

Inside

WENATCHEE SCHOOLS

NOV 2016



FOCUS ON Wenatchee High School

Photo of Wenatchee High School by Jeremy Williams

DATE FOUNDED AND HISTORY:

1903: First high school held in Whitman School.

1910: New high school built on Idaho Street. Additions were made in 1911, 1922 and 1938.

1972: Current high school opened. Renovation in 1994 added a new sports wing, including a gymnasium, and remodeled the Career & Technical Education wing, health occupations, ASB and DECA areas. Renovation in 2002 included a new entrance, new administration offices and a new commons area that is able to seat twice as many students for lunch and school activities. The current school is 288,000 square feet, not including portables. The interior square hallway is nearly a quarter of a mile.

DEMOGRAPHICS: 1850 FTE (Full Time Equivalent) students, 105 teachers and 211 staff members.

BRAGGING RIGHTS:

We're proud of all of our staff who are dedicated to reaching every student by improving their craft. We have 82 teachers with advanced degrees, and 9 National Board Certified teachers.

We have fantastic award winning programs, ranging from music and arts to academically based programs and extracurriculars. We have a huge participation in athletics and last year alone we won two state championships—girls bowling, and boys soccer.

Wenatchee High School seniors received more than \$1,200,000 in scholarships last year! College Mentor Program students (most often first in their family to attend college) earned just under \$650,000, including a Gates Millenium (full ride) Scholarship and the QuestBridge Scholarship.

We have over 60 kids in our ASB Advanced Leadership Course who are taking the lead in creating a more inclusive, supporting high school for all.

MASCOT: Panther. No one knows the history of the panther! If you have any information on the panther, tell us!

COLORS: Purple and gold.

PRINCIPALS TALK ABOUT THE SCHOOL CULTURE:

"Coming from a smaller school, I was amazed that for this large of a community of people, our kids genuinely care about each other. They're polite and kind, and they like being here." — **Eric Anderson**

"We have a real positive culture. It's a safe place for young people to be themselves. We are diverse. Students can find their unique place within a group of people and thrive. It's one of the positive aspects to our size." — **Donna Moser**

"Over the past ten years it has been exciting to see the continuous improvement of our ability to recognize students, staff and community partners." — **Ricardo Iñiguez**

WHAT MAKES WHS UNIQUE IN THE DISTRICT?

We're the largest school in the district. Because of our size we can offer diverse learning opportunities for students to choose. We offer a broad range of advanced coursework, including AP, College in the High School, Running Start, and Technical Prep.

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ASB Officers:
Lizbeth Valencia, Secretary;
Rowan Parmenter, President;
Zac Pope, Treasurer;
and Madi McLaughlin, Vice President.
Photo by
Jeremy
Williams



Dentro de Wenatchee Escuelas Públicas está disponible en español.

**Inside WENATCHEE
SCHOOLS**

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Award winning teachers and administrators
Wenatchee Learns Selected as Learning Lab
by Governor's Committee

Our Valley, What's Next and Wenatchee
School District

No Child Left Inside

Meet New Directors

And more...

In This Issue


FOCUS ON WHS (Continued from cover)

WHAT ARE WHS TRADITIONS?

- Homecoming Parade to the Apple Bowl
- Senior Scooter Parade from Western Avenue to Wenatchee High School on the morning of graduation
- Students partner with the Salvation Army at Christmas to provide for local families
- Battle of the Bridges with Eastmont
- Graduating in the Apple Bowl is a more recent tradition
- Mr. Panther Pageant
- Janice Franz Talent Show

WHAT ARE THE BIGGEST CHALLENGES YOU HAVE WITH THE CURRENT FACILITIES?

- Small classroom space — classrooms are not designed for optimal learning. There’s no room for kids to collaborate.
- There aren’t enough classrooms — nine portables currently house twelve classrooms.
- Lack of natural lighting.
- The mechanical, electrical, heating and cooling system are outdated. For example, the intercom and phone systems are inadequate for the size of our building.



WENATCHEE LEARNS

Strategy One: Design the personalized learning system of the future. Key Objective: More positive and safe learning environment. Strategy Three: Use the best tools and resources to advance Learning. Key Objective: Facilities that support optimal learning



WHS Principal Snapshot

DONNA MOSER: Assistant Principal Donna Moser taught at Pioneer Middle School for fifteen years before coming to WHS. “My own high school principal had an enormous impact on my future,” said Donna. “He was instrumental in encouraging me to work hard and pursue a college education. I continue to be passionate about supporting the students I serve in my role at WHS.”

We asked, what’s unique or quirky about you? “Quirky, I am not. I am competitive though,” Donna said. “While I’m driving, I find myself racing people from point A to B. Might seem normal, but the other drivers have no idea we are even racing. Most of the time I win.”

RICARDO IÑIGUEZ: Associate Principal Ricardo Iñiguez was a teacher and football defensive coordinator at Spanaway Lake High School in the Bethel School District, and a teacher and coach at Stewart Middle School in the Tacoma School District before coming to WHS. “I was born and raised in Eastern Washington,” said Ricardo, “so coming to an opportunity and community where I believed I could make an impact was important to me.”

What’s quirky or unique? “I was almost born in Wenatchee. My parents were migrant workers and at the time my mother was pregnant with me while my family was living in Wenatchee and working in the orchards.



My parents decided to move later that year and set down roots in another Eastern Washington town called Connell.”

ERIC ANDERSON: Principal Eric Anderson didn’t set out to be an educator. “I started out in business and finance.” While working in finance, Eric also coached. “A mentor of mine—in fact, my old high school basketball coach—said, ‘Eric, I think you maybe don’t quite see your calling yet. Do you need to consider this?’ I decided to go back to school and got my teaching certificate and jumped into the world of teaching in a very small school—Mary Walker High School in Springdale, Washington. I think we had 135 students in the entire building.”

He moved on to Rogers High School in Spokane, where he taught and coached, then went into administration, first as athletic director, then student services. Next, he took a job as principal at Clarkston High School, before coming to Wenatchee High School in 2015.

Married to junior high sweetheart Kate, they have three daughters, sixteen, and fourteen year-old twins. “I’m

Jacob Bucholz, Dean of Students, BJ Kuntz, Dean of Students, Ricardo Iniguez, Associate Principal, Eric Anderson, Principal, Donna Moser, Assistant Principal, Dennis Conger, Director of Career and Technical Education.

a father. I’m a husband and I am a very passionate individual when it comes to education, when it comes to improving the lives of the young people that we work with every day. I think teaching is not just a job. I think it’s a calling. I’m always working to get better because I think that’s what our kids and our families, our community deserves.”

Eric couldn’t think of anything quirky about himself, so we asked his wife, Kate. “He is able to fall asleep on a dime,” said Kate. “He’s been known to fall asleep mid-sentence.”

Wenatchee High School Studies New Schedule

By Eric Anderson, Principal, Wenatchee High School

When the state increased the graduation requirements to 24 credits we, as a district, focused on having a complete system in place for the graduating class of 2021. A volunteer staff committee began the process of creating a new bell schedule that provides students an opportunity to earn more than the required 24 credits beginning the 2017-2018 school year. Without those additional credit opportunities, students who fail any class would be at risk of

not meeting the 24-credit graduation requirement.

The committee researched schedules extensively, and block schedules quickly rose to the forefront. Committee members studied the educational research on block schools, including visiting schools using a block schedules. As a result, the committee came up with three bell schedule options.

The committee acknowledges that there is no perfect schedule—that it is the instruction within a given schedule

that has the greatest impact on student learning.

The committee’s work was presented at several public Board meetings; reported in the April 2016 edition of the Wenatchee School District community newsletter; and published by multiple media organizations in February 2016. On the Wenatchee High School website,

(Continued on P3)

IS THERE ANYTHING UNUSUAL ABOUT THE BUILDING ITSELF?

There are square turret-like features that people see from the outside, but rarely question their function. These towers house stairs, accessed from outside, that lead upstairs to HVAC and electrical.

WHAT ARE WHS CELEBRATIONS?

For the first time in school history we have identified and defined what Panther P.R.I.D.E. is. We are Positive, Respectful, Inclusive, Determined and Engaged.

Heart of the Panther Celebration at the end of the year highlights exceptional students. Panther Pride Vibe Boards share Panther PRIDE recognitions. Prizes and awards are supported by more than twenty local businesses and organizations.

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS): PANTHER P.R.I. D.E. SCHOOL-WIDE EXPECTATIONS


Panther P.R.I.D.E. promotes school expectations of: Positive, Respectful, Inclusive, Determined and Engaged. P.R.I.D.E. expectations are taught to all students. Staff and students may give Panther P.R.I.D.E.-O-Grams to staff or students who demonstrate the Panther P.R.I.D.E. actions and characteristics. Recipients of P.R.I.D.E.-O-Grams are posted on P.R.I.D.E. bulletin boards around the school and entered into weekly and monthly drawings for prizes. About 20 local businesses and organizations donate gifts for the winners.

PARENTS AND VOLUNTEERS

- We have active booster clubs, including band and athletics.
- The very successful College Mentor Program relies on volunteers to help students apply for college and scholarships.
- Padres Mentors is in its first year. The program supports Spanish speaking families who are new to the high school.
- The Wenatchee Foundation supports programs and teachers financially.


NEW SCHEDULE (Continued from P2)

there is now a section on Bell Schedule Updates that includes information on the committee’s work, research, school visits, and answers to questions. To learn more details about the new school options, including why a new schedule is necessary, how it will impact programs, and frequently asked questions, visit: www.wenatcheeschools.org/whs/Bell-Schedule-Update.cfm

WENATCHEE LEARNS

Strategy One: Design the personalized learning system of the future. Objective 1.1: School schedules that accommodate personalized learning. Create a flexible learning model where students learn at the level of their ability – not age or grade – as they work to meet learning standards.

WHS CHORAL DEPARTMENT PRESENTS



Directed by
Paul Atwood
Musical Director,
Dawn McCormick

Based Upon the Paramount Pictures Film
Written For the Screen by Norman Krasna, Norman Panama and Melvin Frank

DEC. 1-3 & 15-17
EVENINGS AT 7:30 P.M.
SATURDAY MATINEES AT 2:00 P.M.

Special
Thank you
to our
Veterans!
Tickets:
\$10

WHS Auditorium
Tickets: \$16 adults, \$13 seniors,
\$10 students
Tickets available from these locations:
PAC box office or website: numericapac.org

MUSIC AND LYRICS BY IRVING BERLIN • BOOK BY DAVID IVES and PAUL BLAKE
Original stage production directed by WALTER ROBBIE. Orchestrations, Larry Blank • Vocal and Dance Arrangements, Bruce Pomahac

Facilities Committee Recommends
Modernization of Wenatchee High School

A Citizen’s Phase 2 Facilities Committee recommends that Wenatchee High School and some high school athletic facilities be modernized, and the HVAC system at Foothills be upgraded.

The committee was formed by the Wenatchee School Board on March 8, 2016. The Board tasked the committee with studying district schools and other facilities, looking at a number of issues, including the condition of buildings and student overcrowding.

The committee spent the last nine months reviewing, analyzing and discussing facilities needs across the district including:

- The modernization of Wenatchee High School
- Overcrowding at Wenatchee High School
- Foothills Middle School HVAC system
- Exterior building conditions at Foothills, Columbia and Mission View
- Specific classroom needs at elementary schools
- Athletic facility needs at Wenatchee High School and Recreation Park
- Maintenance and Operations (M&O) and the Transportation building conditions.

The 33-member committee included 14 community members, 2 high school students, 2 School Board Members, 4 school representatives, 1 Wenatchee Education Association member and 10 program and school administrators. Five senior administrative staff and four consultants facilitated the process.


The committee studied 11 options to address overcrowding at WHS, including building a new high school, modernization of the existing facility, creating a ninth grade campus, building a new transportation facility to create additional academic space on the WHS campus, and acquiring the Wenatchee Federal Building as a choice High School.

The Committee, after carefully studying the facility needs of the district, coupled with the limitation of available funds, recommends that the existing Wenatchee High School be modernized, and the HVAC system at Foothills Middle School be upgraded. They concluded that the highest priority of the district would be to modernize the existing WHS. The committee recommends modernizing the school to house 1,800 full time equivalent (FTE) students. The high school currently has 1850 FTE students. To achieve this goal the District plans to increase the curriculum at Westside High School and Wenatchee Valley Technical Skill Center to attract students interested in those offerings. This year 50 additional students chose to attend programs at Westside.

The renovation of WHS would include demolishing outdated cramped classrooms and replacing them with a two-story academic wing containing larger classrooms outfitted with 21st century teaching technology. These new classrooms will feature large operable windows for natural light and air ventilation which will resolve the problem of windowless classrooms lacking fresh air. All of the building systems would be renovated, including plumbing, heating and air conditioning, electrical, technology, and other infrastructure.

The estimated cost is \$148 million – \$115 million from bond funds, and \$33-\$35 million through state matching funds. The cost estimate includes inflation for a start of construction in 2019 , and includes the cost of design, permitting, construction, and furniture.

Watch for a special edition of this newsletter coming in December that will explore the work of the committee and their recommendations in detail. We will be taking a comprehensive look at the Phase 2 projects, and their positive impact on the community.

WENATCHEE LEARNS

Strategy Three: Use the best tools and resources to advance Learning
Key Objective: Facilities that support optimal learning


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New Director of Transportation

Robert Sanford is the new Director of Transportation for the Wenatchee School District. Robert (Bob) will replace Marcia Hahn who retired at the end of July. Bob comes to us with fourteen years experience at Oak Harbor Freight Lines, where he was a Driver, Dispatcher and Supervisor. Bob has a Bachelor’s Degree and Masters degree in Social Work from Eastern Washington University. Bob, his wife and their two teenage daughters moved to Wenatchee from the Spokane Valley. Bob began his new position on October 3, 2016.

New Director of Food Services

Chris Lutgen is the Director of Food Services. He replaces Kent Getzin, who resigned to begin a travel cooking business. Chris has been a General Manager with Sodexo Foods for the last twelve years where he directed the Food Service Programs for the Mulkiiteo School District, Lake Washington School District and most recently the Marysville School District. Prior to that he was the Director of Child Nutrition for the Yucaipa-Calimesa Unified School District. Chris earned his Bachelors of Science in Food Science and Human Nutrition from Washington State University. He is relocating to the Wenatchee area from Marysville with his wife and six children.

WENATCHEE LEARNS

Strategy Four: Balance change for all with excellence for all
Key Objective: Highly trained and engaged staff

Wenatchee High School Wins “College in High School” Grant

Wenatchee High School won a “College in the High School” grant that allows students to earn high school and college credit simultaneously. “This is an awesome opportunity to earn college credit while still in high school,” says WHS Principal Eric Anderson.

High school students who earn college credit are more likely to graduate high school, enroll in college, and complete college degrees, according to Washington’s OSPI (Office of the Superintendent of Public Instruction).

Called a “dual-credit” program, College in High School allows students to be concurrently enrolled in high school and college, and to earn high school and college credit in the same course offered on the high school campus. The course and instruction are fully equivalent to the course and instruction that occurs on the college or

university campus. The courses included in College in High School are those most often required in the freshman coursework of Washington’s community colleges and universities.

“This allows any 11th or 12th grade students in our building who qualify for ‘free or reduced lunch’ five free college credits,” explains Anderson.

The program has been in Wenatchee High School for ten years.

Dual-credit programs, like College in the High School, save students and their families hundreds of dollars by paying less than college tuition for comparable credits, and allow students to earn high school and college credit simultaneously. Students can earn dual-credit by completing college courses through College in the High School or by completing standardized exams, like

Advanced Placement (AP) exams.

“One of the things I’ve seen really successful is when a college course is aligned with an AP class,” says Anderson. “That gives the student the chance to purchase the credit or take the AP exam.”

Associate Principal Ricardo Iñiguez applied for the grant, which funded 830 quarter college credits to Wenatchee High School students.

If students qualify for the grant, it’s a great opportunity to earn free college credit at the same time they’re earning high school credit. Talk to high school counselors to find out more.



WENATCHEE LEARNS

Strategy Four: Balance change for all with excellence for all
Key Objective: High student achievement

Wenatchee Learns Connect Designated as “Learning Lab” for National Governors Association Policy Academy on Work-Based Learning

The Wenatchee School District’s “Wenatchee Learns Connect” business partnership center has been selected by the National Governors Association (NGA) Policy Academy on Work-Based Learning (WBL) as a learning laboratory for best practices.

“This recognition is a real testament to the great work being done by our Wenatchee Connect staff, career & technical education staff, and the business and community partners who have supported our vision and efforts to increase work-based learning and career connections for our students,” says Wenatchee Superintendent Brian Flones.

Diana Haglund is the coordinator for Wenatchee Learns Connect. “We started the work of Wenatchee Learns with the help of our community,” Diana says. “I’m excited to share our secret sauce for effective work-based learning strategies in Wenatchee with our state and nation, with the hope that other communities can benefit from our experiences.”

Haglund works closely with Dennis Conger, Director of Career and Technical Education for the district, in crafting learning opportunities for students. “I am proud to live and work in such a great community,” says Dennis. “This community works intentionally to create partnerships and opportunities for our youth.”

As a Learning Lab, Wenatchee Learns Connect will be provided with \$15,000 in funding to support work-based learning. In turn, they will provide an ‘under the hood’ look at promising practices, and outcomes, programs, materials, tools and resources that support successful work-based learning programs.

“The Wenatchee School District has so effectively built and leveraged partnerships - from the city officials, to higher education, to the business community.



Glenn and Nancy Grette, founders of the Alatheia Riding Center, explain how Skills Source students are trained to help provide horse riding therapy to children and adults with special needs. Listening are Kate Anderson, WHS School to Work Liaison, Gilda Wheeler, Washington STEM senior program officer and part of National Governor’s Association committee, Dr. Sue Kane, Wenatchee Valley College biology teacher and Apple STEM Network planning director, Diana Haglund, Wenatchee Learns Connect coordinator, and Bonnie Grant, retired educator and Alatheia volunteer. Photo by Landon Michaelson.

Haglund and Conger will present program information and performance metrics in Olympia at the Governor’s Summit on Youth Employment and Work-Based Learning in May 2017. “The State of Washington is recognizing the strength of this community in creating career connected learning opportunities,” says Dennis.

Work-based learning includes career exploration activities such as job shadows, internships, mentorship and other experiences that help students to develop academic, technical, trade and entrepreneurial skills. Learning labs provide WBL experiences to individuals age 16-29, with an emphasis on Science, Technology, Engineering and Math (STEM) for economically disadvantaged individuals.

“Clearly the community there is already engaged and supportive of the district, as evident by the number of partners you have,” said Gilda Wheeler. “To them I’d say, keep up your support – you are lucky to have such thoughtful and committed educators supporting your students’ education and future.”



WENATCHEE LEARNS

Strategy One: Design the personalized learning system of the future
Key Objective: Flexible personalized learning system

Valley Academy Named School of Distinction

Valley Academy of Learning has been name a 2016 School of Distinction. The award is the only one in the state entirely focused on combined improvement in English/Language Arts and math, sustained over a five-year period.

“Our school community can take great pride in this recognition,” said Greg Lovercamp, program administrator of Valley Academy. “We attribute this success to the hard work of students, parents and staff. Our middle school teachers are very aware of the standards and their students’ strengths and areas of needed focus. This knowledge guides instruction as we strive to improve the success of each student.”

Now in its 10th year, the School of Distinction awards were created in the summer of 2007 to recognize the highest improving schools in Washington State. The award is given by The Center for Educational Effectiveness, partnering with the Association of Educational Service Districts, Association of Washington School Principals, Washington Association of School Administrators, Washington State School Directors’ Association and Washington State Association for Supervision and Curriculum Development.



WENATCHEE LEARNS

Strategy Four: Balance change for all with excellence for all. Key Objective: Highly trained and engaged staff. Key Objective: High student achievement

High School Fish Project Served for Lunch

Senior Moses Lurbur grew lunch for his fellow students at Wenatchee High School. Lurbur’s aquaculture project raised tilapia that were served at WHS as part of Taste Washington Day festivities on October 13.

“Ever since I can remember, I’ve been interested in fish and water,” says Moses. He started with an aquarium at home, but as his interest grew, so did the scale of his projects. “I discovered aquaculture my freshman year.” He raised plants and fish in an aquarium in Beth Hammerberg’s agriculture biology class, and now he’s taking advanced agriculture science with Dan Ellwood. A component of the class is a Supervised Agricultural Experience project. Moses decided that raising tilapia would be a perfect project. Why tilapia? “They are tough,” says Moses. “They’re not sensitive to water quality and temperature.”

Thanks to help from local businesses like Coastal Farm and Ranch, who donated 150 pounds of tilapia food, Moses made his own 55-gallon fish tank and water system and acquired the fish during his junior year. Most of Moses’s 110 fish grew large enough to eat in time for Taste Washington Day, an event the Washington grown foods served in school meals during the fall harvest season.

Along with local business donations, Moses’s project was a true collaboration between students, adults and organizations. “I learned that you definitely need people to help out,” says Moses. “I tried to do this on my own at first, and it’s not possible.”

Food Services Director Kent Getzin was instrumental in getting Moses’s fish from the tank to the table. “Giving kids the opportunity to learn through project-based learning is something we talk about as a leadership team,” says Getzin.

WHS senior Moses Lurbur, right, talks to students lining up for fish tacos featuring locally raised fish and fruit while Kitchen Manager Valerie Gray dishes up more tacos during Taste Washington Day. Moses farmed the tilapia as part of an advanced agriculture class project.



Students from the Wenatchee Valley Tech Center Culinary Arts program cleaned and filleted the fish. Valerie Gray, WHS Kitchen Manager, served as chef, leading her kitchen team to prepare the fillets into Taco Truck Style Fish Tacos.

Moses’s tilapia tacos were served on Taste Washington Day alongside food from local farmers, like pure country pork from Gebbers Farms, brined organic golden beets and carrots from Cloudview EcoFarms, and fresh plums, pears and apples from Smithson Ranch.

Moses says the whole experience enhanced his interest in aquaculture, and plans to study biology in college. It’s been a great experience,” says Moses, “knowing that with hard work and perseverance I can get things done.”

Our Valley: What's Next

Wenatchee School District Tapped for Education Projects

WHAT'S NEXT
QUE SIGUE

Wenatchee School District has been asked to be a lead partner in three education projects as part of Our Valley, What’s Next community planning. Our Valley What’s Next is a community planning and development effort that spans both Chelan and Douglas counties.

Our Valley was formed in 2014. “We had a local economic development round table group,” says Our Valley coordinator Steve Maher. They felt there was big need to get everybody here as one community to start planning and talking and coming together to find common solutions to problems.”

About that time a TEDx conference was held in Wenatchee, and its theme, “Connecting the Dots,” confirmed the direction the round table group had been exploring. Then came along a national contest called “America’s Best Communities” in early 2015. Our Valley became a semi-finalist, receiving \$75,000 that became the seed money. The funds paid for community outreach, including conducting surveys to determine the big ideas and issues.

Out of the surveys six focus areas emerged:

- How we prosper
- How we plan and grow
- How we sustain our environment
- How we live and care for one another
- How we learn and create
- How we participate and decide

Each area was drilled down into more specific action items. Wenatchee and Eastmont School Districts, along with Wenatchee Valley College were identified as lead partners in the “How we learn and create” focus area.

“Education is connected to everything,” says Maher. “It’s connected to jobs, it’s connected to the quality of life here, it’s connected to arts and culture, it’s connected to everything. It’s extremely important to have the school district involved.”

Wenatchee was asked to be a lead partner on three specific action items:

- Establish a technology institute to provide technical training and career pathways for high school students.
- Foster stronger connections between local businesses and classrooms creating enriching opportunities for students to experience real world applications of classroom learning.
- Finance and construct new school facilities incorporating state of the art programs and technology in needed locations to meet the demands of a growing population.

Maher said that while a lot of communities brainstorm ideas it’s not easy to bring those ideas to fruition. “We have lead partners that have agreed to take on these various projects and action items. That provides a lot of teeth,” said Maher. “It isn’t just talking about something, it’s actually talking, then going out and doing.”

The timeline for the projects and action items is five years to completion, although new ideas and revisions will be ongoing. “The plan is meant to be a living, breathing thing,” says Maher, “so it’ll be updated, at least once a year, most likely twice a year. As things get done and as new projects get identified.”

www.ourvalleywhatsnext.com

WENATCHEE LEARNS

Strategy Two: Tap into the power of our whole community
Key Objective: Partnerships with businesses

WENATCHEE LEARNS

Strategy One: Design the personalized learning system of the future. Key Objective: Flexible personalized learning system. Strategy Two: Tap into the power of our whole community
Key Objective: Partnerships with businesses



Kids celebrate near the Wenatchee River while learning about nature at the No Child Left Inside summer camp. Wenatchee River Institute staff will be teaching outdoor education skills to students throughout the year as part of the After School program. Photo by Ian Fair, copyright Wenatchee River Institute.

No Child Left Inside Grant Offers Kids Nature Activities and Knowledge

This summer 130 kids got to hike trails through the woods near Leavenworth, see fish swimming in the Wenatchee River, and learn how to read a compass. For many of these children, it was the first time they had experienced nature outside of their own neighborhoods. Summer camp for these children was made possible by a “No Child Left Inside” grant. The grant paid full camp tuition for children who attend elementary school at Columbia, Lincoln, Mission View, and Lewis & Clark, and middle school at Orchard and Pioneer. The summer day camps were run by the Wenatchee River Institute, and were held in Leavenworth at the Barn Beach Reserve, the Leavenworth National Fish Hatchery, and the ski hill. Other partners in the grant include the Cascade Columbia Fisheries Enhancement Group, the National Forest Service and State Parks. The No Child Left Inside grant will continue to provide outdoor education activities for students through the After School Program this year. “The Wenatchee River Institute was awarded the grant with the Wenatchee School District as the benefactor,” said Patrick Walker, Executive Director of the Wenatchee River Institute. Patrick partnered with Carolyn Griffin-Bugert, Grant Coordinator for Wenatchee School District, to work out the details of the grant. Out of 94 applications, only about

20 were funded. The Wenatchee School District/ Wenatchee River Institute grant ranked first. “We were both floored by ranking number one,” said Walker. “I think part of the reason is because we can demonstrate very good outcomes,” said Griffin-Bugert, who manages an After School program that offers diverse, hands-on activities. Statistics from the program consistently prove that providing quality enrichment activities outside of school results in increased academic achievement in school. At camp, kids learned how to read a map and use a compass. They identified plants, and spent some time quietly listening to nature and journaling what they heard and saw, and writing a poem about nature. “It was exciting to give the kids an opportunity their families might not have been able to provide them,” said Griffin-Bugert. “This program gives the kids something unique.” “People aren’t connected to nature any more,” said Walker. “They may not have seen rivers full of fish, or tall trees, or trails through the woods. We make sure people have those experiences and make those connections. If you don’t have those connections, you won’t take care of the nature and

the environment.” All of the after school activities will be action based. “In the winter they will do a snowshoe activity,” says Griffin-Bugert. “They’ll use solar ovens, binoculars, read maps, use compasses and GPS’s.” Griffin-Bugert says that the Wenatchee River Institute staff members are experts in outdoor education curriculum. “They have the knowledge and the staff, and we have the structure and the students who have the need. It’s a great partnership because we’re each pulling to our strengths.”

WENATCHEE LEARNS
Strategy Two: Tap into the power of our whole community
Key Objective: Partnerships with businesses

Dave Riggs Wins Journalism National Recognition



Dave Riggs, Wenatchee High School journalism advisor, was named Distinguished Advisor at the National High School Journalism Teacher of the Year program held in Princeton, New Jersey September 20, 2016. “[It’s] quite an honor. I am humbled,” Riggs says of his award. “I love working with students who have such an incredible passion for journalism,” says Riggs. “I consider myself the luckiest teacher in the world.”

WENATCHEE LEARNS
Strategy Four: Balance change for all with excellence for all
Key Objective: Highly trained and engaged staff

2016/2017 Required Annual Notifications

TITLE I, PART A - ANNUAL PARENT NOTIFICATION Title I, Part A is a federal program that provides supplemental educational services for eligible students to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments (Title IA Section 1111-1127, Jan. 2002). For more information visit: http://www.wenatcheeschools.org/special-programs/title-1a.cfm
TITLE 1A PARENT INVOLVEMENT We know that parent involvement is crucial to the academic success of students. Listed below are actions the department will take to promote shared responsibility between the school district and parents. (aligned to Federal Law: Title 1A, Section 1118 & School Board Policy #4130). Data shows that students whose families take an active interest in their school life are more likely to attend school regularly, pass their classes, enroll in higher-level programs, and go on to higher education or a technical career. For more information about the Title 1 A District Parent Involvement Policy visit: http://www.wenatcheeschools.org/special-programs/documents/Title1ADistrictPI.pdf
STUDENT ACADEMIC ACHIEVEMENT REPORTS Each year a school that receives Title I, Part A funds must provide parents with an individual student report informing them on their child’s level of academic achievement on the State’s assessment in at least reading, language arts, and math.
DISTRICT AND SCHOOL REPORT CARD: HOW ARE WE DOING? The District and School Report Card provides information on student achievement, student demographics and staff information. To see our report card visit: http://reportcard.ospi.k12.wa.us/ Choose Wenatchee School District from the drop down menu.

Andrea O'Donnell Named American Legion Educator of the Year



Andrea O'Donnell is the American Legion's Educator of the Year for the state of Washington, 2016. Andrea was presented the award at an October 28 school assembly at Columbia Elementary School, where she is an instructional coach.

"I am deeply honored to receive this award as the American Legion is known for their support and advocacy in education," says Andrea. "I have a deep appreciation for the American Legion—Veterans and Military should always be remembered for the many sacrifices they have given to provide for our freedom."

Andrea received a certificate from the American Legion Department of Washington and \$500. She also received 250.00 from American Legion Post 10, Wenatchee, for a regional award in May 2016.

Presenters at the assembly were American Legion Department of Washington representatives Commander Wayne Elfton, Area #3 Commander Denny Pittman, and Education Committee Chair Bud Sperry, along with Wenatchee American Legion Post #10, Vice Commander Rae Hail.

Andrea is a Nationally Certified Teacher who taught elementary school for 16 years before becoming an Instructional Coach at Columbia Elementary in 2012. She has a Bachelor of Arts in K-8 Education with Endorsements in English as a Second Language, Bilingual Education and Reading. She has a Masters in Curriculum and Instruction, and Principal Certification.

Veterans and Military should always be remembered for the many sacrifices they have given to provide for our freedom.

Jodi Smith Payne Named Project GLAD® Administrator of the Year for 2016

Jodi Smith Payne was named Administrator of the Year for 2016 at the OCDE (Orange County Department of Education) Project GLAD® 24rd Annual Conference in Garden Grove, California. The award recognizes Outstanding Leadership for one GLAD® administrator in the nation. Jodi is Assistant Superintendent of Learning and Teaching in Wenatchee School District.

Project GLAD® is a model of professional development dedicated to building academic language and literacy for all students, especially English language learners.

Jodi was nominated by Cynthia Valdez, Assistant Director of Special Services, who was named Trainer of the Year for GLAD® by the OCDE one year ago. The nomination spoke to Jodi's advocacy for GLAD®, including increasing awareness among teachers and administrators. "... letting them know GLAD® was not a drive-by training or fleeting moment, but rather a cornerstone for exemplary professional development," wrote Cynthia in the nomination. "Jodi's award is also a tribute to the hard work the teachers are doing with GLAD," Cynthia said.

Jodi is administrator for a team of Project GLAD® trainers in the Wenatchee School District. Cynthia Valdez is the lead with trainers Kathryn Anderson, and Terri Goveia. They became certified as K-12 trainers in December 2014, and were honored together for their accomplishments at the national OCDE conference in 2014.



JOYCE BLOCK'S BIOLOGY STUDENTS STUDY WATERSHEDS AND ECOSYSTEMS



Reymundo Morales, a student in Joyce Block's biology class at Wenatchee High school, examines macroinvertebrates (organisms without backbones) they scooped up in the White River. Photo by Natalie Stelle.

The class traveled later the same day in early October to the Peshastin Creek to compare watershed and analyze ecosystems. Under the guidance of local experts and volunteers, the students collected water and measured temperature, pH, nitrogen levels, dissolved oxygen and water turbidity.

"I want my students to be able to compare and contrast a high elevation river to a lower elevation creek in our watershed to answer the question, how are humans impacting the Wenatchee River Watershed," Joyce Block said. "They based their answer on collecting data on water quality, macroinvertebrate biotic indicators, riparian vegetation types, stream habitat types, and nature journaling."

Thanks to experts who worked with the students: Sean Koester, Jeff Bullock, Marjie Lodwick, Lisa Robinson, Andy Boyd, Cordi Bradburn, Brian Holt and Taylor Belisle.

WENATCHEE LEARNS

Strategy Four: Balance change for all with excellence for all
Key Objective: Highly trained and engaged staff

Careers After School Invites Students to Explore

By Diana Haglund, Wenatchee Learns Connect

Curiosity may have killed the cat, but it's good for students. Kids are such curious creatures. They explore, question, and wonder, and by doing so, learn.

Wenatchee Learns Connect in partnership with the Wenatchee Valley Chamber of Commerce took the notion of curiosity and applied it to career exploration by launching a series of career connected learning events called Career After School (CAS). The first CAS event of the school year, Creepy Careers was held on October 19 at Telford's Chapel of the Valley. Over a dozen students, parents and educators took part in the spooky experience.

CAS is designed to help high school and middle school-aged youth, their parents and educators, explore career opportunities inside local businesses and gather information about job skills they'll need. The hope is that students will be curious about their community and curious about the careers available to them and in the process learn something new or discover a career pathway they hadn't considered.

Just in time for Halloween the Creepy Careers experience was frightfully delightful, intriguing and a little bit macabre. Students experienced the world of undertaking through the lens of Rick Phillips Funeral Director at Telford's Chapel of the Valley. The experience included a tour of Telford's facilities, including embalming equipment and crematorium, where kids learned the science behind preparing bodies for burial. Detective Randy Grant transported attendees to a hypothetical death scene as he described law enforcement's involvement in determining whether a crime has occurred.

At the end of the night attendees walked away with more than just goosebumps. Their curiosity was fulfilled, they met interesting professionals, uncovered behind the scenes careers in our community and received detailed information about job pathways and training.

Career After School events are generously sponsored by Express Personnel will be held four times a year. Dutch Brothers coffee donates prizes for the events. Registration for future CAS events will be open one month before the event. For more information on Careers After School visit wenatchee.org or wenatcheelearns.com

Business After Hours 2016/2017

- **Creepy Careers: Telford's Chapel of the Valley, October 19, 2016**
- **Say Ah! Orthodontics: Merrill Orthodontics, January 18, 2017**
- **There's an Apple for That: Stemilt, March 23, 2017**
- **Electrifying Careers: Chelan PUD April 18 & 19, 2017**

WENATCHEE LEARNS

Strategy One: Design the personalized learning system of the future
Key Objective: Students exploring career paths



Strategy Three: Use the best tools and resources to advance Learning
Key Objective: Facilities that support optimal learning

BUDGET BREAKDOWN

Washington Elementary Budget:

- Washington bond: 29.5 million
- State Matching funds: \$3.5 million
- Total Budget: \$33 million
- Total Spent: \$31.4 million
- **Net: \$1.6 million under budget**

Lincoln Elementary Budget:

- Lincoln bond: \$23.7 million
- State Matching funds: \$3.7 million
- Total spent: \$27.4 million
- **Net: \$1 million under budget**

Castlerock Budget:

- Castlerock bond: \$6.1 million
- State matching funds: \$1.3 million
- Total spent: \$7.4 million
- **Net: Under budget by \$680,000**

Washington, Lincoln, and Castlerock Construction Nears Completion

Construction of the new Washington Elementary School, the modernization and expansion of Lincoln Elementary School, and the modernization and expansion of the Castlerock facilities, which house Early Childhood Learning and Special Education, are all completed, with a few details needed to wrap up construction. The projects began in the spring of 2015, thanks to a Capital Improvement Bond passed by voters in 2014.

Safety has improved at each of these locations for building security, and also for pedestrian and driving safety. Each facility has improved walking routes, away from traffic, and bus zones are separated from car drop-off and pick-up areas.

The projects came in under budget! Some of the surplus funds were used to purchase portable classrooms for Wenatchee High School, Columbia Elementary School, and WestSide High School. The balance of funds is being saved for use on Phase II capital construction projects, which are slated to go before voters in April of 2017.

WASHINGTON ELEMENTARY

The new Washington Elementary School opened its doors for the first day of school this year. Originally built in 1953, the school was the district’s oldest building.

“The new facility brings all of the modern accommodations to help us help our students be ready for the 21st century.”

—Keith Collins, Principal

Construction of the new school began during the summer of 2015 on the property adjacent to the existing school, and classes continued in the old school throughout the construction. The old Washington was demolished in June of 2016, making it imperative that construction be completed in time for the new school year. School officials

breathed a sigh of relief when the new building officially passed inspection for occupancy the day before school was scheduled to start.

“Washington Elementary was 63 years old and had very little upgrade during that time,” says Principal Keith Collins. “The new facility brings all of the modern accommodations to help us help our students be ready for the 21st century.”

Classrooms are equipped with state-of-the-art technology—a standard the district plans to incorporate into all its classrooms over time. Every classroom has a sound system with two microphones—one for the teacher and one for the students—to make it easier for all students to hear instruction and discussion. Each classroom has a projector that displays images from document cameras, iPads (and similar devices) or computers onto a whiteboard. Apple TV works wirelessly to project from iPads or computers, allowing the teacher to move around the room, monitoring student learning while teaching. All of this is integrated through an Extron box, mounted to the wall or available as an app on the iPad, that allows the teacher to easily navigate between devices.

The new Washington is double the size of the old school, going from 35,000 square feet to 72,000, and includes a cafeteria, which the old school lacked, and a new gymnasium. The new classrooms are about 900 square feet and grouped in grade-level pods with a common area for small group instruction and collaborative projects.

“I cannot emphasize enough how wonderful the Washington staff has been through this entire process,” says Principal Collins. “It has not been easy but

they have literally rolled up their sleeves and have overcome every obstacle placed before them.”

Kids and staff say they love the new school.

“The new Washington allows our students a greater opportunity to learn and grow,” says Collins.

LINCOLN ELEMENTARY

At Lincoln Elementary, classes continued in the building as construction took place, including the addition of a new wing and a new gymnasium. Class locations shifted to accommodate construction, a process principal Tim Sheppard says went amazingly well thanks to the positive attitude of the staff.

“We are super jazzed about our remodeled school,” says Sheppard. “It is both beautiful and a boost to morale working in our new spaces. The staff, students and families have been both patient and flexible while the construction has been going on around us.”

The new wing was built to house ten classrooms that were previously held in portables. A library and full-size gymnasium were added, along with new administrative offices located at a new entrance to the school.

Like Washington, the classrooms were built to 21st Century Learning standards using state-of-the art technology. The classrooms are 900 square feet, complete with built-in storage behind sliding white boards, along with a sink and drinking fountain in each room. Four classrooms are clustered in pods and open onto a common space where small group learning or collaborative learning between classes can take place. Each pod has their own set of computers, and each classroom is outfitted with technology, including Apple TV, which allows any student in the classroom to sync wirelessly and display their work to the class through a projector.

Both Lincoln and Washington are very secure. When school is in session doors are locked and visitors enter through two entrances. The doors must be electronically unlocked by staff before people are allowed to access inside.

“While the process has been challenging in balancing my regular principal responsibilities and construction tasks the outcome is well worth it,” says Sheppard. “Thanks, Wenatchee community, for making our dream of a new school a reality!”

“It is great to have a facility dedicated to the needs of our pre-school students.”

—Trisha Craig, Director of Special Education

CASTLEROCK EARLY LEARNING CHILDHOOD AND SPECIAL EDUCATION CENTER

The Castlerock building, next to Washington Elementary, is home to special education and early childhood development. The building underwent a two-year modernization. Like Lincoln, classes continued in the building while construction went on.

The building was modernized to fully meet current building codes. The mechanical and electrical systems were replaced. The roofing, insulation, doors and windows were all replaced. Additional classroom space was added and all the classrooms were brought up to 21st Century Learning standards, including state-of-the-art technology. Administrative offices were moved and modernized. Office space was added for special education therapists and psychologists.

“The new building is beautiful,” says Trisha Craig, Director of Special Education. “It is great to have a facility dedicated to the needs of our pre-school students.”



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