Wenatchee School District Board of Directors



XI. SUPERINTENDENT REPORT

XII. ADJOURNMENT

WSD Regular Board Meeting October 23th, 2018 District Office Agenda

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L DIEDGE OF ALLEGIANCE		TIME
I. PLEDGE OF ALLEGIANCE II. BOARD PUBLIC COMMENT STATEMENT		02 Min
III. AGENDA APPROVAL:		
IV. CONSENT AGENDA:		
Minutes: Reg. Mtg. 9/25/18 & 9/24/18 Special Meeting	Action	n 1+
Vouchers	Action	
Personnel Report/Payroll Contracts	Actior Action	_
Surplus Report		n 5+
Policies 2nd Reading: Policy No. 5010, 5406 & No. 4130		n 6+
I-Grant 217 & High Cap Plan V. CITIZEN COMMENTS:	Action	03 Min
V. CITIZEN COMMENTS:		US MIII
VI. ASB REPORTS:		10 min
WHS, WSHS & WTSC		
VII. SPECIAL PRESENTATIONS & WL:		105 min
WSD Bright Spots	Information	10 min
Nadya Bush, Assistant Director State & Federal Programs		
VIII. WENATCHEE LEARNS STRATEGIES: Strategy 1: Design the Personalization Learning of the Future Objective 1.2 Student Exploring Career Paths/College & Career Readiness CTE Perkins Grant	Information	15 min
Dennis Conger, CTE Director		
WVTSC Perkins Grant	Information	15 min
Pete Jelsing, WVTSC Director		
Objective 3.3 The Right Tools & Resources for Staff		
3000 Series Policies 1st reading	Information	10 min
Mark Helm, Assistant Superintendent		
Strategy 4: Balance Change for All with Excellence for All Objective: 4.2 Sound Fiscal & Human Resource Management Enrollment Report October 2018 Larry Mayfield, Executive Director Finance & Operations	Information	10 min
Alterations to Expenditures from State Financing Assistance	Information	10 min
Resolution 12-18	Action	10 min
Brian Flones, Superintendent		-
IX. BOARD BUSINESS:		
Superintendent Search Updates:	Action/Info 3	30 min
HYA Posting Discussion		
Advertising Options		
Dr. Michele Sandberg, Board President		
Barbara Young & Hank Harris, Consultants HYA Associates		
X. BOARD COMMUNICATION		10 MIN
VI CHREDINGENDENT DEDADT		

SEE REVERSE SIDE



CONSENT AGENDA

Wenatchee School District Board of Directors

SPECIAL OPEN PUBLIC MEETING October 08, 2018 WSD District Office SUPERINTENDENT SEARCH MINUTES

2:30 PM

Michele Sandberg, President Sarah Knox, Vice President & DLT Board Representative Sunny Hemphill, Legislative Representative Laura R. Jaecks Walter Newman Communications, PR Director

I. PLEDGE OF ALLEGIANCE & Welcome:

Michele Sandberg, President, opened the Special Board Meeting at 2:30 p.m. with the pledge of allegiance.

President Sandberg welcomed everyone and explained the purpose of the meeting, make a motion to approve the contract for a superintendent search firm. Also to discuss different packages the firm offers including advertising packages. President Sandberg noted that our legal counsel was able to negotiate down a \$1000 on the proposal from the firm's basic search fee.

MOTION MADE: Sunny Hemphill made the motion to approve the HYA & Associates superintendent search contract.

SECONDED: By Sarah Knox **PASSED:** 3 AYES TO 2 NAYS

President Sandberg shared the following draft schedule and the board discussed the timeline and their availability. Diana Haglund, Communications and PR Director and Lindee Akers, Executive Secretary and Caleb Wirth, IT support met with Barbara Young of HAY & Associates during the day to make a plan on setting up focus groups and the survey.

Action and Dates	Description of Activities
Board Planning Meeting October 9 th 6:00pm	Board finalizes search calendar.
Leadership Survey October 12 th – October 26 th	Vacancy posted on District website. District informs community of survey access.
Leadership Profile Interviews October 23 rd and 24 th	Leadership Profile focus group meetings. Consultants meet with Board members, staff, parents, and community members designated by the Board.
Leadership Profile Report November 13 th	Consultants present findings from interviews, results of survey, and recommended leadership characteristics.
Position Posting December 1st – January 15th	Consultants advertise as confirmed by the Board.
Screening Interviews	Top candidates to be interviewed by the consultants.
Presentation of Slate (Open and Closed Session) January 22 nd	Consultants meet with the Board to identify slate of semifinalists, plan initial interviews, and candidate questions.
Board First Interviews February 4 th – February 8 th	First interviews scheduled in two-hour intervals. Board meets with the consultants following the last interview.
Board Second Interviews February 18 th – 22 nd	Board meets with finalists. Board meets with consultants following the final meeting with candidates and identifies finalist.
Site Visit February 25 th – March 1 st	Board members visit district of finalist. The Board may decide to extend the visitation to include staff, etc.
Appointment of Superintendent March 12 th	Scheduled Board Meeting.

HYAAssociatesworkwith their clients to consider the many approaches to advertising vacant position(s). The HYA staff creates and coordinates all advertisements at the Board's direction. The National Plan ensures exposure in the most frequently read print, e-publication journals, and job boards of educational leaders across the country. HYA has created other more focused advertisement options for the Board to consider as add-ons to the National Plan, including state and region-specific options. Whatever the Board chooses, HYA staff will write, place, and coordinate all the details.

HYA group print ad in Ed Week	Two HYA group print ads in Ed Week	Monthly HYA group print ad in Ed Week for length of search
Online listing on EdWeek's TopSchoolJobs site for 30 days	Online listing on EdWeek's TopSchoolJobs site for 30 days	Dedicated District specific print ad in Ed Week
Online Showcased ad on EdWeek and TopSchoolJobs homepages for 7 days	Online Showcased ad on EdWeek and TopSchoolJobs	Online listing on EdWeek's TopSchoolJobs site for 30 days
Online listing on AASA's site for	homepages for 7 days	Online Showcased ad on
30 days	Online listing on AASA's site for 30 days	EdWeek and TopSchoolJobs homepages for 7 days
Posted on ECRA, Twitter, and LinkedIn	Online Spotlight and Preferred upgrades on AASA's Site for 30 days	Online listing on AASA's site for 30 days
	Posted on ECRA, Twitter, and LinkedIn	Online Spotlight, Preferred, and Featured upgrades on AASA's Site for 30 days
		Posted on ECRA, Twitter, and LinkedIn
Careerbuilder Network - \$500	ALAS & NABSE - \$520	LinkedIn - \$720
Choose as many as desired.) Careerbuilder Network - \$500	ALAS & NABSE - \$520	LinkedIn - \$720
	Association of Latino Administrators and	LinkedIn listing for 30 days
ASCD job ramp (Association for Supervision and Curriculum	Association of Latino Administrators and Superintendents (ALAS) for 6 weeks online, push on ALAS apps	LinkedIn listing for 30 days
Careerbuilder ad, linked to ASCD job ramp (Association for Supervision and Curriculum Development) for 30 days	Administrators and Superintendents (ALAS) for 6 weeks online, push on ALAS	LinkedIn listing for 30 days
ASCD job ramp (Association for Supervision and Curriculum Development) for 30 days	Administrators and Superintendents (ALAS) for 6 weeks online, push on ALAS apps National Alliance of Black School Educators (NABSE) for	LinkedIn listing for 30 days
ASCD job ramp (Association for Supervision and Curriculum Development) for 30 days	Administrators and Superintendents (ALAS) for 6 weeks online, push on ALAS apps National Alliance of Black School Educators (NABSE) for	LinkedIn listing for 30 days State Specific - Quoted
ASCD job ramp (Association for Supervision and Curriculum Development) for 30 days egional Packages hoose one of the following.) California - \$1053 advertisements (5X4) in dCal/ACSA (Association of CA	Administrators and Superintendents (ALAS) for 6 weeks online, push on ALAS apps National Alliance of Black School Educators (NABSE) for 30 days	State Specific - Quoted Three state association advertisements as decided by
ASCD job ramp (Association for Supervision and Curriculum Development) for 30 days egional Packages hoose one of the following.) California - \$1053 advertisements (5X4) in dCal/ACSA (Association of CA chool Administrators), print	Administrators and Superintendents (ALAS) for 6 weeks online, push on ALAS apps National Alliance of Black School Educators (NABSE) for 30 days Northeast - \$780 NJASA (New Jersey Association of School Administrators) NYSCOSS (New York	State Specific - Quoted Three state association advertisements as decided by the associate and the board
egional Packages hoose one of the following.) California - \$1053 advertisements (5X4) in dCal/ACSA (Association of CA chool Administrators), print nd e-publication CALSA (CA Association of atino Superintendents	Administrators and Superintendents (ALAS) for 6 weeks online, push on ALAS apps National Alliance of Black School Educators (NABSE) for 30 days Northeast - \$780 NJASA (New Jersey Association of School Administrators)	State Specific - Quoted Three state association advertisements as decided by the associate and the board
ASCD job ramp (Association for Supervision and Curriculum Development) for 30 days Regional Packages hoose one of the following.)	Administrators and Superintendents (ALAS) for 6 weeks online, push on ALAS apps National Alliance of Black School Educators (NABSE) for 30 days Northeast - \$780 NJASA (New Jersey Association of School Administrators) NYSCOSS (New York State Council of School Superintendent) online and	State Specific - Quoted Three state association advertisements as decided by the associate and the board Posted on ECRA, Twitter, and

Package 2 - \$2750

Package 1 - \$1950

Package 3 - \$5000

The board discussed all the different options and add-ons. President Sandberg asked the board members to review the different options and they would come back at the next board meeting and decide which ones to add.

The board also discussed the many groups they would like to have invited to participate in the focus groups. They will share those groups and decide on the options to add to the contract at the next board meeting.

Meeting Adjourned	President Sandberg adjourned the meeting at 2:50 p.m.
	Date
President	Superintendent



Wenatchee School District Regular Board Meeting

Minutes of Oct. 09, 2018 WSD District Office

Board Members Staff Present

Michele Sandberg, President Sarah Knox, Vice President & DLT Board Representative Sunny Hemphill, Board Legislative Representative Laura R. Jaecks Walter Newman Brian Flones, Superintendent Cabinet

I. Regular Meeting 6 p.m.

II. Consent Agenda

Michele Sandberg, President, opened the regular board meeting at $6:00\,$ p.m. with the pledge of allegiance. She asked those present who wanted to address the board to please fill out a citizen's comment sheet and turn it in. She reminded them there is a 3-minute time limit per person for comments.

President Sandberg asked for any changes to the agenda.

MOTION MADE: Sarah Knox made the motion to approve the agenda.

DISCUSSION: None

SECONDED: Sunny Hemphill PASSED UNANIMOUSLY

Michele Sandberg, President, asked for a motion for consent agenda approval. **MOTION MADE**: Sunny Hemphill made the motion to approve the consent agenda as presented.

SECONDED: Sarah Knox

DISCUSSION: Communications Director Diana Haglund was asked to come forward and explain details of the Meltwater contract in the consent agenda. Ms. Haglund explained the need for the service and answered their questions, the board thanked her.

PASSED UNANIMOUSLY

Consent Agenda included:
1) Minutes

MINUTES: Pag Mtg 9/25/1

MINUTES: Reg. Mtg. 9/25/18 & 9/24/18 Special Meeting

2) Personnel Report PREPARED BY:

Lisa Turner, HR Executive Director: 10/09/2018 - On file

3) Vouchers/Payroll PAYROLL PREPARED BY:

Tami Hubensack, Director of Payroll: NONE

VOUCHERS & CONTRACTS PREPARED BY:

Karen Walters, Director of Accounting 10/09/18 2018-19

General Fund

Check numbers 601761 through 601968 totaling \$567,890.77

Capital Projects Fund

Check numbers 601969 totaling \$39,803.88

4) Contracts

Associated Student Body Fund

Check numbers 601970 through 602007 totaling \$49,202.58

New / Renewal / Revision	Federal Yes/No	Agency	Funded By	Purpose	Amount	Effective Dates	Contract Requested By	Reviewed By
Renewal	Υ	Dr. Janet Gordon	21st Century	Required Evaluation for Cohort 15	\$40,000	9/1/18 - 8/31/23	Maura Danforth	Mark Helm
Renewal	N	Wenatchee Valley College	N/A	Clinical Expeirence for Health Occ Students	N/A	Upon execution to 6/10/19	Mitzi outhard	Jon Dejong
Renewal	N	Wenatchee Valley College	N/A	Facility use for Career Expo	N/A	11/6/18	Diana Haglunch	Larry Mayfield
Renewal	N	Rehn & Associates	N/A	COBRA Renewal Services	N/A	11/1/18 - 12/31/19	Sara Adamy	Lisa Turner
New	N	Meltwater	District	News & Social Media Subscription	\$2,700	9/26/18 - 9/25/19	Diana Haglunch	Larry Mayfield
Renewal	N	Numerica Performing Arts Center	N/A	Venue Agreement	N/A	11/7/18	Ron Brown	Jon Dejong
Renewal	N	St. Pauls Lutheran School	N/A	Science Field Experiences	N/A	Upon execution to 6/14/19	Teresa Hagan	Jon Dejong
Renewal	N	St. Josephs Catholic School	N/A	Science Field Experiences	N/A	Upon execution to 6/14/19	Teresa Hagan	Jon Dejong

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5) Surplus Report & Other Consent Items

Policies 2nd Reading Policies 2nd Reading: #2190 Highly Capable **SURPLUS REPORT:** On File

Citizen Comments

- Brian Higgins: WHS Teacher: Questions about Board's involvement in choosing focus groups for the Superintendent Search. He talked an email he sent the board the night before.
- Martha Flones: WSD Teacher gave praises to the Kindergarten Art program. She thanked the board for their support.
- Lori Wisemore: PSE President, she thanked the board and praised the district for the contract they received.

ASB Reports

WHS: President Jessica Gutierrez and team reported the following:

(Jessica Gutierrez-president, Cole Hansen and Eleanor Toth- Co vice presidents, Beth Chvilicek- Treasurer, Kaia St. John-Secretary)

- Duathlon for Lewis family parent October 13th
- Blood Drive Oct. 16 goal to get 50 students
- Homecoming also on October 22 27th
- First HOPE Meeting October 2nd Opportunity to discuss the issues
- · Halloween Food Drive Panther Food House, free food collected for students to take home

If parents or community members want to donate they can write out checks to WHS and drop off in the office. They will put it into the ASB fund for the specific project they request.

WSHS Leadership Rep Martin Talbot reported the following:

- Make a Difference Day:
 - o They have 18-20 student projects
 - o Reading to students
 - Letters to Viet Nam veterans and many more
- Spirit Week coming up

Field Trip Requests

Assistant Superintendent Mark Helm introduced advisors and students for the following requests. They provided information for each field trip. Ed Martinez, President of Debate Club shared information about the United Nations trip. Jon Magnus gave details on the trip to France. Chris Cloke shared about the student trip to Italy. Ingrid Brooke asked for a district vehicle for her trip.

										17
10-9-18 Travel Tracker School Board Report										
Trip#	Dates	Destination	Teacher Name	Group Making Trip	Educational Objective	# of Adults	# of Students	Estimated Cost	Funding Source	Comments
5122	6-20-19 - 6-29-18	Paris, France	Jon Magnus	International Language Students	Study International Language Abroad	6	30	\$0.00	N/A	This trip is funded completely by the students/parents attending . Students will travel from Wenatchee to SeaTac with parents, travel by plane to Europe and use bus & train systems while abroad. Student roster and lodging details will be entered closer to trip date.
4557	11-9-18 - 11-11-18	Seattle, WA	Scott Tiedeman		Participate in a simulation of the Untied Nations	4	32	\$1,641.71	ASB	Students will pay, supported through fundraising efforts and scholarships.
5142	10/18/18- 10-19-18	Lynnwood, WA	Jill Fineis	WSD Science Fellows	WA State Science Fellows Statewide Meeting	5	0	TBD before board meeting 10-9-18	TBD before board meeting 10-9-18	Details to be entered into Travel Tracker before 10-9 18 Board Meeting.
5132	3-28-19 - 4-7-19	Italy	Chris Cloke	Open to all students	Experience a foreign culture and sightsee in another country.	7	19	\$3,000- \$3,500	Student & Family	This is an international trip much like the ones I have previously taken with students. Further details will be entered in January.

MOTION MADE: Sarah Knox made the motion to approve the field trips as presented.

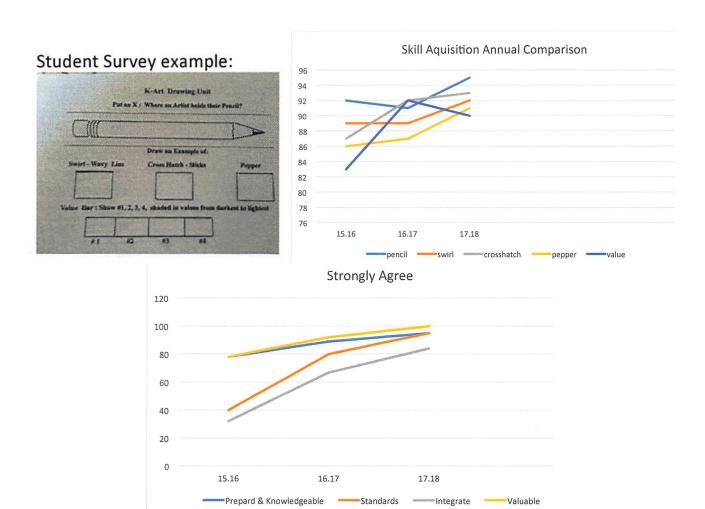
DISCUSSION: None

SECONDED: Sunny Hemphill PASSED UNANIMOUSLY

SPECIAL PRESENTATIONS: Parent and program manager Sarah Rolfs and Teacher Terry Valdez gave details about the Kindergarten Art program at all the schools, they received grants to support the program. They shared student artwork.

			Teacher:						
Student:			Total Turned in: 19 (100%)						
		n. 422 (020/)	The artist was prepared and knowledgeable	Strongly agree 18	Agree 1	Disagree Strongly disagree			
	Total turned in	11: 423 (93%)	The artist focused on and intentionally						
	C		taught to Art EALRs	Strongly agree 18	Agree 1	Disagree Strongly disagree NA - 1			
Concepts and percentage that 'gets it'		percentage that 'gets it'	The artist integrated art into my classroom curriculum	Strongly agree 16	Agree3	Disagree Strongly disagree			
	Where to hold	d the pencil: 95%							
			I will integrate art techniques, projects,						
	Swirl:	92%	or concepts ideas I have learned from the	16					
			artist into my classroom curriculum	Strongly agree 16	Agree3	Disagree Strongly disagree			
	Crosshatch:	93%	"Artist in Residence" is a valuable program						
	Pepper:	91%	and I would like to see it continue at our						
	Value:	89%	school next year	Strongly agree 19	Agree	Disagree Strongly disagree			

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SUPPORTED BY:

- Wenatchee Art Education Consortium
- WA Elementary PTSA
- Music & Arts Fund Woods Family
- Icicle Fund
- Community Foundation GIVE NCW
- Wenatchee Chamber
- ARTS WA
- Wenatchee Valley Museum & Cultural Center

Ms. Rolfs and Mr. Valdez shared students' art work and presented Superintendent Flones with an art apron to thank him for his support and encouragement of the program. They also thanked the board for their support.

Board Business Items

Superintendent Search Update: Board President Michele Sandberg gave an updated report on the superintendent search, she also invited Barbara Young, consultant from HYA Associates to summarize the services the district will receive from their firm:

- Ms. Young met with Communications Director, Diana Haglund, Lindee Akers, Executive Secretary to the Superintendent's office and TI support Caleb Wirth to work out details of the focus groups.
- Ms. Young walked the board through the following calendar:

Action and Dates	Description of Activities
Board Planning Meeting	Board finalizes search calendar.
October 9th 6:00pm	
Leadership Survey	Vacancy posted on District website. District informs community of survey
October 12 th - October 26 th	access.
Leadership Profile Interviews	Leadership Profile focus group meetings. Consultants meet with Board
October 23 rd and 24 th	members, staff, parents, and community members designated
	by the Board.
Leadership Profile Report	Consultants present findings from interviews, results of survey, and
November 13 th	recommended leadership characteristics.
Position Posting	Consultants advertise as confirmed by the Board.
December 1 st – January 15 th	
Screening Interviews	Top candidates to be interviewed by the consultants.
Presentation of Slate (Open and	Consultants meet with the Board to identify slate of semifinalists, plan
Closed Session)	initial interviews, and candidate questions.
January 22 nd	
Board First Interviews	First interviews scheduled in two-hour intervals. Board meets with the
February 4 th – February 8 th	consultants following the last interview.
Board Second Interviews	Board meets with finalists. Board meets with consultants following the
February 18 th – 22 nd	final meeting with candidates and identifies finalist.
Site Visit	Board members visit district of finalist. The Board may decide to extend
February 25 th – March 1 st	the visitation to include staff, etc.
Appointment of Superintendent	Scheduled Board Meeting.
March 12 th	

Ms. Young asked the board for additions to her suggested list of focus groups:

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HYA Leadership Profile Interviews

HYA suggestions:

- Board Members
- Superintendent
- District Office Staff
- DO Administrators / Lead Team
- Site Administrators
- Teacher Union Leadership
- Teachers
- · Classified Union Leadership
- Classified Staff
- Student Leadership
- Student Meetings
- Parent Groups
- Community Organizations
- Community Leadership
- Youth Groups

Board suggested sub-groups:

- ✓ Arianna Farnsworth Citizenship Classes
- ✓ Special Needs parents
- ✓ Homeless McKinney-Vinto families
- ✓ STEM organizations
- ✓ GWATA Technology groups
- ✓ Latino/Hispanic groups
- ✓ Chamber of Commerce 2 Chambers (Hispanic)
- ✓ Male Oriented Service groups
- ✓ Female Oriented Service groups
- ✓ Junior Service League
- ✓ Large Employers in Agriculture
- ✓ PAC Parents
- ✓ PTA's, PTSA's, Booster Clubs parents groups at schools; officers and parents
- ✓ Early Learning groups, United Way
- ✓ Senior Citizens Center
- ✓ WVC

The board will let Diana Haglund know if they come up with additional groups or ideas.

Diana Haglund and Lindee Akers will meet and plan the meeting locations and times. Diana Haglund will set up the invitation letter and she and Ms. Akers will send them out to all the groups listed.

They next discussed the profile report that HYA will put together from these meetings. The meetings will be confidential in nature, no answers identified to individuals. The four questions HYA will ask are as follows:

- 1) What is going great in the district, what are we proud of at our district?
- 2) What's coming 'down the pike'; what are the significant pieces of work the new superintendent will need to attend to in the first months, first year, first three years....
- 3) What are the personal and professional characteristics you would like to see in your candidate to insure success?
- 4) Are there any recommendations, they will be confidential, and they can be put on a card and given to the consultants.

The board discussed the advertising options that can be added to the HYA contractual agreement. Consultant Harris recommended Option #1 – the least expensive. Consultant Barbara Young suggested some additional addons to Option #1. Discussion followed and it was decided by the board on consensus to choose Option #1, with add-ons decision made later.

Package 1 - \$1950 HYA group print ad in Ed Week Online listing on EdWeek's ALAS & NABSE - \$520 TopSchoolJobs site for 30 days Association of Latino Online Showcased ad on Administrators and EdWeek and TopSchoolJobs Superintendents (ALAS) for 6 homepages for 7 days weeks online, push on ALAS Online listing on AASA's site for 30 days National Alliance of Black School Educators (NABSE) for Posted on ECRA, Twitter, and LinkedIn 30 days (Will decide later on these add-ons)

Updates made on timeline, Ms. Young will edit timeline and put it on the portal this next week. After much discussion of the process the board thanked Ms. Young.

Wenatchee Learns Strategies

Strategy 3: Use the Best Tools & Resources to Advance Learning Objective 3.3 The Right Tools & Resources for Staff

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Procedure 3224P Student Dress Code (Moved up on the agenda)

WHS ASB President Jessica Gutierrez & WSHS Leadership Martin Talbot presented a proposed procedure language change to the board Procedure No. 3224P.

Eric Anderson, WHS Principal was present to support the students.

The proposed change in procedure:

The District will allow students to dress in a manner that is consistent with their gender identity and/or gender expression within the constraints of this policy and procedure.

3. DRESS STANDARDS

A. Unless being worn in observance of a student's religion, the wearing of any covering over the head is prohibited. This includes, but is not limited to, hats, bandanas, scarves, hairnets, etc. At the discretion of building administration, the only exception is that school appropriate hats may be worn in the building at Wenatchee High School and WestSide High School, but can only be worn in classrooms with teacher permission.

The board discussed the reasoning behind the proposed change. They also asked Principal Eric Anderson about the administrators' views (at the high school level) and how they felt about enforcing a possible change. The board explained to the students that they do not change procedures because that is the responsibility of the Superintendent. Superintendent Flones recommended that the district bring the policy up to new RCW's statutes, and then change the procedure at the same time, so both policy and procedure coincide with WSSDA recommendations and new statutes.

The board thanked the students and Mr. Anderson for all of their work and presentation to the board.

Objective 3.4 Facilities that Optimize Learning

Lincoln Forte Amendment 001

Gregg Herkenrath, WSD Director of Facilities gave the following information to the board. Mr. Herkenrath explained this was held for completion in the spring and is part of the contract, not in addition.

GC/CM Process Related

When the design contracts were being written the District had not made a final determination whether or not the GC/CM process would be used. We were instructed by then Hill Project Manager Bill Grubich to assemble the contracts as design/bid build. He

Item 1a Forect Manager Bill Grubich to assemble the Contracts as design/build build. Fie said that if the GC/CM process were utilized, additional time would be added.

Item 1a Forte additional time includes preparation for and attendance at CPARB meeting; additional training presented to staff, administration and consultants; additional meetings; contractor selection participation; participation in addition processes such as cost reconciliations, VE and constructability processes.

Item 1b Roen Associates additional time includes reconciliations for GC/CM

Item 2 HVAC Design Changes
Original HVAC design was based on original design which was changed significantly after the contract was signed with Bogard resulting in extensive redesign time per attachment.

Item 3 Civil Design Changes
As a result of City of Wenatchee comments, requested design changes, unforeseen conditions and site modifications to mitigate the impact of contaminated soils. Changes are detailed in

Item 4 Case Engineers

Addition charges for modifications to clock intercom system after construction began.

Contract Amendment #001 Request GC/CM Related

Design of addition of utilities extensions for potential future clinic portable at District's

Design of additional infrastructure to support potential future heat tapes.

Mikael Martinez donated a number of hours to the District assisting with furniture selection and coordination to fulfill licensing requirements. This amounted to 54 hours, or \$5,616. After her volunteer requirements were met the District requested she continue on an hourly basis. She has an additional 12 hours invested.

GC/CIVI R	elateu						
Item 1a	Additional Fee Forte GC/CM related						
	Jul-14	\$2,912					
	Aug-14	\$2,626					
	Sep-14	\$2,340					
	Oct-14	\$2,288					
	Nov-14	\$1,248					
	Dec-14	\$1,248					
	Jan-15	\$1,248					
	Feb-15	\$1,612		Item 2	Mechanical Engineer - Bogard		
	Mar-15	\$884			Additional scope of work as a	\$24,025	
	Apr-15	\$1,508			result of reconfiguration of		
	May-15	\$156			classrooms per attached Exhibit		
		\$18,070			classiconis per attached Exhibit		
	Jun-18					4	
	50% discount for hours				Forte Mark-up (10%)	\$2,403	
	between September						\$26,428
	2014 and May 2015	-\$6,266					
			\$11,804				
Item 1b	Additional Fee Roen Associates GC/CM related			Item 3	Civil Engineer - Forsgren		
	Jan-15	\$3,840			Miscellaneous changes in scope	\$16,056	
	Mar-15	\$3,360			per attached Exhibit		
		\$7,200					
	Forte Mark-up (10%)	\$720			Maria Harrison Income Survey	Ć21 41E	
		\$7,920			Miscellaneous changes in scope	\$31,415	
					per attached Exhibit		
	Total GC/CM Related Addition Fee		\$ 19,724				

	Forte Mark-up (10%)	\$4,747
Item 4	Electrical Engineer - Case Additional Services for modifications to Intercom Clock system per attached Exhibit	\$3,415
	Forte Mark-up (10%)	\$342 \$3,757
	Total Scope Change Additional Fee	\$102,126
	Additional Scope of Work	
Item 5	Future clinic portable utilities	\$6,745
Item 6	Addition of gutter heat tape	\$3,960
Item 7	Assisitance with furniture	\$1,248
	Total Request Amendment #001	\$114,079

MOTION MADE: Laura R. Jaecks made the motion to approve Lincoln Forte Amendment 001 as presented.

DISCUSSION: None

SECONDED: Sunny Hemphill **PASSED UNANIMOUSLY**

Procedure 2190P Highly Capable Programs

Alicen Gaytley, TOSA - Coordinator Highly Capable Programs

Procedure 2190 Highly Capable Programs Revised, Ms. Gaytley presented the revised procedure as an information item. It will go into effect tomorrow with the approved policy from this evening's consent agenda.

Ms. Gaytley presented the following material for the Highly Capable Program

HiCap Annual Plan & IGrant 217

Highly Capable Program, Updated Procedure and 2018-19 Plan

Policy 2190 now requires a plan that describes:

- Goals
- Instructional program
- Services
- # of students expected to serve
- Identification plan
- Professional development
- Program evaluation and fiscal report
- Legal compliance assurance

Mission of the Highly Capable (HiCap) Program

To find and nurture talent in students by providing and supporting opportunities for them to pursue their interests at an appropriate pace and level of complexity, and regular opportunities to work with students of similar abilities.

Goals

The Highly Capable Program policies, procedures, and processes will be updated to be in compliance with new state laws and to reflect the work that is being done. The WSD HiCap website will be updated to be an accessible and valuable resource to the community.

Instructional Programs

- Four Elementary HiCap Program Specialist provide differentiated reading, math, newsroom, and studio classes to approx. 500 students; Beauty of Bronze for all 5th Graders
- Middle School teachers use RTI models & cluster grouping to serve about 225 students
- 20 Advanced Placement teachers instruct about 540 students in highly rigorous content
- 15 teachers mentor 30 Directed Study Projects Services & Activities
- Early Entrance / Grade Acceleration
- Math is Cool
- Invent Wenatchee
- Knowledge Bowl
- Visionscape Event
- Dual-Credit Family Night

District practices

"must prioritize equitable identification of low-income students." 2190 Procedure: Local Norm Requirement
"The district must base highly capable selection decisions on consideration of criteria benchmarked on local norms, but the
district will not use local norms as a more restrictive criterion than national norms at the same percentile." National vs.
Local Norms National norms compare students or school districts to the rest of the country. Local norms are more useful
for making program placement decisions. For more proportional identification, "...compare each student's scores only to
the scores of other students who share roughly similar learning opportunities or background characteristics" (p. 38). 2006,
David Lohman, Identifying Academically Talented Minority Students. NAGC, National Association for Gifted Children (2010)
suggests that school districts consider the use of local norms rather than national norms.

BD. Minutes 10/09/18

Currently Identified Students in HiCap Program

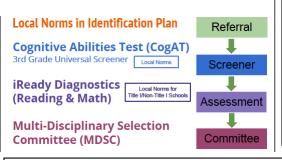
Using National Norms

Kindergarten	2
1st Grade	6
2nd Grade	6
3rd Grade	12
4th Grade	47
5th Grade	67
6th Grade	74
7th Grade	87
8th Grade	62
9th Grade	84
10th Grade	66
11th Grade	69
12th Grade	70
Total	652

Identification by National Norms & Title I Schools

School	# HiCap	% of School	% Low Income
Columbia	2 of 409	.05%	88.3%
Abraham Lincoln	10 of 532	2%	80.1%
Mission View	9 of 513	2%	78.9%
Lewis & Clark	16 of 487	3%	72.3%
John Newbery	26 of 480	5%	57.3%
Washington	43 of 565	8%	40.4%
Sunnyslope	32 of 302	10%	25.2%

National Norms vs. Local Norms

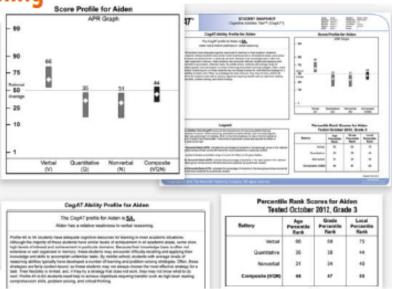


	iF	READY REAL	DING	IREADY MATH			
5th		95th PE	RCENTILE		95th PEI	RCENTILE	
Grade	NUMBERS TESTED READING	NUMBER OF SCALE		NUMBERS TESTED MATH	TOP 5% NUMBER OF STUDENTS	TOP 5% SCALE SCORE	
Title I Schools	401	20	612 (88%tile NN)	394	20	492 (81%tile NN)	
Non-Title I Schools	165	8	632 (95%tile) USE NN	160	8	522 (98%tile) USE NN	

Professional Learning

3rd Grade Collaboration:

- How to interpret CogAT results
- Promising practices for grouping, instruction, and differentiation

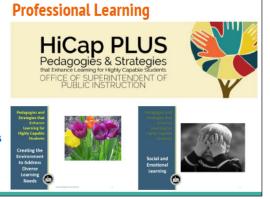


Two **Modules** from OSPI:

Equity

Pedagogies & Strategies

WSD will offer clock hours

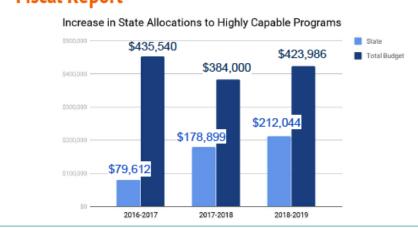


Program Evaluation - State Accountability (SBA)

97% scored a 3 or above in Reading

93% scored a 3 or above in Math

Fiscal Report



Legal Compliance

- Using WSSDA recommendations for Policy 2190 and 2190 Procedure
- Consulting OSPI Highly Capable Program Manager, Jody Hess

Ms. Gaytley also shared the I-Grant with the board for approval. Instructions and excerpts from I-Grant:

All Local Education Agencies (LEAs) must complete this application for the 2018-19 school year.

- Page 1: District indicates if accepting Highly Capable funds, signs and dates assurances to comply with Highly Capable Program requirements.
- Pages 2 through 6: LEA information entered on pages 2-6 of FP 217 will roll over from the LEA's last approved Highly Capable Comprehensive Plan. If changes were made on any Page 6) check the box on this page, then make changes on the appropriate page.
- Page 7 is hidden and will open in September (due November 30, 2018) for districts to develop a transition plan to implement new requirements of RCW 28A.300.770.

New legislation: RCW 28A.300.770 contains new criteria for identification of Highly Capable students. To assist LEAs, OSPI will provide a webinar, technical assistance, FAQs and other professional learning opportunities.

REMINDER: Last school year there were changes to the Highly Capable funding formula and equitable identification priorities. The Highly Capable funding formula increased from 2.314 percent to 5.0 percent of each LEA's population. This is a funding formula and does not mean a certain percentage of students must be identified.

LEAs must also submit the FY 2018-19 end-of-year report (SY 2017-18), iGrant Form Package 250, before receiving funding for the 2018-19 school year.

Your school board must approve the information and data you enter in this form package annually. In iGrants form Package 217 (fiscal year 2018-19), click **Print All**, to the right of Save.

OSPI staff will review plans (page 7) during the Consolidated Program Review (CPR) process. Districts will be reviewed during Consolidated Program Review cycle, even if they are not accepting funds, as highly capable is part of the program of basic education under RCW 28A.150.220(3)(9)3).

All LEAs receiving Highly Capable funding for the 2018-19 school year must complete pages 1 and 7. OSPI staff will review these plans during the Consolidated Program Review (CPR) process.

Identify person(s) responsible for developing and implementing LEA equitable identification plan to address low-income students.

2. LEAs may find systemic barriers to identifying low-income students, such as: limited communication about referral process, testing outside school day, reliance on standardized testing only, no routine review of existing data, communication in English only, "cut off" scores on standardized tests, lack of information by school front office staff, and others.

OSPI suggests the following possible actions to reduce barriers to identifying low-income students: screen all students at certain grade level(s) to "screen in" students who may be overlooked, look for above-grade-level WaKIDS indicators, assess rapid growth over time with WAKIDS or ELPA21, test during school day in home school, review IEPs for students with disabilities for indicators of giftedness (twice exceptional), inform staff of gifted indicators and solicit referrals by staff, use alternative assessments for English learners, routinely review all relevant data for any new student, include referral information in enrollment packets, reach out of amilles by native language speaker.

Please explain what actions your LEA will take to prioritize equitable identification of low-income students, and the LEA's process to implement during the 2018-19 identification cycle.

Wenatchee Public Schools Highly-Capable Team meets weekly to engage in continuous improvement cycles. Addressing equitable identification of low-income students is part of this process. Currently, Wenatchee Public Schools utilizes the following best practices for equitable identification:

1. Universal screening in 3rd grade

2. Testing during the school day

3. Reaching out to families in native language

4. Informing elementary staff of gifted indicators and soliciting referrals by staff

The following strategies are in place in varying degrees and at various locations. The WPS Hi-Cap Team will collaborate to ensure systemic implementation: 1. Routine review of IEP's to identify twice gifted students. 2. Include referral information in enrollment packets. 3. Assess rapid growth over time on WELPA/ELPA

- Explain what actions your LEA will take to address these criteria in your identification policy and procedures, and the LEA's process to implement during 2018-19 identification cycle.

LEAs must have identification procedures for highly capable programs that are clearly stated and implemented using the following criteria:

- a. Districts must use multiple objective criteria to identify students who are among the
 most highly capable. Multiple pathways for qualifications must be available and no single most highly capable. Multiple pathways for qualifications mu criterion may disqualify a student from identification.
- b. Highly capable selection decisions must be based on consideration of criteria benchmarked on local norms, but local norms may not be used as a more restrictive criterion than national norms.
- c. Subjective measures such as teacher recommendations or report card grades may not be used to screen out a student from assessment. These data points may be used alongside other criteria during selection to support identification, but may not be used to disqualify a student from being identified.
- d. To the extent practicable, screening and assessments must be given in the native language of the student. If native language screening and assessments are not available, a nonverbal screening and assessment must be used.

Wenatchee Public Schools use multiple objective criteria to identify students who are among the most highly capable, including the Cognitive Abilities Test (CogAT) and iReady Diagnostics for Math and Reading (Kindergarten to Grade 5), as well as state assessments (Condoc 3, 12) (Grades 3-12).

The multi-disciplinary selection committee uses the district database (Illuminate) to view and sort local performance on all multiple objective criteria. Starting this year, CogAT data is being locally normed. The committee ensures that local norms are not more restrictive than national norms.

Teacher recommendations and report card grades are not used to screen out students. They may be reviewed by the multi-disciplinary selection committee as data points alongside the multiple objective criteria.

Wenatchee Public Schools can provide Spanish translations or translators for screening and assessments. The permission to assess forms are being updated so parents can indicate the preferred language. The multi-discipline selection committee also reviews the CogAT nonverbal component for identification.

The Highly Capable Plan and the I-Grant will be on the consent agenda for the next board meeting. The board thanked Ms. Gaytley for all her work and effort on the Highly Capable program.

Policy No. 4130- Title 1 Parental Involvement 1st Reading

Mark Helm, Assistant Superintendent presented the updated policy for first reading and 2nd reading at the next board meeting on the consent agenda.

Policy	Title	Suggested Action	District Recommenda tion	Rationale
4130	Title 1 Parent & Family Engagement	Replace	Approve	Updating to WSSDA 4130 is a Title 1 requirement.

Strategy 4: Balance Change for All with Excellence for All

Objective: 4.2 Sound Fiscal & Resource Management

Policy No. 5010 Nondiscrimination & Affirmative Action 1st Reading Policy No. 5406 Leave Sharing 1st Reading Procedure No. 5406P

Lisa Turner, HR Executive Director presented the following policies and procedures to the board:

THIS GROUP OF POLICIES HAVE BEEN APPROVED BY FOR REVISIONS BASED ON WSSDA RECOMMENDATIONS

5000 Policy Series Review

"OK" or "YES" -(means): follow WSSDA's recommendation

Policy	Title	Suggested Action	District Recommendation	Rationale
5010	Non-Discrimination and Affirmative Action	Revise	YES	Update compliance officer, protected classes, typos and legal references
5406	Leave Sharing	Revise	YES	Update to expand covered events for leave sharing
5406P	Leave Sharing - Procedure	Informational		Update to expand covered events for leave sharing, and the inclusion of Personal Leave Sharing

Ms. Turner explained details of the changes. These will go for 2nd reading at the next board meeting.

Principals' Contract Ratification - Lisa Turner, HR Executive Director presented the following for ratification:

RE: Principal Contract Ratification

DATE: October 9, 2018

The Wenatchee School District has concluded negotiations with our Principal group for the Principals and Certificated Directors agreement that expired August 31, 2018. This contract was recently ratified through the Principal and Director group.

We are seeking your approval of this contract at the October 9, 2018 board meeting. I have attached a copy of the contract complete with the agreed changes.

The material changes are outlined below

- A two year agreement with an 8% salary increase in year 1 and a 2% increase in year 2.
- Combining national travel and professional growth to one benefit.
- Nominal increase to cell phone stipend in year 2
- Addition of language outlining current practice for leadership and bargaining stipends.

Ms. Turner gave a summary of the above. President asked for

 $\textbf{MOTION MADE} : Sarah \ Knox \ made \ the \ motion \ to \ approve \ Principals' \ Contract \ Ratification$

as presented.
DISCUSSION: None
SECONDED: Laura R. Jaecks
PASSED UNANIMOUSLY

PSE Agreement - Para, Secretary Professionals & Technology

Kelly Lopez, HR Director, presented the following to the board for approval:

Re: Secretaries, Para-Educators, Professional and Technical CBA Approval

The Wenatchee School District has concluded negotiations with our Para, Secretary, Professional and Technology group for the agreement that expired on August 31, 2018. This contract was recently ratified through the PSE group.

Seeking approval of this contract at the October 9, 2018 board meeting.

The material changes are outlined below:

- 1. Section 1.6 Leave Replacement Employees- Added Language to allow employees to take leave replacement positions and return to their position.
- 2. Section 10.1 Sick and Emergency Leave- Added language allowing DO to front load half of sick leave in September and other half in February.
- 3. 11.3 Bereavement- Added registered domestic partner, step parent and stepchild.
- 4. 11.6 Personal Leave- Updated title to "personal leave for all employees up to 2019 days and all 260 day employees" changed from 1 paid and 1 unpaid day to 2 paid days.
- 5. Added 11.6.1 Personal leave for 220-259 day employees- 3 paid personal days to a max allocation of 5 per year
- 6. 11.7 Leave of Absence- Added language to limit consecutive year LOA's and employees must notify DO of intent to return by Feb 1.
- 7. Section 16.3 Grievance Steps- Added language that chapter must validate all step 3 grievances.
- 8. Term of Agreement- 3-year agreement
- 9. Schedule A, B, C, D Improvements
 - \bullet Schedule A Para Educators Average of 11.6% increase
 - Schedule B Secretaries Average of 9.9% increase
 - Schedule C Professional Average of 6.3% increase
 - Schedule D Technology Average of 15% increase
 - \bullet 2019-2020 1.9% increase to all employees
 - 2020-2021 1.9% increase to all employees

After a brief discussion President asked for a motion.

MOTION MADE: Sunny Hemphill made the motion to approve PSE Agreement – Para, Secretary Professionals & Technology as presented.

DISCUSSION: None

BD. Minutes 10/09/18

SECONDED: Laura R. Jaecks PASSED UNANIMOUSLY

Board Communication

- Director Jaecks attended the WSSDA Regional meeting in Chelan Oct. 2nd. It was well attended and they participated in an educational exercise by the specialist from WSSDA. It was very informative on the overall bargaining process; how did our district do, how did we feel going in and coming out and what would we like to see in the future. They were also visited by Ricardo Sanchez, from the State Board of Education. He was there to listen about bargaining and take back to the State Board the input he collected. There was also an update from OSPI, they talked about Special Ed in reference to their funding, also there was presentation from the Professional Educators Standard Board about Connected Learning and Alternative Routes for secondary education. Very informative and a great time to bond with peers. She shared handouts with other board members.
- Director Sunny Hemphill read a statement about public record requests and the misuse of them. The statement is on file as a public record.
- President Sandberg asked the public to participate in the superintendent search survey which is on our
 website. She invited everyone, staff and community and parents to participate in the meetings and survey
 so there can be a lot of input for the board to draw from while searching for a new superintendent. She
 also reminded everyone about the WHS Blood Drive, Duathlon, and the Car Show at WVTSC on Saturday.
 Mike Lane invited the board to Mindfulness Training on Saturday at D.O., over 50 teachers will be
 attending.

Superintendent's Report

- Nov. 5th, Board Workshop at 6 pm on OPMA and PRA by the Attorney General's Office. The school reviews will be moved to another date because the Principals have not received the new guidelines for required changes. OSPI plans have not come out for the schools improvement plans. The grant should be out the 22nd of the month, so the Principals will not have time to prepare for a review. They will come back in a couple months after meeting with their staff. All the schools want to use the same template, so they will all have the same criteria.
- Valley Academy visit this week on Wednesday.
- Superintendent Flones sent the board all the planning documents for future board topics. Superintendent goals and objectives will be reviewed on another date.

Meeting Adjourned	President Sandberg adjourned the meeting at 8:55 p.m.
President	Date Superintendent

WENATCHEE SCHOOL DISTRICT

October 23, 2018

TO: **BOARD OF EDUCATION**

FROM: Brian L. Flones, Superintendent

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

SUBJECT: PERSONNEL REPORT

HIRES

Employee Name	Job	FTE	Hours/ day	Building	Effective Start Date	Effective End Date
Classified:						
Bergstrom, Kerry	Para Ed	-	5.00	MV	10/10/2018	-
Farmer, Steve	Bus Driver	-	3.00	Trans	10/1/2018	-
Fudge, Erika	Sped Para Ed	-	6.00	WHS	10/8/2018	-
Hall, Donald	Bus Driver	-	3.00	Trans	10/1/2018	-
Muniz-Guzman, Patricia	Child/Family Advocate	-	8.00	WHS	10/8/2018	-
Pierce, Mary	Nutrition Services Associate II	-	4.00	WHS	10/8/2018	-
Schoenwald, Josh	Utility Custodian	-	8.00	COL	10/15/2018	-

LEAVE OF ABSENCE

Employee Name	Job	FTE	Hours/ day	Building	Effective Start Date	Effective End Date
Classified:						
Mahoney-Holland, Michelle	Director's Secretary	-	8.00	WHS/WSHS	9/26/2018	10/5/2018
McCourt, Heather (Intermittent)	Bus Driver	-	2.00	Trans	9/1/2018	12/31/2018
Miller, Dianna	HR Specialist/ Substitute Coordinator	-	8.00	DO	10/26/20018	11/12/2018
Petersen, Ashley	Lead Child Care	-	8.00	WSHS	10/10/2018	10/30/2018
Rolfs, Rebecca	Assistant Secretary	-	7.50	WHS	8/29/2018	09/07/2018
Sisson Kristine	Para Ed	-	6.08	NBY	9/25/2018	10/23/2018
Vidano, Craig	Para Ed	-	6.00	MV	9/4/2018	10/9/2018
Vidano, Craig (extend)	Para Ed	-	6.00	MV	10/10/2018	11/9/2018

Employee Name	Job	FTE	Hours/ day	Building	Effective Start Date	Effective End Date						
	RETURN FROM LEAVE OF ABSENCE											
valuus, ruciu	Counselor	1.00		Luo	0/20/2013	0/2/2010						
Valaas, Adela	Counselor	1.00	_	L&C	3/25/2019	6/2/2019						
Smeltzer, Kathryn	Sped Teacher	1.00	_	PIO	9/25/2018	2/20/2019						
Rodriguez, Christina (reduced work schedule)	2nd Grade Bilingual Teacher (reduced work schedule)	1.00	-	LNC	10/1/2018	11/30/2018						
Martin, Peggy	3rd Grade Teacher	1.00	-	SS	10/3/2018	11/28/2018						
Helm, Mark	Executive Director Student Services	1.00	-	DO	9/19/2018	11/19/2018						
Helm, Gracie	Elementary Assistant Principal	1.00	-	MV/WA	9/19/2018	11/19/2018						
Ells, Joe	1st Grade Teacher	1.00	-	COL	9/24/2018	10/5/2018						
Certificated:												
g												
Wright, Kassie	Director's Secretary	_	8.00	DO	10/19/2018	11/2/2018						

Employee Name	Job	FTE	day	Building	Effective Start Date	Effective End Date
Classified:						
Clark, Colleen	Nutrition Services Associate I	-	4.00	L&C	10/3/2018	-
Crowley, Robin	Bus Driver/ Nutrition Services Associate I	-	6.35	Trans/NBY	10/2/2018	-
Rolfs, Rebecca	Assistant Secretary	-	8.00	WHS	9/10/2018	-
Sisson, Kristine	Para Ed	-	6.08	NBY	10/11/2018	-

8.00

M&O

9/27/2018

Certificated:						
Ells, Joe	1st Grade Teacher	1.00	-	COL	10/8/2018	-

Smith, Mark

Grounds Trades

RESIGNATIONS

Employee Name	Job	FTE	Hours/ day	Building	Effective Start Date	Effective End Date
Classified:						
Dahlstrom, Paul	Nutrition Services Driver	-	3.20	FMS	10/5/2018	-
Meston, Jesse	Sped Preschool Para Ed	-	6.00	Castle	10/11/2018	-
Certificated:						
Corrigan, Mary	PE Overload Teacher	0.25	-	L&C	12/14/2018	-

		1	1			<u> </u>
	2018-2019 GRANT P		I DESIGN	IATIONS		
Employee Name	Job	FTE	Hours/ day	Building	Effective Start Date	Effective End Date
De La Paz, Linda	Avid Tutor	-	-	Multiple	-	-
Kerr, Jordan	Avid Tutor	-	-	Multiple	-	-
Reed, Tamson	Avid Tutor	-	-	Multiple	-	-
Reyes-Zuniga, Everardo	Avid Tutor	-	-	Multiple	-	-
	2018-2019 GI	RANI P		<u> </u>		I
Employee Name	Job	FTE	Hours/ day	Building	Effective Start Date	Effective End Date
Cazares, Eden	ASP Staff/Tutor & ASP Enrichment Activity Inst	-	-	NBY	-	-
Clark, Michael	Avid Tutor	-	-	Multiple	-	-
Fuentes, Anthony	ASP Staff/Tutor & ASP Enrichment Activity Inst	-	-	NBY	-	-
Hernandez, Carlos	ASP Staff/Tutor & ASP Enrichment Activity Inst	-	-	OMS	-	-
Keith, Sunsomay	ASP Youth Engagement Staff	-	-	LNC	-	-
Levenberg, Leslie	ASP Enrichment Activity Instructor	-	-	Multiple	-	-
Maitland, Fiona	Avid Tutor	-	-	Multiple	-	-
Michael, Kylie	Avid Tutor	-	-	Multiple	-	-
Niese, Blair	ASP Youth Engagement Staff	-	-	Multiple	-	-
Nuno-Alacantra, Obdulia	ASP Enrichment Activity Instructor	-	-	Multiple	-	-
Ortega-Lopez, Diana	Avid Tutor	-	-	Multiple	-	-
Sands, Stephen	ASP Enrichment Activity Instructor	-	-	Multiple	-	-
Solorio-Cendejas, Hector	ASP Staff/Tutor & ASP Enrichment Activity Inst	-	-	OMS	-	-
Springfield, Jerry	ASP Enrichment Activity Instructor	-	-	LNC	-	-
Vidal, Daniel	ASP Staff/Tutor	-	-	L&C	-	-
	2018-2019 SUPPLE	MENTA		RACTS	T	T
Employee Name	Job	FTE	Hours/ day	Building	Effective Start Date	Effective End Date
Cone, Patty	NB Facilitator	-	-	COL	-	-
Bullock, Jan	K-12 Counselor Team Leader	-	-	DO	-	-
Blauman, Byron	6th Grade Outdoor Ed Camp	-	-	FMS	-	-

Cabbage, Sarah	6th Grade Outdoor Ed Camp		_	FMS	_	
	'		-		-	-
Clark, Noni	6th Grade Outdoor Ed Camp	-	-	FMS	-	-
Hansen, Aaron	6th Grade Outdoor Ed Camp	-	-	FMS	-	-
Hurst, Kyle	6th Grade Outdoor Ed Camp	-	-	FMS	-	-
Jensen, Todd	6th Grade Outdoor Ed Camp	-	-	FMS	-	-
Johnston, Elissa	6th Grade Outdoor Ed Camp	-	-	FMS	-	-
Long, Abigail	Math is Cool	-	-	FMS	-	-
Milanuk, Kathy	6th Grade Outdoor Ed Camp	-	-	FMS	-	-
Noah, Rhonda	6th Grade Outdoor Ed Camp	-	-	FMS	-	-
Smith, Sarah	6th Grade Outdoor Ed Camp	-	-	FMS	-	-
Walker, Kaitlyn	6th Grade Outdoor Ed Camp	-	-	FMS	-	-
Alvarez, Itzia	2nd Grade Team Leader	-	-	L&C	-	-
Jarvis, Oliva	WaKids	-	-	L&C	-	-
Limon, Donna	WAKids	-	-	L&C	-	-
Rumley-Wells, Kimberly	WAKids	-	-	L&C	-	-
Yanez, Carmen	WAKids	-	-	L&C	-	-
Haven, LeAnn	Vocal Instructor	-	-	MV	-	-
Hepton, Tiffany	Kindergarten LIT/ Team Leader	-	-	MV	-	-
Toigo, Heidi	Safety Patrol	-	-	MV	-	-
Webley, Brenda	ASB Advisor	-	-	OMS	-	-
Hargraves, Brenda	Yearbook Advisor	-	-	PIO	-	-
Holland, Courtney	WAKids	-	-	SS	-	-
Giacomazzi, Tamara	LIT	-	-	WHS	-	-
Hepton, Tiffany	Colorguard	-	-	WHS	-	-
Anderson, Kim	Skills USA	-	-	WVSTC	-	-
Cortes, Tonya	Skills USA	-	-	WVSTC	-	-
Dietrich, Joe	Skills USA	-	-	WVSTC	-	-
Fike, Terry	Skills USA	-	-	WVSTC	-	-

Wenatchee School District NO. 246

PAYROLL

OCTOBER 2018

We, the undersigned Board of Directors of the Wenatchee School District No. 246, Chelan County, Washington, do hereby certify that the persons named in the attached payroll are employed by said school district and entitled to the sums specified in the final payroll register. The payroll is approved for payment in the amount of \$7,699,208.64 for the month of October 2018.

Secretary:	·
Board Members:	



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 602011 through 602267 totaling \$698,637.93

Capital Projects Fund

Check numbers 602268 totaling \$5,810.15

Associated Student Body Fund

Check numbers 602269 through 602300 totaling \$16,397.25

Transportation Vehicle Fund

Check number

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.

S	ignature	of	Auditing	Officer
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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 October 23, 2018, the board, by a ______ vote, approves payments, totaling \$720,845.33. The payments are further identified in this document.

Total by Payment Type for Cash Account, AP WARRANTS: Warrant Numbers 602011 through 602300, totaling \$720,845.33

Secretary	Be	oard Member	
Board Meml	ber Be	oard Member	
Board Meml	ber Be	oard Member	
Check Nbr	1ST CLASS OFFICE SOLUTIONS LLC A & A MOTORCOACH ABBYY USA SOFTWARE HOUSE INC ACT ALBIN-BULLOCK, JANET M ALVARADO, FRANCINE M ALVARADO, JOANNA ARACELI AMAZON CAPITAL SERVICES AMER TIME & SIGNAL AMERICAN PRODUCE EXPRESS, LLC ANDERSON, ERIC JOHN ANDRUS, ANDREA G ANIXTER INC APPLE COMPUTER INC APPLE LAND PEST CONT HOME INS APPLE VALLEY PUMPING SER INC ARAMARK UNIFORM & CAREER APPAR AVALON MUSIC INC AW REHN & ASSOC INC BAKKE, DEANNA M BEDARD, LISA R BEESON, JAMES ARTHUR BERTOMEU, HEATHER MARTHA BIRKS, RAY R BLICK ART MATERIALS BOWEN, PAMELA R BRAIN POP BRETT & SONS BREWER, LYNDSAY LEE BRYSON SALES & SERVICE CAROLINA BIOLOGICAL SUPPLY CASCADE QUALITY WATER CENTER CEREBELLUM CORPORATION	Check Date	Check Amount
602011	1ST CLASS OFFICE SOLUTIONS LLC	10/24/2018	215.23
602012	A & A MOTORCOACH	10/24/2018	13,132.08
602013	ABBYY USA SOFTWARE HOUSE INC	10/24/2018	227.34
602014	ACT	10/24/2018	322.00
602015	ALBIN-BULLOCK, JANET M	10/24/2018	329.21
602016	ALVARADO, FRANCINE M	10/24/2018	46.00
602017	ALVARADO, JOANNA ARACELI	10/24/2018	44.62
602018	AMAZON CAPITAL SERVICES	10/24/2018	16,276.64
602019	AMER TIME & SIGNAL	10/24/2018	841.96
602020	AMERICAN PRODUCE EXPRESS, LLC	10/24/2018	436.05
602021	ANDERSON, ERIC JOHN	10/24/2018	2,195.14
602022	ANDRUS, ANDREA G	10/24/2018	28.75
602023	ANIXTER INC	10/24/2018	265.75
602024	APPLE COMPUTER INC	10/24/2018	33,406.03
602025	APPLE LAND PEST CONT HOME INS	10/24/2018	803.04
602026	APPLE VALLEY PUMPING SER INC	10/24/2018	14.16
602027	ARAMARK UNIFORM & CAREER APPAR	10/24/2018	433.39
602028	AVALON MUSIC INC	10/24/2018	194.96
602029	AW REHN & ASSOC INC	10/24/2018	907.00
602030	BAKKE, DEANNA M	10/24/2018	34.25
602031	BEDARD, LISA R	10/24/2018	12.86
602032	BEESON, JAMES ARTHUR	10/24/2018	14.99
602033	BERTOMEU, HEATHER MARTHA	10/24/2018	23.82
602034	BIRKS, RAY R	10/24/2018	37.11
602035	BLICK ART MATERIALS	10/24/2018	227.07
602036	BOWEN, PAMELA R	10/24/2018	226.76
602037	BRAIN POP	10/24/2018	230.00
602038	BRETT & SONS	10/24/2018	10.98
602039	BREWER, LYNDSAY LEE	10/24/2018	19.62
602040	BRYSON SALES & SERVICE	10/24/2018	56.38
602041	CAROLINA BIOLOGICAL SUPPLY	10/24/2018	205.53
602042	CASCADE QUALITY WATER CENTER	10/24/2018	576.64
602043	CEREBELLUM CORPORATION	10/24/2018	29.89

Check Nbr	CH20 INC. CHELAN CO FIRE DIST 1 CHILDREN'S HOME SOCIETY OF WA CHINOOK MUSIC SERVICE INC CITY OF WENATCHEE CITY TREASURER CLANCY'S FARM LLC CLAY ART COLEMAN OIL COMMERCIAL PRINTING INC COMMERCIAL TIRE COMMITTEE FOR CHILDREN COMPETITIVE EDGE PRODUCTS, INC CONSOLIDATED ELECTRICAL DISTRI CROSS, MEGAN MARY CROWN, KIMBERLY SUSAN CTS CASH OFFICE CURRICULUM ASSOCIATES INC DAIKIN APPLIED DAVENPORT GRAND DAVIS, ARNEIL LAW FIRM LLP DAY WIRELESS SYSTEMS DECKER EQUIPMENT/SCHOOL FIX DELL COMPUTER CORP DELTA EDUCATION INC DEMCO INC DICKEY, EILEEN DEVON DIERINGER, SALLY KAY DIGITAL MEDIA NW LLC DISCOUNT TIRE DOH ASSOCIATES PS DON SANGSTER MOTORS INC DUNBAR SECURITY PRODUCTS INC DUNN, HEIDI M DUPREE BUILDING SPECIALTIES EBSCO SUBSCRIPTION SERVICES ERVIN, EMILY DAWN	Check Date	Check Amount
602044	CH2O INC	10/24/2018	542 00
602045	CHELAN CO FIRE DIST 1	10/24/2018	8.114.70
602046	CHILDREN'S HOME SOCIETY OF WA	10/24/2018	25,000,00
602047	CHINOOK MUSIC SERVICE INC	10/24/2018	3,221 63
602048	CITY OF WENATCHEE	10/24/2018	7,969,41
602049	CTTY TREASURER	10/24/2018	22 817 67
602050	CLANCY'S FARM LLC	10/24/2018	1 202 46
602051	CLAY ART	10/24/2018	43 90
602052	COLEMAN OTI	10/24/2018	11 160 01
602053	COMMERCIAL PRINTING INC	10/24/2018	50 38
602054	COMMERCIAL TIRE	10/24/2018	51 9 <i>4</i>
602055	COMMITTEE FOR CHILDREN	10/24/2018	1 337 00
602056	COMPETITIVE EDGE PRODUCTS. INC.	10/24/2018	1,337.00 4 197 34
602057	CONSOLIDATED ELECTRICAL DISTRI	10/24/2018	2 255 37
602058	CROSS MEGAN MARY	10/24/2018	72 27
602059	CROWN KIMBERLY SUSAN	10/24/2010	170 00
602060	CTS CASH OFFICE	10/24/2018	7 437 21
602061	CIBRICILIM ASSOCIATES INC	10/24/2010	7, 437.21
602062	DATKIN ADDITED	10/24/2010	1 227 8/
602063	DAVENDORT CRAND	10/24/2010	1727.04
602064	DAVENFORT GRAND	10/24/2010	25 576 50
602065	DAVIS, ANNELL DAW FIRM	10/24/2010	2 / 3 / 0 . 5
602065	DECKED EVILLDMENIM/GCROVI EIA	10/24/2010	2,434.03
602067	DELI COMDIMED CODD	10/24/2010	330.40 11 127 20
602067	DELIG COMPUTER CORP	10/24/2010	11,137.30
602060	DEMCO INC	10/24/2010	2/3./3
602009	DEMCO INC	10/24/2018	319.93
602070	DICKEY, EILEEN DEVON	10/24/2018	9.60
602071	DICKINGER, SALLY RAY	10/24/2018	140.00
602072	DIGITAL MEDIA NW LLC	10/24/2018	∠0.44 110 F7
602073	DOI ACCOCTAMEG DC	10/24/2018	112.57
602074	DON GANGGER MOMORG TNG	10/24/2018	422.00
602075	DUN SANGSTER MOTORS INC	10/24/2018	310.10
602070	DUNBAR SECURITY PRODUCTS INC	10/24/2018	94.17
602077	DUNN, REIDI M	10/24/2010	174 20
602078	EDGGO GUDGODIDETON GERVICES	10/24/2018	1/4.20
602079	EBSCO SUBSCRIPTION SERVICES	10/24/2018	146.07
602080	ERVIN, EMILY DAWN	10/24/2018	173.49
		10/24/2018	5,500.00
		10/24/2018	81.84
		10/24/2018	40.98
	FLOOR FACTORY	10/24/2018	64.93
		10/24/2018	24,456.70
	FOOTHILLS MIDDLE SCHOOL		25.00
		10/24/2018	1,546.92
	FRED MEYER CUSTOMER CHARGES		104.71
	GARCIA GARZA, ERNESTO RAYMUNDO		224.76
	GASBAR ORCHARD	10/24/2018	98.25
	GAYTLEY, ALICEN	10/24/2018	54.00
	GEBBERS CATTLE, LTD.	10/24/2018	848.70
002093	GIBBS, ASHLEY	10/24/2018	46.50

3

Check Nbr	GLADSJO, SUZANNE L GLAZE BAKERY LLC GO USA GOOD SAMARITAN FIRST AID GRADUATION ALLIANCE INC GREAT FLOORS COMMERCIAL SALES GREATER WEN REGIONAL LANDFILL H D FOWLER HAGLUNDS TROPHIES HALLBERG, DIANE L HAWKINS, SHAWNA DIANNE HAYS, LARA GWEN HELFRICH, JOHN HEMPHILL, SUNNY HERITAGE FOOD SERVICE GROUP HERRON, TINA M HERTZOG, KARI ANNE HILL, JANET R HILTON BELLEVUE HOLIDAY INN EXPRESS TACOMA DOW HOLLYWOOD LIGHTS, INC. HOME DEPOT HOWIE, MARY E HUPP, MANDY C IDENTITY AUTOMATION LP INIGUEZ, RICARDO INLAND PIPE AND SUPPLY INPRINT PRINTING INC INTELLITEXT LLC JCD REPAIR LLC JELSING, PETER E JENSEN, BETH A JERRYS AUTO SUPPLY JOHNSTONE SUPPLY INC JOSTENS JW PEPPER & SON INC KELLER SUPPLY COMPANY	Check Date	Check Amount
602094	GLADSTO SUZANNE L	10/24/2018	14 50
602095	GLAZE BAKERY LLC	10/24/2018	97 41
602096	GO IISA	10/24/2018	3,395,74
602097	GOOD SAMARITAN FIRST AID	10/24/2018	550 00
602098	GRADIIATTON ALLTANCE THE	10/24/2018	5 596 96
602099	GREAT FLOORS COMMERCIAL SALES	10/24/2018	8,399,38
602100	GREATER WEN REGIONAL LANDFILL	10/24/2018	50 07
602101	H D FOWLER	10/24/2018	39.62
602102	HAGLINDS TROPHIES	10/24/2018	58.53
602103	HALLBERG, DIANE L	10/24/2018	58.00
602104	HAWKINS. SHAWNA DIANNE	10/24/2018	13.66
602105	HAYS. LARA GWEN	10/24/2018	10.41
602106	HELFRICH, JOHN	10/24/2018	55.86
602107	HEMPHILL, SUNNY	10/24/2018	39.12
602108	HERITAGE FOOD SERVICE GROUP	10/24/2018	1.046.73
602109	HERRON, TINA M	10/24/2018	17.11
602110	HERTZOG, KARI ANNE	10/24/2018	165.00
602111	HILL, JANET R	10/24/2018	254.76
602112	HILTON BELLEVUE	10/24/2018	295.16
602113	HOLIDAY INN EXPRESS TACOMA DOW	10/24/2018	494.82
602114	HOLLYWOOD LIGHTS, INC.	10/24/2018	66.98
602115	HOME DEPOT	10/24/2018	306.33
602116	HOWIE, MARY E	10/24/2018	20.00
602117	HUPP, MANDY C	10/24/2018	65.00
602118	IDENTITY AUTOMATION LP	10/24/2018	39,110.72
602119	INIGUEZ, RICARDO	10/24/2018	1,347.47
602120	INLAND PIPE AND SUPPLY	10/24/2018	1,043.78
602121	INPRINT PRINTING INC	10/24/2018	274.88
602122	INTELLITEXT LLC	10/24/2018	797.50
602123	JCD REPAIR LLC	10/24/2018	226.57
602124	JELSING, PETER E	10/24/2018	296.68
602125	JENSEN, BETH A	10/24/2018	111.02
602126	JERRYS AUTO SUPPLY	10/24/2018	923.59
602127	JOHNSTONE SUPPLY INC	10/24/2018	6,082.42
602128	JOSTENS	10/24/2018	36.56
602129	JW PEPPER & SON INC	10/24/2018	212.47
602130	KELLER SUPPLY COMPANY	10/24/2018	483.78
602131	KIICK, LESLIE Y	10/24/2018	144.97
		10/24/2018	114.00
	KING COUNTY DIRECTORS ASSN		10,552.56
	LAKESHORE LEARNING MATERIALS		271.48
	LANE, MICHAEL J	10/24/2018	236.76
	LIGHTSPEED TECHNOLOGIES INC		33.55
	·	10/24/2018	13.46
		10/24/2018	825.00
		10/24/2018	1,782.00
	LOCAL TEL COMMUNICATIONS		23,910.26
	LOPEZ ACEVEDO, YURIDIA I		36.00
		10/24/2018	150.00
602143	LOWES HOME IMPROVEMENT	10/24/2018	801.40

Check Nbr	MACKIN LIBRARY MEDIA MADLAND, MARY MAGNUS, JON E MAILFINANCE, INC MARSH, BRANDON C MARSON AND MARSON LUMBER INC MASON, TAYLOR B MCALLISTER, BROOKE ANNE MEMBEAN INC MENDOZA, VERONICA H MICRO COMPUTER SYSTEMS MILLER, EMILY E MILLIETTE, JUDY CUTLER MISSION VIEW PTO MOODY, KATHRYN A MOTOR MART MOUNTAIN HOME BIOLOGICAL MUELLER, MICHAEL T MULLIGAN, MARGARET ANN MYSTERY SCIENCE INC NATL COUNCIL TEACHERS OF MATHM NC MACHINERY NEOFUNDS BY NEOPOST NORCO INC NORTH CENTRAL ESD NOVAK, SHANNON A NW BEARING-BDI NW TEXTBOOK DEPOSITORY NW VITAL RECORDS CTR INC O'REILLY AUTOMOTIVE STORES OFFICE DEPOT ONEAL, CHRISTIAN J ORANGE CO DEPT OF EDU ORIGO EDUCATION OSHKOSH CORRCTIONAL INSTITUT OXARC PACIFIC SECURITY	Check Date	Check Amount
602144	MACKIN LIBRARY MEDIA	10/24/2018	107.51
602145	MADLAND, MARY	10/24/2018	208.33
602146	MAGNUS, JON E	10/24/2018	3,057.00
602147	MAILFINANCE, INC	10/24/2018	1,387.12
602148	MARSH, BRANDON C	10/24/2018	341.38
602149	MARSON AND MARSON LUMBER INC	10/24/2018	512.24
602150	MASON, TAYLOR B	10/24/2018	61.86
602151	MCALLISTER, BROOKE ANNE	10/24/2018	54.00
602152	MEMBEAN INC	10/24/2018	1,000.00
602153	MENDOZA, VERONICA H	10/24/2018	212.04
602154	MICRO COMPUTER SYSTEMS	10/24/2018	1,900.43
602155	MILLER, EMILY E	10/24/2018	5.61
602156	MILLIETTE, JUDY CUTLER	10/24/2018	81.23
602157	MISSION VIEW PTO	10/24/2018	10,668.08
602158	MOODY, KATHRYN A	10/24/2018	198.97
602159	MOTOR MART	10/24/2018	571.27
602160	MUUNTAIN HOME BIOLOGICAL	10/24/2018	71.15
602161	MULLICAN MADCADEM ANN	10/24/2018	36.24 21 FO
602162	MUDDIGAN, MARGARET ANN	10/24/2010	21.50
602163	MAMI COUNCIL MENCHERS OF MAMPH	10/24/2010	3 220 00
602165	NC MACHINERY	10/24/2018	3,220.00 4 Ng
602166	NEOFINDS BY NEODOST	10/24/2010	2 000 00
602167	NORCO INC	10/24/2010	33 17
602168	NORTH CENTRAL ESD	10/24/2018	60.530.62
602169	NOVAK, SHANNON A	10/24/2018	12.37
602170	NW BEARING-BDI	10/24/2018	23.94
602171	NW TEXTBOOK DEPOSITORY	10/24/2018	338.41
602172	NW VITAL RECORDS CTR INC	10/24/2018	700.00
602173	O'REILLY AUTOMOTIVE STORES	10/24/2018	280.13
602174	OFFICE DEPOT	10/24/2018	13,037.48
602175	ONEAL, CHRISTIAN J	10/24/2018	33.00
602176	ORANGE CO DEPT OF EDU	10/24/2018	12,249.45
602177	ORIGO EDUCATION	10/24/2018	1,427.89
602178	OSHKOSH CORRCTIONAL INSTITUT	10/24/2018	1,200.00
602179	OXARC	10/24/2018	184.06
602180	PACIFIC SECURITY	10/24/2018	350.00
	PACIFIC POWER BATTERIES		121.36
		10/24/2018	41.47
	PATTERSON BUCHANAN FOBES		280.00
	PAYNEWEST INSURANCE PLATT ELECTRICAL SUPPLY	10/24/2018	3,458.00
	PUD NO 1 OF CHELAN COUNTY		627.22 39,751.56
		10/24/2018	900.00
		10/24/2018	20.00
	PURE COUNTRY PORK MKTS		426.40
		10/24/2018	650.00
	RELIABLE AUTO SERVICE LLC		7,082.64
		10/24/2018	215.70
602193	RICOH USA, INC.	10/24/2018	14,626.90

Check Nbr	WALLACE, MELANIE ANN WALTERS, KAREN WARDS NATURAL SCIENCE WASTE MANAGEMENT WATTS, TERESA M WEINSTEIN BEVERAGE CO WEN BUSINESS JOURNAL WEN TRANSFER STATION WEN VALLEY CHAMBER OF COMMERCE WEN VALLEY HOSPITAL WESCO PAINT & EQUIPMENT SUPPLY WEST MUSIC CO WHEELER, NILUFER WHS WHS ASB WICKEL, LISA M WIRTH, CALEB AUSTIN WOMENS RESOURCE CNTR OF NCW WOODRING, ANGIE WSD ADMIN IMPREST WVTSC PETTY CASH YAKSUM ORCHARD ZEHM, SHELLY R ZONES BSN SPORTS AMAZON CAPITAL SERVICES AVALON MUSIC INC BSN SPORTS CAFFE D'ARTE CHINOOK MUSIC SERVICE INC FABIAN, BAILEY HAIGHT, MICHELLE HOWARD, JENNIFER L INDEPENDENCE UNIVERSITY JUST FOR KIX KING COUNTY DIRECTORS ASSN LAYTON, RYAN	Check Date	Check Amount
602244	WALLACE, MELANIE ANN	10/24/2018	15.00
602245	WALTERS, KAREN	10/24/2018	303.51
602246	WARDS NATURAL SCIENCE	10/24/2018	428.17
602247	WASTE MANAGEMENT	10/24/2018	12,087.12
602248	WATTS, TERESA M	10/24/2018	45.05
602249	WEINSTEIN BEVERAGE CO	10/24/2018	7,330.07
602250	WEN BUSINESS JOURNAL	10/24/2018	24.00
602251	WEN TRANSFER STATION	10/24/2018	145.29
602252	WEN VALLEY CHAMBER OF COMMERCE	10/24/2018	550.00
602253	WEN VALLEY HOSPITAL	10/24/2018	603.84
602254	WESCO PAINT & EQUIPMENT SUPPLY	10/24/2018	4,894.39
602255	WEST MUSIC CO	10/24/2018	22.00
602256	WHEELER, NILUFER	10/24/2018	9.99
602257	WHS	10/24/2018	420.00
602258	WHS ASB	10/24/2018	2,500.00
602259	WICKEL, LISA M	10/24/2018	107.58
602260	WIRTH, CALEB AUSTIN	10/24/2018	13.08
602261	WOMENS RESOURCE CNTR OF NCW	10/24/2018	2,682.14
602262	WOODRING, ANGIE	10/24/2018	7.99
602263	WSD ADMIN IMPREST	10/24/2018	70.13
602264	WVTSC PETTY CASH	10/24/2018	19.21
602265	YAKSUM ORCHARD	10/24/2018	305.00
602266	ZEHM, SHELLY R	10/24/2018	35.00
602267	ZONES	10/24/2018	458.53
602268	BSN SPORTS	10/24/2018	5,810.15
602269	AMAZON CAPITAL SERVICES	10/24/2018	3.60
602270	AVALON MUSIC INC	10/24/2018	111.64
602271	BSN SPORTS	10/24/2018	2,458.97
602272	CAFFE D'ARTE	10/24/2018	220.80
602273	CHINOOK MUSIC SERVICE INC	10/24/2018	299.18
602274	FABIAN, BAILEY	10/24/2018	250.00
602275	HAIGHT, MICHELLE	10/24/2018	35.00
602276	HOWARD, JENNIFER L	10/24/2018	40.00
602211	INDEPENDENCE UNIVERSITY	10/24/2018	1,000.00
602270	WING COUNTY DIRECTOR ACCN	10/24/2018	1,0/0.42
602279	KING COUNTY DIRECTORS ASSN LAYTON, RYAN	10/24/2018 10/24/2018	188.52 10.00
602260	LINK TRANSPORTATION	10/24/2018	510.00
		10/24/2018	40.00
		10/24/2018	
	OFFICE DEPOT	10/24/2018	780.48 344.15
	R & S VENDING	10/24/2018	1,059.00
	RED LION HOTEL AT THE PARK	10/24/2018	1,057.06
	SAFEWAY INC	10/24/2018	41.81
		10/24/2018	29.27
		10/24/2018	1,143.83
	THACKERAY, ZANE	10/24/2018	40.00
	UNIVERSAL CHEER ASSOC	10/24/2018	805.00
	VISCONTIS ITALIAN RESTAURANT	10/24/2018	914.08
	WA ST FFA ASSOC/MEMBERSHIP	10/24/2018	1,018.00

Check Nbr	Vendor Name	Check Date	Check Amount
	WEINSTEIN BEVERAGE		207.48
602296	WELLNESS PLACE WENATCHEE WORLD	10/24/2018 10/24/2018	584.00 858.53
602297 602298	WHS BAND BOOSTER	10/24/2018 10/24/2018	13.00 225.94
602299 602300	WILLIAMS, TRAVIS	10/24/2018 10/24/2018	13.99 517.50
002300	WOD	10/24/2010	317.30
	290 Computer	Check(s) For a Total of	720,845.33

		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
		290	Computer	Checks For	a Total	of	720,845.33
Total E	For	290	Manual, Wire	Tran, ACH &	Computer	Checks	720,845.33
Less		0	Voided	Checks For	a Total	of	0.00
				Net Amount			720,845.33

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	-846.19	0.00	699,484.12	698,637.93
20	Capital Projects	0.00	0.00	5,810.15	5,810.15
40	Associated Stude	-228.50	0.00	16,625.75	16,397.25



October 23, 2018 Board Meeting

Submission Summary Form for District Contracts

New / Renewal / Revision	Federal Yes/No	Agency	Funded By	Purpose	Amount	Effective Dates	Contract Requested By	Reviewed By
Renewal	N	River Academy	N/A	Science Field Experiences	Revenue \$135.00	10/23/18 - 6/14/19	Teresa Hagan	Jon Dejong
Renewal	N	ESD105	N/A	Establish working procedures for 3 to 5 yr olds for special education	N/A	9/1/18 - 8/31/19	Trisha Craig	Mark Helm
Renewal	N	Chelan Douglas Child Services Association	N/A	Cooperation in provision of services to children 3-5yrs with disabilities	N/A	10/1/18 - 9/30/19	Trisha Craig	Mark Helm
New	N	YMCA 7 Camping / Outdoor Leadership	ASB	Mariachi conference and retreat	\$720	2/8/19 - 2/10/19	Ramon Rivera	Jon Dejong



Contract Request Form

Non-Federal

Please submit this form with your <u>unsigned</u> contract to Denise Watson 2 weeks before the School Board meeting. Upon review and approval, the contract 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, Larry Mayfield, or the School Board.

Is this contract New (we do extending length time) or a			1 22	1050		New □ Renewal 🂢 Revision □
Cost of Contract - If the Budget of Cost of Contract:	ode for conti	ut N/A in the boacts with a cos Or Revenue:	t or put in N/A		e or no cost.	ceiving funds,
Contract is scheduled to begin	Date of Ex	ecution 🕱 or	Contract is sch	eduled to end:	Active until te Specific Date:	rminated □ or 6/14/19
Contract Details: Brief Description/Purpose (If this is a revision what changed:)	Kinder, 1st & Dry Gulch & J	ial Hold Harmless 2nd Grade Sciend acobson Preservo lable each year fo	ce Field Experie es (respectively	nces taking plac). Participation	e on the Horan I of Private Schoo	Natural Area, Is is contingent
Agency Co Agency Nan		mation (to w River Acade		contract nee	ds to be maile	d)
Attention:		Yvonne Lane				
Street address or PO Box						
City, State, 2		Wenatchee, WA 98801				
Email Address Phone Number		yvonne.lane@theriveracademy.org				
		(509) 665-2415				
Be sure to	follow state	bid requirem		ned in RCW 2	28A.335.190	
Contract Requested By	Print/Type Name	a Hagan		Signature:	Tousa Hay	ian
I hav	e read this c	ontract and re	commend it	for board app	roval.	1
Requesters Administrator	0 1	Harche	ey	Signature:		Xanch.
Reviewed by: (District Office) Attorney Review Needed	Print/Type Name	1/e /ou	7	Signature:	Jan	X Bri

Bd Packet 10/23/18



Private School Partnership Agreement Science Field Experiences, 2018-2019

School name:River Academy	School phone: 665-2415	
Principal name: Eric De Vries	Contact e-mail: yvonne lane @theriverac	ademy
	•	ong
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 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 (WSD). Bill will be sent by the WSD District Office after the Agreement is approved by the WSD School Board. Do not send money back with this Agreement.

Grade	Teacher Name	# of students x \$3/student	\$ Total
Kinder	Mrs. Fox	14	\$42
1 st	Mrs. Bose & Noss	20	60
2 nd	Mrs. Walsh	II	33
5 th	7		,
TOTAL		45	\$ 135

Your Field Experience Dates for 2018-2019:

2nd Grade Wenatchee Landforms- Friday, October 19, 2018 1st Grade Shrub-Steppe Hill Hike- Tuesday, April 30, 2019 Kindergarten Habitat Walk- Friday, May 17, 2019

	D.	One school coordinator to be the person in contact all year with the Science Resource Center Staff
N	ame	e: <u>Yvonne Lane</u> e-mail: <u>yvonne lane@</u> Phone: <u>509-393-65</u> 28 (Please Print) e: <u>Heriveracademy.org</u>
		School Coordinator Tasks and Dates:
		Sept. 24, 2018: Private School Coordinator picks up pre-field packet for 2^{nd} Grade Wenatchee Landforms.
		Late Jan. 2019: Private School Coordinator contacts science resource center staff to confirm all spring dates and confirms volunteer field instructor participation.
		March 25th, 2019: Private School Coordinator picks up pre-field packet for $1^{\rm st}$ grade Shrub-Stepp Hill Hike (including pre-trip activities).
		April 8, 2019: Private School Coordinator picks up pre-field packet for the Kindergarten Habitat Walk.
		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.
	Re	e coordinator will provide partnership volunteer names & contact information to the Science source Center staff at least two weeks prior to scheduled event. WSD Science Resource staff will nated your volunteers and the coordinator directly to confirm and provide logistics.

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

Private School Authorized Signature

Date

Please send the signed <u>original</u>, along with a Certificate of Insurance, by Friday, Sept. 21, 2018 to:

Teresa Hagan WSD- Science Resource Center 1001 Circle St. Wenatchee, WA 98801 Phone: (509) 663- 9106



MUTUAL HOLD HARMLESS AND INDEMNIFICATION AGREEMENT

THIS MUTUAL HOLD HARMLESS AND INDEMNIFICATION AGREEMENT ("this Agreement") is made effective on 30 dug 2018, by and between the Wenatchee School District No. 246 ("WSD"), of 235 Sunset Avenue, Wenatchee, Washington 98801, and The River Academy. WSD and The River Academy are sometimes individually referred to as "Party" and collectively referred to as "the Parties."

RECITALS:

WHEREAS, The River Academy provides participation, supervision for field experiences and other supplemental programs, transportation for River Academy 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 The River Academy desires to use for its students and teachers.

WHEREAS, the Parties activities include, Science Field Experiences and other supplemental programs including but not limited to the city track meet.

WHEREAS, the WSD and The River Academy 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 The River Academy hereby agree as follows:

TERMS:

1. Hold Harmless.

- a. The River Academy 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 The River Academy, arising out of, in any way whatsoever, the negligent acts or omissions, or willful misconduct, on the part of The River Academy, 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 The River Academy 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,

MUTUAL HOLD HARMLESS AND INDEMNIFICATION AGREEMENT

Page 1

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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. <u>Applicable Law</u>. This Agreement shall be governed exclusively by the laws of Washington, without regard to conflict of law provisions.
- 11. <u>Exclusive Venue and Jurisdiction</u>. 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. <u>Notices</u>. 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:

The River Academy

P.O. Box 4485

Wenatchee, WA 98801

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

Print: Eric De Vries

WENATCHEE SCHOOL DISTRICT

By

BRIAN L. FLONES Superintendent

The River Academy OF WENATCHEE

Title: Headmaster

MUTUAL HOLD HARMLESS AND INDEMNIFICATION AGREEMENT

Page 3



Requesters Administrator: MARK Ken

Reviewed by: (District Office)

Attorney Review Needed:

Print/Type Name

No

Contract Request Form

Non-Federal

Please submit this form with your <u>unsigned</u> contract to Denise Watson 2 weeks before the School Board meeting. Upon review and approval, the contract 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, Larry Mayfield, or the School Board.

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Agency Co			hom & where contract nee Service District No. 105	ds to be maile	d)
Attention:		Kevin Chase, Superintendent			
		30×33 South Second Avenue			
		Yakima, WA			
		kevin.chase@			
		509-575-2885			
Be sure to	o follow sta	te bid requirem	ents as outlined in RCW 2	28A.335.190	
				14: 1	THE RESERVE THE PERSON NAMED IN
Contract Requested By	r: Tri	sha Craig	Signature:	Jun	Claig

8/21/18 DW

Signature:

Signature

Date Completed:

RECEIVED

SEP 26 2018



September 20, 2018

WENATCHEE SCHOOL DIST, 246
WENATCHEE, WA 98801

Dear Brian Flones,

Hello, we are reaching out to your agency/district to establish a Memorandum of Understanding (MOU). We, ESD 105 currently have a partnership with a local Head Start agency titled EPIC, and together we have developed the centers titled Seedlings Center for Early Learning. We serve children from infant to 5 years old and many of our children are the same children that you serve within your own agency/district.

We have attached the MOU for you to review and have high hopes that we will be able to collaborate and serve the children and families in the community. The attached MOU can be edited so that it meets the needs of both our program and yours. Please feel free to review the MOU and inform us of any edits that need to be made in order to have a more defined partnership and agreement.

If needed, we are willing to also meet in person to discuss any of the context that is written on the MOU. We wanted to first attach what we have written and give you the opportunity to review at your own time and pace. If by chance everything appears to your satisfaction then you can sign the MOU and return it to us and we can begin our partnership with one another.

Please feel free to contact the Special Service Content Specialist Maria Valencia at 509-571-5241 or Maria.valencia@esd105.org, or you can contact myself Melinda Amaro 509-406-1816 or Melinda.amaro@esd105.org, I am the Early Learning Program Manager.

We look forward in hearing from you and again please feel free to contact us and clarify anything that is needed.

Respectfully,

Melinda S. Amaro

Maria Valencia



Memorandum of Understanding – This memorandum of understanding is created by ESD 105 and its Head Start Contractor, EPIC, here and after known as the Seedlings Center for Early Learning to partner with Local Education Agency (LEA), referred to Wenatchee School District, for Services to Children with Disabilities.

This is a formal agreem	ent between	Wenatchee School District,	the Seedlings Center. The period of time this agree	eement is in place for is from
<u>September</u>	, 2019 to _	ongoing/ as needed.		T #5

I. Purpose Statement

The purpose of this agreement is to establish working procedures in the provision of services to preschool children, three to five years of age, suspected of a disability or eligible for special education or related services in compliance with the Federal and State Laws and regulations. The agencies involved are mandated to serve children with disabilities; the shared mandate provides an opportunity for the formation of a partnership. Working together, the agencies seek to streamline the system that identifies children and provides services to eligible children. The partners will maximize the use of resources and increase opportunities for contacts that facilitate communication and coordination of planning and service delivery. In addition to specify the roles and responsibilities of the two agencies, the agreement provides guidance for implementation and a framework for the enhancement of collaboration between the Seedlings Center and the agreeing party, Wenatchee School District.

II. Program Mandates

A. Responsibility of Wenatchee School District:

- Locate and identify preschool children with disabilities through a Child Find effort which includes a screening process.
- B. Responsibility of the Seedlings Center for Early Learning:
- Recruit, enroll and serve eligible children ages 3 to 5.



- Provide free and appropriate public education (FAPE) to preschool children with disabilities, to include the development and implementation of an Individualized Education Plan (IEP).
- Place preschool children with disabilities in the least restrictive environment with an opportunity to interact with non-disabled peers to maximum extent appropriate.
- Work with appropriate community agencies to provide services to preschool children with disabilities.
- Maintain and submit census and attendance data on eligible preschool children with disabilities for funding entitlement and budget preparation.

- No less than 10% of the total number of enrollment opportunities in Head Start program shall be available for children with disabilities who are eligible to participate.
- All children enrolled will be screened for concerns in the areas of health and development, within the first 30 days of the Seedlings Center program.
- All children determined to be at risk will be referred to the appropriate professionals for diagnostic evaluations.
- Collaboration with Wenatchee School District will happen on a scheduled once a month basis; when the Wenatchee School District is providing services to children with an identified disability that is enrolled in the Seedlings Center program.

III. Program Description

The local Education Agency Wenatchee School District agrees to provide services to the cities of Wenatchee in the following areas:

Columbia Elementary School (509) 662-7256 600 Alaska Street Wenatchee, WA 98801

John Newberry Elementary School (509) 664-8930 850 North Western Avenue Wenatchee, WA 98801

Lewis and Clark Elementary School (509) 663-5351 1130 Princeton Avenue Wenatchee, WA 98801 East Wentachee Seedlings Center 1900 Rock Island Rd East Wenatchee, WA 98802



Lincoln Elementary School (509) 663-5710 1224 Methow Street Wenatchee, WA 98801	
Mission View Elementary School (509) 663-5851 60 Terminal Ave. Wenatchee, WA 98801	
Sunnyslope Elementary School (509) 662-8803 3109 School Street Wenatchee, WA 98801	
Washington Elementary (509) 662-5504 1401 Washington Street Wenatchee, WA 98801	
IV. <u>Service Implementation:</u> Child Find Screening	
	e e e e e e e e e e e e e e e e e e e
Wenatchee School District will:	Responsibility of Seedlings Center for Early Learning:
Collaborate with the Seedlings Center by participating in joint referral staffing's as well as on going staffing's regarding children enrolled in the Seedlings Center program who are receiving services from Wenatchee on a minimum of a bi-weekly basis.	 Assure all children enrolled in the Seedlings Center are screened in: ASQ-3/ASQ-SE Vision and Hearing testing Physical and Dental examinations



- Aid in identifying children who should be referred to the School Districts Special Education Department for further evaluation.
- School District personnel will discuss and give guidance on the appropriateness of a referral.
- If the information provided in the referral does not provide adequate information to evaluate, the School District will screen/observe the child to determine if an evaluation is appropriate.
- Involve the Seedlings Center in review and up-date meetings regarding IEP's.

- Obtain any other information in developmental and health history from the family.
- __Identify children who are potential referrals after screening results are completed, in additional to concerns that arise during the year.
- ____Host and participate in referral and follow-up staffing's with the School Districts Special Education Team, to review screening results of those children who may need to be referred to the district for further evaluation of areas of concern.
- Host if needed any meetings for other children that are already on IEPs regarding reviews and up-dates.

V. Referral for Evaluation Once referral packet is completed and brought to District

Wenatchee School District Will:

- When the Seedlings Center staff has identified a child who may be in need of further evaluation, the School District will be notified of the scheduled meeting at which time a staffing will occur. The team will discuss interventions that have or have not been implemented, as well as classroom management. A staffing plan will be in place at the end of the staffing meeting with a scheduled date to follow up on staffing.
- If Wenatchee feels there is a need to complete an additional developmental measurement tool on an individual child a then the developmental measurement tool will be provided to them and WSD would be the responsible party to complete the developmental measurement tool with the child. The

Responsibility of Seedlings Center for Early Learning:

- The Seedlings Center Special Services Content Specialist will bring individual child concerns to the Wenatchee District team meeting or will initiate contact with District Special Education department.
- After the Seedlings Center and Wenatchee have staffed individual child concerns/ needs, and interventions have been in place, a referral packet will be put together, by the Seedlings Center classroom staff. The referral will include parent permission to release and exchange information with Wenatchee staff.
- The Seedlings Center Special Services Content Specialist can assist in contacting the parents to schedule a meeting to review referral with the family and all members of the team.



- Wenatchee S.D would have a trained Wenatchee S.D. staff administer the developmental measurement tool.
- Once a referral packet has been created, the Seedlings Center Special Services Content Specialist will schedule a meeting with the family and WSD staff, to conduct the Referral meeting. At this time the family will be made aware of their rights and that a Wenatchee staff member will be contacting them to meet to gather the family's case history.
- The School District will obtain parental permission for mutual exchange of confidential information and Permission for Evaluation.
- The School District Special Education team will determine whether the child is a candidate for evaluation.
- When a child who is currently on an IEP/IFSP and receiving services enrolls in the Seedlings Center program, with parent permission, copies of all evaluation information and a current IEP/IFSP will be shared within 15 days.

- The meeting will provide the district with an opportunity to obtain parent's permission needed for the evaluation to start and gather additional information as needed.
- The Seedlings Center, will obtain parent permission form to release School District Special Information.

VI. <u>Comprehensive Evaluation</u> When referral moves forward to Evaluation

Wenatchee School District will:

- Notify the Seedlings Center Special Service Content Specialist as evaluation appointments are scheduled with the Seedlings Center families.
- If the families/child's primary language is Spanish or another language other than English, provide assistance in translating and/or interpreting for evaluation.

Responsibility of Seedlings Center for Early Learning:

- The Seedlings Center Special Services Content Specialist will track evaluation appointment scheduled by the School District Special Education team with the Seedlings Center families.
- Arrange additional required evaluations or examinations, which may be needed by the Seedlings Center child, referred to School District Special Education Services.



- Within 35 school days after parent permission to evaluate is obtained, complete appropriate evaluation of all children referred by the Seedlings Center.
- At the conclusion of the evaluation the school District Special Education team will convene a meeting with the parents and the Seedlings Center staff to review the assessment results and make an eligibility determination and make service and placement recommendations.
- With parent consent, provide written results of all completed evaluations to the Seedlings Center Special Services Content Specialist, within 10 calendar days.

For children that are referred for possible School District
 Special Education Services, share relevant evaluation results
 with the School District Special Education Team.

VII. Individualized Education Program Development

Wenatchee School District will:

- Develop an Individualized Education Plan (IEP) within 30 calendar days of the completed evaluation.
- Schedule an initial IEP conference with the parent, a general education teacher and the Seedlings Center staff and Special Services Content Specialist, for children that will be receiving School District Special Education Services.
- With parent permission, provide a copy of IEP for each child receiving School District Special Education Services to the Seedlings Center Special Service Health Content Specialist within 15 days. Provide translated copy of IEP when applicable.

Responsibility of Seedlings Center for Early Learning:

- Provide additional information requested by School District Special Education department to support the development of an integrated plan.
- Review IEP for the purpose of goal implementation and individualization within the Head Start classroom.
- Encourage parents to participate in the development of the IEP.
- For any Seedlings Center child determined eligible for School District Special Services, a process identifying other needs and services will be the responsibility of the Seedlings Center staff.



VIII. Placement

Wenatchee School District will:

- Plan placement and intervention(s) in the least restrictive environment through enrollment in one or both programs.
- Provide the Seedlings Center with relevant information and suggestions which would support developmental of individualized goal implementation for the Seedlings Center classroom.
- The Wenatchee School District will refer families, whom they identify to be good candidates for the Seedlings Center.

Responsibility of Seedlings Center for Early Learning:

- Follow-up on referrals to obtain enrollment application and communicate with Family Community Partnerships Specialist personnel regarding enrollment/placement within Head Start.
- Reserve enrollment slots for preschool children with disabilities (at least 10% of total enrollment).

IX. Specific Program Service Delivery

Wenatchee School District will:

- School District will arrange for appropriate special education and related services to meet each child's IEP goals and objectives.
- Service will be provided on the Seedlings Center site unless the Child's Individualized Education Plan indicates that Special Education Services will be provided in another setting.
- Implement and monitor the special education and/or related services specified in the IEP.
- School District will ensure that services being provided will be provided by qualified personnel.

Responsibility of Seedlings Center for Early Learning:

- Provide comprehensive child development services.
- Implement any portion of the IEP, which specifies the Seedlings Center involvement in coordination of IEP and the Child's Developmental Plan.
- Participate in joint staffing's or conferences as needed to monitor the progress and revise plans for children jointly served by the Seedlings Center and School District Special Education Department at least every two months.

X. <u>Procedures for Review/Monitoring of Child's Progress</u>



Wenatchee School District will:	Responsibility of Seedlings Center for Early Learning:
 Implement and monitor the special education and/or related services specified in the IEP. Initiate annual review meeting of IEP's. Provide reviews of the child's progress at staff meetings. 	 Provide space for annual review meeting to occur on site, as able. Facilitate parent/guardian's understanding of their child's progress.
XI. Procedure for Hiring Supervising Staff Providing Special Se	<u>ervices</u>
Wenatchee School District will:	Responsibility of Seedlings Center for Early Learning:
 Provide for the hiring and supervision of all staff providing 	Develop and maintain professional relationships with staff

special services. XII. Confidentiality

Wenatchee School District and the Seedlings Center shall follow the requirements in the Family Education Right of Privacy Act (FERPA).

XIII. Training and Technical Assistance

Both agencies will ensure that respective agency staff is trained annually on the Memorandum Agreement.

Wenatchee School District will:

- Share evaluation information to assist in developing Child Development Plan.
- Provide technical assistance to staff in implementing Child Development Plan goals and objectives.
- Provide regular consultation for teachers regarding child progress, concerns and coordination of activities and instruction.

Responsibility of Seedlings Center for Early Learning:

providing special services.

- Identify specific needs for training or consultation to support the delivery of appropriate, quality services to children with disabilities in the Seedlings Center.
- Contact School District Special Education department to determine if staff is available to provide training/consultation to staff or parents.



XIV. Counting & Reporting Children with Disabilities

Wenatchee School District will:

- With parent permission provide the Seedlings Center staff with IEP information of children enrolled in both programs.
- Assist with required documentation for reporting as needed.

XV. Parent Involvement Activities

Wenatchee School District will:

 When training or consultation needs are identified by the Seedlings Center, arrange with the District to provide training/consultation to the Seedlings Center staff and/or parents.

Responsibility of Seedlings Center for Early Learning:

- Provide data and track enrollment of Children with IEP's.
- Assist with required documentation for reporting as needed.

Responsibility of Seedlings Center for Early Learning:

When possible, provide parents whose children will be receiving School District Special Education Services with the support necessary to assure participation in IEP planning including information about available programming, assistance in needs identification and goal setting, transportation and other available the Seedlings Center services.

XVI. <u>Transition Activities</u>

Wenatchee School District will:

 Will provide the Seedlings Center with information required for Kindergarten registration for children that arrive in the community over the summer and are not yet registered for Kindergarten.

Responsibility of Seedlings Center for Early Learning:

 Assure that children that will be attending the school district in the fall have been informed of the registration process and will meet with the school district to determine appropriate placement and services as required by the IEP.



 Will meet with the Seedlings Center staff for children that are on an IEP and will be entering Kindergarten in the fall for the purpose of transition activities to discuss progress of the child and any additional needs. 			 Will meet with the school district for any children that will be attending the Seedlings Center in the summer and are receiving Special Education Services. 		
XVII.	Joint Partnership Agreement				
The Se					hildren enrolled in the Seedlings
	Centers (Dates Identified:	September 2018	to	ongoing / as ne	eded).
XVIII.	Termination/Review				
This M	Memorandum of Understanding verminated by any party upon			eded basis or at least onc	e annually. This agreement may be
Wenatche	ee School District Representative	≘,	ESD 105 a	nd its Head Start Contra	ctor, EPIC known as Seedlings
(Printed N	ame) Supe	rintendent	(Printed N	ame)	Superintendent
Signature			Kevin Chas Signature	20.7h	9/20/18 Date



Contract Request Form

Non-Federal

Please submit this form with your <u>unsigned</u> contract to Denise Watson 2 weeks before the School Board meeting. Upon review and approval, the contract 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, Larry Mayfield, or the School Board.

Is this contract New (we do			50	((5))		New Renewal Revision
Cost of Contract - If the Budget of Cost of Contract:	-		t or put in N/A if it i Budg	0.00		ceiving funds,
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Attention:		C. Janet Rok	oles			
Street addre	ss or PO Box	1305 Kittitas	St			
City, State, 2	ip Code	Wenatchee,	WA 98801		J.	
Email Addre	SS	janetr@cdcsa	.com	72		
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Be sure to	follow state	bid requirem	ents as outlined i	n RCW 2	8A.335.190	
Contract Requested By	Trish Print/Type Name	a Craig	. Si	ignature: .	p.C	
I have read this contract and recommend it for board approval						
Requesters Administrator: Mak Heart Signature: Mah / J. K.						
Reviewed by: (District Office) Attorney Review Needed:	Print/Type Name Yes / No	Many Fre	Si Date Comple	ignature:		4

Interagency Agreement

Wenatchee School District Special Education and Chelan Douglas Child Services Association (CDCSA)

Philosophy: Agency Collaboration optimizes and enriches education services for children and families.

Purpose: The purpose of this agreement is to clarify responsibilities and encourage cooperation in the provision of services to children, ages 3-5 years old, with disabilities who may qualify for programs offered by Chelan Douglas Child Services Association and/or Wenatchee School District.

General Responsibilities:

Chelan Douglas Child Services Association

- Refer students, using CDCSA processes and forms, who exhibit behaviors suggesting possible developmental delay.
- Facilitate communication and interaction with CDCSA parents to accomplish assessment, evaluation and service to developmentally delayed students. This is to include provision of a release of information signed by parents allowing exchange of confidential information for the duration of service.
- 3. In cooperation with school district personnel and accordance with the Individual Education Plan (IEP), CDCSA staff will deliver educational and developmental services to identified handicapped students within the scope of the CDCSA program.
- 4. In cooperation with school district personnel, CDCSA staff will plan and facilitate parent/staff training to improve recognition, referral and service of children with special needs.
- 5. Collaborate to develop transition plans for children moving between CDCSA and school district supported programs.
- 6. Share resources to meet the special education goals of children on an IEP. Equipment provided for service of an individual child will remain the property of the program that purchased the item.
- 7. Transportation will be provided by the enrolling agency unless otherwise designated in the IEP.
- 8. Participate in collaborative activities and interventions that conform to the Washington Administrative Code (WAC).

Wenatchee School District

- Provide assessment, evaluation and therapeutic service to qualified children referred by CDCSA.
 These services will be consistent with services provided to district enrolled children and in
 accordance with WAC requirements.
- Include CDCSA staff in IEP development and provide feedback and guidance in the identified areas to classroom personnel who support child development
- The School District reserves the right to determine the most appropriate site for the delivery of therapeutic services. It will provide transportation for children served at any site other than the CDCSA campus.
- 4. Facilitate development of CDCSA staff and parent training designed to improve recognition, referral and service of children with special needs.
- 5. Collaborate with CDCSA to develop a transition plan for children exiting CDCSA programs and entering school district programs.

Statement of Specific Procedures

Eligibility: Determination of eligibility for special education services will be in accordance with and regulated by the WAC. Candidates for disability services who do not meet school district service standards but do meet those of the Administration of Children and Families will be referred to CDCSA for intervention. CDCSA will support Child Find events as planned with the district on a yearly basis. This may include fostering community awareness and provision of space for conducting assessments.

Referral: Any children attending CDCSA and residing within the service area of the school district may be referred. Parents will be notified prior to referral. State time-lines, as defined in WAC, will apply. Paperwork prior to and including the Notice of Concern will be completed by CDCSA. Post referral paperwork will be completed by the School District with CDCSA assistance as needed.

Assessment and Evaluation: The decision to assess and evaluate will be made by the School District and carried out by district personnel. Outcome information will be made available to CDCSA.

IEP: If eligible for Special Education services, the IEP will be developed by a team to include School District personnel, CDCSA staff and parents. School District staff will consult with CDCSA staff regarding implementation of the IEP and child progress at least monthly.

Funding: Allocation of handicap-directed funding derived from inclusion of a CDCSA enrolled child on the school district monthly enrollment report and/or the Individuals with Disabilities Child Count Report will accrue to and be retained by the school district.

This agreement will be in effect from October 1, 2018 through September 30, 2019 and will be updated annually.

Wenatchee School District	Date
Executive Director	
Chelan Douglas Child Services Association	Date



Contract Request Form

Non-Federal

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Contract Details: Brief Description/Purpose (If this is a revision what changed:) Agency Contact Information (to whom & where contract needs to be mailed) Agency Name Attention: Street address or PO Box City, State, Zip Code Email Address Phone Number Be sure to follow state bid requirements as outlined in RCW 28A.335,190 Contract Requested By: Ramon River Print/Type Name I have read this contract and recommend it for board approval. Requesters Administrator: Print/Type Name Reviewed by: (District Office): Print/Type Name Signature: Print/Type Name Signature: Print/Type Name Signature: Print/Type Name Signature: Print/Type Name Print/Type Name Signature: Print/Type Name Print/Type Name Attorney Review Needed: Yes / No Pate Completed:	The only authorized signatures on a contract are Brian Flones, Jon DeJong, Larry Mayfield, or the School Board.
Budget code for contracts with a cost or put in N/A if it is revenue or no cost. Cost of Contract: 720 Or Revenue: 14 Budget code: 402 - 445 Active until terminated or Specific Date: 2/8//9 Contract is scheduled to begin: Specific Date: 2/8//9 Contract is scheduled to end: Specific Date: 2/8//9 Contract is scheduled to end: Specific Date: 2/8//9 Contract Details: Brief Description/Purpose (If this is a revision what changed:) Agency Contact Information (to whom & where contract needs to be mailed) Agency Name	Is this contract New (we do not have a current contract with them), a Renewal (same contract -
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Be sure to follow state bid requirements as outlined in RCW 28A.335,190 Contract Requested By: Raman Signature: I have read this contract and recommend it for board approval. Requesters Administrator: Signature: Print/Type Name Reviewed by: (District Office): Print/Type Name Ottorney Review Needed: Yes / No Date Completed:	Street address or PO Box 909 4th Ave City, State, Zip Code 504th 4498104
Contract Requested By: Ramon River Signature: Print/Type Name Signature: Signature: Signature: Print/Type Name Reviewed by: (District Office): Print/Type Name Attorney Review Needed: Yes / No Date Completed:	
Requesters Administrator: Reviewed by: (District Office): Print/Type Name Review Needed: Yes / No Print/Type Name Signature: Date Completed: /	Be sure to follow state bid requirements as outlined in RCW 28A.335.190
Reviewed by: (District Office): Print/Type Name Attorney Review Needed: Yes / No Signature: Date Completed:	
(District Office). Print/Type Name Attorney Review Needed: Yes / No Date Completed: / /	Requesters Administrator: Tim Busin Signature:
	(District Office) Prine Type Name
Lam Wayfield	A / C / Manual M

Bd Packet 10/23/18



YMCA Camping and Outdoor Leadership 909 4th Avenue Seattle, WA 98104

Account#: 1561496
Wenatchee High School
Ramon Riviera
Unknown
Unknown Unknown Unknown

Comments:

ESTIMATE #48191

Reserva	tion Fri 02/8 4PM - Sun 02/10 12PM			
Orkila Co	onference & Retreat Fees	*		
Qty	Facility/ Resource		Amount Comments	
36	Meal, School Rate	\$	360.00	
36	Meal, School Rate	\$	360.00	* * W2 Y
36	Orkila Group Rate - Dederer	\$	0.00	
	Total Fees:	\$	720.00	

Deadlines

Two weeks after agreement date(10/09/2018): 30 days prior to visit(01/09/2019):

30 days after receipt of final invoice:

Submit signed agreement and deposit. Confirm estimated group size with director.

Submit final payment.

Deposit:

Your nonrefundable deposit is required to confirm your reservation. This deposit will be applied to your final invoice. Send deposit, along with a signed copy of this agreement to the YMCA Camping and Outdoor Leadership office (address above) within two weeks of the agreement date. Your reservation is not complete until your signed agreement and deposit are received by the YMCA.

Cancellation:

If your group cancels after the signed agreement has been submitted to the YMCA, you will forfeit your deposit or be responsible for 50% of the guaranteed minimum - whichever is greater. If your group cancels within 30 days of the arrival date, you will be responsible for 90% of the confirmed group participants.

In signing this agreement, the Group agrees to abide by the above conditions, the Camp Policies (enclosed), and to accept financial responsibility for loss or damage to camp facilities and equipment resulting from maliciousness, misuse or negligence.

Chris Dalla Santa		i e e e	
YMCA Program Director	N. N. San	Group Contact Signature	Date
	10.00 g	Group Contact Printed Name	

Deposit Due:\$360.00

YMCA of Greater Seattle Camp Orkila – Group Use Policies

PARKING: Camp Orkila provides ample parking in the main lot. San Juan County ordinances restrict vehicle use in our main camp area. Please avoid bringing vehicles into the main camp area, near the lodge, or up to cabins. If a disability limits your movement, please notify your host.

CHECK-IN: Please check in with your host upon arrival. Your host, who is trained in CPR and first aid, will orient you to our emergency procedures.

LUGGAGE: Please plan on carrying luggage to your cabins. Pack light. Carts will be available at the camp office and/or parking lot.

ALCOHOL: Alcoholic beverages may **not** be brought into or consumed on camp property. Thank you for helping to keep YMCA Camp Orkila alcohol-free. There is \$500.00 fine for having alcohol at Camp Orkila

SMOKING: Smoking is prohibited at Camp Orkila. Please respect our smoke-free policy and our neighbors' private property, as well.

FIRES: Firewood is available in wooden bins in north, mid, and south camp. Campfires are allowed only in designated areas and on the beach, below the high tide line. Campfires should be small – less than two feet tall and two feet in diameter. Driftwood must be left unburned. Occasionally, due to extremely dry weather, the county will enforce a fire ban on Orcas Island. During these bans no fires will be allowed on camp property. No exceptions.

ENVIRONMENT: We ask that all guests be sensitive to the abundant live plants, animals, and sea life at Camp Orkila. Also, please help us keep Orkila beautiful by placing your trash and recycling in the appropriate bins.

MEAL TIMES: Weekend meals are served on a rotation basis when there are a lot of people in camp. Please arrive on time for your meal rotation to reduce traffic.

QUIET HOURS: In consideration of all guests, quiet hours will be observed from 10:00 PM to 7:00 AM.

PETS: Only professional, assistive pets are allowed on camp property.

FIREARMS: Firearms may not be used or carried on camp property.

GRAFFITI: The group will be billed a minimum of \$50.00 plus \$1.00 for each square inch of graffiti found to be caused by a member of the group.

UNRULINESS: YMCA of Greater Seattle and Camp Orkila reserve the right to evict unruly visitors. In such cases, no refund will be given. All local, state, and federal laws must be obeyed at camp.

EMERGENCY PREPAREDNESS: The group is responsible for all first aid and emergency care, including arrangements for transportation. First aid kits are readily available throughout camp.

Camp Orkila recommends that each group have an adult certified in CPR and first aid in residence at all times while at camp. Additionally, we recommend that you collect the following information for all participants: name, address, emergency contact names and phone numbers, known allergies and medical conditions, and for minors, a signed permission to seek emergency treatment.

The camp asks that groups report all cases of illness, and any accidents requiring more than basic first aid, to the group host.

It is worth noting that there is no urgent care available on the island, so any medical needs beyond basic first aid will require a ferry trip or airlift to Anacortes.

SUPERVISION: Please use the following supervision guidelines for minors in your group: 1 adult for every 5 campers aged 4-5; 1 adult for every 6 campers aged 6-8; 1 adult for every 8 campers aged 9-14; and one adult for every 10 campers aged 15-18. Also, at least 80% of staff used to meet these ratios should be 18 years or older, and all staff should be at least 16 years old and at least 2 years older than the minors they supervise.

OFF-LIMITS AREAS: The ropes and challenge areas, horses, swimming pool, boats, ranges, and craft shop require YMCA staff supervision and are otherwise off-limits for your safety. Please also avoid private residences on camp property.

SPORTS EQUIPMENT: Basketballs, volleyballs, soccer balls, and Frisbees are available for your use. Please return them to their proper storage containers when you are finished playing. Ask your host about any other equipment you would like to use. Personal gear is the responsibility of the owner.

SHARING CAMP: No exclusive use of camp is implied unless specified on the contract. Other groups may be in camp during your stay. Every effort will be made to accommodate compatible groups during the same time period.

INSURANCE: The YMCA of Greater Seattle does not provide health and accident insurance for guests. No medical facilities are available at camp. Each group is responsible for medical treatment and liability insurance coverage of participants for injury and illness.

HOLD HARMLESS: The group indemnifies and holds harmless the Institution/Facility (including the YMCA of Greater Seattle and its affiliated corporations) from all liability, loss, or damage whatever from any cause which may arise from the use of the facilities or activities in and about the same by your group or its representative or invitees.

MEMORANDUM: Inventory Surplus

То:	Board of Education
From:	Karen Walters, Director of Accounting
Date:	October 23, 2018
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
Columbia	2	Student Desk
John Newbery	1 Box	Communities Books
	1	TV
Lewis & Clark	1 Box	Number Corner
	1 Box	Engage NY
	1 Box	Balance Scales
	1 Box	Reading Foundations
	1 Box	Bridges Kit
	2 Boxes	Awesome Apple
	5 Boxes	Teacher Resources
	20 Boxes	Library Books
Washington	3 Boxes	Math Manipulatives
	2 Tubs	Building Blocks
	1	Social Studies Bks
	1	Phonics Kits
	1	Number Corner
	2 Boxes	Teacher Supplies
	1 Box	Webster Dictionaries
	13	Dictionaries
Wenatchee High School	33 Boxes	French Books/Teacher Manuals
Nutrition Services	1	Dodge Caravan VIN# IB4GK44R7MX512048



WSD POLICY SERIES CONSENT AGENDA NO CHANGES

Policy	Title	Suggested Action	District Recommenda tion	Rationale
4130	Title 1 Parent & Family Engagement	Replace	Approve	Updating to WSSDA 4130 is a Title 1 requirement.
				6/2018

Policy: 4130

Section: 4000 - Community Relations

Title I Parental Involvement

The board recognizes that parent and family engagement helps students participating in Title I programs achieve academic standards. To promote parent and family engagement, the board adopts the following policy, which describes how the district will involve parents and family members of Title I students in developing and implementing the district's Title I programs.

District-Wide Parent and Family Engagement

The district will do the following to promote parent and family engagement:

- A. The district will involve parents and family members in jointly developing the district's Title I plan. The Title 1 Policy 4130 is available to all families on the district's web site, at the annual Fall parent meetings at each Title 1 school, and at the Spring district-wide Title 1 parent meeting. Parent and families are encouraged to provide feedback.
- B. The district will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the district in the planning and implementing of effective parent and family involvement activities to improve student academic achievement and school performance.
- C. The district will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of all Title I schools. At that meeting, the following will be identified:
 - 1. Barriers to greater participation by parents in Title I activities;
 - 2. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; an
 - 3. Strategies to support successful school and family interactions.

The district will use the findings from the annual evaluation to design evidence-based strategies for more effective parental involvement and to revise this policy if necessary.

The district will facilitate removing barriers to parental involvement by doing the following: conducting joint parent meetings with other programs, holding meetings at various times of the day and evening, arranging for in home conferences when possible. Title I funds may be used to facilitate parent attendance at meetings by payment of transportation and on-site childcare costs.

- D. The district will involve parents of Title I student in decisions about how the Title I funds reserved for parent and family engagement are spent. The district must use Title I funds reserved for parent and family engagement for at least one of the reasons specified in 20 U.S.C. § 6318(a)(3)(D).
- E. The district and each of the schools within the district providing Title I services will do the following to support a partnership among schools, parents, and the community to improve student academic achievement:
 - 1. Provide assistance to parents of Title I students, as appropriate, in understanding the following topics:
 - a. Washington's challenging academic standards;
 - b. State and local academic assessments, including alternate assessments;
 - C. The requirements of Title I;
 - d. How to monitor their child's progress; and
 - e. How to work with educators to improve the achievement of their children
 - 2. Provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. Opportunities to meet with teachers to discuss their child's progress will also be made available.

- 3. Educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff with the assistance of parents, in the value and utility of contributions of parents and how to do the following:
 - a. Reach out, communicate with, and work with parents as equal partners;
 - b. Implement and coordinate parent programs; and
 - C. Build ties between parents and the school.
- 4. Coordinate and integrate parent and family engagement strategies, to the extent feasible and appropriate, with similar strategies used under other programs, such as:
 - a. Head Start:
 - b. Even Start;
 - C. Learning Assistance Program;
 - d. Special Education; and
 - e. State-operated preschool programs.
- 5. Ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children. The information will be provided in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. (Describe how the district will provide the information, for example, school bulletin, website, beginning of school information, etc.)

School-Based Parent and Family Engagement Policies

Each school offering Title I services will have a separate parent and family engagement policy, which will be developed with parents and family members of Title I students. Parents and family members will receive notice of their school's parent and family engagement policy in an understandable and uniform formant and, to the extent practicable, in a language the parents can understand.

Each school-based policy will describe how each school will do the following:

- 1. Convene an annual meeting at a convenient time, to which all parents of Title I students will be invited and encouraged to attend, to inform parents of their schools' participation under Title I, to explain the requirements of Title I, and to explain the rights that parents have under Title I;
- 2. Offer a flexible number of meetings, such as meetings in the morning or evening;
- 3. Involve parents, in an organized, ongoing, and timely way in the planning, reviewing, and improving of Title I programs; and
- 4. Provide parents of Title I students the following:
 - 1. Timely information about Title I programs;
 - A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
 - 3. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.

Each school-based policy will include a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve state standards. The compact must do the following:

- A. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I students to meet Washington's challenging academic standards and describe the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom, and participating, as appropriate, in decisions relating to the education of their children, including the positive use of extracurricular time; and
- B. Address the importance of communication between teachers and parents on an ongoing basis through the following:

- 1. Annual parent-teacher conferences in elementary schools during which the compact will be discussed as the compact relates to the individual child's achievements;
- 2. Frequent reports to parents on their children's progress;
- 3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- 4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

Classification: Essential (if school receives Title I funds)

Legal References: 20 USC 6311 ("Every Student Succeeds Act")

20 USC 6312 Local educational agency plans 20 USC 6318 Parent and family engagement

Management Resources: Policy News, October 2008 Family Involvement Policy

Policy News, June 2005 Title I Parental Involvement Policy Policy News, August 2003 No Child Left Behind Update

Adoption Date: 6.14.11 Wenatchee School District

Revised: 10/18

THIS GROUP OF POLICIES HAVE BEEN APPROVED BY FOR REVISIONS BASED ON WSSDA RECOMMENDATIONS

5000 Policy Series Review

"OK" or "YES" -(means): follow WSSDA's recommendation

Policy	Title	Suggested Action	District Recommendation	Rationale
5010	Non-Discrimination and Affirmative Action	Revise	YES	Update compliance officer, protected classes, typos and legal references
5406	Leave Sharing	Revise	YES	Update to expand covered events for leave sharing
5406P	Leave Sharing - Procedure	Informational		Update to expand covered events for leave sharing, and the inclusion of Personal Leave Sharing

Mission of the Highly Capable (HiCap) Program

To find and nurture talent in students by providing and supporting **opportunities** for them to **pursue their interests** at an appropriate pace and **level of complexity**, and regular opportunities to work with students of **similar abilities**.

Goals

The Highly Capable Program **policies**, **procedures**, **and processes** will be updated to be in compliance with new state laws and to reflect the work that is being done.

The WSD HiCap **website** will be updated to be an accessible and valuable resource to the community.

- Goals
- Instructional program
- Services
- # of students expected to serve
- Identification plan
- Professional development
- Program evaluation and fiscal report
- Legal compliance assurance

Instructional Programs - I-Grant & High Cap Plan

- Four Elementary HiCap Program Specialists provide differentiated reading, math, newsroom, and studio classes to approx. 500 students; Beauty of Bronze for all 5th Graders
- Middle School teachers use RTI models & cluster grouping to serve about 225 students
- 20 Advanced Placement teachers instruct about 540 students in highly rigorous content
- 15 teachers mentor 30 Directed Study Projects



SPECIAL PRESENTATIONS



Date: October 17, 2018

To: WSD Board of Directors

From: Lindee Akers

Re: Nadya Bush presentation

MEMORANDUM

WSD Board of Directors: Nadya Bush, Assistant Director of Federal & State Programs, will give a short presentation on the "Bright Spots" she sees in the WSD.



WENATCHEE LEARNS STRATEGIES

- Strategy One Personalized Learning
- Strategy Two Tapping into the Power of the Community
- Strategy Three Use Best Tools & Resources to Advance Learning
- Strategy Four Balance Change for All with Excellence for All

215 Perkins (5-Year) Application Plan (District Package)

Fiscal Year: 18-19

Milestone: Draft (Printed 10/17/2018)

District: Wenatchee School District

Organization Code: 04246 ESD: North Central Educational Service District 171

Page 1

GRANT TIMELINE

Purpose: Federal regulations (34 CFR 76.708) require that federal formula grant funds may not be obligated (incur costs) until the latter of the following two dates: (1) July 1 or (2) the date the applicant submits its application to the State in substantially approvable form. Federal regulations further stipulate that reimbursement for obligations is subject to final approval of the application.

Of the funds subawarded as an eligible subrecipient, 20% is available for obligation on July 1, 2018; the remaining amount is available October 1, 2018, pending an updated Grant Award Notice (GAN) from the US Department of Education. All funds expended under this award must be obligated by August 31, 2019.

The Office of Superintendent of Public Instruction (OSPI) will review the application and communicate to the district if further action is necessary or if full approval has been issued. The application must be completed and approved prior to the release of funds.

Step 1:	Complete the Budget Overview below.
Step 2:	Press the Mark Completed icon on this page.

Budget Overview	
Preliminary Perkins Allocation: \$0	Estimated
Object (cite activities in narrative text)	Cost
	\$0
Object 0 (Debit Transfer)	
	\$0
Object 2 (Salaries Certificated)	, 50
	\$11,640
Object 3 (Salaries Classified)	\$11,040
These funds support a paraprofessional who works with Special education students in CTE classrooms to ensure full access, safety and appropriate accommodations.	

Object 4 (Benefits)	\$8,784
Object 4 (Benefits)	
Object 5 (Supplies Instructional Resources)	\$21,848
These funds will be used purchasing equipment and software to keep up with industry standards.	
Object 7 (Purchased Services)	\$0
Object 8 (Travel)	\$0
Object 9 (Capital Outlay)	\$0
Indirects	\$1,619
Total	\$43,891

Page 2

ASSURANCES (Terms and Conditions)

Instructions:

- 1. Review the following requirements by clicking each hyperlink.
- 2. Click the box certifying the district has read and understood the requirements listed under each section.
- 3. Complete the Authorized Representatives Signature Block.
- 4. Sign, date, and print a copy of this assurance section.
- 5. ALERT! A hard copy of the printed, signed, and dated assurance section must be in district files for monitoring/auditing purposes.

Yes Upon written request, will the district consult in a timely and meaningful manner with representatives of nonprofit private schools in the geographic areas served by the eligible recipient? [section 317(b)(2)]

NOTE: The Office of Superintendent of Public Instruction is required to monitor the performance of career and technical education programs in at least the following areas:

- Student participation in and completion of high-demand programs.
- Students earning dual credit for high school and college.

This district hereby assures compliance with the following requirements under each section:

FEDERAL

- The Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)
- **Education Department General Administrative Regulations (EDGAR>**
- Perkins Act of 2006 Requirements
- Perkins Act of 2006 Program Non-Regulatory Guidance
- Perkins Act of 2006 Non-Regulatory Guidance for Accountability

STATE

- Washington State Perkins Plan Requirements
- Washington Administrative Code (WAC)
- Revised Code of Washington (RCW)
- State Administrative and Accounting Manual (SAAM)

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OSPI

- Agency Application Assurances
- Accounting Manual for Public School Districts in the State of Washington

By accepting these funds and signing below, your district agrees to abide by all federal, state, and agency rules and regulations required of this money.

Authorized Representatives Signature Blo	Brain Flones
Superintendent:	Lisa Turner
Section 504 Coordinator:	Mark Helm
Title IX Officer:	Susan Adams
General Advisory Chair:	Michelle Price
Board Chair:	Dennis Conger
Career and Technical Education Director/Administrator:	10/23/18
Date: (MM/DD/YY)	

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PERKINS PERFORMANCE IMPROVEMENT PLAN (PPIP)

Section 123(b) of the Carl D. Perkins Act of 2006 requires that districts meet at least 90 percent of an agreed upon local adjusted level of performance for any of the core performance indicators. Districts who fail to meet this requirement must submit a Perkins Performance Improvement Plan (PPIP).

Performance data to be used when determining the need for a Perkins Performance Improvement Plan (PPIP) can be found on the Perkins IV tab within the Career and Technical Education application on EDS.

Please complete a separate PPIP for each of the core performance indicators for which you have failed to meet 90 percent of an agreed upon local adjusted level of performance.

Press the "NEW" button to complete information for each NEW record.

To avoid losing data, press the "SAVE" button after completion of each NEW record before pressing the "NEW" button again. Allow SAVE to complete before pressing the "NEW" button again.

UNMET CORE PERFORMANCE INDICATOR: 1S2

- A. Provide any information or data that may explain why the district did not meet the 90 percent performance level for this indicator. This may include a discussion of the accuracy and completeness of the data.
- Response:

Wenatchee SD is a high poverty school district (57.5%)as well as having a large population of ESL (24.5%)and Migrant students(15.8%). These are challenges we are working diligently to address.

- B. Describe any disparities or gaps in the performance of different categories of students using the data provided by OSPI (Perkins IV, Section 113(b)(4)). Consider the following:
 - Performance trends and maintaining continuous improvement
 - Overall results
 - Results for special populations and other disaggregate groups:
 - Race
 - Ethnicity
 - Gender
 - Disability Status
 - Migrant Status

Response:

While we have achievement Gaps based on Gender and Ethnicity, we are working hard to close those gaps and we have seen a continuous improvement our scores.

In 15-16 our score was 21.8% In 16-17 our score was 25.9% In 17-18 our score was 30%

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Page

- English Proficiency
- Economically Disadvantaged Status
- Results for high schools or campuses
- Results for individual programs

Response:

Wenatchee has instituted several actions to improve the Districts math performance.

- C. Clearly describe the agency's goal(s) for improving performance on this measure, the specific actions to be taken to meet the goal(s), and how the agency will measure whether the goal(s) have been met. Consider the following:
 - Specific, achievable interventions
 - Measurable activities
 - Proven Practices
 - Scientifically-based research
 - How strategies will address the needs of special population students

- 1. Interventions for Special **Populations**
- A. Added an intervention Specialist B. Added a "push-in " Certified Math Teacher
- C. Increased our inclusion with Para support
- Supports for all
- A. Created a new course " Bridge to Algebra "
- B. Created a Year and a half long algebra track
- C. Imbedded the COE in a Financial Algebra course
- D. Use the ACT as a formative assessment of students current skills E Increased Technology in the classrooms to aid instruction
- D. Provide the name of the lead contact for each action item identified under response C.

Response:

All interventions under 1 are supervised by Donna Moser, Assistant Principal , All interventions under 2 are supervised by Ricardo Iniguez, Associate Principal.

Response:

- 1. Interventions for special populations
- A. Added an intervention Specialist 8/29/18
- B. Added a push in Certified Math teacher 8/29/18
- C. Using more inclusion model with Para support 6/14/19
- 2. Interventions general
- A. Created a new Bridge to Algebra course 8/29/18
- B. Created a repeat Geometry course 8/29/18
- C. Have a COE course imbedded in Applied Financial Algebra 8/29/18
- D. Extended Algebra to a Year and a

E. Project a date of completion for each action item identified under response C.

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iGrants i	Grants Writer	half 6/14/19 E. Use ACT as a formative assessment of student learning 6/14/19 F. Purchased new technology for the classrooms, to aid in instruction 8/29/18 G. Purchased new curriculum 8/29/18
	F. Describe how this local program improvement plan was developed in consultation with appropriate agencies, individuals, and organizations Section 123(b)(2).	Response: This plan was created by the Math Curriculum team in consultation with the ESD, Teachers, OSPI Data Analysis, and Parents.
	G. Describe any budget allocations that will be utilized to support the improvement actions a identify the funding source.	Response: \$250,000 from the High Poverty Grant has been allocated to these efforts.

REMEMBER: Allow **SAVE** to complete before pressing the **NEW** button again.

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WAIVER REQUEST

ATTENTION: Districts with an allocation of less than \$15,000 who have demonstrated inability to enter into a consortium may be granted a waiver. In order to receive a waiver, districts must meet certain eligibility requirements and demonstrate their ability to provide a program of sufficient size, scope and quality and demonstrate how Perkins IV funding will be used to strengthen existing programs.

- **4.1** Is your district located in a rural, sparsely populated area (335 or fewer students in grades 9-12)?
- 4.2 What effort did the district make to enter into a consortium during the 2017-2018 school year? If no effort was made, please explain why joining a consortium was not a viable option for your district.
- **4.3** Describe how the district will provide services and activities that are sufficient size, scope, and quality to be effective (this should include a description of existing programs of study, preparatory course offerings, articulations agreements, significant partnerships, etc.):

Receipt of a waiver will be contingent on the following:

- The district's statutory eligibility for a waiver, per responses to the above questions
- The quality of the district's entire Perkins Local Plan
- The district's historical capacity to manage the requirements of the Perkins grant (may include a review of past performance during Consolidated Program Reviews)
- The district's ongoing performance on Perkins Performance Indicators

Page 5

Final Allocation Amount: \$43,891

REQUIRED USES OF THE FUNDS (Section 134 and Section 135)

Districts must provide a brief description of how Perkins IV funding will be used to support the following required uses of the funds for the following questions. All narrative sections must be completed in order to be considered for funding. When answering multiple part questions, the narrative must address all topics covered to be accepted.

Improve Academic and Technical Skills of Students Enrolled in Career and Technical Education Programs (Sec. 134(b)(4)(B) Sec. 135)

5.1 Provide a description of how the district will improve programs through the integration of CTE and core academic programs. (e.g., course equivalency, framework alignment to standards, programs of study) Please provide 2 examples.

Wenatchee currently has 17 CTE courses receiving Academic course equivalency. This was accomplished by aligning CTE course frameworks with state and local academic standards. Wenatchee also has aligned every CTE program of study with Wenatchee Valley College where students receive tech prep credits in a pathway that is then completed at the college ending with an

Example 1. Computer Science Programming. This course is Articulated with WVC and Advanced

Example 2. Medical Occupations is articulated with WVC for Tech Prep, and is a local equivalent for Science and Health

Please specify the amount of Perkins funds to be used. Amount: \$0

5.2 Provide a description of how the district will encourage CTE students at the secondary level to enroll in challenging core academic subjects. (e.g., Navigation 101, student led conferences, programs of study) Please provide 2 examples.

Students work with Career Cruising and Counselors to determine interests and aptitude. They then choose a program of study and schedule their courses. Counselors encourage students to reach high. We have an AVID program and a college mentor program to help assist students in making course selections and support for them while taking the courses.

Example 1. Program of study is identified in the High School and Beyond Plan.

Example 2. The use of XELLO to expose students to careers and the academic requirements of those careers.

Please specifuy the amount of perkins funds to be used. Amount: \$0

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5.3 Describe how the district will ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as are taught for all other students. (e.g., state approved frameworks, articulation agreements, professional development) Please provide 2 examples.

All teachers in the District are receiving the same professional development in teaching strategies as well as course specific standards and strategies. The course equivalency process has ensured that student in CTE are taught the sam rigorous academic standards as non-CTE students. STATE approved frameworks are used for all courses where they are available.

Example 1. State approved Frameworks are reviewed for core competencies on an annual basis Example 2. CTE teachers participate in Core academic Professional development for curriculum alignment

Please specify the amount of Perkins funds to be used. Amount: \$0

5.4 Describe how the district will provide students with strong experience in, and understanding of, all aspects of an industry (e.g., industry skill standards, CTSO experiences, certifications, advisory committees, field trips, career progression, and management). Please provide 2 examples.

Wenatchee is a leader in career Connected learning providing all students with opportunities for job shadows, internships, career events, work based learning, CTSO competitions and leadership activities, field trips and guest speakers. We have dedicated 2 staff members to provide career connections for students and have created a Wenatchee Learns Connect Center in our Chamber of Commerce to facilitate community and business engagement with our students.

Example 1. Industry Guest Speakers in the classrooms

Example 2. We have strong advisory committees reviewing frameworks, classroom equipment, and providing job shadows and field trip opportunity

Please specify the amount of Perkins funds to be used. Amount: \$0

5.5 This is a multiple part question: How will the district identify, assess, and certify skills for successful careers to increase workplace and life skills development for students and how the district will increase the use of industry-based skill standards, assessments, and credentials.

Workplace and Life skills are part of the curriculum of every CTE class and reinforced in the CTSO. These are reinforced with Career Connected Learning events where students get an opportunity to practice these skills and get further instruction . We use all industry based certifications that are appropriate to our courses. Examples are the Microsoft Academy, Certified Nursing Assistant, First aid and CPR, Food Handler, Welding certification, Precision Exams etc.

Example 1. CNA Program

Example 2. Microsoft Academy

Please specify the amount of Perkins funds to be used. Amount: \$0

Community and Educational Partnerships (Sec. 134(b)(5) Sec. 135)

5.6 Describe how students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals (i.e., parents, community members, IEP and advisory committee meetings) are involved in the development, implementation, and evaluation of career and technical education programs assisted under this Act, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this Act. Please provide 2 examples.

Students, teachers and parents are informed of CTE programs though the WHS website, and counselors. We also inform the community with open houses, and District newsletters. Wenatchee SD through the Wenatchee Learns Connect center, the WL Connect website and in person; attending community meetings, networking with professional organizations, work to inform our parents , communities, businesses and students. Advisory committees are utilized for every program holding 3 meetings a year and maintaining ongoing informal conversations throughout the year. The advisory committees, students and parents are provide information that is used to develop and implement CTE programs.

Example 1. Wenatchee Learns Connect partnership with the Chamber of Commerce

Example 2. Advisory Committee meetings for each program 3 times a year

Please specify the amount of Perkins funds to be used. Amount: \$0

5.7 This is a multiple part question: Describe how the district will increase work-integrated learning by increasing the number and types of workplace experiences available to students and out-ofschool youth and how the district will bring more work experiences into the classroom by engaging employers and workers.

The District has two staff members who are dedicated to accomplishing (HSHW: Goal 1, Objective 4, a-b). We have a Wenatchee Learns Connect coordinator and our Career Connected Learning Liaison who work with the community and the students to create these experiences for students. These two staff members work closely with the CTE Director to develop and deliver these work experiences.

Example 1. We offer Job shadows to all students

Example 2 , College and Career Expo, with 100 employers and colleges

Please specify the amount of Perkins funds to be used. Amount: \$0

Special Populations (Sec. 134(b)(8 & 9)(A-B))

NOTE: Special populations mean individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for nontraditional training and employment, single parents (including single pregnant women), displaced homemakers, and individuals who are limited English proficient.

5.8 Describe how individuals who are members of the special populations are given full access to CTE programs without discrimination. Please provide 2 examples.

Wenatchee is using an inclusion model for the delivery of Special Education. All students are welcome to register for any CTE course. CTE and SPED share a Para Professional to support IEP students in the classroom. Our registrations will show equal opportunity and access.

Example 1. Special Education Para for student support

Example 2. Student choice in registration,

Please specify the amount of Perkins funds to be used. Amount: \$0

Preparation for Nontraditional Training and Employment (Sec. 134(b)(10))

5.9 Describe how funds will be used to promote preparation for nontraditional fields. Include recruitment methods and strategies. Please provide 2 examples.

An annual non-traditional job fair is held every spring for 8th grade students as they prepare to register for courses in the high school. Efforts are also made to have non-traditional professionals come into the classroom as guest presenters. Career Cruising software is also used to support exploration and promotion of all career pathways which includes non-traditional choices. Example 1 All girl event Pizza, pop and Power tools to expose girls to non traditional career feilds in

Example 2. Guys and Guts event to expose boys to Medical careers

Please specify the amount of Perkins funds to be used. Amount: \$0

Professional Development/CTE Personnel

5.10 Describe how comprehensive professional development, including professional development offered to guidance and counseling personnel, promotes the integration of coherent and rigorous content aligned with challenging academic standards relevant to CTE programs will be provided to teaching, guidance, and administrative personnel. Please provide 2 examples.

The school district supplies 3 days of professional development for all staff, bringing nationally recognized trainers, before the school year starts. This year the trainer was Eric Jensen, last year it as Marcia Tate. During the school year the learning and teaching department provides teacher workshops for clock hours that are by teacher choice, and also specific subject training, in Math . Science and language that may be mandatory depending on subject and grade level. CTE staff participates in all of these opportunities. The CTE department also supports CTE Teachers with funding to attend WA-ACTE and OSPI trainings specific to their teaching assignment.

2. Staff have Learning and Teaching Professional development built into their late start Monday schedules.

Please specify the amount of Perkins funds to be used. Amount: \$0

5.11 This is a multiple part question: Describe how the district will enhance and improve the availability and quality of career guidance to students in the middle school, high school, and postsecondary institutions and how the district will partner with employers to help students explore careers and the workplace.

CTE has supported counselors to attend Career Connected Learning events and conferences. There is a ongoing communication with counselors about the labor market, and career and technical education opportunities. As part of our High school and Beyond plan students all complete modules in Career Cruising software and work with a Gear-up staff member to discuss career choices and scheduling. Our counselors are involved holding student meetings and meetings for parents after school. Course catalogs and program flyers are printed and distributed

to all students at school and to the parents who attend the evening program. Wenatchee School District works closely with Wenatchee Valley College. We have a significant number of students in Running Start, all of our CTE programs have an articulated program of study with Tech Prep Credit. We have also work with WVC as committee members to help develop a Bachelor of

Example 1. We have all students use XELLO software Platform for Career exploration and HSBP Nursing degree and a degree in Applied Engineering. Example 2. Our Wenatchee Learns Connect provides At least 10 carrier Connected Learning events a year, involving our business and industry community

Please specify the amount of Perkins funds to be used. Amount: \$0

5.12 Describe efforts to improve the recruitment and retention of CTE teachers, faculty, and career guidance and counseling personnel, including underrepresented groups, and the transition to teaching from business and industry. Please provide 2 examples.

Retention of staff is a high priority because of the difficulty of recruiting staff. We make sure all new staff have a mentor for two years. We have monthly new staff meetings around breakfast and the focus is answering their questions. We celebrate their success and support hem in and the rocus is answering their questions, we delegate their success and support heir in attending professional development. Recruiting staff, we use our advisory committee members and or Wenatchee Learns connect Staff to recruit local industry professionals who may be interested in teaching. We post job opening locally state wide and occasionally nationally. As CTE director s we share information on possible teacher recruits. We also directly contact teacher training schools, and have a presence at job fairs.

Example 2 . Financial support is in the contract to help teachers earn their certification and further Example 1. All teachers are given a mentor for their first 2 years their education.

Please specify the amount of Perkins funds to be used. Amount: \$0

PERMISSIBLE USES OF THE FUNDS

As long as all required uses are being addressed, a recipient may, but is not required, to use Perkins IV funding for the following permissible uses.

NOTE: All fields must have a value. If a field has not been identified with a "yes" or "no" the application will be sent back to the district for corrective action.

- Indicate whether or not you will use Perkins funding for this activity by selecting "yes" or "no" For each activity, please:
 - If no Perkins funding will be used and "no" has been selected from the drop down, no narrative is
 - Indicate the amount of funding that will be allocated to the activity.
 - Provide a detailed description of how the funding will be used and the anticipated outcomes.
 - 6.1 To involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of CTE programs, including establishing effective programs and procedures to enable informed and effective participation in such programs.

Amount: Perkins funding used for this activity? No

This will be accomplished through State CTE funding

6.2 To provide career guidance and academic counseling for students participating in CTE programs, that improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans.

Amount: Perkins funding used for this activity? No

This will be accomplished through State CTE funding

6.3 For local education and business (including small business) partnerships, including work-related experiences for students, such as internships, cooperative education, school- based enterprises, entrepreneurship, and job shadowing that are related to CTE programs and industry experience for teachers and faculty.

Amount: Perkins funding used for this activity? No

This will be accomplished through State CTE funding

6.4 To provide programs for special populations.

Amount: \$20,424 Perkins funding used for this activity? Yes

This money is used to fund a para professional for academic support to special population CTE students in CTE courses.

To assist career and technical student organizations. 6.5

Amount: Perkins funding used for this activity? No

This will be accomplished through State CTE funding

For mentoring and support services. 6.6

Amount: Perkins funding used for this activity? No

This will be accomplished through State CTE funding

6.7 For leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement.

Amount: \$23,467 Perkins funding used for this activity? Yes

These funds will be used purchasing equipment and software to keep up with industry standards.

6.8 To provide for teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE teachers and faculty, including individuals with experience in business and industry.

Amount: Perkins funding used for this activity? No

This will be accomplished through State CTE funding

To provide activities to support entrepreneurship education and training. 6.9

Perkins funding used for this activity? No Amount:

This will be accomplished through State CTE funding

6.10 For improving or developing new CTE courses, including the development of new proposed career and technical programs of study and courses that prepare individuals academically and technically for high-skill, high-wage, or high-demand occupations and dual or concurrent enrollment opportunities.

Amount: Perkins funding used for this activity? No

This will be accomplished through State CTE funding

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To develop and support small, personalized career themed learning communities. 6.11

Amount: Perkins funding used for this activity? No

This is not currently an direction in Wenatchee School District

To provide support for family and consumer sciences programs. 6.12

Perkins funding used for this activity? No

This will be accomplished through State CTE funding

6.13 To support training and activities (such as mentoring and outreach) in nontraditional fields.

Amount: Perkins funding used for this activity? No

This will be accomplished through State CTE funding

To provide support for training programs in automotive technologies. 6.14

Amount: Perkins funding used for this activity? No

Wenatchee SD does not currently have a automotive program.

- 6.15 To pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives, which may include:
 - a. improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors;
 - b. establishing, enhancing, or supporting systems for:
 - I. accountability data collection under the Perkins Act; or
 - II. reporting data under the Perkins Act;
 - c. implementing career and technical programs of study; or
 - d. implementing technical assessments.

Amount: Perkins funding used for this activity? No

This will be accomplished through State CTE funding

6.16 To support other CTE activities that are consistent with the purpose of the Perkins Act.

Amount: Perkins funding used for this activity? No

This will be accomplished through State CTE funding

ADVISORY COMMITTEES

General Advisory Committee (GAC) - The GAC provides direction and guidance to administrators and governing boards for the entire Career and Technical Education program offered by a district or institution. The GAC, whose members should represent business and industry, education, labor organizations, special populations, community, government, students, parents and teachers, should work with district, school-level staff, and administration to carry out long term planning and implementation of career and technical education program goals. GAC duties may include:

- Assisting in the development and implementation of the District-Wide Plan for CTE.
- Assisting in the facilitation of the program renewal process on a district-wide basis.
- Making facilities and equipment recommendations.
- Providing business and industry guidance to CTE instructors and administrators.

Program Specific Advisory Committee (PSAC) - PACs provide direction and guidance to administrators and teachers for a specific Career and Technical Education program offered by a district or institution. The PSAC, whose members should represent business and industry, education, labor organizations, special populations, community, government, students, parents and teachers, should work with district, school-level staff, and administration to guide the program area through continual improvement using their expertise in the occupational area. PSAC duties may include:

- To facilitate the program renewal process by carrying out the following tasks using expertise in the program areas:
 - Strengthen the relationship between business, industry, the community, and education.
 - To monitor current and predicted occupational trends and identify curriculum implications.
 - To identify community resources that may be used to enrich CTE programs.

Please identify the program areas in which you are offering courses:

- Agricultural Education
- Business & Marketing
- Family and Consumer Sciences Education
- Health Science Education
- Science, Technology, Engineering & Mathematics (STEM)
- Skilled & Technical Sciences

The strategic or District Wide Plan for Career and Technical Education is created using the annual Individual Program Evaluations, Individual Program Goals, and recommendations from the GAC.

- Please upload your District Wide Plan for CTE I certify that there is an active General Advisory council that holds regular meetings throughout the school year.
- I certify that the District Wide Plan for CTE was developed in coordination with and approved by General Advisory Committee.
- I certify that the District Wide Plan for CTE has school-board approval.

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CTE DUAL CREDIT / PROGRAM(S) OF STUDY

Please upload a signed copy of all current CTE Dual Credit Articulation Agreements. Career and Technical Education (CTE) Dual Credit, formerly known as Tech Prep, provides career pathways for high school CTE Dual Credit students. CTE Dual Credit classes are taught at the high school or skills center and integrate academics with technical skills to help prepare students for advanced education and careers related to professionaltechnical occupations. All CTE Dual Credit courses offer high school and college credit for successfully completing the same class.

Valid CTE Dual Credit Articulation Agreements must have the following:

- Current Memorandum of Agreement (MOA) that outlines agreed process
- Current Articulation Agreement must include:
 - Name of secondary/post-secondary institutions
 - Name of secondary/post-secondary course(s)
 - Credits offered
 - All authorizing signatures

UPLOAD SUPPORTING DOCUMENTATION HERE. File names may not include symbols,

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The following are minimum criteria for program of study assurances:

- The secondary CTE, academic, and appropriate elective courses are included, as well as the state and local graduation requirements.
- The secondary Program of Study includes leadership standards, through 21st Century skills.
- The Program of Study includes coherent and rigorous coursework in a non-duplicative sequence of courses from secondary to postsecondary.
- Completion of the secondary Program of Study prepares students for entry into the postsecondary opportunities (military, employment, apprenticeship, certificate and/or degree programs).
- Program of Study courses include appropriate state standards and/or industry skills standards.
- Program of Study leads to an industry recognized credential; academic certificate or degree; or employment.
- 8.1 Describe how the district will promote career and technical education programs of study to students, and inform parents as appropriate, when planning future coursework. Please provide one example.
 - Students are shared CTE Programs of study as part of the registration process and the High School and Beyond plan. This information is shared with parents on with the registration Packet and the High school and Beyond Plan. Parent Teacher conferences are conducted where this information is also shared. Our WHS website also includes this information.
- 8.2 Describe how the district will expand programs of study and strengthen articulations with local post-secondary institutions. Please provide one example.

WSD is currently working on a special project team sponsored by Microsoft and working with The ESD and Washington STEM to develop a clear and approved at all levels a computer science Program of study/. Partners in this effort include Wenatchee School District, Qunicy School District, Wenatchee Valley College, Big Bend Community College, and Central Washington University.

List a Minimum of One Program of Study

Press the "NEW" button to complete information for each NEW record.

To avoid losing data, press the "SAVE" button after completion of each NEW record before pressing the "NEW" button again. Allow SAVE to complete before pressing the "NEW" button again.

Please identify your current program of study:

Career Cluster: Health Science

Pathway: Therapeutic Services

Link To Pathways

In the list below, check the appropriate box(es) and identify the name of the institution(s):

iGrants iG	rants Writer	Wenatchee Valley College BA Pro	ogram
V	4-year Institution	Wenatchee Valley C	ollege
F	4-year Institution Community College	¥.	
[Technical School		
	Apprenticeship Does this program of study lead to any state or nationally recogn	nized certification? Yes	
	Does this program of study lead to any state of Hadionary		
	If yes, please identify certification name. Certified Nurse		High School
	Please identify the current high school building code where this BIdg. Codes (CO/DIST/BLDG) .	program of study is offered:	Bldg. Code 402
	REMEMBER: Allow SAVE to complete before pre	essing the NEW button again.	
	REMEMBER		

CORE INDICATORS OF PERFORMANCE

Districts are required report their performance on the Perkins Core Indicators of Performance. Districts may accept the state negotiated level of performance or negotiate their own. Districts opting to negotiate must set a performance level that is three (3) full percentage points above the district's performance level in the reporting year. Districts are required to meet 90% of the final agreed upon performance level, whether they have adopted the sate target or negotiated their own.

Indicator	State Target	District Negotiated Proposed Target
	82.00%	78.76
Indicator 151 Academic Attainment in Reading/Language Arts	26.00%	77.76
I ndicator 152 Academic Attainment in Mathematics		
Indicator 2S1 Technical Skill Attainment State proposed target. Subject to change based on counter proposal from	92.00%	78.56
State proposed target. Subject to change buch OVAE.	89.00%	82.41
Indicator 3S1 Secondary School Completion	89.00%	80.70
Indicator 4S1 Student Graduation Rate	74.00%	64.64
Indicator 5S1 Secondary Placement	57.00%	64.64
Indicator 6S1 Nontraditional Participation		
Indicator 6S2 Nontraditional Completion	57.00%	07.71

Describe how the district will use Perkins funds and local program activities to meet the statedefined Adjusted Performance Level assigned to each of the following indicators:

9.1 Indicator 1S1: Describe how the district will increase the number of CTE Concentrators who meet proficiency standards on the English Language Arts (ELA) section of the Smarter Balanced Assessment.

Wenatchee High School has the AVID program, a Homework center with tutoring after school, and Gear-up teams to help students reach proficiency in ELA. Each of our CTE courses has ELA standards in their frameworks where they reinforce and support the building ELA efforts.

9.2 Indicator 1S2: Describe how the district will increase the number of CTE Concentrators who meet proficiency standards on the Mathematics section of the Smarter Balanced Assessment.

Wenatchee High School has the AVID program, a Homework center with tutoring after school, and Gear-up teams to help students reach proficiency in Mathematics. Each of our CTE courses has mathematics standards in their frameworks where they reinforce and support the building math

9.3 Indicator 2S1: Describe how the district will increase the number of CTE Concentrators who pass technical skill assessments aligned with industry-recognized standards.

To increase the number of CTE Concentrators who pass technical skill assessments aligned with industry-recognized standards, students will be given more opportunities to take industry certifications. Ways to eliminate barriers to industry certification testing such as transportation and certification fees are being explored.

9.4 Indicators 3S1: Describe how the district will increase the number of CTE Concentrators who earn a General Education Development (GED) credential.

Wenatchee High School has the AVID program, a Homework center with tutoring after school, and Gear-up teams to help students reach proficiency graduation. Each of our CTE courses has academic standards in their frameworks where they reinforce and support the graduation efforts.Our GED program is operated by our Open Doors program with SkillSource. We have a contract with SkillSource for these services and WSD provides some staffing to support our special populations students who are attending Open Doors SkillsSource.

9.5 Indicator 4S1: Describe how the district will increase the number of CTE Concentrators who earn a High School Diploma.

Increased Graduation rate is a Building CIPP goal. This will be accomplished by early identification and intervention for students who are behind. Provided tutoring and other supports for students, and working with Parents and students to increase attendance.

9.6 Indicator 5S1: Describe how the district will increase the Number of CTE concentrators who enroll in a postsecondary education or advanced training program, enlist in the military, or secure fulltime employment in the second post-exit-quarter.

WHS and Wenatchee Valley College have created a program where every WHS graduate is automatically enrolled in WVC and receive a letter of admission. This is called The Acceptance Guarantee, (TAG)program. We also have Tech Prep articulations and programs of study in or CTE courses giving the students College credit for their CTE courses. Wenatchee School District also uses Career Cruising for student career exploration , to guide course scheduling , and provide direction for the high school and beyond plan. These efforts are intended to make high school more relevant and to make the next step beyond high school well planned out.

9.7 Indicator 6S1: Describe how the district will increase the Number of CTE participants from underrepresented gender groups who participate in a program that leads to employment in nontraditional fields.

The CTE department has created a non-traditional career experience for all 8th grade girls , to encourage them to explore non tradition career fields before they enroll in the high school. Non-traditional role models are brought in to the school as guest speakers and we encourage all students to complete at least one job shadow where the student can observe the workplace and see people in non traditional roles.

9.8 Indicator 652: Describe how the district will increase the Number of CTE concentrators from underrepresented gender groups who complete a program that leads to employment in nontraditional fields.

CTE instructors will recruit non-traditional students to their courses, and then help those nontraditional students connect with employers. Wenatchee SD offers several career connected learning experiences to assist students at this stage of their career exploration and preparation. for example the NCW Career and College Expo, Careers after school, (a series of industry tours, with hands on activities) job shadows, guest speakers, field trips, etc.

INSTRUCTOR DATA

NOTE: This information is for the Office of Superintendent of Public Instruction (OSPI) Career and Technical Education purposes only. Names and emails will not be shared with anyone outside of OSPI without permission from individual instructors. This will assist OSPI with communication, professional

without planning	g and trainings. How many teachers in your district are teachin	ng CTE courses? (Headcount <i>not</i> FTE)
10.1	How many teachers in your district are toward	CAVE
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		Last Name
	First Name	Asplund
	Matt	
Em	ail: Asplund.m@wenatcheeschools.org	
		Certification Type: Continuing
	rtification #: 359651G	
Che	eck program areas that the instructor is teach	ing under.
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	Last Name
First Name	Blair
Dale	
mail: blair.d@wenatcheeschools.org	
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		Last Name
First Name		Brandt
Frank		
Email: brandt.f@wenatcheeschools.org		
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		Last Name
First Name		Brown
Loren		
Email: brown.l@wenatcheeschools.org		
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First Name	Last Name
	Carlson
Reed	
Email: carlson.r@wenatcheeschools.org	
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Health Sciences		
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	$\neg \vdash$	Last Name
First Name	\dashv	Ellwood
Dan		
Email: ellwood.d@wenatcheeschools.org		
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	Johnson
Brian imail: johnson.b@wenatcheeschools.org	
mail: jonnson.b@werlateneeseneeser.g	
Certification #: 456114H	Certification Type: Initial
Check program areas that the instructor is teaching	g under.
☐ Agricultural Education	
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First Name	Last Name
Jeff	Leavitt
	Leavitt
Email: leavitt.j@wenatcheeschools.org	
Email: leavitt.j@wenatcheeschools.org	Leavitt Certification Type: Continuing
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Page

PERKINS RESERVE SPECIAL PROJECTS (PRSR)

NOTE: Perkins Reserve Special Projects (PRSR) funds must be obligated to the budget categories that align with the intent of the grant. Permissible use of funds vary per PRSR Grant Award.

Districts may receive multiple Perkins Reserve Special Project (PRSR) awards. Please click 'New' to create a separate record for each PRSR your district has received.

Name of PRSR:

Name of OSPI Program Supervisor administering PRSR:

Please provide a description of the PRSR:

Please provide a description how this PRSR aligns with ongoing district efforts to strengthen CTE programs, and the value to the district of being able to participate in the PRSR:

Proposed Budget - Perkins Reserve

		. Toposou zung	00 1 01111110 1100011	- Section		
Perkins Reserve		Perkins Basic	State Enhanced CTE	Match/ In-Kind (optional)	Total	
Travel					\$0	
Narrative:						
Supplies/ Instructiona Materials	il				\$0	
Narrative:						
Technology/ Equipment	1				\$0	
Narrative:						

Purchased Services				4	60
Narrative:					
Classified/ Certificated Staff Salary/ Benefits					\$0
Narrative:	•	•	•		
Perkins Reserve Total	\$0			Total	\$0

Press the "NEW" button to complete information for each NEW record. To avoid losing data, press the "SAVE" button after completion of each NEW record before pressing the "NEW" button again. Allow SAVE to complete before pressing the "NEW" button again.	n

ESD: North Central Education	nal Service D	District 1	.71		CoDistID: 04246	Wenatche	e School I	District	Grant	Num	ber:
Form Package Name: 215 Perkins (5-Year) Applica Package)	ation Plan (Dist	rict Nun 38		Revenue Number: 6138	Account	Sub Progra Number:	ım	Fiscal Period: 18-19	Beginni 7/1/2018	3 8	/31/2019
Fiscal Officer: KAREN WALTERS 509.	663.8161		jet Contact			ntact Phone:	Cat	egory: 8-19 Fur			Type:
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Activity	Total	0	1	2	3	4		5	7	8	9
15 Public Relations	\$0		XXXX								
21 Superv Instruction	\$0		XXXX								
22 Learning Resources	\$0		XXXX								
23 Principal's Office	\$0		XXXX								
24 Guid. & Counseling	\$0		XXXX								
25 Pupil Mgt. & Safety	\$0		XXXX								
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27 Teaching 28 Extracurricular	\$42,272		XXXX		11,640	8,784	21	,848			
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31 Instruc. Pro. Dev.	\$0 \$0	XXXX	XXXX	XXXX	XXXX	XXXX	XX	XXX		XXXX	XXXX
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33 Curriculum	\$0 \$0		XXXX	XXXX							
44 Food Services Oper.	\$0		XXXX	xxxx							
62 Grds. Care & Maint.	\$0		XXXX	XXXX							
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65 Utilities	\$0		XXXX	XXXX	XXXX	xxxx	YY	ХХ		vvvv	xxxx
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Budgeted Expenditures	\$42,272	\$0	\$0	\$0	\$11,640	\$8,784	\$21	,848	\$0	\$0	\$0
Budgeted Indirect Expenditures:	\$1,619										
Total									1	1	
Budgeted		FT	E Program Staff:	Act. 21- 2	Act. 21-	Act. 27-	Act. 27- 3	Act. 31-	Act. 31-	Ac	t. 32- 3

Co	mm	en	ts:

Expenditures:

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\$43,891

Staff:

274 Perkins (5-Year) Application Plan (Skill Centers Only)

Fiscal Year: 18-19

Milestone: Draft (Printed 10/18/2018)

District: Wenatchee School District **Organization Code:** 04246

ESD: North Central Educational Service District 171

Page 1

Grant Timeline

PURPOSE: Federal regulations (34 CFR 76.708) require that federal formula grant funds may not be obligated (incur costs) until the latter of the following two dates: (1) July 1 or (2) the date the applicant submits its application to the State in substantially approvable form. Federal regulations further stipulate that reimbursement for obligations is subject to final approval of the application.

Of the funds subawarded as an eligible subrecipient, 20% is available for obligation on July 1, 2018; the remaining amount is available October 1, 2018, pending an updated Grant Award Notice (GAN) from the US Department of Education. All funds expended under this award must be obligated by August 31, 2019.

The Office of Superintendent of Public Instruction (OSPI) will review the application and communicate to the Skill Center if further action is necessary or if full approval has been issued. The application must be completed and approved prior to the release of funds.

Step 1:	Complete the Budget Overview below.
Step 2:	Press the Mark Completed icon on this page.

Budget Overview				
Preliminary Perkins Allocation: \$0				
Object (cite activities in narrative text)	Estimated Cost			
Object 0 (Debit Transfer)				
Object 2 (Salaries Certificated)				
Object 3 (Salaries Classified)				

Object 4 (Benefits)	
Object 5 (Supplies Instructional Resources)	\$12,212
Instructional Technology, New Equipment, technology, curriculum, and educational technology.	
Object 7 (Purchased Services)	\$2,000
Equipment repair and maintenance.	
Object 8 (Travel)	\$3,000
Professional Growth/Conferences	
Object 9 (Capital Outlay)	\$3,000
Major equipment purchases to replace outdated equipment	
Indirects	\$774
State directed percentage	
Total	\$20,986

Page 2

Assurances (Terms and Conditions)

Instructions:

- 1. Review the following requirements by clicking each hyperlink.
- 2. Click the box certifying the Skill Center has read and understood the requirements listed under each section.
- 3. Complete the Authorized Representatives Signature Block.
- 4. Sign, date, and print a copy of this assurance section.
- 5. **ALERT!** A hard copy of the printed, signed, and dated assurance section must be in Skill Center's files for monitoring/auditing purposes.

Yes Upon written request, will the Skill Center consult in a timely and meaningful manner with representatives of nonprofit private schools in the geographic areas served by the eligible recipient? [section 317(b)(2)]

NOTE: The Office of Superintendent of Public Instruction is required to monitor the performance of career and technical education programs in at least the following areas:

- Student participation in and completion of high-demand programs.
- Students earning dual credit for high school and college.

This Skill Center hereby assures compliance with the following requirements under each section:

FEDERAL

- The Office of Management and Budget's (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)
- Education Department General Administrative Regulations (EDGAR)
- Perkins Act of 2006 Requirements
- Perkins Act of 2006 Program Non-Regulatory Guidance
- Perkins Act of 2006 Non-Regulatory Guidance for Accountability

STATE

- Washington State Perkins Plan Requirements
- Washington Administrative Code (WAC)
- Revised Code of Washington (RCW)
- **☑** State Administrative and Accounting Manual (SAAM)

OSPI

Career and Technical Education Program Standards

Agency Application Assurances

Accounting Manual for Public School Skill Centers in the State of Washington

By accepting these funds and signing below, your Skill Center agrees to abide by all federal, state, and agency rules and regulations required of this money.

Authorized Representatives Signature Block	
Superintendent:	Brian Flones
Section 504 Coordinator:	Lisa Turner
Title IX Officer:	Mark Helm
General Advisory Chair:	Brian Flones
Board Chair:	Michele Sandberg
Career and Technical Education Director/Administrator:	Peter Jelsing
Date: (MM/DD/YY)	

Page 3

PERKINS PERFORMANCE IMPROVEMENT PLAN (PPIP)

Section 123(b) of the Carl D. Perkins Act of 2006 requires that districts meet at least 90 percent of an agreed upon local adjusted level of performance for any of the core performance indicators. Districts who fail to meet this requirement must submit a Perkins Performance Improvement Plan (PPIP).

Skill Centers are regional secondary schools that serve high school students from multiple school districts. To avoid reporting duplicate student information, local performance data from the host/assigned district will be used to determine the Skill Center's adjusted levels of performance for all core indicators.

Please complete a separate PPIP for each of the core performance indicators your host/assigned district has have failed to meet 90 percent of an agreed upon local adjusted level of performance. PPIPs can include how Skill Center's will increase access to equivalencies and/or academic professional development training for teachers.

Press the "NEW" button to complete information for each NEW record.

To avoid losing data, press the "SAVE" button after completion of each NEW record *before* pressing the "NEW" button again. Allow SAVE to complete before pressing the "NEW" button again.

UNMET CORE PERFORMANCE INDICATOR: 1S2

- A. Provide any information or data that may explain why the district did not meet the 90 percent performance level for this indicator. This may include a discussion of the accuracy and completeness of the data.
- Response:

Wenatchee SD is a high poverty school district (57.5%) as well as having a large population of ESL (24.5%) and Migrant students (15.8%). These are challenges we are working diligently to address.

- B. Describe any disparities or gaps in the performance of different categories of students using the data provided by OSPI (Perkins IV, Section 113(b)(4)). Consider the following:
 - Performance trends and maintaining continuous improvement
 - Overall results
 - Results for special populations and other disaggregate groups:
 - Race

Response:

While we have achievement Gaps based on Gender and Ethnicity, we are working hard to close those gaps and we have seen a continuous improvement our scores.

In 15-16 our score was 21.8% In 16-17 our score was 25.9% In 17-18 our score was 30%

Ethnicity Gender Disability Status Migrant Status English Proficiency Economically Disadvantaged Status Results for high schools or campuses Results for individual programs Response: Wenatchee has instituted several actions to improve the Districts math performance. 1. Interventions for Special **Populations** C. Clearly describe the agency's goal(s) for A. Added an intervention Specialist improving performance on this measure, the B. Added a "push-in " Certified Math specific actions to be taken to meet the goal(s), Teacher and how the agency will measure whether the C. Increased our inclusion with Para goal(s) have been met. Consider the following: support Specific, achievable interventions Measurable activities 2. Supports for all Proven Practices A. Created a new course "Bridge to Scientifically-based research Algebra " · How strategies will address the needs of B. Created a Year and a half long special population students algebra track C. Imbedded the COE in a Financial Algebra course D. Use the ACT as a formative assessment of students current skills E Increased Technology in the classrooms to aid instruction Response: All interventions under 1 are D. Provide the name of the lead contact for each supervised by Donna Moser, action item identified under response C. Assistant Principal, All interventions under 2 are supervised by Ricardo Iniquez, Associate Principal. Response: 1. Interventions for special populations A. Added an intervention Specialist 8/29/18 B. Added a push in Certified Math teacher 8/29/18 C. Using more inclusion model with Para support E. Project a date of completion for each action 6/14/19 item identified under response C. D. Extended Algebra to a Year and a half 6/14/19 E. Use ACT as a formative assessment of student learning 6/14/19

	F. Purchased new technology for the classrooms, to aid in instruction 8/29/18 G. Purchased new curriculum 8/29/18
F. Describe how this local program improvement plan was developed in consultation with appropriate agencies, individuals, and organizations Section 123(b)(2).	Response: This plan was created by the Math Curriculum team in consultation with the ESD, Teachers, OSPI Data Analysis, and Parents.
G. Describe any budget allocations that will be utilized to support the improvement actions and identify the funding source.	Response: \$250,000 from the High Poverty Grant has been allocated to these efforts.

REMEMBER: Allow **SAVE** to complete before hitting the **NEW** button again.

Page 4

WAIVER REQUEST

ATTENTION: Skill Centers with an allocation of less than \$15,000 who have demonstrated inability to enter into a consortium may be granted a waiver. In order to receive a waiver, Skill Centers must meet certain eligibility requirements and demonstrate their ability to provide a program of sufficient size, scope and quality and demonstrate how Perkins IV funding will be used to strengthen existing programs.

4.1 Is your Skill Center located in a rural, sparsely populated area (335 or fewer students in grades 9-12)?

No

- **4.2** What effort did the Skill Center make to enter into a consortium during the 2017-2018 school year? If no effort was made, please explain why joining a consortium was not a viable option for your Skill Center.
- **4.3** Describe how the Skill Center will provide services and activities that are sufficient size, scope, and quality to be effective (this should include a description of existing programs of study, preparatory course offerings, articulations agreements, significant partnerships, etc):

Receipt of a waiver will be contingent on the following:

- The Skill Center's statutory eligibility for a waiver, per responses to the above questions.
- The quality of the Skill Center's entire Perkins Local Plan.
- The Skill Center's historical capacity to manage the requirements of the Perkins grant (may include a review of past performance during Consolidated Program Reviews).
- The Skill Center's ongoing performance on Perkins Performance Indicators.

Page 5

Allocation Amount: \$20,986

Required Uses of the Funds (Section 134 and Section 135)

Skill Centers must provide a brief description of how Perkins IV funding will be used to support the following required uses of the funds for the following questions. All narrative sections must be completed in order to be considered for funding. When answering multiple part questions, the narrative must address all topics covered to be accepted.

Improve Academic and Technical Skills of Students Enrolled in Career and Technical Education Programs (Sec. 134(b)(4)(B) Sec. 135)

5.1 Provide a description of how the Skill Center will improve programs through the integration of CTE and core academic programs. (e.g., course equivalency, framework alignment to standards, programs of study) **Please provide 2 examples.**

All CTE programs at WVTSC have academic course equivalency(s). The equivalencies were accomplished by having program frameworks reviewed and then aligned with state and local academic standards. Each of WVTSC programs is aligned with with a community college within the state so that students receive tech prep credits within its pathway.

Please specify the amount of Perkins funds to be used: Amount:

5.2 Provide a description of how the Skill Center will encourage CTE students at the secondary level to enroll in challenging core academic subjects. (e.g., Navigation 101, student led conferences, programs of study) **Please provide 2 examples.**

Once a student chooses to come to a Skill Center, we feel that they have a high interest in a particular field. However to continue to guide these students into different options within a certain field, all students work within Xello (formerly known as Career Cruising) to identify skills, professions, and additional education. Students are also required to do job shadows their Junior and Senior years, to help them continue to identify professions that are out in our community With industry advisors and partnerships students also have the potential to work in industry settings through internships.

Please specify the amount of Perkins funds to be used: Amount:

5.3 Describe how the Skill Center will ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as are taught for all other students. (e.g., state approved frameworks, articulation agreements, professional development) **Please provide 2 examples.**

All our instructors in the district are receiving the same professional development in teaching strategies. A majority of our instructors are from industry and so their path to certification is a little different. All instructors are required within two years to start a State Endorsed CTE Program. Instructors are now required to get 100 additional hours over a 5 year period. Advisories are used to help guide our instructors on the most up to date standards and requirements that are in the industry. Advisories are also used to help guide the State Frameworks. The state frameworks require that academic requirements meet the most updated content requirements from OSPI.

Please specify the amount of Perkins funds to be used: Amount:

5.4 Describe how the Skill Center will provide students with strong experience in, and understanding of, all aspects of an industry (e.g., industry skill standards, CTSO experiences, certifications, advisory committees, field trips, career progression, and management). **Please provide 2 examples.**

WVTSC works hard to insure that students have many opportunities to experience all aspects of our local, state and national industries. All programs are apart of SkillsUSA. SkillsUSA requires students to participate in competitions related to specific industries as well as the employability skills that are needed for students success. As a part of our Leadership commitment to students the WVTSC Director facilitates our Xello, Career Success Program. Within each program there are many guest industry speakers that come in and present to students. Students are also required to do job shadows their Junior and Senior years, to help them continue to identify professions that are out in our community With industry advisors and partnerships students also have the potential to work in industry settings through internships.

Please specify the amount of Perkins funds to be used: Amount:

5.5 This is a multiple part question: How will the Skill Center identify, assess, and certify skills for successful careers to increase workplace and life skills development for students *and* how the Skill Center will increase the use of industry-based skill standards, assessments, and credentials.

Workplace and life skills are all part of each of our programs, these are reinforced by our CTSO. The CTSO is a requirement of each program and the specifics of the CTSO and 21st century skills are broken out in each program framework. We also solidify this by implementing a few strategies that have come out of PBIS. We feel that by recognizing students for their success, and positive attitudes/actions is important. We have a quarterly most employability wall where each program recognizes one student. We also hand out blue tickets to students randomly based on kindness, effort, and helpfulness. Once a student earns 4 tickets they are add to our hall-of fame wall. They continue to collect stars on their pictures for each positive action that is recognized. Each program also offers certifications that are directly related to each program field. Each Certification gives students a leg-up in their ability to get a related job.

Please specify the amount of Perkins funds to be used: Amount:

Community and Educational Partnerships (Sec. 134(b)(5) Sec. 135)

5.6 Describe how students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals (i.e., parents, community members, IEP and advisory committee meetings) are involved in the development, implementation, and evaluation of career and technical education programs assisted under this Act, and how such

individuals and entities are effectively informed about, and assisted in understanding, the requirements of this Act. **Please provide 2 examples.**

There are several different ways that we parents, students and students are informed about WVTSC programs. All 8th grade students from Wenatchee, as well as several other school around the valley bring students through on tours. I present on average 4 times a year to different community organizations. We also continue to reach out to businesses and organizations to have meetings and trainings at WVTSC. Last year we had just about 50 events held on site. I also present at at WHS's parent night for incoming freshman. Advisory committees are utilized for every program holding at least 3 meetings a year and maintaining ongoing informal conversations throughout the year. The advisory, students and parents provide information that is used to develop and implement CTE programs.

Please specify the amount of Perkins funds to be used: Amount:

5.7 This is a multiple part question: Describe how the Skill Center will increase work-integrated learning by increasing the number and types of workplace experiences available to students and out-of-school youth **and** how the Skill Center will bring more work experiences into the classroom by engaging employers and workers.

It is a requirement for WVTSC 11th and 12th grade students to do a job shadow. The Tech Center is a great opportunity for students to take part in internships. While most of the programs have students in the community regularly we will be working specifically this year to have our Computer Tech/Video Game Programming course place students in internships. Our instructor is working with our ESD's Co-Director of the Apple Stem Network to place students. It is a professional goal of several of our instructors to bring in industry leaders to share their story and needs.

Please specify the amount of Perkins funds to be used: Amount:

Special Populations (Sec. 134(b)(8 & 9)(A-B))

NOTE: Special populations mean individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for nontraditional training and employment, single parents (including single pregnant women), displaced homemakers, and individuals who are limited English proficient.

5.8 Describe how individuals who are members of the special populations are given full access to CTE programs without discrimination. **Please provide 2 examples.**

WVTSC has an open enrollment. All students are granted access as long as they are attached to high school level program and it fits their educational needs. This year we have partnered with the WSD Special Education Transition House, to provide skilled training to students.

Please specify the amount of Perkins funds to be used: Amount:

Preparation for Nontraditional Training and Employment (Sec. 134(b)(10))

5.9 Describe how funds will be used to promote preparation for nontraditional fields. Include recruitment methods and strategies. **Please provide 2 examples.**

Through all of the school tours that we have on our site we include students that are in non-traditional fields in the presentations. These students share their experiences. All students on these tours see all programs and get to see the non-traditional student working and interacting in the program. Also when we have presenters from different industries/businesses we have them speak to the need for nontraditional employees.

Please specify the amount of Perkins funds to be used: Amount:

Professional Development/CTE Personnel

5.10 Describe how comprehensive professional development, **including professional development offered to guidance and counseling personnel**, promotes the integration of coherent and rigorous content aligned with challenging academic standards relevant to CTE programs will be provided to teaching, guidance, and administrative personnel. **Please provide 2 examples.**

This year WVTSC Instructors get the benefit of the Wenatchee School Districts Professional Development. Our instructors have joined Teachers Association. This means the school district supplies 3 days of professional development for all staff , bringing nationally recognized trainers, before the school year starts. This year the trainer was Eric Jensen, last year it as Marcia Tate. During the school year the learning and teaching department provides teacher workshops for clock hours that are by teacher choice, and also specific subject training, in Math . Science and language that may be mandatory depending on subject and grade level. CTE staff participates in all of these opportunities. The CTE department also supports CTE Teachers with funding to attend WA-ACTE and OSPI trainings specific to their teaching assignment.

Please specify the amount of Perkins funds to be used: Amount:

5.11 This is a multiple part question: Describe how the Skill Center will enhance and improve the availability and quality of career guidance to students in the middle school, high school, and postsecondary institutions **and** how the Skill Center will partner with employers to help students explore careers and the workplace.

First for us at the Skill Center the guidance starts in the 8th grade (sometimes earlier) by bringing students to the Tech Center to not only see the options that they have in high school, but the possibilities of careers. We talk through the idea of pathways and how students can make an interest into a job. All students create a portfolio in Xello which guides students through a personalized plan. Our instructors and Advisory members are also a great source of help. Since all of them come from industries students have access to people who see the needs now.

Please specify the amount of Perkins funds to be used: Amount:

5.12 Describe efforts to improve the recruitment and retention of **CTE teachers, faculty,** and **career guidance and counseling personnel,** including underrepresented groups, and the transition to teaching from business and industry. **Please provide 2 examples.**

Retention of staff is a high priority because of the difficulty of recruiting staff. We make sure all new staff have a mentor for two years. We have monthly new staff meetings around breakfast and the focus is answering their questions. We celebrate their success and support hem in attending professional development. Recruiting staff, we use our advisory committee members

and or Wenatchee Learns connect Staff to recruit local industry professionals who may be interested in teaching. We post job opening locally state wide and occasionally nationally. As CTE director s we share information on possible teacher recruits. We also directly contact teacher training schools, and have a presence at job fairs.

Example: I think the biggest support that is given is to understand not to dump all the information at once. To have patience and flexibility when managing all staff, but specifically new staff. Example: I also advise and connect new instructors with another instructor in the same field from a different Skill Center.

Example: Financial support is in the contract to help teachers earn their certification and further their education.

Please specify the amount of Perkins funds to be used: Amount:

Page 6

Permissible Uses of Funds

As long as all required uses are being addressed,, a recipient *may, but is not required*, to use Perkins IV funding for the following permissible uses.

NOTE: All fields must have a value. If a field has not been identified with a "yes" or "no" the application will be sent back to the Skill Center for corrective action.

For each activity, please:

- Indicate whether or not you will use Perkins funding for this activity by selecting "yes" or "no" from the drop down.
- If no Perkins funding will be used and "no" has been selected from the drop down, no narrative is required.
- Indicate the amount of funding that will be allocated to the activity.
- Provide a detailed description of how the funding will be used and the anticipated outcomes.
- **6.1** To involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of CTE programs, including establishing effective programs and procedures to enable informed and effective participation in such programs.

Perkins funding used for this activity? No Amount:

This will be accomplished through State CTE funding

6.2 To provide career guidance and academic counseling for students participating in CTE programs, that improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans.

Perkins funding used for this activity? No Amount:

This will be accomplished through State CTE funding

6.3 For local education and business (including small business) partnerships, including work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to CTE programs and industry experience for teachers and faculty.

Perkins funding used for this activity? No Amount:

This will be accomplished through State CTE funding

6.4 To provide programs for special populations.

Perkins funding used for this activity? No Amount:

This will be accomplished through State CTE funding

6.5 To assist career and technical student organizations.

Perkins funding used for this activity? Yes Amount:

6.6 For mentoring and support services.

Perkins funding used for this activity? No Amount:

This will be accomplished through State CTE funding

6.7 For leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement.

Perkins funding used for this activity? Yes Amount:

6.8 To provide for teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE teachers and faculty, including individuals with experience in business and industry.

Perkins funding used for this activity? No Amount:

This will be accomplished through State CTE funding

6.9 To provide activities to support entrepreneurship education and training.

Perkins funding used for this activity? No Amount:

This will be accomplished through State CTE funding

6.10 For improving or developing new CTE courses, including the development of new proposed career and technical programs of study and courses that prepare individuals academically and technically for high-skill, high-wage, or high-demand occupations and dual or concurrent enrollment opportunities.

Perkins funding used for this activity? No Amount:

This will hopefully be funded through Grants

6.11 To develop and support small, personalized career themed learning communities.

Perkins funding used for this activity? No Amount:

This will be accomplished through State CTE funding

6.12 To provide support for family and consumer sciences programs.

Perkins funding used for this activity? Yes Amount: \$500

To continue to grow and meet the needs of Cosmetology and Culinary Arts.

6.13 To support training and activities (such as mentoring and outreach) in nontraditional fields.

Perkins funding used for this activity? No Amount:

This will be accomplished through State CTE funding

6.14 To provide support for training programs in automotive technologies.

Perkins funding used for this activity? No Amount:

This will be accomplished through State CTE funding

- **6.15** To pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives, which may include:
 - a. improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors;
 - b. establishing, enhancing, or supporting systems for:
 - i. accountability data collection under the Perkins Act; or
 - ii. reporting data under the Perkins Act;
 - c. implementing career and technical programs of study; or
 - d. implementing technical assessments; and

Perkins funding used for this activity? No Amount:

This will be accomplished through State CTE funding

6.16 To support other CTE activities that are consistent with the purpose of the Perkins Act.

Perkins funding used for this activity? Yes Amount:

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ADVISORY COMMITTEES

General Advisory Committee (GAC) – The GAC provides direction and guidance to administrators and governing boards for the entire Career and Technical Education program offered by a Skill Center or institution. The GAC, whose members should represent business and industry, education, labor organizations, special populations, community, government, students, parents and teachers, should work with Skill Center, school-level staff, and administration to carry out long term planning and implementation of career and technical education program goals. GAC duties may include:

- Assisting in the development and implementation of the Skill Center-Wide Plan for CTE.
- Assisting in the facilitation of the program renewal process on a Skill Center-wide basis.
- Making facilities and equipment recommendations.
- Providing business and industry guidance to CTE instructors and administrators.

Program Specific Advisory Committee (PSAC) – PACs provide direction and guidance to administrators and teachers for a specific Career and Technical Education program offered by a Skill Center or institution. The PSAC, whose members should represent business and industry, education, labor organizations, special populations, community, government, students, parents and teachers, should work with Skill Center, school-level staff, and administration to guide the program area through continual improvement using their expertise in the occupational area. PSAC duties may include:

- To facilitate the program renewal process by carrying out the following tasks using expertise in the program areas:
 - Strengthen the relationship between business, industry, the community, and education.
 - To monitor current and predicted occupational trends and identify curriculum implications.
 - To identify community resources that may be used to enrich CTE programs.

Plea	ase identify the program areas in which you are offering courses:
	Agricultural Education
	Business & Marketing
V	Family and Consumer Sciences Education
	Health Science Education
V	Science, Technology, Engineering & Mathematics (STEM)

☑ Skilled & Technical Sciences

The strategic or Skill Center Wide Plan for Career and Technical Education is created using the annual Individual Program Evaluations, Individual Program Goals, and recommendations from the GAC.

Please upload your Skill Center Wide Plan for CTE.

V	I certify that there is an active General Advisory council that holds regular meetings throughout the school year.
	I certify that the Skill Center Wide Plan for CTE was developed in coordination with and approved by General Advisory Committee.
	I certify that the Skill Center Wide Plan for CTE has school-board approval.

UPLOAD COMPLETED FILE ON OR BEFORE DUE DATE

Uploaded Files

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Uploaded At

Files have not been uploaded

Page 8

CTE DUAL CREDIT / PROGRAM(S) OF STUDY

CTE Dual Credit

Please upload a signed copy of all current CTE Dual Credit Articulation Agreements. Career and Technical Education (CTE) Dual Credit, formerly known as Tech Prep, provides career pathways for high school students. CTE Dual Credit classes are taught at the high school or skills center and integrate academics with technical skills to help prepare students for advanced education and careers related to professional-technical occupations. All CTE Dual Credit courses offer high school and college credit for successfully completing the same class.

Valid CTE Dual Credit Articulation Agreements must have the following:

- Current Memorandum of Agreement (MOA) that outlines agreed process
- Current Articulation Agreement must include:
 - Name of secondary/post-secondary institutions
 - Name of secondary/post-secondary course(s)
 - Credits offered
 - All authorizing signatures

UPLOAD COMPLETED FILE ON OR BEFORE DUE DATE

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AutoDualCredit.pdf PETER JELSING 10/18/2018 8:51 AM

Programs of Study

The following are minimum criteria for program of study assurances:

- The secondary CTE, academic, and appropriate elective courses are included, as well as the state and local graduation requirements.
- The secondary Program of Study includes leadership standards, through 21st Century skills.
- The Program of Study includes coherent and rigorous coursework in a non-duplicative sequence of

courses from secondary to postsecondary.

 Completion of the secondary Program of Study prepares students for entry into the postsecondary opportunities (military, employment, apprenticeship, certificate and/or degree programs).

- Program of Study courses include appropriate state standards and/or industry skills standards.
- Program of Study leads to an industry recognized credential; academic certificate or degree; or employment.
- **8.1** Describe how the Skill Center will promote career and technical education programs of study to students, and inform parents as appropriate, when planning future coursework. Please provide one example.

This year we are creating a detailed pathway that connects high school CTE Programs that can be taken before moving to the Skill Center. We are also including a creative pathway that would move students to Wenatchee Valley College. The pathway will be located on our web-site and will be presented in our presentations and tours.

8.2 Describe how the Skill Center will expand programs of study and strengthen articulations with local post-secondary institutions. Please provide one example.

We are specifically having conversation with Wenatchee Valley College to create an intentional pathway so that students not only get dual credits, but then are guided into CTE programs at the College regardless if we have the same program or not. We would be looking at similar clusters.

List a Minimum of One Program of Study

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Allow SAVE to complete <i>before</i> pressing the "NEW" button again.						
Please identify your current program of study:						
Career Cluster: Transportation, Distribution	and Logistics					
Pathway: Automotive Technician Link To Pathways						
In the list below, check the appropriate box(es) and identify the name of the institution(s):						
☐ 4-Year Institution						
Community College	Wenatchee Valley Community College					
▼ Technical School	Perry Technical College					
☐ Apprenticeship						

Does this program of study lead to any state or nationally recognized certification? Yes

If yes, please identify certification name. NATEF

Please identify the current high school building code where this program of study is offered: Bldg.Codes (CO/DIST/BLDG)

High School Bldg. Code 4105

REMEMBER: Allow **SAVE** to complete before hitting the **NEW** button again.

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CORE INDICATORS OF PERFORMANCE

Skill Centers are required report their performance on the Perkins Core Indicators of Performance. Skill Centers may accept the state negotiated level of performance or negotiate their own. Skill Centers opting to negotiate must set a performance level that is three (3) full percentage points above the Skill Center's performance level in the reporting year. Skill Centers are required to meet 90% of the final agreed upon performance level, whether they have adopted the sate target or negotiated their own.

To avoid reporting duplicate student information, the local performance data from the host/assigned district will be used to determine the Skill Center's adjusted levels of performance for all core indicators.

Indicator	State Target	Skill Center Negotiated Proposed Target
Indicator 1S1 Academic Attainment in Reading/Language Arts	82.00%	78.76
Indicator 1S2 Academic Attainment in Mathematics	26.00%	77.76
Indicator 2S1 Technical Skill Attainment	92.00%	78.56
Indicator 3S1 Secondary School Completion	89.00%	82.41
Indicator 4S1 Student Graduation Rate	89.00%	80.70
Indicator 5S1 Secondary Placement	74.00%	64.64
Indicator 6S1 Nontraditional Participation	57.00%	64.64
Indicator 6S2 Nontraditional Completion	57.00%	69.98

Describe how the Skill Center will use Perkins funds and local program activities to meet the state-defined Adjusted Performance Level assigned to each of the following indicators, this can include greater access to equivalency and academic professional development training for teachers:

9.1 Indicator 1S1: Describe how the Skill Center will increase the number of CTE Concentrators who

meet proficiency standards on the English Language Arts (ELA) section of the Smarter Balanced Assessment.

Wenatchee High School has the AVID program, a Homework center with tutoring after school, and Gear-up teams to help students reach proficiency in ELA. Each of our CTE courses has ELA standards in their frameworks where they reinforce and support the building ELA efforts.

9.2 Indicator 1S2: Describe how the Skill Center will increase the number of CTE Concentrators who meet proficiency standards on the Mathematics section of the Smarter Balanced Assessment.

Wenatchee High School has the AVID program, a Homework center with tutoring after school, and Gear-up teams to help students reach proficiency in Mathematics. Each of our CTE courses has mathematics standards in their frameworks where they reinforce and support the building math efforts.

9.3 Indicator 2S1: Describe how the Skill Center will increase the number of CTE Concentrators who pass technical skill assessments aligned with industry-recognized standards.

To increase the number of CTE Concentrators who pass technical skill assessments aligned with industry-recognized standards, students will be given more opportunities to take industry certifications. Ways to eliminate barriers to industry certification testing such as transportation and certification fees are being explored.

9.4 Indicators 3S1: Describe how the Skill Center will increase the number of CTE Concentrators who earn a General Education Development (GED) credential.

Wenatchee High School has the AVID program, a Homework center with tutoring after school, and Gear-up teams to help students reach proficiency graduation. Each of our CTE courses has academic standards in their frameworks where they reinforce and support the graduation efforts. Our GED program is operated by our Open Doors program with SkillSource. We have a contract with SkillSource for these services and WSD provides some staffing to support our special populations students who are attending Open Doors SkillsSource.

9.5 Indicator 4S1: Describe how the Skill Center will increase the number of CTE Concentrators who earn a High School Diploma.

Increased Graduation rate is a Building CIPP goal. This will be accomplished by early identification and intervention for students who are behind. Provided tutoring and other supports for students, and working with Parents and students to increase attendance.

9.6 Indicator 5S1: Describe how the Skill Center will increase the Number of CTE concentrators who enroll in a postsecondary education or advanced training program, enlist in the military, or secure full-time employment in the second post-exit-quarter.

WHS and Wenatchee Valley College have created a program where every WHS graduate is automatically enrolled in WVC and receive a letter of admission. This is called The Acceptance Guarantee, (TAG)program. We also have Tech Prep articulations and programs of study in or CTE courses giving the students College credit for their CTE courses. Wenatchee School District also uses Career Cruising for student career exploration , to guide course scheduling , and provide direction for the high school and beyond plan. These efforts are intended to make high school more relevant and to make the next step beyond high school well planned out.

9.7 Indicator 6S1: Describe how the Skill Center will increase the Number of CTE participants from underrepresented gender groups who participate in a program that leads to employment in nontraditional fields.

The CTE department has created a non-traditional career experience for all 8th grade girls , to encourage them to explore non tradition career fields before they enroll in the high school. Non-traditional role models are brought in to the school as guest speakers and we encourage all students to complete at least one job shadow where the student can observe the workplace and see people in non traditional roles.

9.8 Indicator 6S2: Describe how the Skill Center will increase the Number of CTE concentrators from underrepresented gender groups who complete a program that leads to employment in nontraditional fields.

CTE instructors will recruit non-traditional students to their courses, and then help those nontraditional students connect with employers. Wenatchee SD offers several career connected learning experiences to assist students at this stage of their career exploration and preparation. for example the NCW Career and College Expo, Careers after school, (a series of industry tours, with hands on activities) job shadows, guest speakers, field trips, etc.

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INSTRUCTOR DATA

NOTE: This information is for the Office of Superintendent of Public Instruction (OSPI) Career and Technical Education purposes only. Names and emails will not be shared with anyone outside of OSPI without permission from individual instructors. This will assist OSPI with communication, professional planning and trainings.

10.1 How many teachers in your Skill Center are teaching CTE courses?9 (Headcount not FTE)

Press the "NEW" button to complete each NEW record.

To avoid losing data, press the "SAVE" button after completion of each NEW record. Allow SAVE to complete *before* pressing the "NEW" button again.

First Name Last Name						
Terry		Fike				
Email: fike.t@wenatcheeschools.org						
Certification #: 474684H	Cer	tification Type: Continuing				
Check program areas that the instructor is to	eaching ι	under.				
 □ Agricultural Education ☑ Skilled & Technical Sciences □ Business & Marketing Education □ Family & Consumer Sciences □ STEM □ Health Sciences 						
REMEMBER: Allow SAVE to complete before hitting the NEW button again.						
First Name						
First Name		Last Name				

ertification #: 547549f	Certif	cation Type: Probationary						
Check program areas that the instructor is teaching under. Agricultural Education Skilled & Technical Sciences Business & Marketing Education								
						☐ Family & Consumer Sciences		
						☐ STEM ☐ Health Sciences		
DEMEMBED: Allow CAVE	to complete	before hitting the NEW button again.						
REMEMBER: Allow SAVE	to complete	before mitting the NEW button again.						
First Name		Last Name						
Eric		Link						
Email: link.e@wenatcheeschools.org								
	I .							
Certification #: 336454D	Certi	ication Type: Probationary						
	l							
	l							
Check program areas that the instructor i	l							
Check program areas that the instructor i	l							
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Check program areas that the instructor is teach	ning under.				
☐ Agricultural Education ☐ Skilled & Technical Sciences ☐ Business & Marketing Education ☑ Family & Consumer Sciences ☐ STEM ☐ Health Sciences					
REMEMBER: Allow SAVE to comp	plete before hitting the NEW button again.				
First Name	Last Name				
Kim	Anderson				
Email: anderson.kim@wenatcheeschools.org	,				
Certification #: 430145c	Certification Type: Continuing				
Check program areas that the instructor is teaching under. Agricultural Education Skilled & Technical Sciences Business & Marketing Education Family & Consumer Sciences STEM Health Sciences					
REMEMBER: Allow SAVE to comp	plete before hitting the NEW button again.				
First Name	Last Name				
Juan	Loera				
Email: loera.juan@wenatcheescools.org	·				
Certification #: 540780D	Certification Type: Probationary				
Check program areas that the instructor is teach	ning under.				

Agricultural EducationSkilled & Technical SciencesBusiness & Marketing Education						
☐ Family & Consumer Sciences ☐ STEM ☐ Health Sciences						
REMEMBER: Allow SAVE to complete	lete before hitting the NEW button again.					
First Name	Last Name					
Joseph	Dietrich					
Email: dietrich.j@wenatcheeschools.org						
Certification #: 420965F	Certification Type: Continuing					
 □ Agricultural Education ☑ Skilled & Technical Sciences □ Business & Marketing Education □ Family & Consumer Sciences □ STEM □ Health Sciences REMEMBER: Allow SAVE to complete before hitting the NEW button again. 						
First Name	Last Name					
Betty	Palmer					
Email: palmer.b@wenatcheeschools.org						
Certification #: 460356R	Certification Type: Continuing					
Check program areas that the instructor is teachi	ng under.					
☐ Agricultural Education ☐ Skilled & Technical Sciences ☐ Business & Marketing Education						

✓ Family & Consumer Sciences✓ STEM✓ Health Sciences								
REMEMBER: Allow SAVE to con	nplete	before hitting the NEW button again.						
First Name		Last Name						
Albino		Luna						
Email: Luna.albino@wenatcheeschools.org								
Certification #: 529750B	Certif	fication Type: Probationary						
Check program areas that the instructor is teac	ching u	inder.						
Skilled & Technical Sciences								
Business & Marketing Education								
☐ Family & Consumer Sciences ☐ STEM								
☐ Health Sciences								
REMEMBER: Allow SAVE to complete before hitting the NEW button again.								

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PERKINS RESERVE SPECIAL PROJECTS (PRSR)

NOTE: Perkins Reserve Special Projects (PRSR) funds must be obligated to the budget categories that align with the intent of the grant. Permissible use of funds vary per PRSR Grant Award.

Skill Centers may receive multiple Perkins Reserve Special Project (PRSR) awards. Please click 'New' to create a separate record for each PRSR your Skill Center has received.

Name of PRSR:

Name of OSPI Program Supervisor administering PRSR:

Please provide a description of the PRSR:

Please provide a description how this PRSR aligns with ongoing Skill Center efforts to strengthen CTE programs, and the value to the Skill Center of being able to participate in the PRSR:

Proposed Budget - Perkins Reserve

	Perkins Reserve	Perkins Basic	State Enhance CTE	ed	Match/ In-Kind (optional)		Total			
Travel							\$0			
Narrative:	Narrative:									
Supplies/ Instructional Materials										
Narrative:										
Technology/ Equipment							\$0			

Narrative:							
Purchased Services							\$0
Narrative:							
Classified/ Certificated Staff Salary/ Benefits							\$0
Narrative:							
Perkins Reserve To	tal	\$0				Total	\$0

Press the "NEW" button to complete information for each NEW record.

To avoid losing data, press the "SAVE" button after completion of each NEW record *before* pressing the "NEW" button again. Allow SAVE to complete before pressing the "NEW" button again.



DISTRICT POLICY UPDATES

Strategy Four – Balance Change for All with Excellence for All Objective 4.1 Continuous Improvement of Service Quality

THIS GROUP OF POLICIES/PROCEDURES HAVE BEEN RECOMMENDED BY WSSDA FOR REVISIONS & Possible WSD Changes Added

<u>_3000</u> Policy Series Review

Policy	Title	Suggested Action	District Recommendation	Rationale
2104	Federal and State Programs	Essential	Approve	Minor changes
3144	Release of Information	Essential	Approve	Revised to provide for clarity, safety of staff and students, and to ensure full compliance with the law.
3144P	Release of Information		FYI	
		_		
				10/2018

FEDERAL AND/OR STATE FUNDED SPECIAL INSTRUCTIONAL PROGRAMS

The district shall will participate in those special programs which are funded by state and/or federal government for which a local need can be defined and for which a local program would be developed if funds were available. Board approval shall will be required before submission of an application for such a program. Applications may include, but are not limited to, programs for gifted highly capable, remedial, and minority students.

Pursuant to federal law, school districts receiving Title 1 funds to provide educational services to students must do so in accordance with Title 1 of the No Child Left Behind Act of 2001. It is the Board's intent that Title 1 funds shall will be used efficiently and effectively to benefit the academic opportunities and progress of students in School-wide or Targeted Assistance Programs.

Title 1 funds shall will be used to provide educational services that are in addition to the regular services provided for district students. By adoption of this policy, the Board ensures equivalence among schools in teachers, administrators, and auxiliary personnel, and equivalence in the provision of curriculum materials and supplies.

The superintendent or designee shall will adopt procedures in order that to ensure that planning, implementation, and evaluation phases are in compliance of a special program comply with the rules and regulations of the funding agency.

Cross References: 2190 – Highly Capable Programs

2108 - Learning Assistance Programs

Legal References: RCW 28A.300.070 Receipt of federal funds for school purposes —

Superintendent of public instruction to

administer

20 U.S.C. 1120 A(C) Required Comparability Report of Title I

20 U.S.C. 6321 (c) Comparability of services

Adoption Date: 08.10.98 Wenatchee School District

Revised Dates: 1/25/11; 08/04; 12.11; __/18

RELEASE OF INFORMATION CONCERNING STUDENT SEXUAL AND KIDNAPPING OFFENDERS

The district recognizes its responsibility for the health and safety of all students, including students required to register as a sex or kidnapping offender enrolled within the district. Therefore, the board district will take the appropriate is desirous of taking appropriate precautionary measures in situations where the building principal has been advised by law enforcement or a court officials that a student required to register as a sex or kidnapping offender is enrolling or is attending a school within the district.

Principal Responsibilities

When a principal receives notice from law enforcement or a court that a sex or kidnapping offender will be attending the principal's school, the principal will provide the information received to every teacher of the student and to any other personnel who, in the judgment of the principal, supervises the student or for security purposes should be aware of the student's record.

Principals are required to respond to notification by local law enforcement and to disseminate information about students required to register as a sex or kidnapping offender to appropriate staff within the school-based on the following offender levels:

Level I

Sex offenders are classified as Level I when their risk assessments indicate a low risk of reoffense within the community at large.

Level II

Sex offenders are classified as Level II when their risk assessments indicate a moderate risk of reoffense-within the community at large.

Level III

Sex offenders are classified as Level III when their risk assessments indicate a high risk of reoffense within the community at large.

A principal receiving notice must disclose the information received as follows:

If the student who is required to register as a sex offender is classified as a risk Level II or III, the principal-shall provide the information received to every teacher of any student re-quired to register and to any other personnel who, in the judgment of the principal, supervises the student or for security purposes should be aware of the student's record.

If the student who is required to register as a sex offender is classified as a risk Level I, the principal shall-provide the information received to personnel who, in judgment of the principal, for security purposes, should be aware of the student's record.

Students required to register as a kidnapping offender are not subject to leveling and there—fore should betreated on a case-by-case basis.

The principal shall designate additional school personnel to be notified following consultation with probation/parole (or the student's family if not on court supervision) in order to identify or recognize high-risk situations. The following staff should be considered: district superintendent or designee, adjacent-building principals, appropriate administrative and teaching staff, security personnel, volunteers or paraprofessionals working in the student's classrooms; and counselors, coaches, advisors, nurses, bus-drivers, custodians, district daycare providers and playground su-pervisors that may have contact with the student.

Collaboration

The principal shall work with local law enforcement <u>and courts</u> to coordinate the receipt of notifications regarding students registered as sex or kidnapping offenders. The principal or designee shall also consult and collaborate with department of corrections, juvenile justice staff, treatment providers, victim support groups, and families, as applicable, when working with students required to register as a sex or kidnapping offender.

Confidentiality

Any information received by Tthe principal and school staff personnel will maintain confidentiality regarding these students, the same as all students in the school. Any written information or records received by a principal as a result of a notification are is confidential and may not be further disseminated except as provided in state or federal law. in RCW 28A.225.330, other statutes or case law, and the Family and Educational Privacy Rights Act (FERPA), 20 U.S.C. § 1232g et. Seq.

Immunity from Liability

Any school district or <u>district</u> employee who releases the information <u>under RCW 28A.225.330</u> in compliance with federal and state law is immune from civil liability for damages unless it is shown that the school district or district employee acted with gross negligence or in bad faith.

Inquiries by the Public

Inquiries by the public at large (including parents and students), regarding students required to register as a sex or kidnapping offender are to be referred directly to local law enforcement. Law enforcement agencies receive relevant information about the release of sex and kidnapping offenders into communities and decide when such information needs to be released to the public.

Student Rights and Responsibilities

All students, including those students required to register as a sex or kidnapping offender, have a constitutional right to a public education. A <u>sS</u>tudents required to register as a sex or kidnapping offenders are is also required to notify law enforcement of their intent to enroll in school.

Written Procedures

The <u>Ssuperintendent</u> or his designee shall adopt written procedures for school principals describing how they will disseminate information received <u>about students who are sex or kidnapping offenders</u> <u>from law enforcement</u> with appropriate school personnel.

Cross Reference: Board Policy 3143 District Notification of Juvenile Offenders

Board Policy 3120 Enrollment

Legal Reference: RCW 4.24.550 Sex offenders — and kidnapping offenders — Release of

information to public — When authorized — Immunity

RCW 9A.44.130 Registration of sex offenders and kidnapping

offenders — Procedures — Definition — Penalties

<u>RCW 13.04.155</u> <u>Notification to school principal of conviction,</u> adjudication, or diversion agreement — Provision of information to

to all one and other necessarial Confidentiality

teachers and other personnel — Confidentiality

RCW 13.40.215 Juveniles found to have committed violent or sex offense or stalking — Notification of discharge, parole, leave, release,

<u>transfer</u>, or escape — To whom given — School attendance — Definitions

RCW 28A.225.330 Enrolling students from other districts — Requests

for information and permanent records — Withheld transcripts —

Immunity from liability — Notification to teachers and security personnel

— Rules

RCW 28A.225.330 [4] Enrolling students from other districts

Requests for information and permanent records — Withheld transcripts — Immunity from liability — Notification to teachers and security personnel — Rules

RCW 13.40.215 Juveniles found to have committed violent or sex offense or stalking — Notification of discharge, parole, leave, release, transfer, or escape — To whom given — School attendance — Definitions

RCW 72.09.345Sex offenders — Release of information to protect public — End-of-sentence review committee — Assessment — Records access — Review, classification, referral of offenders -- Issuance of narrative notices

RCW 9A.44.130(1)(e)(i) Registration of sex offenders and kidnapping offenders Procedures Definition Penalties

RCW-13.04.155Notification to school principal of conviction, adjudication, or diversion agreement—Provision of information to teachers and other personnel—Confidentiality

Family and Educational and Privacy Rights Act of 1994 (20 U.S. Code Section 1232g et.seq) Art. IX, Section 1, Washington State Constitution

Management Resources:

2018 – August Issue

Policy News, December 2006 Student Sex and Kidnapping Offender Notice Requirements

Adoption Date: 2/22/11 Wenatchee School District

Revised: ___/18

Release of Information Concerning Student Sexual and Kidnapping Offenders

Responsibilities

Principals are required by law to respond to notification by law enforcement or courts about students who are sex or kidnapping offenders and to disseminate information about such students. Principals may rely on the Office of Superintendent of Public Instruction (OSPI) <u>Principal's Notification Checklist</u> for additional assistance.

Principals

Principals have a responsibility to develop a:

- A. Relationship with law enforcement agencies dealing with students required to register as a sex or kidnapping offender.
- B. Procedure for acceptance of notifications from law enforcement and courts.
- C. Procedure to notify teachers and appropriate staff of their roles and responsibilities with respect to these students, including confidentiality, harassment, intimidation and bullying issues.
- D. Protocol for responses to public inquiries about students who are required to register as sex or kidnapping offenders, stressing confidentiality and FERPA rules (in developing such protocol, the principal will need to determine how district staff will be notified and which staff will be in charge of monitoring these students).
- E. Procedure and protocol for safety planning, which will include student meetings, designing and monitoring student safety plans, and implementing safeguards when students change schools or change sex offender levels or status with parole or probation.
- F. Protocol of best practices for contacting the district superintendent or designee with a list of student sex and kidnapping offenders when notification is received from law enforcement and courts.

Students

It is the responsibility of students who are required to register as sex or kidnapping offenders to follow all rules and regulations of the school, including those outlined in the student handbook and the district policies and procedures. Further, students must conduct themselves as defined in the student handbook and policies and procedures, and follow all stipulations as outlined in their individual student safety plans.

Notifications

Notifications from law enforcement or courts that a student required to register as a sex or kidnapping offender is enrolled or attending school can come to the principal in a variety of methods including email, U.S. mail, or hand-delivery.

Although currently there is no standard notification form statewide, the following items may be found on most notifications: offender name, address, sex, height, weight, hair color, eye color, age, ethnicity,

crime, sex offender level, convicting jurisdiction, neighborhood, proximity to schools, and level descriptors.

Notification Lists

Upon receipt of notification, the principal or a designee will review the list of students. The principal or designee will review the list to determine which students are currently enrolled, currently attending school, or are new to the district and not yet enrolled.

Notifying Additional School Personnel

The principal will designate additional school personnel to be notified following consultation with probation or parole (or the student's family if not on court supervision) in order to identify or recognize high-risk situations. The following staff should be considered: district superintendent or designee, appropriate administrative and teaching staff, school resource officers, adjacent building principals, security personnel, staff working directly in the student's classrooms; and school counselors, school psychologists, coaches, advisors, school social workers, nurses, bus drivers, custodians, district daycare providers, and playground supervisors that may have contact with the student.

Safety Planning

The principal will complete safety planning with school staff, law enforcement, probation or parole, treatment providers, parents or guardians, care providers, and child advocates, as appropriate, in order to provide a safe school environment for all students and staff. For safety planning to be effective, the district will finalize formal enrollments for students required to register as a sex or kidnapping offender promptly after their enrollment request.

Convicted juvenile sex offenders will not attend a school attended by their victims or their victims' siblings. Offenders and their parents or guardians will be responsible for providing transportation or covering other costs related to the offenders' attendance at another school.

Student Meetings

The principal or designee, working together with probation and parole professionals, will meet promptly with the student to create and implement a student safety plan. The principal or designee will determine other appropriate school personnel to be included in the meeting to assist in defining school expectations. The student's parent or guardian or care provider may also be invited. The purpose for the meeting is to help the student be successful in his or her transition back to school and to provide a safe school environment for all students and staff.

Student Safety Plan

The principal or designee (and other school staff as applicable) in consultation with probation and parole professionals (if under court supervision) will create a student safety plan for each registered sex or kidnapping offender. The plan will outline the responsibilities of the student and other stakeholders to promote those activities deemed essential in safely managing the student's behavior. The Student Safety Plan will outline conditions and limitations on each student required to register as a sex or kidnapping offender concerning their interactions on the school campus;

For students not under court supervision, the Student Safety Plan should be developed in conjunction with school staff in consultation with the student's family or guardian or care provider;

The Student Safety Plan will be based on the student's needs and include guidelines for expected intervention actions for high-risk behaviors and reinforce positive behaviors;

Each Student Safety Plan will be reviewed as necessary by staff designated by the principal.

Monitoring the Safety Plan

The Student Safety Plan will be monitored and changes made on an "as-needed" basis by school staff. School authorities should be prepared to take appropriate actions (especially if they notice an increase or escalation of a student's high-risk behaviors) for the short and long-term safety of the student required to register as a sex or kidnapping offender and all other students;

School staff will report to the principal or designee and to law enforcement or other involved agencies (treatment providers, parole/probation) if they determine the student has not followed the Student Safety Plan.

Follow-through on the Student Safety Plan will be consistent with existing disciplinary policies and procedures, student conduct policies, and mandatory reporting policies. Schools may develop school threat assessment teams and make referrals to those teams when students engage in inappropriate behaviors as defined in the Student Safety Plan.

When Students Move or Change Status

When a student changes schools within the district, the current principal will notify the new principal and share the student records and safety plans with the new school. If the student's sex offender status or probation or parole status changes, the principal will notify the school staff as part of the schools safety planning.

Adopted: ___/18 Wenatchee School District



FINANCE/ENROLLMENT/ BUDGET UPDATES

Wenatchee School District No. 246 MEMORANDUM

To: Wenatchee School Board

Brian Flones, Superintendent

From: Larry Mayfield, Chief Financial Officer

Date: October 23, 2018

Re: Enrollment Reports for **October 2018**

The **October 2018** count of K-12 students is **7,676.64 full-time equivalents (FTE)**. Running Start enrollment is not included since Running Start is reported for the months of October through June.

Based on a two-year trend it appears average annual full-time equivalent enrollment (AAFTE) compared to budgeted enrollment will be:

a.	Elementary Schools	greater than budget by 47 FTE
b.	Middle School Schools	greater than budget by 13 FTE
c.	Wenatchee High School	less than budget by (73) FTE
d.	Westside High School	less than budget by (9) FTE
e.	Valley Academy	less than budget by (10.5) FTE
f.	Wenatchee Valley Tech Skills Center	less than budget by (28) FTE
g.	Subtotal (excluding Run Start & Open Doors)	less than budget by (60.5) FTE
h.	Running Start	greater than budget by 37 FTE
i.	Open Doors/Reengagement	less than budget by 2 FTE

Reduction in apportionment revenues is estimated to be (\$306,000) net of estimated Running Start and Open Doors budget surplus.

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

Exhibit A - Monthly FTE Enrollments.

Exhibit B - Annual Average FTE enrollment, as reported to SPI, since 2006-07.

Exhibit C - FTE enrollment by school and by grade level for the current month and the same month in the prior year (2017-18).

Exhibit D – Graph #1 – Monthly Total Enrollment.

Exhibit E – Graph #2 – Monthly Total Enrollment – Excluded for October since graph did not align with projections included in Exhibit H. Will work on realigning for November.

Exhibit F – Graph #3 – FTE Enrollment by Building & Program.

Exhibit G – Elementary Classification Sheet.

Exhibit H – Official Count Day Enrollment by Grade Level, Building and Program. Budgeted enrollment and predictions are displayed as well.

WENATCHEE SCHOOL DISTRICT NO. 246

Monthly Average FTE Enrollment 2018-19 School Year

												_0.0.0	AVG to BUD
GRADE	SEP	<u>OCT</u>	<u>NOV</u>	DEC	JAN	<u>FEB</u>	MAR	APR	MAY	JUNE	AVERAGE	<u>BUDGET</u>	DIFFERENCE
1/2 Day Kindan artan				ļ			ļ		ļ				0.00
1/2 Day Kindergarten All-Day Kindergarten	- 486.48	407.05	-	} }	-	: - 6	·		-	-	402.22	<u>0</u> 498	0.00
FIRST	518.00	497.95 520.29		ļ			ļ		ļ		492.22 519.15	498 498	
\$	558.36	520.29 558.36		; }							558.36		
SECOND THIRD	(558.36 566.00		}			-	••••••			varantaria in incidentaria de la constanta de	541 566	17.36
	564.00			<u> </u>			ļ		}		565.00		
FOURTH FIFTH	574.00	575.00		} }		: &			ļ		574.50	566	******************
\$	562.00	565.00		ļ							563.50	565	******************************
SIXTH	555.80	554.80		} }							555.30	545	
SEVENTH	589.48	591.48		}			ļ		ļ		590.48	578	innamanananan
EIGHTH	549.16	551.02		}					<u> </u>		550.09	561	(10.91)
NINTH	588.65	591.07	• · · · · · · · · · · · · · · · · · · ·	\$ } }		: &			<u>}</u>		589.86	595	
TENTH	541.11	539.29					ļ		ļ		540.20	612	
ELEVENTH	457.05	441.06	• • • • • • • • • • • • • • • • • • • •	} }							449.06	483	
TWELFTH	501.56	459.08		<u> </u>							480.32	444	36.32
Kindergarten	486.48	497.95		}	-		}	-	}		492.22	498	(5.78)
GRADES 1-5		2.784.65	-	 } –	-	 -	-	-	-	-	2,780.51	2,736	
GRADES 6-8	1.694.44	1.697.30	-	-	-		-	-	-	-	1,695.87	1,684	***************************************
GRADES 9-12	2.088.37		-	 } -	-	_	-	-	-	-	2.059.44	2,134	
K-12 Subtotal	7,045.65	7,010.40	-	-	-	-	-	-	-	-	7,028.03	7,052	
						• • • • • • • • • • • • • • • • • • •							
Running Start	-	289.34							ļ		289.34	240	***************************************
Open Doors	66.36	80.99									73.68	90	
Alternative	229.89	295.91					{	<u> </u>			262.90	290	
TOTAL	7,341.90	7,676.64					 				7,653.94	7,672	(18.06)

Exhibit A

WENATCHEE SCHOOL DISTRICT NO. 246

Aveage Annual FTE Enrollment 2006-07 to Present

Thru Oct

GRADE	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
KINDERGARTEN	325.23	256.86	116.96	122.84	112.17	133.51	116.35	76.00	80.90	20.80	-	-	-
ALL DAY KINDER		79.00	323.67	337.56	345.67	363.68	335.50	437.61	429.60	533.21	526.18	499.11	492.22
FIRST	583.11	639.86	591.49	571.00	587.64	542.76	617.63	575.55	620.01	596.50	572.57	544.35	519.15
SECOND	546.18	582.82	614.54	585.44	550.85	563.55	541.33	613.44	557.85	581.99	556.40	569.19	558.36
THIRD	577.61	517.25	576.33	618.96	588.12	545.74	549.19	566.04	606.64	547.60	566.76	561.23	565.00
FOURTH	522.99	574.31	529.02	569.18	614.14	576.66	536.59	546.98	571.30	593.90	541.37	565.31	574.50
FIFTH	486.97	531.43	578.29	536.22	560.76	607.33	573.57	544.19	560.36	539.50	589.77	541.00	563.50
SIXTH	620.13	510.27	559.34	622.04	549.62	590.30	649.06	589.00	543.32	554.94	544.35	581.06	555.30
SEVENTH	548.39	612.88	516.99	576.10	617.67	545.57	606.48	654.62	584.36	528.73	567.70	556.42	590.48
EIGHTH	554.19	539.08	613.53	539.12	574.79	625.61	552.01	620.59	644.19	584.41	522.79	564.69	550.09
NINTH	651.42	604.75	599.07	630.85	561.78	584.60	652.18	548.75	619.92	622.99	584.43	528.06	589.86
TENTH	620.21	596.66	569.28	548.37	611.61	545.59	570.70	620.98	553.04	599.52	613.12	576.93	540.20
ELEVENTH	524.59	569.84	527.16	591.15	593.50	625.30	562.71	568.94	573.12	536.48	497.09	516.07	449.06
TWELFTH	384.40	465.71	511.17	674.92	690.73	659.13	665.68	583.40	594.84	543.74	437.01	458.52	480.32
]												
KINDERGARTEN	325.23	335.86	440.63	460.40	457.84	497.19	451.85	513.61	510.50	554.01	526.18	499.11	492.22
GRADES 1-5	2,716.86	2,845.67	2,889.67	2,880.80	2,901.51	2,836.04	2,818.31	2,846.20	2,916.16	2,859.49	2,826.87	2,781.08	2,780.51
GRADES 6-8	1,722.71	1,662.23	1,689.86	1,737.26	1,742.08	1,761.48	1,807.55	1,864.21	1,771.87	1,668.08	1,634.84	1,702.17	1,695.87
GRADES 9-12	2,180.62	2,236.96	2,206.68	2,445.29	2,457.62	2,414.62	2,451.27	2,322.07	2,340.92	2,302.73	2,131.65	2,079.58	2,059.44
Total K-12	6,945.42	7,080.72	7,226.84	7,523.75	7,559.05	7,509.33	7,528.98	7,546.09	7,539.45	7,384.31	7,119.54	7,061.93	7,028.03
Running Start	101.59	86.18	128.56	140.00	138.52	138.34	133.51	125.55	172.90	155.49	203.80	268.61	289.34
Skill Source/Open Do	oor		} }					89.23	89.98	101.14	90.41	86.20	73.68
Alternative										253.49	313.53	301.00	262.90
	ļ												
TOTAL	7,047.01	7,166.90	7,355.40	7,663.75	7,697.57	7,647.67	7,662.49	7,760.87	7,802.33	7,894.43	7,727.28	7,717.74	7,653.94
Percent Change		1.7%	2.6%	4.2%	0.4%	(0.6%)	0.2%	1.3%	0.5%	1.2%	(2.1%)	(0.1%)	(0.9%)

Exhibit B

WENATCHEE SCHOOL DIST	RICT NO. 246			Current Mo	nth 2018-19 FT	E Comparison to san	ne month 2	2017-18			from 17-18
	REF ONLY	REF ONLY				-	REF ONLY	REF ONLY			to 18-19
	Oct	Oct	Oct	Oct	increase		Oct	Oct	Oct	Oct	increase
School	2015	2016	2017	2018	(decrease)	Grade	2015	2016	2017	2018	(decrease)
Columbia	463	445	436	394	(43)	1/2 Day K	22				0
Lewis & Clark	463	485	479	469	(10)	ADK	527	521	505	498	(7)
Lincoln	522	501	521	521	0	1	602	576	546	520	(26)
Mission View	524	540	506	540	34	2	584	560	570	558	(12
Newbery	540	518	477	479	2	3	548	569	555	566	11
Sunnyslope	293	301	306	318	12	4	596	539	569	575	
Washington	620	572	559	562	3	5	546	597	540	565	25
Elementary	3,425	3,361	3,284	3,283	(1)		3,425	3,361	3,284	3,283	(1)
Foothills	624	586	604	586	(18)	6	558	545	578	555	(23)
Orchard	393	431	494	490	(4)	7	529	574	560	591	32
Pioneer	657	634	604	622	18	8	587	532	564	551	(13)
Middle Schools	1,673	1,651	1,702	1,697	(5)		1,673	1,651	1,702	1,697	(5)
WHS	2,034	1,850	1.777	1,751	(26)	9	633	589	531	591	60
WSHS	233	283	261	254	(6)	10	615	614	581	539	(42)
High Schools	2,267	2,133	2,037	2,005	(33)	11	551	505	528	441	(87)
						12	586	459	478	459	(19)
Skill Source	7	2	4	0	(3)		2,385	2,167	2,119	2,031	(89)
Skill Source/Open Door	96	82	82	73	(9)	:			}	***************************************	
Open Doors/Grad Alliance	0	2	1	8	7	Total Regular	7,484	7,179	7,105	7,010	(95)
Valley Academy	156	169	184	170	(15)						· ·
WVTech Ctr	202	189	198	152	(46)						
Other Enrollment	461	444	469	403	(66)						
						ALE	247	326	304	296	(8)
Subtotal Enrollment	7,827	7,589	7,492	7,387	(105)	Open Door	96	84	83	81	(2)
Running Start	159	218	280	289	10	Running Start	159	218	280	289	10
Total Enrollment	7,985	7,807	7,772	7,677	(95)		7,985	7,807	7,772	7,677	(95)
Juvenile Detention Center	10	13	6	6	0						
Special Ed	887	876	887	942	55			····			• :

Exhibit C

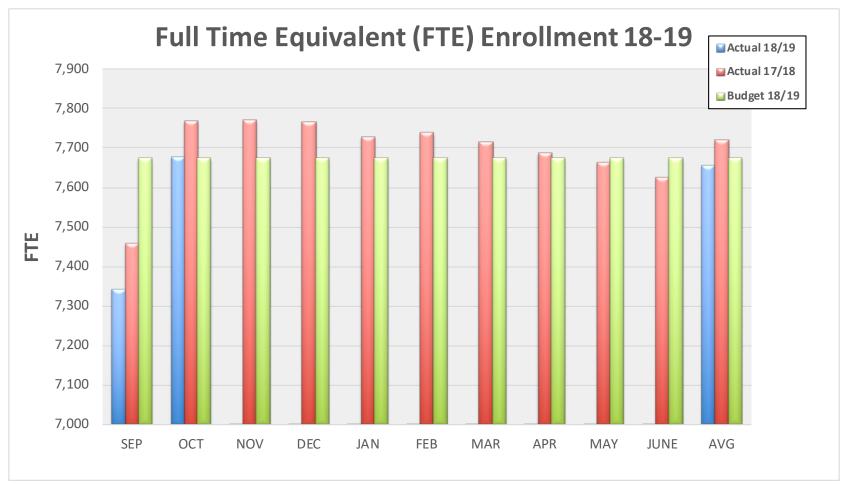
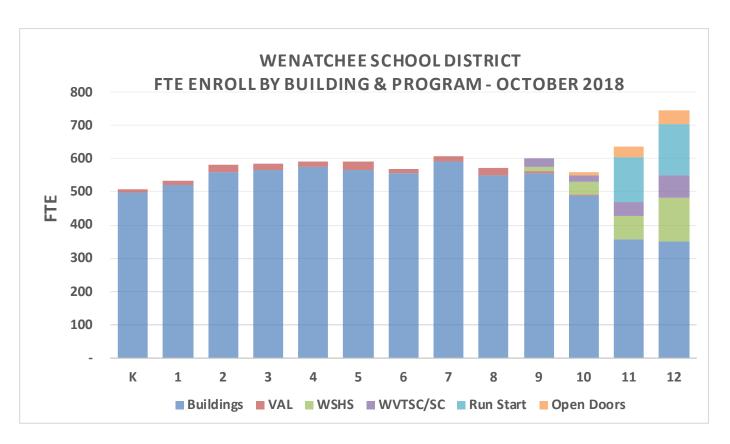


Exhibit D



	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Buildings	497.95	520.29	558.36	566.00	575.00	565.00	554.80	591.48	551.02	554.70	490.00	355.82	350.06	6,730.48
VAL	9.00	14.00	22.96	19.46	16.50	25.71	14.85	15.09	21.12	8.00	3.00			169.69
WSHS										13.42	37.58	70.64	132.54	254.18
WVTSC/SC										23.92	17.89	42.60	67.55	151.96
Run Start												135.88	153.46	289.34
Open Doors										-	10.00	30.63	40.36	80.99
	506.95	534.29	581.32	585.46	591.50	590.71	569.65	606.57	572.14	600.04	558.47	635.57	743.97	7,676.64

VAL = Valley Accademy of Learning
WSHS = Westside High School
WVTSC = Wenatchee Valley Technical Skill Center

Exhibit F

Official Count Day

Oct 1, 2018

Elementary Classification Sheet

Official Count Day	OCT 1, 2018			ciementary (Ciassification Sheet									Ave		
	24		24		25		25		27		27			Class		
	KINDER	#	GRADE 1	#	GRADE 2	#	GRADE 3	#	GRADE 4	#	GRADE 5	#			Tchrs	SpEd
Columbia	Ryan-Kelzenberg (Shel)	18	Ells, Joe	21	Bentsen, Carolyn B	21	Armen, Moira	16	Avila, Dahlia	23	Cline, Gretchen	24				
	Wiggins, Cameron	19	McCarl, Megan		Card-Roley, Laurie		Heffron, Rebecca	17	Haug, Alision	19	Hill, Courtney	23	FTE			
	Young, Ann		Weaver, Katie	19	Vanatta	19	Kniveton, Jenifer	17	Hetterle, Rachel	20	Honeycutt, Tamara	22	393.60			
	<u>.</u>						Searles, Rachel	17	Smith, Lynette	21			Head			
	Speech	1	_													
		56		61		59		67		83		69	395	19.70	20	1
Lewis & Clark	Jarvis, Oliva B	19	Jagla, Angelita	19	Alvarez, Itzia B	22	Black, Maria B	21	Malloy, Juanita B	18	Brandt, Theresa	24				
	Limon, Donna	18	Navarro, Nancy B	20	Collins, Alanna		De La Mora B	22	Pulse, Fonda	19	Ross, Melodie	25	FTE			
	Rumley-Wells, Kim		Solis, Adelita B		Lopez, Daniz B		Nunez, Ginger		Roberts, Teresa		Sanchez, Juan B	25	468.78			
	Yanez, Carmen B	17	West, Marie	19	Martinez, Eva	21	Rudell, Laura	22	Zavala, Hugo B	19						
			_		_								Head			
		71		78		85		86		75		74	469	20.39	23	
Lincoln	Charles, Katie	20	Blankenship, Marea 🛭 🗜	19	Guerrero, Marta	24	Heinz, Teresa	22	Gaytley, Todd	22	Bullis, Jake	22				
	Clive, Cassandra	20	Hurt, Allison (Shelt'd		Rodriguez, C Shelt'd		Mason, Kristina B	23	Mahler, Cynthia	23	Ferson, Darrin	21	FTE			
	Gonsalez, Rocio B		Pattison, Lisa		Schmidt, Sandra		Nelson, Tessa		Parr, Kevin Shelt'd	23	Nicpan-Brown, Tina	22	521.20			
	Smith, Candy (Shelt'd)	17	Rodriguez, Melody		Vath, Danielle		Williams,Dianna B		Rang, Kadie	24	Williams, Jeffrey B	21				
	SpEd McFarland	1	SpEd McFarland		SpEd McFarland	2	SpEd McFarland	3	SpEd McFarland		SpEd McFarland	0				
	SpEd Noble	2	SpEd Noble		SpEd Noble	1	SpEd Noble		SpEd Noble		SpEd Noble	1	Head			
		77		84		89		94		92		87	523	21.13	24	16
Mission View	Hepton, Tiffany		Berdine, Mary		Avila, Armando		Brown, Sarah		Avila, Mario B		Pass, Scott B	25				
	Martinez, Lupe		Chang Marr, Maria B		Christensen, Jen		Chavez, Gabriela B		Downey, Coni		Phelps, Theresa	26	FTE			
	Mendoza, Liliana		Montalvo, Patricia		Vander, Holly		Martinez, Brandy		Lewis, Lisa	25	Wirth, Debra	24	540.00			
	Orozco Blanco, Eliza B	16	O'Banion, Heidi	23	Zavala, Guadalupe B	26	Savage, Tamara	26	Moon, Robyn	24						
	Ingram, Cathy	72	-	0.5	_	104		100		100		7.5	Head	00.40	-	
		72		85		104		102		102		75	540	23.48	23	
Newbery	Wright, Carrie		Wright, Carrie		Wright, Carrie		Dickson, Kimberly		Peterson, Tracy		Brooks, Ingrid	25				
	Fischer, Leticia		Arneson, Imelda B Garza, Ashley		Gousie, Gabrielle Morrell, Blake		Gutierrez-Zamora B Kansky, Ana		Schott, Robert B		Kniveton, Kyle B London, Flora	24 25	FTE			
	Valdovinos, Cari Vivanco, Matilde B		McLaughlin, Lori		Page, Brooke B		Kansky, Ana Keene, Stephanie	20	Stubbe, Stephanie	23	Preuss, J. Austin	25	479.00			
	Wise, Jill		Woolsey, Tami		Riggan, Brooke		Wright, Carrie	20	Wright, Carrie		Wright, Carrie	23	Head			
	Wise, Sill	79		73	Miggan, brooke	75		78	wright, came	72	Wright, Carrie	102	479	20.70	23	3
Sunnyslope	Holland, Courtney		Anspach, Julie		Gale, C		Dalbeck, Abby		Baier, Erika		Lammert, Amy	30	FTE	20.70	20	3
Surinystope	LeFebvre, S		Springer, M		Howard, Jeri		Martin, Peggy		Weber, K		Morgan, T	29	318.00			
	Steitz, Lisa	20		21	noward, Jen	20	Marcin, reggy	23	Weber, K	2-7	Morgan, 1	23	Head			
	Storez, Elsa	60		53	_	52		47		47		59	318	24.46	13	
Washington	Arredondo, Zuly		Hannah, Betsy	22	Anguiano, Stephanie		Bucholz, Heidi	22	Gillespie, Terry	25	Christensen, Monika	25				
Washington	Connor, Michelle		Oltman, Erin		Clayson, Wendi		McGinnis, Lance		Parr, Maia		Roche, Laura	25	FTE			
	Reiber, Erin	21	,		Huson, Lynda		Reinfeld, Jill		Smeller, Sarah		Sutton, Jana	24	562.02			
	Rolfs, Kristi		Wilkins, Renee		Lake, Caroline		Williams, David		Smith, Jodee		Walsh, Tracy	24	Head			
	SpEd Poirier, Emile	2	SpEd Poirier, Emile		SpEd Konshuk, Ladonna		SpEd Poirier, Emile		SpEd Poirier, Emile		SpEd Poirier, Emile	1	563	23.17	24	7
	. ,	1	·		SpEd Poirier, Emile				•		, ,					
		86		87		95		92		104		99			150	
	TOTAL FTE	497.95		520.29		558.36		566.00		575.00		565.00	3282.60			
	TOTAL Head Count	501		521		559		566		575		565	3287			
	Special Ed Count	8		9		5		5		1		5				
	Average Class size	18.96		20.48		22.16		21.58		22.96		24.35				
	# of BEA Teachers/Classes	26		25		25		26		25		23	150			
	P - Dilingual															

B = Bilingual

D = Dual Language

		Octobe	r 1, 2018			Enroll	ment by	Grade	Level, E	Buildin	g & Prog	ram							
Official Count Day			FTE		FTE		FTE		FTE		FTE		FTE	Head	FTE		Over		Affect on
		K		1		2		<u>3</u>		4		<u>5</u>		Total	Total	Budget	(Under)	Prediction	Apport.
Columbia		56	55.02	61	61.00	59	58.58	67	67.00	83	83.00	69	69.00	395	393.60				
Lewis & Clark		71	71.00	78	78.00	85	84.78	86	86.00	75	75.00	74	74.00	469	468.78				
Lincoln		77	75.91	84	83.29	89	89.00	94	94.00	92	92.00	87	87.00	523	521.20				
Mission View		72	72.00	85	85.00	104	104.00	102	102.00	102	102.00	75	75.00	540	540.00				
Newbery		79	79.00	73	73.00	75	75.00	78	78.00	72	72.00	102	102.00	479	479.00				
Sunnyslope		60	60.00	53	53.00	52	52.00	47	47.00	47	47.00	59	59.00	318	318.00				
Washington		86	85.02	87	87.00	95	95.00	92	92.00	104	104.00	99	99.00	563	562.02			_	
	Total	501	497.95	521	520.29	559	558.36	566	566.00	575	575.00	565	565.00	3287	3,282.60	3,234.00	48.60	47.00	
		<u>6</u>		Z		8													
Foothills		194	193.54	200	199.82	194	192.30							588	585.66				
Orchard		160	159.11	181	181.45	149	149.00							490	489.56				
Pioneer		202	202.15	210	210.21	210	209.72							622	622.08				
	Total	556	554.80	591	591.48	553	551.02							1700	1,697.30	1,684.00	13.30	13.00	
		9		10		11	<u>.</u>	12										•	
WHS		- 576	554.70	506	490.00	432	355.82	428	350.06					1942	1,750.58	1,800.00	(49.42)	(73.00)	
WSHS		14	13.42	38	37.58	75	70.64	140	132.54					267	254.18	262.00	(7.82)	(9.50)	
	Total	590	568.12	544	527.58	507	426.46	568	482.60					2209	2,004.76	2,062.00	(57.24)	(3.50)	
		0		10		11		12							-			1	
Cl.:II.		9	0.42	10	0.00	11	0.00	12	0.00						0.42	0.00	0.40	0.45	
Skillsource		1	0.43	0.00	0.00	0	0.00	0	0.00					1	0.43	0.00	0.43	0.45	
		K		1		2		<u>3</u>		4		<u>5</u>							
Valley Academy		18	9.00	14	14.00	23	22.96	20	19.46	17	16.50	26	25.71	118	107.63	120.00	(12.37)		
		<u>6</u>		Z	45.00	8	01.10									27.00	44.00		
		15 9	14.85	16	15.09	21	21.12							52	51.06	37.00	14.06		
		8	8.00	10 3	3.00									11	11.00	15.00	(4.00)		
		0	8.00	3	3.00												, ,	(40.50)	
														181	169.69	172.00	(2.31)	(10.50)	
Special Ed-Bldg 511														0	0.00	0.00	0.00	0.00	
		<u>9</u>		<u>10</u>		11		<u>12</u>											
WVTSC		0	23.49	0	17.89	35	42.60	58	67.55		_			93	151.53	190.00	(38.47)	(28.00)	
													Subtotal FTE		7,306.31	7,342.00	(35.69)	(60.55)	(\$506,257) \$
Running Start		1st Cou	nt in Octol	oer										311	289.34	240.00	49.34	37.00	
Open Doors - Skillsource		0	0.00	9	9.00	31	30.63	34	33.36					74	72.99	90.00	(17.01)	-	
Open Doors - Grad Allian	ce	0	0.00	1	1.00	0	0.00	7	7.00					8	8.00	0.00	8.00		
	-	0	0.00	10	10.00	31	30.63	41	40.36					82	80.99	90.00	(9.01)	2.00	
	į		0.00	10	10.00	31	30.03		10.50				Total FTE		7,676.64	7,672.00	4.64	(21.55)	
													TOTALLE		7,070.04	7,672.00	7.07	(21.33)	
Juvenile Detention Ce	nter													4	4.00	0.00			
																48.00	0-2	0.50	
		Age	FTE		Age	FTE		Age	FTE							69.00	3-5	24.50	
Special Education		0-2	55.00		3-5	76.00		K-21	811.00					942	942.00	800.00	K-21	35.50	
Exhibit H																			



235 Sunset Ave.

P.O. Box 1767

Wenatchee, WA 98807-1767

(509) 663-8161

FAX (509) 663-3082

Date:

October 23, 2018

To:

Board of Directors

From:

Brian Flones, Superintendent

Larry Mayfield, Executive Director of Business and Finance

Re:

Administrative Recommendation Regarding Alterations to Expenditures from

State Financing Assistance

INTRODUCTION

Recognizing that educational needs and conditions can change, the Washington Legislature has provided a mechanism for school districts to alter specific voter-approved expenditures from bond proceeds and State of Washington financing assistance.¹

Wenatchee School District No. 246, Chelan County, Washington (the "District") currently has excess State financing assistance received in connection with the District's 2014 voter-approved capital improvements. For the reasons set forth below, this memorandum recommends that it is in the best interests of the District and its students and residents for the Board of Directors to exercise its discretion to alter the specific voter-approved expenditures from the State financing assistance to permit the District to: (a) make District-wide security and safety upgrades and improvements; (b) provide new classroom additions; and (c) make health, energy efficiency and infrastructure upgrades and improvements, all after complying with the requirements of RCW 28A.530.020(2).

DISCUSSION

1. Authority to Alter Expenditures; Public Hearing Requirement

Washington law authorizes school districts to alter the expenditures to be funded by bond proceeds and State financing assistance. The applicable provision is commonly referred to as the alteration of expenditures statute, which provides:

If the school board subsequently determines that state or local circumstances should cause any alteration to the specific expenditures from the debt financing [i.e., bond proceeds] or of the state assistance, the board shall first conduct a

¹ RCW 28A.530.020(2). The phrase "State of Washington financing assistance" (commonly known as "State match") refers to state assistance to school districts in providing school facilities under chapter 28A.525 RCW.

public hearing to consider those circumstances and to receive public testimony. If the board then determines that any such alterations are in the best interests of the district, it may adopt a new resolution or amend the original resolution at a public meeting held subsequent to the meeting at which public testimony was received.

RCW 28A.530.020(2).

The alteration of expenditures statute provides a two-step process.

The *first step* requires the school board to hold a public hearing to consider the facts and circumstances that require the alteration of expenditures. The purpose of the hearing is to provide the public an opportunity to present information and opinions to the board regarding the proposed alterations. But the alteration of expenditures statute does not allow the school board to approve alterations at the meeting in which it held the public hearing.

The *second step* therefore requires the school board to consider approving the alterations at a second public meeting (usually at the next regularly scheduled board meeting). If the school board determines the alterations are in the best interests of the district, it will adopt a new resolution to amend the initial election resolution that placed the specific capital projects before the voters (*i.e.*, in the form of a bond measure).

2. Voter Approval and State Financing Assistance

- (a) <u>Voter Approval of Bonds</u>. On October 10, 2013, the Board adopted Resolution No. 07-13 ("Resolution No. 07-13"), providing for the submission to the District's voters at a special election on February 11, 2014, of a ballot proposition authorizing the District to issue its general obligation bonds in the principal amount of no more than \$66,500,000 (the "Bonds") to pay costs to "remodel and expand Lincoln Elementary School, construct and equip a new Washington Elementary School, remodel Special Education/Early Childhood Learning Center, make safety improvements and remodel gymnasium at Pioneer Middle School and make safety improvements at Mission View Elementary School" (collectively referred to herein as the "Projects"). Resolution No. 07-13, which was incorporated by reference in the ballot proposition, further defined the Projects in Section 2.
- (b) <u>Bonds Approved and Issued</u>. At the February 11, 2014 special election, the District's voters approved the Bonds. Pursuant to this authorization, the District issued the Bonds.
- (c) <u>Authorized Use of State Financing Assistance</u>. Section 7 of Resolution No. 07-13 provides that the District may receive money from the State of Washington as state financing assistance under chapter 28A.525 RCW with respect to the Projects (the "State Financing Assistance"). The State Financing Assistance must be used, when and in such amounts as it may become available, to carry out and accomplish the Projects. Section 7 further provided that if the State Financing Assistance is more than sufficient to carry out and accomplish the Projects, the District may use such excess State Financing Assistance to, among other things, make other capital improvements to the District's facilities, all as the Board may determine by resolution after holding a public hearing thereon pursuant to RCW 28A.530.020.

- (d) Alteration of Expenditures from State Financing Assistance. Section 8 of Resolution No. 07-13 also provided: "If the Board shall subsequently determine that state or local circumstances, including, but not limited to, changed conditions or needs, regulatory considerations or incompatible development, should cause any alteration to the Projects, the District shall not be required to accomplish the Projects and may apply the State Financing Assistance (or any portion thereof) to: (a) other portions of the Projects; (b) acquire, construct, install, equip and make other capital improvements to the District's facilities; or (c) retire and/or defease a portion of the Bonds or other outstanding bonds of the District, all as the Board may determine by resolution after holding a public hearing thereon pursuant to RCW 28A.530.020."
- (e) Prior Alteration of Expenditures from State Financing Assistance. Due to lower than expected construction costs, the District had State Financing Assistance available for other District capital improvements ("Excess State Financing Assistance"). On July 28, 2015, the Board adopted Resolution No. 20-15 ("Resolution No. 20-15"). Resolution No. 20-15 altered the specific expenditures from the State Financing Assistance to permit the District to use the Excess State Financing Assistance to carry out and accomplish a portion of the District's next phase of capital projects (the "Phase II Projects"), including, but not limited to, the feasibility analysis and design of the Phase II Projects not originally included in the Projects (the "2015 Alterations"). Resolution No. 20-15 also amended the Resolution No. 07-13 to incorporate the 2015 Alterations into the Projects. References below to the Projects therefore include the 2015 Alterations.

3. Alteration of Expenditures

- (a) <u>State and Local Circumstances</u>. Since the adoption of Resolution No. 07-13, the 2014 Election, and the adoption of Resolution No. 20-15, the following state and local circumstances have occurred related to the specific expenditures from State Financing Assistance and Excess State Financing Assistance for the Projects (collectively, the "State and Local Circumstances"):
- (i) The District has Excess State Financing Assistance available to pay costs of other capital improvements to the District's facilities ("Additional Excess State Financing Assistance"); and
- (ii) Due to increasing safety and security concerns and deteriorating and educationally outdated infrastructure, there is an immediate need to (a) make District-wide security and safety upgrades and improvements; (b) provide new classroom additions; and (c) make health, energy efficiency and infrastructure upgrades and improvements.
- (b) <u>Additional Alterations Warranted</u>. In view of State and Local Circumstances, District Administration recommends that the Board, after satisfying the public hearing requirements contained in RCW 28A.530.020, take the following actions:
- (i) Alter the specific expenditures from Excess State Financing Assistance for the Projects, all as originally authorized by Resolution No. 07-13, as amended by Resolution No. 20-15, to permit the District to use the Additional Excess State Financing Assistance to pay costs to: (A) make District-wide safety and security improvements, all as determined necessary and advisable by the Board; (B) provide new classroom additions (including, but not limited to,

purchasing, constructing, installing and renovating portable or permanent classroom additions) at schools to be determined by the Board, all as determined necessary and advisable by the Board; and (C) make District-wide health, energy efficiency and infrastructure improvements, all as determined necessary and advisable by the Board (collectively, the "Additional Alterations"); and

- (ii) Adopt a new resolution or amend Resolution No. 07-13 and Resolution No. 20-15 to reflect the Additional Alterations; provided that, the District may still use the Additional Excess State Financing Assistance as originally authorized by Resolution No. 07-13 and Resolution No. 20-15.
- (c) Additional Findings. District Administration further believes that the Additional Alterations will, among other things: (i) address urgent and necessary improvements to school facilities; (ii) improve the quality of the educational programs offered by the District; (iii) achieve efficiency in the construction, maintenance and operation of District facilities; and (iv) promote the best interest of the District and its students and residents. If the Additional Alterations are made, the District may still use Bond proceeds and the proceeds from the Additional Excess State Financing Assistance as originally authorized by Resolution No. 07-13 and Resolution No. 20-15

Thank you for your consideration.

WENATCHEE SCHOOL DISTRICT NO. 246 CHELAN COUNTY, WASHINGTON

RESOLUTION NO. 12-18

A RESOLUTION of the Board of Directors of Wenatchee School District No. 246, Chelan County, Washington, setting the time and place for a public hearing to be held on November 13, 2018, to consider whether state or local circumstances should cause alterations to the specific expenditures from the District's State of Washington financing assistance originally authorized in Resolution No. 07-13, as amended by Resolution 20-15, and to receive public testimony; directing that notice be given of the public hearing; and providing for related matters.

ADOPTED: OCTOBER 23, 2018

This document prepared by:

FOSTER PEPPER PLLC 618 West Riverside Avenue, Suite 300 Spokane, Washington 99201 (509) 777-1602

WENATCHEE SCHOOL DISTRICT NO. 246 CHELAN COUNTY, WASHINGTON

RESOLUTION NO. 12-18

A RESOLUTION of the Board of Directors of Wenatchee School District No. 246, Chelan County, Washington, setting the time and place for a public hearing to be held on November 13, 2018, to consider whether state or local circumstances should cause alterations to the specific expenditures from the District's State of Washington financing assistance originally authorized in Resolution No. 07-13, as amended by Resolution 20-15, and to receive public testimony; directing that notice be given of the public hearing; and providing for related matters.

BE IT RESOLVED BY THE BOARD OF DIRECTORS OF WENATCHEE SCHOOL DISTRICT NO. 246, CHELAN COUNTY, WASHINGTON, as follows:

- <u>Section 1</u>. <u>Findings and Determinations</u>. The Board of Directors (the "Board") of Wenatchee School District No. 246, Chelan County, Washington (the "District") takes note of the following facts and makes the following findings and determinations:
- (a) On October 10, 2013, the Board adopted Resolution No. 07-13 ("Resolution No. 07-13"), providing for the submission to the District's voters at a special election on February 11, 2014, of a ballot proposition authorizing the District to issue its general obligation bonds in the principal amount of no more than \$66,500,000 (the "Bonds") to pay costs to "remodel and expand Lincoln Elementary School, construct and equip a new Washington Elementary School, remodel Special Education/Early Childhood Learning Center, make safety improvements and remodel gymnasium at Pioneer Middle School and make safety improvements at Mission View Elementary School" (collectively referred to herein as the "Projects"). Resolution No. 07-13, which was incorporated by reference in the ballot proposition, further defined the Projects in Section 2.
- (b) At the February 11, 2014 special election, the District's voters approved the Bonds. Pursuant to this authorization, the District issued the Bonds.
- (c) Section 7 of Resolution No. 07-13 provides that the District may receive money from the State of Washington as state financing assistance under chapter 28A.525 RCW with respect to the Projects (the "State Financing Assistance"). The State Financing Assistance must be used, when and in such amounts as it may become available, to carry out and accomplish the Projects. Section 7 further provided that if the State Financing Assistance is more than sufficient to carry out and accomplish the Projects, the District may use such excess State Financing Assistance to, among other things, make other capital improvements to the District's facilities, all as the Board may determine by resolution after holding a public hearing thereon pursuant to RCW 28A.530.020.
- (d) Section 8 of Resolution No. 07-13 also provided: "If the Board shall subsequently determine that state or local circumstances, including, but not limited to, changed conditions or needs, regulatory considerations or incompatible development, should cause any alteration to the Projects, the District shall not be required to accomplish the Projects and may apply the Bond Proceeds or State Financing Assistance (or any portion thereof) to: (a) other portions of the Projects; (b) acquire, construct, install, equip and make other capital improvements to the District's facilities; or (c) retire

and/or defease a portion of the Bonds or other outstanding bonds of the District, all as the Board may determine by resolution after holding a public hearing thereon pursuant to RCW 28A.530.020."

- (e) RCW 28A.530.020(2) provides that "[i]f the school board subsequently determines that state or local circumstances should cause any alteration to the specific expenditures from the debt financing or of the state assistance, the Board shall first conduct a public hearing to consider those circumstances and to receive public testimony. If the board then determines that any such alterations are in the best interests of the district, it may adopt a new resolution or amend the original resolution at a public meeting held subsequent to the meeting at which public testimony was received."
- (f) Due to lower than expected construction costs, the District had State Financing Assistance available for other District capital improvements ("Excess State Financing Assistance"). On July 28, 2015, the Board adopted Resolution No. 20-15 ("Resolution No. 20-15"). Resolution No. 20-15 altered the specific expenditures from the State Financing Assistance to permit the District to use the Excess State Financing Assistance to carry out and accomplish a portion of the District's next phase of capital projects (the "Phase II Projects"), including, but not limited to, the feasibility analysis and design of the Phase II Projects not originally included in the Projects (the "2015 Alterations"). Resolution No. 20-15 also amended the Resolution No. 07-13 to incorporate the 2015 Alterations into the Projects. References below to the Projects therefore include the 2015 Alterations.
- (g) Based on review and analysis, District Administration has provided a recommendation to the Board as to whether state and local circumstances should cause alterations to the specific expenditures from the District's Excess State Financing Assistance, which is on file with the District and incorporated by this reference (the "Recommendation").
- (h) Since the adoption of Resolution No. 07-13, the 2014 Election, and the adoption of Resolution No. 20-15, the following state and local circumstances have occurred related to the specific expenditures from State Financing Assistance and Excess State Financing Assistance for the Projects (collectively, the "State and Local Circumstances"):
- (i) The District has Excess State Financing Assistance available to pay costs of other capital improvements to the District's facilities ("Additional Excess State Financing Assistance"); and
- (ii) Due to increasing safety and security concerns and deteriorating and educationally outdated infrastructure, there is an immediate need to (a) make District-wide security and safety upgrades and improvements; (b) provide new classroom additions; and (c) make health, energy efficiency and infrastructure upgrades and improvements.
- (n) In view of the foregoing and after research and analysis, the Recommendation proposes, after satisfaction of the public hearing requirements contained in Resolution No. 07-13 and RCW 28A.530.020, that the District (i) *Alter* the specific expenditures from Excess State Financing Assistance for the Projects, all as originally authorized by Resolution No. 07-13, as amended by Resolution No. 20-15, to permit the District to use Additional Excess State Financing Assistance to pay costs to: (A) make District-wide safety and security improvements, all as determined necessary and advisable by the Board; (B) provide new classroom additions (including, but not limited to,

purchasing, constructing, installing and renovating portable or permanent classroom additions), at schools to be determined by the Board, all as determined necessary and advisable by the Board; and (C) make District-wide health, energy efficiency and infrastructure improvements, all as determined necessary and advisable by the Board (collectively, the "Additional Alterations"); and (ii) *Adopt a new resolution* or *amend* Resolution No. 07-13 and Resolution No. 20-15, to reflect the Additional Alterations; provided that, the District may still use the Additional Excess State Financing Assistance as originally authorized by Resolution No. 07-13 and Resolution No. 20-15.

Section 2. Public Hearing. Pursuant to Resolution No. 07-13 and RCW 28A.530.020(2), the Board shall conduct a public hearing on November 13, 2018, starting at 6:00 P.M., in the Boardroom located in the District's Administrative Office, 235 Sunset Avenue, Wenatchee, Washington, to: (a) consider whether the State and Local Circumstances should cause the District to carry out the Additional Alterations; and (b) receive public testimony.

Section 3. Subsequent Public Meeting to Consider the Additional Alterations. If the Board determines that the Additional Alterations are in the best interests of the District, taking into account the State and Local Circumstances and public testimony presented at the public hearing, the Board may, at a public meeting held subsequent to the public hearing, adopt a new resolution or amend Resolution No. 07-13 and Resolution No. 20-15 to approve and order the Additional Alterations. Among the objectives of the Board in making its decision will be: (a) addressing urgent and necessary improvements to school facilities; (b) improving the quality of the educational programs offered by the District; (c) achieving efficiency in the construction, maintenance and operation of District facilities; (d) promoting the best interest of the District, its students and the community; and (e) such other criteria as the Board may determine appropriate.

Section 4. Notice of Public Hearing. Notice of the public hearing shall be given by publication in a newspaper of general circulation within the District, as soon as practicable after adoption of this resolution. In addition, any local radio or television stations, other newspapers of general circulation that have a written request to be notified of special meetings shall also be given such notice. The notice shall also be posted on the District's website. Further, such notice shall be posted in locations throughout the District, if the District has a practice of posting such notices. The published, posted, mailed or otherwise distributed notices shall be in substantially the form attached hereto as Exhibit "A," which is incorporated by this reference.

Section 5. General Authorization and Ratification. The Secretary, the President of the Board, the District's Executive Director of Business and Finance, and other appropriate officers of the District and the District's special counsel, Foster Pepper PLLC, are further severally authorized to take all other actions and execute all other documents necessary to effectuate the provisions of this resolution, and all prior actions taken in furtherance of and not inconsistent with the provisions of this resolution are ratified and confirmed in all respects.

Section 6. Effective Date. This resolution takes effect from and after its adoption.

[Remainder of page intentionally left blank; signature page follows]

ADOPTED by the Board of Directors of Wenatchee School District No. 246, Chelan County, Washington, at a regular open public meeting held this 23rd day of October, 2018, the following Directors being present and voting in favor of the resolution.

	WENATCHEE SCHOOL DISTRICT NO. 246 CHELAN COUNTY, WASHINGTON
	President and Director
	Vice President and Director
	Director
	Director
ATTEST:	Director
BRIAN L. FLONES	
Secretary to the Board of Directors	

EXHIBIT "A"

FORM OF NOTICE OF PUBLIC HEARING

WENATCHEE SCHOOL DISTRICT NO. 246 CHELAN COUNTY, WASHINGTON

NOTICE OF PUBLIC HEARING

NOTICE IS HEREBY GIVEN, pursuant to Resolution No. 12-18, that the Board of Directors (the "Board") of Wenatchee School District No. 246, Chelan County, Washington (the "District") will hold a public hearing on November 13, 2018, at 6:00 P.M., or as soon thereafter as possible, in the Boardroom located in the District's Administrative Office, 235 Sunset Avenue, Wenatchee, Washington. The purpose of the public hearing is to: (a) consider whether certain state and local circumstances should cause alterations to the specific expenditures from the State of Washington financing assistance originally authorized in Resolution No. 07-13, as amended by Resolution No. 20-15; and (b) receive public testimony. If the Board determines that the alterations are in the best interests of the District, the Board may, at a future public meeting, adopt a new resolution or amend Resolution No. 07-13 and Resolution No. 20-15 approving the alterations.

All residents of the District wishing to be heard should appear at the public hearing and present their views. Alternatively, or in addition, such interested residents may submit their views in writing and deliver them to: Larry Mayfield, Executive Director of Business and Finance, 235 Sunset Avenue, Wenatchee, Washington 98801, on or before the date of the public hearing. Copies of Resolution No. 12-18, which set the time and place for the public hearing will be posted on the District's website at http://home.wsd.wednet.edu or may be obtained by contacting Larry Mayfield, at (509) 663-8161.

WENATCHEE SCHOOL DISTRICT NO. 246 CHELAN COUNTY, WASHINGTON

/s/ Brian L. Flones
Superintendent and Secretary to the
Board of Directors

CERTIFICATION

- I, BRIAN L. FLONES, Secretary to the Board of Directors (the "Board") of Wenatchee School District No. 246, Chelan County, Washington (the "District"), hereby certify as follows:
- 1. The foregoing Resolution No. 12-18 (the "Resolution") is a full, true and correct copy of the Resolution duly adopted at a regular meeting of the Board held at its regular meeting place on October 23, 2018, as that Resolution appears on the minute book of the District, and the Resolution is now in full force and effect; and
- 2. A quorum of the members of the Board was present throughout the meeting and a sufficient number of members of the Board present voted in the proper manner for the adoption of the Resolution.

IN WITNESS WHEREOF, I have hereunto set my hand this 23rd day of October, 2018.

WENATCHEE SCHOOL DISTRICT NO. 246 CHELAN COUNTY, WASHINGTON

BRIAN L. FLONES Secretary to the Board of Directors



From: Hank Harris and Barbara Young, *Hazard, Young, Attea, and Associates*Re: Advertisement Options and Recommendation for Superintendent Search

Date: October 23, 2018

Good evening Board Members,

In consideration of the unique needs and interest of Wenatchee, we want to recommend the following array of advertising options for your Superintendent Search.

Approved:

HYA Package I (\$1950) -- approved by Board on Oct 8

- HYA Group Print Ad in Education Week
- Online Listing in Education Week's TopSchoolJobs site for 30 days
- Online showcased ad on Education Week and TopSchoolJobs homepages for 7 days
- Online listing on AASA (American Association of School Administrators) site for 30 days
- Posted on, Twitter, LinkedIn, and ECRA

Recommend:

HYA ALAS and NABSE Supplement (\$520)

- Association of Latino Administrators and Superintendents (ALAS) for 6 weeks online
- Push in on ALAS apps
- National Alliance of Black School Educators for 30 days

Recommend:

Washington State Lists (\$0, listed directly by Wenatchee Schools)

- WASA (Washington Association of School Administrators)
- WSSDA (Washington State School Directors Association)
- WSPA (Washington School Personnel Association)
- AWSP (Association of Washington School Principals)

Oregon State Lists

- COSA (Confederation of Oregon School Administrators) \$250
- OALA (Oregon Association of Latino Administrators): \$100 for 6 week posting

Other Websites

- Idaho Association of School Administrators: no fee
- CALSA (California Association of Latino Superintendents and Administrators): \$90 for 30 day posting
- Nevada Association of School Administrators (NASS): *
- Arizona School Administrators: not yet known*

- a. All advertising that is not part of an HYA package can be placed by HYA for cost + 20% or directly by Wenatchee HR at cost.
- b. Given that we are waiting to hear back from 2-3 sites, the Board may wish to allocate a small amount of additional funding in the event there is a fee for some of these sites.



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