



**Marc Hernandez,  
ASB President and  
Sebastian Pasion,  
ASB Vice President**

# Seniors

## Bridging the Cultural Divide

### ASB leaders set out to create an atmosphere of inclusion

We asked seniors Marc Hernandez, ASB President and Sebastian Pasion, ASB Vice President to look back over their senior year, in their roles as Associated Student Body leaders.

**Q. You and the ASB officers set some big goals for the year. What goal meant the most to you?**

**Sebastian Pasion:** Building a cultural bridge I think is the goal that Marc and I have personally put most of our efforts towards.

**Q. Here we are close to the end of the year. As you look back, Marc, how do you think you achieved your goals?**

**Marc Hernandez:** We've established connections with staff and faculty, and we've had a personal meeting

with the entirety of the staff. We're preparing some things in the future. In May, we visit individual middle schools, and we're going to have sort of an assembly for the eighth graders that are transitioning to their freshman year. Our cultural bridge idea doesn't centralize the term of "race," it more centralizes around the term of creating an inclusive culture in Wenatchee high school between students, regardless of where they come from or who they are, what social backgrounds they are part of.

**Q. Sebastian, as you look back over the year, how do you feel you've done in accomplishing your goals?**

**Sebastian:** I like the actions we did take to approach our goal of the

cultural bridge. I felt at the beginning of the year, we really hit the ground running, trying to establish activities, communicating more with a lot of the Hispanic leaders, youth leaders, as well as adult mentors throughout our community and our school. It's such a broad goal that goes over socio-economic factors and cultural factors, that it will take years and years. I'm glad that we got the conversation started, so that subsequent ASB's can continue this long-term goal.

**Q. As you look back over your high school career, what do you think you're going to remember most?**

**Marc:** ASB has been the highlight of my year, and of my high school career . . . I felt like I was missing a piece

(Continued on page 2)



**Advanced Agriculture seniors Kjersten Langager, Jaden Ballinger, Dan Ellwood (instructor), Vanessa Figarora, Margorie Sabo, and Rebecca Devereaux.**

## Advanced Ag Seniors Blend Business and Horticulture

Senior Kjersten Langager discovered agricultural science her sophomore year. "I was deciding which science class I wanted to take—physics and chemistry—all of the traditional sciences. But one of my friends was taking horticulture. I signed up for that, and I really fell in love with the plants . . . and learning all this crazy, applicable science."

Rebecca Devereaux found agriculture classes her junior year. "I was tired of taking smart science classes like chemistry and physics, and I was like, science isn't my thing," says Rebecca, "but I really like plants, and I like the interaction and the hands on."

Kjersten, Rebecca, and their fellow students learned to identify plants, then planted tens of thousands of flowers, vegetable and herbs, including 425 hanging flower baskets, all to be sold at the annual plant sale. And, importantly, the students learn about the business side of horticulture.

Now in their senior year, they are part of an advanced agriculture class that manages all facets of the annual plant sale, from planting and growing, to marketing and sales.

"My team worked on advertising to former customers," says Kjersten. "I learned a lot about marketing."

"I put together a booklet for identifying the plants," says Rebecca, "and I also organized the map for how we organized the tent that we sell in."

Teacher Dan Ellwood emphasises that the students are learning how to run a business. "We know that 7 out of 10 small business fail in the first three years. Our business has increased sales for 18 straight years. We use the continuous improvement process."

The continuous improvement process begins right after the sale concludes. Students look at each plant, each product, and see how well it sold. They decide whether or not to include that

(Continued on page 2)

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Inside WENATCHEE  
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to my high school experience, until I joined ASB. I was able to start conversations with people that I never knew, I was able to gain new skills and experiences. In fact, the entire staff waves hi to me and says hello. I feel like I was much more included into the high school, and I feel like I'm actually connected to it, rather than just being a bystander walking through the halls.

**Sebastian:** I remember a lot of the opportunities afforded to me through community support at extra-curricular involvement, I have been able to go all throughout the country throughout my extra-curriculars, such as DECA, and Mock Trial, and Debate. I look at my high school experience kind of like a pyramid, because the first two years I was moderately involved, however my junior and senior year I really turned on the gas and took almost every opportunity presented to me.

**Q. Where do you see yourself in one year, and in five years?**

**Marc:** In one year, I'm going to be attending the University of Washington working hard towards my engineering degree, and working with the honors program just to ramp up what I'm doing. In five years, I see myself furthering my education, and going towards my graduate degree in mastering for engineering, or potentially getting my PhD or working towards it.

**Sebastian:** In one year, I have yet to commit to a university, but I see myself immersing myself in a lot of opportunities at whatever university I do attend. One of my mentors told me, "Those who are successful in college have the ability to just sit in a seat and put their nose to the grindstone." So I see myself continuing my studious habits in college. In five years, I think there's a myriad of routes that I could follow. I could see myself at law school, I could see myself at graduate school, or I could see myself just taking an opportunity to join the workforce for a few years before I go to a graduate or professional school afterwards.

**Q. What's your legacy at WHS?**

**Marc:** If students or teachers remember me, they'll remember me as a student who took a controversial topic by the horns, and did his best to try and change, and actually caused some kind of bonding between the students at the high school.

**Sebastian:** People may remember me as someone who invested all of his passion, pun intended, into any and every endeavor he involved himself with, and someone that just made a concerted effort to bring a smile to those around him.



**WENATCHEE LEARNS**

**Strategy One:** Design the personalized learning of the future  
**Objective 1.4** Positive & safe learning environment

**ADVANCED AG (Continued from cover)**

plant in the next year's inventory. "We have to eliminate some in order to bring something new in. We have to pick out the weakest performers and pull them out," says Ellwood. The students take what they learn, and apply it to the next year's plant sale.

The goal of the sale is to retail about \$1,000 an hour, for a total of \$30,000. The proceeds pay for the cost of the entire operation, and pay the students for their labor. "First thing is we pay back our bills because we borrow the money from the FFA," says Ellwood. "It usually costs us about \$15,000. We run a co-op, so after we pay our bills, the kids in the class will get one share of the profits, paid for every hour they put in."

The plant sale has enjoyed sales growth for the last seventeen years in a row. "It's been running for a very long time," says Kjersten. "It's a very well-oiled machine."

"We blend science with business. To be sustainable, you have to be good at both," says Ellwood.

"I've learned a lot of business skills and management skills," says Rebecca, who also has plants picked out for her future home garden. "And my dad has a greenhouse at home, so I'm figuring out what I want in his greenhouse."



**WENATCHEE LEARNS**

**Strategy One:** Design the personalized learning of the future  
**Objective 1.3** STEAM / project based learning

The 2018 plant sale was the best ever. "Thursday was incredible," said Dan Ellwood. "We sold more that day that we did the whole sale 10 years ago. Total proceeds will top \$35,000." Thanks, Wenatchee, for supporting the agriculture science program at Wenatchee High School.

Commencement Ceremonies

Friday, June 8

Wenatchee High School Graduation, Apple Bowl, 8PM.

Nearly 500 seniors will graduate in the traditional venue of the Apple Bowl.

Thursday, June 14

WestSide High School Graduation, Wenatchee Convention Center, 7PM.

About 80 seniors will graduate, with class photos at 6PM.



ABOVE: Atilegna Perez and Tara McBride with art teachers Russ Rummler, Steve Priest and Don Collins. Photo by Jeremy Williams.

Wenatchee High School Seniors' Art Named "Best of Show" Tara McBride Selected as a State Winner

Three Wenatchee High School seniors' art work was on display in Olympia at the Superintendent's High School Art Show after taking "Best of Show" in a regional art show. Seniors **Tara McBride**, **Atilegna Perez**, and **Laina Cheek** took top honors in the North Central ESD region. Taking Best of Show earned them a place in the Superintendent's art show in Olympia, which ran from April 2 through June 1.

At the State Art Show, Tara McBride was named a Washington State Winner and will receive one of twelve state level purchase awards. Atilegna Perez received an honorable mention at the state level.

The winners were honored at an awards reception on Friday, May 18th at the OSPI (Office of the Superintendent of Public Instruction) headquarters in Olympia. The Superintendent of Public Instruction, Chris Reykdal, along with other distinguished guests presented the awards.

Tara McBride is a student in **Steve Priest's** class. Her Mixed Media piece in ink and paper is titled "Antinorri." Atilegna Perez is a student in **Russ Rummler's** class. Her Charcoal Drawing is titled "Bam Bye." Laina Cheek is a student in **Don Collin's** class. Her work, titled "Bloom," won in the 3D Category, Paper.

The Superintendent's High School Art Show is an annual event co-hosted by OSPI and the Washington Art Education Association (WAEA). High school students from all nine of the state's educational service districts (ESDs) participate in this artistic celebration each year. The NCESD region includes 29 school districts in Chelan, Douglas, Grant and Okanogan counties.

Along with the Best of Show winners, Wenatchee High School Students also placed 1st through 3rd. They are:

**Tara McBride**, 1st Place Digital Media, Bzz, Vinyl, teacher Steve Priest, grade 12

**Hokunui Montaron**, 1st Place Painting, Looks, Acrylic/Charcoal, teacher Don Collins, grade 12

**Grant Gibbens**, 2nd Place Drawing, Night at the Fair, Ink, teacher Don Collins, grade 12

**Christian Cutter**, 2nd Place, Painting, Untitled, Acrylic, teacher Russ Rummler, grade 10

**Jacob Fyffe**, 3rd Place 3D, Unwanted Innovation, Cley/Glaze Wire, teacher Don Collins, grade 12

**Sheila Hernandez**, 3rd Place Drawing, Shadders, Charcoal, teacher Don Collins, grade 12



**WENATCHEE LEARNS**

**Strategy One:** Design the personalized learning of the future  
**Objective 1.3** STEAM / project based learning

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**Tara McBride** is a State Winner in the **45th Annual Superintendent's High School Art Show**. “This is a high honor for the student, teacher, school, and district,” Anne Banks, Learning and Teaching Program Supervisor at the Office of Superintendent of Public Instruction (OSPI) wrote to Superintendent Brian Fones. “This year we had 121 entries that reached the state level. After several rounds of judging and selections, fifteen winners and eight honorable mention awardees were identified. As you can see, this is a huge accomplishment. The fifteen winning artwork pieces will be added to the permanent collection here at the Office of Superintendent of Public Instruction (OSPI) or at one of our participating partner state organization offices.”

## Superintendent’s Message: Celebrating our Students’ Accomplishments and Honoring our Graduates!

The month of June is always an exciting and memorable time of the school year. It is a time to stop and reflect upon all of the incredible accomplishments and learning opportunities that our students have experienced, and a time to appreciate and enjoy the many friendships and special relationships that have been formed between students, staff, parents, and community.

In this year-end edition of Inside Wenatchee Schools we proudly highlight a few of the many accomplishments of our students, staff, programs, and schools this past year. We are especially excited to celebrate the accolades and success of our graduating seniors.

Each year as I watch graduates receiving their diplomas, I can’t help but reflect on the paths these students undertook to reach this moment of success. Every student walks across that stage with their own unique story of their 13-year journey filled with successes, challenges, and obstacles. The journey is also filled with many helping hands and guidance.

I think about the many staff, families and volunteers who helped guide each student to this point. There

have been so many people who have committed so much time and energy to help each student to cross that stage with a diploma in their hand and a bright future greeting them on the other side.


Graduation is a celebration of teamwork, and it represents the teamwork between students, educators, parents, volunteers, and everyone in between during the 13-year journey.

The Wenatchee School District Board of Directors and myself would like to thank every single person who played a part in supporting the success of our graduates. The gift you have given them is life changing as they prepare for the next chapter of their life.



*Brian Fones*  
Superintendent

## Curriculum Adoption Team Chooses “Ready Math” for K-5 Mathematics

**WENATCHEE LEARNS**  
Strategy Three: Use the best tools & resources to advance learning  
Objective 3.3: The right tools & resources for staff.

Elementary teachers have been waiting for a math curriculum as publishers struggled to develop materials that met Washington State Math Standards that were adopted in 2014. “We have been waiting several years for standards-aligned curricula to be available that also show good results,” said Sarah Hanchey, Director of Curriculum and Instruction. “We intentionally waited this long to adopt a common core aligned math curriculum. This is a fresh, new program.”

A Curriculum Adoption Committee made up of twenty-seven teachers, parents, and administrators recommended for adoption an elementary math curriculum called “Ready Common Core Math,” or “Ready Math” for short, completing a curriculum adoption process that began in October, 2017. The adoption team considered eleven curricular programs and used rubrics to evaluate each. After in-depth review of the available options, Ready Math was unanimously recommended by all the committee members.

“For me a real selling point was the strong alignment to the standards,” stated Bill Eagle, Director of Federal Programs, former principal, math teacher and math coach, who served on the committee. “Some [publishers] simply put a little blurb in the front of the book that said their materials were aligned, but they had not really changed their product. These are new materials that have strong alignment.”

“Ready Math provides a blend of real world application with meaningful examples and problems, not just abstract symbols on a page” says Hanchey. “The program includes student lessons, teacher lesson plans, and interactive online learning activities. It’s the only

program we saw that offered that kind of personalized, individualized instruction.”

Hanchey said that Ready Math is used by ten other districts in Washington State, and has been approved at the state level in both Oregon and Idaho. Redmond, Oregon, in particular, shares some similar demographics with Wenatchee. “Their data from 2016, 2017 shows very strong growth at every grade level,” said Hanchey, adding that after one year of use, Redmond students showed increased achievement and growth on both their district assessments and the state Smarter Balanced Math tests, performing above state average and above like-districts.

*It's the only program we saw that offered that kind of personalized, individualized instruction.*

Ready Math includes a Spanish language connection for Bilingual-qualified students. “We really like to find programs that include some kind of Spanish component, so students and families can access materials in their own language,” said Hanchey.

The curriculum also includes an assessment component called iReady that provides detailed reports for teachers to guide instruction. “I love how the diagnostic assessment piece, iReady, integrates directly into the instruction and into the personalized learning,” said parent and curriculum committee member Emi England.

(Continued on page 4)

## Athletic Round-Up

**BASEBALL** – The boys finished the season with a 13-7 overall record and 13-5 in league play, finishing in second place in the league, and 4th place in State play.

**BOYS GOLF** – Jerrod Bishop made the cut to State competition, and finished the tournament in 41st place.

**GIRLS GOLF** – Taylor Takasugi finished off her panther career with a 21st place in State.

**BOYS SOCCER** – The boys finished the regular season with an overall record of 10-5-1 and 7-5 in league play.

**SOFTBALL** – The girls finished the regular season with a 13-7 overall record and were 13-5 in league play.

**BOYS TENNIS** – The boys finished the regular season with an 11-1 record and were Co-League champs with West Valley.

**GIRLS TENNIS** – The girls finished the regular season with a 10-2 record and in second place in league standings. The team of Kaylyn Noyd and Yasmina Qazi took 4th place in girls doubles and took 7th place in State as a team.

**BOYS & GIRLS TRACK** – Both teams wrapped up league competition this past Thursday and the girls beat Eisenhower to wrap up the girls league title with a perfect 6-0 dual meet record. The boys finished the season in third place with a 4-2 dual meet record. One of the highlights of the meet was Chris Bishop breaking the school record in the discus on his final throw of the day.





Jeri Howard, 2nd grade teacher at Sunnyslope Elementary, works on measuring area with her students. Twenty-seven teachers, parents, and administrators studied eleven math program for adoption as the new K-5 elementary math curriculum. They unanimously chose Ready Math.

MATH ADOPTION (Continued from P3)

The structure of this program makes it easy for teachers to focus on particular skills that students may not have mastered at earlier grade levels and to know exactly what each child's specific academic needs are.

"Looking at it from a math standpoint," said parent and former math teacher Krista Herling, "I believe it does a good job of leading teachers through the curriculum."

Jeri Howard, second grade teacher at Sunnyslope Elementary, said she was impressed with the way the

curriculum uses reasoning and communication skills. "What I'm excited about in this program, is how it moves away from practicing tricks and procedures to actually understanding."

Ready Math will replace all previously used math programs in the district, and will be used by more than 3,200 students and 140 teachers in Wenatchee. "We are pleased to have found a math curriculum that is specifically designed for differentiation to meet the needs of all students," said Hanchey. "It aligns with our district vision of personalized learning."

# VEX Robotics Worlds: Foothills Robotics Club Coach Named Mentor of the Year at VEX Robotics Worlds / Teams Bring Home Trophies

Foothills Robotics club head coach **Brigitte Wiegand**, received the Mentor of the Year award, and two of the four Foothills teams received awards at the VEX Robotics World Championship in Louisville, Kentucky on April 30, 2018.

"With over 20,000 teams from 50 countries participating in VEX Robotics worldwide, this is truly an honor for her," said teacher/program coordinator **Aaron Hansen** of Wiegand's award. "She is now only the 6th VEX IQ Mentor to be inducted into the STEM Mentor Hall of Fame."

Brigitte was nominated by eighth grade student Asanatou Ceesay who wrote an essay and created a video.

"It's been a true honor to work with her this year, and this award is well deserved," said Hansen in an email from Louisville on the day of Wiegand's award. Hansen said of the 400 middle school teams at the World Championship, Foothills brought four teams. One

other middle school brought five. "Our students, school and community are blessed to have her leadership and passion guiding such an outstanding program," said Hansen. "Brigitte's robotics tattoo might be on her arm, but only because it's impossible to get a tattoo directly on her heart."


In addition to Brigitte's Mentor of the Year Award, two Foothills teams brought home trophies for their world class work this season.

**FBI: Female Bot Intelligence: Asanatou Ceesay, Lucia Musacchi, Miranda Nayak, Annaliese Gordon, and Taylor Reyes** — received the STEM Research Award. Their presentation on a soft heart robot being developed at Harvard to help pump a heart wowed the judges. Not only did they do an outstanding job reading and learning about their subject, they called and interviewed Harvard researchers, the Boston Medical Center and journalists to find out

more about the robot. Still wanting to learn more, they participated in a local heart dissection workshop to have a better understanding of the heart and the task their robot needed to perform. In the end, their well polished and confident public speaking skills really sealed the deal for the team.

**Froot Loops: Jason Jacoby, Preston Brownlee, Nick Duke, Sawyer Malstead and Liam Kapeikis, and Sophia Rudell**—received the Design Award. This award goes to the team that is able to thoroughly and effectively document their engineering design process and how they tackled the specific challenges presented in this year's game. It really speaks to the team's ability to communicate, problem solve, think closely about small details and above all else revise and improve their ideas countless times.



**WENACHEE LEARNS**  
Strategy One: Design the personalized learning of the future  
Objective 1.3 STEAM / project based learning

**Coach Frank Brandt** says that they will most likely put together an all-star team to compete nationally later this year. Last year, the all-star team took first place nationally in competition held in Chicago in August, 2017.

## WHS Mock Trial Team Takes Third at State

The Wenatchee High School mock trial team placed third at the recent state tournament, its highest placing ever. The team was undefeated in four rounds of competition with schools from across the state, finishing with a record of 4-0. Based on the scoring and tie-breaking system used, the team finished behind two other teams which also achieved perfect records.


The tournament, held in Olympia, included 24 teams which had qualified through regional district tournaments.

The WHS team was made up of **Sebastian Pasion, Xavier Martinez, Estela Navarro, Sophie Castillo, Colin Snyder, Chris Danko, Maks Ballard** and **Layne Knipfer**.

The team was coached by WestSide High School teacher and attorney Frank Brandt and attorney Tracy Brandt, assisted by Chelan County Superior Court Judge Lesley Allan. The River Academy's team placed 11th in the competition, matching their performance of last year. The WHS second team placed 13th.



The Mock Trial Team celebrates their undefeated rounds of competition in Olympia.

**WENACHEE LEARNS**  
Strategy One: Design the personalized learning of the future. Objective 1.2 Students exploring career paths/ college & career readiness



# NEWS BRIEFS

## Wenatchee High School Apple Leaf Newspaper Receives National Recognition

The Apple Leaf, Wenatchee High School’s student newspaper, came home nationally-ranked after receiving a top-10 finish at the National Scholastic Press Association National Student Journalism Convention held in San Francisco, April 12-14.

Student editors chose the February 7 issue of the newspaper, “Big Brother is Watching You”, to be submitted to the NSPA “Best

of Show” competition, where it was judged and ranked based on style, writing and overall quality. It finished seventh out of a pool of publications from across the country in the newspaper tabloid (17 or more pages) division.

Eight students competed in “Write-Offs” held during the conference. Two staff reporters, senior **MARC HERNANDEZ** and junior

**MORGAN NARBY**, competing in Sports Writing and Review Writing, respectively, each received a rating of Excellent.

Apple Leaf adviser is Tamara Giacomazzi.

The National Scholastic Press Association is a non-profit educational association that provides journalism education services to students, teachers, media advisers and others throughout the United States and in other countries.



Apple Leaf students on the steps of Spreckels Temple of Music at Golden Gate Park in San Francisco.

## Grant Kolde wins Individual Sport Medicine State Championship; WHS Sports Medicine Team Places 2nd in State



**GRANT KOLDE** was crowned Sports Medicine State Champion at the 24th Annual Washington Career and Technical Sports Medicine Association (WCTSMA) Championships in Kennewick April 21 and 22, 2018. “Grant was well-prepared for his testing and really nailed his practical exam,” said **DALE BLAIR**, Sports Medicine Instructor and Athletic Trainers at Wenatchee High School.

Kolde was also named the top senior and won the Student Forum presentation contest.

“I have been in the program for three years now, and have devoted a lot of time to working alongside Mr. Blair with the athletes and to learning the material,” said Kolde. “Mr. Blair deserves a ton of credit for both my and the team’s success. He pours himself into the program and has invested so much . . . I am very thankful for all that he’s done for me.”

The Wenatchee High School Sports Medicine team placed 2nd in the state, as WHS extended its state record streak of 24 consecutive years of top 4 finishes, with 19 of those finishes in the top 2. “I am really proud of the outstanding job that our sports medicine team at the

state competition,” said Blair.

Individually, **ALEX ALBERT** and **COURTNEY GRIMM** earned all-state status by placing 4th and 8th respectively. The entire Wenatchee Sports Medicine JV team placed in the top 15% of the state. **MCKENNA WHITE, JOSEFINA ALBERT, ABBY MAYFIELD, NYAH HUGHES**, and **JADEN DOOLEY** all placed in the top 10. WHS qualified to compete at the AACI National Sports Medicine Competition in May.

The competition featured 50 schools and nearly 900 students.

In WCTSMA business, **ASHELY GOLD** was elected as the 2018-2019 WCTSMA State Co-President and **RYAN KELLEY** was elected to the state leadership board.

## Ramon Rivera wins 2018 Community Hero Award from The Wenatchee Exchange Club



The Wenatchee Exchange Club presented its 2018 Community Hero Award to Wenatchee High School Mariachi Teacher Ramon Rivera at a ceremony luncheon on Friday, April 20th at the Town Toyota Center.

The award is presented for outstanding service and involvement to the youth of our community. This award

will only be presented as the Exchange Club finds individuals going above and beyond for the youth of our valley.

Ramon Rivera was nominated by Superintendent Brian Flores

The Wenatchee Exchange Club was formed more than 60 years ago by a group of local businessmen. The group has raised

more than \$500,000 during that time period and given all of it back to the youth of the community.

“I am very humbled to be chosen as the 2018 Community Hero Award,” said Rivera, “To be recognized by Wenatchee Exchange Club is truly an honor.”



Gold medal winners Jaden MacNeil and Tyler Vertram.

## Two First Place Wins at SkillsUSA for Tech Center Students

Two Wenatchee Valley Tech Center students took the gold in Skills USA competition in Yakima April 19-21 at the Yakima Convention Center

**TYLER VERTRAM** took the gold in Fire Science, and **JADEN MACNEIL** took the gold in carpentry. Both students will be going to Louisville Kentucky June 25-29, 2018, for the 54th annual National Leadership and Skills Conference for national competition.

Other regional winners were **JOSUE HERNANDEZ**, who took 2nd in Collision Repair, **JACOB MILLER**, who took 3rd in carpentry, and **PABLO SANCHEZ** took 3rd in Culinary Arts competition.

The SkillsUSA Championships are competitive events showcasing the best career and technical education students in the nation. Contests begin locally and continue through the state and national levels.

**DAVID YOUNG** is the Fire Science instructor, **TERRY FIKE** is Construction Trades instructor, **JOE DIETRICH** is the Collision Repair instructor, and **BETTY PALMER** instructs the Culinary Arts program.


## Welcome New Executive Director of Business & Finance

**Larry Mayfield** is the new Executive Director of Business and Finance for Wenatchee School District. Larry Mayfield will replace Les Vandervort, the current CFO, who will be retiring this year. This position will report directly to the Superintendent as a member of the District Cabinet and will have responsibility for the Business and Finance office.

Mayfield has been the Business Services Director at the Washougal School District for the past 3 years, with responsibilities for the Business Office as well as Food Services and Transportation. Prior to Washougal, Mayfield has served Washington School Districts as the Business

Manager for the last 23 years, working in Prosser, Pasco and Longview. At Washington State University, he earned a BA in Business Administration and Accounting. Mayfield is a Certified Management Accountant (CMA) and is currently working on converting his CPA-Inactive status to a CPA license as well.

He and his wife Debra, will be moving to the Wenatchee area. The new position begins on July 1, 2018.

**WENATCHEE LEARNS**

Strategy One: Design the personalized learning of the future. Objective 1.2 Students exploring career paths/college & career readiness



# Unravelling Fascinating Phenomena in New Science Class

## Freshman Integrated Physics & Chemistry (IPC): What teachers are saying

We asked some of the science teacher to write about teaching the new IPC class. Here's what some of them had to say.

**Tara Janet, Wenatchee High School teacher**

My experience with teaching IPC has been nothing but positive. Engagement is higher than I have ever seen. Many of my students have said that science is now their favorite class. Collaboration is way up—all my students can work with any of my other students. My students are writing multiple paragraphs, and multiple pages, with drawings to explain their understanding. They know that they will have several chances to prove their understanding, and this understanding helps with the Growth Mindset. This isn't just a matter of memorizing material. This is about knowing the science!

The work that has gone into this class is massive. [Working with other people], both within WHS, and between other schools, has been an awesome experience. It isn't easy, but it is enjoyable, worthwhile, and great for kids!

**Molly Ravits, Cascade High School teacher who collaborates with Wenatchee teachers**

It has been a really rewarding and fulfilling experience this year that has completely changed my outlook on teaching. It has made teaching really fun and I think a lot of that is because the students are so engaged with the content and they seem to be having a lot of fun learning and being in class.

I think we have all done a really amazing job ensuring students buy into the unit . . . we have done this by selecting puzzling phenomena [like the man who fell into a boiling, acidic hot spring in Yellowstone], asked driving questions (why did the man's body dissolve but his driver's license and flip flops did not?), and spending at least a full class period giving the students the opportunity to come up with their initial hypotheses to explain their answer to the driving question. From there, every lesson, lab, activity, and reading

ties back to the original phenomena and students are constantly asked to revise their thinking and ask more questions. This gives students the opportunity to direct their learning rather than have it be all teacher-directed, which in turns leads to higher engagement.

[Her students] all said they love the hands-on stuff, the collaboration, the talking through their ideas. The gains have been huge this year in the physical science class compared to other science classes. I can't tell you how many times I hear students say, "science is my favorite class" or "I can't wait for science class every day" and that is definitely because of all the hard work we have put into this course. I won't lie and say it's been easy. I get excited to teach physical science every single day, I am excited about what the students are learning, and it has been so much fun for me.

**Ryan Bushy, Wenatchee High School teacher**

This class shifts the classroom from a teacher lead to a student lead experience. It gets students to buy in and I see them more invested in what we are learning since it is their questions driving instruction.

My greatest revelation has been seeing how this style of teaching can be used and applied in my chemistry class with sophomores and juniors. I redesigned a couple of my chemistry units to be taught like IPC and I have never had a clearer picture of who my learners are and what they need. This style allows me to learn and draw out my students' ideas to a level far beyond any pretest. The conversations and engagement are higher. In my classroom discourse and collaboration are central and now a part of the classroom culture.

Creating lessons that are taught ambitiously is a huge amount of work and would be near impossible without a committed group of teachers like we have in the Wenatchee science department. This has been one of the busiest times in my teaching career but at the same time has excited me for what's to come.

**On June 7, 2016, a trip to one of the nation's natural wonders ended in an unnatural tragedy.** A 23-year-old Oregon man essentially dissolved inside a hot spring at Yellowstone National Park in Wyoming after he accidentally fell in. The man and his sister went to an unauthorized area to find a hot spring to soak in, a practice called "hot potting." The young man reached down to check the temperature of a spring when he slipped and fell in. His sister was unable to save him. A lightning storm kept rescuers from retrieving his body that day. When they returned the next day, no remains were found beneath the spring's churning, acidic waters. Official said, "In a very short order, there was a significant amount of dissolving."

"The only thing that was left were his flip-flops and his driver's license," says Wenatchee Science Coordinator Jill Fineis. "What the heck happened there?"

That's the question asked of students in Integrated Physics and Chemistry class, or IPC, at Wenatchee High School, a class taken by all freshmen. From a science point of view, why did the body dissolve, but not the flip flops and driver's license?

In IPC, every unit begins with an 'anchoring phenomena,' like the dissolving body phenomena. "We ask the kids to come up with an initial explanation," says Fineis. "Students now have a reason—they're anchored to a phenomena that they are puzzled by, which is so neat and drives engagement so high."

"It's called Ambitious Science Teaching," says science teacher Graham Stansbury. "It's a phenomenon-based approach developed by the University of Washington."

"One thing we know from classroom research," says U.W. professor and Ambitious Science Teaching expert Mark Windschitl, "is that students are much more engaged in science learning if science ideas are contextualized in some compelling event or process. We refer to these as anchoring events or anchoring phenomena."

Along with the Yellowstone disappearing body phenomena, Windschitl talks about a physics phenomena that students find compelling. "We have a video of a guy who can break a wine glass with just the sound from his voice, and kids are really interested."

Windschitl says kids want to know if the breaking wine glass is a magic trick, or if it's really possible. Does sound really have that kind of energy? Kids talk about their own everyday experience with sound, then they gather evidence themselves.

"Kids download a sound decibel app, on their phones [then] go back home, or walk around their neighborhood, and take readings. They come back to school really eager to share what they've learned. It brings their everyday life into school, and they stay engaged. They have sustained engagement in intellectual work over weeks, because they want to figure it out. What's the explanation for that puzzle?"

"The goal is to engage students in the process of science in order to do science," says WHS

teacher Graham Stansbury. "They focus on curious phenomenon that you can't readily explain, that aren't readily Googleable. They're engaged. They're driving the process."

In the case of the unfortunate young man in the hot springs, the science has meaning. "Now, when the teachers are teaching about valence electrons," says Fineis, "about the periodic table, about certain atomic bonding things that happen in chemistry, students are learning it in context of why they need to know to explain this phenomena."

Collaboration is another key to Ambitious Science Teaching. Students collaborate with one another as they work through the physics and chemistry of the phenomena. And, before the phenomena ever reaches students, the units themselves are the result of collaboration between teachers and NCESD science coordinators, all stemming from the U.W. Ambitious Science Teaching model.

"When you find an anchoring event that works for kids, it just spreads like wildfire," says UW's Windschitl. "Teachers all over Washington start picking up on it. We're now like a big community." As teachers discover the phenomena, they use them, and improve upon them over time, sharing them back with the group.

Mechelle La Lanne, Managing Director of Science Education at North Central ESD met Mark Windschitl at the U.W. during the summer of 2015. She brought back Ambitious Science Teaching concepts and gathered together teachers from a number of regional school districts, along with the writers of Washington's Next Generation Science Standards (a new set of standards that provide consistent science education through all grades, with an emphasis on engineering and technology.). La Lanne trained everyone on the Ambitious Science Teaching framework, then had the group sort out the new standards and create a unit of instruction that tied it all together—the new model of teaching with the science standards.

Teachers created units all last year, choosing phenomena, uncovering explanations for the phenomena, and activities for students. LeLanne and fellow NCESD science coordinator Andy Boyd began creating an online educational resource to share the materials for anyone to use.

"Science, just like education, is changing," says Stansbury. "Just learning stuff is not enough. We're not learning stuff. We're doing science. We're being real scientists with true curiosity, trying to explain phenomena, trying to figure out how and why something happens."

Wenatchee High School science teachers teaching Integrated Physics and Chemistry using Ambitious Science Teaching methods are **Tara Janet, Mark Haugan, Graham Stansbury, Ryan Bushy, Lindsay Hildorfer, Daniel Deal and Michael Lasater**, in collaboration along with **Molly Ravits of Cascade High School in Leavenworth**, and **Mechelle LaLanne and Andy Boyd** of NCESD.

**Integrated Physics and Chemistry teacher Graham Stansbury demonstrates a Biolite stove, a wood burning camp stove that turns heat into usable electricity—notice the cell phone plugged into the stove. Students were tasked with figuring out how the stove works, and how you can cook food and charge your phone at the same time just by burning something. A larger version of the product is being used in third world countries. It uses wasted heat to create electricity through a thermoelectric chip. The stove reduces smoke in the air by 94 percent, carbon dioxide by 91 percent, and provides a USB port to charge electronic devices.**







**Strategy One:** Design the personalized learning of the future. **Objective 1.3** STEAM / project based learning

## Students' Take on Integrated Physics and Chemistry

Freshman Joe Miguel has always love science. Brianna Curry, not so much. We talked to these two students in Tara Janet's Integrated Physics and Chemistry class about their experience in the freshmen science class.

**Q. How is this science class different from other science classes that you've had before?**

**Joe Miguel:** This one is definitely way more interactive. It's in the name, Interactive Chemistry. It's just so much fun, that's like the only way I can explain it. The people are great, the teacher's great, all the work that we do is great. It's just so much fun to be here. Right after lunch, I just want to come right here.

**Brianna Curry:** It's really interactive. It's kinda nice compared to the other science

classes I've been in. The other ones I've had in the past were mostly independent. This one, we do a lot more teamwork.

**Q. What's the class all about, and what's the process like?**

**Joe Miguel:** We take a phenomena, preferably something strange, or something that's really, really hard to explain. We're not given packets, we're not given worksheets, we are given the little evidence that's there, and we're supposed to create a scientifically based theory on how that could occur. We're put in little groups, we use all our brains together, just brainstorm like, how could this happen? Just put all the little pieces of the puzzle together.

**Brianna Curry:** We ask questions, or we tell her [teacher Tara Janet]

what we're curious about, and then we talk it through, and then she brings more material for us to learn about it and answer our questions, so we could answer the overall phenomena.

**Q. What stands out to you about his class?**

**Joe Miguel:** The teamwork aspect of it makes it a whole lot of fun. The people that I sit with are hilarious. This class is very enjoyable, like you want to come here. Miss Janet, great teacher, she's a very interactive teacher.

**Brianna Curry:** I used to be really bad at science, and now I'm getting a good grade, and I'm doing well, and understanding everything. I think I do want to take more science just because it's become a lot more interesting to me.

## Integrated Physics & Chemistry The Movie!

**Paid for by a collaboration between the Apple STEM Network, North Central Educational Service District, and Wenatchee School District. Film by Digital Media Northwest <http://bit.ly/IPCscience>**



## Keeping up our momentum on education reform

**By Rep. Mike Steele, R-Chelan, 12th Legislative District**

We spend most of our childhood in school, learning how to be the next generation of citizens and leaders. In fact, a high-quality public education is linked directly to our state's future productivity and prosperity.

When the Legislature began the arduous task of reforming education funding, it didn't just change how K-12 schools get their money, it reshaped the destiny of our state.

For too long, public schools had to "make do" with insufficient funding and resources. Because of this, policy debate on how to improve public education has remained on how much more we should spend.

Since the state Supreme Court's 2012 McCleary ruling, which found the state was not meeting its obligation to fully fund basic education, dollars invested in our schools have nearly doubled. Individual student spending increased from about \$8,800 to nearly \$13,900. This year, the Legislature completed another major hurdle by boosting teacher and administrative staff salaries by more than \$700 million.

With the systematic restructure of the state's basic education funding system in place, we need to keep up our momentum by shifting the conversation towards effective and efficient use of education dollars. How

can we improve student outcomes? Our schools should not be merely good enough, they need to be excellent.

Based on my conversations with education policy makers, local school officials, teachers and students, I believe our next steps include a refocused effort on lowering dropout rates, investments in programs that prepare students for the workforce and support services for vulnerable student populations.

One of the most discussed education policy reform areas is workforce development. These programs are emerging as a viable alternative to the traditional high school route. As our economy evolves, non-university specializations are in high demand. They require more than a high school diploma, yet less than a four-year degree, and typically a strong technical skill set. Career and Technical Education (CTE) provides an excellent starting point for young people to explore and learn about careers in growing, well-paying fields, such as advanced manufacturing, energy, health care and technology.

In 2017, educational reforms were approved by the Legislature that included

reducing vocational class sizes and a new recognition of the importance of CTE. It's critical policymakers continue to work hard to make the next generation of CTE a success.

Vulnerable student populations also need our support. This year, special education funding was increased by more than \$26 million, but more needs to be done to tackle the ever-widening opportunity gap. Students need barriers preventing their success to be removed. Strategies for improving educational achievement and effective approaches for homeless, foster children and the developmentally disabled need to be assessed, implemented and grown. Other special areas of concern include support services for the emerging needs for student mental health issues, substance abuse prevention and health care services.

Our students deserve the opportunity to thrive. Tremendous gains have been made, but more needs to be done. By keeping our eyes on the horizon, we can advance and develop our K-12 education system into the best Washington state has to offer.



**State Sen. Brad Hawkins hears testimony before the Senate Education Committee with Chair Lisa Wellman of Mercer Island. Hawkins served for 10 years on local school boards before his election to the state Legislature and is a former member of the House Education Committee.**

## Education Update with Sen. Brad Hawkins

**State Senator Brad Hawkins, who represents the 12th Legislative District at our State Capitol in Olympia, recently discussed the 2018 legislative session with Inside Wenatchee Public Schools. Hawkins, who received his K-12 education in the Wenatchee School District, is a member of the Senate Education Committee.**

**Q. What steps did the Legislature take this past session on education?**

A. The 2018 session made a variety of updates and adjustments to existing laws related to early learning and K-12 education. The range of subjects included improvements for Career and Technical Education options, early intervention on learning disabilities, paraeducator support, options for alternative learning, and increasing student career and college readiness. Updates to the operating and capital budgets were also both approved this year and are very supportive of our public schools.

**Q. What's the latest on school funding?**

A. Last year, the Legislature adopted major bipartisan reforms to the traditional system of funding our public schools. These reforms and additional

funding responded to the state Supreme Court's McCleary decision that school districts were relying too much on local voter-approved levies to pay for things that are considered "basic education." The court endorsed our approach but disagreed with the timing of the funding part of the package. This year's adjustments to the operating budget put more money into the system to address that final concern. As a result, the 2017-19 operating budget invests \$22.8 billion in K-12. That is over half of the operating budget and an increase of \$9.4 billion since the original court ruling, which will greatly help our schools.

**Q. Is there assistance provided for school construction?**

A. Yes, one of the first bills the Legislature approved in 2018 was a \$4.2 billion budget for funding capital improvements, including the construction of public facilities. This new capital budget includes more than \$1 billion for building and renovating K-12 school facilities by providing matching grants to school districts which secure voter-approved bonds. These investments are part of our ongoing effort to help school districts reduce class sizes and modernize facilities.



I'd like to give a shout out to **Sierra Larkin**. Sierra is a first year business and marketing teacher at WHS and has taken an already successful DECA leadership organization to new heights. Her members did great at the state career development conference and went on to Atlanta and had a terrific showing at the international career development conference (ICDC). Way to go Sierra and Wenatchee High School DECA!

Jeff Leavitt, Business Education, WHS

I would like to recognize **Albino Luna**, Automotive Repair instructor at Wenatchee Valley Tech. It's been a tough year with some staffing turnover and Mr. Luna has had to really stepped up to fill some pretty massive voids and keeping the program running to the level of quality that Auto Program is noted for. He is a great instructor, fantastic technician and a great guy to have on staff at the Tech Center.

Terry Fike, Construction Trades Instructor, Wenatchee Valley Tech

**Mallory Neher** is a super star teacher on the 7th grade team at Orchard Middle School. As a teammate, she keeps us organized and often volunteers to help colleagues above and beyond. She also helps students before school and during lunch and works hard to create stellar lesson plans. I just think she is the model of an amazing teacher and should be recognized.

Kelsey Borst, Language Arts & AVID teacher, Orchard Middle School

Shout out to **Sandy Ward** at Westside High School. Sandy is warm and loving with all of our students, but she's not afraid to, very politely, put them in their place when necessary. A talent that she exercises with the staff as well. She has the uncanny ability to learn all of the students' names in what seems like a few hours, and we are all jealous of this. We call her Sweet Sandy, a nickname that she has earned because she is always smiling, and she genuinely cares about staff and student alike. She remains unruffled in any circumstance, and even having to clomping around for weeks in a walking-boot with a broken ankle could dull her cheery attitude. Sandy will be leaving us at the end of this year, to follow her husband to his new job. We all wish her the very best. And while we may be able to fill her position, Sandy will never truly be replaced, especially in our hearts. Thank you so much for everything that you do, and for being the fantastic human being that you are. You will forever in our hearts be our Sweet Sandy.

Andrea Danahey-Feil, CAP Teacher, Westside High School & Wenatchee Valley Technical Skills Center

Shout Out to **Paul Appel** who has been filling in as our TSS at Newbery. He has had never-ending patience with us, and we all appreciate his knowledge of technology as well as his sense of humor. Paul is an awesome employee who will be missed when he goes back to his regular duties. Thank you Paul!

Kathy Fulkerson, Office Manager, Newbery Elementary School

Shout out to Castlerock Preschool staff! They joined the ranks of GLAD® trained staff! Our National Training Center staff members, Christie Baird and Melanie Hill came to Wenatchee to spend 5 days with our staff. The preschool teachers worked on creating high level materials for use with students that can be differentiated to meet individual student needs! Shout out to **Terri Goveia** and **Kathryn Anderson** for all the support they give teachers. As the year is winding down, they are ramping up! In-class professional development is going strong, three schools served in one day and **Desilee Valeri** has already scheduled their support for next October!

Cynthia Valdez, Assistant Director of Special Programs

I would like to give a shout out to my amazing resource room staff: **Maria Banuelos**, **Jennifer Thacker** and **Kelly Parish** thank you for all you have done this year to instruct students and make sure all of their IEP goals were being met. You put kids first and always ensure they are getting quality instruction. Your passionate and caring demeanor creates an atmosphere of trust and respect. The three of you also made sure the resource room ran smoothly while I was on an unplanned emergency leave and I really appreciated this!

Karlyn Mitchell, Special Education teacher, Mission View Elementary

Shout out to **Jennifer Devereaux** of WestSide High School! This gal is busier than anyone I've ever met, but handles it all with aplomb. She's teaching full time, doing her principal's classes and internship, has been choreographing plays, doing her national boards, and all while being a mother to two young, active boys and being a wife. Whewww! Tired just writing it! And through it all, she remains a steady, unflappable force for good. Students and staff alike love her and are so thankful for all she does at WestSide.

Kari DeMarco, Language Arts teacher, WestSide High School

I want to give **Averi Hunsaker** a shout out. She is an amazing student and fantastic person. She is always cheering on her peers in fitness. She is filled with love and smiles always helping people achieve their best. She also participates in the Random acts of kindness club helping with small and big actions to spread joy around our campus and community. Thanks Averi for all your hard work, it is a pleasure to have you as a student.

Nikki Buzzell, Health & Fitness Teacher, WHS

Shout Out to my 2nd grade team at Mission View, **Socorro Yanez**, **Jennifer Christensen**, **Brandy Martinez** and **Armando Avila**. This year has gone by so fast. Thank you for all the support this year. I could not have done it without all of you!

Lupe Zavala, 2nd grade teacher, Mission View Elementary

Shout-out to **Brandon Harle**, **Rebecca Molitor**, **Dave Jagla**, **Emily Wilson**, **Steve Roche**, **Scott Tiedeman**, **Scott Benner**, **Tanner Dotzauer**, and **Adam MacDonald**. I'm new to Wenatchee and Wenatchee High School. I am a Special Education paraeducator, assigned to the Social Studies department at WHS, and, my shout-out is for these welcoming, friendly, and flexible individuals! I came in brand new, not knowing anyone, and learning my new function and role. They were accepting, understanding, and so very supportive. Thank you!

Cindy Martinez-Corrick, Social Studies Sp. Ed. Paraeducator, Wenatchee High School

Shout Out for making Orchard Middle School 2nd Annual STEAM day a great success. **Sara Rolfs** and her crew of community members, **Chris Lutgen**, **Paula Danielson** and their staff for a great lunch, and all of OMS staff for making the events engaging and fun. Great example of "it takes a village" to make meaningful learning happen for our students.

Taunya Brown, Principal, Orchard Middle School

The Science Resource Center would like to extend a giant SHOUT OUT to **Teresa Hagan**!

Teresa has been coordinating Science Field Experiences for the last few years and has worked hard to ensure the same quality of experience that students have always received. During field days she is at the office by 6:30 am getting everything ready for kids and coffee brewed for our volunteers. She has a great attention to detail and always strives to personalize materials for teachers so trips run smoothly. It takes at least 15 hours per week for an entire school year to make these trips happen and she does it all joyfully, knowing that getting kids outside learning about the natural world is critical. When she's not creating contracts for private schools, organizing skulls and scat, or setting up watercolor stations, she helps Lara Hays with classroom science kit maintenance. As the Science Coordinator, I could not work with other teachers in our district, provide trainings and help new teachers without Teresa coordinating field experiences and helping Lara in the warehouse. Because of her, more teachers and students get the personalized learning they need in order to teach and learn science. She is the BEST! We love her and don't know what we would do without her!

Jill Fineis, Science Facilitator, Wenatchee School District



Shout Out to **Nancy Ortiz** and **Oliva Jarvis** for bringing cultural awareness to Lewis & Clark Students through dance. Ms. Jarvis and Ms. Ortiz spent months teaching different dances to students after school. Their hard work along with the student's paid off by winning 1st Place Best Elementary at the youth parade. GO TRAILBLAZERS!

Maria Iñiguez, Administrative Secretary, District Office

[Principal] **Jeff Jaeger** is a great mentor and coach. His shared leadership style has helped our Learning Improvement Team thrive. He truly believes in our ability and helps us build our leadership capacity through trainings and additional hands-on leadership opportunities. In the face of adversity, his encouragement helps us through tough times. Jeff has broadened my horizons and helped me grow professionally and for that, I am very grateful. Jeff is not done and I have no doubt that he will continue to make Mission View a special place. Thank you for leading us in the right direction.

Socorro Yanez, 2nd grade teacher, Mission View Elementary

Shout Out to the WHS Special Education Department- **Sunny Bittle**, **Gabe Headley**, **Penny Hedman**, **Rebecca Lenssen**, **Kara Melton**, **Danielle Ouellette**, **Kelly Sims**, **Leslie McRae**, **Amy VanWey**. Thank you for stepping up and planning, presenting, and providing follow information to the WHS staff around Special Education services and support for students. Your time, energy, and willingness to do the extra work to assist your peers was much appreciated. I love supporting such a strong group of teachers!

Donna Moser, WHS Assistant Principal

Shout out to **Blanca Corona**, parapro at Lewis & Clark,—she is amazing! Miss Corona has been an awesome addition to our school, helping students with our K-5 Imagine Learning program, supervising recess, working in our after school programs, and contributing valuable input for our school improvement. She is always willing to help out any student or teacher in need, and she does it with genuine enthusiasm. Besides working at L&C, Miss Corona is pursuing her master's degree in education, mentoring college bound high school students, and volunteering in various student activities and events. Recently, she saved a student's life by performing the Heimlich maneuver on him when he was choking. We are lucky to have Miss Corona and we are so proud of her!

Lucy García, ESL Intervention Specialist, Lewis & Clark, Elementary School

I want to throw a shout out to the amazing and ever flexible **staff at WestSide High School** for their ability to roll with whatever comes their way and to keep teaching students no matter what. We also have had a great year with our state testing with the district leadership from **Karen Allen** and our building leadership from **Andrea Danahey-Feil**. Just want to let them all know I love them and that our family ROCKS!

Kory Kalahar, Principal, WestSide High School



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