

**Wenatchee School District
School Board Planning Workshop**



Friday, September 15, 2017
8:00 a.m.- 12:00 p.m.
District Office – Main Board Room

AGENDA

- | | |
|----------------|--|
| 7:30-8:00 a.m. | Breakfast/Agenda Review |
| 8:00 a.m. | 2017-18 District Initiative Focus Budget & Finance- Les Vandervort Human Resources- Lisa Turner District Strategic/Operational- Jon DeJong Student Services- Mark Helm Learning & Teaching- Jodi Smith Payne Bond Presentation/Community Feedback/Election Timeline- Brian Flonex |
| 10:00 a.m. | Break |
| 10:15 a.m. | School Board Self- Assessment/ Operating Norms/ Goals & Objectives for 2017-18- Board Members |
| 11:00 a.m. | ACTION ITEMS: Contract Approvals Lisa Turner, Ron Brown District Data Dashboard- Jon DeJong, Ron Brown School Board Involvement on priorities for dashboard metrics |
| Noon | Adjournment |

Finance Major Initiatives for 2017-18

Close finance books (F-196) for 2016-17.

Support – Karen Walters & Tammy Hubensack

Focus – Determine fund balance

Work with ESD and other local school districts on legislative funding

Support – Karen Walters

Focus – Create spreadsheet forecasting impact of legislative funding on each district in ESD 171 (salary schedules and budget)

Bid policy and procedure

Support – Karen Walters & Maria Iniquez

Focus – Update policy and procedure for purchasing and bids

District Rentals

Support – Maria Iniquez

Focus – Get District out of rental business

Clear up Malaga property for future school site

Wenatchee School District No. 246
MEMORANDUM

To: Wenatchee School Board
Brian Fones, Superintendent

From: Les Vandervort, Chief Financial Officer

Date: September 13, 2017

Re: Enrollment Reports for **September 2017**

Exhibit A - Monthly Enrollments.

The **September 2017** count of K-12 students is **7,459.62 full-time equivalents (FTE)** including 0 FTE Running Start students (Running Start students are counted starting in October).

The *average* FTE of 7,459.62 is **281.38** FTE below budgeted *average* FTE of 7,741.

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

Enrollment is 60 FTE below this period last year.

Exhibit B shows the changes in average FTE enrollment, as reported to SPI, since 2004-05. Exhibit B reflects the history of our actual state funding level of FTE.

Exhibit C is a comparison of student FTE by school and by grade level for the current month and the same month in the prior year (2016-17).

Exhibit D shows the monthly information in graphic form, with a comparison to last year's (2016-17) actual enrollment and 2017-18 budgeted numbers.

WENATCHEE SCHOOL DISTRICT NO. 246
 Monthly Average FTE Enrollment 2017-18 School Year

| GRADE | SEP | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY | JUNE | AVERAGE | 2017-18 AVG to BUD | |
|----------------------|-----------------|------|------|------|------|------|------|------|------|------|-----------------|--------------------|----------------|
| | | | | | | | | | | | | BUDGET | DIFFERENCE |
| 1/2 Day KINDERGARTEN | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0 | 0.00 |
| All-day Kindergarte | 504.00 | | | | | | | | | | 504.00 | 530 | -26.00 |
| FIRST | 537.00 | | | | | | | | | | 537.00 | 530 | 7.00 |
| SECOND | 570.00 | | | | | | | | | | 570.00 | 576 | -6.00 |
| THIRD | 552.60 | | | | | | | | | | 552.60 | 555 | -2.40 |
| FOURTH | 562.59 | | | | | | | | | | 562.59 | 568 | -5.41 |
| FIFTH | 541.00 | | | | | | | | | | 541.00 | 544 | -3.00 |
| SIXTH | 577.77 | | | | | | | | | | 577.77 | 590 | -12.23 |
| SEVENTH | 556.93 | | | | | | | | | | 556.93 | 543 | 13.93 |
| EIGHTH | 563.31 | | | | | | | | | | 563.31 | 556 | 7.31 |
| NINTH | 529.07 | | | | | | | | | | 529.07 | 530 | -0.93 |
| TENTH | 588.10 | | | | | | | | | | 588.10 | 585 | 3.10 |
| ELEVENTH | 533.45 | | | | | | | | | | 533.45 | 550 | -16.55 |
| TWELFTH | 486.69 | | | | | | | | | | 486.69 | 490 | -3.31 |
| Kindergarten | 504.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 504.00 | 530 | -26.00 |
| GRADES 1-5 | 2763.19 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 2763.19 | 2,773 | -9.81 |
| GRADES 6-8 | 1698.01 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 1698.01 | 1,689 | 9.01 |
| GRADES 9-12 | 2137.31 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 2137.31 | 2,155 | -17.69 |
| K-12 Subtotal | 7102.51 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 7102.51 | 7,147 | -44.49 |
| Running Start | | | | | | | | | | | | 190 | -190.00 |
| Open Doors | 73.48 | | | | | | | | | | 73.48 | 90 | -16.52 |
| Alternative | 283.63 | | | | | | | | | | 283.63 | 314 | -30.37 |
| TOTAL | 7,459.62 | | | | | | | | | | 7,459.62 | 7,741 | -281.38 |

Exhibit A

WENATCHEE SCHOOL DISTRICT NO. 246

Yearly Average FTE Enrollment 2005-06 to Present

| GRADE | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|----------|----------|----------|
| KINDERGARTEN | 294.44 | 325.23 | 256.86 | 116.96 | 122.84 | 112.17 | 133.51 | 116.35 | 76.00 | 80.90 | 20.80 | 0.00 | 0.00 |
| ALL DAY KINDER | | | 79.00 | 323.67 | 337.56 | 345.67 | 363.68 | 335.50 | 437.61 | 429.60 | 533.21 | 526.18 | 504.00 |
| FIRST | 551.22 | 583.11 | 639.86 | 591.49 | 571.00 | 587.64 | 542.76 | 617.63 | 575.55 | 620.01 | 596.50 | 572.57 | 537.00 |
| SECOND | 576.22 | 546.18 | 582.82 | 614.54 | 585.44 | 550.85 | 563.55 | 541.33 | 613.44 | 557.85 | 581.99 | 556.40 | 570.00 |
| THIRD | 532.89 | 577.61 | 517.25 | 576.33 | 618.96 | 588.12 | 545.74 | 549.19 | 566.04 | 606.64 | 547.60 | 566.76 | 552.60 |
| FOURTH | 493.07 | 522.99 | 574.31 | 529.02 | 569.18 | 614.14 | 576.66 | 536.59 | 546.98 | 571.30 | 593.90 | 541.37 | 562.59 |
| FIFTH | 593.47 | 486.97 | 531.43 | 578.29 | 536.22 | 560.76 | 607.33 | 573.57 | 544.19 | 560.36 | 539.50 | 589.77 | 541.00 |
| SIXTH | 557.45 | 620.13 | 510.27 | 559.34 | 622.04 | 549.62 | 590.30 | 649.06 | 589.00 | 543.32 | 554.94 | 544.35 | 577.77 |
| SEVENTH | 560.45 | 548.39 | 612.88 | 516.99 | 576.10 | 617.67 | 545.57 | 606.48 | 654.62 | 584.36 | 528.73 | 567.70 | 556.93 |
| EIGHTH | 588.62 | 554.19 | 539.08 | 613.53 | 539.12 | 574.79 | 625.61 | 552.01 | 620.59 | 644.19 | 584.41 | 522.79 | 563.31 |
| NINTH | 773.57 | 651.42 | 604.75 | 599.07 | 630.85 | 561.78 | 584.60 | 652.18 | 548.75 | 619.92 | 622.99 | 584.43 | 529.07 |
| TENTH | 504.76 | 620.21 | 596.66 | 569.28 | 548.37 | 611.61 | 545.59 | 570.70 | 620.98 | 553.04 | 599.52 | 613.12 | 588.10 |
| ELEVENTH | 488.48 | 524.59 | 569.84 | 527.16 | 591.15 | 593.50 | 625.30 | 562.71 | 568.94 | 573.12 | 536.48 | 497.09 | 533.45 |
| TWELFTH | 378.50 | 384.40 | 465.71 | 511.17 | 674.92 | 690.73 | 659.13 | 665.68 | 583.40 | 594.84 | 543.74 | 437.01 | 486.69 |
| KINDERGARTEN | 294.44 | 325.23 | 335.86 | 440.63 | 460.40 | 457.84 | 497.19 | 451.85 | 513.61 | 510.50 | 554.01 | 526.18 | 530.00 |
| GRADES 1-5 | 2746.87 | 2716.86 | 2845.67 | 2889.67 | 2880.80 | 2901.51 | 2836.04 | 2818.31 | 2846.20 | 2916.16 | 2859.49 | 2826.87 | 2773.00 |
| GRADES 6-8 | 1706.52 | 1722.71 | 1662.23 | 1689.86 | 1737.26 | 1742.08 | 1761.48 | 1807.55 | 1864.21 | 1771.87 | 1668.08 | 1634.84 | 1689.00 |
| GRADES 9-12 | 2145.31 | 2180.62 | 2236.96 | 2206.68 | 2445.29 | 2457.62 | 2414.62 | 2451.27 | 2322.07 | 2340.92 | 2302.73 | 2131.65 | 2155.00 |
| Total K-12 | 6893.14 | 6945.42 | 7080.72 | 7226.84 | 7523.75 | 7559.05 | 7509.33 | 7528.98 | 7546.09 | 7539.45 | 7384.31 | 7119.54 | 7102.51 |
| Running Start | 96.61 | 101.59 | 86.18 | 128.56 | 140.00 | 138.52 | 138.34 | 133.51 | 125.55 | 172.90 | 155.49 | 203.80 | 0.00 |
| Skill Source/Open Door | | | | | | | | | 89.23 | 89.98 | 101.14 | 90.41 | 73.48 |
| Alternative | | | | | | | | | | | 253.49 | 313.53 | 283.63 |
| TOTAL | 6989.75 | 7047.01 | 7166.90 | 7355.40 | 7663.75 | 7697.57 | 7647.67 | 7662.49 | 7760.87 | 7,802.33 | 7,894.43 | 7,727.28 | 7,459.62 |
| Percent Change | | 0.8% | 1.7% | 2.6% | 4.2% | 0.4% | -0.6% | 0.2% | 1.3% | 0.5% | 1.2% | -2.1% | -3.5% |

Exhibit B

| WENATCHEE SCHOOL DISTRICT NO. 246 | | | | Current Month 2017-18 FTE Comparison to same month 2016-17 | | | | | |
|-----------------------------------|----------------|----------------|---------------------|--|----------------|----------------|---------------------|--|--|
| School | September 2016 | September 2017 | increase (decrease) | Grade | September 2016 | September 2017 | increase (decrease) | | |
| Columbia | 439 | 428 | -11 | K | 0 | 0 | 0 | | |
| Lewis & Clark | 480 | 478 | -2 | ADK | 507 | 504 | -3 | | |
| Lincoln | 500 | 515 | 15 | 1 | 575 | 537 | -38 | | |
| Mission View | 533 | 505 | -28 | 2 | 558 | 570 | 12 | | |
| Newbery | 508 | 471 | -37 | 3 | 570 | 553 | -17 | | |
| Sunnyslope | 301 | 308 | 7 | 4 | 536 | 563 | 27 | | |
| Washington | 574 | 563 | -11 | 5 | 588 | 541 | -47 | | |
| Elementary | 3,335 | 3,267 | -68 | | 3,334 | 3,267 | -67 | | |
| Foothills | 585 | 604 | 19 | 6 | 543 | 578 | 35 | | |
| Orchard | 429 | 493 | 64 | 7 | 571 | 557 | -14 | | |
| Pioneer | 629 | 601 | -28 | 8 | 530 | 563 | 33 | | |
| Middle Schools | 1,643 | 1,698 | 55 | | 1,644 | 1,698 | 54 | | |
| WHS | 1,845 | 1,793 | -52 | 9 | 586 | 529 | -57 | | |
| WSHS | 272 | 249 | -23 | 10 | 621 | 588 | -33 | | |
| High Schools | 2,117 | 2,042 | -75 | 11 | 504 | 533 | 30 | | |
| | | | | 12 | 457 | 487 | 30 | | |
| Skill Source | 0 | 1 | 1 | | 2,168 | 2,137 | -31 | | |
| Skill Source/Open Door | 66 | 69 | 3 | | | | | | |
| Open Doors/Grad Alliance | 5 | 4 | -1 | Total Regular | 7,145 | 7,103 | -43 | | |
| Valley Academy | 167 | 185 | 18 | | | | | | |
| WV Tech Ctr | 188 | 193 | 5 | | | | | | |
| Other Enrollment | 426 | 453 | 27 | ALE | 304 | 284 | -20 | | |
| | | | | Open Door | 71 | 73 | 2 | | |
| Subtotal Enrollment | 7,520 | 7,460 | -60 | Running Start | 0 | 0 | 0 | | |
| Running Start | 0 | 0 | 0 | | 7,520 | 7,460 | -60 | | |
| Total Enrollment | 7,520 | 7,460 | -60 | | | | | | |
| Juvenile Detention Center | 11 | 8 | -3 | | | | | | |
| Special Ed | 849 | 854 | 5 | | | | | | |
| Exhibit C | | | | | | | | | |

Enrollment 17-18

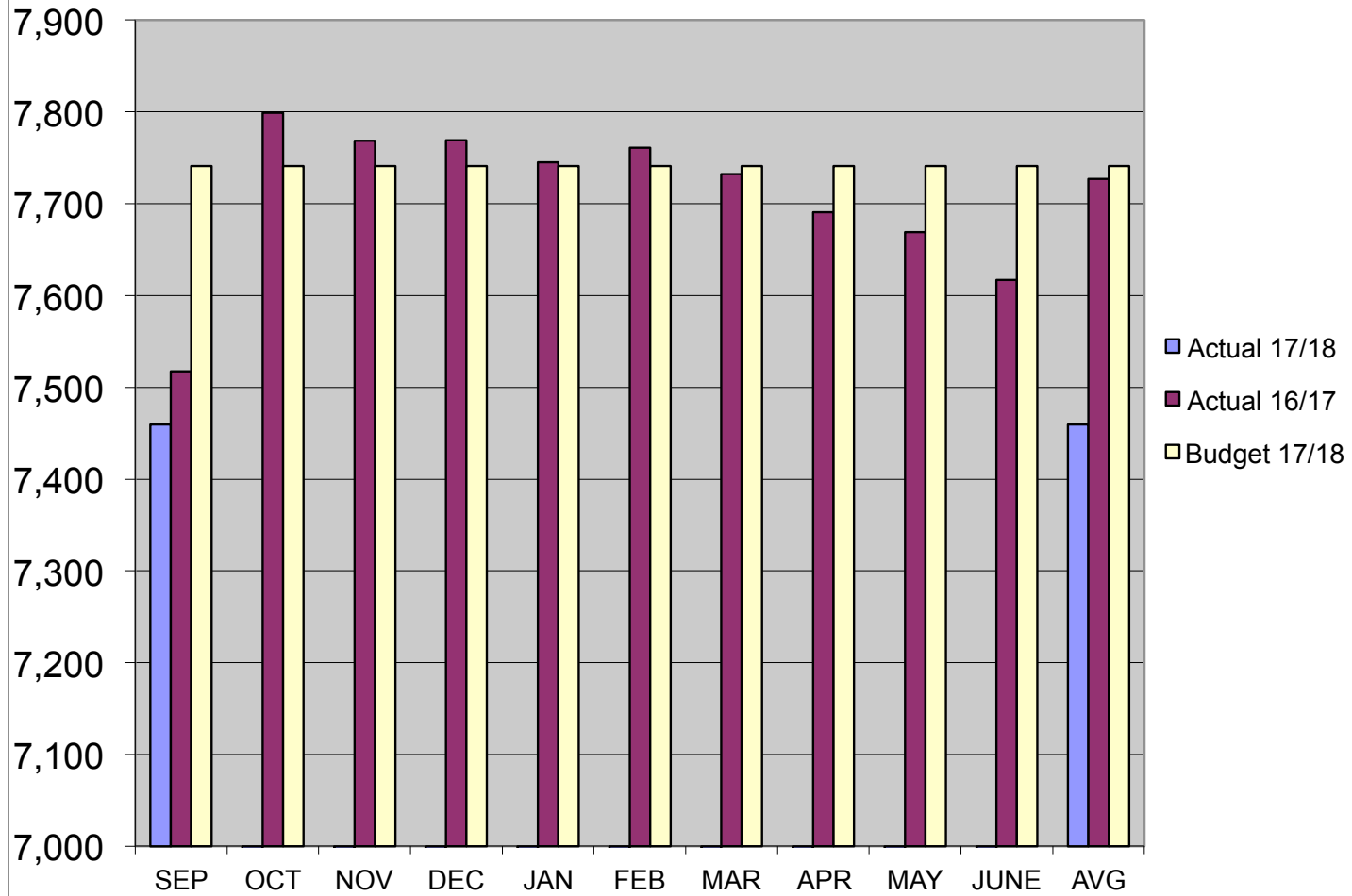


Exhibit D

Human Resources Major Initiatives for 2017-18

Increase the quantity and quality of substitute pool

Support – Dianna Miller

Focus – Providing monthly orientation for new subs, updating the sub handbook for better education of subs, providing more access to training to ensure preparedness for subs.

Expand bargaining support and labor management with Classified Groups

Support – Principals

Focus – Create and facilitate labor management teams with each of our classified bargaining groups. Bring Principal/Director participation to each team. Expand the collaborate approach to the classified units. Provide bargaining training for new teams

Bargain Contracts with new Legislative direction and within Budget parameters

Support – Bargaining teams

Focus – WenEA, Co-Curricular, M&O, Secretary/Tech/Para, and Principals/Directors contracts are all open.

Expand Training Opportunities for Classified Staff

Support – HR Team

Focus - Provide differentiated training for classified staff during conference week. Marcia Tate, PBIS, Excel, Google Apps, and Right Response already scheduled.

Deputy Superintendent- Major Initiatives 17-18

Continuation of STEM Initiative

Support- Sarah Hanche, Jill Fineis

Focus- Implementation of new 6-9 Science curriculum and Engineering is Elementary at gr. K-5

Development of metrics for evaluating the WHS flexible block schedule

Support- Eric Anderson

Focus- Gather feedback from staff and parent advisory group to establish a mix of achievement, behavioral, and perceptual metrics to evaluate the effectiveness of the WHS flexible block schedule.

Finalize District Dashboard KPI's

Support- Ron Brown

Focus- Review draft KPI's, gather feedback on additions and deletions, finalize KPI's, and begin gathering data.

Continue work with Career Connected Learning

Support- Diana Haglund, Dennis Conger, Pete Jelsing

Focus- Continue work with WVC and local business/industry to tighten articulation between CTE/WVTSC and WVC in an effort to better address local workforce needs. Continue to explore youth apprenticeships with local businesses.

Work with Communications Team to coordinate district communications

Support- Diana Haglund, Ron Brown, Teri Fink, Laurie Hunter

Focus- Bond campaign

Student Services Major Initiatives for 2017-18

Increase the Parent Involvement Program participation at Newbery, Pioneer, and WestSide.

Support – Mike Wilson

Focus – Implement Phase 2 of the parent involvement program begun last year if capacity, begin looking at supporting other schools as well.

Provide each school with an updated Safety Plan

Support – Adam Bergstrom

Focus – Each school will have a new plan by the end of the 3rd quarter this year

Run and review Attendance data with Principals once each Quarter

Support – Tech for the reports

Focus – review absentee numbers, share best practices being used in the buildings, possible solutions, etc in order to reduce the number of absences overall.

Run and review Discipline data with Principals once each Quarter

Support – Tech for the reports

Focus – review discipline numbers, share best practices being used in the buildings, possible solutions, etc in order to reduce the number of suspensions overall.

Understand the SPED program

Support – Trisha Craig - Annika Bibby

Focus – Understanding the various programs as well as the budget needs/constraints

Career Cruising implementation at WHS/WSHS

Support – Mike Wilson

Focus – Switch to using Career Cruising with students & counselors for scheduling and course alignment to career goals.

Learning & Teaching Major Initiatives for 2017-2018

Professional Learning Community (PLC) Initiative

Support - District Office Administrators, Principals, Instructional Coaches

Focus - Reignite PLC teamwork through PLC 4REAL Cycles of Improvement (Reflect & Plan - Experiment - Analyze - Learn & Leverage). Emphasize teacher learning through team collaboration - gain up to 3 years of student growth through “collective expertise.” Improve the use of data to inform instruction. Explore improvement topics such as achievement, attendance, and behavior.

K-5 Report Card Project

Support - Sarah Hanchey, Bill Eagle, Principal(s)

Focus - Review different report card models and work collaboratively with a district team to update the elementary report card with input from teachers, parents, principals, and special program directors

District Assessment System

Support - Sarah Hanchey, Bill Eagle, Ron Brown, Principals

Focus - Review district assessment plan for purposes served, gaps and overlaps. Communicate best practices to school staffs. Develop parent communication regarding purposes of assessment. Change the narrative from negative to more positive.

K-5 Math Adoption

Support - Sarah Hanchey, Elementary Principals, Instructional Coaches, Teachers

Focus - Develop understanding of Math Common Core State Standards; review instructional materials that are available and appropriate; determine best match for district; adopt and plan 2018-19 implementation.

6-9 Implementation of New Science Adoption

Support - Jill Fineis, Secondary Principals, ESD Science Specialists

Focus - Support staff with implementation of newly adopted science curriculum through after school training on kits at ESD, PLC teams at middle schools, and learning labs at WHS.

Early Learning

Support - Bill Eagle, a member of the Coalition for Children & Families Board

Focus - Bill will continue to work with the NCELC to move the Early Learning Initiative forward.

K-5 STEM

Support - Jill Fineis, Science Facilitator

Focus - Implementation of *Engineering Is Elementary* kits at K-5

GLAD

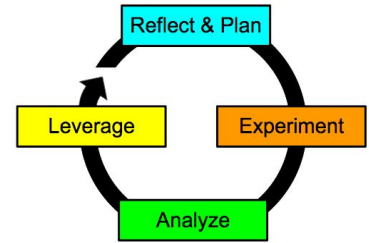
Support - Cyndy Valdez, Terri Goveia, Kathy Anderson

Focus - Continue to offer initial and ongoing teacher training; provide training in math instruction using GLAD strategies; achieve preschool/kindergarten GLAD trainer certification and implementation.

Professional learning community (PLC)
 An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.
[All Things PLC](#)

PLC 4REAL

Learning Team Cycle of Continuous Improvement Overview



Please use [Form A](#) or [Form B](#) to record your PLC 4REAL teamwork.

| | |
|---|---|
| <p>PLC Q. #1 <i>What is it we want our students to learn?</i></p> | <p>R REFLECT and PLAN</p> |
| <p>PLAN</p> <p><i>What teacher learning outcomes will lead to better student outcomes?</i></p> | <p>Reflect on the Data</p> <ul style="list-style-type: none"> What key data points will help your team examine what your students need to know and be able to do? What do trends in various data points indicate about your success in meeting these outcomes to date? What student learning gaps stand out as your most urgent challenge? <p>Collaboratively Create Student Learning Goal and Success Criteria</p> <ul style="list-style-type: none"> What student learning goal will lead to better outcomes in the data? How is your goal linked to your priority standards or school's CIPP/SIP Plan? How will you know if each student has learned? What evidence will you collect to show student learning? <p>Collaboratively Create Teacher Learning Plans</p> <ul style="list-style-type: none"> Knowing the connection between teacher learning, teacher practices, and student outcomes, what teacher learning outcomes will lead to better student outcomes? Which strategies from the RACE Matrix do you want to learn and/or practice in order for students to achieve the goal? How will you get feedback to support your teacher learning (student, peer, coach, evaluator, video, colleagues)? How will you chunk the content in the lesson with engaging strategies? How can you differentiate your plan to meet each team member's growth needs? |
| <p>DO</p> | <p>E EXPERIMENT</p> |
| <p>PLC Q. #2 <i>How will we know if each student has learned it?</i></p> | <p>A ANALYZE</p> |
| <p>STUDY</p> | <p>Analyze the Data</p> <ul style="list-style-type: none"> What does your evidence of student learning show you? <p><u>Here's What?</u> Make factual statements about the data. Possible discussion questions:</p> <ul style="list-style-type: none"> How did the data differ from class to class? Are there patterns? Are there more errors with certain question types? <p><u>So What?</u> Interpret the data. Possible discussion questions:</p> <ul style="list-style-type: none"> Did teacher adaptations affect the data? What are possible students misconceptions? What are possible strengths and weaknesses of the curriculum? Were some RACE Matrix strategies more effective? |
| <p>PLC Q. #3 <i>How will we respond when students do not learn it?</i></p> <p>PLC Q. #4 <i>How can we enrich students who have?</i></p> <p>ACT</p> | <p>L LEVERAGE</p> |
| <p>ACT</p> | <p>Leverage Student Results</p> <p><u>Now What?</u></p> <ul style="list-style-type: none"> How will you respond when some students have not yet achieved the goal? How can you extend and enrich the learning for students who have already achieved the goal? <p>Leverage Teacher Learning - Impact on Future Work</p> <ul style="list-style-type: none"> What did your team learn from this process? How will what you have learned impact your future instruction? |

Please refer to the [Interactive Menu](#) for additional resources.

Credits: PLC 4REAL was inspired by John Antonetti's "[PLC 4 REAL](#)"

Professional Learning Communities: [All Things PLC: About PLCs](#), [Professional Learning Communities \(PLC\) Brochure](#)

John Hattie: [Visible Learning Effect Sizes](#) Collective Teacher Efficacy Effect Size: **1.49, approximately 3 years of student growth**

9.1.2017

PBIS Classroom Plan

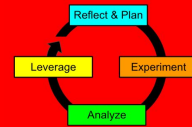
Please complete this document for the PBIS 4REAL Lap. See [PBIS Booklet](#) for descriptions and examples of the 5 Containers.

| Name | Class |
|--|---|
| Effective Classroom Behavior Support Plan <i>Expect 100% from 100%.</i> | |
| How do you build relationships and engage students? (Container 4) | |
| What are your classroom expectations? (Container 2) | What are your routines (Container 1 and 2) <i>(how kids enter/exit class, hand in work, work with peers, etc.)?</i> |
| What attention getting signal do you use? (Container 1) | |
| How will you regularly acknowledge appropriate behaviors/celebrate success? (Container 3) <i>Identify 1 or 2 actions that you will regularly use.</i> | |
| Whole Class: | Individual: |
| How will you regularly address minor misbehaviors? (Container 5) <i>Identify 1 or 2 actions that you will regularly use.</i> | |
| | |
| How will you regularly address repeated minor misbehaviors? (Container 5) <i>Identify 1 or 2 actions that you will regularly use.</i> | |
| | |
| Differentiation: What strategies will you use with more difficult behaviors? (Container 5) <i>What might work with students who aren't responding to your regular behavior supports? 5-15%</i> | |
| | |
| Individualized: What strategies might you try with your most difficult behaviors? (Container 5) <i>What might work with students who aren't responding to your regular behavior supports? 3-5%</i> | |
| | |

9.1.2017

PLC 4 REAL

Lap Log Form A



| Lap # | School | Team |
|---|--------|--|
| <p>Please Note: One 4REAL Lap must focus on PBIS and include a completed PBIS Classroom Plan for each team member.</p> | | |
| Team Members and Roles | | Meeting Dates, Times, and Location(s) |
| <p>Team Leader: Recorder (in Google folder): Timekeeper: Team Members:</p> | | <p>Dates: Times: Location:</p> |
| Team Norms | | Team Growth Indicators |
| ❖ | | #1 ❖ |
| | | #2 ❖ |



Ready, set, go!!!

Please date each entry.

| R = Reflect and Plan | Student & Teacher Learning (Plan) | PLC Question #1 | | | | | | | | |
|---|--|-----------------|--|----------|--|----------|--|----------|--|--|
| <p>Reflection on Data <i>What do the data indicate about our success in meeting student outcomes to date?</i></p> | | | | | | | | | | |
| <p>Student Learning Goal <i>Based on the data, what is our student learning goal?</i></p> | | | | | | | | | | |
| <p>Student Success Criteria <i>How will we know if each student has learned?</i> <i>What evidence will we collect to show student learning?</i></p> | | | | | | | | | | |
| <p>Teacher Learning Plan <i>Which strategies from the RACE Matrix do we want to learn/practice in order to help our students be successful in achieving the goal?</i></p> <p>Relational Achievement Climate Engagement</p> | <p>Link to RACE Matrix</p> <table border="1"> <tr> <td>R</td> <td></td> </tr> <tr> <td>A</td> <td></td> </tr> <tr> <td>C</td> <td></td> </tr> <tr> <td>E</td> <td></td> </tr> </table> | R | | A | | C | | E | | |
| R | | | | | | | | | | |
| A | | | | | | | | | | |
| C | | | | | | | | | | |
| E | | | | | | | | | | |
| <p>Observation & Feedback Plan <i>How will we get feedback from students and colleagues?</i></p> | | | | | | | | | | |

| | |
|---|------------------|
| Lesson Plan <i>How will we chunk the content with RACE Matrix strategies?</i> Note: This is an agreed upon plan, however, we may make adaptations based on student responses during instruction. | Chunk #1: |
| | Chunk #2: |
| | Chunk #3: |

| | | | |
|--|--|-----------------------------|------------------------|
| E = Experiment | | Try the Lessons (Do) | PLC Question #1 |
| Implementation & Adaptations <i>How did it go? Did we make any adaptations based on student response to the original lesson?</i> | | | |

| | | | |
|---|--|---------------------------------|------------------------|
| A = Analyze | | Analyze the Data (Study) | PLC Question #2 |
| Evidence <i>What is our evidence of student learning?</i> | | | |
| Here's What? Make factual statements about the data. Possible discussion questions: <i>How did the data differ from class to class? Are there patterns? Are there more errors with certain question types?</i> | | | |
| So What? Interpret the data. Possible discussion questions: <i>Did teacher adaptations affect the data? What are possible student misconceptions? What are possible strengths and weaknesses of the curriculum? Were some RACE Matrix strategies more effective?</i> | | | |

| | | | |
|---|--|--|--------------------------------|
| L = Leverage | | Leverage the Results & Learning (Act) | PLC Question #3 & 4 |
| Now What? <i>What do we do for students who have learned and for students who have not yet learned?</i> Optional Charts: Template A , Template B | | | |
| Impact on Future Work <i>What did we learn and how will it impact future instruction?</i> | | | |

| | |
|-----------------------|--|
| Finish Line | |
| Lap Completers | |

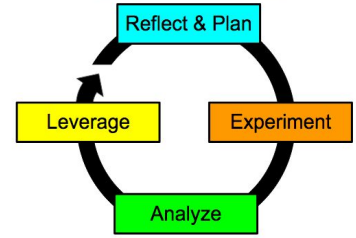
Please refer to the [Interactive Menu](#) for additional resources.

Credits: PLC 4REAL was inspired by John Antonetti's "[PLC 4 REAL](#)"
 Professional Learning Communities: [All Things PLC: About PLCs, Professional Learning Communities \(PLC\) Brochure](#)
 John Hattie: [Visible Learning Effect Sizes](#) Collective Teacher Efficacy Effect Size: **1.49, approximately 3 years of student growth**

Professional learning community (PLC)
 An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.
[All Things PLC](#)

PLC 4 REAL

Learning Team Cycle of Continuous Improvement Lap Log Form B



Please date each entry and briefly describe your work below.

One 4REAL Lap must focus on PBIS and include a completed PBIS Classroom Plan for each team member.

| | |
|---|--|
| School and PLC Team Name: | |
| Team Members' Names: | |
| Team <u>Norms</u>: | |
| Participants' <u>Roles & Responsibilities</u>: | |
| <u>Team Growth Indicators</u>: | |
| PLAN | |
| 1. <u>Reflect and Plan</u> <i>PLC Q. #1 What is it we want our students to learn? What is our goal? Which strategies (<u>RACE Matrix</u>) might work? What is our collective plan? How will we measure success?</i> | |
| | |
| DO | |
| 2. <u>Experiment</u> - Try the Lessons <i>How did it go? Were adaptations needed?</i> | |
| | |
| STUDY | |
| 3. <u>Analyze</u> the Data <i>PLC Q. #2 How will we know if each student has learned? What does our data tell us? How many learned? How many did not? Were some strategies more effective than others?</i> | |
| | |
| ACT | |
| 4. <u>Leverage</u> the Results and Your Professional Learning <i>PLC Q. #3 How will we respond when students do not learn? PLC Q. #4 How can we enrich students who have? Optional Charts: Template A Template B AND - What did we learn that will improve our professional practice?</i> | |
| | |
| Please refer to the Interactive Menu for additional resources. | |
| Credits: PLC 4REAL was inspired by John Antonetti's " PLC 4 REAL " Professional Learning Communities: All Things PLC: About PLCs , Professional Learning Communities (PLC) Brochure John Hattie: Visible Learning Effect Sizes Collective Teacher Efficacy Effect Size: 1.49, approximately 3 years of student growth | |

PLC 4REAL

Clock Hour Opportunities

Rationale

Why should I participate?

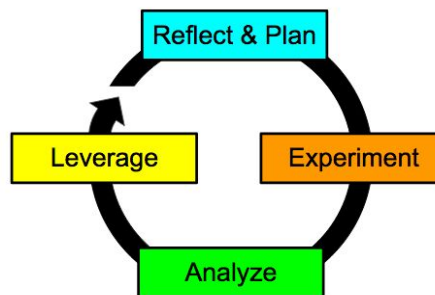
- ❖ You can earn either 10 or 20 clock hours while working with your PLC learning team!
- ❖ You will grow your own expertise and impact student learning by leveraging effective practices through teamwork. You can dig deeper into professional learning by trying strategies from the Marzano Instructional Framework, GLAD, Flint Simonsen (PBIS), Marcia Tate, John Antonetti, and Eric Jensen. See RACE Matrix. The effect size of **Collective Teacher Efficacy** is **1.49**, about **3 years growth!** (John Hattie)

Rules

How does it work?

1. Sign up for clock hours and begin your first 4REAL lap.

- R** = Reflect and Plan
- E** = Experiment
- A** = Analyze
- L** = Leverage



2. You may complete two (10 clock hours) or four (20 clock hours) 4REAL laps by working with your PLC team. Work together to identify a significant student learning goal and document your learning process. Each 4REAL lap needs to be completed within the timeframes listed below. Plan around the testing schedule if you decide to use school, team, or district assessments as your measure of success when you analyze the results of your work. You may also decide to use student work samples, surveys, observational data, etc. Facilitated learning labs may be used to document a *maximum* of two 4REAL laps.
3. Completed 4REAL Lap Logs (form A or form B) will serve as evidence that laps have been finished in the designated timeframes. At the completion of each 4REAL lap, please notify your instructional coach or administrator's designee.
4. **Please Note: One 4REAL Lap must focus on PBIS and include a completed "PBIS Classroom Plan."**



| Lap | REAL Lap Dates | Lap Log Due Dates |
|-----------|-----------------|-------------------|
| 1: | 8/30 - 10/31/17 | Halloween |
| 2: | 11/1 - 12/15/17 | Winter Break |
| 3: | 1/3 - 2/14/18 | Valentine's Day |
| 4: | 2/15 - 3/30/18 | Spring Break |



Rewards

What are the rewards for teams who complete PLC 4REAL Clock Hours?

- ❖ Free mugs for participants who register for clock hours
- ❖ A personalized certificate of PLC 4REAL
- ❖ Strong evidence for Marzano Criterion 8, Exhibiting Collaborative and Collegial Practice
- ❖ Up to three years of student growth!

Frequently Asked Questions

1. Are all teachers required to work on a PLC team?

YES.

2. Are all teachers required to earn clock hours?

NO. Clock hours are optional. See [Clock Hour Opportunities](#) form.

3. Can a teacher participate on more than one team while earning clock hours?

Yes. It is possible for a teacher to complete four 4REAL laps for clock hours with four different teams because completed laps will be recorded for individual teachers. However, it's likely most teachers will work with the same team while earning clock hours.

4. Are timeframes to complete each lap negotiable?

No. Lap timeframes are clearly stated. Exceptions should be rare and will require administrator approval.

5. How can a team plan around the deadline for each lap?

Backwards planning to fulfill the 4REAL cycle of each lap is essential. A team will want to consider the assessment schedule if using a common team, school, or district assessment to measure student progress. Some teams may meet outside [LID Calendar](#) dates.

6. Are district required assessments the only measures allowed?

No. Simple, formative, teacher-made measures such as teacher observation records, exit tickets, student surveys that measure student outcomes may be used. The measures should be designed and agreed upon by the team prior to the "experiment" phase of the cycle. See the [PLC 4REAL Overview](#).

7. Is the focus of a 4REAL lap limited to pure academic achievement?

No. A learning team may design a lap around their specific area of need, e.g., attendance, defiance, specific skills, movement, voice/choice, rigor, etc. PBIS is a required lap and must include the [PBIS Classroom Plan](#).

8. Does each participating team member need to complete his/her own Lap Log?

No. The team can collaboratively complete Lap Logs. District examples are available in the [Interactive Menu](#).

9. What if there isn't enough time to complete the cycle through the Monday morning LID schedule?

A team can meet as frequently as it desires in order to complete each lap on time.

10. Can a teacher earn some of the clock hours if they do not complete all four laps?

Yes. The 10 or 20 clock hours are available to those who complete the necessary number of laps and submit their Lap Logs within the posted timeframes. PBIS is one of the required laps and includes the [PBIS Classroom Plan](#).

11. Can a learning lab be used to complete a lap?

Yes. Up to two learning labs may be used to complete two laps of PLC 4REAL. If the goal is 20 clock hours, two laps must be completed outside of learning labs.

12. Why is the [PBIS Classroom Plan](#) required for one of the laps?

PBIS continues to be a major district initiative. District feedback suggests the need to maintain a specific focus on classroom implementation.

13. How long can a 4REAL Lap (a Learning Team Cycle of Continuous Improvement) take?

It depends. There are many variables that determine the length of a lap. Each 4REAL Lap could be completed in as little as 1 day (in a facilitated learning lab), or take as long as 6 weeks.

14. Can a teacher complete more than four laps?

Yes. While participants may complete numerous laps, only one lap will count toward the clock hours for that timeframe.

RACE Matrix

| Collective Teacher Efficacy Effect Size: 1.49 John Hattie | R Relational <i>The relational mindset says, "We are all connected in this life together. Always connect first as a person (and an ally) and then as a teacher second."</i> | A Achievement <i>The achievement mindset says, "I can build student effort, motivation, and attitudes for success. They are all teachable skills."</i> | C Climate <i>The rich classroom climate mindset says, "I can focus on what students need to succeed and build it into the learning and social environment every day."</i> | E Engagement <i>The engagement mindset says, "I can and will engage with purpose every student, every day, every nine minutes or less, guaranteed."</i> |
|--|---|--|---|---|
| Eric Jensen | 1 and Done, 2 in Ten, 3 in 30 50-50 Rule Me Bag/Share Stories | Build Cognitive Capacity Growth Mindset SEA & 3M | Vision & Voice Gratitude & Optimism Affirmation & Celebration | Relevancy Interdependency Arts, Movement & Energizers |
| PBIS - Flint Simonsen | Acknowledge with Positives Collaboratively Problem-Solve | 4:1 (4 Positives for every Correction) Specific Feedback | PBIS Classroom Plan Teach-To's PBISworld.com | Opportunity to Respond (OTR) Container 4 |
| Marcia Tate | Greet Students at the Door Storytelling Brainstorming/Discussion | Project/Problem-Based Learning Visualization and Guided Imagery Work-Study and Apprenticeships | Music Teach Rituals and Procedures Games | Visuals Manipulatives Mnemonic Devices |
| John Antonetti | Know your Students Learn with Others Personal Response | Clear Learning Targets Provide Choice Students Summarize/Reflect on Learning | Humor Open-Ended Questions Sense of Audience | Cross the Rigor Divide Venn Diagram with Lines Engagement v. Passive Compliance |
| GLAD | Cooperative Learning 10:2 Interactive Journal | Literacy Awards T-Graph for Social Skills, Team Points Inquiry Charts | 3 Personal Standards Numbered Heads Zero Noise Signal | Pictorial & Narrative Input Cognitive Content Dictionary Chants |
| AVID | Teambuilding Activities Personality/Learning Style Inventories Study Groups/Tutorials | Backwards Mapping Projects Agenda Use/Grade Tracking DLIQ Learning Logs | Refer to Students College/Career Goals Atmosphere Promotes College/Career Identify Qualities of Successful People | Philosophical Chairs/Socratic Seminar Fishbowl Discussion Cornell Notes |
| Marzano | 1.3 Know Student Interests/Background 1.4 Demonstrate Value & Respect for All | 1.1 Provide Clear Learning Goals/Scales 6.3 Students Track Progress | 2.4 Question Underserved Students 5.1 Organize Classroom Layout | 2.1 Interact with New Knowledge 2.2 Practice/Deepen Knowledge 2.3 Cognitively Complex Tasks 2.6 Notice when Students are not Engaged |
| Hattie Effect Sizes | Teacher-student relationships (.52-.72) Classroom discussion (.82) Cooperative learning (.53-.59) | Teacher estimates of achievement (1.62) Self-reported grades (1.33 -1.44) Feedback (.73-.75) Providing formative evaluation (.68-.90) | Classroom cohesion (.53) Classroom management (.52) | Reciprocal teaching (.74) Peer tutoring (.55) |
| <i>An effect size of .50 = approximately 1 year of student growth 1.0 = 2 years of student growth 1.5 = 3 years of student growth!</i> | | | | |

Please Note: This matrix represents examples from district professional learning opportunities. For additional information or strategies, contact your administrator or instructional coach.

RACE Matrix (WHS)

| Collective Teacher Efficacy Effect Size: 1.49 John Hattie | R Relational <small>The relational mindset says, "We are all connected in this life together. Always connect first as a person (and an ally) and then as a teacher second."</small> | A Achievement <small>The achievement mindset says, "I can build student effort, motivation, and attitudes for success. They are all teachable skills."</small> | C Climate <small>The rich classroom climate mindset says, "I can focus on what students need to succeed and build it into the learning and social environment every day."</small> | E Engagement <small>The engagement mindset says, "I can and will engage with purpose every student, every day, every nine minutes or less, guaranteed."</small> |
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| Louis Mangione Block Schedule | | | | |
| SMc Math Engagement | | | | |
| Marcia Tate | Greet Students at the Door Storytelling Brainstorming/Discussion | Project/Problem-Based Learning Visualization and Guided Imagery Work-Study and Apprenticeships | Music Teach Rituals and Procedures Games | Visuals Manipulatives Mnemonic Devices |
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Please Note: This matrix represents examples from district professional learning opportunities. For additional information or strategies, contact your administrator or instructional coach.

CASE STUDY

Wenatchee School District

WENATCHEE AND SURROUNDING COMMUNITIES

| | | |
|--|-------|-----------------------|
| 2015-16 Enrollment: | 7,962 | 2: High Schools |
| Free and Reduced Price Lunch: | 62% | 3: Middle Schools |
| Transitional Bilingual: | 23% | 7: Elementary Schools |
| Percent of teachers with at least Master's Degree: | 62% | |



Wenatchee School District



Trees reflected in the window of Wenatchee Public Schools administrative offices.

When Jodi Smith, Wenatchee School District's enthusiastic Assistant Superintendent of Learning and Teaching, saw the phrase "transforming professional learning" she immediately was interested in learning more about the WA-TPL grant. Professional development and learning was a huge focus for the district and important to Jodi, so she went all in. She decided to "just go for it" and applied as a lab district.

Wenatchee always offered impressive professional learning for teachers and staff but they didn't have a sense of how it was working. They decided their problem of practice was "evidence of implementation of professional learning."

Weaving Professional Learning with GLAD

As the WA-TPL team started, the district was heavily invested in training all teachers on Guided Language Acquisition Design (GLAD) strategies in support of bilingual students. Cindy Valdez was leading this effort and recalls: "We had almost trained 100% of elementary teachers on GLAD

strategies, and we were looking to do a summer refresh because at the end of the training, teachers walked out with 70 highly effective research based strategies. But it was like, here: go forth, try something. This time, we thought, wouldn't it be cool if we could narrow it down, and have a systematic implementation?" Cindy and her team shortened the list to ten strategies and listed critical attributes of implementation using professional learning standards. To complete the training, teachers had to model all ten strategies for a GLAD trainer or administrator at least three times. The goal was to work on a small slice and repeat it, with district-wide monitoring and support. Even the school board got engaged, and participated in walk throughs to observe and recognize the strategies. Ninety teachers completed this phase of training and the team was impressed with the outcome. They had successfully systematized implementation of a framework and could point to evidence of its transference through monitoring. They were ready for a new challenge and a wider reach.

Implementing PBIS with The Container Challenge

In 2015, Wenatchee's school board voted for district-wide implementation of Positive Behavior Interventions and Supports (PBIS). The team knew this was the challenge they were looking for. They took what they learned from implementing GLAD and applied what they could to PBIS. They also knew they needed to make a bigger shift toward job-embedded professional learning.

Teachers received a training on PBIS, but instead of a 'one-and-done' approach, they received ongoing monitoring and support through the Container Challenge, a program the

team designed to explain the structure of PBIS through the metaphor of containers. The Challenge encouraged teachers to progress through the structure, and share and observe each other practicing the strategies, in a friendly engaging way that offered incentives. Kory Kalahar, Principal of Westside High School shared his experience, "For my building, the Challenge made implementation of PBIS smooth...it gave us a common language. There was more collaboration with

double year over year. This year, engagement is up to 317 from 159 in last year's Container Challenge. The team attributes this to the challenges being Optional with a Capital O. They didn't worry about the naysayers at the beginning. Over time, as teachers saw the discretion they had, and the fun in a safe and supported way to learn and grow, the momentum just took off.



"From the start, we built coherence into the core of every professional learning opportunity. We connect the dots by showing how each district initiative ties to the previous ones... We weave the threads together to construct a coherent whole instead of a mishmash of ever changing new ideas to try."

JODI SMITH, ASSISTANT SUPERINTENDENT OF LEARNING AND TEACHING,
WENATCHEE SCHOOL DISTRICT

teachers and sharing of practices... I've seen staff open up."

Though the PBIS training was required, the Container Challenge was optional. The team reports that 159 teachers, nearly one-third of teachers in the district, completed the Container Challenge, and many more participated.

The Purple Clipboard and Optional with a Capital "O"

Jodi describes her creative marketing approach to professional learning initiatives over the past few years. She knew that for the work to take a life of its own, teachers had to want it for themselves. Drawing on influences from Eric Jensen, founder of Brain-Based Teaching and Learning, to the reality-TV show The Biggest Loser, each initiative had small, inexpensive ways to build buzz. One year, it was a door cling recognition, another it was a free purple clipboard for signing up for the challenge at a certain date. These incentives, minor on the surface, were to get the fence-sitters to give it a shot.

The team has seen teachers' engagement grow by nearly

Team Transformation

The WA-TPL project may have come to an end, but for Wenatchee the work of professional learning continues. The team, a semi-fluid composition of representatives from elementary, middle, and high school, continues to meet and has re-branded itself. They are now the District Professional Learning Design Team and their latest challenge is strategies for engagement. Significant for sustaining this work, the culture among the educators in Wenatchee School District has been transformed. Kory describes, "It used to be that I would plan my own lesson, and time with colleagues was spent talking about the weather. There was this feeling like you've got a degree, so you should know what you're doing. We've come a long way from that culture."

WORDS OF ADVICE

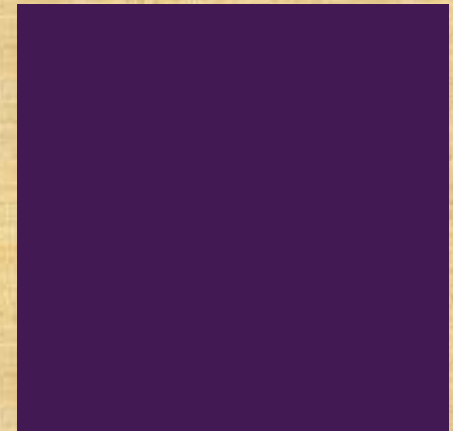
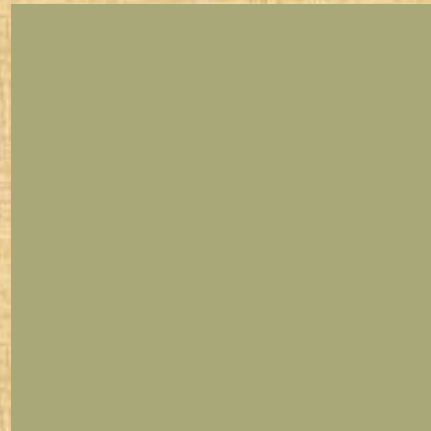
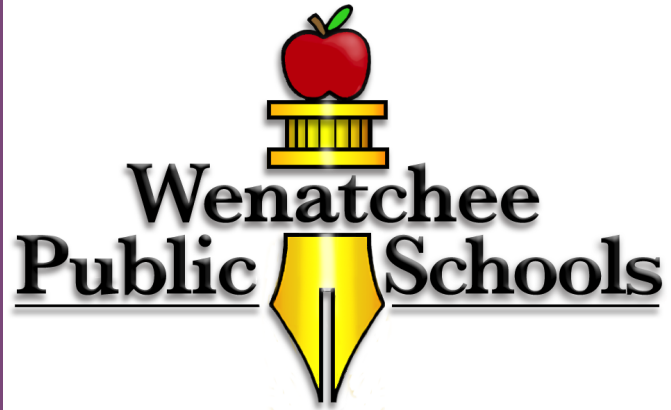
“Use it or lose it.”



“Change is disturbing when it is done to us. Change is exhilarating when it is done by us. The structures are in place to support me, but I am the driver of my change.”

BILL EAGLE, SPECIAL PROGRAMS, WENATCHEE SCHOOL DISTRICT

The Wenatchee team stresses the importance of using and practicing your learning to make it stick. The professional learning model should support evidence of implementation and be focused on changing behavior, not checking the box.



Bond Phase 2

DRAFT 8/30/17

Wenatchee Schools

Wenatchee High School Modernization

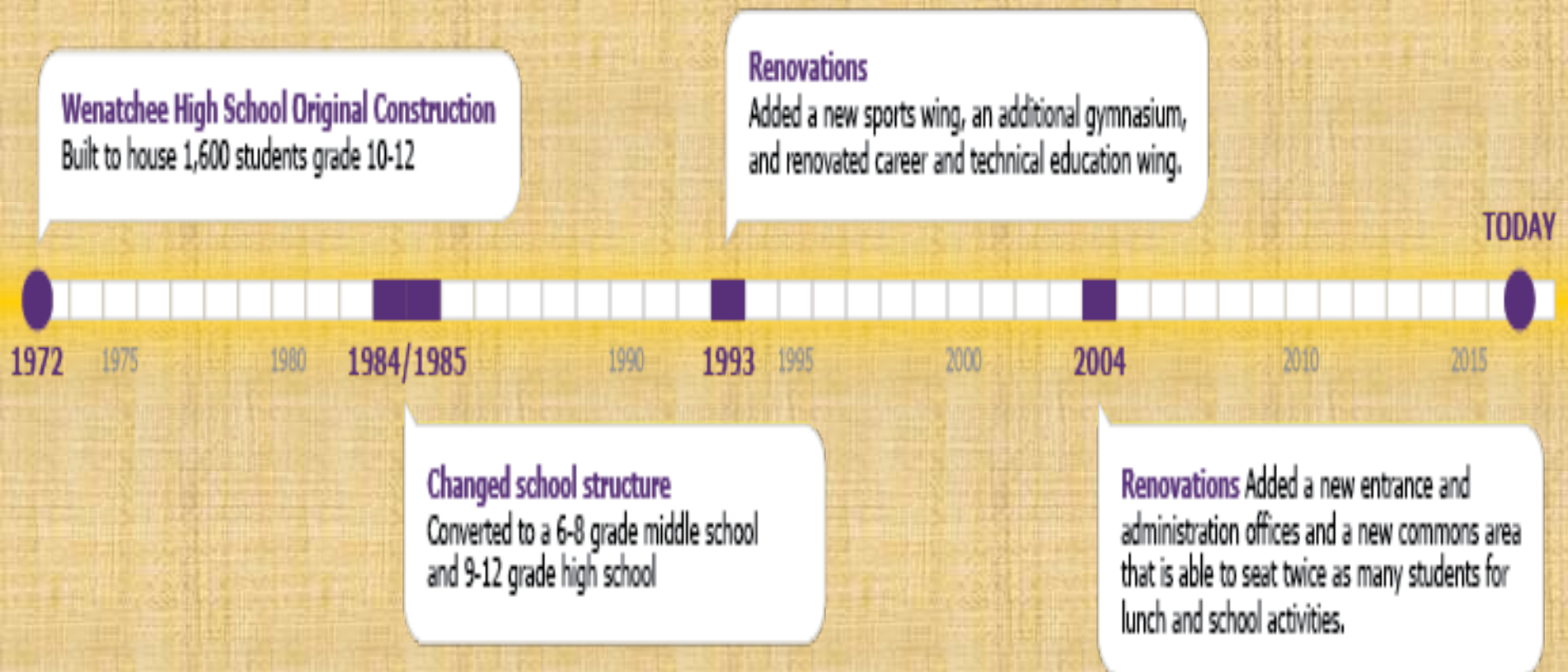


Wenatchee High School Modernization

The Wenatchee School Board is considering running a construction bond to address:

- An aging, 45-year old, overcrowded Wenatchee High School

+ Timeline: History of WHS Construction



+ **BOND PHASE 2:** **Fast Facts**

The Issues at WHS

- **Overcrowding:** School built for 1600 currently just over 1900 students
- **Outdated infrastructure:** electrical systems, alarm systems, phone systems, technology systems, HVAC
- **School safety:** Aging fire alarm system, inadequate security system, not enough security cameras, no secure entrance vestibule
- **Classroom Size:** 750 sq. ft. while modern classrooms recommended at 900 sq. ft. for collaborative and STEAM (Science, Technology, Engineering, Art, Math) learning.

+ **BOND PHASE 2:**

Fast Facts

(continued)

The Issues at WHS

5

- **Classroom Acoustics:** WHS originally built as open concept with no walls between rooms. Dividers between rooms and retro-fitted walls don't block sound.
- **Kitchen:** Kitchen equipment is 45-years-old. Kitchen space is too small. Plumbing leaks.

+ **BOND PHASE 2:**

Fast Facts

(continued)

The Issues at WHS

Athletic facilities adjacent to high school:

- **track and tennis court condition (tennis courts are condemned),**
- **lack of restrooms and concession facilities,**
- **need for additional girls locker room space,**
- **track bleachers need replacing, lighting is failing**

+ **BOND PHASE 2:**

Fast Facts

(Continued)

The Solutions for Wenatchee High School

- Demolish old classrooms on east wing and replace with three story addition. Increase new instruction space by 57,763 square feet.
- Other areas in need will undergo light, moderate or heavy remodel, according to condition and need.
- Windows for all new classrooms as possible
- Construct new kitchen and cafeteria on the east side of the building
- Build an additional music room and a green room

**+ BOND PHASE 2:
Fast Facts
(Continued)**

**The Solutions for
Wenatchee High School:**

- Maximize heating, air conditioning, electrical and life safety systems
- Refurbish outdoor athletic facilities

+

9

BOND PHASE 2

QUESTIONS

&

ANSWERS

+ Bond Phase 2

Q & A

10

What other scenarios were considered?

- Converting Foothills into an alternative high school of about 600 students (requiring construction of a new middle school).
- Building a STEAM academy for 600 students.
- Acquiring the old Public Utility District building.
- Grade reconfiguration to 8-9 junior high /10-12 high school-
new junior high for 1200 students .
- Acquiring the Wenatchee Federal Building as an alternative high school.

All options would have significant costs which divert too much of the available funds away from the modernization of WHS.

+ **Bond Phase 2**

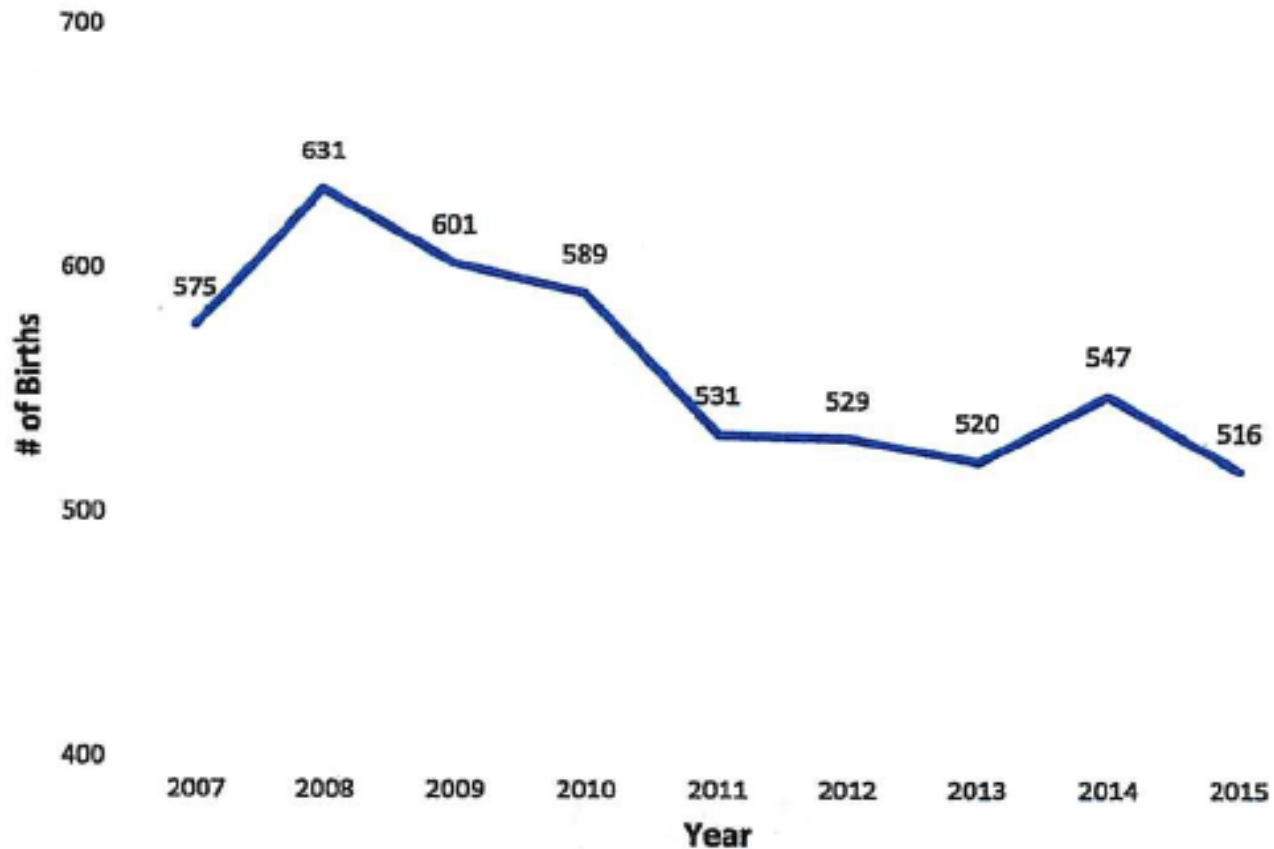
Q & A

How many students will the modernized WHS hold, and will it be large enough for the future?

- Wenatchee High School was built to house 1600 students, grades 10-12.
- Modernized Wenatchee High School will have 1,900 students, grades 9-12.
- About 1800 students physically attend when you account for WVC Running Start and WVTSC off-campus students.

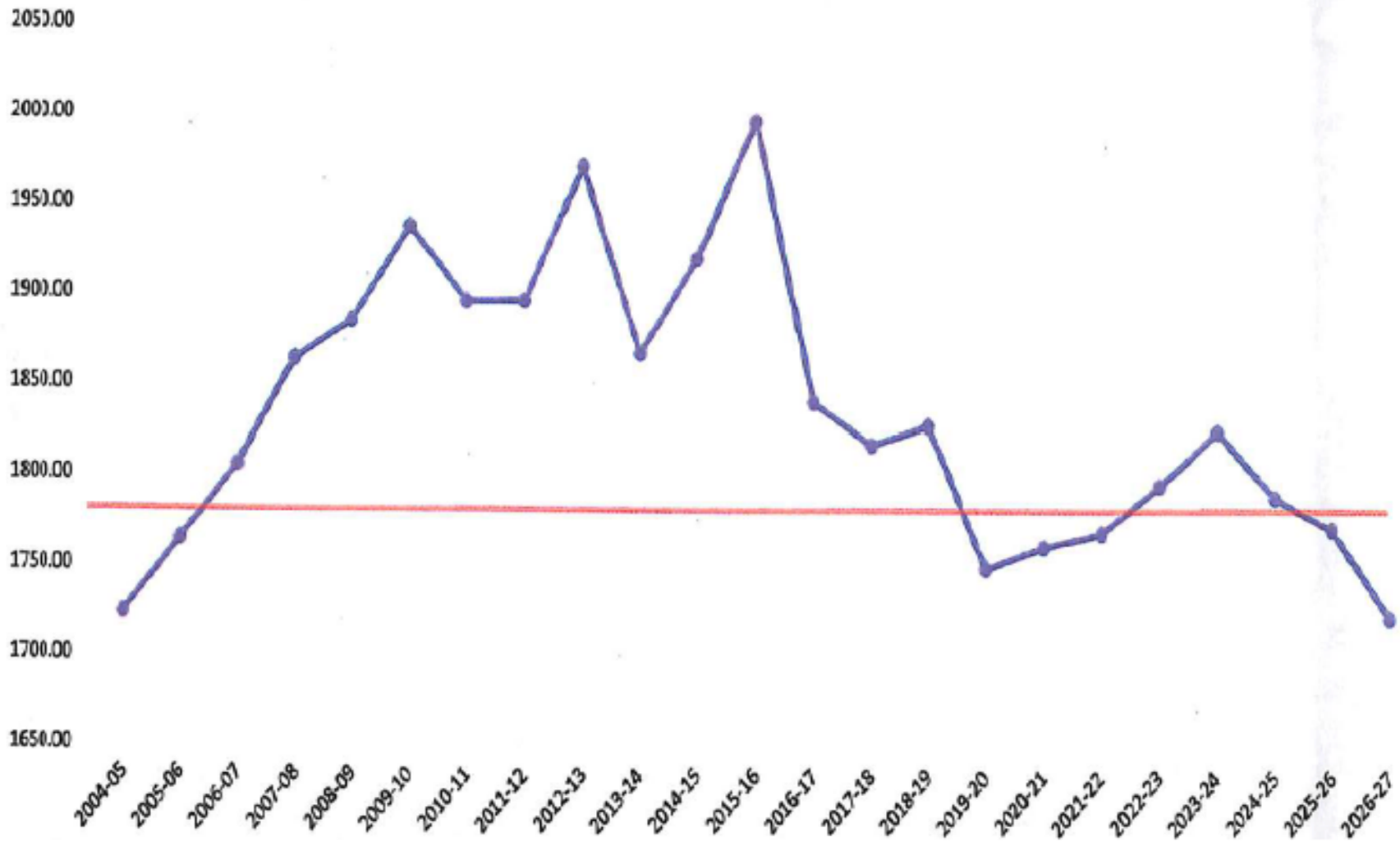
LIVE BIRTH RATES FOR WENATCHEE

| Year | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|--------|------|------|------|------|------|------|------|------|------|------|
| Births | 575 | 631 | 601 | 589 | 531 | 529 | 520 | 547 | 516 | n/a |



DEPARTMENT OF HEALTH- Natality Table A7 – County/City of Residence

Wenatchee High School FTE Trend & Projection



Trends and projections are averaged using live birth rates and cohort survival rates over time.

***SOURCE: Department of Health, Office of Superintendent of Public Instruction**

+ How will the new addition & remodeling affect students and staff during construction?

- The original proposal for a new two-story addition would have required close to 6 million dollars in portable classroom costs to house students.
- The new proposal will allow students and staff to remain in the existing facility and the portable classroom costs will be put back into more facility improvements.

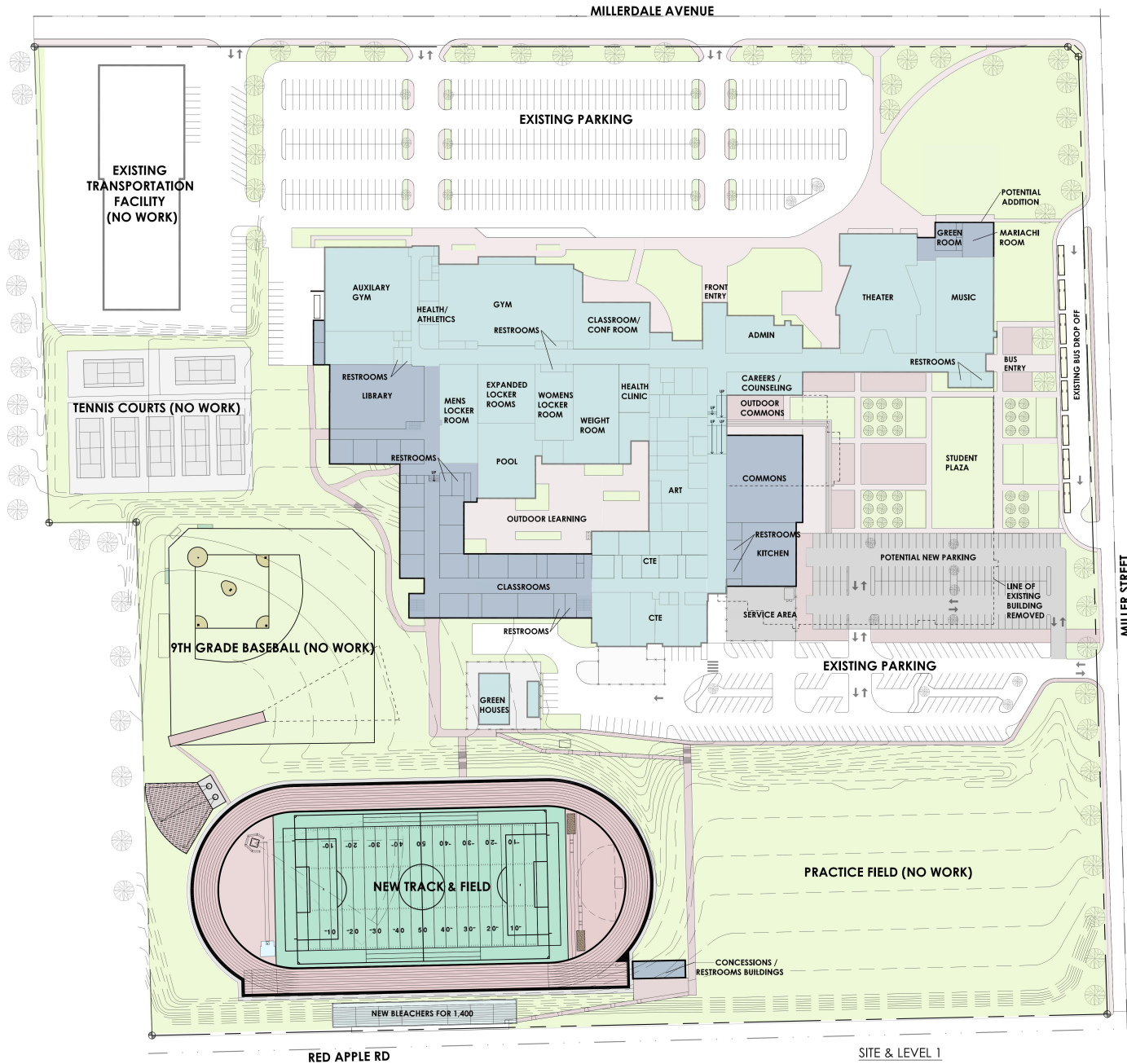
+ **Bond Phase 2 Funding**

What is the school district's voted debt capacity?

- **The debt capacity for Wenatchee School District is estimated at \$136,905,334. Of that, \$120 million is estimated to be needed for the projects.**

+ How will the bond impact debt capacity for future bonds?

- The long range capital facilities plan has the next bond (Phase 3) to be done in 2026.
- The schools eligible for modernization are Columbia, Lewis & Clark and Mission View elementary schools,
- The estimated local cost is 64 million dollars with state matching dollars of 31.5 million dollars.
- The estimated debt capacity available in 2026 is estimated to be 147,414,000 million.

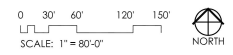


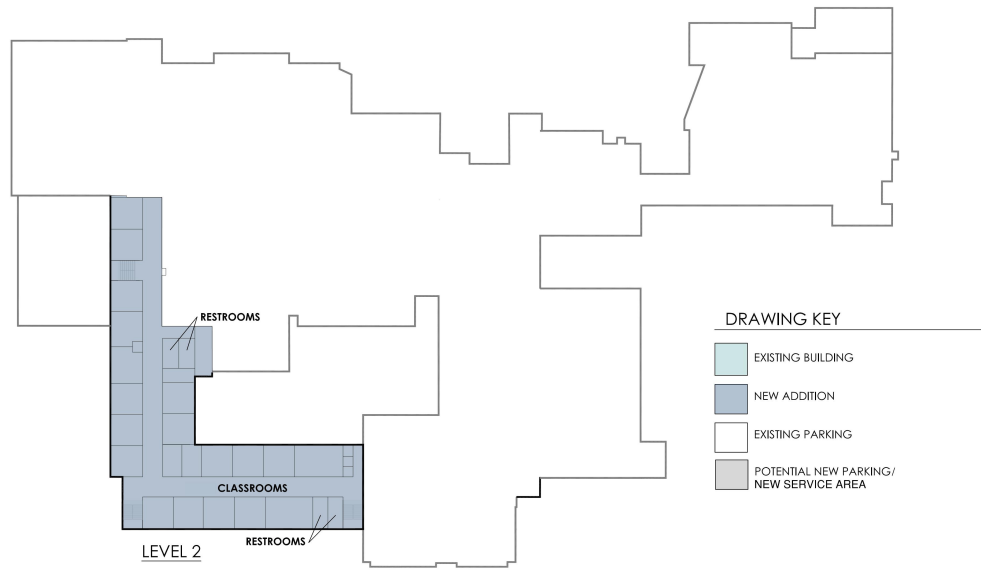
RED APPLE RD

SITE & LEVEL 1



TCF Architecture Hill International





BUILDING AREA

| | | |
|--------------------|-------------------|-----|
| NEW CONSTRUCTION: | 146,170 SF | 43% |
| MODERNIZATION: | 192,817 SF | 57% |
| TOTAL AREA: | 338,987 SF | |

BUILDING CAPACITY
1,900 STUDENTS

CONCEPT M

SITE & FLOOR PLANS



Wenatchee High School Additions and Modernization

Design Capacity: 1,900 students

Pre-Bond Concept M-1 Cost Estimate Summary

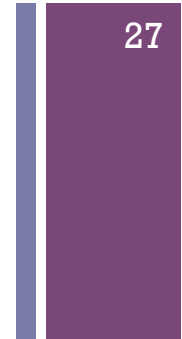
Revised: June 8, 2017

COST ESTIMATE SUMMARY

| BUILDING: | | Building Area | Estimated Cost |
|---|----------------------|----------------|----------------------|
| New Construction (including Option 1, New Music & Green Rooms) | Area = 43% | 150,365 | \$58,598,375 |
| Modernization | Area = 57% | 192,817 | \$39,837,151 |
| Total Building Construction Costs | \$288.87 / SF | 343,182 | \$98,435,526 |
| Note: Existing Building Area = 285,419 SF | | | |
| SITE: | | | |
| Demolition and Abatement | | | \$1,350,068 |
| Basic Site Work | | | \$4,315,175 |
| New Parking Lot (near kitchen, service yard In basic site costs) | | | \$424,022 |
| Replace Track/Field | | | \$5,268,754 |
| Total Site Construction Costs | | | \$11,358,019 |
| Total Building and Site Construction Costs | | | \$109,793,545 |
| Indirect (Soft) Costs: Sales Tax, Permits, Fees, Testing, Insurance, FF&E, etc. | | | \$44,720,418 |
| Total Project Costs | | | \$154,513,963 |
| Assumed Bid Date: September, 2019 | | | |

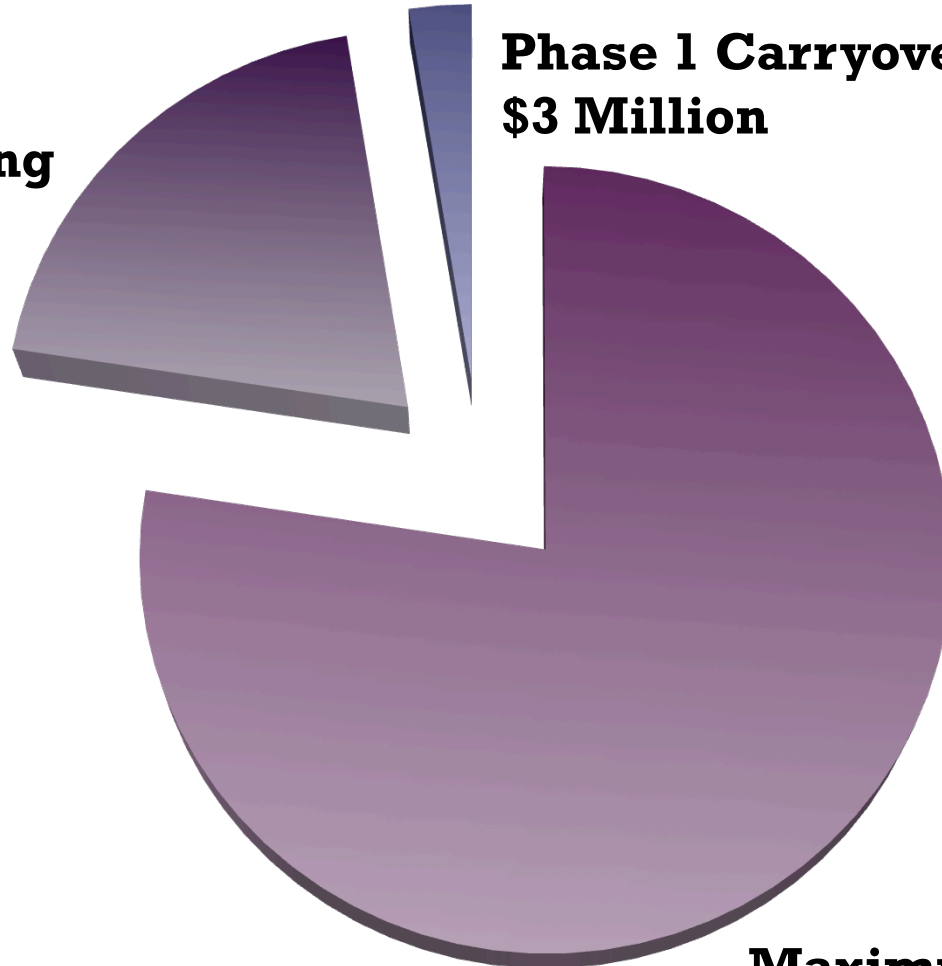


Estimated Available Funding
Total: \$154 million



**OSPI Matching
Funds
\$31 Million**

**Phase 1 Carryover
\$3 Million**



**Maximum Bond Funds -
\$120 Million**



Estimated 2019 Total Tax Rate Increase

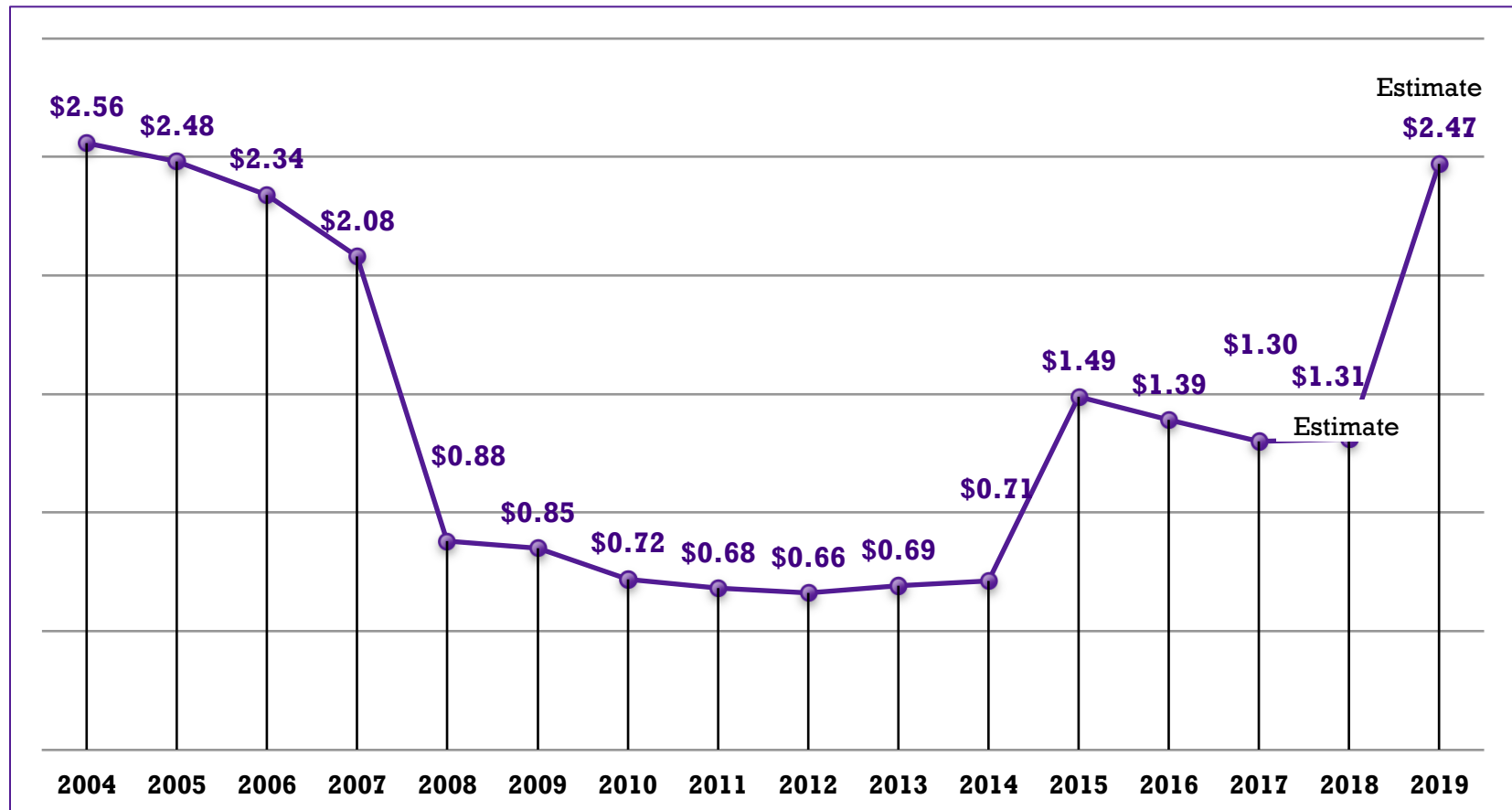
\$1.16 Increase over 2018 Tax Rate (Per \$1000 assessed value)

Taxpayer Impact Analysis

| | Assessed Value of Property ↓ | Monthly Property Tax Increase for Bonds ↓ | Annual Property Tax Increase for Bonds ↓ |
|---|------------------------------|---|--|
| 5 | \$300,000 | \$29.00 | \$348 |
| 4 | \$250,000 | \$24.17 | \$290 |
| 3 | \$200,000 | \$19.33 | \$232 |
| 2 | \$150,000 | \$14.50 | \$174 |
| 1 | \$100,000 | \$9.67 | \$116 |

Comparison of Proposed Bond Tax Rate to Prior Rates

Bond Rate per \$1,000 of assessed property value



Wenatchee School District

Combined Enrichment Levy and Bond Tax Rates per \$1,000 Assessed Value

| Collection | | Enrichment | Total | | Combined Tax | |
|------------|--|------------|-------|--|--------------|--|
| Year | | Levy | Bonds | | Rates | |
| 2017 | | 2.94 | 1.30 | | 4.24 | |
| 2018 | | 2.89 | 1.31 | | 4.20 | |
| 2019 | | 1.50 | 2.47 | | 3.97 | |
| 2020 | | 1.50 | 2.47 | | 3.97 | |
| 2021 | | 1.50 | 2.47 | | 3.97 | |

+ 2016 Comparable Tax Rates

Bond Rate per \$1,000 of Assessed Property Value

| DISTRICT | BOND RATE | M&O LEVY RATE | CAPITOL PROJECTS LEVY RATE | TOTAL SCHOOL RATE |
|----------------|-----------|------------------|----------------------------------|-------------------------|
| CASHMERE | \$1.97 | \$3.78 | \$0.15 | \$5.90 |
| MOSES LAKE | \$0.70 | \$4.42 | 0 | \$5.12 |
| WENATCHEE | \$1.39 | \$3.05 | 0 | \$4.44 |
| ENTIAT | \$1.70 | \$2.68 | 0 | \$4.38 |
| EASTMONT | \$1.53 | \$2.69 | 0 | \$4.22 |
| CASCADE | \$0.79 | \$1.39 | \$1.18 | \$3.36 |
| MANSON | \$1.77 | \$0.92 | 0 | \$2.69 |
| LAKE CHELAN | 0 | \$1.64 | \$0.62 | \$2.31 |

+ Bond Tax Impact Q&A

Is there a special tax exemption for senior or disabled citizens?

- Yes. For information about tax exemptions contact the office of the Chelan County Assessor at 667-6365, website:

www.co.chelan.wa.us/assessor

2017 / 2018 election calendar

Resolutions

To call for a special election in February or April, resolutions are due 60 days prior to the election date. SHB1919 2015

If the Special Election is to be held in conjunction with a Primary, resolutions are due no later than the Friday immediately before the first day of the regular candidate filing period.

Resolutions calling for a Special Election in conjunction with the General Election are due no later than the day of the Primary. RCW 29A.04.321

Certification

Election results are certified 10 days after a Special Election in February or April, 14 days after a Primary, and 21 days after a General Election. SHB1919 2015

Candidate Filing 2017

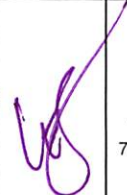
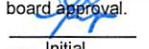
Candidate filing period for 2017 is May 15-19. RCW 29A.24.050

| Election Date | Feb 14, 2017 | Apr 25, 2017 | Aug 1, 2017 | Nov 7, 2017 | Feb 13, 2018 | April 24, 2018 |
|---|-----------------|-----------------|----------------|----------------|-----------------|-------------------|
| Resolution Due | Dec 16 | Feb 24 | May 12 | Aug 1 | Dec 15 | Feb 23 |
| 29 Day Registration and Update Deadline | Jan 16 | Mar 27 | July 3 | Oct 9 | Jan 15 | Mar 26 |
| 8 Day New Registration Deadline | Feb 6 | Apr 17 | July 24 | Oct 30 | Feb 5 | April 16 |
| Overseas/Military Ballots Mailed | Jan 13 | Mar 24 | June 16 | Sept 22 | Jan 12 | Mar 23 |
| Ballots Available | Jan 27 | Apr 7 | July 14 | Oct 20 | Jan 26 | April 6 |
| Election Certified | Feb 24 | May 5 | Aug 15 | Nov 28 | Feb 23 | May 4 |

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

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

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

| Date | New or Renewal or Revision | Agency | Purpose | Amount | Contract Start Date & End Date | Staff Person Responsible for Contract | Approved by Les? | PO Required? | Attorney Review Required? |
|------------|----------------------------|----------|--|--------------------------------------|--------------------------------|---|---|-------------------|---------------------------|
| 08/18/2017 | Renewal | Filewave | By entering into this contract, Filewave agrees to provide, and Customer agrees to pay for, software support for the software licenses as listed under section Licenses Covered. | \$27,370.13 | 11/01/2017 - 10/31/2018 | Ron Brown |  | Yes, PO 750170002 | |
| | | | | Budget Code | | I have read this contract and recommend it for board approval.  | | | |
| | | | | 0116 32 5000 000 0179 27 7000 000 | | | | | |

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

Agency Name Filewave
 Attention: Susan Boyd
 Street address or PO Box 7320 E. 86th Street
 City, State, Zip Code Indianapolis, IN 46256
 Email Address susanb@filewave.com
 Phone Number (317) 863-6293

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

Filewave's software support program includes providing support via phone, email, and FileWave Alliance for the licensed products, and providing updates for the licensed products and support for such updates. Updates include future versions of FileWave or Inventory (former Asset Trustee), but not necessarily added functionality. Filewave may, in its sole discretion, charge an additional fee for providing new functionality in upgrades and/or separate products. Customer shall not be required to install any upgrades for which there is an additional or separate charge as a condition of receiving software support under this contract. The initial term of this support contract is for 12 months beginning from the date of Customer's initial purchase of Developer's product. This support contract will be renewed annually on November 01 for additional one-year terms.

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

Reviewed by Attorney _____
 Signature

Requires Edits? _____

Software Support Contract # 01-1118 for Education Edition FW

This Contract is between:

(Developer)

FileWave (USA) Inc.
7320 E. 86th Street, Suite 100
Indianapolis, IN 46256

(Customer)

Wenatchee School District
250 Sunset Ave
Wenatchee, WA 98801

1. **Purpose of Contract:** By entering into this contract, Developer agrees to provide, and Customer agrees to pay for, software support for the software licenses as listed under section Licenses Covered and with the initial software provided at no cost to the Customer.
2. **Scope of Contract:** Developer's software support program includes providing support via phone, email, and FileWave Alliance for the licensed products, and providing updates for the licensed products and support for such updates. Updates include future versions of FileWave or Inventory (former Asset Trustee), but not necessarily added functionality. Developer may, in its sole discretion, charge an additional fee for providing new functionality in upgrades and/or separate products. Customer shall not be required to install any upgrades for which there is an additional or separate charge as a condition of receiving software support under this contract.
3. **Term of Contract:**
 - a. **Initial Term:** The initial term of this support contract is for 12 months beginning from the date of Customer's initial purchase of Developer's product.
 - b. **Renewal:** This support contract will be renewed annually on November 01 for additional one-year terms. This contract must be cancelled in writing by either party to this contract at least sixty (60) days prior to the annual renewal date listed above. Customer will be contacted, in writing, 90 days prior to the last day of term.
4. **Contract Price:** The fee to be paid by Customer for the initial term shall be \$25,249.20 plus applicable sales tax. The fee to be paid by Customer for the renewal period shall be the then-prevailing contract price being charged by Developer. If the renewal fee is more than 5% greater per license than the initial term fee, Customer has the right to cancel the contract in writing within thirty (30) days of notification of the increased fee.
5. **Payment Terms:** Fees charged under this support contract are due and payable within thirty (30) days of invoicing by Developer, irrespective of any dispute or disagreement between Developer and Customer, whatever its nature or origin. Developer has the right to suspend support if Customer fails to meet any of its obligations under this contract, including these payment terms.
6. **Additional Licenses:** Support for additional licenses must be ordered and purchased at the time the additional licenses are ordered and purchased. The fee for such additional support shall be based on the contract price then in effect.

7. Customer Obligations:

- a. **Points of Contact:** Customer shall designate one or two points of contact for the support to be provided under this contract:

Support Contact 1
Travis Weedman

Phone Contact 1
509-393-2077

Email Contact 1
weedman.t@wenatcheeschools.org

Support Contact 2
Adam Richmond

Phone Contact 2
509-663-8117

Email Contact 2
richmond.adam@wenatcheeschools.org

Additional points of contact may be designated for an additional fee of \$2,500 per contact per year or prorated period thereof.

- b. **Backup:** Customer must perform a daily backup. Any problems relating to Customer's failure to perform such backup are outside of the scope of this support contract, and Developer will charge its standard consulting fees for assisting Customer to resolve such problems.
- c. **Signed Contract:** Customer must ensure that a signed contract is returned to Developer. Developer is not obligated to perform any form of support unless a valid, signed contract is on file.

8. Client Licensing (if applicable): The Developer sells the following components on a perpetual and non-perpetual basis as defined below:

- a. **Client & Mobile Licenses:** The parties acknowledge and agree that, on installation of the software and under a separate license agreement, developer has granted to customer the Client & Mobile licenses set out in clause 11 on a perpetual worldwide, non-exclusive basis and the license to use any and all components, other than the software, which may be provided hereunder to customer.
- b. **The customer will be issued:** A software license key in alignment with their signed support agreement. Where the customer has purchased non-perpetual licenses, and at the expiry of the support contract, decides not to continue with the annual support fees for the non-perpetual licenses, the client will remove all installed non-perpetual licenses on the expiry date of the contract.

9. FTE Licensing (if applicable): FTE License is provided based on district's Full Time Equivalent (FTE) numbers. FileWave uses the district's FTE number times a standard unit price to calculate the annual district site license. The District FTE is calculated as - [Full Time Faculty + (Part Time Faculty / 3)] + [Full Time Staff + (Part Time Staff / 2)].

- a. **The parties acknowledge and agree:** On installation of the software and under a separate license agreement, developer has granted to customer the FTE license set out in clause 11 on a non-perpetual worldwide, non-exclusive basis and the license to use any and all components, other than the software, which may be provided hereunder to customer.
- b. **The customer will be issued:** A software license key in alignment with their signed support agreement. Where the customer has purchased non-perpetual licenses, and at the expiry of the support contract, decides not to continue with the annual support fees for the non-perpetual licenses, the client will remove all installed non-perpetual licenses on the expiry date of the contract.
- c. **By signing this support agreement:** You are confirming the district's FTE number provided to FileWave is accurate. FTE count will be reviewed annually in order to calculate the current FTE license price as part of the renewal process.

10. Hosted Services (if applicable): FileWave will use commercially reasonable efforts to make FileWave's Cloud (hosted) Service available with an annual uptime percentage of at least 99.95% during your service year(s).

- a. **Service Year(s)** Service Year(s) refers to your current support period as covered in this agreement.
- b. **Annual Uptime Percentage** Annual Uptime Percentage is calculated by subtracting from 100% the percentage of 30 minute periods during the service year, in which FileWave's Cloud was in the state of "Unavailable".
- c. **Unavailable** Unavailable means that all of your running instances have no external connectivity during a 30 minute period and we were unable to launch replacement instances during that time.

11. Licenses Covered: The following licenses are covered by this support contract:

| | | | |
|----------------------------|------|---------------------------|------|
| Client Licenses | 1635 | Booster Licenses | 13 |
| Admin Licenses | 17 | FTE Count Licenses | |
| Server Licenses | 1 | IOS Licenses | 2500 |
| Android Licenses | | (on-premise, or hosted) | |
| Chromebook Licenses | | | |

12. Signatures: Please submit an original completed and signed contract back to us!

FileWave (USA) Inc.
(Developer)

Wenatchee School District
(Customer)

Date: _____

Date: _____

Print Name: _____

Print Name: _____

Title: _____

Title: _____

Signature: _____

Signature: _____



FileWave (USA), Inc.
 7320 E 86th Street Suite 100
 Indianapolis, IN 46256
 317-863-6282
 317-755-0944 (fax)
 Federal Tax ID: 68-0435953

Invoice # 14741
 Invoice Date: 08/18/2017
 PO Number: 7501700002
 Payment Terms: Net 30
 Due Date: 09/17/2017
 Shipping Method: Download

Bill To:
 Wenatchee School District
 Accounts Payable
 235 Sunset Avenue
 PO Box 1767
 Wenatchee, WA 98807

Ship To:
 Wenatchee School District
 Ron Brown
 1001 Circle Street
 Wenatchee, WA 98801

| Description | Unit | No. of Licenses | Support Months | List Price | Quoted Price | Total \$ |
|--|---------|-----------------|----------------|------------|--------------|-------------|
| US Education Client Support *Current support contract pricing | Support | 1,635 | 12 | \$8.88 | \$7.92 | \$12,949.20 |
| US Education MDM Support *Current support contract pricing | Support | 2,500 | 12 | \$6.00 | \$4.92 | \$12,300.00 |
| 8.4% Sales Tax | | 1 | | \$2,120.93 | \$2,120.93 | \$2,120.93 |

List Price Subtotal: \$31,639.73
 Total Discount: \$4,269.60
Total: \$27,370.13

Notes

This invoice is for the 12 month renewal of your FileWave support agreement #01-1118.
 Total number of supported FileWave Client licenses: 1635
 Total number of supported FileWave MDM licenses: 2500
 Support period: 11/1/2017 to 10/31/2018

For check payments, please remit to: FileWave (USA), Inc. – P.O. Box 7096 Dept. 303, Indianapolis, IN 46207

For credit card payments, please visit our secure online payment portal at:
<https://smartpay.profitstars.com/express/FileWave>

By paying this invoice, Customer agrees to FileWave's terms and conditions as set forth in the Software Support Contract.

| |
|----------------|
| PO DATE |
| 08/16/2017 |



| |
|------------------------------|
| PURCHASE ORDER NUMBER |
| 7501700002 |

PRINTED 08/17/2017
REPRINTED PO

VENDOR KEY : FILEWAVE000
SHIP DATE : 07/18/2017
FISCAL YEAR : 2017-2018
ENTERED BY : MCDONHOL001

VENDOR:
FILEWAVE (USA) INC
DEPT 303
PO BOX 7096
INDIANAPOLIS, IN 46207

SHIP TO:
WENATCHEE SCHOOL DISTRICT
1001 CIRCLE ST
SHIPPING ADDRESS ONLY
WENATCHEE, WA 98801

PHONE: (317) 863-6293 FAX: (317) 755-0944

ATTN: RON BROWN/InstrTech/hm

| QUANTITY | UNIT | DESCRIPTION OF ITEMS OR MATERIALS | UNIT PRICE | AMOUNT |
|--|------|--|-------------------|-----------|
| 1635 | EACH | CATALOG/ITEM NUMBER: US Education Client Support 12-month renewal of existing 1,635 Client licenses (11/01/2017-10/31/2018); \$0.66/ea license/month | 7.92000 | 12,949.20 |
| 2500 | EACH | CATALOG/ITEM NUMBER: US Education MDM Support 12-month renewal of existing 2,500 MDM licenses (11/01/2017-10/31/2018); \$0.41/ea license/month Filewave Quote #2408 This PO is for the 12-month renewal of FileWave support agreement #01-1118. Total number of supported FileWave Client licenses after this purchase: 1,635 Total number of supported FileWave iOS/MDM licenses after this purchase: 2,500 Support period of existing 1,635 Client licenses and 2,500 iOS/MDM licenses: 11/01/2017 to 10/31/2018 (12 months) ACCOUNT SUMMARY (FOR INTERNAL USE) ACCOUNT NUMBER ACCOUNT AMOUNT 10 E 530 0116 32 5000 000 0000 0000 13,333.20 10 E 530 0179 27 7000 000 0000 0000 14,036.93 | 4.92000 | 12,300.00 |
| CONTINUED ON NEXT PAGE | | | PAGE TOTAL | 25,249.20 |
| WENATCHEE SCHOOL DISTRICT IS NOT TAX EXEMPT SCHOOL DISTRICT FISCAL YEAR IS SEPT 1 - AUG 31 PLEASE REFERENCE PO NUMBER ON SHIPPING LABEL & ALL CORRESPONDENCE | | | TOTAL | 27,370.13 |

| |
|------------|
| PO DATE |
| 08/16/2017 |



| |
|-----------------------|
| PURCHASE ORDER NUMBER |
| 7501700002 |

VENDOR KEY : FILEWAVE000
SHIP DATE : 07/18/2017
FISCAL YEAR : 2017-2018
ENTERED BY : MCDONHOL001

PRINTED 08/17/2017
REPRINTED PO

VENDOR:
FILEWAVE (USA) INC
DEPT 303
PO BOX 7096
INDIANAPOLIS, IN 46207

PHONE: (317) 863-6293 FAX: (317) 755-0944

SHIP TO:
WENATCHEE SCHOOL DISTRICT
1001 CIRCLE ST
SHIPPING ADDRESS ONLY
WENATCHEE, WA 98801

ATTN: RON BROWN/InstrTech/hm

| QUANTITY | UNIT | DESCRIPTION OF ITEMS OR MATERIALS | UNIT PRICE | AMOUNT |
|---|------|--|---|--|
| | | <p>Appointments are required for ALL deliveries. *UPS & FEDEX HAVE STANDING APPOINTMENTS* Others please call (509) 663-1448 to schedule. Chemicals shipped to WSD must be accompanied by a MSDS sheet or order may be refused.</p> | | |
| | | <p>*****PO TOTAL RECAP***** Subtotal of PAGE TOTALS Other Charges Tax</p> | | <p>25,249.20 0.00 2,120.93</p> |
| <p>WENATCHEE SCHOOL DISTRICT IS NOT TAX EXEMPT SCHOOL DISTRICT FISCAL YEAR IS SEPT 1 - AUG 31 PLEASE REFERENCE PO NUMBER ON SHIPPING LABEL & ALL CORRESPONDENCE</p> | | | <p>PAGE TOTAL TOTAL</p> | <p>0.00 27,370.13</p> |

PURCHASE APPROVED BY:



FileWave (USA), Inc.
 7320 E 86th Street Suite 100
 Indianapolis, IN 46256
 317-863-6282
 317-755-0944 (fax)
 Federal Tax ID: 68-0435953

Invoice # 14741
 Invoice Date: 08/18/2017
 PO Number: 7501700002
 Payment Terms: Net 30
 Due Date: 09/17/2017
 Shipping Method: Download

Bill To:
 Wenatchee School District
 Accounts Payable
 235 Sunset Avenue
 PO Box 1767
 Wenatchee, WA 98807

Ship To:
 Wenatchee School District
 Ron Brown
 1001 Circle Street
 Wenatchee, WA 98801

| Description | Unit | No. of Licenses | Support Months | List Price | Quoted Price | Total \$ |
|--|---------|-----------------|----------------|------------|--------------|-------------|
| US Education Client Support *Current support contract pricing | Support | 1,635 | 12 | \$8.88 | \$7.92 | \$12,949.20 |
| US Education MDM Support *Current support contract pricing | Support | 2,500 | 12 | \$6.00 | \$4.92 | \$12,300.00 |
| 8.4% Sales Tax | | 1 | | \$2,120.93 | \$2,120.93 | \$2,120.93 |

List Price Subtotal: \$31,639.73
 Total Discount: \$4,269.60
Total: \$27,370.13

Notes

This invoice is for the 12 month renewal of your FileWave support agreement #01-1118.
 Total number of supported FileWave Client licenses: 1635
 Total number of supported FileWave MDM licenses: 2500
 Support period: 11/1/2017 to 10/31/2018

For check payments, please remit to: FileWave (USA), Inc. – P.O. Box 7096 Dept. 303, Indianapolis, IN 46207


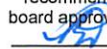
For credit card payments, please visit our secure online payment portal at:
<https://smartpay.profitstars.com/express/FileWave>

By paying this invoice, Customer agrees to FileWave's terms and conditions as set forth in the Software Support Contract.

Contract Coversheet (Non-Federal)
Request Board Approval

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

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

| Date | New or Renewal or Revision | Agency | Purpose | Amount | Contract Start Date & End Date | Staff Person Responsible for Contract | Approved by Les? | PO Required? | Attorney Review Required? |
|------------|----------------------------|--------|------------------------------|--------------------------------------|--------------------------------|--|---|-------------------|---------------------------|
| 08/18/2017 | Renewal | Gaggle | Non-Binding Letter of Intent | \$24,000.00 | 09/01/2017 - 08/31/2018 | Ron Brown |  | Yes, PO 750170004 | |
| | | | | Budget Code | | I have read this contract and recommend it for board approval.  Initial _____ Date _____ | | | |
| | | | | 0116 32 5000 000 0179 27 7000 000 | | | | | |

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

Agency Name: Gaggle
 Attention: Brian Grant
 Street address or PO Box: PO Box 1352
 City, State, Zip Code: Bloomington, IL 61702
 Email Address: brian@gaggle.net
 Phone Number: (800) 288-7750, x838

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

This document states that the Wenatchee School District intends to implement and use the Gaggle services as outlined in the letter, and while it shall not constitute a legal binding license, it is an expression of the intent of both parties to work towards formalizing a legally binding agreement.

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

Reviewed by Attorney _____
Signature

Requires Edits? _____



Gaggle.Net, Inc.
 P.O. Box 1352, Bloomington, IL 61702-1352
 800-288-7750 Fax: 309-665-0171
 FEIN:04-3602422

Non-Binding Letter of Intent

Wenatchee School District - Wenatchee, WA intends to implement and use the Gaggle services as outlined below:

| Service Details | | | |
|--|----------|-----------|--------------------|
| Service Description | Quantity | Unit Cost | Total Cost |
| Gaggle Safety Management for Google Drive - Students | 4,000 | \$2.00 | \$8,000.00 |
| Gaggle Safety Management for Google - Students (Drive + Email) | 3,200 | \$5.00 | \$16,000.00 |
| TOTAL* | | | \$24,000.00 |

* Does not include any applicable sales tax.

Pricing Term: 12 Month

Service Term: September 1, 2017 - August 31, 2018

Valid Through: October 15, 2017

While this letter shall not constitute a legal binding license, it is an expression of the intent of both parties to work towards formalizing a legally binding agreement.

IN WITNESS WHEREOF, by their signature below, the parties agree in principle with this letter of intent.

 Wenatchee School District - Wenatchee, WA Date

 Gaggle Date

 Print Name

 Print Name

 Title

 Title

| |
|----------------|
| PO DATE |
| 08/15/2017 |



| |
|------------------------------|
| PURCHASE ORDER NUMBER |
| 7501700004 |

PRINTED 08/18/2017
 REPRINTED PO

VENDOR KEY : GAGGLE.N000
 SHIP DATE : 07/21/2017
 FISCAL YEAR : 2017-2018
 ENTERED BY : MCDONHOL001

VENDOR
 GAGGLE.NET INC
 PO BOX 1352
 BLOOMINGTON, IL 61702

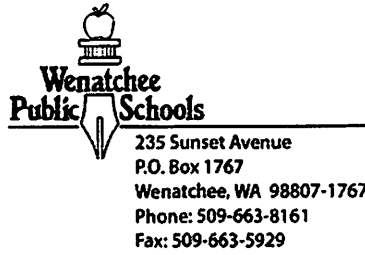
SHIP TO:
 WENATCHEE SCHOOL DISTRICT
 1001 CIRCLE ST
 SHIPPING ADDRESS ONLY
 WENATCHEE, WA 98801

PHONE: (800) 288-7750 FAX: (309) 665-0171

ATTN: RON BROWN/InstrTech/hm

| QUANTITY | UNIT | DESCRIPTION OF ITEMS OR MATERIALS | UNIT PRICE | AMOUNT |
|---|------|---|-------------------|-----------|
| 3200 | EACH | CATALOG/ITEM NUMBER: 1801 Gaggle Safety Management for Google - Students (Drive + Email) | 5.00000 | 16,000.00 |
| 4000 | EACH | CATALOG/ITEM NUMBER: 1802 Gaggle Safety Management for Google Drive - Students | 2.00000 | 8,000.00 |
| TERM: September 1, 2017 - August 31, 2018 | | | | |
| ACCOUNT SUMMARY (FOR INTERNAL USE) | | | | |
| | | ACCOUNT NUMBER | ACCOUNT AMOUNT | |
| | | 10 E 530 0116 32 5000 000 0000 0000 | 5,420.00 | |
| | | 10 E 530 0179 27 7000 000 0000 0000 | 20,596.00 | |
| Appointments are required for ALL deliveries. *UPS & FEDEX HAVE STANDING APPOINTMENTS* Others please call (509) 663-1448 to schedule. Chemicals shipped to WSD must be accompanied by a MSDS sheet or order may be refused. | | | | |
| CONTINUED ON NEXT PAGE | | | PAGE TOTAL | 24,000.00 |
| WENATCHEE SCHOOL DISTRICT IS NOT TAX EXEMPT SCHOOL DISTRICT FISCAL YEAR IS SEPT 1 - AUG 31 PLEASE REFERENCE PO NUMBER ON SHIPPING LABEL & ALL CORRESPONDENCE | | | TOTAL | 26,016.00 |

| |
|----------------|
| PO DATE |
| 08/15/2017 |



| |
|------------------------------|
| PURCHASE ORDER NUMBER |
| 7501700004 |

PRINTED 08/18/2017
REPRINTED PO

VENDOR KEY : GAGGLE.N000
SHIP DATE : 07/21/2017
FISCAL YEAR : 2017-2018
ENTERED BY : MCDONHOL001

VENDOR
GAGGLE.NET INC
PO BOX 1352
BLOOMINGTON, IL 61702

SHIP TO:
WENATCHEE SCHOOL DISTRICT
1001 CIRCLE ST
SHIPPING ADDRESS ONLY
WENATCHEE, WA 98801

PHONE: (800) 288-7750 FAX: (309) 665-0171

ATTN: RON BROWN/InstrTech/hm


| QUANTITY | UNIT | DESCRIPTION OF ITEMS OR MATERIALS | UNIT PRICE | AMOUNT |
|----------|------|-----------------------------------|-------------------|-----------|
| | | *****PO TOTAL RECAP***** | | |
| | | Subtotal of PAGE TOTALS | | 24,000.00 |
| | | Other Charges | | 0.00 |
| | | Tax | | 2,016.00 |
| | | | PAGE TOTAL | 0.00 |
| | | | TOTAL | 26,016.00 |

WENATCHEE SCHOOL DISTRICT IS NOT TAX EXEMPT
SCHOOL DISTRICT FISCAL YEAR IS SEPT 1 - AUG 31
PLEASE REFERENCE PO NUMBER ON SHIPPING LABEL & ALL CORRESPONDENCE

PURCHASE APPROVED BY:

Contract Coversheet (Non-Federal) Request Board Approval

Please submit this form with your **unsigned** contract to Les Vandervort for approval at least two weeks before the scheduled School Board meeting. Upon approval, Les will submit the contract to the Superintendent's office, where it will be included on the agenda for School Board approval. All contracts require school board approval. The **only** authorized signatures on a contract are Brian Flonas, Jon DeJong, Les Vandervort, or the School Board.

| Date | New or Renewal or Revision | Agency | Purpose | Amount | Contract Start Date & End Date | Staff Person Responsible for Contract | Approved by Les? | PO Required? |
|----------|----------------------------|--------------------------------|---|--------------------|--------------------------------|--|---|--------------|
| 08/23/17 | New | Learning Science International | Full Package Marzano Protocol + Library | \$20,000 | 07/01/17-07/01/18 | <u>Lisa Turner</u> |  | No |
| | | | | Budget Code | | I have read this contract and recommend it for board approval. | | |
| | | | | 0112 31 7000 | | Initial _____ Date _____ | | |

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

Agency Name Learning Sciences International
 Attention: Kelly Fees
 Street address or PO Box 175 Cornell Rd Suite 18
 City, State, Zip Code Blairsville, PA 15717
 Email Address _____
 Phone Number _____

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

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

Observation training and program

Quotation

Company Address Learning Sciences International
175 Cornell Rd., Suite 18
Blairsville PA 15717
US

Quote Number Q-08355
Expiration Date 7/31/2017

Program Partner Kelly Fees
Phone

Payment Terms Net 30

Implementation

Make checks payable to: Learning Sciences International

Fax Signed Quote to: (724) 299-8133

Bill To Name Wenatchee Public Schools
Bill To Accounts Payable
PO Box 1767
Wenatchee,
WA
98807-1767
US

Contact Name Lisa Turner
Phone (509) 663-8161
Email turner.l@wenatcheeschools.org

| QTY | PRODUCT | CODE | DESCRIPTION | UNIT PRICE | TOTAL PRICE |
|------------------|---|----------|--|--------------|------------------|
| 10.00 | Full Package Marzano Protocol + Library | IO300-M1 | Full Package Marzano Protocol + Library 7/1/17-7/1/18 | USD 2,000.00 | USD 20,000.00 |
| SUBTOTAL: | | | | | USD 20,000.00 |
| TOTAL: | | | | | USD 20,000.00 |

Notes:

Learning Sciences International Terms & Conditions

Customer Acknowledgment

Customer acknowledges agreement with these Terms & Conditions of Sale by placement of an order to purchase products or services from Learning Sciences International, LLC.

Prices

Prices quoted are good for 30 days from the date of proposal or quote, unless otherwise stated in writing. All prices stated in USD unless otherwise noted.

Payment

Purchase order or payment is required prior to order fulfillment. Make checks payable in USD to "Learning Sciences International" and submit to 175 Cornell Road, Suite 18, Blairsville, PA 15717.

Purchase Orders

Please reference quote number (shown above) on all purchase orders. Purchase orders should be sent to Learning Sciences International, 175 Cumell Road, Suite 18, Blairsville, PA 15717 or faxed to (724) 299-8133 or emailed to: AccountsReceivable@learningsciences.com

Terms

Standard payment terms are net 30 from date of invoice. Seller reserves the right to charge interest at the rate of 0.5% per month on past due balances. Seller also reserves the right to submit invoices greater than 90 days past due to a third party agency for collection.

Scheduling

On-site training and professional development sessions requires 30 days advance notice. Purchase order or payment must be received before training dates can be reserved. Trainings scheduled at the Customer's request with less than 30 days advance notice are subject to availability and a \$500 expediting fee.

All training sessions must be scheduled no later than 12 months following receipt of purchase order.

Cancellation

On-site training and professional development sessions may be rescheduled prior to 30 days in advance without penalty. Districts who cancel / reschedule within the 30 day window will be charged a \$500 fee + travel expenses incurred (including cancellation and airline booking fees.)

Shipping and Handling

Shipping and Handling for print materials shown at standard ground rates. Please allow 7-10 business days for order processing and delivery. Expedited or overnight shipping available for some items. Additional fees may apply.

LSI will fulfill your order based on the quantity of materials shown on your purchase order. Should you request additional copies of materials, you will be invoiced for the materials plus shipping and handling. Expedited or overnight shipping may apply.

Sales, Use, Value Add and other Taxes

Customers exempt from sales taxes must provide a copy of their current exemption certificate, if applicable. LSI reserves the right to charge sales, use, and/or value added tax in addition to quoted product prices as required by taxing authorities, if applicable. Actual sales tax billed will be based on Seller's sales tax collection requirements and Customer's current jurisdiction rates in effect on the date of invoice.

Materials Reprint Licenses

Professional development sessions and related materials are revised periodically to reflect most current research and provide the best possible experience for the learners. Updates to materials covered under reprint licenses will be provided free of charge upon request during the terms of the license. Customers are advised to print only sufficient quantities to cover their immediate training needs.

Recording of Presentations

All audio and video recording is prohibited without written consent from Learning Sciences International, LLC.

Observation Terms of Use

Observation terms of use can be found at www.effectiveeducators.com.

Signature: _____

Effective Date: ____/____/____

Name (Print): _____

Title: _____

Please sign and return with Purchase Order.

THANK YOU FOR YOUR BUSINESS!