



# INSIDE

## WENATCHEE SCHOOLS



*Construction crew works side by side with kindergartners at the Early Childhood Learning Center adjacent to Washington Elementary School. The building was modernized as part of the Construction Bond.*

### WASHINGTON ELEMENTARY SCHOOL

Classes continue uninterrupted in the old Washington Elementary building while the new school is being constructed adjacent to the old school. The underground utilities are installed, and the foundation, slab, and retaining wall are poured for lower wing. “Lots of things that aren’t visible yet,” says Zeitlin. “In the next couple of months, look for the steel to be erected and the building will start to take form. That will be exciting.”

### MISSION VIEW ELEMENTARY PEDESTRIAN SAFETY

The Mission View Elementary Parking Lot and Drop Off Area were completed in in 2014. The project was collaborative effort between the Chelan County Publics Works and Wenatchee School District to improve safety for students walking to school and other pedestrians.

## Construction Update

### CONSTRUCTION IS WELL UNDERWAY ON THE PROJECTS PAID FOR

by the construction bonds approved by Wenatchee voters in 2014. “All the projects are on budget, and they’re all on schedule,” said David Zeitlin, architect and Senior Project Manager with Hill International, who manages the projects.

### PIONEER MIDDLE SCHOOL

Apple Bowl renovation is complete. New turf and new lights are installed, along with new grandstands, all in time for the first football game. The press box was reroofed and modernized with fiber cable. Locker room renovation will be finished by November, and a security gate will be erected between the gym and main classrooms.

### LINCOLN ELEMENTARY SCHOOL

A new parking lot and drop off area are finished and a new wing is under construction that will house eight classrooms. Four classrooms are being added to the existing 200 wing. Renovations are underway in the small gym, and there will be an art and music classroom added as well. A new main entry and new administrative offices are under construction and will be ready for use by the first of March, 2016. A new play area has been created.

### CASTLEROCK SPECIAL EDUCATION AND EARLY CHILDHOOD LEARNING CENTER

Utilities have been modernized, the roof was replaced, and some classrooms were renovated before the start of school. Administrative offices and a new main entrance will be completed by the beginning of November. During the summer of 2016 more classrooms and building interior will be renovated, ready for the start of the 2016 school year.

*Thank You, Voters!*

*Dentro de Wenatchee Escuelas Públicas está disponible en español.*

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FIREMEN CRAWL ALONG THE

floor of the Douglas County Fire Station in full gear and helmets, blindfolded, touching the wall for orientation and tapping one another to keep track of their team as part of a rescue simulation. "Get down," yells Kurt 'Chief' Blanchard when one fireman rises up too high. "It could be 300 degrees up there. Stay low."

The fire fighters locate a victim, and begin to drag him back out the way they came, but halfway there a fireman's air tank begins to alarm. His oxygen is almost out.

When they make it outside the firemen take off their blindfolds and gather for a debriefing just as another team comes out of the other side of the fire station, air packs in full alarm.

Their oxygen has run out.

"You did really well," Blanchard tells the first team. "You got your victim out and you had oxygen to spare." He singles out one firefighter. "I was surprised at how little oxygen you used. Great job. You really stayed calm in there."

And to another team, "You guys are toast. You ran out of oxygen. Every ounce of breath is meaningful. Every bit of air that you waste might be the five more seconds you need, the five more feet you need to find that victim."

These fire fighters are actually high school students taking the Fire Science class offered through the Wenatchee Technical Skills Center. It's a two-year, hands-on program to prepare students for structural and wildland fire fighting.



Twins Hannah and Hunter Czlapinski train using a fire hose as part of the Fire Science Program.

"We're the only high school program in the state that offers wildland fire fighting certification," says Blanchard. "Kids who are graduating certified in wildland are offered jobs usually before they graduate."

Instructor Blanchard, who the kids call 'Chief,' came into teaching after working as a fire fighter in Chelan County and Stevens County, where he was the youngest paid fire chief in Washington State at the time. He became Fire Chief for the city of Chelan before taking the position of Fire Science instructor for Wenatchee Valley Technical Skills Center. Blanchard also teaches the fire science program at Wenatchee Valley College.

Students can earn their First Aid/CPR certification, and come out prepared to take National Certification Tests to qualify them for firefighting jobs. They earn CTE Elective credits, or applied math and physical education credits. They can also earn college credit,

Fire Science Program Engages Students in Hands-On Career Training

Wenatchee Valley Technical Skills classes are an extension of high school in which students ages 16 to 20 and/or those who are in grades 11 & 12 have the opportunity to receive highly technical job training. The Tech Center serves eleven school districts throughout Chelan, Douglas & Grant counties.

Pete Jelsing, Director ~ 509.662.8827  
jelsing.p@wenatcheeschools.org  
www.wenatcheevalleytech.com

all for free, as part of their high school curriculum.

"It just takes up three classes a day," says Wenatchee High School Senior Daniel Ledesma.

"Chief is the greatest teacher ever."

Blanchard's students take their firefighting skills to the state and national level, competing in competition called SkillsUSA—a national organization that partners with students, teachers and industry representatives. Competition can involve any of about 150 firefighting skills, like hooking up to fire hydrants, putting on air packs and personal protective gear, climbing ladders, hose handling skills, and rescue.

"We're the six-time defending

State Champion," says Blanchard. "We've gone to Nationals six times, and we have four National medals, including the gold."

Blanchard says that firefighting is a competitive industry, and completing Fire Science program can gives kids a competitive edge over thousands of others. "Kids who have joined the Forest Service and privateers will go all over the nation. The last kid I talked to earned \$26,000 over the summer. His college is paid for in just one season."

Blanchard's passion for his work is evident in his energetic, hands-on classes. "I get to teach, I'm still in fire service, and I'm around kids," says Blanchard. "I've been in youth ministry for a long time. For me, this is the perfect job."



Hannah, Kurt Blanchard, and Hunter

Hunter and Hannah Czlapinski Talk About Fire Science, and Being a Twin

Twins Hunter and Hannah Czlapinski are students in Kurt Blanchard's Fire Science class. We talked to them about the class, their plans for the future, and about being twins.

Q: What's good about being a twin?

Hunter: We know what we're thinking a lot, like, at the same time. We have the same thoughts. It's kind of creepy, actually. I'm not going to lie.

Hannah: There's always someone to do something with.

Q: And what's not so good about being a twin?

Hannah: There's always somebody around. [Laughs]

Hunter: We fight a bunch.

Q: How long have each of you been in the Fire Science program?

Hannah: This our second year for the year-long class, and we've done the summer school class twice.

Q: What made you both come back for a second year?

Hunter: I just really enjoyed the environment. It's a lot better than going to sit in a classroom for an hour. And you get to stay here for 2.5, 3 hours. It's a lot of hands-on and that's where I like to be.

Hannah: I really like the kinesthetic learning environment here, and Chief Blanchard is really awesome. He definitely knows how to teach individual students the way that they need to be taught.

Hunter: His stories are the best. They always capture everyone in the classroom. They're really interesting.

Hannah: He has different stories about everything that he teaches. So when we're doing

all the bookwork, and trying to understand something and trying to apply it to the real life scenario, he always has a story to get us to understand it.

Q: What experiences in the class stand out in your mind?

Hunter: Figuring out what my strengths and weaknesses are. We do a thing called Confined Space that really brings out if you're scared of tight spaces or not. And we also do Ladders. Ladders is a big thing for people with heights. Having me overcome my fear of heights is probably the most memorable thing here.

Hannah: For me, it would have been Skills USA competition. Going from local competition, to Regional's, to State was incredible. And meeting all the

new people and just meeting people that were passionate about the same stuff that you are.

Q: What are your future career plans?

Hannah: I want to get a resident position at one of the Chelan stations. That way, I'll have a place to live and I'll get paid to live there and cover shifts. And, at the same time, they'll pay for tuition at Wenatchee Valley College. I'll take the Fire Science program. After that I want to go to school to be a paramedic. Then I'll be a Fire-Medic.

Hunter: I was thinking about doing wildland [fire fighting] for a couple years. And hopefully go into the Air Force to do their Fire Protection program

(Continued on page 5)





Abby Dalbeck, Nico Kitos and Kamiah Kellogg

# New K-5 Reading Curriculum Adopted P3

**THE DISTRICT RECENTLY ADOPTED A NEW ENGLISH LANGUAGE ARTS READING** program called Reading Wonders/Maravillas for grades K-5.

“Reading is the one content area that all other subjects build upon,” says Sarah Hanchey, Director of Curriculum and Instruction. “Students have to be able to read in order to become successful at many other things. We needed a complete language arts program that provided all of the materials that were necessary for kids to learn how to read, write, and gain strong literacy skills. When students learn how to read, the whole world opens up to them.”

The curriculum selection process included a team of twenty-two educators— teachers from each grade level kindergarten through fifth grade, program directors, and instructional coaches.

Hanchey said the adoption committee screened six different programs and narrowed it down to two top programs to study in more depth. They visited two school districts to learn about both programs in action. Materials for both programs were made available for all K-5 staff to evaluate. Ultimately Reading Wonders was selected unanimously.

Reading Wonders can be taught from the traditional books, from digital books, or a combination of the two. All K-5 students have a digital license to can access hundreds of reading books online at home, along with online activities. The new curriculum is aligned to the State Common Core Standards, has a Spanish language version, called Maravillas, and a reading intervention program called Wonderworks.

“It’s the first time the Spanish curriculum is the same as the English language curriculum,” says Special Program Director Nancy Duffey. “It’s also the first time we have had an aligned intervention program to the Core Reading program. That’s exciting.”

“I think the strength of Wonders is its integrated approach,” says Alison Haug, fifth grade teacher at Columbia Elementary who was part of the curriculum selection team. “It’s been great to have our ELL [English Language Learner] specialist, our intervention specialists as well as our resource room teachers all working in step with the classroom teachers.” Haug says that the curriculum gives struggling readers extra support. “They feel more capable of participating and not as intimidated when it’s time for whole group reading instruction.”

“We’re so glad we found something that was comprehensive, provided all of the resources we needed, and included engaging materials that were aligned with current educational research on how kids learn to read,” says Hanchey. “Because teaching reading really is rocket science.”

## Learning on the Cutting Edge

By Diana Haglund, Wenatchee  
Learns Coordinator

**BEING ON THE CUTTING EDGE OFTEN** means making bold moves and doing things differently. Wenatchee Learns was able to get an insider's view of an innovative learning experience where students designed, manufactured and tested downhill snow skis at Wenatchee High School (WHS).

### STEM + Project Based Learning

CTE teacher Doug Merrill integrated ski making into his Project Lead the Way Engineering class. The project blends Science, Technology, Engineering and Math (STEM), a passion for recreation and skiing with a twist of career exploration.

### Passion Based Learning

Passion is often the underlying ingredient that drives career satisfaction. Passion drives engagement, dedication, and commitment in the world of work. It’s no stretch to suggest that passions of students, once identified, can powerfully drive engagement, dedication and genuine interest in the process of learning. If we embed what they love, they will love what they learn.

### Teaching Tools

Imagine what would happen if all students left the four walls of the classroom and went on to choose careers that were closely relate to their passion. Both films are intended to serve as teaching tools for educators and examples of how community involvement enriches the learning experience.



### ‘Reel Life’ Work Based Learning

Senior Luke Strahm was intrigued by the ski project that involved his friends Markus Stoll, Asa Smith and Lucas Shifflet. Luke pitched the idea to the filmmakers at North 40 Productions where he was working as an intern. With the cooperation of North 40, Luke captured this extraordinary project while having his own learning experience in the film industry. The film, called Designing the Edge, captures the ski-making project from start to slopes. Luke’s internship was also documented in a companion film called Behind the Scenes. Luke is now pursuing his career passion at the University of British Columbia in the their prestigious Theatre and Film program.

### Partnerships Make it Possible

This ski-making project taps the power of the community and professionals. Student ski makers toured industry partner Line Skis (a division of K2) at their manufacturing plant in Seattle and connected with K2 engineers to develop a deeper understanding of ski manufacturing technology. Collaboration between teachers from other districts, local craftsmen, scientists, recreation experts and volunteers provided classroom support and guidance for the project. Governor Jay Inslee even appeared in the film as he helped the students apply resin to the ski cores while visiting WHS. A special thank you to Career Cruising, Gear Up SOAR3 and Alcoa Wenatchee Works for underwriting the cost of film production for Designing the Edge.

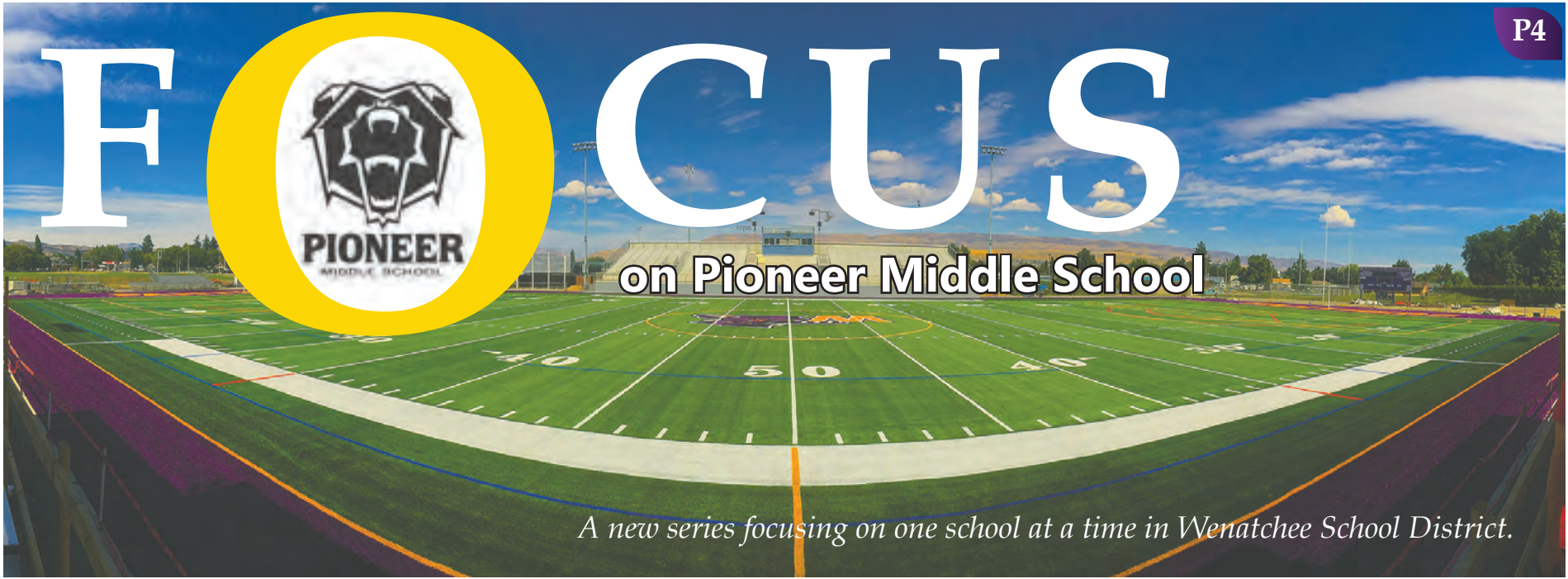
Watch



Designing the Edge and Behind the Scenes

Go to <https://goo.gl/MYRwxB> to watch on YouTube or go to [wenatcheelearns.com](http://wenatcheelearns.com)





## Meet New Pioneer Principal Rob Cline

**NEW PIONEER PRINCIPAL ROB CLINE SAYS THE SCHOOL CLIMATE** at Pioneer attracted him to the position. “When you walk through the front door you just get a good feel. The kids are excited to meet new people. The staff is really friendly.”

He says he quickly learned that the Pioneer staff really cares about kids. “That’s important to me,” he says. “They’ll do anything it takes to help students be successful.”

When asked about his goals for Pioneer, fun tops his list. It’s good for kids to see the adults in their lives behaving a little bit silly once in a while, Cline says. “We’ve got a lot of pressure on us as the evaluation system for staff changes, the standards are changing, and the assessments are changing,” says Cline. “Sometimes we get caught up in all of that and forget that we are working with kids that are twelve, thirteen, fourteen years old, and kids like to have fun once in a while.”

“We had an assembly the second Friday of school and had 80% of our staff out there dancing. The ASB kids selected the dance—the dance whip and nae nae—especially for us. None of us know how to dance—well there’s a couple maybe. You should have heard the reaction of the kids when we were done. You could just tell that was kind of special.”

Cline is adding activities, like staff-student volleyball games, and color days on Fridays, to restore Pioneer traditions and increase school spirit and pride. Cline says these activities help create connections between kids and their school. “I think that builds community in the building and that’s important. Kids feel a part of what’s going on here.”

Cline is focused on increasing student achievement. “When I say achievement, I mean everything that’s going to help them be good productive citizens for us in the community,” says Cline. “Student achievement doesn’t just mean the Smarter Balance test at the end of the year. We’ve got athletics, and extra curricular activities, and artists and people that are doing different things around the building that aren’t necessarily gauged on a Smarter Balanced assessment.”

Cline says he wants to make sure the students at Pioneer feel connected to the school. “We want to make sure that they know they’re appreciated and welcome here, and that we care about them.”

## Dan Wilson, Assistant Principal

Dan Wilson has been Assistant Principal at Pioneer since 1992. He came to Pioneer as a sixth grade teacher in 1989 after having taught in Idaho for twelve years. Wilson says he’s proud of the rich traditions at Pioneer, including strong academics, sports and music programs. “Pioneer has always been blessed with great staff and students.” Visitors have a hard time putting the atmosphere of the school into words. “People say, it just feels good here,” says Wilson, “and I am never surprised when I hear that description of our school because I hear it all the time.”

(Continued on page 5)



Dan Wilson and Rob Cline

Principal Rob Cline  
Assistant Principal Dan Wilson  
Office Manager Lisa Johnson

### 2015 – 2016 ASB Officers

President: David Navarro & Blythe Wittig  
Vice Presdient: Andreas Broxson & Sierra Hartley  
Secretary: Madison Johnson & Parker Ivarsen  
Treasurer: Yareli Sanchez Blanco & Mandy McCallum Clark

### Original Name

Pioneer Park Junior High School, named after the adjacent Pioneer Park.

### Date founded: 1957

In 1958 an additional wing was added on. The design, with its unique wavy roofline, won architectural awards.

### Demographics

About 675 students, 38 teachers, 2 counselors, and 76 staff members total

### Mascot

Bear - chosen because it fit with the world of the pioneers

### Colors

Black and gold - changed in recent years from original brown and gold, which were chosen to reflect the color of a bear

### Something People Don’t Know About the Principals

Principal Rob Cline was born in Wenatchee at the Deaconess Hospital. “There’s a lot of people that graduated from Wenatchee high school at Pioneer,” says Cline. “but I don’t know how many of them were actually born in Wenatchee, too.” Cline’s dad was a longtime math teacher at Orchard Middle School. Dan Wilson married his 4th grade pen pal. “I tease kids now at the middle school when I see them with boyfriends talking or writing love notes to their girlfriends,” says Wilson. “I tell them be careful, because I married my fourth grade pen pal.”

### School Culture

Pioneer has been a community center as well as a school. The Apple Blossom selection was hosted at Pioneer for many years.

### Sports

236 athletes are competing in fall sports, and there’s always a huge turnout for all seasons

### Music and Drill Team

All Pioneer music groups received a Superior rating at Large Group contests in 2014/2015. Mariachi started at Pioneer at the same time it began at WHS. Pioneer’s Drill Team wins top awards at the Apple Blossom Parade and other competitions.

### The Apple Bowl

Purchased in 1955, high school football has always been played in the Apple Bowl, along with other sports. WHS graduation is held in the Apple Bowl, too. The recently renovated facility has new, safer grandstands, modernized locker rooms, and new FieldTurf to replace the grass.

### Fallout Shelter Pioneer

was designed to serve as a fallout shelter during the cold war.





Pioneer Band



Pioneer strings, photo by Jeremy Williams

### PIONEER MIDDLE SCHOOL (Continued from page 4)

He’s also proud of the diverse population. “Pioneer feels like the real world to me,” Wilson says. “We have kids that come from the higher income households, we have kids that come from households that struggle economically, and we have kids that come from the middle ground. It doesn’t matter at Pioneer if you wear designer clothing, or if your parents drive a fancy car. Everybody is accepting of one another, and I’ve always admired that in our students.”

The diverse population at Pioneer includes self-contained special education students. “I’m just so proud of the fact that our staff and students embrace our special needs students,” says Wilson. “They don’t make fun of them. There’s no teasing, there’s no finger pointing. Instead, Pioneer kids look out for our Special Needs students, and take care of them. I love that about our school.”

Wilson manages the student citizenship and discipline at Pioneer so the principal can focus on being a leader. “I’m blessed to have been able to work with strong academic leaders. I have worked with Gary Callison, John DeJong, Mark Helm, and now have the pleasure of working with Rob Cline. How can it get any better than that?”

“I’m proud of the fact that our kids behave the way they do, and I like to think I might have something to do with that,” Wilson adds. “I don’t think students enjoy visiting my office when they have interfered with a teachers ability to teach or the safety or well-being of a classmate, because they know they are going to be held accountable. We have an atmosphere at Pioneer where teachers can do their job, and students feel safe. And if staff or students need my support, they know they’ve got it.”



Pioneer Drill Team



Pioneer Beginning Band

## Awards and Achievements



Dale Blair



Christian Brandt-Sims

Wenatchee High School’s **Dale Blair** and **Christian Brandt-Sims** were published in the July/August issue of Training and Conditioning, a national magazine for sports medicine professionals. The article, titled “Little Bone, Big Issue,” focused on an ankle injury suffered by Brandt-Sims that was diagnosed as rare congenital condition involving an extra bone behind the ankle bone. Blair is Head Athletic Trainer at WHS. Brandt-Sims is a senior at WHS, a football, basketball and track athlete, and ASB President.

Wenatchee High School seniors **Ethan Toth**, **Storrie Skalisky**, **Silas Abbott**, created Wenatchee’s first Mini Maker Faire, held October 3rd at the Town Toyota Center. The event drew about 1,200 people and featured an array of hand built techno-wonders, including student-built drones, which navigated an obstacle course, solar powered devices — from the UW’s Clean Energy Institutes toys to Chelan County PUD engineer **Jim White’s** solar-powered motorcycle. Robotics, aeronautics, hand-made musical instruments, and 3D printing were all part of the event. The Faire demonstrated that with creativity, tools, sharing, and space, people of all ages can make amazing things. Toth and Skalisky attended a Maker Cities Roundtable in Washington D.C. in May, where they were highlighted as the youngest group ever to organize a Maker Faire. WHS graduates **Graham Morgan** and **Kyle Norland** were also involved in planning the event. Toth was also named Future Technology Leader by GWATA in May 2015.

(Continued on page 6)

### FIRE SAFETY (Continued from page 2)

**Q: What don’t people know about the Fire Sciences program?**

**Hannah:** You don’t have to want to be a firefighter to be in this class. People come to this class to get in shape. And you learn more than just Fire Science in here. You learn how our city and our state work. We learn about the Incident Command System, which was used during 9-11 and during hurricanes or tsunamis.

**Hunter:** If you want to get a little bit of excitement and have fun at the same time, this is the perfect class to do all that.

**Q: And, anything else people out there might want to know about being a twin?**

**Hannah:** It is not as awesome as it as hyped up to be. But it’s kinda cool at the same time, because not everybody’s a twin.

**Hunter:** Yeah.



AWARDS  
(Continued from page 5)

Wenatchee High School seniors **Ethan Toth, Storrie Skalisky, Silas Abbott**, created Wenatchee’s first Mini Maker Faire, held October 3rd at the Town Toyota Center. The event drew about 1,200 people and featured an array of hand built techno-wonders, including student-built drones, which navigated an obstacle course, solar powered devices — from the UW’s Clean Energy Institutes toys to Chelan County PUD engineer **Jim White’s** solar-powered motorcycle. Robotics, aeronautics, hand-made musical instruments, and 3D printing were all part of the event. The Faire demonstrated that with creativity, tools, sharing, and space, people of all ages can make amazing things. Toth and Skalisky attended a Maker Cities Roundtable in Washington D.C. in May, where they were highlighted as the youngest group ever to organize a Maker Faire. WHS graduates **Graham Morgan** and **Kyle Norland** were also involved in planning the event. Toth was also named Future Technology Leader by GWATA in May 2015.



Bryce Newberry

The Apple Leaf is nominated for two NSPA (National Scholastic Press Association) awards this year. **Bryce Newberry**, 2015 graduate and online editor for The Apple Leaf is nominated for news Story of the Year. Newberry is now a freshman at Arizona State University’s Walter Cronkite School of Journalism. The Apple Leaf was also nominated for the third time in a row for the NSPA Pacemaker in the tabloid division this year. The winners for all of the categories will be announced at the national convention at Orlando on Nov. 12-15.



Storrie Skalisky, Ethan Toth, and Silas Abbott

Mariachi Director **Ramon Rivera** was recognized by the White House on September 15th for his ongoing commitment to educational excellence within the Hispanic community. **U.S. Congressman Dave Reichert** nominated Rivera for the award. “It has been my pleasure to work with Director Ramon Rivera and the Mariachi Huenachi group over the past few years,” said Rep. Reichert. “I am proud of the work they have done for their community and for the state of Washington. Since its inception, Mariachi Heunachi has served over 300 youth and has maintained an extraordinary 100% graduation rate. Their commitment to educational excellence and the impact they have made on the lives of hundreds of youth should be a model for the rest of the state and country. I was honored to nominate them for this award and could not think of a more deserving group. Their success should be an inspiration to all of us.”



Ramon Rivera

Director Ramon Rivera said “I feel so blessed that that our Mariachi Program is receiving this high honor from the White House. It is a privilege to be featured as a one of the top Hispanic programs in the nation.”



Teacher Shayne Rennie, Para-pro, Lucy Ochoa, Imagine Learning’s Andrew Brandt , Principal Keith Collins, Deputy Superintendent Jon DeJong, and Superintendent Brian Flonex

Washington Elementary has been recognized as one of the top 50 schools nationwide for effectively using Imagine Learning to help kids learn. This is the second year in a row Washington has been recognized by Imagine Learning, an award-winning language and literacy software program. “This is an award that recognizes the hard work and dedication of our staff and the persistence of our language learning students,” says **Principal Keith Collins**. “Special recognition goes to **Shayne Rennie**, Intervention Specialist and **Lucy Ochoa**, para pro for their work in successfully coordinating and implementing the program. Washington Elementary’s language learning students spend the necessary time in the Imagine Learning program to demonstrate significant growth.”

**Cynthia Valdez** was named Trainer of the Year for 2015 at the OCDE Project GLAD® 23rd Annual Conference October 1-2 in Irvine, California. The award recognizes Outstanding Leadership for one GLAD® trainer in the nation. The nomination spoke to her implementation and support of Project GLAD® and how the strategies have led to increased academic achievement for Wenatchee School District second language learners, as evidenced on annual language testing results. “It’s individual recognition, but to me, it’s really a team award,” says Valdez. “It’s an affirmation of how hard our team has worked.” Project GLAD® is a model of professional development dedicated to building academic language and literacy for all students, especially English language learners.



Cynthia Valdez

**Evenings at 7:30 PM**  
**Saturday matinees at 2:00 PM**  
**WHS Auditorium**

**Tickets \$20 adults, \$15 students**  
Available from the PAC box office and website:  
[numericapac.showare.com](http://numericapac.showare.com)

Music and Lyrics by Richard M. Sherman and Robert B. Sherman. Music by Special Arrangement with Sony/ATV Publishing. Adapted for the stage by Jeremy Sams. Based on the MGM Motion Picture.  
Licensed Script Adapted by Ray Roderick.

Wenatchee School District presents  
through special arrangement with Music Theatre International (MTI).  
All authorized performance materials are also supplied by MTI. [www.MTIShows.com](http://www.MTIShows.com)

Directed by Paul Atwood  
Musical Direction by Tami Lopushinsky

IAN FLEMING'S  
**CHITTY CHITTY BANG BANG**

**Nov. 12-14 and 19-21**



# Shout Outs

A combined shout out to **BJ Kuntz, James Wallace, Kim White** and **Michelle Mahoney Holland**. Thank you all for your amazing coordination, patience and assistance during our August professional development days at WHS! With all of your help, the professional development ran much smoother than any other year! Also to **Shannon Curry**, Professional Development Registrar, Instructional Technology. Thank you so much for all of your hard work and patience with our Professional Development courses! You were so calm, gracious and helpful during a time when you were on complete overload. Thank you, and know you are so appreciated for all that you do!

● Angie Knudtson & Jodi Smith Payne, Learning and Teaching

Shout out to **Denise Dale**, a Mission View para pro. She is a cut above the rest and always very nice to work with. She is always doing things for people, like copying, breakfast and lunch cards, box top coordinator, pop machine, cashier for meals, and always buying little goodies that people need to do a good job.

● Kerith Cornell, Mission View Food Service

I would like to shout out to **Dina Duncan** and her team at Orchard Middle School. She is in the process of developing a new program for students with special needs. She manages 7 students with a variety of challenges in learning, behavior and social skills. She is using evidence-based strategies to meet the needs of all her students and guiding the para's and staff working with these challenging students. She has a PBIS system in place where she acknowledges students efforts and teaches them skills needed to socialize and adjust their behaviors to meet the needs of their group. She is a flexible and thoughtful teacher with high expectations for herself, her staff and her students. It has been an amazing and exciting experience to watch her develop a new program that is running so smoothly in such a short period of time. Cheers to Dina Duncan.

● Micha Ollerton, Behavior Interventionist, Special Education

I would like to give a BIG shout out to my colleagues at Lincoln Elementary School. As our building is being renovated, all have been amazing as we just go with the flow, making learning for the students a top priority and everyone working together. Principal **Tim Sheppard** is setting a great example. A special shout out to **Katie Noble, Felicea Barr, Elaine Ambriz** and **Suzanne Ranne** in 304 for their hard work and love for our students.

● Juanita Nielson, Special Education Paraprofessional, Lincoln Elementary School

Shout Out to **Austin Preuss** and **Anayssa Lemus** for opening up their classrooms for GLAD. Twenty new teachers will spend a day previewing Phase 1 GLAD strategies thanks to their generosity.

● Terri Goveia, Kathryn Anderson and Cynthia Valdez, GLAD Trainers

Shout out to our last year's Kindergarten team, **Brooke Page, Letty Fischer, Maty Vivanco** and **Janell Dempsey**. Our first graders know number bonds and about 85% of them were green on the DIBELS screener!

● Tami Woolsey, First grade teacher, Newbery Elementary

**Pauline Starkey** continues doing terrific work with the Criminal Justice/Police science program. She provides many hands-on experiences for her students, including another successful Salmon Festival partnership where Pauline's students provided all the security and parking lot supervision at the Leavenworth Fish Hatchery.

● Betty Palmer, Culinary Arts Instructor, Wenatchee Valley Technical Skills Center

Shout Out to **Tammy Schneider**, a paraprofessional at John Newbery Elementary. As I drive my son to middle school, I pass through the school zone for John Newbery on Western Avenue. The traffic at this time can be extreme. Buses, cars, children . . . and in the middle of it all is Tammy Schneider. Tammy crosses the children on the corner of 9th and Western each morning. She always has a smile and warm greeting for the students. How lucky Newbery is to have all of those children start their day on such a positive note. I truly believe those children take that positive interaction and pay it forward throughout the day. Thank you Tammy, your warm smile makes everyone's day a whole lot brighter.

● Terri Goveia, GLAD Instructor/Trainer

Shout Out for OMS teacher **Brittany Hacho**. In addition to teaching, Brittany is the ASB advisor, student leadership teacher, and also coaches after school sports. She is a great mentor and role model for our students. She is creative and fun, and has produced some really memorable events which have really increased school spirit. I am amazed at how much energy she puts into all she does. We are so lucky to have her here at OMS!

● Wendy Endaya, Family Orchard Middle School Advocate

Shout Out to the best school nurse in the whole wide world. Appreciate all you do to help us at Columbia. Thank you **Julie Martin!**

● Donna Young, Office Manager, Columbia Elementary

Shout Out for **Carmen Yanez**. She is a great teaching partner. She is flexible and we collaborate well together. She is caring and a great partner to work with.

● Oliva Jarvis, Kindergarten Teacher, Lewis & Clark Elementary

Shout Out for **Sally Knipfer**, Science teacher at Pioneer Middle School. Sally is an amazing teacher. She has opened her classroom to 2 special needs students and has welcomed them and made them a part of her class. She is creative with adapting the curriculum to fit their ability levels and is excited about helping them learn at their level. She has gone the extra mile to make sure that while they are in her room they are participating and learning right along with all of the other students. She taught her classes to accept these students, and her students have done just that. They are welcoming and supportive of these students and that is because of her example to them. Because of Sally's positive energy and desire to see all kids succeed, these students are getting exposure to Science and are loving it!

● Pioneer Middle School Special Education Staff

Shout out to the **staff and students at WestSide**. Both staff and students have been so overwhelmingly positive and patience as we have worked as a building to implement PBIS. Who knew we could take an already comfortable and friendly environment and focus intently on making it more positive. We threw out the old way we provided orientation for our students and replaced it with an interactive, school-wide approach that focused on building relationship with students first, and providing a platform to introduce our school-wide expectations. Most of the planning for this was done in the days immediately prior to our first day of school leaving very little time to prepare. Everything went off without a hitch due to the amazing flexibility and passion for young that the staff at WestSide possesses. The students need to be recognized for their enthusiasm and participation in understanding and applying our 3Cs (Courage, Compassion, and Commitment). This year is off to a great start and this success can only be attributed to a phenomenal staff and an outstanding student body. Thanks WestSide Eagles!

● Kory Kalahar, Principal, WestSide High School

Shout Out to the WHS Custodians. **Ron Eksten**, Lead custodian, and **Ed Richards**, day custodian, have done an outstanding job supporting the various needs at WHS so far this school year. Customer service has been amazing and they have both gone above and beyond to help us with some new student management processes in the cafeteria. Ron and the entire WHS Custodian Crew did an excellent job this summer preparing WHS for the start of school. The school clean and ready when staff arrived. We hosted many school kick-off events, and each of them were set up perfectly and the custodial staff eagerly addressed every issue that came up during the busyness of August. Thank you to Ron and the custodial crew at WHS for your excellent customer service and support in our building.

● WHS Administrative Team, Eric Anderson, Ricardo Iniquez, Donna Moser, B.J. Kuntz, and Annika Bibby





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## Dates to Remember

- ➔ **November 11:** Veterans' Day Observed
- ➔ **November 25:** Students dismissed 3 hours earlier than their regular dismissal time
- ➔ **November 26-27:** Thanksgiving Break
- ➔ **December 4:** No School for Students - Teacher Training K-12
- ➔ **December 21-January 1:** Winter Break
- ➔ **January 18:** Martin Luther King Day
- ➔ **January 29:** Early Release, Records Day

## \*PBIS Put into Practice in All Wenatchee Schools

*\*Positive Behavior Interventions & Supports*

### THE FIRST FEW DAYS OF SCHOOL AT FOOTHILLS

Middle School found principal Mark Goveia and Assistant Principal Chad Morgan teaching all the students about behaviors expected in common areas, like school buses and the playground. They didn't just tell the students about the expected behaviors, they showed them.

"We went through examples of our expectations and what they look like," says Morgan. "Then we did the non-examples. We got to kick a door open with our foot. Scream at the top of our lungs. Run down the hallways. It was a great time. It made every kid laugh and smile in the first three days of school."

Principal Goveia said the entire Foothills staff explicitly taught, in a clear way, the expectations and behavior in all areas during those first days of school. "Our entire staff did an awesome job in helping kids understand the behavior we expect, then practice those behaviors over and over again," says Goveia.

Modeling correct and incorrect behavior, and giving kids the opportunity try out and demonstrate that behavior, is all part of PBIS— Positive Behavior Interventions & Supports—a framework for creating positive school environments and helping students be successful in school. PBIS is being implemented in every Wenatchee school this year. The "Make Your Day" program is no longer being used.

"PBIS a framework that is providing all students the most effective practices," says Cori Pflug, the former Sunnyslope Principal who is overseeing the implementation of PBIS throughout the district. "It focuses on defining, teaching and supporting student behavior guidelines, to promote a safe school environment that's conducive to learning."

Behavioral expectations are taught in the same manner as any core curriculum subject. Teachers create lessons for common classroom behaviors to insure students understand what is expected.



Assistant Principal Chad Morgan exchanges SOAR tickets from students. "It's for positive reinforcement," says 8th grader Graceyn Delvo. "If you do something good or offer excellence, teachers give you a ticket. It takes two tickets to get ice cream." Photo by Rick Williams.



Toby Johnson, Foothills 7th grade teacher, greets his students. PBIS teachers praise often, acknowledge the positive, and form relationships with students.

Teachers can't assume that every student knows how to behave in class. "Instead of making those assumptions, we need to be clear about the expected behavior and teach what it looks and sounds like, and then practice," says Pflug.

Lewis & Clark Elementary School was the first school to adopt PBIS. "We're in our fourth year," says Principal Alfonso Lopez. "We've changed. Not only for students, but for adults. Our environment is more positive. We have more respect for others."

Lopez says the cornerstone of PBIS is to have clear expectations for students. "We teach them expectations one by one, on the playground, in the hallway, in the lunchroom, but most importantly, in the classroom," says Lopez. "We teach them the behaviors we expect thoroughly. We don't assume that they know the behaviors."

Lopez says teachers really like being on the positive side all the time. "We are always looking and praising the kids for the things they know how to do, instead of looking for things they don't know how to do, and punishing them."

PBIS uses the research-based practice of encouraging five positive comments to one corrective comment. "We celebrate the kids that make the good decisions," says Goveia. "And for kids who choose behaviors that are not a part of our expectations, we help them and guide them and reteach."

"At Foothills, we're really focused on catching kids doing things well," says Morgan.

"We all have expectations to follow whether at work or school," explains Pflug. "We're letting students know upfront what do we want. In addition to providing consistent routines, PBIS also promotes building relationships and actively engaging students in the classroom. This fosters a positive and healthy school climate."



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