing improvement, as well as to record plans for program changes. This information will be used to determine budgetary needs.

	2015-16	2016-17	2017-18
Perkins Standards (Address any of the 4 review areas requiring improvement)	Increase enrollment of females in all Tech Lab courses through collaboration with counselors.	Identify activities that reinforce 21 st Century skills.	TBD
Curriculum Alignment to Industry Standards	Align to "Information and Technology Skills" in the 21 st Century skills list.	Align to "Life and Career Skills" in the 21 st Century skills list.	Align to "Learning and Innovation Skills" in the 21 st Century Skills list.
General Curriculum Modifications	Add graphic design and desktop publishing stations to Tech Lab I. Continue to update Video Production curriculum in Tech Lab II.	Offer laser cutting unit to Tech Lab I students. Continue to map curriculum to District and State Technology standards. Review and alter current lab stations.	Review class structure of Tech Lab for possible schedule change.
Materials	Review lab station software and determine upgrades or replacement options.	Purchase, upgrade and replace software at Tech Lab I lab stations. Evaluate and modify if needed, Tech Lab II equipment and software. Look at purchasing curriculum materials for Tech Lab II in the area of Video Production.	Purchase upgrade or replacement software applications for Tech Lab that meet industry standards and STEM.
Equipment	Purchase four new desktop computers for video editing. Replace or upgrade Tech Lab computer stations with current Tech Lab II stations. Update workstation OS X and add memory where applicable. STEM Equipment.	Purchase four new desktop computers to phase out old Tech Lab II workstations. Swap older Tech Lab I workstations with Tech Lab II workstations that are being replaced. Update OS X to current version on all workstations. Evaluate needs in the area of Video Production equipment.	Continue expanding Video Production equipment. Evaluate Tech Lab I & II software and equipment needs for upgrade and or replacement. STEM Equipment.
Facilities (Address safety issues here)	Evaluate reorganization of stations to fit a new classroom floor plan.	Continue to evaluate classroom in regards to proper location for equipment setup and make changes where needed.	Reevaluate classroom layout and equipment in order to provide environment conducive to successful student project work and learning.
Student Enrollment	Maintain enrollment of non-traditional students in Tech Lab I & II.	Increase enrollment of students in Tech Lab II.	Continue to increase enrollment of students in Tech Lab II.
Staff Development, Training or Certification	Finalize CTE certification. Continue working on Masters courses in M.S. Instructional Technology program.	Finish Masters courses in M.S. Instructional Technology program. Attend annual WACTE conference.	Attend annual WACTE conference. Explore Pro-Cert requirements and options.
Miscellaneous	Changed classrooms for the 2015-16 school year.	None at this time.	None at this time.

STUDENT LEADERSHIP:

~~Yes~~

No

Are 100% of your CTE students involved in leadership activities?

~~X~~

Is 100% of your leadership development provided by a CTSO?

If the above answer is "no" then a leadership plan must be developed and be on file in the district CTE office.

What is the name of your program's CTSO?

TSA (Technology Student Association)

If you do not provide a CTSO opportunity for your students, then your leadership plan must be submitted.

Advisory Committee Chair Signature:



Date

3-1-16

Summary

CARL PERKINS STANDARDS AND INDICATORS 2015
Reporting on 2014-15 Completers

NAME Travis Williams **PROGRAM** Technology Related-WHS

Our Federal grant, the Carl D. Perkins Vocational and Technical Educational Act of 2006, requires a yearly evaluation of our vocational programs. Thank you for your assistance and time.

1. Attached is the program's 2015-16 Three-year Plan and goals. ~~Lease rate the program's progress toward reaching/completing their goals using the following criteria~~ **1 (Exceeded Goals); 2 (Goals Met); 3 (Goals Not Met)**

Positive progress was made towards achieving 2015-16 Three year Plan goals. There was a slight rise in percentage of female students enrolled in Tech Lab I and II classes. Curriculum modifications were made to the Tech Lab I and II curriculums to reflect student work that is more applicable to jobs and industry standards and trends. New computers were purchased for Tech Lab II and existing computer stations were upgraded with more RAM to handle current and more powerful software applications. CTE certification was obtained and Masters of Science Education degree in Instructional Technology will be completed by the end of the school year. Course frameworks were completed and the curriculum was aligned with 21st Century skills list.

Program Completers: N/A

Discuss the Plan and goals with program staff & advisory members to determine progress and make suggestions for 2016-17 goals:

Suggestions made were:

To continue focusing in the area of increasing the number of female students enrolled in Tech Lab I and II classes as well as increasing the overall number of Tech Lab II students in general. Continue updating curriculum and classroom equipment to stay current.

Offer a lab unit that takes advantage of the vinyl cutter.

2. **Student participation in and completion of vocational-technical education programs that lead to nontraditional training and employment.** Nontraditional means that participation is unbalanced based on gender. Specifically, it means there is less than 25% of one gender enrolled in a course.

Participation by gender was taken from the 2014-15 November and March class counts with numbers averaged on year-long classes.

Class	Males		Females	
	#	%	#	%
WHS				
Tech Lab I VTL101/102	150	72%	57	28%
Tech Lab II VTL201/202	50	82%	11	18%
TOTAL	200	75%	68	25%

Suggestions for the 2016-17 Three-Year Plan to improve gender imbalance if needed:

Suggestions included: Continuing to collaborate with counselors in terms of signing females up for Tech Lab I/II courses in addition to obtaining female guest speakers in technology relatable careers and positions. Lastly, another approach discussed was doing some advertisement through flyers/posters that illustrate the opportunities available in Tech Lab I and II classes.



SPECIAL

PRESENTATIONS

The background features a stylized sun with rays in shades of yellow and orange, rising behind a range of blue mountains with black outlines. The overall theme is one of a bright, new beginning.

PBIS in the Wenatchee School District

New Beginnings:

A journey of change....

Change & Transitions

- ◆ Change focuses on outcomes that the change will produce.
- ◆ Transition focuses on endings. The starting point for transition is the ending you will have to leave.
- ◆ Unless transition occurs, change will not work.

Bridges, W. (1980) *Transitions*



The background of the slide features a stylized illustration of a sun with rays rising behind a range of mountains. The sun is a large orange circle, and its rays are depicted as yellow and orange beams extending upwards. The mountains are rendered in shades of light blue and grey, with a simple, geometric style. The entire scene is set against a light yellow background.

PBIS in the Wenatchee School District

Tier I Implementation *Highlights 2015-2016*

PBIS in the Wenatchee School District

Tier I Implementation

**Positive Leadership:
Principals, Teachers, Classified Staff
Instructional Coaches, District Administrators**

The background features a stylized illustration of a sun with rays rising behind a range of mountains. The sun is a semi-circle in shades of orange and yellow, with rays extending upwards. The mountains are depicted in a light blue-grey color with simple, angular peaks. The overall scene is set against a light, warm-toned background.

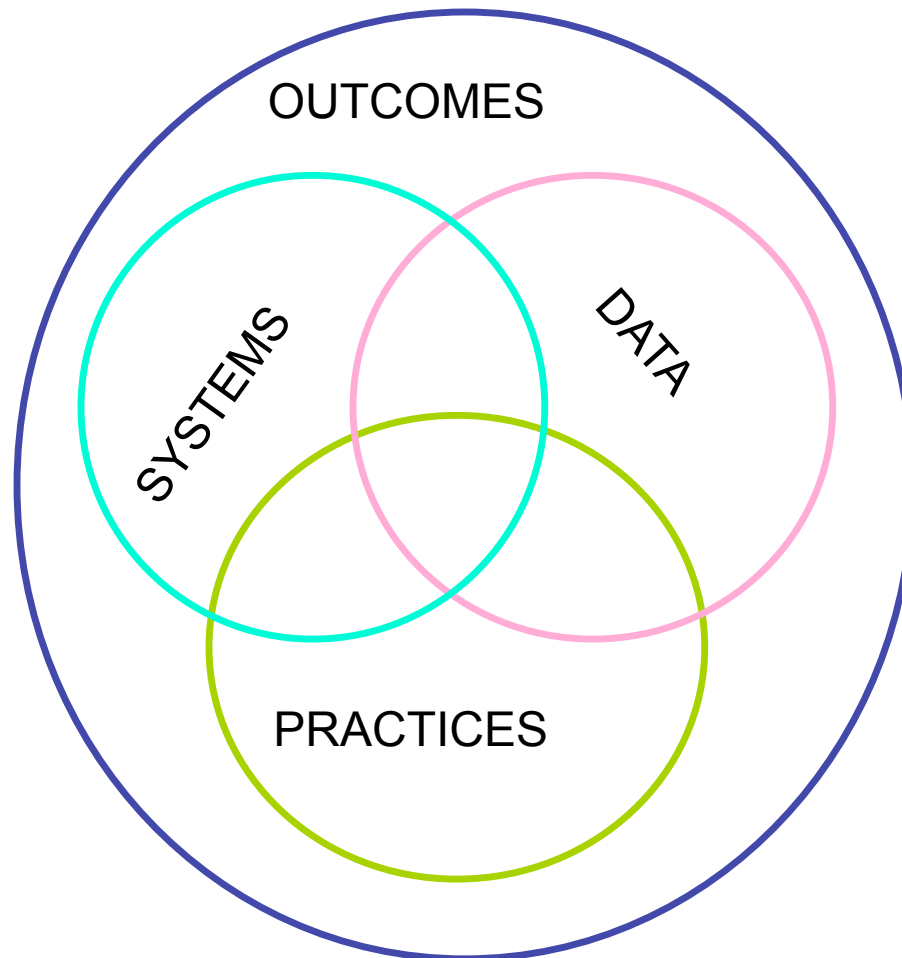
Tier 1 Implementaton

Reconstitute District PBIS Committee

SW Positive
Behavior
Support

Social Competence,
Academic Achievement, and Safety

Supporting
Staff Behavior



Supporting
Decision-
Making

Supporting
Student Behavior

Tier 1 Implementaton

- **PBIS Team in Place at Every Building**
- **Tier 1 Training for Certificated Staff**
- **Tier 1 Training for Classified Staff**
- **Tier 1 Training for Substitutes**

Tier 1 Training



Tier 1 Implementaton

Container Challenge



The 5 PBIS Containers

Lincoln Elementary



The Container Challenge!

1. 5 Teacher Actions for each Container
2. Observed and signed off 3 times by a Peer, an Instructional Coach, or an Administrator
3. With student results discussed and checked
4. And a Self-Reflection for each Container submitted to the Coach for data entry
5. Completed by March 31, 2016

Teacher/Team Please add teacher name with different font color	Entire Challenge	Partial Challenge	Container #1 Structure	Container #2 Process & Experiences	Container #3 Implementation	Container #4 Engagement	Container #5 Reflection & Improvement Systems
	Completion Date	Completion Date	Completion Date	Completion Date	Completion Date	Completion Date	Completion Date
Kate Charles	2/1/2016		2/1/2016	12/6/2015	12/6/2015	2/1/2016	12/6/2015
Cassandra Olson	3/25/2016		3/25/2016	3/25/2016	3/25/2016	3/25/2016	3/25/2016
Jessica Rubens	2/22/2016		2/22/2016	2/22/2016	2/22/2016	2/22/2016	2/22/2016
Lisa Palfreman	2/22/2016		2/22/2016	2/22/2016	2/22/2016	2/22/2016	2/22/2016
Maria Blankenship	2/22/2016		2/22/2016	2/22/2016	2/22/2016	2/22/2016	2/22/2016
Allison Huff	3/8/2016		3/8/2016	3/8/2016	3/8/2016	3/8/2016	3/8/2016

Teacher's Name: _____

Container Challenge

Container 1

*Maximize Structure within Your
Classroom*

© **TODAY'S LEARNING TARGET:**

I KNOW that WebPath Express is a great way to do Internet Research.


I CAN use Webpath Express to find useful information.




I WILL SHOW THIS BY finding information on our topic using WebPath Express.


© **TODAY'S LEARNING TARGET:**

I KNOW that an Electronic Database is an online collection of information I can TRUST

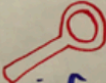

I CAN use an electronic database from our public library to find useful information.

Learning Goal: 

I can use teamwork  to solve  word problems  with my team.

Success Criteria: 

We can:

- find important information 
The answer is _____
- write an answer statement
- choose ^{pick} a strategy 
- write an equation $2+1=3$

Container Challenge

Container 2

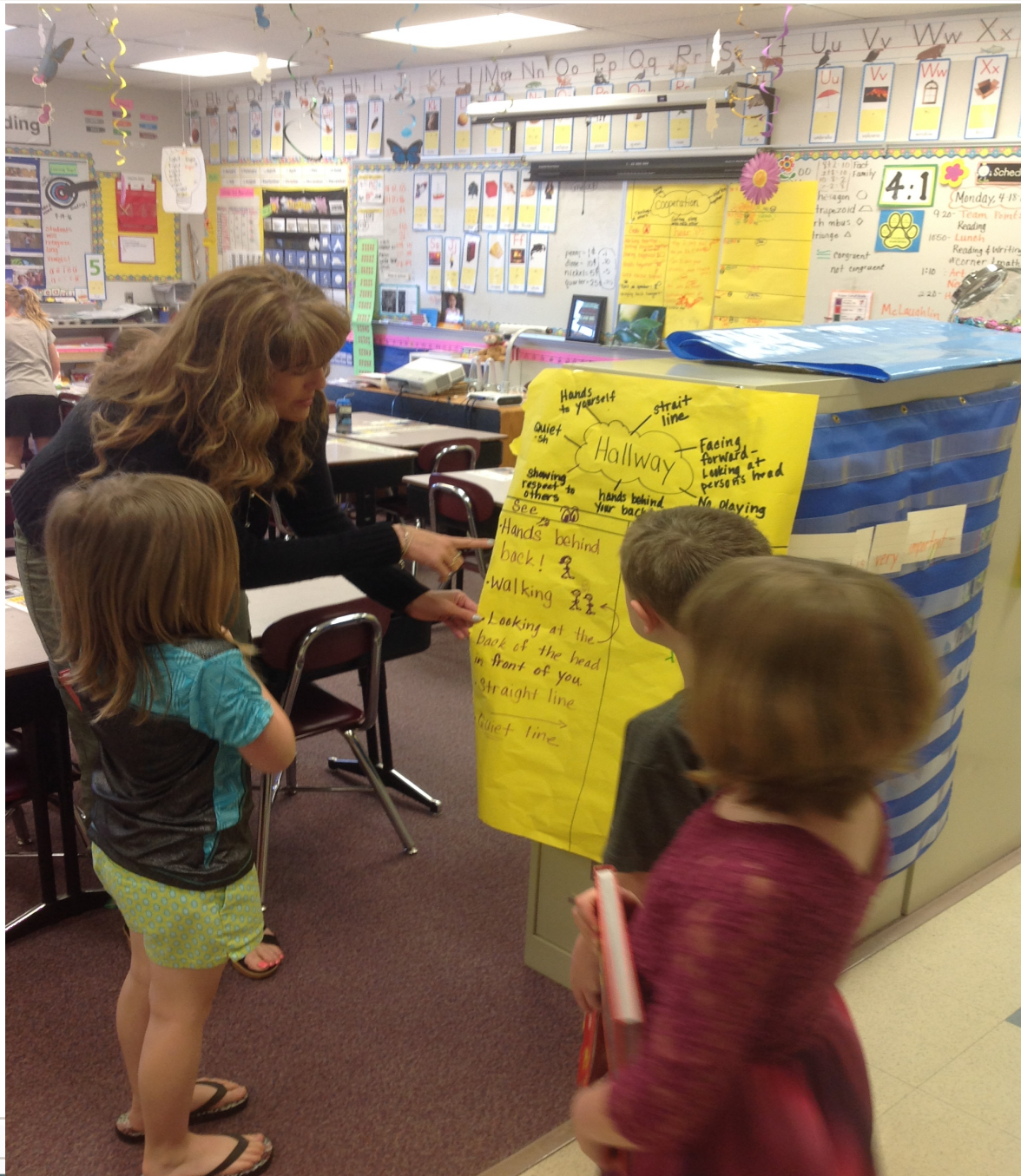
*Define, Teach, Review, Monitor &
Reteach Positively-Stated
Routines & Expectations*



	Hallways	Cafeteria	Playground	Restrooms	Assemblies	Before/After School
	Voice Level 0	Voice Level 0, 1, or 2	Voice Level 3	Voice Level 0 or 1	Voice Level 0 or 1	Voice Level 0, 1, or 2
Show Respect	<ul style="list-style-type: none"> Listen to instructions Keep hands, feet, and objects to yourself Leave doorways open 	<ul style="list-style-type: none"> Listen to instructions Keep hands, feet, and objects to yourself Use good manners (please or thank you) Stay seated until dismissed 	<ul style="list-style-type: none"> Listen to instructions Use kind words Include everyone Share and take turns Clean up equipment quickly the first time 	<ul style="list-style-type: none"> Paper towels in the trash Allow others privacy 	<ul style="list-style-type: none"> Listen to instructions Sit correctly 	<ul style="list-style-type: none"> Listen to instructions Use kind words Listen to teacher directions Follow crossing guard directions
Make Good Decisions	<ul style="list-style-type: none"> Use bubble space Use Cougar Stops 	<ul style="list-style-type: none"> Follow directions quickly the first time Clean up trash 2 hands on the tray Eat your own food 	<ul style="list-style-type: none"> Follow directions quickly the first time Line up quickly Ask permission to go inside for any reason Walk on the blacktop Play fair Take care of the equipment 	<ul style="list-style-type: none"> Use proper amount of soap and towels Wash hands Quickly return to the classroom 	<ul style="list-style-type: none"> Follow directions quickly the first time Hands and feet to yourself Use bubble space 	<ul style="list-style-type: none"> Follow directions quickly the first time Use walking feet Use sidewalk
						Before School
						<ul style="list-style-type: none"> Stand in line
						After School
						<ul style="list-style-type: none"> Exit through wing doors Quickly get where you need to be
Solve Problems	<ul style="list-style-type: none"> Follow directions quickly the first time Face forward Walk in a line (body away from the wall) Silent wave "Hello" 	<ul style="list-style-type: none"> Raise hand to ask for help Use bubble space 	<ul style="list-style-type: none"> Use Kelso's Choices Think safety first Look and listen for adults Use bubble space 	<ul style="list-style-type: none"> Report problems to an adult 	<ul style="list-style-type: none"> Eyes watching, ears listening, focusing on the speaker 	<ul style="list-style-type: none"> Use Kelso's Choices Listen for the bell Get to school on time for breakfast

COLORADO STATE QUALITY SCHOOL





Container Challenge

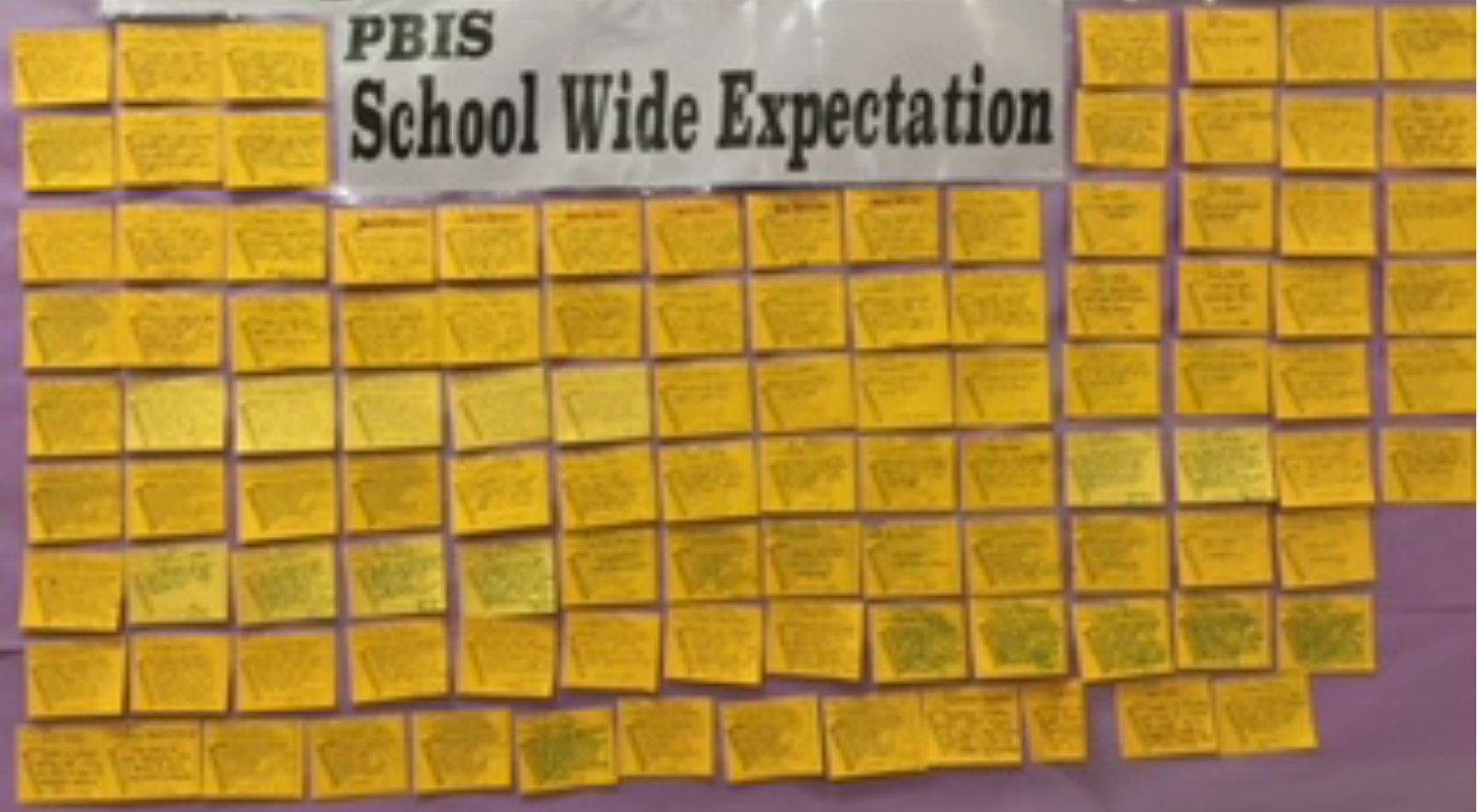
Container 3

*Establish a Continuum of Strategies to
Acknowledge Appropriate Behavior*



"Positive" Vibe

PBIS
School Wide Expectation



Container Challenge

Container 4

Actively Engage Students in Observable Ways

Engaging GLAD Strategies in Action



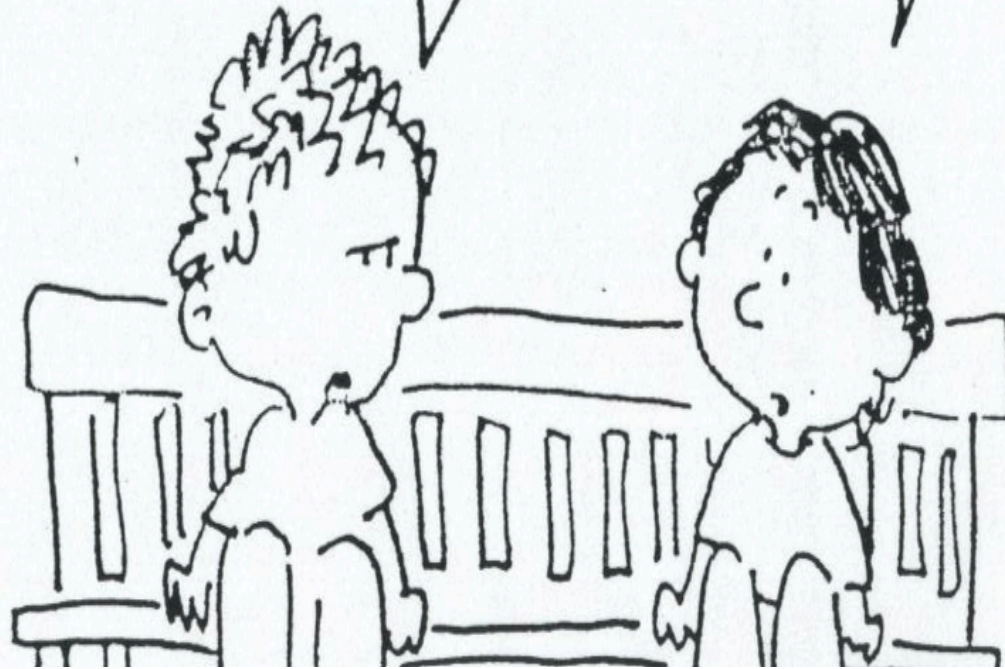
Container Challenge

Container 5

Establish a Continuum of Strategies to Respond to Inappropriate Behavior

I STARTED A FIRE IN
THE LAB—ON PURPOSE!
HOW ABOUT YOU?

I TAPPED MY
PENCIL ON MY DESK
DURING STUDY TIME.



Tier 1 Interventions

Breaks

- Break, moving position in class
- Have student take frequent breaks or activity
- Send student on errand
- Snack break
- Take a break

Consequences

- Avoid power struggles
- Call parent or note home
- Card Flip
- Clear, consistent, and predictable consequences
- Do unfinished work during recess or unstructured time
- Have student say a nice thing to the student they called a name
- Logical consequence
- Natural consequences

Praise

- The Praise Game
- Acknowledging positive behavior
- Praise student frequently
- Praise when cooperative and well behaved
- Praise when good attitude and involvement occur
- Praise when on task

Rewards

- Rewards, Simple Reward Systems, & Incentives
- Call parent or positive note home

Other

- Alternate Seating In Own Space
- Alternative modes of completing assignments
- Assign a buddy or partner

Other Cont'd

- Ignore
- Individual work space
- Listen to music
- Model appropriate language
- More structured routine
- Move to new location in the classroom
- Non verbal cues
- Organize materials daily
- Pause before giving a direction
- Provide a container for the student's belongings
- Proximity to students
- Reassurance
- Redirection
- Reduce assignment
- Reflective listening
- Review PBIS expectations and rules
- Speak in calm and neutral tone
- Speak with student in hallway

163 Staff Members Completed the Container Challenge!



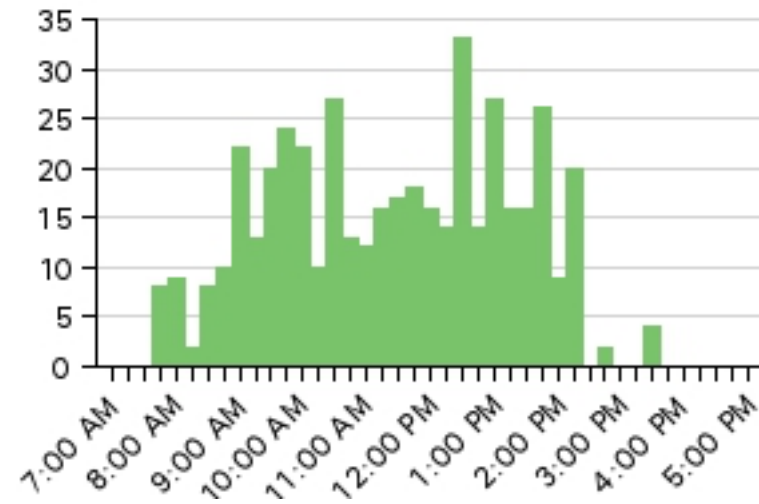
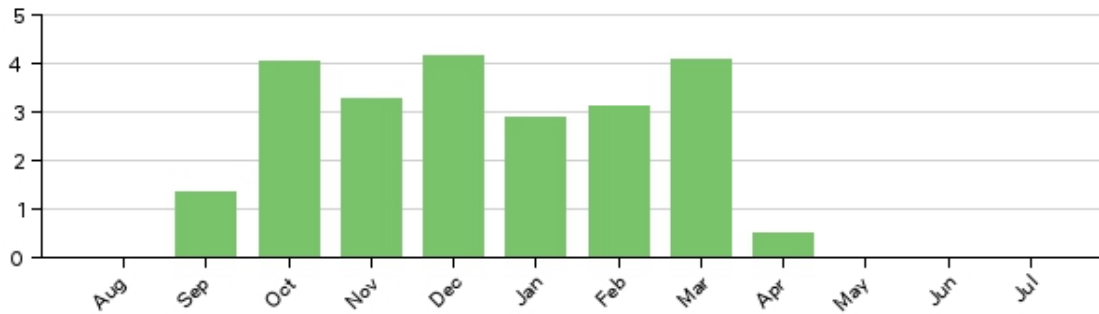
PBIS in the Wenatchee School District

Tier I Implementation

SWIS

**School-Wide Information System
System for Documenting Student Referrals
Allows Teams to Review School-wide
Referral Patterns**

School-wide Systems (SWIS) Suite



Wenatchee School District Student Incident Report

Students Name: _____ Grade: _____ Date: _____ Time: _____

Students Teacher: _____ Referring Staff: _____

Incident: Minor Minor (Admin. Assistance Requested) Major

Incident	Location	Motivation
<input type="checkbox"/> Defiance Defiance/Non-Compliance <input type="checkbox"/> Inappropriate Language Abusive Language, Profanity <input type="checkbox"/> Disrespect <input type="checkbox"/> Disruption <input type="checkbox"/> Dress Code Violation <input type="checkbox"/> Inappropriate Display of Affection <input type="checkbox"/> Lying/Cheating <input type="checkbox"/> Physical Contact Physical Aggression <input type="checkbox"/> Technology Violation <input type="checkbox"/> Harassment/Bullying <input type="checkbox"/> Property Misuse Vandalism <input type="checkbox"/> Theft <input type="checkbox"/> Fighting <input type="checkbox"/> Weapons <input type="checkbox"/> Other _____	<input type="checkbox"/> Classroom <input type="checkbox"/> Playground <input type="checkbox"/> Cafeteria <input type="checkbox"/> Hallway <input type="checkbox"/> Commons <input type="checkbox"/> Bathroom <input type="checkbox"/> Gym <input type="checkbox"/> Library <input type="checkbox"/> Bus Loading Zone <input type="checkbox"/> Bus <input type="checkbox"/> Special Event (Assemblies/Field Trip) <input type="checkbox"/> Office <input type="checkbox"/> Other _____	<input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Obtain Items/Activities <input type="checkbox"/> Avoid Peer(s) <input type="checkbox"/> Avoid Adult <input type="checkbox"/> Avoid Task or Activity <input type="checkbox"/> Don't Know <input type="checkbox"/> Other _____
Others involved in incident: <input type="checkbox"/> None <input type="checkbox"/> Peers <input type="checkbox"/> Staff <input type="checkbox"/> Teacher <input type="checkbox"/> Substitute <input type="checkbox"/> Unknown <input type="checkbox"/> Other		
What Happened/Attempted Interventions: 		
Check Action(s) Taken:		
Teacher		Administrator
<input type="checkbox"/> Warning <input type="checkbox"/> Loss of privilege <input type="checkbox"/> Refocus <input type="checkbox"/> Conference with student _____		<input type="checkbox"/> Time in office <input type="checkbox"/> Discipline <input type="checkbox"/> Emergency Removal <input type="checkbox"/> Student Conference _____
<input type="checkbox"/> Parent contact _____		<input type="checkbox"/> Parent Contact _____
<input type="checkbox"/> Parent Conference _____		<input type="checkbox"/> Parent Conference _____
<input type="checkbox"/> Discipline <input type="checkbox"/> Emergency Removal <input type="checkbox"/> Other: _____		<input type="checkbox"/> In-school suspension (____ hours/days) <input type="checkbox"/> Out-of-school suspension (____ days) <input type="checkbox"/> Other _____
Additional Comments: 		

Using Data to Plan

- District Blueprint Assessment
- District 3 Year Plan Draft

Additional Training

- Check-In/Check-Out (CICO) SWIS Training - Cori
- Check-In/Check-Out (CICO) Initial Training – District PBIS Team, Counselors, Administrators, Cori
- Functional Behavior Assessment (FBA) Initial Training – Special Education Staff, Members of Columbia SST Team, Cori
- School-wide Evaluation Tools (SET) Training - Cori
- Conducting SET in all K-8 buildings & Westside - Cori

Where Do We Go From Here?

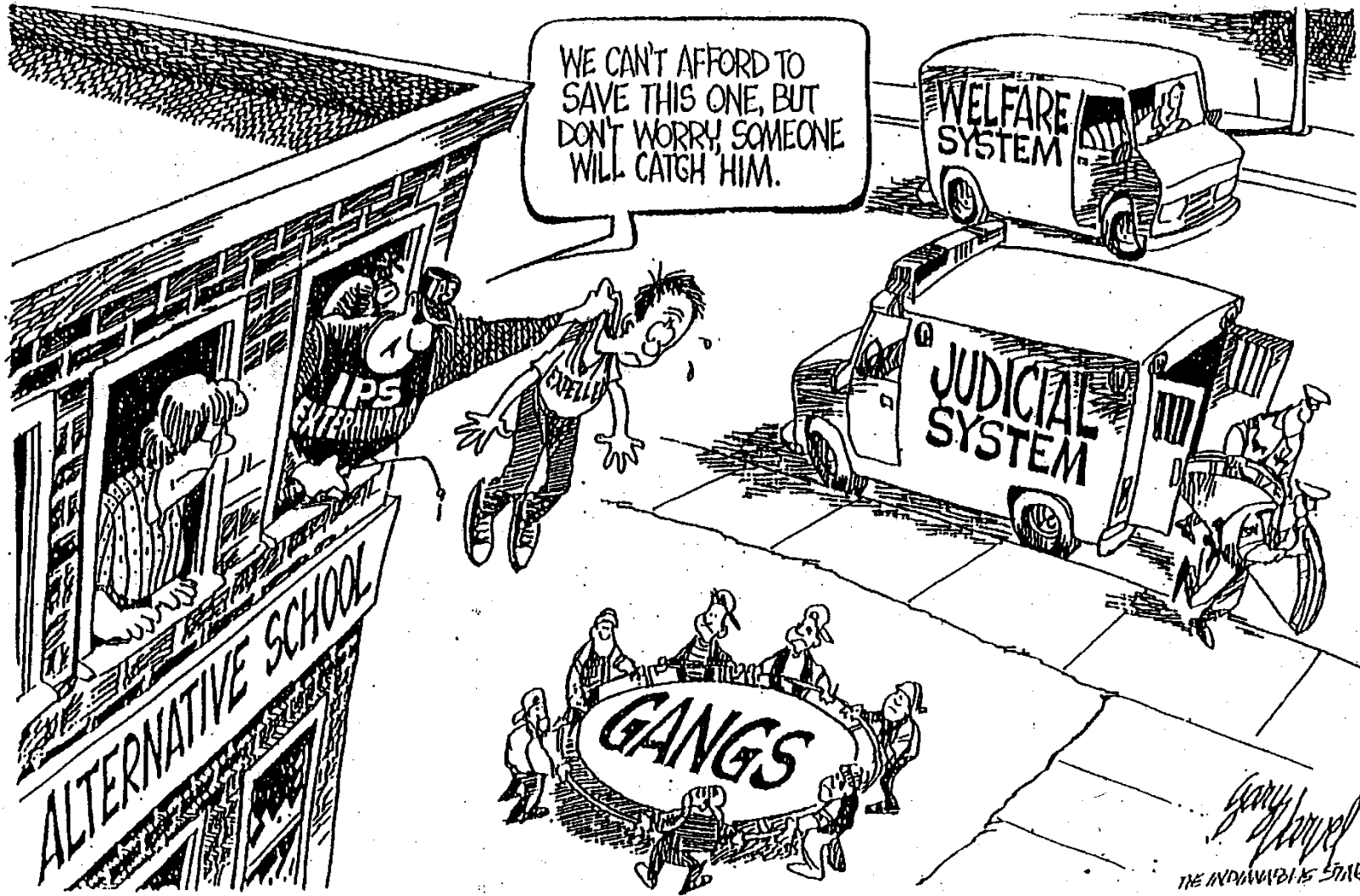
Continue Tier 1

- Training and Interventions
- Time for Teams To Meet
- 80% Implementation in Every Building
- Build Awareness of Social-Emotional Learning

Where Do We Go From Here?

Tier 2 & 3 Training

- Screeners for Tier 2
- SWIS CICO Training
- CICO Training for Team



Gary Larson
THE INDIVIDUALS STAR

Helpful Links

PBIS World - Intervention Strategies for Tier 1, Tier 2 and Tier 3: *PBISWorld.com*

Northwest PBIS Network: *pbisnetwork.org*

PBIS Technical Assistance Center: *PBIS.org*

PBIS Document ShareHouse:
pbiswashington.pbworks.com



Date: May 4, 2016

To: Board of Directors

From: Lindee Akers

Re: WHS Overcrowding Solutions

MEMORANDUM

This solution update will be in verbal form. Eric Anderson said there are no handouts for the board packet at this time. Let me know if you have any questions.

Thank you,
Lindee



Day Program ALE – 2016/17

70 new spots at WS

Program Overview: This program would be modeled after our Night Program ALE. It will provide core academics for students during the day using the ALE guidelines. Two teachers would share the load. One teacher would need to have a math/science background and the other would need to have an English/Social Studies background for a cohesive program.

Students: Each teacher will work with a maximum of 35 students (70 additional students from WHS) throughout their daytime teaching assignment. Students will be required to be on campus 7.5 hours a week and complete an average of 20 hours of school-work outside of class along with weekly progress monitoring conversations with their teachers.

Program Details/Needs:

- Teachers from WHS
- One “two classroom portable”
- Furniture
- Technology
- Share curriculum with existing WS teachers
- Begin fall of 2016/17
- Marketing to credit-deficient students and super seniors
- This program would also take many super seniors out of our Day Program to open placement for younger students



CAP Extension – 2017/18

30 - 120 new spots at WS and Tech Center

Program Overview: This program would be modeled after our current CAP. It will provide core academics for students during the day using the ALE guidelines. Two - four teachers would share the load. One to two teachers would need to have a math/science background and the other one to two would need to have an English/Social Studies background for a cohesive program. One option is to expand the program at the Tech Center to focus on out of district students and in-district students. Another option is to create another two-teacher option at WestSide for predominantly in-district students.

Students: Each teacher will work with a maximum of 20 students in the morning and 20 students in the afternoon (80 students total and 50 new students from WHS) throughout their daytime teaching assignment. Students will be required to be on campus and in-class Monday through Thursday and complete and school-work outside of class along with weekly progress monitoring conversations with their teachers.

Program Details/Needs:

- One teachers from WHS/two if we leave Andrea out at Tech Center
- One “two classroom portable”
- Furniture
- Technology
- Share curriculum with existing WS teachers
- Begin fall of 2017/18
- Marketing to Technical Skills Center students and credit deficient students
- This program would also take many super seniors out of our Day Program to open placement for younger students



Day Program Expansion – 2018/19

80 new spots at WS

Program Overview: This would systemically expand our current Day Program to serve a similar demographic and audience that we currently do, but with additional students and additional teachers. We would have to carefully address the academic needs as well as the elective offering needs to make this shift successful.

Students: This expansion would simply create more space at WestSide and lessen our existing wait list while taking some of the pressure off of the high school as well

Program Details/Needs:

- Core Curriculum support with English, Social Studies, Science, and Math (4 teachers)
- Elective offerings from each of the above content area specialists
- Increased counseling support
- Long-term facility increase of portable increase: 2 science classrooms, 2 Social Studies classroom, Business classroom, and English classroom
- Short-term portable solution would include: 1 science classroom and 4 regular classrooms