

AGENDA FOR BOARD OF DIRECTORS
AUBURN SCHOOL DISTRICT NO. 408
Monday, September 27, 2010

- I. TIME AND PLACE
 - 1. 7 p.m. at the James P. Fugate Administration Building
- II. ROLL CALL
 - 1. Roll call of board members
- III. PLEDGE OF ALLEGIANCE
- IV. AUDIENCE PARTICIPATION
 - 1. Written communications
 - 2. Scheduled communications
 - 3. Unscheduled communications
 - 4. Community groups and organizations
- V. RECOGNITION
 - 1. Gold Star Award
 - 2. Student recognition
 - 3. Staff recognition
- VI. STUDENT PARTICIPATION
 - 1. Ilalko Elementary School PTA report
 - 2. Activity/athletic report
 - 3. Requests for travel
- VII. SCHOOL PROGRAMS AND STUDENT ACHIEVEMENT
 - 1. 2010-12 Career and Technical Education District Plan
 - 2. Title I--AYP
 - 3. District assessment calendar
 - 4. 2010-11 Auburn School District Assessment Plan
- VIII. PERSONNEL
 - 1. Certificated and classified personnel report
 - 2. Request for travel
- IX. BUILDING PROGRAM
 - 1. Resolution No. 1133
 - 2. Administration building computer room HVAC improvements project
 - 3. Work in progress report

X. FINANCE

1. Vouchers
2. Joint purchasing cooperative

XI. DIRECTORS

1. Approval of minutes
2. Board policies
3. Superintendent's evaluation form
4. Legislative report
5. Discussion
6. Executive session

STUDENT AND STAFF RECOGNITION

1. Gold Star Award

The Auburn School District Board of Directors will present the Gold Star Volunteer Award to Kelly Fiksdal in recognition of her volunteer support to the Auburn School District.

Kelly Fiksdal's primary goal as a school volunteer is to make opportunities available to all children no matter their life situations. Kelly dedicates most of her volunteer hours as the Auburn Mountainview High School Booster Club President, where she creates fundraising opportunities for students and families to get involved with the school and help offset costs associated with athletics and activities.

Kelly was a member of the parent planning committee that helped establish the structure of the Auburn Mountainview High School Booster Club when the school first opened, but didn't take over as president until two years ago. Since her president debut, Kelly has managed both new and pre-existing fundraising activities that have benefited hundreds of students.

Some of these activities include:

- A business partnership with Qwest Field Events where student and parent volunteers sell merchandise during Seahawks and Sounders sporting events. To date, students and parents have raised over \$35,000 through the program.
- A business partnership with Scarff Ford where students earn \$10 for every test drive they book during Scarff Ford's Drive One for Your School Event. Last year, students raised over \$3,000.
- The Auburn Mountainview High School Booster Club Auction. The inaugural 2010 event raised over \$32,000 benefiting all school programs, athletics, and activities.
- The All-Sports Media Guides are developed for each sports season. All sports teams have dedicated space in the guide to share team information and solicit advertisements from community businesses to raise money for their programs.
- The Auburn Mountainview High School Biannual Craft Fair raises funds for the booster club and for participating school clubs that sell their wares during the fair.

In addition to these activities, Kelly organizes the hospitality rooms for coaches and officials during larger gymnastics meets such as districts. Kelly also volunteers her time selling Lions' fan gear during many home sporting events.

Auburn Mountainview High School has benefited greatly from the hard work of Kelly and other parent volunteers who strive to make continuous improvement within the school. The booster club also proudly supports college-bound seniors. Last year, the booster club donated over \$6,000 to student scholarships.

In the community, Kelly has worked with homeless families and helped create a summer feeding program on Lea Hill through her church before the district's summer feeding program was underway. In one summer, the church feeding program donated over 1,200 lunches to families in need.

Kelly is the proud mother of three girls, one graduate of Auburn High, one graduate of Auburn Mountainview, and one junior currently at Auburn Mountainview.

2. Recognition of Student

The Auburn School District Board of Directors will recognize Malisa Mariek Vigil, a senior at West Auburn High School, for being an outstanding student.

Malisa Mariek Vigil exemplifies all the qualities and attributes of a responsible student at West Auburn High School. Malisa has a positive attitude about school and gives great advice to students that are behind on their credits. She worked hard over the past year to make up for lost credits from several years ago. Malisa is focused on graduating and has high goals of going to college. Mature beyond her years, she comes into the classroom every day eager to learn with demonstrated leadership skills among her peers. According to her homeroom teacher, Noreen Kebba, "Malisa is a joy to have in class."

Malisa is a natural, confident leader who always speaks her mind. She is a classroom representative for her homeroom for the second year in a row. Malisa is also a member of the CTE Club and hopes to run for a leadership office this year. Last year Malisa earned two perfect attendance awards during the school year.

3. Recognition of Staff

The Auburn School District Board of Directors will recognize Jeanne Harr, office manager at Rainier Middle School, for her outstanding service.

Jeanne is never too busy managing the daily office operations to assist the students, staff, and community of Rainier. "My goal is to always be available to assist people and enjoy it while I'm doing so," remarks Jeanne.

Jeanne's can-do attitude and tireless work ethic create a high-functioning front office that provides a plethora of services including: tracking daily substitute assignments; organizing the principal's calendar; purchasing supplies; managing the school's budget; coordinating field trips and ASB fundraisers; scheduling transportation and more.

Serving as Rainier's office manager for four years—and working in the school district for a total of 14 years—Jeanne understands the importance of building collaborative relationships with staff members. "We accomplish more when we work in partnership together," says Jeanne.

Outside of the office Jeanne co-leads Rainier's building technology committee and is a scorekeeper for after-school athletics and activities. This year Jeanne volunteered Rainier to pilot the

district's new True Time Payroll System, an online tool that tracks staff extra hours.

Jeanne's future ambitions include perfecting her photography skills and acquiring additional graphic design skills in order to enhance Rainier's web presence and various school publications.

Jeanne has a legal secretary certification from the ITT Peterson School of Business. She has attended the annual Northwest Council for Computer Education Conference, WASWUG and AWSP Conferences, and various trainings related to Professional Learning Communities and parent-child education.

Jeanne enjoys gardening, camping and the outdoors. She has two children ages 19 and 22.

STUDENT PARTICIPATION

1. Ilalko Elementary School PTA Report

Adam Couch, Ilalko Elementary School principal, will introduce Vinnette Lang, Ilalko Elementary School PTA president, who will present the Ilalko Elementary School PTA report.

2. Activity/Athletic Report-Cascade Middle School Orchestra Program

Isaiah Johnson, Cascade Middle School principal, will introduce Dave Stafford, orchestra teacher, who will introduce Cora Beeman, Laura Chang, Alicia Gim, June Pen, Madison Rowe, and Anthony Wolverton-Tapang, students, who will perform for the board, speak briefly about the orchestra program, and answer questions from the board.

3. Requests for Travel

- a. Twelve Auburn Mountainview High School students request permission to travel to Randle, Friday to Saturday, October 1-2. The purpose of the trip would be to participate in the West Central District II FFA Leadership Camp (CTE). Lodging will be at Camp Cispus, meals will be at local restaurants, and travel will be by private car. The cost of the trip will be paid by ASB funds. Regina Grubb, teacher, requests permission to accompany the students. A substitute will not be needed.

Melanie Hunt and Sandy Lipscomb, parent chaperones, would also accompany the students.

- b. Twelve Auburn High School students, 12 Auburn Riverside High School students, and 10 Auburn Mountainview High School students request permission to travel to Bothell, Friday to Sunday, October 8-10. The purpose of the trip is to attend the Washington Association of Student Councils (WASC) Conference. Lodging and meals for students will be provided by the WASC Conference, lodging for accompanying advisors will be at the Courtyard Marriott Hotel, and travel will be by school bus. Robert Jones, Auburn High School activities coordinator; Elsbeth Cockcroft, Auburn High School teacher; Meri Benedict, Auburn Riverside High School activities coordinator; and Jana Thomas, Auburn Mountainview High School activities coordinator, request permission to accompany the students. No substitutes will be needed.
- c. Twelve Auburn Mountainview High School students request permission to travel to Spokane, Friday to Sunday, October 8-10. The purpose of the trip would be to participate in a volleyball tournament. Lodging will be at the Red Lion Inn at the Park, meals will be at local restaurants, and travel will be by private cars. The cost of the trip will be paid by volleyball booster funds. Momi Bowles, Karl Steffin, Jana Thomas, and Anne Fisher, Auburn Mountainview High School volleyball coaches, request permission to accompany the students. No substitutes will be needed.

- d. Twenty-seven Auburn Riverside High School students request permission to travel to Surrey, BC Canada, Friday to Sunday, October 8-10. The purpose of the trip would be to participate in the water polo tournament at the Fleetwood Community Centre. Lodging will be at the Days Inn, meals will be at local restaurants, and travel will be by private car. The cost of the trip will be paid by Water Polo Club and ASB funds. Mike Van Eaton, coach, requests permission to accompany the students. No substitute will be needed.

Two parent chaperones, to be determined, would also accompany the students.

- e. Twelve Auburn Riverside High School students request permission to travel to Randall, Saturday to Tuesday, October 16-19. The purpose of the trip would be to attend the Cispus Middle School Leadership Retreat. Lodging and meals will be provided at Camp Cispus and travel will be by private cars. The cost of the trip will be paid by Camp Cispus. Kelly Brown, Auburn Riverside cheer coach, and Greg Brown, Dick Scobee Elementary School principal, request permission to accompany the students. No substitutes will be needed.

- f. Fifty-five Auburn High School students request permission to travel to Pullman, Friday to Sunday, October 22-24. The purpose of the trip would be to attend the Choir Festival at WSU. Lodging will be at the Holiday Inn Express, meals will be at local restaurants, and travel will be by charter bus. The cost of the trip will be paid by ASB funds. Kandy Gilbert, Auburn High School choir teacher, requests permission to accompany the students. No substitute will be needed.

Carol Smyers, Beth Jensen, and Ryan Anderson, parent chaperones, would also accompany the students.

Recommendation:

That the above trips be approved as requested.

SCHOOL PROGRAMS AND STUDENT ACHIEVEMENT

1. 2010-12 Career and Technical Education District Plan

Robert Swaim, director of career and technical education and athletics, will present the district's 2010-12 Career and Technical Education Plan, which also includes the federal Carl Perkins grant application. Mr. Swaim will introduce Kelly Jensen, FACSE, CTE teacher, who will introduce Shelby Hanson, Miguel Garcia, and Mikyla Hues, Auburn Riverside High School students, who will highlight the mentorship program at Auburn Riverside and answer questions from the board.

Recommendation: That the board approve the 2010-12 Career and Technical Education District Plan as presented.

2. Title I--Annual Year Progress (AYP)

Rodney Luke, assistant superintendent of K-12 student learning and technology, will introduce Heidi Harris, director of elementary education, and Julie DeBolt, coordinator of assessment and NCLB, who will report to the board on the Federal Title I Program, associated sanctions, and adequate yearly progress (AYP) status for the Auburn School District. Ms. Harris and Ms. DeBolt will also answer questions from the board.

Recommendation: That the board approve the 2010 Annual Yearly Progress report as presented.

3. District Assessment Calendar

Julie DeBolt will present the District Assessment Calendars and answer questions from the board.

Recommendation: That the board approve the 2010-11 District Assessment Calendars as presented.

4. 2010-11 Auburn School District Assessment Plan

Julie DeBolt will present the 2010-11 Auburn School District K-12 Assessment Plan. The plan identifies the district and state assessment windows. Ms. DeBolt will answer questions from the board.

Recommendation: That the board approve the 2010-11 District Assessment Plan as presented.

AUBURN SCHOOL DISTRICT CAREER AND TECHNICAL EDUCATION

DISTRICT - WIDE PLAN 2010-2012

Prepared by:
Rob Swaim



Auburn School District
915 Fourth Street Northeast
Auburn, WA 98002

Dr. Kip Herren: Superintendent, Auburn School District
Ray Vefik: President, Auburn School District Board of Directors
Mike Harbin: Chairperson, General Advisory Council

AUBURN SCHOOL DISTRICT

DISTRICT-WIDE PLAN 2010-2012

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**CAREER AND TECHNICAL EDUCATION
DISTRICT-WIDE PLAN 2010-2012**

School District Name: **Auburn School District #408**

County Name: **King**

Carl D. Perkins Vocational & Technical Education Act of 1998 Assurances

Check the appropriate line(s):

- ☒ District is applying for Perkins 3 grant funds.
- ☒ Tentative grant amount is greater than \$50,000.
- ☐ Tentative grant amount is less than \$15,000 and district is requesting a waiver of minimum grant criteria (for federal funds only).
- ☐ District is in a consortium.
- ☐ District is not applying for Perkins 3 grant funds.

Districts planning to offer vocational-technical programs in secondary schools must, as an operational requisite, do so in conformity with the State Plan for Career and Technical Education (WAC 180-58-055[7]). The following assurances provide evidence the district will offer programs consistent with the state and federal law.

This district hereby assures compliance with the following requirements:

1. All Career and Technical Education classes/programs receiving state and/or federal Career and Technical Education funding are currently approved by the Office of the Superintendent of Public Instruction (OSPI) and are taught by an instructor who has a current vocational certificate and whose certification matches the instructional area.
2. The district must have programs of study documentation on file.
3. All Career and Technical Education instructors of approved applied academic courses have completed approved preparation and yearly in-service for the course(s) they teach.
4. All Career and Technical Education teachers in approved Career and Technical Education programs hold a current first aid and CPR certification
5. The local Career and Technical Education program has identifies goals and objectives that have been developed in relation to the career and technical standards and indicators and are the basis for federal, state, and special grant funding requirements.
6. The local Career and Technical Education plan was developed in consultation with the local general advisory council (GAC).
7. The local Career and Technical Education plan was developed in consultation with representatives of the educational and training resources available in the area to be served by the applicant, such as private business schools, skills centers, and public or private agencies.

8. All Career and Technical Education programs and activities are conducted in compliance with Title I of the Perkins Act of 2006 and the provisions of the state plan, including the provision of a financial audit of funds received under this title which may be included as part of an audit of the federal or state programs.
9. The district has conducted an evaluation of Career and Technical Education programs using the current standards and indicators, contracted evaluation services, or other local indicators.
10. Each recipient of financial assistance shall annually evaluate the effectiveness of the program. As part of each such evaluation, each recipient shall (1) review programs with the full and informed participation of representative of individuals who are members of special populations, and (2) evaluate the progress of Career and Technical Education program assisted under this Act in providing Career and Technical Education students with strong experience in, and understanding of, all aspects of the industry the students are preparing to enter.
11. Students who participate in Career and Technical Education programs are taught to the same challenging academic proficiencies as are taught to all other students
12. Federal Career and Technical Education funds made available will be used to supplement, and in no case to supplant (replace), such state or local funds.
13. None of the funds expended under Title I of the Perkins Act of 2006 will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, or any affiliate of such an organization.
14. Consortium dollars are not distributed to receiving districts based upon the amount of funds generated by the Carl D. Perkins formula.
15. Career and technical services, programs, and activities relate to state or relate to state or regional occupational opportunities and prepare students for post secondary opportunities or entry into high skill, high wage jobs in current and emerging occupations.
16. The district will ensure their Career and Technical Education programs are in compliance with Perkins IV Sec. 134 & 135.
17. The district has developed an affirmative action plan which is on file in the school district administration office and at OSPI. The affirmative action plan ensures that there will be no discrimination of staff or students in any school district education program, including Career and Technical Education.
18. Equal access to Career and Technical Education programs will be provided to meet the needs of all students in nontraditional and technological occupations regardless of gender.
19. The district assures that all CTE programs facilitate access for all students and complies with all federal and state rules and regulations. The district assures that it does not discriminate on the basis of race, color, national origin, gender, or disability in education programs, services and activities.

20. The district has developed a transition plan (which is on file in the school district administration office) for the removal of any building barriers which may exist which would limit access by students with disabilities to any school district education programs, including Career and Technical Education.
21. Career and Technical Education planning for individuals with disabilities will be coordinated between appropriate representatives of Career and Technical Education and special education.
22. Each student who is disadvantaged and/or each student with a disability who enrolls in Career and Technical Education programs shall receive:
 - a. Assessment of the interests, abilities, and special needs of such students with respect to completing successfully the vocational education program.
 - b. Supplementary services, including adaptation of curriculum, instruction, equipment, and facilities designed to meet the needs of special populations.
 - c. Guidance, counseling, and career development activities conducted by professionally/technically trained counselors who are associated with the provision of such special services.
 - d. Counseling services designated to facilitate the transition from school to post-school employment, career opportunities, and post-secondary education.
23. The districts will adequately address the needs of students in alternative education programs, if such programs are offered in the district.
24. Data reported to OSPI under Perkins 3 is complete, accurate, and reliable.
25. Reports and other information will be submitted within the dates established and documentation will be maintained for five years.
26. The accounting system and management process used by the institution must be consistent with generally accepted accounting and management practices and meet the specific requirements of the Single Audit Act.
27. An inventory record will be maintained for all equipment purchased whole or in part with federal funds. All such equipment will be available for use by students in the approved Career and Technical Education program for which purchased.
28. The district will supply information to the Office of Superintendent of Public Instruction (OSPI) to meet reporting requirements regarding staff, finances, enrollment, completion, and follow up as mandated in the Carl Perkins Career and Technical Education Act of 2006.
29. The district has a policy developed and on file in the school district administration office which ensures there will be no discrimination based upon race, color, national origin, sex, or disabling condition in any school district education program, including vocational-technical education. Districts are required to identify a coordinator of federal Title IX regulations.
30. The district board of directors has adopted a course equivalency procedure for career and technical high school courses offered to secondary students enrolled in high schools and skills centers in accordance with WAC 180-51-066 and RCW 28A.230.097. A career and technical course equivalency may be for whole or partial credit.

Identify the following:

Dr. Kip Herren, Superintendent

Date

Rhonda Larson, Section 504 Coordinator

Date

Mike Harbin, Chairperson
General Advisory Council

Date

Ray Vefik, Board Chair

Date

Rob Swaim, Director/Administrator
Career and Technical Education

Date

Allocation Amount: \$86,383

REQUIRED USES OF THE FUNDS (Section 144 and Section 145)

Districts must provide a brief description of how Perkins IV funds will be used to support the following “required” uses of the funds for the following questions. If you do not plan to use Perkins IV funds for a particular category, please briefly describe how the district is meeting all required activities. All narrative sections must be completed in order to be considered for funding.

IMPROVE ACADEMIC AND TECHNICAL SKILLS OF STUDENTS ENROLLED IN CAREER AND TECHNICAL EDUCATION PROGRAMS (Sec. 144(b)(4)(B))

4.1 Provide a description of how the district will improve programs through the integration of CTE and academic programs.

The Auburn School District has focused all career and technical courses on the academic skills that are being taught and assessed. This focus is in addition to the technical, employability, and leadership skills that are also taught and assessed. Collaboration between vocational-technical teachers and core academic teachers takes place in curriculum areas that are cross-credited.

Academic Competencies: Students will improve mathematic, reading, writing, and science skills and knowledge necessary for foundational success in their careers and lives. Also, students will develop workplace skills of decision-making, problem-solving, creative thinking and improve personal qualities, self-esteem, individual responsibility, and self-management. The application of technology to all academic and technical areas is emphasized. Vocational staff are provided professional development on how to highlight, integrate, teach and assess these core academic skills into vocational classes.

Occupational Competencies: The district’s focus in all programs is to develop in students the skills and attitudes for success. These include: interpersonal skills to work as teams, knowledge of acquiring and organizing information to process, and to communicate in a concise manner. Students will also develop competencies in appropriate use of technology and other resources while continuing to develop an understanding of systems to monitor and improve both individual and group success.

Each career program has a suggested sequence of courses that connect learning for students.

4.2 Provide a description of how the district will encourage CTE students at the secondary level to enroll in challenging core academic subjects.

Through the Auburn School District’s Pathways Program, students are involved in career development activities at each grade level. Articulation agreements have been established between high schools and post-secondary institutions for students who meet the criteria to enter into these programs with advanced standing. Job shadow opportunities are structured for students at any grade level. In addition, juniors and seniors have options for mentorship and internships. Industry Skill Standards projects are also being developed through participation with the South King County Tech Prep Consortium and other groups.

The 4 Auburn High School's Pathways Program is a process for restructuring both what and how we teach and how we assess learning. Designed to help students see the connection between education and their personal lives, Pathways motivates students to learn. Academic and career/technical education is combined with relevant and practical learning activities. These focus on core academic subjects along with CTE.

4.3 Describe how the district will ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as are taught for all other students.

That Auburn School District has focused all vocational-technical courses on the academic skills that are being taught and assessed. This focus is in addition to the technical, employability, and leadership skills that are also taught and assessed. Collaboration between vocational-technical teachers and core academic teacher takes place in curriculum areas that are cross-credited. Academic Competencies: Students will improve mathematic, reading, writing, and science skills and knowledge necessary for foundational success in their careers and lives. Also, students will develop workplace skills of decision-making, problem-solving, creative thinking, and improve personal qualities, self-esteem, individual responsibility, and self-management. The application of technology to all academic and technical areas is emphasized. Vocational Staff are provided professional development on how to highlight, integrate, teach and assess these core academic skills into vocational classes. Occupational Competencies: The district's focus in all programs is to develop in students the skills and attitudes for success. These include: interpersonal skills to work as teams, knowledge of acquiring and organizing information to process, and to communicate in a concise manner. Students will also develop competencies in appropriate use of technology and other resources while continuing to develop an understanding of systems to monitor and improve both individual and group success. Each vocational program has suggested sequence of courses that connect learning for students.

4.4 Describe how the district will provide students with strong experience in, and understanding of, all aspects of and industry (i.e., industry skill standards, certifications, career progression, and management).

All students must meet the requirements for graduation, which includes extensive academic preparation. Vocational-technical teachers integrate math, reading, and writing activities into the instruction and assist students in making the connections of the academics to their interests. Through the application of technical skills, high academic standards are incorporated into all programs.

We continue the process in Auburn of developing district curriculum guides for our CTE courses. These curriculum guides are developed using the Understanding by Design format. Each curriculum guide is aligned with the approved State CTE framework. The curriculum guides are the approved curriculum for all CTE teachers in Auburn that teach a particular course. Each guide outlines the GLEs that are to be addressed for the students in the course, and how the GLEs are to be covered. CTE students are held to the same academic standards as all other students in the Auburn School District.

COMMUNITY AND EDUCATIONAL PARTNERSHIPS (Sec. 144(b)(5))

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

Approximately 200 area businesses, industry, labor, community, and parents are involved with various advisory committees. These committees review curriculum, facilities, equipment, and student leadership. Their role is to review, evaluate, and make recommendations for improvement of programs.

SPECIAL POPULATIONS (Sec. 144(b)(9&9)(A-B))

4.6 Describe how individuals, who are members of the special populations, will not be discriminated against and will have full accessibility to CTE programs. For the purpose of CTE programs accessibility requires looking at how programs, services and activities are delivered to special populations.

The District's three comprehensive high schools have a number of special needs students who access vocational programs. When necessary, these students are supported in the programs with a para-educator. They work with the vocational and classroom instructors to help students who need additional assistance in technical and academic areas. The teen parent program at West Auburn High School assists these students in developing family and workplace skills. Students, parents, and instructors of disabled students develop individual student plans to meet both academic and vocational needs.

PREPARATION FOR NONTRADITIONAL TRAINING AND EMPLOYMENT (Sec. 144(b)(10))

4.7 Describe how the district will promote preparation in non-traditional fields. Include recruitment methods and strategies.

Parents and students access the career center for information on potential opportunities beyond high school. Post-secondary night has also exposed students to additional opportunities, including non-traditional occupations, apprenticeships, technical, and community colleges as well as four-year colleges and universities. The Auburn School District provides students from all four high schools the opportunity to explore non-traditional careers. This includes, but is not limited to, the following: Women and the Trades Fair; Expanding Your Horizons; Pathways Partnerships; and other career exploration activities. Students also have the opportunity to explore post-secondary options through site visits, guest speakers, and other activities arranged through the career centers. Through active advisory committees, vocational-technical programs continue to modify and update curriculum and examine impact on special populations. With input from a variety of community agencies, vocational staff continue to work towards appropriate placement for teen parents and disadvantaged students.

PROFESSIONAL DEVELOPMENT/CTE PERSONNEL

4.8 Describe how comprehensive professional development (including initial teacher preparation) for CTE, academic, guidance and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE (including curriculum development).

Vocational staff will participate in the instructional model activities sponsored by the Auburn School District. These areas include: Understanding By Design Curriculum Development and Academic Interpretation, Exemplary Instructional Strategies, Positive School climate, Team Building/Managing Change, Cultural Diversity, Developing Assessment Strategies, and Integrating Technology with Instruction. Instructors establish improvement goals and set their professional development needs that are reviewed by the program advisory committees. They are encouraged and supported to stay current with business and industry trends, skills and expectations. Many participate in the internship opportunities that are offered through various partners. Throughout the year, vocational-technical staff will be provided the opportunity to attend professional development workshops on vocational planning, procedures and reporting for Career and Technical Education, computer applications and teaching tools, as well as integration of Grade Level Expectation into classrooms with an emphasis on teaching and assessing those core academic skills in addition to the technical skills. In addition, staff are encouraged to gain industry certification in the areas in which they teach. This is significant as it leads to effective teaching/learning and attainment of industry certifications by students.

4.9 Describe how career guidance and academic counseling will be provided to CTE students, including linkages to future education and training opportunities.

Programs in the Auburn School District will continue to focus on high standards-both academic and technical-for all students. Access to all programs within the high schools are open to all students. Special populations are involved in all programs. To attain the performance indicator of: meeting challenging standards; attaining a high school diploma and/or industry validated skills certificate; placement in post-secondary options; and completion of vocational technical programs that lead to non-traditional training and employment are the goals of our schools and programs. Accommodations are made and will be necessary for some of these students.

Each of our high schools have several school counselors that provide the primary academic counseling for students. Each of our high schools also have a career specialist that assists with the career guidance for all students. In the CTE classes the teachers also have the responsibility to provide guidance and counseling to students as needed. Each of the teachers are responsible for an “advisory period” of students. During the advisory period students are assisted with their culminating project and the 13th year plan. Teachers are able to work with students individually and in groups to help them formulate their academic and career plans.

4.10 Describe efforts to improve the recruitment and retention of CTE teachers, faculty, and career guidance and academic counselors, including underrepresented groups; and the transition to teaching from business and industry.

Vocational-technical programs are accessible to all students regardless of their race, religion, or handicapping conditions. Single parents are encouraged to gain the technical skills they will need to

support their family. This often will involve seeking out non-traditional opportunities. ELL students are also encouraged to be involved in the various technical programs that are of interest to them.

ALLOWABLE ACTIVITIES

Priorities of the Carl D. Perkins Career and Technical Education Act of 2006

Under the statute, the LEA must provide for enhanced instructional opportunities that may include the following activities (for each priority box checked, a description of use of funds is required and must identify total Perkins Funds Utilized):

- | | | |
|---|--|----------|
| ✓ | Preparing students for postsecondary education and careers through strong high school programs, career, and technical education. | \$86,383 |
|---|--|----------|

The Auburn School District uses its Perkins funds to support a wide-variety of activities that directly support Career and Technical Education students and teachers. We have an instructional assistant that is supported entirely from grant funds. The instructional assistant is assigned the CTE classrooms based on the number of special needs students in the courses. The instructional assistant works directly with the students to help them improve their academic achievement in their CTE class. Perkins funds are also used to support career exploration materials and software. These materials help inform students about all-aspects-of-an-industry. Non-traditional career exploration activities are also made available to students. A wide-variety of professional development activities are made available to teachers via the funds from the Perkins grant. Teachers have the opportunity to attend conferences, develop and improve curriculum, and participate in staff development opportunities both in and out of the school district. The funding costs to support the development and continuation of the program articulation agreements with the local community and technical colleges are provided via the Perkins grant.

The Auburn School District is also articulated with South King County Tech Prep Consortia. The Auburn School District also works very close with Green River Community College and has continued visitation to specific programs for student interest.

Promoting identification and dissemination of effective practice in raising student achievement in high schools, community colleges, and adult education programs, and lead targeted research investments.

Each high school has a career center that is staffed with a certificated counselor to provide planning for post-secondary options. These options include four-year colleges and universities, community and technical colleges, private trade and technical schools, and opportunities to connect with work-based learning programs. The career center houses a significant amount of printed and computer-based information on post-secondary education and careers.

Promoting improved coordination and communication among programs and activities that prepare youth and adults for postsecondary education and careers.

Our special education students often need additional support to be successful in the vocational programs. Through the district's DO/VRI program, these students receive the academic and technical assistance provided by a para-educator. Business partnership with the Chamber of Commerce and Learning for Life has been very strong. A Web-based database has been developed for teachers to request speakers, job shadow, and field trips will continue to be supported. Expand business partnerships with the Greater Auburn Area Community Career Center.

Insuring the equal access of minorities, women, individuals with disabilities and disadvantaged persons to career, technical, and adult education.

Programs in the Auburn School District will continue to focus on high standards—both academic and technical—for all students. Access to all programs within the high schools are open to all students. Special populations are involved in all programs. To attain the performance indicators of: meeting challenging standards; attaining a high school diploma and/or industry validated skills certificate; placement in post-secondary options; and completion of vocational technical programs that lead to non-traditional training and employment are the goals of our schools and programs. Accommodations are made and will be necessary for some of these students.

Providing a unified Federal approach to high school, career and technical and adult education as well as community colleges with a focus in particular on low achieving areas.	\$3,600
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Promoting the implementation of education technology, as it applies to access and service delivery, as well as instructional methodology.

The instructor and advisory committees use the Washington State OSPI CTE Program Standards review programs. Program advisory committees also review the curriculum, equipment, safety, and facilities on an annual basis and assist in the development of the five-year plan. Students are surveyed by instructors at the end of each semester to provide feedback suggesting strengths and areas of improvement. Follow-up surveys of district graduates are conducted annually by an independent company. Programs gather data on effectiveness of program with follow-up surveys of program graduates as well.

To provide career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs, that –

- Improve graduation rates and provides information and postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans

The costs for the career specialists in our high schools are provided with state funds. The majority of the career guidance materials that are used in the career centers (WOIS, Choices, Career Cruising) are purchased with Perkins funds. These materials are updated yearly so students have access to the latest materials to help them make decisions on their post-secondary training options. We believe that keeping students engaged in school, and helping them with their 13th year plan, reduces the dropout rate.

To support local business and education partnerships and provide work related experiences, entrepreneurship, internships, cooperative education, and job shadowing that are related to career and technical education programs for local education and business (including small business).

Through the Auburn School District's Pathways Program, students are involved in career development activities at each grade level. Articulation agreements have been established between high schools and post-secondary institutions for students who meet the criteria to enter into these programs with advanced standing. Job shadow opportunities are structured for students at any grade level. In addition, juniors and seniors have options for mentorship and internships. Industry Skill Standards projects are also being developed through participation with the South King County Tech Prep Consortium and other groups. Our special education students often need additional support to be successful in the vocational programs. Through the district's DO/VRI program, these students receive the academic and technical assistance provided by a para-educator. Business partnership with the Chamber of Commerce and Learning for Life has been very strong. A Web-based database has been developed for teachers to request speakers, job shadows, and field trips will continue to be supported. Expand business partnerships with the Grater Auburn Area Community Career Conference.

For work-based learning opportunity development for students.

Students have opportunities to develop work-based skills through the mentoring process. The newest mentor opportunity is occurring with the Automotive YES program where students work side-by-side with a service technician to learn the variety of technical skills necessary for this field. District staff support is provided to students through the monitoring of work-based learning experiences. Feedback from mentors and businesses is provided to the staff and students with the goal of offering strong opportunities to all students in future years.

To improve curriculum development or upgrades.

Part of the continued development of the career curriculum at each grade level will be funded through the Perkins funds. Much of the focus is on the academic skills that are taught and assessed and how cross-credit opportunities are made available to students. Specialized high tech areas will also be developed. The upgrading of programs occurs annually with all vocational-technical programs. This improvement is focused on the curriculum development, supplies and equipment necessary to implement the curriculum in these programs. A comprehensive district plan focuses on the areas of curriculum, equipment, facilities, safety, post-secondary connections and promotion developed by each program advisory committee, to allow instructors and the program to stay abreast of industry trends. Special populations are encouraged to participate in vocational-technical courses and staff work to meet the diverse needs of all students including special populations.

To support staff development and related expenses to counselors and instructors – stipends, registration, materials, etc.

Vocational staff will participate in the instructional model activities sponsored by the Auburn School District. These areas include: Understanding By Design Curriculum Development and Academic Interpretation, Exemplary Instructional Strategies, Positive School Climate, Team Building/Managing Change, Cultural Diversity, Developing Assessment Strategies, and Integrating Technology with Instruction. Instructors establish improvement goals and set their professional development needs that are reviewed by the program advisory committees. They are encouraged and supported to stay current with business and industry trends, skills and expectations. Many participate in the internship opportunities that are offered through various partners. Throughout the year, vocational-technical staff will be provided the opportunity to attend professional development workshops on vocational planning, procedures and reporting for Career and Technical Education, computer applications and teaching tools, as well as integration of Grade Level Expectations into classrooms with an emphasis on teaching and assessing those core academic skills in addition to the technical skills. In addition, staff are encouraged to gain industry certification in the areas in which they teach. This is significant as it leads to effective teaching/learning and attainment of industry certifications by students.

To provide support for training programs in automotive technologies.

Auburn School District has an exceptional automotive program that is housed at Auburn Senior High School. This is shared by all 4 high schools in the district. Perkins dollars will provide partial support, for, but not limited to the Auto Yes Program and industry certification testing stations for students.

Articulation agreement development – Funds may be used to purchase textbooks for newly articulated courses, but cannot be used to replace textbooks currently being used by a secondary school. The Carl D. Perkins grant is supplemental funding, therefore districts cannot supplant

Through the Auburn School District's Pathways Program, students are involved in career development activities at each grade level. Articulation agreements have been established between high schools and post-secondary institutions for students who meet the criteria to enter into these programs with advanced standing. Job shadow opportunities are structured for students at any grade level. In addition, juniors and seniors have options for mentorship and internships. Industry Skills Standards projects are also being developed through participation with the South King County Tech Prep Consortium and other groups.

Provision of mentoring, leadership activities, and academic or career counseling for secondary youth in CTE programs.

Support for West Auburn High School vocational student leadership organization's annual leadership retreat is partially funded with Perkins dollars.

Transportation to Tech Camps or Technical College visits.

The Auburn School District provides students from all four high schools the opportunity to explore non-traditional careers. This includes (but is not limited to) the following: Women and Trades Fair; Expanding your Horizons; Pathways Partnerships; and other career exploration activities. Students also have the opportunity to explore post-secondary options through site visits, guest speakers, and other activities arranged through the career centers.

Support for family and consumer sciences programs.

Family and Consumer Science Education will receive support from Perkins dollars for field trips, visitations to daycares, retirement homes, businesses, etc.

Support assistance to students who have participated in services and activities under this title in finding an appropriate job and continuing their education.

Each high school has a career center that is staffed with a certificated counselor to provide planning for post-secondary options. These options include four-year colleges and universities, community and technical colleges, private trade and technical schools, and opportunities to connect with work-based learning programs. The career center houses a significant amount of printed and computer-based information on post-secondary education and careers.

Activities for mentoring and support services.

The Auburn School District provides new teachers with an in building mentor. The mentor provides the new teacher with a support staff member in the building and curriculum support. The mentors and new teachers are pulled out for trainings at the district office and for visitations to like programs. The release time for visitations will be paid out of Perkins dollars. Students have opportunities to develop work-based skills through the mentoring process. The newest mentor opportunity is occurring with the Automotive YES program where students work side-by-side with a service technician to learn the variety of technical skills necessary for this field. District staff support is provided to students through the monitoring of work-based learning experiences. Feedback from mentors and businesses is provided to the staff and students with the goal of offering strong opportunities to all students in future years.

Coordination efforts with parents, businesses and labor organizations in the design, implementation, and evaluating the CTE program to promote parents, community and businesses to become active participants in their local education agency.

Approximately 200 area businesses, industry, labor, community, and parents are involved with various advisory committees. These committees review curriculum, facilities, equipment, and student leadership. Their role is to review, evaluate, and make recommendations for improvement programs.

Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with, to assist parents of CTE students by offering comprehensive community services.

The most intense collaboration with the Auburn Area Chamber of Commerce was the Greater Auburn Area Career Conference held on March 25, 2008, at Grace Community Church in Auburn. The Auburn Community Career Fair is a one-day event where students interact with employers and engage in speaker sessions connecting the classroom to the world of work. Businesses from throughout the greater Auburn area hold mock interviews with students and have an information booth where they share information about their business. Speaker sessions focusing on technology, interviewing strategies, and business attire support the goals of the Career Conference. The Career Fair is a partnership between the Auburn Chamber of Commerce and the Auburn School District. This year, 50 business representative, along with 24 mentor teachers and over 300 students from seven high schools, were a part of the vent. It was an extremely valuable opportunity for all participants involved.

Services that are directly attributable to the presence in the secondary schools of CTE students, including the payment of costs of providing additional classroom supplies to support extended instruction, culturally relevant materials, or such other costs that are directly related to the goals and objectives of the grant.

The upgrading of programs occurs annually with all vocational-technical programs. This improvement is focused on the curriculum development, supplies and equipment necessary to implement the curriculum in these programs. A comprehensive district plan focuses on the areas of curriculum, equipment, facilities, safety, post-secondary connections and promotion developed by each program advisory committee, to allow instructors and the program to stay abreast of industry trends. Special populations are encouraged to participate in vocational-technical courses and staff work to meet the diverse needs of all students including special populations.

To support other career and technical education activities that are consistent with the purpose of this Act.

Through this grant, we will provide students from all three high schools the opportunity to explore non-traditional careers. This may include (but is not limited to) the following: Women and the Trades Fair; Women Fly; Expanding Your Horizons; and other career exploration activities.

STATE LEVELS OF PERFORMANCE (Section 134(b)(2))

Perkins IV requires new performance measures. Districts are required to meet district level performance measurements for each indicator. Districts may either accept the state negotiated level of performance, or have the option of negotiating each of the state's targets. Districts opting to negotiate must set a proposed level that is an average of the district's performance level over the last two or three years, plus a 3% above the average district performance measures.

Indicator	State Target	Negotiated District Target Proposed Level
Indicator 1S1 Academic Attainment (Language Arts/Reading)	74.30%	
Indicator 1S2 Academic Attainment (Mathematics)	62.40%	
Indicator 2S1 Technical Skill Attainment	398	
Indicator 3S1 Secondary School Completion	88.52%	
Indicator 4S1 Student Graduation Rates	73.00%	
Indicator 5S1 Placement in Postsecondary Education or Employment	75.36%	
Indicator 6S1 Nontraditional Participation	26.50%	
Indicator 6S2 Nontraditional Completion	34.50%	32.02

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

6.1 Indicator I/II: Describe how the district will increase student attainment of challenging academic content standards and student academic achievement standards in Language Arts/Reading and Mathematics.

The vocational/technical program curricula are continually reviewed to ensure that they are aligned with both academic skills and vocational/technical skills standards. Curriculum review incorporate recommendations of the: local advisory committee, general advisory council, the Department of Student Learning and the instructional staff before being endorsed by the school board. Students enrolled in vocational programs are continually assessed, within the program, using a variety of methods to monitor progress and the attainment of academic and vocational/technical skills.

6.2 Indicator III: Describe how the district will increase student attainment of career and technical skill proficiencies, including student achievement on technical assessments that are aligned with industry recognized standards.

Tech Prep articulation agreements are in place with our local community and technical colleges through the South King County Tech Prep Consortium. The articulation agreements that have been developed has helped us to make sure that our curriculum is aligned with post-secondary and industry standards. WE plan to offer more opportunities for students to demonstrate their technical

skill attainment by increasing the amount of industry-based competency tests that students have access to that are recognized by OSPI.

6.2a Indicator III: The Stat's goal is to provide all CTE Students with the skills and opportunity to take and pass an industry-recognized assessment for certification. All districts are required to develop and implement a plan in helping the State reach target for technical skill attainment (2S1). The State's plan measures the number of students who actually take and pass the industry-recognized technical skill assessment. Please describe your district's plan in supporting the State's target.

Our Business, Electronics, Metals/Machining and Auto programs have certifications that students can earn and attain each year. When more certifications become available by the state we will implement accordingly.

6.3 Indicator IV/V: Describe how the district will increase student rates of attainment of each of the following:

- A. A secondary school diploma (student graduation rates)
- B. A GED credential

All students are expected to meet the requirements for graduation and receive a diploma. Student attainment of this expectation is facilitated through the school district Pathways Program, connections to post-secondary programs through articulated vocational courses, articulated apprenticeships, Tech Prep Direct-Transportation, job shadowing, mentorship, internship and career development activities such as the Greater Auburn Community Career Conference.

6.4 Indicator VI: Describe how the district will identify with student placement in postsecondary education, military service or in employment.

Student post-secondary placement is increased through participation in the district pathways program, articulated vocational courses, apprenticeships, Career Centers, and Tech Prep. Direct Transcription, work-based learning activities, on-the-job-training, connections created through local program advisory committees, job shadowing, mentorship and internship programs all are direct links to the business community and increased employment.

We will be using a variety of follow-up strategies to identify the student placement after they leave high schools. For CTE concentrators that have not identified their social security number, we will contact them individually to gather the necessary follow-up information.

6.5 Indicator VII/VIII: Describe how the district will increase enrollment in the districts nontraditional training and employment programs.

Through the career center, post-secondary night, input from local advisory committees, and a variety of community agencies, students have access to information on potential opportunities beyond high school. Programs such as the Women and the Trades Fair, Women Fly; Expanding your Horizons and other opportunities provide direct exploration opportunities in non-traditional careers. Through these connections as increase to non-traditional training and employment is developed.

EVALUATION

6.6 Describe how the district will review CTE programs, identify and adopt strategies to overcome barriers that result in lower access or success for special populations. This should include programs that are designed to enable the special populations to meet the State adjusted levels of performance and activities to prepare special populations for high-skill, high wage, or high demand occupations that will lead to self-sufficiency.

We continually review our programs to make sure they are filling the needs of all students and not creating barriers for students to access CTE programs. We are working to align all of our CTE programs with the WA State GLEs, and incorporate basic academic instruction into all classes. We will continue to support professional development activities for teachers with Perkins funds to help them improve their classroom instruction and meet the needs of all students (especially those with special needs).

6.7 Describe how the district will use Perkins funds to independently evaluate and continuously improve the performance of the district's career and technical education program. Please list strategies for improving your performance measures. (Examples include: evaluation procedures demonstrating the occupational skills gained by students, teachers evaluations of staff development activities, and procedures used to demonstrate outcomes realized by students through improved technology).

Our advisory committees are very involved in evaluating the effectiveness of each of our CTE programs. The advisory committees review and revise the every year program plans and descriptions for each area. We set the professional development activities for the CTE teachers based upon the needs of the teachers and the district's goals. The teachers evaluate the effectiveness of the professional development activities and suggest areas for improvement.

TEACHER DATA

By teacher name please enter CIP codes that the Career and Technical Education (CTE) Teachers will teach for the 2009-10 school year. (Include All CTE Teachers)

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

7.1 How many teachers in your district are teaching CTE Courses?

44

Name: (First) AmyAnn	Name: (Last) Krause	Email: akrause@auburn.wednet.edu
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CIP codes: (Up To 7 Entries)			
1 510800	2 510913	3	4
5	6	7	

Name: (First) Bess	Name: (Last) Owens	Email: bowens@auburn.wednet.edu
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CIP codes: (Up To 7 Entries)			
1 190501	2 190002	3	4
5	6	7	

Name: (First) Bill	Name: (Last) Sumner	Email: wsumner@auburn.wednet.edu
---------------------------	----------------------------	---

CIP codes: (Up To 7 Entries)			
1 470100	2 140102	3	4
5	6	7	

Name: (First) Bruce	Name: (Last) Morris	Email: bmorris@auburn.wednet.edu
----------------------------	----------------------------	---

CIP codes: (Up To 7 Entries)			
1 011103	2	3	4
5	6	7	

Name: (First) Cary	Name: (Last) Davidson	Email: cdavidson@auburn.wednet.edu
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CIP codes: (Up To 7 Entries)			
1 100301	2	3	4
5	6	7	

Name: (First) Chris	Name: (Last) Tucker	Email: ctucker@auburn.wednet.edu
----------------------------	----------------------------	---

CIP codes: (Up To 7 Entries)			
1 510800	2 510913	3	4
5	6	7	

Name: (First) Chris	Name: (Last) Wilson	Email: cwilson@auburn.wednet.edu
----------------------------	----------------------------	---

CIP codes: (Up To 7 Entries)			
1 520301	2 279998	3 110601	4 521400
5 521801	6	7	

Name: (First) Chris	Name: (Last) Zawislak	Email: czawislak@auburn.wednet.edu
----------------------------	------------------------------	---

CIP codes: (Up To 7 Entries)			
1 470101	2 470104	3	4
5	6	7	

Name: (First) Chuck	Name: (Last) Fitzgerald	Email: cfitzgerald@auburn.wednet.edu
----------------------------	--------------------------------	---

CIP codes: (Up To 7 Entries)			
1 100290	2	3	4
5	6	7	

Name: (First) Cindy	Name: (Last) Anderson	Email: canderson@auburn.wednet.edu
----------------------------	------------------------------	---

CIP codes: (Up To 7 Entries)			
1 161603	2	3	4
5	6	7	

Name: (First) Cindy	Name: (Last) Pratt	Email: cpratt@auburn.wednet.edu
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CIP codes: (Up To 7 Entries)			
1 190003	2	3	4
5	6	7	

Name: (First) Colleen	Name: (Last) Rayburn	Email: crayburn@auburn.wednet.edu
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CIP codes: (Up To 7 Entries)			
1 320107	2 528888	3 198888	4 320107
5	6	7	

Name: (First) Crystal	Name: (Last) Wisness	Email: cwisness@auburn.wednet.edu
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CIP codes: (Up To 7 Entries)			
1 320107	2	3	4
5	6	7	

Name: (First) Derek	Name: (Last) Enz	Email: denz@auburn.wednet.edu
----------------------------	-------------------------	--------------------------------------

CIP codes: (Up To 7 Entries)			
1 521400	2 521401	3 310504	4 521804
5 521801	6 520701	7	

Name: (First) Diane	Name: (Last) Sarr	Email: dsarr@auburn.wednet.edu
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CIP codes: (Up To 7 Entries)			
1 500402	2	3	4
5	6	7	

Name: (First) Dorin	Name: (Last) Meinhart	Email: dmeinhart@auburn.wednet.edu
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CIP codes: (Up To 7 Entries)			
1 500713	2	3	4
5	6	7	

Name: (First) Doug	Name: (Last) Aubert	Email: daubert@auburn.wednet.edu
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CIP codes: (Up To 7 Entries)			
1 521400	2 521401	3 310504	4 521804
5 520701	6	7	

Name: (First) Frank	Name: (Last) Medina	Email: fmedina@auburn.wednet.edu
----------------------------	----------------------------	---

CIP codes: (Up To 7 Entries)			
1 470101	2 470104	3 110801	4 110901
5	6	7	

Name: (First) Fred	Name: (Last) Donaldson	Email: fdonaldson@auburn.wednet.edu
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CIP codes: (Up To 7 Entries)			
1 470606	2 470604	3	4
5	6	7	

Name: (First) Gina	Name: (Last) Sandland	Email: gsandland@auburn.wednet.edu
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CIP codes: (Up To 7 Entries)			
1 100301	2	3	4
5	6	7	

Name: (First) Jim	Name: (Last) Wickens	Email: jwickens@auburn.wednet.edu
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CIP codes: (Up To 7 Entries)			
1 480701	2 018888	3 108888	4 128888
5 138888	6 158888	7 168888	

Name: (First) Kathy	Name: (Last) Lobdell	Email: klobdell@auburn.wednet.edu
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CIP codes: (Up To 7 Entries)			
1 500402	2	3	4
5	6	7	

Name: (First) Kelly	Name: (Last) Jensen	Email: kjensen@auburn.wednet.edu
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CIP codes: (Up To 7 Entries)			
1 130101	2 190901	3 190002	4 190601
5 190501	6	7	

Name: (First) Kenny	Name: (Last) White	Email: kwhite@auburn.wednet.edu
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CIP codes: (Up To 7 Entries)			
1 140102	2	3	4
5	6	7	

Name: (First) Krista	Name: (Last) Parsons	Email: kparsons@auburn.wednet.edu
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CIP codes: (Up To 7 Entries)			
1 510800	2 510913	3	4
5	6	7	

Name: (First) Lew	Name: (Last) Keliher	Email: lkeliher@auburn.wednet.edu
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CIP codes: (Up To 7 Entries)			
1 470100	2 140102	3 480701	4 460100
5	6	7	

Name: (First) Linda	Name: (Last) Morris	Email: lmorris@auburn.wednet.edu
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CIP codes: (Up To 7 Entries)			
1 130101	2 190901	3 190601	4
5	6	7	

Name: (First) Lonnie	Name: (Last) Chavez	Email: lchavez@auburn.wednet.edu
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CIP codes: (Up To 7 Entries)			
1 500402	2 320107	3	4
5	6	7	

Name: (First) Lori	Name: (Last) Jacobs	Email: ljacobs@auburn.wednet.edu
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CIP codes: (Up To 7 Entries)			
1 450601	2 521400	3 521501	4 521801
5 520701	6	7	

Name: (First) Marci	Name: (Last) Killian	Email: mkillian@auburn.wednet.edu
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CIP codes: (Up To 7 Entries)			
1 120503	2	3	4
5	6	7	

Name: (First) Mike	Name: (Last) Fawcett	Email: mfawcett@auburn.wednet.edu
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CIP codes: (Up To 7 Entries)			
1 470101	2 470104	3 110801	4 470104
5 400891	6	7	

Name: (First) Noreen	Name: (Last) Kebba	Email: nkebba@auburn.wednet.edu
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CIP codes: (Up To 7 Entries)			
1 190501	2 190716	3 190003	4
5	6	7	

Name: (First) Patty	Name: (Last) Eckelman	Email: peckelman@auburn.wednet.edu
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CIP codes: (Up To 7 Entries)			
1 520301	2 279998	3 220001	4 110601
5 110699	6 320107	7	

Name: (First) Rebecca	Name: (Last) Olson	Email: rolson@auburn.wednet.edu
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CIP codes: (Up To 7 Entries)			
1 520301	2 520486	3 320107	4 108888
5 128888	6 138888	7 158888	

Name: (First) Regina	Name: (Last) Grubb	Email: rgrubb@auburn.wednet.edu
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CIP codes: (Up To 7 Entries)			
1 011103	2 010605	3 010603	4 010608
5 320107	6	7	

Name: (First) Roberta	Name: (Last) Locke	Email: rlocke@auburn.wednet.edu
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CIP codes: (Up To 7 Entries)			
1 120503	2	3	4
5	6	7	

Name: (First) Ronald	Name: (Last) Cughan	Email: rcughan@auburn.wednet.edu
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CIP codes: (Up To 7 Entries)			
1 480508	2 480503	3	4
5	6	7	

Name: (First) Stephanie	Name: (Last) Keagle	Email: skeagle@auburn.wednet.edu
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CIP codes: (Up To 7 Entries)			
1 091001	2	3	4
5	6	7	

Name: (First) Stephanie	Name: (Last) Swift	Email: sswift@auburn.wednet.edu
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CIP codes: (Up To 7 Entries)			
1 190501	2 320107	3	4
5	6	7	

Name: (First) Steve	Name: (Last) Calhoun	Email: scalhoun@auburn.wednet.edu
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CIP codes: (Up To 7 Entries)			
1 510800	2 510913	3	4
5	6	7	

Name: (First) Steven	Name: (Last) Payne	Email: spayne@auburn.wednet.edu
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CIP codes: (Up To 7 Entries)			
1 520301	2 279998	3 450601	4 110601
5 110699	6 091001	7	

Name: (First) Susan	Name: (Last) James	Email: sjames@auburn.wednet.edu
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CIP codes: (Up To 7 Entries)			
1 091001	2	3	4
5	6	7	

Name: (First) Timothy	Name: (Last) Scott	Email: tscott@auburn.wednet.edu
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CIP codes: (Up To 7 Entries)			
1 104102	2 480701	3	4
5	6	7	

Name: (First) Vicki	Name: (Last) Munoz	Email: vmunoz@auburn.wednet.edu
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CIP codes: (Up To 7 Entries)			
1 279998	2 320107	3 110601	4 110699
5 320107	6	7	

Name: (First) Vivian	Name: (Last) Baglien	Email: vbaglien@auburn.wednet.edu
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CIP codes: (Up To 7 Entries)			
1 130101	2 190901	3 190501	4 190002
5 190601	6	7	

Name: (First) Wayne	Name: (Last) Shelton	Email: wshelton@auburn.wednet.edu
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CIP codes: (Up To 7 Entries)			
1 120503	2	3	4
5	6	7	

Name: (First) Wendy	Name: (Last) Woldenberg	Email: wwoldenberg@auburn.wednet.edu
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CIP codes: (Up To 7 Entries)			
1 500713	2	3	4
5	6	7	

7.2 Please identify counselors (career or other) funded out of Perkins.

Name: (First) Carollynn	Name: (Last) Hanson	Email: chanson@auburn.wednet.edu
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Name: (First) Steve	Name: (Last) Mead	Email: smead@auburn.wednet.edu
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Name: (First) Jon	Name: (Last) Morrow	Email: jmorrow@auburn.wednet.edu
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CERTIFICATION

Does your district offer any program(s) of study that will lead a recognized industry certification? (Definition of an Industry-based Certification/License: As certification/license issued by an appropriate industry for demonstrated knowledge and skill expertise in a specified area of career).

If yes, please list by CIP codes and certification(s) offered by the district within the district CTE courses to a student during state five year plan. (ex. 120401-State Licensed Cosmetologist)

CIP Code: 470604	Certification: AYES
CIP Code: 151305	Certification: ISCET
CIP Code: 110901	Certification: CCNA
CIP Code: 110609	Certification: MOS

PROGRAMS OF STUDY

Describe how the district will offer a career and technical education programs of study to students (and inform parents as appropriate) when planning for and completing future coursework, for career and technical content areas that – Section 122 (c)(1)(A)(i-iv)

- Include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;
- May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits;
- Leads to industry-recognized credential or certificate at the postsecondary level, or an associates or baccalaureate degree and
- Leads to employment or apprenticeship programs.

The following are minimum criteria for program of study assurances:

- The secondary CTE, academic, and appropriate elective courses are included, as well as the state and local graduation requirement;
- The secondary program of study includes leadership standards where appropriate;
- The secondary program of study includes employability standards where appropriate;
- The program of study includes coherent and rigorous coursework in a non-duplicative sequence of courses from secondary to postsecondary;
- Completion of the secondary program of study prepares students for entry into the postsecondary program or apprenticeship;
- Program of Study courses include appropriate state standards and industry skills standards, where applicable; and
- Program of study at the post secondary leads to an industry recognized credential; certificate or degree; or apprenticeship

Program of Study is Construction Technology. This program meets the described criteria, including:
1. Articulation with South King County Tech Prep consortia for college credit while completing

high school work. 2. Rigorous content as aligned with challenging math and science. The content is approved and monitored by a highly involved advisory committee, comprised of members and students. Textbook, online resources, shop equipment, tools and facilities are all aligned to provide students the maximum opportunities for learning industry skills. 3. Opportunities are provided to earn dual credit through Tech Prep articulation, and to visit local area technical colleges. Members of the CTE construction programs are invited to participate as members of the advisory committee. 4. Allows students to receive the skills recognized that will make them ideal candidates for acceptance into post-high school construction programs or a job opportunity in the community. Introductory courses acquaint students with safety procedures, tools and equipment, and basic construction principals. Hands-on lab activities include a variety of skills and projects. The course also covers construction history as well as future technologies.

CAREER AND TECHNICAL EDUCATION ADVISORY COUNCIL

Number of meetings during 2009-2010	2	Minutes are on file?
Dates of meetings during 2009-2010	October 7, 2009	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	May 5, 2010	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

School district representatives are non-voting members and cannot sign endorsement of programs. Specific council evaluations and recommendations concerning job needs and program relevance are described in council minutes which are on file in the school district administrative office.

Vocational Director/Administrator: **Mr. Rob Swaim**

Percent of time contracted solely for vocational administration: **80%**

Valid vocational director's certificate: ☒ Yes ☐ No

The council endorses continuation of the total district vocational-technical education program for the 2010-2012 school year.

☒ Yes ☐ No If no, provide qualifying information:

List general advisory council members:

Kim Tofstad	Community Service Center for the Deaf and Hard of Hearing
Darrin Lowry	AHS Assistant Principal
Dwayne Folsom	AMHS Assistant Principal
Dave Halford	ARHS Assistant Principal
Gordy Nishimoto	Scarff Ford
Kevin Kerr	Meteor Comm
Cyndee Smith McCarthy	Causuually & Hurdelbrink
Jon Morrow	AHS Career Center
Laurie Dooley	ARHS Career Center
Carolynn Hanson	AMHS Career Center
Tom Erdmann	SKC Design Co & Fine Designs Inc
Kraig Elliott	Food Services of America
Mike Milby	Boeing
Steve Chatman	Boeing
Sauce Shimojima	Community Member
Mark Seman	Meadows Golf Links
Stephany George	Mary Kay Independent Sr. Consultant
Mark Peterson	BECU, Manager
Charles Lenegar	GRCC Instructor
Brad Sprague	WAHS Principal
Graham Reedy	M.D., P.S. Sports and Activity Medicine
Mike Harbin Jr	Spectrum Sign Co., Inc
Paul Hander	Furniture Repair
Marty Hawkins	Synergy Consulting
Rob Swaim	CTE Assistant Director
Dan Ricci	Construction Business
Karen Furuya	

AUBURN SCHOOL DISTRICT CAREER AND TECHNICAL EDUCATION

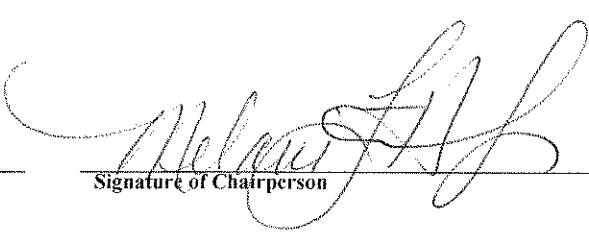
- **Agriculture Education**

AUBURN SCHOOL DISTRICT CAREER AND TECHNICAL EDUCATION

Horticulture & Natural Resources

Annual Program Plan & Description for the 2009 – 10 School Year

On behalf of the Program Advisory Committee for Horticulture & Natural, I
Resources
Melani Hunt represent the members as having read, approved
and will support this program plan and description for the 09-10 school year.

Melani Hunt_____
Typed Name of Chairperson

Signature of Chairperson5-5-10

Date

**CAREER & TECHNICAL
EDUCATION (CTE)****PROGRAM****Horticulture & Natural
Resources****PROGRAM DESCRIPTION****OVERVIEW & Plan**

(complete one per program per year)

**Program
provided at**
(check all that apply)

- ☒ Auburn High School
☒ Auburn Mountainview High School
☐ Auburn Riverside High School
☐ West Auburn High School

Advisory Committee An advisory committee actively guides the relevance and continuous improvement of the program. It is a committee whose members should represent business and industry, education, labor organizations, special populations, community, government, students, parents and teachers. A majority of the members shall share an expert working knowledge of the job tasks and competencies required for related occupations, related labor market needs and courses necessary to meet these needs. The committee provides advice in the design, development, deliver, evaluation and continuous improvement of CTE programs. The committee meets on a regular basis and minutes are on file in the district.

Number of meetings 2009-10

 3 **Dates of meetings****Minutes
on File**Chairperson Melani Hunt

1. 10-07-09
 2. 4-20-10
 3. 5-5-10

ü

☒☒☒**Advisory Committee Members**

Name	Representing	*Must have a minimum of three voting members
Lynne Busch	Community Member	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Pat Cummins	Forester	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Gina Dahlhauser	Master Gardener	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Dick Hopkins	GRCC NR Instructor	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Melani Hunt	Floral Design	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Mark Seaman	Sumner Meadows Golf Links	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Steve Dubay	AMHS Administration	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Roger Lee	AHS Administration	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Regina Grubb	AMHS Instructor	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Bruce Morris	AHS Instructor	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
		<input type="checkbox"/> voting <input type="checkbox"/> non-voting

* A voting member is a representative from a business related to the occupational area of the program. Family and Consumer Sciences Education-Related Occupations shall include homemakers, parents and single parents, professionals, employers from business and industry, representative of health and welfare agencies, recent graduates, cultural and economic groups found in the community.

As a result of the Program Advisory Committee meetings noted above, the members determined that:

- SFacilities meet trade standards
 SEquipment meets trade standards
 SCurriculum standards meet trade standards

Yes**No***☒☐☒☐☒☐

* Any "No" responses must be reflected in detail in the meeting minutes and should be referenced on the District Program Plan for this program.

2009-2010

Instructors CTE instructors hold a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned. . .with the appropriate certification, knowledge, skills and occupational experience (P1.4 & E2.4, P1.4a, E2.4a). After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.

(duplicate page as needed)

Instructor Name	Bruce Morris	School	<input checked="" type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s)	Agriculture & Natural Resources			
Certificate renewal date	August 2015	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.				
	Completed	In Progress	For Next Year	
First Aid/CPR	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
National Board Certification	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Doctoral Degree	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
AHS Renewal Sub-Comittee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)				
Description	Date	Location		
First Aid Card Expiration:	5-2011	CPR Card Expiration:	5-2011	

Instructor Name	Regina Grubb	School	<input type="checkbox"/> AHS <input checked="" type="checkbox"/> AMHS	<input type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s)	Career Choices (V600092), Entrepreneurship (V080301), Floriculture (V010603), Horticulture (V010601), Worksite Learning Coordinator (V600097) and Applied Math (Units A - 12)			
Certificate renewal date	June 2017	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.				
	Completed	In Progress	For Next Year	
First Aid/CPR	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
WAAE Summer Conference 2009	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Safety Committee (AMHS Building)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Applied Math Training Conference & Fall/Spring In-service	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in your teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)				
Description	Date	Location		
WAAE Summer Conference 2010	June 2010	Kelso, WA		
Master's Degree	Ongoing	WSU		
First Aid Card Expiration:	2-2011	CPR Card Expiration:	2-2011	

Program Evaluation and Improvement

	Number of Surveys Distributed	Number of Surveys Completed and Returned	Date reviewed by Advisory Committee
Semester Class Exit Survey Reviewed (2 nd semester from last school year)	AHS: 129	AHS: 113	AHS: 4-20-10
	AMHS: 75	AMHS: 65	AMHS: 4-20-10
	ARHS:	ARHS:	ARHS:
	WAHS:	WAHS:	WAHS:
Semester Class Exit Survey Reviewed (1st semester current school year)	AHS: 87	AHS: 77	AHS: 4-20-10
	AMHS: 85	AMHS: 77	AMHS: 4-20-10
	ARHS:	ARHS:	ARHS:
	WAHS:	WAHS:	WAHS:
1 - year Graduate Survey (optional) Class of _____2009_____	AHS: 28	AHS: 17	AHS: 4-20-10
	AMHS: 5	AMHS: 0	AMHS: 4-20-10
	ARHS:	ARHS:	ARHS:
	WAHS:	WAHS:	WAHS:

List recommendations from surveys for program improvement.

AHS	AMHS	ARHS	WAHS
1. Continue to add hands-on activities 2. Keep class fun and interesting 3. Keep natural resources class	1. Less math. 2. Increase current industry periodicals 3. More time in greenhouse	1. 2. 3.	1. 2. 3.

List strengths from surveys for program growth and stability.

AHS	AMHS	ARHS	WAHS
1. Enjoy hands on activities 2. Instructor makes class interesting 3. Information is useful to me.	1. Instructor extremely knowledgeable 2. Plant Sale fun and educational 3. Ownership/responsibility with self directed activities/projects.	1. 2. 3.	1. 2. 3.

Program Components Continued...

	Yes	No
sInstructor certification and renewal dates have been reviewed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sA para-educator provided for this program? (limited use)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sLeadership skills are taught and assessed to every student enrolled through a Career and Technical Education Student Organization (CTSO) and/or through skills integrated into the classroom? (E4.1, E4.1a, E4.1b)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Leadership is provided by (E4.1c) <u>National FFA Organization (NFFAO) and Horticulture Club</u>		
<small>Name of CTE Student Organization</small>		

sIf a Washington State endorsed CTSE is not available for students, please attach a description of leadership skill integration to this plan. Advisory committee must review and approve this description annually.

	Yes	No
sEmployability (SCANS) are taught and assessed in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sInformation regarding career opportunities in this field including non-traditional opportunities is included in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sNeeds of special education and diverse populations are met by this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sSafety skills and/or a safety plan are implemented in every classroom of this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sPromotion plan for this program has been reviewed by the advisory committee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Worked with advisory committee to refine. Developed curriculum to match new class elements. Continued discussions on articulation.</p> <p>AMHS: Completed work on Equivalency Credit Committee – new policy adopted by district.</p> <p>ARHS:</p> <p>WAHS:</p>	<p>Curriculum (E2.1, E2.2, P1.1, P1.1a, P1.1b)</p> <ul style="list-style-type: none"> What modifications should be made to the curriculum? <ul style="list-style-type: none"> What is outdated? What is new and emerging? 	<p>AHS: Working with advisory committee. Work on developing college articulations and tech prep. Incorporating outside agencies. Using curriculum developed.</p> <p>AMHS: Integrating new state power standards for science into current curriculum review. Working with administration to submit lab science equivalency credit for Horticulture science/Plant Biology. Developing additional lab activities around environmental issues and to enhance lab-science status.</p> <p>ARHS:</p> <p>WAHS:</p>	<p>AHS: Work with advisory committee. Continue college articulations and tech prep. Developing new curriculum for new curriculum cycle.</p> <p>AMHS: Advertise to incoming 8th graders and staff regarding lab science equivalency. Initiate work for equivalency credit for fine arts in Floral Design course. Continue development of meaningful lab activities to enhance curriculum.</p> <p>ARHS:</p> <p>WAHS:</p>	<p>AHS: Find new members; set up meetings. Visit CPTC and continue relationship for articulation. Put into action the curriculum developed. Develop other positive community relationships.</p> <p>AMHS: Identify and purchase lab supplies to support meaningful lab activities (\$500). Initiate contact with superintendent at Auburn Golf Course to establish First Greens curriculum within Landscape course. (\$ for travel)</p> <p>ARHS:</p> <p>WAHS:</p>	<p>AHS: Review textbooks and equipment. Review technologies. Explore field trip/guest speaker options. Expand community contacts.</p> <p>AMHS: Increase program enrollment to 1.0 FTE with three Horticulture Science and two advanced classes. Develop web-based course enhancements. Implement year round greenhouse & nursery operation, including summer school session.</p> <p>ARHS:</p> <p>WAHS:</p>
<p>AHS: Maintained current journals. Developed labs. Obtained new computers for classroom.</p> <p>AMHS: Phase 1 of Land lab walkway completed. Pond installation put on hold. Donation of hand tools and gloves from Agrishop.</p> <p>ARHS:</p>	<p>Instructional Tools and Equipment</p> <ul style="list-style-type: none"> What tools are needed to deliver the curriculum? Does equipment meet industry standard? Are teaching tools updated and relevant? 	<p>AHS: Maintained current horticulture/natural resources journals. Added to existing labs.</p> <p>AMHS: Purchased loppers, pole pruner, shovels and rain gear for landscape class. Continue procurement of components for land lab installation (pavers, cold frame). Organize storage room to accommodate greenhouse supply inventory. Donation of power equipment from Agrishop in progress.</p>	<p>AHS: Maintain journals. Evaluate tools and equipment for repair and or replacement.</p> <p>AMHS: Move cooler out of classroom – too noisy. Build tool organizer. Update floral tools and equipment; update floral work stations. Write grant for rainwater storage system.</p> <p>ARHS:</p>	<p>AHS: Work with district on bond for program equivalent facilities. Stay current with journals. Search websites and attend relevant workshops. Evaluate and order replacements.</p> <p>AMHS: Purchase hand tools to support student enrollment in floriculture class (\$200). Add industry specific periodicals to enhance instruction.(\$100)</p>	<p>AHS: Review new journals. Evaluate repairs needed. Evaluate the need for replacement equipment and/or supplies. Update color printer.</p> <p>AMHS: Obtain or build lockable storage shed in land lab. Add outdoor irrigation system for summer watering and fertilization. Solar panels for hydroponics unit.</p>

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
WAHS:		ARHS: WAHS:	WAHS:	ARHS: WAHS:	Complete tool selection supporting the FFA Nursery/Landscape identification list. Sufficient floral equipment to provide meaningful learning. ARHS: WAHS:
<p>AHS: Participated in fire and earthquake drills. Maintained equipment and first aid kit. Reviewed safety guidelines and conducted safety quizzes. Utilized paraprofessional.</p> <p>AMHS: Member of building safety committee. Continued review of classroom safety training. Continued update of MSDS sheets. Continued recording of required pesticide application records. Received paraprofessional to mitigate safety issues in the classroom. Greenhouse phone not installed.</p> <p>ARHS:</p>	<p style="text-align: center;">Safety* (E2.5a, P1.3)</p> <ul style="list-style-type: none"> • How is safety addressed in the program? • Are there established safety procedures? • How is safety instruction provided to students? 	<p>AHS: Participating in fire and earthquake drills. Maintaining equipment and first aid kit. Reviewed safety guidelines and conducted safety quizzes. Utilizing paraprofessional.</p> <p>AMHS: Continued member of building safety committee. Continued update of safety records. Continued use of paraprofessional to mitigate safety issues in classroom and enhance curriculum activities. Continued to request phone for greenhouse facility. Modify OSU - Worker Protection PPT and train students as part of pesticide unit to comply with WSDA pesticide application policies.</p> <p>ARHS:</p> <p>WAHS:</p>	<p>AHS: Have safety drills. Maintain equipment. Review safety rules and conduct quizzes. Get full time para.</p> <p>AMHS: Continue membership on safety committee. Continue advocating for classroom paraprofessional. Increase safety training and information to comply with WSDA policies. Continue to request phone and intercom speaker for greenhouse facility. Reduce chemical applications by increasing biological treatments. Convert current greenhouse benches to rolling bench system.</p> <p>ARHS:</p> <p>WAHS:</p>	<p>AHS: Prepare emergency equipment. Discuss rules and require students to pass with 80% accuracy. Keep fulltime paraprofessional.</p> <p>AMHS: Work with district to install phone and intercom in greenhouse. Work with WSDA compliance officer to continue improving student safety (\$100). Purchase pipe for rolling benches (\$600)</p> <p>ARHS:</p> <p>WAHS:</p>	<p>AHS: Revisit safety drill steps. Revisit emergency equipment and supplies. Modify safety rules as standards change. Continue to define role of paraprofessional in classroom and lab.</p> <p>AMHS: Install storage unit for tools to mitigate theft and increase safety in the greenhouse. Add dedicated security camera to school network to mitigate theft from land lab and greenhouse. Restraining south side chain link fence to mitigate fence jumping and add netting to east side to extend height to mitigate tennis ball damage to greenhouse and plants in land lab.</p>

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
WAHS:					ARHS: WAHS:
<p>AHS: Made program facilities work. Greenhouse glazing not up to par. Pressure washing and glazing repair may extend glazing life. Assisted in developing school garden/orchard. Evaluated future needs.</p> <p>AMHS: Majority of roof leaks repaired. Began yearly maintenance checklist for greenhouse.</p> <p>ARHS:</p> <p>WAHS:</p>	<p>Facilities (E2.5b, E2.5c, P1.3a, P1.3b, P1.3c)</p> <ul style="list-style-type: none"> How do the program facilities relate to those in industry? What modifications can be made if industry facilities are not feasible? What modifications are necessary to support the curriculum? 	<p>AHS: Pressure washing has helped some but reglazing greenhouse is needed. Heating and ventilation systems are in need of repair and/or maintenance.</p> <p>AMHS: Continued repair of roof leaks & cooling system repairs. Paver demo area, pond, nursery beds and vegetable garden bed installation in progress. Reduced number of baskets on basket drip system. Continued yearly maintenance schedule for facilities and equipment. Continued use of campus entrances for class activities.</p> <p>ARHS:</p> <p>WAHS:</p>	<p>AHS: Plan classroom upgrade. Plan greenhouse upgrade. Develop sustainable cooperative community lab.</p> <p>AMHS: Add large gate on south side of greenhouse and large gate on north side of greenhouse to facilitate pallet deliveries and work projects. Prep base to continue pavers to new large gate. Install covered shade area on south side of greenhouse. Complete installation of mist and benchwarmer system. Install lockable tool shed/outdoor storage area and covered work area on north side of greenhouse.</p> <p>ARHS:</p> <p>WAHS:</p>	<p>AHS: Develop natural resources and horticulture cooperative lab areas.</p> <p>AMHS: Install land lab components: storage shed with loft (\$1000), shade house and covered work area (\$3000), pruning orchard (\$200), stock plant ID beds (\$500).</p> <p>ARHS:</p> <p>WAHS:</p>	<p>AHS: Facilities upgrade. Classroom upgrade.</p> <p>AMHS: Meet or exceed High School Horticulture Program certification as outlined by CANGC. Year round garden center, nursery and greenhouse. Retractable roof greenhouse. Increase recycling and conservation efforts: solar/wind powered equipment, water use, composting, etc.</p> <p>ARHS:</p> <p>WAHS:</p>

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Maintained horticulture club/FFA. Initiated community development projects. Student projects.</p> <p>AMHS: Attended State FFA CDE's for Nursery/Landscape & Floriculture, placing 5th in overall team standing at State contest. Increased Spring Plant sales offerings to nearly 200 varieties. Lion Floral Shop open to students and staff all year during both lunches in the commons. Created stage arrangements for AMHS Senior Awards and Graduation Day ceremonies. Initiated use of production activities as SAE's.</p> <p>ARHS:</p> <p>WAHS:</p>	<p>Extended Learning Opportunities (E2.3, P1.5)</p> <ul style="list-style-type: none">• How does student learning extend outside of the classroom?• What work-based learning opportunities are available in this program?	<p>AHS: Maintaining horticulture club/FFA. Initiated community development projects. Completed student projects. Developed school garden and orchard</p> <p>AMHS: Participated in regional and state level Floriculture and Nursery/Landscape CDE's primarily placing in the top 10 at each event throughout the year. Increased plant sale offerings to over 200 varieties. Floral Shop opened year round during both lunches in the commons. Created stage arrangements for Senior Awards and Graduation ceremonies. Using greenhouse production activities as SAE's. Attended FFA convention at WSU for the first time.</p> <p>ARHS:</p> <p>WAHS:</p>	<p>AHS: Continue to develop horticulture club/FFA. Continue community service projects. Continue relevant student projects. Continue school garden and orchard</p> <p>AMHS: Continue participation in FFA CDE's, student goal of making national team (1st place at state). Continue to evaluate student participation in Puyallup Fair. Continue development of SAE program. Develop summer horticulture program. Continue increase of student participation in district, regional and state level FFA meetings and events.</p> <p>ARHS:</p> <p>WAHS:</p>	<p>AHS: Use class time to promote extended learning opportunities. Utilize student leadership. Maintain student leadership budget. Encourage student projects. Develop garden and orchard learning activities</p> <p>AMHS: Attend all available FFA CDE's for Nursery/Landscape and Floriculture. Place in top 3 at state FFA CDE's. Participate in Fall and Spring Fair (Puyallup). Submit SAE's to District FFA for proficiency awards. Increase student participation in District FFA meetings and events. Submit a student application for district officer. Develop PALS program in conjunction with neighboring AJ elementary school.</p> <p>ARHS:</p> <p>WAHS:</p>	<p>AHS: Maintain fully functioning student leadership club. Develop new kinds of student projects and extended learning opportunities. Incorporate elementary school involvement with garden.</p> <p>AMHS: Develop an award winning FFA program meeting "exemplary" level in all seven categories of the National Quality Program Standards. Obtain 100% funding (travel and extended time) by district administration to support staff for students' participation in district, regional, state and national SLO activities.</p> <p>ARHS:</p> <p>WAHS:</p>

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Maintained non-lab science credit option. Integrated GLE's into instruction.</p> <p>AMHS: Continued inclusion of GLE's in student work and transitioned to Science Power Standards. Continued work on approval of Horticulture Science/Plant Biology as a lab science. Completed membership on district level Equivalency Credit Committee.</p> <p>ARHS:</p> <p>WAHS:</p>	<p>Cross Credit Options How does this program align with general academic areas such as reading, writing, math, science, arts, social studies?</p> <ul style="list-style-type: none"> How are Grade Level Expectations (GLEs) integrated into instruction. (E1.1) 	<p>AHS: Maintaining non-lab science option. Integrating GLE's into instruction. Obtaining approval for lab science curriculum. Working on publicity for cross credit options.</p> <p>AMHS: Continued inclusion of GLE's in student work and transitioning curriculum to Science Power Standards. Continued work on approval of Horticulture Science/Plant Biology as a lab science and Floral Design as a visual art credit.</p> <p>ARHS:</p> <p>WAHS:</p>	<p>AHS: Work on lab science option for all classes. Modify and update GLE's into instruction.</p> <p>AMHS: Obtain approval of Horticulture Science/Plant Biology as lab science. Obtain approval of Floral Design course equivalency as Visual Art. Complete integration of Power Standards into student work samples and curriculum units.</p> <p>ARHS:</p> <p>WAHS:</p>	<p>AHS: Align curriculum to meet lab science option. Continue to evaluate curriculum yearly.</p> <p>AMHS: Submit application for Equivalency Credit for Horticulture Science and Floral Design.</p> <p>ARHS:</p> <p>WAHS:</p>	<p>AHS: Review and modify existing curriculum. Incorporate curriculum into daily lessons.</p> <p>AMHS: Review curriculum and cross credit options in preparation of program re-approval in 2015.</p> <p>ARHS:</p> <p>WAHS:</p>
<p>AHS: Explore post-secondary connections for horticulture with CPTC. Continued contacts for natural resources tech prep credit with Green River.</p> <p>AMHS: CPTC articulation not moving forward due to funding support by district. Continued discussions around articulation with South</p>	<p>Post-Secondary Connections</p> <ul style="list-style-type: none"> What post-secondary opportunities are available for students who participate in this program? What industry certifications could be infused into this curriculum? (P1.6) 	<p>AHS: Developing post-secondary connections for horticulture with CPTC. Pursued tech prep credit with Green River for natural resources classes.</p> <p>AMHS: Continued investigation into Tech Prep Articulation options. Continue developing certification options for students (Pesticide Applicator, Greenhouse Technician, Certified Professional Horticulturist, Master Gardener, Certified Landscape Technician</p>	<p>AHS: Develop post-secondary connections for horticulture. Maintain post secondary connections for natural resources.</p> <p>AMHS: Initiate connections to post secondary options for Tech Prep articulations. Complete list of certification options for students with contacts, costs, and preparatory information.</p>	<p>AHS: Seek connections and provide documentation.</p> <p>AMHS: Complete articulation agreements for Floral Design, Greenhouse and Landscaping programs. Provide students resources and documents to successfully complete independent state level certification programs.</p> <p>ARHS:</p>	<p>AHS: Tech prep credit for both natural resources and horticulture. Industry certification for both natural resources and horticulture.</p> <p>AMHS: Articulation agreement for horticulture and floral design with area program. Successful student certification.</p> <p>ARHS:</p>

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
Seattle Community College. ARHS: WAHS:		and certified floral designer). ARHS: WAHS:	ARHS: WAHS:	WAHS:	WAHS:
AHS: Utilized program flyers. Participated in Future Freshman Night. Distributed chocolate roses. Developed student signature page. AMHS: Updated program flyer and distributed at future freshman night. Visits to classroom by freshman in Orientations course each semester. Submitted articles on program activities in school newsletter. Continued exposure from Floral Shop moving to prominent section of student commons area. Worked with Agrishop of Auburn assisting with their annual nursery plantings. ARHS:	Program Promotion* How do we market our program to students, parents, and the community? <ul style="list-style-type: none">• Who is our target audience with regards to promotion?• What promotional items do we have?• What is our promotion plan?	AHS: Update program flyers. Participated in Future Freshman Night. Distributed chocolate roses. Developed student signature page. Continuing with promoting via projects. AMHS: Updated program flyers. Participated in Future Freshman night and Lion Pride day. Hosted freshman orientation tours each semester. Provided table décor for several Lion Café days. Continued work on FFA website pages including floral shop orders online. Submitted photos for video montage of CTE programs viewed during evening open house. Continued nursery planting activity with Agrishop of Auburn. ARHS: WAHS:	AHS: Revise program flyers. Participate in Future Freshman Night. Visit middle schools. Work with counselors. Continue to use word-of-mouth promotion. AMHS: Continue to update flyers and participate in Lion Pride Day and Future Freshman Night. Continue Freshmen Orientation tours each semester. Continue with Lion Café table décor by floral students. Increase publicity of program via district and local news channels. Update and expand FFA page on school website. ARHS:	AHS: Review and revise. Use students. Use district program. Strengthen communication. Develop PR projects. AMHS: Update flyers. Submit articles for school newsletter every month. FFA students submit articles to the school newspaper at least 3 times per year. Continue contacts with local news media. Work with WWW students to update and improve FFA webpage. Develop video “ad” of program activities for promotional uses within the district. ARHS: WAHS:	AHS: Fully functioning program promotion with monthly newsletter. AMHS: Develop promotion plan that highlights the program within the district and local media at least twice a month throughout the year. Publicize grants obtained for curriculum and facilities enhancements. ARHS: WAHS:

AUBURN SCHOOL DISTRICT CAREER AND TECHNICAL EDUCATION

- **Business Education**

Annual Program Plan & Description for the 2009-2010 School Year

On behalf of the Program Advisory Committee for _____ Business Education _____, I
_____ Kevin Kerr _____ represent the members as having read, approved and
will support this program plan and description for the 2009-2010 school year. (E2.6, P12)

Kevin Kerr

Typed Name of Chairperson(s)



Signature of Chairperson(s)

4/5/10

Date

**CAREER & TECHNICAL
EDUCATION(CTE)****PROGRAM****Business Education****PROGRAM DESCRIPTION
OVERVIEW & Plan**

(complete one per program per year)

**Program
provided at**

(check all that apply)

- ☒ Auburn High School
☒ Auburn Mountainview High School
☒ Auburn Riverside High School
☒ West Auburn High School

Advisory Committee An advisory committee actively guides the relevance and continuous improvement of the program. It is a committee whose members should represent business and industry, education, labor organizations, special populations, community, government, students, parents and teachers. A majority of the members shall share an expert working knowledge of the job tasks and competencies required for related occupations, related labor market needs and courses necessary to meet these needs. The committee provides advice in the design, development, deliver, evaluation and continuous improvement of CTE programs. The committee meets on a regular basis and minutes are on file in the district.

Number of meetings 2009-10 3 **Dates of meetings****Minutes
on File ü**Chairperson Kevin Kerr

1.October 7, 2009

2. February 9, 2010

3. May 6, 2010

**Advisory Committee Members**

Name	Representing	*Must have a minimum of three voting members
Kevin Kerr	Meteor Comm	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Sandee Almaas	Banner Structures	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Bob Karnofski	Auburn Police	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Harris Sullivan	Boeing	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Nikki Hansen	Retired Government	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Vicki Munoz	AHS	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Jaapje Kukors	Auburn School District	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Becky Olson	AHS	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Patty Eckelman	AMHS	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Stephanie Keagle	AMHS	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Chris Wilson	ARHS	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Susan James	ARHS	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Dave Halford	ARHS	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Steven Payne	WAHS	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Steve Dubay	AMHS	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Roger Lee	AHS	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Brad Sprague	WAHS	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting

* A voting member is a representative from a business related to the occupational area of the program. Family and Consumer Sciences Education-Related Occupations shall include homemakers, parents and single parents, professionals, employers from business and industry, representative of health and welfare agencies, recent graduates, cultural and economic groups found in the community.

As a result of the Program Advisory Committee meetings noted above, the members determined that:

	Yes	No*
Facilities meet trade standards	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Equipment meets trade standards	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Curriculum standards meet trade standards	<input type="checkbox"/>	<input checked="" type="checkbox"/>

* Any "No" responses must be reflected in detail in the meeting minutes and should be referenced on the District Program Plan for this program.

2009-2010

Instructors CTE instructors hold a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned. . .with the appropriate certification, knowledge, skills and occupational experience (P1.4 & E2.4, P1.4a. E2.4a). After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.

Instructor Name	Patty Eckelman	School	<input type="checkbox"/> AHS	<input type="checkbox"/> ARHS	
			<input checked="" type="checkbox"/> AMHS	<input type="checkbox"/> WAHS	
Certification Area(s)	Business Education				
	*Business Education		<input checked="" type="checkbox"/> Continuing		
	Cert and WBL 2013		<input type="checkbox"/> Initial		
	*Continuing Teacher	CTE Certificate Type			
Certificate renewal date	Cert. June 2015		<input type="checkbox"/> Probationary		
			<input type="checkbox"/> Conditional		
List specific courses, workshops, conferences for professional growth in content knowledge and skills.					
		Completed	In Progress	For Next Year	
Summer Institute(Green River, Renton Tech and Highline)		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Word 2007 Training at Green River Community College		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)					
Description		Date	Location		
Workbased Learning - -Qualifying Job Sites		2009-2010	King County		
First Aid Card Expiration:		March 2011	CPR Card Expiration:		March 2011

Instructor Name	Stephanie Keagle	School	<input type="checkbox"/> AHS	<input type="checkbox"/> ARHS	
			<input checked="" type="checkbox"/> AMHS	<input type="checkbox"/> WAHS	
Certification Area(s)	English, Yearbook and Newspaper				
			<input type="checkbox"/> Continuing		
			<input type="checkbox"/> Initial		
		CTE Certificate Type	<input checked="" type="checkbox"/> Probationary		
			<input type="checkbox"/> Conditional		
Certificate renewal date	6-30-2011				
List specific courses, workshops, conferences for professional growth in content knowledge and skills.					
		Completed	In Progress	For Next Year	
Sound Yearbook Camp for Advisers		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Washington Journalism Education Association's Summer Workshop for Advisers		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Completed Masters in Education in Curriculum, Instruction and Assessment in August		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)					
Description		Date	Location		
JEA/NSPA National Journalism Workshop		April 2010	Portland, OR		
First Aid Card Expiration:		Will take course on Nov. 4-5, 2009	CPR Card Expiration:		Will take course on Nov. 4-5, 2009

Instructor Name Vicki Munoz	School	<input checked="" type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s) Business Education			
Certificate renewal date June 30, 2013	CTE Certificate Type		
	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional		
List specific courses, workshops, conferences for professional growth in content knowledge and skills.			
	Completed	In Progress	For Next Year
Tech Prep Consortium	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In-District professional development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CPR/AED, First Aid	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teach Waiver Day Technology Session	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
List planned additional experiences in one or more of the jobs or careers in your teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)			
Description	Date	Location	
Tech Prep Consortium	2009 - 10	TBD	
Building Professional Development	2009 - 10	In - Building	
First Aid Card Expiration: [4/05/2010]	CPR Card Expiration: [4/14/2010]		

Instructor Name Susan James	School	<input type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input checked="" type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s) Desktop Publishing			
Certificate renewal date CTE: 6/2010	CTE Certificate Type		
	<input type="checkbox"/> Continuing <input checked="" type="checkbox"/> Initial <input checked="" type="checkbox"/> Probationary <input type="checkbox"/> Conditional		
List specific courses, workshops, conferences for professional growth in content knowledge and skills.			
	Completed	In Progress	For Next Year
JEA Convention, Various Workshops Washington, DC, Nov. 2009	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Honorary Member of the National Press Club (Nov. 2009)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sound Yearbooks Advisor Sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
National Boards for Professional Teaching Certification (2-year process beginning Summer 2009)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)			
Description	Date	Location	
2010 Sound Yearbooks Camp— Teaching Student Sessions	July 2010	Univ. of Puget Sound	
Steering Cmte: Prof. Learning Circles	Aug. 2009 - Ongoing	Auburn Riverside	
Auburn School Dist. Re-Branding Cmte	Summer 2009	Auburn School District	
First Aid Card Expiration: [Taking Jan. 27 Course]	CPR Card Expiration: [Taking Jan. 28 Course]		

Instructor Name	Rebecca Olson	School	<input checked="" type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s)	Business Education			
Certificate renewal date	June 2013	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.				
	Completed	In Progress	For Next Year	
Tech Prep Consortium	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
CPR/AED/First Aid	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
National Board Certification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)				
Description	Date	Location		
Tech Prep Consortium	2008 -09	TBD		
Building Professional Development	2009 - 10	TBD		
First Aid Card Expiration: 1/18/2010 CPR Card Expiration: 4/14/2010				

Instructor Name	Christine Wilson	School	<input type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input checked="" type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s)	Bus. Ed., Marketing Ed., WBL, Diversified Occupations			
Certificate renewal date	6/30/12	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.				
	Completed	In Progress	For Next Year	
WSBEA Conference Oct 9 -8, 2009	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ACTE Summer Conference, August 2009	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
National FBLA Conference, June 2009- Anaheim	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in your teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)				
Description	Date	Location		
WEST -E conference for setting National Standards	10/20	Seatac, WA		
DECA Area 5 Conference	1/12/10	Emerald Downs, Auburn		
First Aid Card Expiration: September 2011 CPR Card Expiration: September 2011				

Instructor Name	Steven Payne	School	<input type="checkbox"/> AHS	<input type="checkbox"/> ARHS	<input type="checkbox"/> AMHS	<input checked="" type="checkbox"/> WAHS
Certification Area(s)	Business Education					
Certificate renewal date	June 2011	CTE Certificate Type	<input type="checkbox"/> Continuing <input checked="" type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional			
List specific courses, workshops, conferences for professional growth in content knowledge and skills.						
		Completed	In Progress	For Next Year		
Pro Cert Courses/ Pacific Lutheran University		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Applied Math Conference		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Why Try Certification		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
List planned additional experiences in one or more of the jobs or careers in your teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)						
Description	Date	Location				
Auburn Career Conference	March, 2010	Grace Community Church				
Leadership Retreat	February, 2010	Camp Berracah				
First Aid Card Expiration:	[11/29/2010]	CPR Card Expiration:	11/29/2009			

Program Evaluation and Improvement

	Date reviewed by Advisory Committee	Number of Surveys Completed and Returned	Number of Surveys Distributed
Semester Class Exit Survey Reviewed (2 nd semester from last school year)	AHS: Oct. 7, 2009	AHS: 75	AHS: 52
	AMHS: Oct. 7, 2009	AMHS: 120	AMHS: 115
	ARHS: Oct. 7, 2009	ARHS: 98	ARHS: 65
	WAHS: Oct. 7, 2009	WAHS: 41	WAHS: 38
Semester Class Exit Survey Reviewed (1st semester current school year)	AHS: Feb 9, 2009	AHS: 75	AHS: 52
	AMHS: Feb 9, 2009	AMHS: 98	AMHS: 65
	ARHS: Feb 9, 2009	ARHS: 110	ARHS: 120
	WAHS: Feb 9, 2009	WAHS: 41	WAHS: 38
3-year Graduate Survey Class of _____	AHS:	AHS:	AHS:
	AMHS:	AMHS:	AMHS:
	ARHS:	ARHS:	ARHS:
	WAHS:	WAHS:	WAHS:

List recommendations from surveys for program improvement.

AHS	AMHS	ARHS	WAHS
1. Re-open Advanced Computer Applications Class 2. Need more sections of Digttools 3. Need more sections of Business Math	1. Microsoft tests are expensive. 2. Less volume of accounting work.	1. Bring back MOS Cert. Class 2. Really wanted to take Business & Personal Finance class 3. More internet time	More fun tests Let us use headphones

List strengths from surveys for program growth and stability.

AHS	AMHS	ARHS	WAHS
1. Life skills taught. 2. Got a job! 3. Teacher competency. 4. Use new and upcoming technology. 5. Learned 10-key by touch.	1. Microsoft fieldtrip was awesome. 2. I am happy about my certifications.	1. Teacher was helpful and funny 2. Liked the voice recognition 3. Liked the opportunity to visit Microsoft. 4. Improved office skills	Mr. Payne helps a lot PowerPoint is fun! Jeopardy helps study

Program Components Continued...

	Yes	No
Instructor certification and renewal dates have been reviewed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A para-educator provided for this program?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Leadership skills are taught and assessed to every student enrolled through a Career and Technical Education Student Organization (CTSO) and/or through skills integrated into the classroom? (E4.1, E4.1a, E4.1b)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Leadership is provided by (E4.1c) <u>Future Business Leaders of America</u>		
Name of CTE Student Organization		

If a Washington State endorsed CTSO is not available for students, please attach a description of leadership skill integration to this plan. Advisory committee must review and approve this description annually.

	Yes	No
Employability (SCANS) are taught and assessed in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Information regarding career opportunities in this field including non-traditional opportunities is included in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Needs of special education and diverse populations are met by this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Safety skills and/or a safety plan are implemented in every classroom of this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Promotion plan for this program has been reviewed by the advisory committee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Continued meeting state, district, and industry standards in the classes we ran: 4 sections Digttools, 3 Business Math, 2 Recordkeeping, 2 Accounting. No Microsoft certifications— Advanced computer classes were closed. Active FBLA.</p> <p>AMHS: Offered 2 sections of Accounting, 2 Business Math, 2 DigiTools, 1 MOS and 2 Work Based Learning. 36 Certifications were obtained by AMHS students. RAKE Program started. Purchased SAM 2007 license for 3 years and ordered new MOS texts to support upcoming Microsoft Office Specialist Certification. Curriculum Review work was added, as extra funds were available. New materials for Accounting were purchased for the upcoming year. All other materials were updated in the Frameworks.</p> <p>ARHS: Active FBLA, Instructor was only .6 Business Ed., the rest Marketing. Classes that ran were full. Accounting, 2- Digttools, Business Math & Business Law. Yearbook: Full Class. Annual Goal: Teamwork. Student Competitions: Four students competed at the National JEA convention (Washington, DC,</p>	<p style="text-align: center;">Curriculum (E2.1, E2.2, P1.1, P1.1a, P1.1b)</p> <ul style="list-style-type: none"> What modifications should be made to the curriculum? <ul style="list-style-type: none"> What is outdated? What is new and emerging? 	<p>AHS: Continue to update curriculum to meet and exceed requirements for all business students. Independent Study approved for some students in order for students to certify without classes being offered.</p> <p>AMHS: Added new Accounting updated texts for all high schools. Offering 1 section of Accounting, 2 Business Math, 2 DigiTools, 1 Law & Society, 2 Work Based Learning and 1 MOS class. Yearbook: Continue to develop curriculum consistent with state and national standards.</p> <p>ARHS: Continue to meet state and national standards.</p> <p>WAHS: Further modify assessments and curriculum as new strategies, insights</p>	<p>AHS: Continue to adjust and modify curriculum to meet diverse needs of students, particularly those of ELL students.</p> <p>ARHS: New Lab in 2/10 will leave Comp. Apps Books out dated. Will need to update curriculum to match software version. Yearbook: Review/Revise Journalistic Writing lessons</p> <p>AMHS: Continue to research funds for assistance with the MOS program. Update supplemental materials as necessary to stay current with industry. Student Publications: research programs to make student publications a multi-media experience; lab upgrade in room 105; upgrade to Adobe InDesign CS4</p> <p>WAHS: Continue to adjust and modify curriculum and assessments to meet diverse needs of students</p>	<p>AHS: Create RFP's for supplemental materials.</p> <p>ARHS: Create RFP's for supplemental materials. Yearbook: Revise Curriculum during summer 2010</p> <p>AMHS: Ask community members; look for grants and possible fund raising events to support funds for MOS. Create RFP's for supplemental materials. Student Publication: research grant opportunities to purchase new equipment; check in with building technology plan and develop software upgrade plan</p> <p>WAHS: Create RFP's for supplemental materials. Revise curriculum throughout remainder of year and also in Summer of 2010.</p>	<p>AHS: Update and fine tune curriculum to accurately reflect current job and academic skills needed, particularly in area of computers.</p> <p>ARHS: Update and fine tune curriculum to accurately reflect current job skills needed</p> <p>AMHS: Update curriculum as required by district and state guidelines. Continue to research new and emerging technologies. Student Publications: for newspaper and yearbook programs to become multi-media oriented</p> <p>WAHS: Update and fine tune curriculum to accurately reflect current job skills needed and to meet changing needs of district/state</p>

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>Nov. '09), in yearbook writing; 1 student earned Honorable Mention (one of only two in Washington state). ARHS 2009 Yearbook received a Silver Medal from Columbia University Press Association, receiving 905/1000 points (Gold was 925). Valuable critique information.</p> <p>WAHS: Continued to refine both instruction and assessments to address diverse learning styles.</p>					
<p>AHS: New classroom set of Accounting books ordered for 2009-10. One new additional computer with flat screen to replace outdated #2 teacher station attached to scanner.</p> <p>AMHS: No new tools or equipment purchased.</p> <p>ARHS: New Accounting books will better serve the students as the scenarios will be more current. Yearbook: No new equipment.</p> <p>WAHS: New color printer/scanner purchased. Helpful for Yearbook, Digttools</p>	<p>Instructional Tools and Equipment</p> <ul style="list-style-type: none"> • What tools are needed to deliver the curriculum? • Does equipment meet industry standard? • Are teaching tools updated and relevant? 	<p>AHS: Software problems have been solved and computers are functioning properly. Great support from district IT. Order for SAM software was approved.</p> <p>AMHS: New computer lab in #114 and ordered new headsets for the DigiTools program. New computers prepare students for Office 2007 certification. Yearbook: Computer equipment needs upgrade. TMAs for work orders are submitted almost daily for computers that aren't functioning properly.</p> <p>ARHS: Business computer lab to be upgraded and replaced this year (over summer) with an upgrade to Office 2007. Yearbook: maintaining current equipment; no plans for new this year.</p> <p>WAHS: 4 new computers. All stations using 2007 Office now.</p>	<p>AHS: Computer lab is relatively new. Maintain equipment. Computer software is adequate for DigiTools. Some new replacement headsets for DigiTools. Replacement or repair of electronic calculators.</p> <p>ARHS: New Lab in Feb. 2010. Update software as needed, if compatibility issues i.e.: browse control. Check out i-clickers for Accounting</p> <p>AMHS: Maintain new lab from 2009-2010.</p> <p>WAHS: Maintain lab that is updated to current standards</p>	<p>AHS: RFPs for replacement items.</p> <p>ARHS: Learn to live with out browse control. Learn i-clickers. Learn Windows 7</p> <p>AMHS: Borrow document reader from Library for #114, as old reader has poor visibility.</p> <p>WAHS: Incorporate Smart Board in lessons more often</p>	<p>AHS: Re-open Computer Applications with necessary classroom modifications and updates.</p> <p>WAHS: Update software and equipment as needed to meet industry standards.</p> <p>ARHS: Update software and equipment as needed to meet industry standards.</p> <p>AMHS: Update software and equipment as needed to meet industry standards.</p>

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Ergonomics emphasized. Safety and ergonomics videos shown. Cable maintenance continues to be a safety issue.</p> <p>AMHS: Ergonomics and workplace safety discussed in every class</p> <p>ARHS: Ergonomics and workplace safety discussed in every class. Yearbook: same.</p> <p>WAHS: Continued to teach industry standards for safety</p>	<p style="text-align: center;">Safety* (E2.5a, P1.3)</p> <ul style="list-style-type: none"> • How is safety addressed in the program? • Are there established safety procedures? • How is safety instruction provided to students? 	<p>AHS: Cable maintenance is still a problem. Show safety video. Continue to teach ergonomics concepts. High temperatures in room 110 continue to distract students and make teaching/learning difficult.</p> <p>AMHS: Ergonomics and workplace safety discussed in every class. Yearbook: Safety procedures established and taught. Ceiling-mounted projector leaves cords dangling through front walkway of classroom and causes potential safety problem.</p> <p>ARHS: Temperature fluctuations are to be remedied with passage of the capital bond levy in November. Yearbook: In Room 203, student chairs are now 15 years old. Some are missing wheels, which causes chairs to suddenly tip over.</p> <p>WAHS: Continue to teach and model safe behavior</p>	<p>AHS: Continue to educate/promote ergonomics in the workplace and discuss safety issues/concerns. Room 110 needs cable maintenance.</p> <p>ARHS: With new lab installation, insist on tucking-in of wires. Greatly improved visibility with flat screen monitors. Continue to educate students on the importance of ergonomics. Yearbook: Request district to replace broken chairs in Room 203.</p> <p>AMHS: Continue to educate/promote ergonomics in the workplace and discuss safety issues/concerns.</p> <p>WAHS: Continue to integrate safety and ergonomics in daily lessons and activities.</p>	<p>AHS: Continue to seek assistance with cable maintenance and classroom safety issues.</p> <p>ARHS: Remain current on workplace safety standards. Yearbook: Generate RFP and written request for new chairs.</p> <p>AMHS: Research current findings regarding ergonomics and the workplace.</p> <p>WAHS: Continue to research current practices/standards. Possibly get a few more wrist pads for keyboarding</p>	<p>AHS: Remain current on workplace safety standards.</p> <p>ARHS: Replacing broken chairs as needed.</p> <p>AMHS: Continue to research and promote safety as it impacts the workforce and implement changes in curriculum.</p> <p>WAHS: Continue to research and promote safety as it impacts the workforce and implement changes in curriculum.</p>
<p>AHS: No improvements. Lack of air conditioners and heat extremes continue to be a problem.</p> <p>AMHS: Purchased printer table for printer.</p> <p>ARHS: Maintaining facilities that meet industry standards.</p>	<p style="text-align: center;">Facilities (E2.5b, E2.5c, P1.3a, P1.3b, P1.3c)</p> <ul style="list-style-type: none"> • How do the program facilities relate to those in industry? • What modifications can be made if industry facilities are not feasible? • What modifications are necessary to support the curriculum? 	<p>AHS: Safety issues with cables, cords, and chairs as above. Some chairs repaired over the summer. Excessive heat. "Disability" desk needs repair.</p> <p>AMHS: Occupational Therapist coming to measure ergonomics for students via parent request. Begin looking at ways of preparing students if industry certification is not an option in</p>	<p>AHS: Replace some chairs, cable maintenance.</p> <p>AMHS: Maintain new computer lab in #114 from 2009-2010.</p> <p>ARHS: Maintain new lab. Levy dollars designated for new computer lab chairs, hopefully</p>	<p>AHS: Work with administration to institute needed repairs, safety concerns.</p> <p>ARHS: Maintain new lab. Retire/replace some or all classroom chairs.</p> <p>AMHS: Maintain new computer lab #114 from</p>	<p>AHS: Offer courses that require necessary updates.</p> <p>ARHS: With relevant software, and new hardware, hopefully the enrollment will increase, because the facilities appear to be up to date with current technology. Be open to updates as the</p>

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
WAHS: Warm in there with the computers automatically being turned on.		the future. Yearbook: Problem of dangling cable cords needs to be addressed. Computer upgrade will help facility meet industry standards. ARHS: When new computers are installed, new textbooks will be needed for the new version of software. WAHS: Keep room cool on hot days	Room 202 will benefit from that. WAHS: Continue to maintain lab to provide safe, relevant working area.	2009-2010. WAHS: Continue to update software and equipment as it becomes available	district moves forward (Office 2010?). WAHS: Go along with district plans to update software with new operating systems/Office versions AMHS: Begin to plan on lab updating room #114 to stay current with industry standards.
AHS: FBLA; Classroom leadership opportunities; Career Choices— interviews with community. AMHS: Work Based Learning is offered at AMHS and leadership opportunities throughout the curriculum. ARHS: WBL is available to all interested students. FBLA attended or competed at regional and state conferences. Field trip to Microsoft in spring. Yearbook: attending Fall JEA conference, Nov. 2009, Washington, DC, Yearbook Camp July 2010 WAHS: Yearbook sales,	Extended Learning Opportunities (E2.3, P1.5) <ul style="list-style-type: none"> How does student learning extend outside of the classroom? What work-based learning opportunities are available in this program? 	AHS: Work based learning returned to the business department. Continue to offer leadership opportunities through FBLA, classroom, and Career Choices. AMHS: Work Based Learning is offered at AMHS and leadership opportunities throughout the curriculum. Yearbook: leadership activities offered in class; summer internship opportunities discussed and encouraged ARHS: Leadership activities are offered through FBLA and in class activities. Yearbook: leadership activities in class (see addendum); students held voter's	AHS: Continue as 2009-10 ARHS: Leadership activities from FBLA are infused into the Business Curriculum. Work Based Learning is offered at ARHS; many business students are part of that. Yearbook: continue attendance at JEA and YB camp, by managing revenues and expenditures. AMHS: Work Based Learning is offered at AMHS and leadership opportunities throughout the curriculum. Yearbook: leadership activities offered in class; summer internship opportunities discussed and encouraged	AHS: Continue to recruit for FBLA and recruit students to sign up for WBL. ARHS: Continue to recruit for FBLA and recruit students to sign up for WBL. Yearbook: involve students more in budgeting process, to help them better understand financial management. AMHS: Continue to research and create leadership opportunities for students. WAHS: Continue to provide leadership activities through class and ASB	AHS: Stay current with WBL standards and continue to work with local community members and businesses to make learning connections for students. ARHS: Think of creative way to recruit early for WBL. Promote FBLA and all its opportunities. AMHS: Stay current with WBL standards and continue to work with local community members and businesses to make learning connections for students.

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
classroom leadership, Auburn Career Conference		<p>registration drive at Top Foods, Lakeland, Oct. 3; students also participated in sign-waving campaign in November for school district levy. Nineteen students attended classes at Fall JEA in Washington, DC.</p> <p>WAHS: Yearbook sales, conference, classroom, Auburn Career Conference</p>	WAHS: Leadership activities are offered in class and outside (ASB, Yearbook promotion)		WAHS: Look into creating more community partnerships and Service Learning
<p>AHS: Business Math Recordkeeping, Accounting, are cross credit classes.</p> <p>AMHS: Accounting and Business Math are Math Credits; all classes are articulated through Tech Prep.</p> <p>ARHS: Accounting and Business Math are Math Credits; all classes are articulated through Tech Prep. Yearbook: Occ. Ed. Credit, or elective, or .5 junior or senior Language Arts.</p> <p>WAHS: Business Math, Accounting, Yearbook</p>	<p>Cross Credit Options How does this program align with general academic areas such as reading, writing, math, science, arts, and social studies?</p> <ul style="list-style-type: none"> How are Grade Level Expectations (GLEs) integrated into instruction. (E1.1) 	<p>AHS: Business Math Recordkeeping, Accounting, We continue to lose cross-credited and tech prep classes with teacher loaned to English department.</p> <p>AMHS: GLE integrated through the curriculum frameworks. Business Math and Accounting are cross credited. Yearbook: Reading, writing, communication and the arts are integrated in yearbook. Have heard discussion about yearbook cross-crediting for English credit but not received final word.</p> <p>ARHS: Working on cross crediting Business Law with Civics, for a social studies credit.</p>	<p>AHS: Continue to advertise cross-credit opportunities through Tech Prep.</p> <p>ARHS: Continue to advertise the Math Cross Credit opportunity for Business Math and Accounting. GLE alignment is documented throughout the Curriculum frameworks. Continue work on Tech Prep credit for Business & Personal Finance.</p> <p>AMHS: Continue Tech Prep agreements with South King County Tech Prep Consortium. Begin to create Professional Learning Communities to create/provide cross credit opportunities for students.</p>	<p>AHS: Continue Tech Prep and PLC groups for cross credit opportunities.</p> <p>ARHS: Work with PLC groups for cross credits. Work with Tech Prep Consortium regarding Business & Personal Finance.</p> <p>AMHS: Attend meeting regarding Tech Prep. Attend and create cross academic PLC partnerships.</p> <p>WAHS: Attend meeting regarding Tech Prep. Attend and create cross academic PLC partnerships.</p>	<p>AHS: Continue Tech Prep and PLC groups for cross credit opportunities.</p> <p>ARHS: BPF to be articulated. Bus. Law to be a Civics Cross Credit. Continue current programs.</p> <p>WAHS: Continue the relationship with South King County Tech Prep Consortium. Create Professional Learning Communities to work with other departments on cross credit opportunities for students.</p> <p>AMHS: Continue the relationship with South King County Tech Prep Consortium. Create</p>

2009-2010

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
		WAHS: Business Math, Accounting, Yearbook	WAHS: Continue Tech Prep agreements with South King County Tech Prep Consortium. Begin to create Professional Learning Communities to create/provide cross credit opportunities for students.		Professional Learning Communities to work with other departments on cross credit opportunities for students.
AHS: Tech Prep articulation AMHS: Tech Prep articulation; MOS certification. ARHS: Tech Prep & MOS certifications WAHS: Tech Prep, MOS	Post-Secondary Connections <ul style="list-style-type: none"> What post-secondary opportunities are available for students who participate in this program? What industry certifications could be infused into this curriculum? (P1.6) 	AHS: Only Tech Prep - - Certification classes were cancelled. Some students are applying for independent study possibilities. AMHS: Tech Prep & MOS certifications Yearbook: Several journalism professors have offered to present to my yearbook students this year; guest professional journalists are brought in several times a year; Joe Barrentine, Tacoma News Tribune, speaks to the yearbook staff about professional photography in Nov. ARHS: Tech Prep continues to be a very popular option with students. WAHS: Tech Prep	AHS: Continue to support Tech Prep. Re-Open Computer Applications class to fill student needs in advanced computer areas. ARHS: Tech Prep and MOS certifications. Yearbook: investigate Tech Prep options with SKCTP- Davidek. Investigate certification programs with Adobe Creative Suite. AMHS: Tech Prep and MOS certifications. WAHS: Tech Prep	AHS: Work with administration and counseling for support in continuing certification classes. ARHS: Continue to offer and support MOS certifications. Yearbook: contact appropriate people for Tech Prep and Adobe Certification. AMHS: Continue to offer and support MOS certifications. WAHS: Continue to offer Tech Prep opportunities	AHS: Continue to stay current in industry standards. ARHS: Continue to stay current in industry standards on certification and research other certification programs for students, including the Critical Thinking Certification from Certiport. Yearbook: class offers Tech Prep credit, Adobe certification AMHS: Continue to stay current in industry standards on certification and research other certification programs for students. WAHS: Continue to offer Tech Prep. Possibly consider bringing MOS back if funding is available and enrollment demand is there.

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Promotion to students, parents, staff, counselors, and administrators. Attended curriculum fair, future freshman night. 97 signatures were submitted to administration requesting Computer Applications class be re-opened, 30 additional names for Digttools.</p> <p>AMHS: Department brochures, option to add information in parent newsletters, Open House, Parent Conferences, Freshmen Night, bulletin boards, and course catalog.</p> <p>ARHS: Yearbook staff applications, posters, Freshmen night, desktop ads as well as outreach to parents.</p> <p>WAHS: Increased class sizes by working individually with students and staff at WAHS</p>	<p>Program Promotion* How do we market our program to students, parents, and the community?</p> <ul style="list-style-type: none"> • Who is our target audience with regards to promotion? • What promotional items do we have? • What is our promotion plan? 	<p>AHS: No support was given for this school year to re-open computer classes. Business classes continue to be cut. Teacher was brought from outside the business department to teach business classes while experienced business teacher was assigned to another department.</p> <p>AMHS: Department brochures, option to add information in parent newsletters, Open House, Parent Conferences, Freshmen Night, bulletin boards, and course catalog. Yearbook: Brochures, bulletin board, announcements, web site. Also using new Herff Jones photo upload web site that allows students to send their pictures to the yearbook, which promotes the program.</p> <p>ARHS: Continue to promote business class opportunities, yearbook class.</p> <p>WAHS: Loving the huge classes!!</p>	<p>AHS: Fill class counts. Reopen business classes.</p> <p>ARHS: CTE Department presented at HS Night at North Tapps MS on 1/13. Department brochures, option to add information in parent newsletters, Open House, Parent Conferences, Freshmen Night, bulletin boards, and course catalog. Yearbook visits to Middle Schools, 10th and 11th classes at ARHS to promote program.</p> <p>AMHS: Department brochures, option to add information in parent newsletters, Open House, Parent Conferences, Freshmen Night, bulletin boards, and course catalog.</p> <p>WAHS: Continue to promote program through work with other advisors. Newspaper. Open House.</p>	<p>AHS: Currently working with Administration and Advisors to assist in encouraging juniors who will be seniors next year to register for computer applications. Continue to promote through department brochures, open house, parent conferences, Future Freshmen Night, bulletin boards, and course catalog.</p> <p>ARHS: Continue to be present and support/promote business program opportunities for students. Yearbook: develop recruitment program with current staff, to develop and maintain future staffing</p> <p>AMHS: Continue to be present and support/promote business program opportunities for students.</p> <p>WAHS: Promote at Open House, in the newspaper, work with other advisors.</p>	<p>AHS: Again on par with other high schools in computer area.</p> <p>ARHS: Create Professional Learning Community relationships that help promote business education opportunities for students.</p> <p>AMHS: Create Professional Learning Community relationships that help promote business education opportunities for students.</p> <p>WAHS: Continue to work with other advisors, principal, students, and parents to promote Business Education at West Auburn.</p>

Addendum for Non-CTSO Class:

Yearbook Publication Leadership Skill Integration

Students in yearbook acquire and improve upon their leadership skills in various ways; assessment is tied to student leadership skills and performance.

Meeting Deadlines: In yearbook, turning in work in a timely manner, with great quality, is a must. Unlike almost any other high school class, the student work for yearbook is published for all to see. During the course, students learn how to budget their time and resources in order to meet their deadlines, with high quality work. A portion of student grades are tied to meeting deadlines.

Communication skills: Lessons at the beginning of the school year focus on the importance of effective communication. Students are then required to apply these skills as they work on creating the book. For example, students often need to contact via written requests adults/teachers/coaches to complete their deadlines. These requests are evaluated by the instructor.

Team Leaders: Students sometimes work in teams, with one of the students on each team assigned as the team leader. These assignments start out simple, then become more challenging, as student skills grow. Students evaluate themselves as leaders, as well as offer feedback to their teammates.

Sales and Distribution: Students manage sales and marketing campaigns for the yearbook. Unlike most any other class, students must make and act on decisions to ensure a viable bottom line, involving a budget in the thousands of dollars. Students must ensure that the yearbook revenues keep pace with production costs incurred during the year. Students submit an intent to raise funds each fall to the high school activities director, as well as an annual budget each spring. Several sales campaigns are conducted through the year, often with advertising purchased in the school paper. Students also manage the task of distributing over 1,000 yearbooks and hundreds of assorted accessory items to the student body.

Creativity: Student team leaders help develop new ideas used throughout the year for yearbook design elements.

Professional Development: Students have the opportunity to continue acquiring publishing skills through attending the National High School Journalism conference as well as Sound Yearbooks camp. Students also submit their work to experts in professional organizations such as the National Scholastic Press Association and the Columbia Scholastic Press Association, in order to receive expert critiques, with the aim of improving student publications.

Editors: After acquiring experience in how the yearbook is created and published, students may be promoted to an editorial position. As an editor, they continue to hone their leadership skills as they complete more challenging, upper-level tasks. Editors are also models of what good leaders are, and what good leaders do, for the rest of the class. As they interact with student staffers, teachers and school administration, and the community of Auburn, they must show they are good communicators, have the ability to prioritize tasks, have the ability to guide those they supervise, and show they have the ability to meet all deadlines in a timely manner. Part of the assessment for editors is tied to their actions in the class as leaders.

AUBURN SCHOOL DISTRICT CAREER AND TECHNICAL EDUCATION

- **Marketing Education**

**Annual Program Plan & Description for the 2009-2010 School Year**

On behalf of the Program Advisory Committee for Marketing, I
Mark Peterson represent the members as having read, approved and
will support this program plan and description for the 2009-2010 school year. (E2.6, P12)

Mark Peterson
Typed Name of Chairperson(s)


Signature of Chairperson(s)

4/5/10
Date

**CAREER & TECHNICAL
EDUCATION (CTE)**

PROGRAM
Marketing
PROGRAM DESCRIPTION
OVERVIEW & PLAN

(complete one per program per year)

 program
provided at
(check all that apply)

- ☒ Auburn High School
☒ Auburn Mountainview High School
☒ Auburn Riverside High School
☐ West Auburn High School

Advisory Committee An advisory committee actively guides the relevance and continuous improvement of the program. It is a committee whose members should represent business and industry, education, labor organizations, special populations, community, government, students, parents and teachers. A majority of the members shall share an expert working knowledge of the job tasks and competencies required for related occupations, related labor market needs and courses necessary to meet these needs. The committee provides advice in the design, development, deliver, evaluation and continuous improvement of CTE programs. The committee meets on a regular basis and minutes are on file in the district.

Number of meetings 2009-10

3

Dates of meetings

 Minutes
on File

Chairperson

Mark Peterson

1. 10/23/09

2. 3/6/10

3. 5/5/10

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☒
Advisory Committee Members

Name	Representing	*Must have a minimum of three voting members
Deanna Keiser	Dream Events	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
John Rottle	Rottle's	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Margaret Hansen	Love Travel	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Mark Peterson	BECU	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Ron Claudon	Valley Buick Pontiac GMC	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Doug Aubert	Auburn Riverside Instructor	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Lori Jacobs	Auburn High Instructor	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
DerekENZ	Auburn Mountainview Instructor	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Dave Halford	Auburn Riverside Admin.	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Roger Lee	Auburn High Admin.	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Steve Dubay	Auburn Mountainview Admin	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
		<input type="checkbox"/> voting <input type="checkbox"/> non-voting
		<input type="checkbox"/> voting <input type="checkbox"/> non-voting
		<input type="checkbox"/> voting <input type="checkbox"/> non-voting
		<input type="checkbox"/> voting <input type="checkbox"/> non-voting

* A voting member is a representative from a business related to the occupational area of the program. Family and Consumer Sciences Education-Related Occupations shall include homemakers, parents and single parents, professionals, employers from business and industry, representative of health and welfare agencies, recent graduates, cultural and economic groups found in the community.

As a result of the Program Advisory Committee meetings noted above, the members determined that:

- SFacilities meet trade standards
 SEquipment meets trade standards
 SCurriculum standards meet trade standards

Yes	No*
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>

* Any "No" responses must be reflected in detail in the meeting minutes and should be referenced on the District Program Plan for this program.

2009-2010

Instructors CTE instructors hold a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned. .with the appropriate certification, knowledge, skills and occupational experience (P1.4 & E2.4, P1.4a. E2.4a). After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.

(duplicate page as needed)

Instructor Name	Lori Jacobs	School	<input checked="" type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s)	Marketing and WBL			
Certificate renewal date	June 30, 2024	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.				
	Completed	In Progress	For Next Year	
WA - ACTE Summer Conference	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
WAME Workshop	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Marketing Curriculum Workshop	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
State DECA Fall Leadership Conference	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)				
Description	Date	Location		
WA - ACTE Summer Conference	8/7 - 8/10	Spokane, WA		
National Marketing Conclave	Summer 10	Atlanta, Georgia		
AP Economics National Conference	Summer 10	Washington, DC		
First Aid Card Expiration:	12/31/10	CPR Card Expiration:	4/1/11	

Instructor Name	Doug Aubert	School	<input type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input checked="" type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s)	Marketing and WBL			
Certificate renewal date	June 30, 2014	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.				
	Completed	In Progress	For Next Year	
WA - ACTE Summer Conference	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
National Marketing Conclave	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Marketing Curriculum Workshop	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
State DECA Fall Leadership Conference	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in your teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)				
Description	Date	Location		
WA - ACTE Summer Conference	Summer 2010	Spokane, WA		
AP Economics Training	Summer 2010	Bellevue, WA		
First Aid Card Expiration:	2/8/11/	CPR Card Expiration:	2/8/11	

Instructor Name	Derek Enz	School	<input type="checkbox"/> AHS	<input type="checkbox"/> ARHS
			<input checked="" type="checkbox"/> AMHS	<input type="checkbox"/> WAHS
Certification Area(s)	K - 8, Marketing, WBL			
Certificate renewal date	June 30, 2012	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.				
	Completed	In Progress	For Next Year	
DECA Conferences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)				
Description	Date	Location		
DECA Conferences	2009-2010	Bellevue, WA		
First Aid Card Expiration:	1/30/11	CPR Card Expiration:	1/30/11	

Instructor Name		School	<input type="checkbox"/> AHS	<input type="checkbox"/> ARHS
			<input type="checkbox"/> AMHS	<input type="checkbox"/> WAHS
Certification Area(s)				
Certificate renewal date		CTE Certificate Type	<input type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.				
	Completed	In Progress	For Next Year	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in your teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)				
Description	Date	Location		
First Aid Card Expiration:	[insert expiration date here]	CPR Card Expiration:	[insert expiration date here]	

Program Evaluation and Improvement

	Number of Surveys Distributed	Number of Surveys Completed and Returned	Date reviewed by Advisory Committee
Semester Class Exit Survey Reviewed (2 nd semester from last school year)	AHS: 125	AHS: 90	AHS: 10/09
	AMHS: 120	AMHS: 115	AMHS: 10/08
	ARHS: 112	ARHS: 110	ARHS: 10/08
	WAHS:	WAHS:	WAHS:
Semester Class Exit Survey Reviewed (1st semester current school year)	AHS:	AHS:	AHS:
	AMHS:	AMHS:	AMHS:
	ARHS:	ARHS:	ARHS:
	WAHS:	WAHS:	WAHS:
1 - year Graduate Survey (optional) Class of _____	AHS: 25	AHS: 3	AHS: 10/07
	AMHS:	AMHS:	AMHS:
	ARHS: 25	ARHS: 0	ARHS:
	WAHS:	WAHS:	WAHS:

List recommendations from surveys for program improvement.

AHS	AMHS	ARHS	WAHS
1. Marketing Cross Credit is good 2. Career Field Trips excellent 3. Drop Vocab – add projects	1. Marketing Field Trips 2. Projects are educational 3.	1. More trips! 2. Too many tests and quizzes 3. More projects	1. 2. 3.

List strengths from surveys for program growth and stability.

AHS	AMHS	ARHS	WAHS
1. Marketing Field Trips – New York 2. Projects are educational 3. DECA Competition	1. Marketing Field Trips 2. Projects are educational 3. DECA Competition	1. DECA Competition 2. Projects are educational 3. Store Experience	1. 2. 3.

Program Components Continued...

	Yes	No
sInstructor certification and renewal dates have been reviewed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sA para-educator provided for this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sLeadership skills are taught and assessed to every student enrolled through a Career and Technical Education Student Organization (CTSO) and/or through skills integrated into the classroom? (E4.1, E4.1a, E4.1b)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Leadership is provided by (E4.1c) <u>DECA</u>		
Name of CTE Student Organization		

sIf a Washington State endorsed CTSE is not available for students, please attach a description of leadership skill integration to this plan. Advisory committee must review and approve this description annually.

	Yes	No
sEmployability (SCANS) are taught and assessed in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sInformation regarding career opportunities in this field including non-traditional opportunities is included in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sNeeds of special education and diverse populations are met by this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sSafety skills and/or a safety plan are implemented in every classroom of this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sPromotion plan for this program has been reviewed by the advisory committee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AHS, AMHS, ARHS: Complete Curriculum Review Done.	Curriculum (E2.1, E2.2, P1.1, P1.1a, P1.1b) <ul style="list-style-type: none"> What modifications should be made to the curriculum? <ul style="list-style-type: none"> What is outdated? What is new and emerging? 	AHS, AMHS, ARHS: Purchase Texts, LAPs and software Completed	Develop common assessments Develop Power Standards for Marketing Education.	AHS, AMHS, ARHS: Complete during CSL time	AHS, AMHS, ARHS: Implement Updated Curriculum 2010-2011
AHS, AMHS, ARHS: 1 laptop computer with WiFi for classroom and DECA use AHS: Rework wiring to accommodate teacher computer and projector. DVD/VHS Not yet ARHS: Color Laser Printer - Not yet	Instructional Tools and Equipment <ul style="list-style-type: none"> What tools are needed to deliver the curriculum? Does equipment meet industry standard? Are teaching tools updated and relevant? 	AHS, AMHS, ARHS: Not Completed 4 laptop computers with WiFi for classroom and DECA use AHS: Rework wiring to accommodate teacher computer and projector. DVD/VHS ARHS: Color Laser Printer	AHS, AMHS, ARHS: 4 laptop computers with WiFi for classroom and DECA use Not Completed AHS: Rework wiring to accommodate teacher computer and projector. DVD/VHS ARHS: Color Laser Printer AHS – Color Laser Printer	AHS, AMHS, ARHS: Consider options and complete RFP's.	AHS, AMHS, ARHS: Replace Laptops and update and replace equipment as needed. Every student with a computer.
AHS, AMHS, ARHS: Food Handler's Permit Testing Store Safety Checks Health Department Checks	Safety (E2.5a, P1.3) <ul style="list-style-type: none"> How is safety addressed in the program? Are there established safety procedures? How is safety instruction provided to students? 	AHS, AMHS, ARHS: Food Handler's Permit Testing Store Safety Checks Health Department Checks Completed	AHS, AMHS, ARHS: Food Handler's Permit Testing Store Safety Checks Health Department Checks	AHS, AMHS, ARHS: Continue	AHS, AMHS, ARHS: Continue
AHS, AMHS, ARHS: Working with Maintenance to keep heating and cooling and air movement at industry standards.	Facilities (E2.5b, E2.5c, P1.3a, P1.3b, P1.3c) <ul style="list-style-type: none"> How do the program facilities relate to those in industry? What modifications can be made if industry facilities are not feasible? What modifications are necessary to support the curriculum? 	AHS, ARHS: Upgrade to commercial quality refrigeration in stores. Work with Maintenance to keep heating and cooling and air movement at industry standards.	AHS, ARHS: Upgrade to commercial quality refrigeration in stores. Work with Maintenance to keep heating and cooling and air movement at industry standards.	AHS, ARHS: Consider Options and submit RFP's Work with Maintenance to keep heating and cooling and air movement at industry standards.	AHS, AMHS, ARHS: General Upkeep and Maintenance

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AHS, AMHS, ARHS: DECA participation and membership and all activities that this entails.	Extended Learning Opportunities (E2.3, P1.5) <ul style="list-style-type: none"> How does student learning extend outside of the classroom? What work-based learning opportunities are available in this program? 	AHS, AMHS, ARHS: Continue DECA Trips and internship style activities Enlist more guest Speakers	AHS, AMHS, ARHS: Continue DECA Trips and internship style activities Enlist more guest Speakers Use Advisory committee case studies	AHS, AMHS, ARHS: Ask for district support of DECA Trips. Network for guest speakers	AHS, AMHS, ARHS: Continue DECA Trips and expand internship style activities Enlist more guest Speakers
AHS, AMHS, ARHS: Continued Alignment with GLE's Expanded use of WASL reading and writing prompts for technical reading and writing.	Cross Credit Options How does this program align with general academic areas such as reading, writing, math, science, arts, social studies? <ul style="list-style-type: none"> How are Grade Level Expectations (GLEs) integrated into instruction. (E1.1) 	AHS, AMHS, ARHS: Continue Alignment with GLE's Expand use of WASL reading and writing prompts for technical reading and writing.	AHS, AMHS, ARHS: Continue Alignment with GLE's Expand use of WASL reading and writing prompts for technical reading and writing.	AHS, AMHS, ARHS: Create Written documentation of each unit and show alignments to GLE's. Complete during CSL time	AHS, AMHS, ARHS: Continue Alignment with GLE's
AHS, AMHS, ARHS: Continue Articulation with GRCC for college credit.	Post-Secondary Connections <ul style="list-style-type: none"> What post-secondary opportunities are available for students who participate in this program? What industry certifications could be infused into this curriculum? (P1.6) 	AHS, AMHS, ARHS: Continue Articulation with GRCC for college credit.	AHS, AMHS, ARHS: Continue Articulation with GRCC for college credit.	AHS, AMHS, ARHS: Attend Meetings and promote to student body	AHS, AMHS, ARHS: Continue Articulation with GRCC for college credit.
AHS, AMHS, ARHS: Student Speakers in middle schools and Freshman classes CAPS Promotion DECA Week	Program Promotion* How do we market our program to students, parents, and the community? <ul style="list-style-type: none"> Who is our target audience with regards to promotion? What promotional items do we have? What is our promotion plan? 	AHS, AMHS, ARHS: Continue Use of DECA CAP Program. Target high achieving, college bound students here and at middle schools and Future Freshman Night	AHS, AMHS, ARHS: Continue Use of DECA CAP Program. Target high achieving, college bound students here and at middle schools and Future Freshman Night	AHS, AMHS, ARHS: Enlist Students to complete CAP project and monitor results.	AHS, AMHS, ARHS: Continue Use of DECA CAP Program. Target high achieving, college bound students here and at middle schools and Future Freshman Night

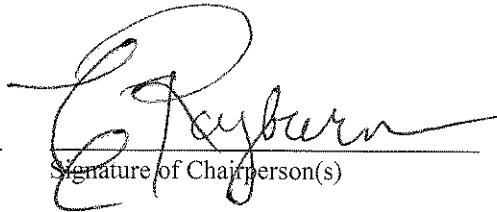
AUBURN SCHOOL DISTRICT CAREER AND TECHNICAL EDUCATION

- **Career Choices**

Annual Program Plan & Description for the 2009-2010 School Year

On behalf of the Program Advisory Committee for _____ Career Choices _____, I
Colleen Rayburn & Caleb Friend represent the members as having read, approved and
will support this program plan and description for the 2009-2010 school year. (E2.6, PI2)

Colleen Rayburn
Typed Name of Chairperson(s)


Signature of Chairperson(s)

4/5/10
Date

**CAREER & TECHNICAL
EDUCATION (CTE)**

PROGRAM
Career Choices/WBL
PROGRAM DESCRIPTION
OVERVIEW & PLAN

(complete one per program per year)

**program
provided at**
(check all that apply)

- ☒ Auburn High School
☐ Auburn Mountainview High
☐ Auburn Riverside High
☒ West Auburn High

Advisory Committee

An advisory committee actively guides the relevance and continuous improvement of the program. It is a committee whose members should represent business and industry, education, labor organizations, special populations, community, government, students, parents and teachers. A majority of the members shall share an expert working knowledge of the job tasks and competencies required for related occupations, related labor market needs and courses necessary to meet these needs. The committee provides advice in the design, development, deliver, evaluation and continuous improvement of CTE programs. The committee meets on a regular basis and minutes are on file in the district.

Number of meetings 2009-2010

3
Dates of meetings
**Minutes
on File ü**

Chairperson

Caleb Friend

1. October 7, 2009
 2. February 9, 2010
 3. May 5, 2010

☒
☒
☒

Advisory Committee Members

Name	Representing	*Must have a minimum of three voting members
Cyndee Smith	McCarthy, Causseaux, and Hurdelbrink Inc. P.S. Paralegal	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Caleb Friend	Director of Info. Technology, Calvary Community Church.	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Colleen Rayburn	West Auburn High School, Career Choices/WBL Instructor	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Linda Myers	West Auburn High School, Career Choices/WBL , retired	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Angela Bisch	Key Bank, Teller	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Arecka Hansen	Office Depot, Manager	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Crystal Wisness	Auburn High School, Career Choices/WBL Instructor	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Brad Sprague	West Auburn High School, Principal	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Angelica Gonzalez	University of Washington, student	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Turp Christianson	Totem Ocean Trailer Express, Inc, Port Engineer	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Bonnie Begalka	West Auburn High School LC, Career Choices/WBL instructor	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting

* A voting member is a representative from a business related to the occupational area of the program. Family and Consumer Sciences Education-Related Occupations shall include homemakers, parents and single parents, professionals, employers from business and industry, representative of health and welfare agencies, recent graduates, cultural and economic groups found in the community.

As a result of the Program Advisory Committee meetings noted above, the members determined that:

SFacilities meet trade standards

Yes
☒
No*
☐

SEquipment meets trade standards

☒
☐

SCurriculum standards meet trade standards

☒
☐

* Any "No" responses must be reflected in detail in the meeting minutes and should be referenced on the District Program Plan for this program.

2009-2010

Instructors CTE instructors hold a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned. . .with the appropriate certification, knowledge, skills and occupational experience (P1.4 & E2.4, P1.4a. E2.4a). After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.

Instructor Name	Colleen Rayburn	School	<input type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input type="checkbox"/> ARHS <input checked="" type="checkbox"/> WAHS
Certification Area(s)	Diversified Occupations / Work Based Learning			
Certificate renewal date	June 30, 2011	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.				
	Completed	In Progress	For Next Year	
ASD Lid Days 1&2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
NCCE Conference	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
OSPI Conference	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Restorative Practices	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Increase Student Achievement Through PLC	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)				
Description	Date	Location		
NCCE Conference	March 2011	Portland		
PSED Summer Institute/Adobe	July 2010	Renton		
WADOT Nuts & Bolts	Oct. 2010	Tacoma		
Technology, District, State & Program, GLE standards training	TBD	TBD		
First Aid Card Expiration:	January 28, 2012	CPR Card Expiration:	January 28, 2010	

Instructor Name	Bonnie Begalka	School	<input type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input type="checkbox"/> ARHS <input checked="" type="checkbox"/> WAHS
Certification Area(s)	Diversified Occupations/Work Based Learning			
Certificate renewal date	June 30 2011	CTE Certificate Type	<input type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input checked="" type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.				
	Completed	In Progress	For Next Year	
ASD LID Days 1&2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in your teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)				
Description	Date	Location		
Nuts & Bolts Coop Conference	October 2010	Tacoma		
District, State & Program, GLE standards training	TBD	TBD		
First Aid Card Expiration:	10/8/10	CPR Card Expiration:	10/8/10	

Instructor Name	<u>Crystal Wisness</u>	School	<input checked="" type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s)	<u>Diversified Occupations</u>			
Certificate renewal date	<u>June 2011</u>	CTE Certificate Type	<input type="checkbox"/> Continuing <input type="checkbox"/> Initial <input checked="" type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.				
	Completed	In Progress	For Next Year	
District designated LID Days 1 & 2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Cultural Competency	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
WASL/HSPE testing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Increasing Student Achievement Through PLC	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in your teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)				
Description	Date	Location		
Philosophy of Career & Tech Ed	2010-2011	Bates Technical College		
Work Based Learning Coordination	2009-2010	Bates Technical College		
First Aid Card Expiration:	<u>March 2011</u>	CPR Card Expiration:	<u>March 2011</u>	

Program Evaluation and Improvement

	Number of Surveys Distributed / Completed	Date reviewed by Advisory Committee
Semester Class Exit Survey Reviewed (2 nd semester from last school year)	AHS:300	October 2009
	AMHS:	
	ARHS:	
	WAHS: 70	
Semester Class Exit Survey Reviewed (1st semester current school year)	AHS:240	February 2010
	AMHS:	
	ARHS:	
	WAHS: 60	

List recommendations from surveys for program improvement.

AHS	AMHS	ARHS	WAHS
1. Thermostats to control heat/cold in room 2. Expand budget, finance curriculum	1. 2. 3.	1. 2. 3.	1. More group and leadership projects 2. Update computers 3. More Technology lessons

List strengths from surveys for program growth and stability.

AHS	AMHS	ARHS	WAHS
1. Portfolio 2. Career Cruising 3. Senior Project	1. 2. 3.	1. 2. 3.	1. Employment Portfolio/Skills 2. Career Research/Goal setting 3. Student Leadership 4. Management Training

Advisory Recommendations 2009 - 2010

AHS	AMHS	ARHS	WAHS
1. Leadership Development 2. Organizing ideas and communicating orally 3. Simulate occupation related management and labor practices	1. 2. 3.	1. 2. 3.	1. Decision making, set goals, action plans 2. Balance work and personal responsibilities 3. Achieve outcomes outlined in education/career plans

Program Components

	Yes	No
sInstructor certification and renewal dates have been reviewed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sA para-educator provided for this program?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
sLeadership skills are taught and assessed to every student enrolled through a Career and Technical Education Student Organization (CTSO) and/or through skills integrated into the classroom? (E4.1, E4.1a, E4.1b)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Leadership is provided by (E4.1c)	CTE. Ed. Club (WAHS), FBLA (AHS), and embedded curriculum	
	Name of CTE Student Organization	

sIf a Washington State endorsed CTSE is not available for students, please attach a description of leadership skill integration to this plan. Advisory committee must review and approve this description annually.

	Yes	No
sEmployability (SCANS) are taught and assessed in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sInformation regarding career opportunities in this field including non-traditional opportunities is included in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sNeeds of special education and diverse populations are met by this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sSafety skills and/or a safety plan are implemented in every classroom of this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sPromotion plan for this program has been reviewed by the advisory committee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: WAHS:</p> <ul style="list-style-type: none"> • WAHS Continued use of Discovery Education site license to expand and enhance Career Research, Safety, Job Search, Teamwork, Character and Leadership curriculums • <u>Leadership Retreat</u> Student leaders trained at retreat developed an all school teambuilding and leadership project • Student CTE Leadership Club researched, developed, and introduced Student Court proposal to staff • Updated curriculum with new strategies and technology including Nettekker and interactive computer simulations • Partnership with YMCA Y Achievers • Provided additional instructional activities and workplace simulations / used Employability Profile to monitor progress. <p>AHS</p>	<p>Curriculum</p> <p>(E2.1, E2.2, P1.1, P1.1a, P1.1b)</p> <ul style="list-style-type: none"> • What modifications should be made to the curriculum? <ul style="list-style-type: none"> • What is outdated? • What is new and emerging? 	<p>AHS: WAHS:</p> <ul style="list-style-type: none"> • WAHS Developed differentiated instruction modules including 3 Tiered Management Training: • Developed second tier leadership curriculum/projects • Student Court implemented February 2010 • ASB/CTE joint meetings bi-monthly to work on school climate • Developed new technology curriculum • Attended OSPI, NCCE and District training • Developed rubrics for student assessments <p>AHS</p> <ul style="list-style-type: none"> • added Budget curriculum 	<p>AHS: WAHS:</p> <ul style="list-style-type: none"> • Expand decision making, goal setting curriculum • Enhance curriculum & develop timelines and strategies to achieve education/career goals • Include time management curriculum • Continue development of curriculum meeting required competencies & state assessments • Continue updating curriculum with new and emerging strategies and technology • Take advantage of all technology/ curriculum training opportunities • Seek additional Service Learning/Leadership partnerships • Implement and develop new curriculum utilizing resources and software identified at NCCE Conference 	<p>AHS: WAHS:</p> <ul style="list-style-type: none"> • Procure new materials and update curriculum aligning with state standards and identifying ELARs and GLEs identified in curriculum review process • Seek training opportunities to keep abreast of new and emerging strategies and technology by attending conferences and classes. • Research new technology and software for curriculum development • Cont. D E, Career Cruising, WOIS, Bridges, & Nettekker to enhance and develop new lessons 	<p>AHS: WAHS:</p> <ul style="list-style-type: none"> • Continue to align CTE curriculum with GLEs and state standards • Continue to learn, acquire, and utilize new techniques and technology to meet state and business standards • Continue to develop new and emerging curriculum • Explore cross-credit opportunities for Career Choices • Continue updating equipment, technology, and curriculum to meet state and industry standards

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AHS: WAHS: <ul style="list-style-type: none"> Renewed WOIS, Bridges, and Career Cruising Renewed site license for Discovery Education Using Swift webpage for student information and teacher contact 	Instructional Tools and Equipment <ul style="list-style-type: none"> What tools are needed to deliver the curriculum? Does equipment meet industry standard? Are teaching tools updated and relevant? 	AHS: WAHS: <ul style="list-style-type: none"> Utilized WOIS, Bridges Career Cruising, Nettekker, & Discovery Education in classroom for student research Enhanced Adobe Elements, Digital Photography, Inspiration, and Photostory3 lessons for student presentations Received replacement printer Received computers 	AHS: WAHS: <ul style="list-style-type: none"> Replace and update old equipment and resources Research and buy new software programs and instructional materials to enhance and improve curriculum Continue training and development 	AHS: WAHS: <ul style="list-style-type: none"> Find new technology training opportunities to expand skills and curriculum approximately \$1500 Research and procure new technology and software to deliver curriculum \$2500 	AHS: WAHS: <ul style="list-style-type: none"> Continue researching and updating technology, software, programs and equipment to maximize student learning.
AHS: WAHS: <ul style="list-style-type: none"> Dept. of Labor and Industry & University of Washington curriculum and video Job site safety policies Succeeding in the World of Work Safety unit <u>WAHS</u> <ul style="list-style-type: none"> Developed interactive lesson using Inspiration/Discovery Education on Worksite Safety and Accident Prevention <u>WAHS</u> <ul style="list-style-type: none"> Completed CPR/First Aid 	Safety* (E2.5a, P1.3) <ul style="list-style-type: none"> How is safety addressed in the program? Are there established safety procedures? How is safety instruction provided to students? 	AHS: WAHS: <ul style="list-style-type: none"> Invited counselor for presentations on sexual harassment and bullying Used L&I/UW Health & Safety curriculum Covered OSHA, WISHA regulations Safety in the World of Work Review and assessment 	AHS: WAHS: <ul style="list-style-type: none"> Continue updating curriculum, keeping abreast of L&I, OSHA, and WISHA regulations Register for First Aid/CPR training 	AHS: WAHS: <ul style="list-style-type: none"> Keep contacts and develop new contacts for Safety presentations and new curriculum Complete yearly First Aid/CPR training 	AHS: WAHS: <ul style="list-style-type: none"> Continue updating safety regulations curriculum as determined by OSHA, WISHA, and Washington State Labor and Industries

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>WAHS:</p> <p><u>WAHS</u></p> <ul style="list-style-type: none"> Replaced outdated printer Using multi media station for student access and presentations. Developed new curriculum using multi-media station and new software Developed computer schematic for student assignments 	<p>Facilities (E2.5b, E2.5c, P1.3a, P1.3b, P1.3c)</p> <ul style="list-style-type: none"> How do the program facilities relate to those in industry? What modifications can be made if industry facilities are not feasible? What modifications are necessary to support the curriculum? 	<p>AHS: WAHS:</p> <ul style="list-style-type: none"> Students are using the multimedia station and new software to develop projects and deliver presentations Using multimedia station to deliver lessons and presentations Identified new software and equipment needs Researching new equipment for VHS/DVD conversion 	<p>AHS: WAHS:</p> <ul style="list-style-type: none"> Remove/replace outdated, broken equipment Continue to increase availability of equipment Implement use of new equipment 	<p>AHS: WAHS:</p> <ul style="list-style-type: none"> Replace outdated computers and equipment Install new software programs and equipment 	<p>AHS: WAHS:</p> <ul style="list-style-type: none"> Continue upgrading equipment and furniture to improve student learning stations Research new and emerging equipment
<p>AHS: WAHS:</p> <p><u>WAHS</u></p> <ul style="list-style-type: none"> Provided Work Based Learning opportunities for students with qualified employers Job Shadow opportunities Offered through Rotary and student identified individual partnerships Leadership Training embedded & CTE Club Field Trips, Guest Speakers Leadership Retreat Developed student led, all school project <p>AHS</p> <ul style="list-style-type: none"> FBLA Career Conference Field Trips, Guest speakers Community Service projects 	<p>Extended Learning Opportunities (E2.3, P1.5)</p> <ul style="list-style-type: none"> How does student learning extend outside of the classroom? What work-based learning opportunities are available in this program? 	<p>AHS: WAHS:</p> <ul style="list-style-type: none"> <u>WAHS</u> Continue WBL Learning Plans <u>WAHS</u> Continue Rotary job shadow <u>WAHS</u> Continue to support Leadership Retreat, and CTE Club <u>WAHS</u> Continue to mentor students for Career Conference Developed new community partnership, YMCA <u>WAHS</u> Weekly CTE meetings <u>AHS</u> Continue_FBLA_support 	<p>AHS: WAHS:</p> <ul style="list-style-type: none"> Explore additional job shadow opportunities Continue networking and developing high visibility for Career Choice's students Develop additional service learning opportunities Develop new community partnerships Research field trip and guest speaker opportunities 	<p>AHS: WAHS:</p> <ul style="list-style-type: none"> <u>WAHS</u> developed Learning Plans and qualified employers for working students Rotary job shadow day scheduled WAHS Leadership Retreat Feb. 2010 Career Conference April Bi-monthly industry speakers Monthly Community Service, Leadership Projects Continue student Leadership meetings/projects Research funding alternatives 	<p>AHS: WAHS:</p> <ul style="list-style-type: none"> Continue to implement Advisory recommendations for Extended Learning opportunities Develop transportation and funding alternatives for Extended Learning opportunities

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: WAHS:</p> <ul style="list-style-type: none"> ECP team finalized cross-credit protocol and standards for cross-credit options 	<p>Cross Credit Options</p> <p>How does this program align with general academic areas such as reading, writing, math, science, arts, social studies?</p> <ul style="list-style-type: none"> How are Grade Level Expectations (GLEs) integrated into instruction. (E1.1) 	<p>AHS: WAHS:</p> <ul style="list-style-type: none"> Career Choices has no Equivalency Credit at this time 	<p>AHS: WAHS:</p> <ul style="list-style-type: none"> Continue exploring Career Choices alignments that fit all schools 	<p>AHS: WAHS:</p> <ul style="list-style-type: none"> Present findings to Advisory Board Re-visit as necessary 	<p>AHS: WAHS:</p> <ul style="list-style-type: none"> Apply for Equivalency Credit if applicable
<p>AHS: WAHS:</p> <ul style="list-style-type: none"> <u>WAHS</u> Career Choices Certificate of Completion after successful completion of all competencies leadership requirements Career Choices Certificate of Mastery after successful completion of all competencies, management training and demonstrated leadership GRCC, AI, Bates, RTCC, DeVry, Trades, Apprenticeship, speakers Field trip to GRCC FAFSA training Bridges/WOIS college and scholarship search Career Research Project 5 & 10 year plan & timeline developed in class 	<p>Post-Secondary Connections</p> <ul style="list-style-type: none"> What post-secondary opportunities are available for students who participate in this program? What industry certifications could be infused into this curriculum? (P1.6) 	<p>AHS: WAHS:</p> <ul style="list-style-type: none"> Students are informed of available scholarships, workshops, apprenticeships, internships, and secondary training. <u>WAHS</u> Bates FAFSA presentation Post secondary/Career research and planning Post secondary speakers College Financial planning GRCC, RTC, Expanding Your Horizons, Women In Trades Field trips Community College, Technical College, Apprenticeship/Trades and Business and Industry speakers Use WOIS & Bridges subscription to identify secondary training, costs, and financial aid Scholarship and secondary training opportunities posted on Rayburn Career Choices website 	<p>AHS:WAHS:</p> <ul style="list-style-type: none"> Continue use of WOIS, Bridges, Career Cruising, and internet resources to research secondary education, schools, sites, training, costs, scholarships, and financial aid. Continue post secondary speaker presentations and school visits 	<p>AHS: WAHS:</p> <ul style="list-style-type: none"> Continue Career Cruising, WOIS and Bridges subscription Explore and research new sites Identify additional opportunities for student information and development 	<p>AHS: WAHS:</p> <ul style="list-style-type: none"> Target funding for more college and industry field trips Seek additional information and opportunities for student decision making

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<div><div>AHS:WAHS:</div><ul style="list-style-type: none">• <u>WAHS</u> CTE Club / CTE students volunteered at the YMCA, WAHS open house, Auburn Parks & Recreation, ASD Reaching Out Fair, White Cane Days, Auburn Santa Parade, Auburn Food Bank, Auburn Symphony• CTE Club / CTE students presented to Rotary• Student assemblies recognize CTE student Leadership and Achievements• Career Choices student managers mentor new students• Designed CTE Club shirts for students to wear during volunteerism, leadership activities, and community service• Provide e-portfolio assistance to all students• Invite all interested students to CTE seminars and activities• Student Managers receive Certificate of Mastery when successfully completing two years of Career Choices- presented at Awards Assembly• Career Choices Job Board• Grad Board preparation• Recognize CTE on Display wall• <u>WAHS</u> Career Choices Scholarship• Career Choices information on Rayburn webpage<div>AHS</div></div>	<div><div></div><div><div>Program Promotion*</div><div>How do we market our program to students, parents, and the community?</div><ul style="list-style-type: none">• Who is our target audience with regards to promotion?• What promotional items do we have?• What is our promotion plan?</div></div>	<div><div>AHS:WAHS:</div><ul style="list-style-type: none">• <u>WAHS</u> CTE students have continued to be highly visible in the school and community through community service and volunteerism• Students learn about CTE programs and CTE Club through projects and promotions• Activities/information displayed on bulletin boards and halls• CTE Club and CTE presentations to Auburn Rotary• CTE, CTE Club, and Leadership recognized at assemblies• CTE Club sweatshirts worn every VEC meeting and activity• Grad Board / student portfolio resource• Maintain Student Job Board• College and scholarship information resource• Provide Grad Board workshops• CTE student managers developed orientation video for all new WAHS students• CTE Club Leaders developed and facilitate Student Court WAHS• CTE Display wall highlights CTE student achievements and opportunities• Career Choices information on Rayburn Swift webpage</div>	<div><div>AHS:WAHS:</div><ul style="list-style-type: none">• Continue community service activities• Continue promotion at student assemblies• Continue to promote student leadership and new student involvement through CTE• Maintain quality program to attract students• Continue training and providing workshops for Grad Boards• Maintain contact with advisors for student scheduling• Advertise student CTE Club leadership activities through assemblies, bulletin, and student recognition• Continue promotion of CTE student accomplishments and opportunities on Display Wall• Continue to provide program information and opportunities on Career Choices webpage</div>	<div><div>AHS:WAHS:</div><ul style="list-style-type: none">• Seek new and additional opportunities to serve the community• Leadership Retreat, approx. \$2000• Women in Trades, transportation cost \$200• Continues to pursue cross-credit opportunities• Provide advisors with career choices brochure during scheduling• Continue being a resource for student portfolios and Grad Boards</div>	<div><div>AHS:WAHS:</div><ul style="list-style-type: none">• Continue being a resource for student portfolios and Grad Boards• Update marketing brochures• Develop additional community and cross curricular partnerships• Continue high profile activities and projects• Continue program promotion on display wall• Submit articles to CTE publications• Recognition of student accomplishments at assemblies, bulletins</div>

AUBURN SCHOOL DISTRICT CAREER AND TECHNICAL EDUCATION

- **Trades and Industry Education**

AUBURN SCHOOL DISTRICT CAREER AND TECHNICAL EDUCATION

Automotive Technology

Annual Program Plan & Description for the 2009-2010 School Year

On behalf of the Program Advisory Committee for, ASD Auto Technology

Representing the members as having read, approved and will support this program plan and description for the 09-10 school years. (E2.6, P1.2)

Gordy Nishimoto
Typed Name of Chairperson

Gordy Nishimoto
Signature of Chairperson

5-5-2010
Date

**CAREER & TECHNICAL
EDUCATION (CTE)**

PROGRAM
**Automotive Technology
Power Equipment Technology**
**PROGRAM DESCRIPTION
OVERVIEW & Plan**

(complete one per program per year)

**Program
provided at**

(check all that apply)

- ☒ Auburn High School
☒ Auburn Mountainview High School
☒ Auburn Riverside High School
☒ West Auburn High School

Advisory Committee An advisory committee actively guides the relevance and continuous improvement of the program. It is a committee whose members should represent business and industry, education, labor organizations, special populations, community, government, students, parents and teachers. A majority of the members shall share an expert working knowledge of the job tasks and competencies required for related occupations, related labor market needs and courses necessary to meet these needs. The committee provides advice in the design, development, deliver, evaluation and continuous improvement of CTE programs. The committee meets on a regular basis and minutes are on file in the district.

Number of meetings 2009-2010

3

Dates of meetings

 Minutes
on File ☐

 *Chairperson Gordy Nishimoto

October 7, 2009

☒

February 23, 2010

☒

May 5, 2010

☒
Advisory Committee Members

Name	Representing	*Must have a minimum of three voting members
James Bothell	Auburn Chevrolet, Auburn	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
LeRoy Kawaguchi	Valley Pontiac, Auburn	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Gordy Nishimoto*	Scarff Ford, Auburn	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Jason Kline	Doxon Toyota, Auburn	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Mark Vukich	West Coast Paving, Auburn	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Bill Winters	Aukeen Drivelines	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Dick Zaviski	Sterling Automotive	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Perry Sipe	15 th Street Automotive	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Lee Homa	Gosney's NAPA Auto Parts	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Steve Swansund	15 th Street Automotive, Auburn	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Duane Veil	Doxon Motors, Auburn	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Sean Homa	Gosney NAPA Motor Parts	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Fred Donaldson	AHS, Instructor	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Roger Lee	AHS, Assistant Principal	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Rob Swaim	ASD CTE Coordinator	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Dave Halford	ARHS, Assistant Principal	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Brad Sprague	WAHS, Principal	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Steve Dubay	AMHS, Assistant Principal	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Ray Hill	SGE Industry Consultant	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Warren Secord	Warren Secord Tire, Kent	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Frank Nelson	ASD Maintenance Department	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Rick Nelson	Valley Pontiac Buick GMC	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting

*A voting member is a representative from a business related to the occupational area of the program. Family and Consumer Sciences Education-Related Occupations shall include homemakers, parents and single parents, professionals, employers from business and industry, representative of health and welfare agencies, recent graduates, cultural and economic groups found in the community.

As a result of the Program Advisory Committee meetings noted above, the members determined that:

SFacilities meet trade standards

Yes

No*

☒
☐

SEquipment meets trade standards

☒
☐

SCurriculum standards meet trade standards

☒
☐

* Any "No" responses must be reflected in detail in the meeting minutes and should be referenced on the District Program Plan for this program.

2009-2010

Instructors CTE instructors hold a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned. . .with the appropriate certification, knowledge, skills and occupational experience (P1.4 & E2.4, P1.4a. E2.4a). After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.

(duplicate page as needed)

Instructor Name	Fred Donaldson (District Program for all Schools)	School	<input checked="" type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s)	1. Automotive Technology 2. Diversified Occupations 3. Work-based Learning Coordinator			
Certificate renewal date	6/30/2015	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.				
	Completed	In Progress	For Next Year	
WA State ACTE Conference	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
WASTS Fall In service and Training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Summer Manufacture Training at Shoreline Training Center	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Manufactures Satellite Courses for Upgrade Training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)				
Description	Date	Location		
Industry work each summer at Fred Donaldson Motors	Continuing			
Summer and Part Time Automotive Instruction	Continuing	GRCC		
First Aid Card Expiration:	11/10/2011	CPR Card Expiration:	1/26/2011	

Program Evaluation and Improvement

	Number of Surveys Distributed	Number of Surveys Completed and Returned	Date reviewed by Advisory Committee
Semester Class Exit Survey Reviewed (2 nd semester from last school year)	AHS: 58	AHS: 50	AHS: 11/2005
	AMHS:	AMHS:	AMHS:
	ARHS:	ARHS:	ARHS:
	WAHS:	WAHS:	WAHS:
Semester Class Exit Survey Reviewed (1st semester current school year)	AHS: 64	AHS: 55	AHS: 5/22/2006
	AMHS:	AMHS:	AMHS:
	ARHS:	ARHS:	ARHS:
	WAHS:	WAHS:	WAHS:
1 - year Graduate Survey Class of <u>2008</u>	AHS: 24	AHS: 5	AHS: 11/2005
	AMHS:	AMHS:	AMHS:
	ARHS:	ARHS:	ARHS:
	WAHS:	WAHS:	WAHS:

List recommendations from surveys for program improvement.

AHS	AMHS	ARHS	WAHS
1. Increase access to course materials on-line (now on Swift) 2. More classroom presentations Add classroom power points to the web (completed) 3. Increase equipment availability (major purchases this year) 4. Continue to Increase availability of SGE training, possible 2 nd yr. (Stations increase, and Training Aids x3) 5. Increase number of tool boxes for student use in shop. (x 24) 6. Update/upgrade 411 Hunter aligner to current specifications. 7. Replace Hunter Light-a-line with new, current technology unit. 8. Replace defective VAT-40 with equal educational unit. 9. Replace Snap-On 5-Gas analyzer with current technology unit. 10. Investigate addition of Brake simulation units to improve experience for students on the Brake unit.	1. 2. 3.	1. 2. 3.	1. 2. 3.

List strengths from surveys for program growth and stability.

AHS	AMHS	ARHS	WAHS
1. Continue to block schedule classes, add for SGE 2. Continue to expand and offer more periods of SGE 3. Added SGE to Shared school schedules. 4. More flexible work time with addition of "on web" assignments.	1. 2. 3.	1. 2. 3.	1. 2. 3.

Program Components Continued...

	Yes	No
sInstructor certification and renewal dates have been reviewed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sA para-educator provided for this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sLeadership skills are taught and assessed to every student enrolled through a Career and Technical Education Student Organization (CTSO) and/or through skills integrated into the classroom? (E4.1, E4.1a, E4.1b)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Leadership is provided by (E4.1c) <u>SkillsUSA & additionally local developed</u>		
Name of CTE Student Organization		

sIf a Washington State endorsed CTSE is not available for students, please attach a description of leadership skill integration to this plan. Advisory committee must review and approve this description annually.

	Yes	No
sEmployability (SCANS) are taught and assessed in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sInformation regarding career opportunities in this field including non-traditional opportunities is included in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sNeeds of special education and diverse populations are met by this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sSafety skills and/or a safety plan are implemented in every classroom of this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sPromotion plan for this program has been reviewed by the advisory committee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>Implemented General Service Supporting Lessons and Curriculum</p> <p>Implemented STIHL curriculum into second semester of SGE program.</p> <p>Surveyed local AYES Partner Sites to evaluate student /intern successes.</p>	<p>Curriculum</p> <ul style="list-style-type: none"> What modifications should be made to the curriculum? <ul style="list-style-type: none"> What is outdated? What is new and emerging? 	<p>NATEF General Service Curriculum in place for all first yr Auto Tech classes.</p> <p>All SGE Classes progressing on the “on-line” STIHL Training.</p> <p>AYES partner sites discussing progress with ASD as well as WA State Director.</p>	<p>Continue with General Service Curriculum & Tasks with all Auto Tech classes.</p> <p>Complete updates to ASE Tasks for Auto Tech.</p> <p>Continue “On-Line” STIHL training for SGE.</p> <p>Advisory Review of Curriculum and prepare for NATEF Re-Certification</p> <p>Maintain SWIFT Site</p>	<p>General Service Curriculum and Task work is in line with AYES Agreement with no direct charge to school.</p> <p>STIHL On-Line Training is provided at no charge thru agreement. Supporting equipment needs approx \$2000</p> <p>NATEF Recertification costs for materials and on-site approximately \$850</p>	<p>Annual update of curriculum as recommended by Advisory and Industry surveys.</p> <p>Complete review of needed equipment for NATEF standard 5 yr re- evaluation/certification.</p> <p>Evaluate ASE Tracking materials, update annually .</p>
<p>Purchase of new SGE text to comply with EETC standards of current copyright date delayed for budget.</p> <p>Purchased Coolant Flush machine \$5500</p> <p>(Advisory priority since 2002)</p> <p>Purchased update for on line All Data</p> <p>Replace SnapOn 5 gas tester.</p> <p>Approx. \$6000 (Delayed for budget)</p>	<p>Instructional Tools and Equipment</p> <ul style="list-style-type: none"> What tools are needed to deliver the curriculum? <ul style="list-style-type: none"> Does equipment meet industry standard? Are teaching tools updated and relevant? 	<p>Reviewing Text Books for both Auto and SGE for 2010-11 school year. Required for NATEF.</p> <p>All Data updated.</p> <p>Trans Flush Purchased.</p> <p>Two new Scanners purchased with Pemco Grant funding</p> <p>5-Gas being evaluated.</p>	<p>Review, evaluate and purchase new textbooks for both Auto Tech to meet NATEF requirements.....</p> <p>And review and purchase SGE required text to prepare for EETC Certification of SGE Program.</p> <p>Update ALL Data</p>	<p>Review supporting text books or online texts into the curriculum framework.</p> <p>Estimated cost.. \$2000</p> <p>Update power points and on-line assignments presently available on Auto Tech SWIFT page (on-going)</p>	<p>Update All Data annually</p> <p>Update ASE Tasks annually</p> <p>Update SGE aides/equip.</p> <p>Update reference /classroom Texts each 5 years to comply with NATEF & EETC Program Certifications.</p>
<p>Update NATEF industry standard equipment and safety procedures.</p> <p>Update safety testing to break into smaller chunks of evaluation to result in better student success. (ongoing)</p>	<p>Safety*</p> <ul style="list-style-type: none"> How is safety addressed in the program? <ul style="list-style-type: none"> Are there established safety procedures? How is safety instruction provided to students? 	<p>Plan to return to on-line Safety Program for the 2010-11 school year to match industry standard.</p>	<p>Update NATEF & EETC industry standard equipment and safety procedures.</p> <p>Update safety testing and review evaluation to result in better student success. (ongoing)</p>	<p>Complete all safety units and install them on the Auto Shop SWIFT page.</p> <p>Include EETC Cost \$00</p>	<p>Maintaining all units in conjunction with the current and updated NATEF & EETC standards.</p> <p>Encourage advanced students to include 2nd year of instruction in both auto and SGE.</p>

AUBURN SCHOOL DISTRICT CAREER AND TECHNICAL EDUCATION

Graphic Design & Production

**CAREER & TECHNICAL
EDUCATION (CTE)**

PROGRAM Graphic Design and Production

**PROGRAM DESCRIPTION
OVERVIEW & PLAN**

(complete one per program per year)

**Program
provided at**
(check all that apply)

- ☒ Auburn High School
☒ Auburn Mountainview High School
☒ Auburn Riverside High School
☐ West Auburn High School

Advisory Committee An advisory committee actively guides the relevance and continuous improvement of the program. It is a committee whose members should represent business and industry, education, labor organizations, special populations, community, government, students, parents and teachers. A majority of the members shall share an expert working knowledge of the job tasks and competencies required for related occupations, related labor market needs and courses necessary to meet these needs. The committee provides advice in the design, development, deliver, evaluation and continuous improvement of CTE programs. The committee meets on a regular basis and minutes are on file in the district.

Number of meetings 2009-10

3
Dates of meetings
**Minutes
on File**

Chairperson

Tom Erdmann/ Colleen Maloney

1. Oct 7, 2009

2. Feb 4, 2010

3. May 5, 2010

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Advisory Committee Members		
Name	Representing	*Must have a minimum of three voting members
Tom Erdmann	SKC Design Co./ Fine Designs Inc.	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Robin Walker	Smith/ Walker Design Studio	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Elaine Scheff	Independent (CTE instructor)	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Selena Koosman	World Vision	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Cheryl Richards	Superior Imaging	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Colleen Maloney	Green River C.C. Graphic Design	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Aaron Bloom	Smith/ Walker Design Studio	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Grant Lamb	2007 ARHS G. D. Graduate	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Lonnie Chavez	Teacher - AMHS	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Kathy Lobdell	Teacher - ARHS	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Diane Sarr	Teacher - AHS	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting

* A voting member is a representative from a business related to the occupational area of the program. Family and Consumer Sciences Education-Related Occupations shall include homemakers, parents and single parents, professionals, employers from business and industry, representative of health and welfare agencies, recent graduates, cultural and economic groups found in the community.

As a result of the Program Advisory Committee meetings noted above, the members determined that:

sFacilities meet trade standards

sEquipment meets trade standards

sCurriculum standards meet trade standards

Yes
No*
☐
☒
☐
☒
☒
☐

* Any "No" responses must be reflected in detail in the meeting minutes and should be referenced on the District Program Plan for this program.

2009-2010

Instructors CTE instructors hold a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned. . .with the appropriate certification, knowledge, skills and occupational experience (P1.4 & E2.4, P1.4a. E2.4a). After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.

(duplicate page as needed)

Instructor Name	Kathy Lobdell	School	<input type="checkbox"/> AHS	<input checked="" type="checkbox"/> ARHS	<input type="checkbox"/> AMHS	<input type="checkbox"/> WAHS
Certification Area(s)	Technology and Industry Pathway					
Certificate renewal date	Sept. 2015	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional			
List specific courses, workshops, conferences for professional growth in content knowledge and skills.						
		Completed	In Progress	For Next Year		
Work - Based Learning Coordination Bates Tech College		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
AP Summer Conference		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)						
Description	Date	Location				
Participate in Artrageous Summer Event	8/2010	Auburn				
First Aid Card Expiration:	9/ 2010	CPR Card Expiration:	9/2010			

Instructor Name	Diane Sarr	School	<input checked="" type="checkbox"/> AHS	<input type="checkbox"/> ARHS	<input type="checkbox"/> AMHS	<input type="checkbox"/> WAHS
Certification Area(s)	Commercial Art, Applied Arts, Computer Applications					
Certificate renewal date	2017	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional			
List specific courses, workshops, conferences for professional growth in content knowledge and skills.						
		Completed	In Progress	For Next Year		
Washington Art Education Conference 10/09 (Tacoma)		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Visual Engaging Art Projects: Author and Art educator, Ken Vieth Seminar		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
National Art Education Conference		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
List planned additional experiences in one or more of the jobs or careers in your teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)						
Description	Date	Location				
Promotion of Auburn Farmer's Market	June 13, 2010	On Site: Sound Transit Plaza				
Apple Applications	2010	Tukwila, WA				
First Aid Card Expiration:	January 2011	CPR Card Expiration:	January 2011			

2009-2010

Instructors CTE instructors hold a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned. . .with the appropriate certification, knowledge, skills and occupational experience (P1.4 & E2.4, P1.4a. E2.4a). After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.

(duplicate page as needed)

Instructor Name	Lonnie Chavez	School	<input type="checkbox"/> AHS	<input type="checkbox"/> ARHS
			<input checked="" type="checkbox"/> AMHS	<input type="checkbox"/> WAHS
Certification Area(s)	Technology and Industry Pathway			
Certificate renewal date	June 2015	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.				
	Completed	In Progress	For Next Year	
Frye Art Museum, Printmaking and Drawing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
BEHR workshop	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)				
Description	Date	Location		
Freelance Graphic Design	Summer	Seattle Area		
First Aid Card Expiration:	9/11	CPR Card Expiration:	9/11	

Program Evaluation and Improvement

	Number of Surveys Distributed	Number of Surveys Completed and Returned	Date reviewed by Advisory Committee
Semester Class Exit Survey Reviewed (2 nd semester from last school year)	AHS: 40	AHS: 40	AHS: 9/2009
	AMHS: 85	AMHS: 85	AMHS: 9/2009
	ARHS: 91	ARHS:91	ARHS:9/2009
	WAHS:	WAHS:	WAHS:
Semester Class Exit Survey Reviewed (1st semester current school year)	AHS: 75	AHS: 75	AHS: NA
	AMHS: 50	AMHS: 50	AMHS: NA
	ARHS:65	ARHS:65	ARHS:NA
	WAHS:	WAHS:	WAHS:
1 -year Graduate Survey (optional) Class of _____	AHS: NA	AHS: NA	AHS: NA
	AMHS: NA	AMHS: NA	AMHS: NA
	ARHS: NA	ARHS: NA	ARHS: NA
	WAHS:	WAHS:	WAHS:

List recommendations from surveys for program improvement.

AHS	AMHS	ARHS	WAHS
1. More Computers 2. Fewer students (smaller class size) 3. More space	1. More Computers 2. Adequate Storage 3.	1. No Lab Fee 2. More Computers 3. Need better table space	1. 2. 3.

List strengths from surveys for program growth and stability.

AHS	AMHS	ARHS	WAHS
1. Enjoy projects 2. Leaned a lot on the Macs 3. Projects vs Tests	1. Enjoyed hands on 2. Improved skills beyond expectations 3. Acquired skills that can be used outside classroom	1. Easy Class to Understand 2. Learned a lot 3. Learned how to manage time	1. 2. 3.

Program Components Continued...

	Yes	No
sInstructor certification and renewal dates have been reviewed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sA para-educator provided for this program?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
sLeadership skills are taught and assessed to every student enrolled through a Career and Technical Education Student Organization (CTSO) and/or through skills integrated into the classroom? (E4.1, E4.1a, E4.1b)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Leadership is provided by (E4.1c) _____		
Name of CTE Student Organization		

sIf a Washington State endorsed CTSE is not available for students, please attach a description of leadership skill integration to this plan. Advisory committee must review and approve this description annually.

	Yes	No
sEmployability (SCANS) are taught and assessed in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sInformation regarding career opportunities in this field including non-traditional opportunities is included in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sNeeds of special education and diverse populations are met by this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sSafety skills and/or a safety plan are implemented in every classroom of this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sPromotion plan for this program has been reviewed by the advisory committee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Accomplishments 2009-10	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Client Community Connection for Drawing II and Graphic Design (City of Auburn Market Promotion, Auburn Art Commission for shadowing exhibiting artists. CBPA for DII and GDP.</p> <p>AMHS: Implemented CBPA. Incorporated more client projects.</p> <p>ARHS: Implemented CBPA testing in: Drawing 1 Drawing 2 Graphic Design Advanced Art 1-2</p> <p>WAHS:</p>	<p>Curriculum (E2.1, E2.2, P1.1, P1.1a, P1.1b)</p> <ul style="list-style-type: none"> What modifications should be made to the curriculum? <ul style="list-style-type: none"> What is outdated? What is new and emerging? 	<p>AHS: Participation in CSL for CTE Department and with district colleagues.</p> <p>AMHS: PLC's in place.</p> <p>ARHS: Preparing to work with PLC's both in house and with colleagues across the district.</p> <p>WAHS:</p>	<p>AHS: Work on developing CSL Power Standards for visual arts with district colleagues.</p> <p>AMHS: Implementing Power Standards. Also working for common assessment within school's visual arts.</p> <p>ARHS: Help develop the district's "Power Standards" for Visual Art</p> <p>WAHS:</p>	<p>AHS: Changed work schedule for next year to mornings to accommodate continued attendance at CSL meetings.</p> <p>AMHS: Attend district meetings and find time to meet with visual art's teachers at AMHS</p> <p>ARHS: Attend district meetings NA</p> <p>WAHS:</p>	<p>AHS: Implement and develop common student assessments in visual arts for various skill levels and competencies.</p> <p>AMHS: Develop common assessments for student achievement</p> <p>ARHS: Develop common assessments for student achievement</p> <p>WAHS:</p>
<p>AHS: New 5550 HP color laser printer and installed on Mac computers.</p> <p>AMHS: Acquired PC's to help with overflow of students needing the computer</p> <p>ARHS: NA</p> <p>WAHS:</p>	<p>Instructional Tools and Equipment</p> <ul style="list-style-type: none"> What tools are needed to deliver the curriculum? Does equipment meet industry standard? Are teaching tools updated and relevant? 	<p>AHS: Technology improvements: additional desk top computers (with additional desk spade, updated software for Adobe suites, Lap Top and Wireless technology, Drawing Tablets. Additional scanners.</p> <p>AMHS: Review of needed additional computers, addition of drawing tablets</p> <p>ARHS: Reviewing suggestions from advisory committee concerning additional technical equipment needed for coursework. *Additional Computers/ Laptops *Dreamweaver Software *Drawing Tablet for Computers</p>	<p>AHS: Drawing Tablets for each computer. Purchase Apple Laptop(s). Provide additional space for computer area. 2-3 additional computer chairs.</p> <p>AMHS: Review of needed additional computers, addition of drawing tablets, adding RAM</p> <p>ARHS: Purchase 2 laptops Purchase 5 drawing tablets for complete computer lab set</p> <p>WAHS:</p>	<p>AHS: \$1500 \$1800 \$600</p> <p>AMHS: Computers - 2,000 Adding RAM - ? Drawing tablets - ?</p> <p>ARHS: 350.00 400.00</p> <p>WAHS:</p>	<p>AHS: Fill shortage of Drawing Tables, Stools and replace broken beyond repair tables and stools.</p> <p>AMHS:</p> <p>ARHS: Drawing Tables</p> <p>WAHS:</p>

Accomplishments 2009-10	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Use best practices regarding safety in the classroom, use of materials and equipment.</p> <p>AMHS:</p> <p>ARHS: Continued to teach safe practices</p> <p>WAHS:</p>	<p>Safety* (E2.5a, P1.3)</p> <ul style="list-style-type: none"> How is safety addressed in the program? Are there established safety procedures? How is safety instruction provided to students? 	<p>AHS: remove old solvents that are no longer considered safe per Hazard and waste guidelines. Provide a secure and safe classroom environment. Teach proper use of cutting tools, and spray adhesives and fixatives, glues, etc.</p> <p>AMHS: Successfully run a safe and secure classroom with lessons taught regarding safety of sprays, solvents, and toxic materials, matting equipment, and cutting tools.</p> <p>ARHS: Successfully run a safe and secure classroom with lessons taught regarding safety of sprays, solvents, and toxic materials, matting equipment, and cutting tools.</p> <p>WAHS:</p>	<p>AHS: Continue to remove old art material hazards and replace with current non-toxic materials. Look into Spray booth for adhesives and Fixatives to improve current air quality issues.</p> <p>AMHS: Stay current on Safety</p> <p>ARHS: Stay current on Safety</p> <p>WAHS:</p>	<p>AHS: TBD</p> <p>AMHS: NA</p> <p>ARHS: NA</p> <p>WAHS:</p>	<p>AHS: Spray Booth, better ventilation.</p> <p>AMHS:</p> <p>ARHS: Continue to provide students with information concerning safety in our Art Studio.</p> <p>WAHS:</p>
<p>AHS: 5550 Printer installed. Surplus old obsolete technology.</p> <p>AMHS: Status quo</p> <p>ARHS: Received a large flat file cabinet and 2 small digital cameras</p> <p>WAHS:</p>	<p>Facilities (E2.5b, E2.5c, P1.3a, P1.3b, P1.3c)</p> <ul style="list-style-type: none"> How do the program facilities relate to those in industry? What modifications can be made if industry facilities are not feasible? What modifications are necessary to support the curriculum? 	<p>AHS: Storage of supplies/materials, student's art projects is still a challenge. Recycling or removing old projects, and obsolete materials from previous instructors to organize space better.</p> <p>AMHS: Need storage of student projects. Currently we use storage in adjoining classroom</p> <p>ARHS:</p> <p>WAHS:</p>	<p>Facilities (E2.5b, E2.5c, P1.3a, P1.3b, P1.3c)</p> <ul style="list-style-type: none"> How do the program facilities relate to those in industry? What modifications can be made if industry facilities are not feasible? What modifications are necessary to support the curriculum? 	<p>AHS: Critique area: portable/collapsible display boards such as foam core. \$500 Digital Cameras: to shoot student work for digital portfolio.</p> <p>AMHS: Critique area: portable/collapsible display boards such as foam core. \$600? Storage. TBD</p> <p>ARHS:</p> <p>WAHS:</p>	<p>AHS: Wireless</p> <p>AMHS:</p> <p>ARHS: Class set of Table top easels</p> <p>WAHS:</p>

Accomplishments 2009-10	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: City of Auburn partnership for promoting Farmers Market event. City of Auburn Art Commission: Shadow artists. Portfolio Interviews at GRCC</p> <p>AMHS: Portfolio reviews at GRCC.</p> <p>ARHS: Organized, revised and co-ran 3rd Annual “Business/ Career Day” at Green River Community College</p> <p>WAHS:</p>	<p>Extended Learning Opportunities (E2.3, P1.5)</p> <ul style="list-style-type: none"> How does student learning extend outside of the classroom? What work-based learning opportunities are available in this program? 	<p>AHS: All in various stages of completion. Events to conclude by end of 09/10 school year.</p> <p>AMHS: Extended opportunities for students to do work for school activities and clubs. Portfolio reviews at GRCC.</p> <p>ARHS: Organizing 4th Annual “Business/ Career Day” at Green River Community College</p> <p>WAHS:</p>	<p>Extended Learning Opportunities (E2.3, P1.5)</p> <ul style="list-style-type: none"> How does student learning extend outside of the classroom? What work-based learning opportunities are available in this program? 	<p>AHS: Continue to work with community to provide real world visual art connections for students.</p> <p>AMHS: Continue to work with clients inside the school and extend the experience to clients in surrounding business and industry.</p> <p>ARHS: Continue working with clients outside the school environment for real world experience</p> <p>WAHS:</p>	<p>AHS: Continue to be receptive to connections outside the school environment for visual arts opportunities.</p> <p>AMHS: Continue working with clients outside the school environment for real world experience</p> <p>ARHS: Continue working with clients outside the school environment for real world experience</p> <p>WAHS:</p>
<p>AHS: Developed and implemented various Differentiated Instruction in Unit culminating projects for Drawing I. Provide various opportunities for more advance students in Drawing II & Graphic Design; visual art connections outside of school CBPA testing for DII & GDP.</p> <p>AMHS: Support general academic areas with opportunities for students to read articles, write reflections, incorporate math skills in measurements and equating formulas, studying art and</p>	<p>Cross Credit Options How does this program align with general academic areas such as reading, writing, math, science, arts, and social studies?</p> <ul style="list-style-type: none"> How are Grade Level Expectations (GLEs) integrated into instruction? (E1.1) 	<p>AHS: Develop and provide opportunities for students to apply math, reading and writing skills to visual arts lessons/assignments/projects to further practice and improve skills in those areas. Continue to implement Leadership activities/event.</p> <p>AMHS: Developing lessons that align with reading, writing, and math expectations. Implementing addition lessons that meet Leadership and Communication EALRS</p> <p>ARHS: Developing lessons that align with reading, writing, and math expectations.</p>	<p>Cross Credit Options How does this program align with general academic areas such as reading, writing, math, science, arts, and social studies?</p> <ul style="list-style-type: none"> How are Grade Level Expectations (GLEs) integrated into instruction? (E1.1) 	<p>AHS: Provides opportunities for written reflection, individual and group critique on visual art assignments. Critical Thinking skills, Habits of mind common to other content areas.</p> <p>AMHS: Continuing with the same.</p> <p>ARHS: Develop additional lessons that align with reading, writing and math expectations. Develop common assessments for CTE across content areas</p>	<p>AHS: Implement lessons that will combine areas of social studies, math, or science in visual arts projects as a subject, topic, theme, etc. Use reading for understanding visual arts projects, history, lessons and writing for reflection. AMHS: Continuing with the same.</p> <p>ARHS: Implement additional lessons that align with reading, writing and math expectations.</p>

Accomplishments 2009-10	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>graphic design history. Completed CBPA assessment in each class.</p> <p>ARHS: Developed lessons based on “Differentiated Instructional” methods.</p> <p>Tested Graphic Design, Drawing 1 and Drawing 2 on “Classroom Performance Based Assessments” criteria</p> <p>WAHS:</p>		<p>Implementing addition lessons that meet Leadership and Communication EALRS</p> <p>WAHS:</p>		<p>WAHS:</p>	<p>Implement additional lessons that meet Leadership and Communication EALRS</p> <p>WAHS:</p>
<p>AHS: Portfolio Interviews at GRCC. Community Connections.</p> <p>AMHS: Portfolio Interviews at GRCC.</p> <p>ARHS: Mock Interview Green River Community College</p> <p>WAHS:</p>	<p>Post-Secondary Connections</p> <ul style="list-style-type: none"> What post-secondary opportunities are available for students who participate in this program? What industry certifications could be infused into this curriculum? (P1.6) 	<p>AHS: Business & Industry and Post Secondary School Visitation(s) and/or guest speakers in visual arts. Art community connections: shadowing artists, Portfolio Interviews Event at GRCC, client work.</p> <p>AMHS: Guest speakers. Shadowing designers, Event at GRCC</p> <p>ARHS: Business/ Industry Visitation Portfolio Review Day at Green River Community College</p> <p>WAHS:</p>	<p>AHS: Art in the community connections, job shadows, client connections. Articulations.</p> <p>AMHS: Continuing with the same.</p> <p>ARHS: Internships/ Job Shadows Articulate with Green River Community College</p> <p>WAHS:</p>	<p>AHS: Continue meeting with people in the art community, industry, and post-secondary schools regarding opportunities for students.</p> <p>AMHS: Connecting with Post-secondary by staying current on speakers they promote in their programs, trying to find ways to tour and education the students on future opportunities.</p> <p>ARHS: NA</p> <p>WAHS:</p>	<p>AHS: Internships, job shadowing, field trips for real world art connections and opportunities. AMHS: Looking for more opportunities ARHS:</p> <p>WAHS:</p>

Accomplishments 2009-10	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: School Art Show, Year round rotating displays of art in Drawing I & II, and Graphic Design (Hallways, Offices, Library, PAC). Future Freshman Night. Student work displayed in business in the community for special events (i.e. Opening Day of Auburn Farmers Market, City Hall). Developed lesson and displayed visual art projects students created representing countries around the world (Signs and Book Covers). Display culminating projects that students vote on for best of class; 1st, 2nd and 3rd place in PAC.</p> <p>AMHS: Displayed student work in the hallways, student art show, bulletin boards, flyers, Future Freshman Night, Freshman tours, doing design work for school activities and clubs. Entered logo designs in district competition.</p> <p>ARHS: Created and displayed popular Skateboard Deck designs to promote Graphic Design studies and created leadership opportunities for students to showcase their work.</p> <p>WAHS:</p>	<p>Program Promotion*</p> <p>How do we market our program to students, parents, and the community?</p> <ul style="list-style-type: none">• Who is our target audience with regards to promotion?• What promotional items do we have?• What is our promotion plan?	<p>AHS:</p> <p>Met several times with City of Auburn Market Coordinator and Auburn Art Commission Director to coordinate community opportunities to display student work (primary target audience is parents and community).</p> <p>Continue to display student art in the building and in display cases (Primary target Audience is students).</p> <p>Displayed and attended Future Freshman night (Audience students and parents</p> <p>AMHS: Creating a CTE video overview of CTE programs, News Paper articles, continuing the same, always looking for more opportunities.</p> <p>ARHS: Utilizing Contract Study students to create posters and a promotional campaign</p> <p>Digned Digital Skateboards and hung for display</p> <p>Displayed at Middle School Electives Night</p> <p>WAHS:</p>	<p>AHS:</p> <p>Have graphic design students create a promotional campaign for the program (posters, buttons, exhibits etc.)</p> <p>Use Swift sight to show student work.</p> <p>Set up school art collection (one piece of student art yearly).</p> <p>AMHS: continuing to reach out to the school environment to display and incorporate student work, incorporating swift site to display student artwork.</p> <p>ARHS: Utilize Contract Study students to create posters and a promotional campaign</p> <p>Continue button making - students creating wearable examples of Graphic Design studies</p> <p>Utilize “Swift” webpage for displaying student artwork and designs on the gallery link</p> <p>WAHS:</p>	<p>AHS:</p> <p>Use digital and electronic capabilities to display work on the internet (swift). Choose a student work for School Art Collection.</p> <p>AMHS: Display examples of student work from previous years, tradition of designing posters that will hopefully become a ‘collectors item’. T-shirt designs of graphics program.</p> <p>ARHS: Purchase and frame a yearly piece of art for permanent display.</p> <p>WAHS:</p>	<p>AHS:</p> <p>Publication of student work.</p> <p>AMHS: finding ways to display student work... wearable and functional applications</p> <p>ARHS: Display art in the Auburn businesses</p> <p>WAHS:</p>

AUBURN SCHOOL DISTRICT CAREER AND TECHNICAL EDUCATION

Culinary Arts

915 Fourth Street Northeast Auburn, WA 98002 (253) 931-4999

**CAREER & TECHNICAL
EDUCATION (CTE)**

PROGRAM
Culinary Arts
PROGRAM DESCRIPTION
OVERVIEW & PLAN

(complete one per program per year)

**program
provided at**

(check all that apply)

- ☒ Auburn High School
☒ Auburn Mountainview High School
☐ Auburn Riverside High School
☐ West Auburn High School

Advisory Committee An advisory committee actively guides the relevance and continuous improvement of the program. It is a committee whose members should represent business and industry, education, labor organizations, special populations, community, government, students, parents and teachers. A majority of the members shall share an expert working knowledge of the job tasks and competencies required for related occupations, related labor market needs and courses necessary to meet these needs. The committee provides advice in the design, development, deliver, evaluation and continuous improvement of CTE programs. The committee meets on a regular basis and minutes are on file in the district.

 Number of meetings 2009-2010 3
Dates of meetings
**Minutes
on File**

 Chairperson Kenlynn Amburgey

1. 10-7-09 AMHS
 2. 4-28-2010 AHS
 3. 5-5-2010 ARHS

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Advisory Committee Members

Name	Representing	*Must have a minimum of three voting members
Gene Huh	Mom's Teriyaki Rest. Owner	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Kenlynn Amburgey	AMHS /Child Nutrition	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Vicky Gillroy	Food Services of America	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
		<input type="checkbox"/> voting <input type="checkbox"/> non-voting
		<input type="checkbox"/> voting <input type="checkbox"/> non-voting
		<input type="checkbox"/> voting <input type="checkbox"/> non-voting
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		<input type="checkbox"/> voting <input type="checkbox"/> non-voting
		<input type="checkbox"/> voting <input type="checkbox"/> non-voting

* A voting member is a representative from a business related to the occupational area of the program. Family and Consumer Sciences Education-Related Occupations shall include homemakers, parents and single parents, professionals, employers from business and industry, representative of health and welfare agencies, recent graduates, cultural and economic groups found in the community.

As a result of the Program Advisory Committee meetings noted above, the members determined that:

SFacilities meet trade standards

Yes
☒
No*
☐

SEquipment meets trade standards

☒
☐

SCurriculum standards meet trade standards

☒
☐

* Any "No" responses must be reflected in detail in the meeting minutes and should be referenced on the District Program Plan for this program.

2009-2010

Instructors CTE instructors hold a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned. . .with the appropriate certification, knowledge, skills and occupational experience (P1.4 & E2.4, P1.4a. E2.4a). After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.

(duplicate page as needed)

Instructor Name	Roberta Locke	School	<input type="checkbox"/> AHS <input checked="" type="checkbox"/> AMHS	<input type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s)	CTE - Culinary Arts			
Certificate renewal date	06 - 30 - 10	CTE Certificate Type	<input type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input checked="" type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.				
	Completed	In Progress	For Next Year	
WA State Teaching Certification - Bates Tech	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2009 ProStart Training Institute	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Train the Trainer Certification Renewal 2010	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)				
Description	Date	Location		
Central WA University/Prostart Training	10/2010	Ellensburg WA		
WA ACTE - Spring Conference	8 - 2010	Spokane WA		
First Aid Card Expiration:	3/5/2011	CPR Card Expiration:	3/5/11	

Instructor Name	Wayne Shelton	School	<input type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input checked="" type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s)	CTE - Culinary Arts			
Certificate renewal date	06 - 30 - 2010	CTE Certificate Type	<input type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input checked="" type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.				
	Completed	In Progress	For Next Year	
CTE certification, Bates Technical College	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ACF professional development class	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
HS Culinary competition judge, Big Bend C.C.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Train the Trainer certification renewal 2010	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in your teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)				
Description	Date	Location		
Personal Chef, in home cooking classes	Summer/2010	Various		
Back stage catering	Summer/2010	White river amphitheater		
First Aid Card Expiration:	Needs renewed	CPR Card Expiration:	Needs renewed	

Instructor Name Marci Killian	School	<input type="checkbox"/> AHS	<input checked="" type="checkbox"/> ARHS	<input type="checkbox"/> AMHS	<input type="checkbox"/> WAHS
Certification Area(s) CTE - Culinary Arts					
Certificate renewal date 6/30/2011	CTE Certificate Type		<input type="checkbox"/> Continuing <input type="checkbox"/> Initial <input checked="" type="checkbox"/> Probationary <input type="checkbox"/> Conditional		
List specific courses, workshops, conferences for professional growth in content knowledge and skills.					
	Completed	In Progress	For Next Year		
WA State Teaching Certification- Bates Tech	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Safe Serve	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Summer Conference 2009	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Train the Trainer course	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)					
Description	Date	Location			
Train the Trainer course					
First Aid Card Expiration: 8/19/2011		CPR Card Expiration: 8/19/2011			

Instructor Name	School	<input type="checkbox"/> AHS	<input type="checkbox"/> ARHS	<input type="checkbox"/> AMHS	<input type="checkbox"/> WAHS
Certification Area(s)					
Certificate renewal date	CTE Certificate Type		<input type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional		
List specific courses, workshops, conferences for professional growth in content knowledge and skills.					
	Completed	In Progress	For Next Year		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
List planned additional experiences in one or more of the jobs or careers in your teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)					
Description	Date	Location			
First Aid Card Expiration: [insert expiration date here]		CPR Card Expiration: [insert expiration date here]			

Program Evaluation and Improvement

	Number of Surveys Distributed	Number of Surveys Completed and Returned	Date reviewed by Advisory Committee
Semester Class Exit Survey Reviewed (2 nd semester from last school year)	AHS: 80	AHS: 27	AHS:
	AMHS: 100	AMHS: 67	AMHS: 5-5-2010
	ARHS:	ARHS:	ARHS:
	WAHS:	WAHS:	WAHS:
Semester Class Exit Survey Reviewed (1st semester current school year)	AHS:	AHS:	AHS:
	AMHS:	AMHS:	AMHS:
	ARHS:	ARHS:	ARHS:
	WAHS:	WAHS:	WAHS:
1 - year Graduate Survey (optional) Class of _____	AHS:	AHS:	AHS:
	AMHS:	AMHS:	AMHS:
	ARHS:	ARHS:	ARHS:
	WAHS:	WAHS:	WAHS:

List recommendations from surveys for program improvement.

AHS	AMHS	ARHS	WAHS
1. More outside demo's for class 2. Field trips to various food type establishments 3. outside catering	1. Take more field trips 2. More time with chef in advanced area. 3. More creativity with fresh foods in all areas	1. More field trips 2. Exposure to exotic food ingredients 3. new pans	1. 2. 3.

List strengths from surveys for program growth and stability.

AHS	AMHS	ARHS	WAHS
1. EVENT PLANNING AND PREPARING 2. CONTINUATION OUTSIDE DEMOS 3. CONTINUE CATERING	1. More student demo for underclassman 2. More school wide involvement 3. Continue catering involvement	1. Educated Staff, welcoming environment. 2. Culinary arts club/involvement 3. More guest chefs	1. 2. 3.

Program Components Continued...

	Yes	No
sInstructor certification and renewal dates have been reviewed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sA para-educator provided for this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sLeadership skills are taught and assessed to every student enrolled through a Career and Technical Education Student Organization (CTSO) and/or through skills integrated into the classroom? (E4.1, E4.1a, E4.1b)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Leadership is provided by (E4.1c) <u>Lions Culinary Arts Club</u>		
Name of CTE Student Organization		

sIf a Washington State endorsed CTSE is not available for students, please attach a description of leadership skill integration to this plan. Advisory committee must review and approve this description annually.

	Yes	No
sEmployability (SCANS) are taught and assessed in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sInformation regarding career opportunities in this field including non-traditional opportunities is included in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sNeeds of special education and diverse populations are met by this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sSafety skills and/or a safety plan are implemented in every classroom of this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sPromotion plan for this program has been reviewed by the advisory committee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Accomplishments 2009-2010 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
Curriculum review completed May 2007.	Curriculum (E2.1, E2.2, P1.1, P1.1a, P1.1b) <ul style="list-style-type: none"> • What modifications should be made to the curriculum? <ul style="list-style-type: none"> • What is outdated? • What is new and emerging? 	Continue to work on clarification and revision of curricular elements	Continuous and ongoing review and assessment of curriculum.	Subscribe to industry trade publications to stay aware of industry trends.	Focus on industry trends to maintain highest level of knowledge for students and instructors. Develop increased interaction and communication and mutual support among all three ASD Culinary Arts Programs. Continue to network with the other classes at AMHS to incorporate programs.
Current facilities are at industry standard for beginning culinary arts curriculum. Purchased new griddle, grill, hobart mixer for advanced area to bring AMHS closer to industry standards. Espresso service in operation zero and lunch periods. Country breakfast offered each day of week by advanced zero period students.	Instructional Tools and Equipment <ul style="list-style-type: none"> • What tools are needed to deliver the curriculum? • Does equipment meet industry standard? • Are teaching tools updated and relevant? 	Continue to upgrade facilities To include equipment necessary to meet industry standards for advanced culinary arts curriculum.	Continue to upgrade facilities to include equipment necessary to meet industry standards for advanced culinary arts curriculum.	Continue to acquire necessary equipment to facilitate operations of the cook to order restaurant and catering operations. Approximate cost \$15,000. -\$25,000.	<ul style="list-style-type: none"> • Espresso Delivery Service to Teachers and Administration. • Banquet and Catering Service • Cook to order “restaurant” style breakfast and lunch service.

Accomplishments 2009-2010 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
All students acquire food workers permits. All students are trained on proper operation and maintenance of kitchen equipment. All students acquire basic knife skills.	Safety* (E2.5a, P1.3) <ul style="list-style-type: none"> How is safety addressed in the program? Are there established safety procedures? How is safety instruction provided to students? 	All students acquire food workers permits. All students are trained on proper operation and maintenance of kitchen equipment. All students acquire basic knife skills.	All students acquire food workers permits. All students are trained on proper operation and kitchen maintenance of kitchen equipment. All students acquire basic knife skills.	Emphasize safety and sanitation instruction (i.e. food worker permits, knife skills, equipment training) for all culinary arts students.	Continue to emphasize safety and sanitation instruction. Perform quarterly kitchen safety drills. Review building safety plan.
Current facilities are at industry standards for beginning culinary arts curriculum.	Facilities (E2.5b, E2.5c, P1.3a, P1.3b, P1.3c) <ul style="list-style-type: none"> How do the program facilities relate to those in industry? What modifications can be made if industry facilities are not feasible? What modifications are necessary to support the curriculum? 	Current facilities are at industry standards for beginning culinary arts curriculum.	Continue to upgrade facilities to include equipment necessary to meet standard for advanced culinary arts curriculum.	Continue to acquire necessary equipment to facilitate operations of the cook to order restaurant and catering operations.	<ul style="list-style-type: none"> Espresso Delivery Service to Teachers and Administration. Banquet and Catering Service Cook to order "restaurant" style breakfast and lunch service.
Extensive work-based learning Opportunities. Student field trips. Guest speakers.	Extended Learning Opportunities (E2.3, P1.5) <ul style="list-style-type: none"> How does student learning extend outside of the classroom? What work-based learning opportunities are available in this program? 	Extensive work-based learning opportunities. Student field trips Guest speakers. Catering Opportunities	Our classroom which consists of 2 commercial kitchen work stations, dish room and Espresso bar combined with a professional support staff is a very close reproduction of industry realities.	Field trips to local restaurants and food production facilities. Cost: TBA	Significant percentage of culinary arts students involved in work-based learning opportunities.
Non-lab sciences cross credit.	Cross Credit Options How does this program align with general academic areas such as reading, writing, math, science, arts, social studies? <ul style="list-style-type: none"> How are Grade Level Expectations (GLEs) integrated into instruction? (E1.1) 	Non-lab sciences cross credit.	Integrate math, reading and writing skills into recipe production and menu development processes.	Develop instructional materials which articulate math, reading and writing skills utilized in restaurant operations.	GLE's integrated into all aspects of culinary arts instructional materials.

Accomplishments 2009-2010 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>Currently articulated with Renton Technical College and the South King County Tech Prep Consortium.</p>	<p>Post-Secondary Connections</p> <ul style="list-style-type: none"> What post-secondary opportunities are available for students who participate in this program? What industry certifications could be infused into this curriculum? (P1.6) 	<p>Currently articulated with Renton Technical College and the South King County Tech Prep Consortium.</p>	<p>Encourage culinary arts students to participate and enroll in tech prep articulation.</p>	<p>Field trip to Renton Technical College. Highline Community College Approx cost: \$1500.</p>	<p>Continue certification and support to upgrade instructor skills.</p> <p>See that a significant percentage of culinary arts students are enrolled in and take advantage of tech prep.</p>
<p>Daily breakfast and lunch program for entire student body and faculty markets program to students.</p> <p>Culinary arts students perform demonstrations for Freshman Orientation Night.</p> <p>Advanced culinary arts students demonstrated skills for CTE class tours promoting program.</p> <p>Culinary arts students participate in banquet opportunities enabling them to practice skills that are taught in class.</p>	<p>Program Promotion*</p> <p>How do we market our program to students, parents, and the community?</p> <ul style="list-style-type: none"> Who is our target audience with regards to promotion? What promotional items do we have? What is our promotion plan? 	<p>Daily breakfast and lunch program for entire student body and faculty markets program to students.</p> <p>Culinary arts students perform demonstrations for Freshman Orientation Night.</p> <p>Advanced culinary arts students demonstrated skills for CTE class tours promoting program.</p> <p>Culinary arts students participate in banquet opportunities enabling them to practice skills that are taught in class.</p>	<p>Continue to provide and expand upon the daily breakfast and lunch service for entire student body and staff.</p> <p>Continue to participate in events at school that enables us to promote our program to the students and public.</p> <p>Continue to participate when asked in catering events.</p> <p>Start Prostart program with competition of Culinary skills and Knowledge</p>	<p>Continue to provide and expand upon the daily breakfast and lunch service for entire student body and staff.</p> <p>Continue to participate in events at school that enables us to promote our program to the students and public.</p> <p>Continue to participate when asked in catering events.</p>	<p>Continue to provide and expand upon the daily breakfast and lunch service for entire student body and staff.</p> <p>Continue to participate in events at school that enables us to promote our program to the students and public.</p> <p>Continue to participate when asked in catering events.</p>

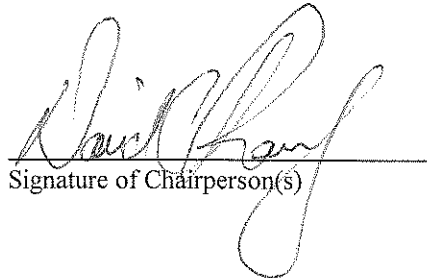
AUBURN SCHOOL DISTRICT CAREER AND TECHNICAL EDUCATION

Electronics Related & World Wide Web Publishing

Annual Program Plan & Description for the 2009-2010 School Year

On behalf of the Program Advisory Committee for _____ Electronics _____, I
_____ represent the members as having read, approved and
will support this program plan and description for the 2009-2010 school year. (E2.6, P12)

DAVID C RANOW JR
Typed Name of Chairperson(s)


Signature of Chairperson(s)

4/5/10
Date

**CAREER & TECHNICAL
EDUCATION (CTE)****PROGRAM****Electronics/Computer
WWW Design****PROGRAM DESCRIPTION****OVERVIEW & PLAN**

(complete one per program per year)

**program
provided at**
(check all that
apply)

- ☒ Auburn High School
☒ Auburn Mountainview High School
☒ Auburn Riverside High School
☐ West Auburn High School

Advisory Committee An advisory committee actively guides the relevance and continuous improvement of the program. It is a committee whose members should represent business and industry, education, labor organizations, special populations, community, government, students, parents and teachers. A majority of the members shall share an expert working knowledge of the job tasks and competencies required for related occupations, related labor market needs and courses necessary to meet these needs. The committee provides advice in the design, development, deliver, evaluation and continuous improvement of CTE programs. The committee meets on a regular basis and minutes are on file in the district.

Number of meetings **3**

Dates of meetings

Minutes
on File ☒Chairperson Steve Chatman

1. October 28, 2009

2. February 3, 2010

3. May 6, 2010

☒
☒
☒
Advisory Committee Members

Name	Employer	*Must have a minimum of three voting members
Alan Carter	GRCC Comp Sci	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Dave Rannow	Platt Electric	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Jacob Bucy	ASD Network technician	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Steven Chatman	Boeing	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Wayne Otto	Davita	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Alan Aho	Boeing	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Todd Fondy	Comcast	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Mike Fawcett	AMHS, Electronics/Computer Teacher	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Frank Medina	ARHS, Electronics/Computer Teacher	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Chris Zawislak	AHS, Electronics /Computer Teacher	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Steve DuBay	AMHS, Vice Principal	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Dave Halford	ARHS, Vice Principal	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Roger Lee	AHS, Vice Principal	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Rob Swaim	CTE Director	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting

* A voting member is a representative from a business related to the occupational area of the program. Family and Consumer Sciences Education-Related Occupations shall include homemakers, parents and single parents, professionals, employers from business and industry, representative of health and welfare agencies, recent graduates, cultural and economic groups found in the community.

As a result of the Program Advisory Committee meetings noted above, the members determined that:

SFacilities meet trade standards

Yes

No*

☒☐

SEquipment meets trade standards

☒☐

SCurriculum standards meet trade standards

☒☐

* Any "No" responses must be reflected in detail in the meeting minutes and should be referenced on the District Program Plan for this program.

2009-2010

Instructors CTE instructors hold a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned. . .with the appropriate certification, knowledge, skills and occupational experience (P1.4 & E2.4, P1.4a. E2.4a). After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.

Instructor Name Chris Zawislak	School	<input checked="" type="checkbox"/> AHS	<input type="checkbox"/> ARHS
		<input type="checkbox"/> AMHS	<input type="checkbox"/> WAHS
Certification Area(s) Electrical & Electronics Equipment Repair, Computer Maintenance			
Certificate renewal date 2016	CTE Certificate Type		<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional
List specific courses, workshops, conferences for professional growth in content knowledge and skills.			
	Completed	In Progress	For Next Year
Masters in Education: Integrating Technology in the Classroom	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Service Activities and District Provided Training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2010 WASTS Fall Conference	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2010 WA_ACTE Summer Conference	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)			
Description	Date	Location	
Other Training as available	TBD	TBD	
First Aid Card Expiration:	01/11	CPR Card Expiration:	01/11

Instructor Name Mike Fawcett	School	<input type="checkbox"/> AHS	<input type="checkbox"/> ARHS
		<input checked="" type="checkbox"/> AMHS	<input type="checkbox"/> WAHS
Certification Area(s) Computer Maintenance, Programming, Electronics, Networking, WWW			
Certificate renewal date J 06/2014	CTE Certificate Type		<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional
List specific courses, workshops, conferences for professional growth in content knowledge and skills.			
	Completed	In Progress	For Next Year
Fall and Summer Conferences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Auburn School District in-service workshops	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NCCE Conference	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
List planned additional experiences in one or more of the jobs or careers in your teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)			
Description	Date	Location	
IT Tech support for AMHS	Ongoing	AMHS	
Webmaster for AMHS	Ongoing	AMHS	
First Aid Card Expiration:	01/11	CPR Card Expiration:	02/11

Instructor Name	Frank Medina	School	<input type="checkbox"/> AHS	<input checked="" type="checkbox"/> ARHS	<input type="checkbox"/> AMHS	<input type="checkbox"/> WAHS
Certification Area(s)	Computer Maintenance, Electronics, Networking					
Certificate renewal date	6-30-19	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional			
List specific courses, workshops, conferences for professional growth in content knowledge and skills.						
		Completed	In Progress	For Next Year		
Spring and Summer Conferences WASTS & Applied Math		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
WA Assoc for Skilled & Tech Sciences President		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Auburn School District in-service workshops		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
SkillsUSA Regional & State Student Leadership Conferences		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)						
Description	Date	Location				
Work with district IT personnel with PC systems	On Going	ARHS				
Continue with ISCET Certifications	Spring/Summer	ISCET Online Curriculum				
Dell Recertification Certification	Summer	Online				
First Aid Card Expiration:	09/11	CPR Card Expiration:	09/11			

Program Evaluation and Improvement

	Number of Surveys Distributed	Number of Surveys Completed and Returned	Date reviewed by Advisory Committee
Semester Class Exit Survey Reviewed (2 nd semester from last school year)	AHS: 125	AHS: 75	AHS: 28 Oct 09
	AMHS: 102	AMHS: 95	AMHS: 28 Oct 09
	ARHS: 64	ARHS: 64	ARHS: 28 Oct 09
Semester Class Exit Survey Reviewed (1st semester current school year)	AHS: 125	AHS: 78	AHS: 3 Feb 10
	AMHS: 115	AMHS: 95	AMHS: 3 Feb 10
	ARHS: 90	ARHS: 90	ARHS: 3 Feb 10
1 - year Graduate Survey Class of _____09_____	AHS:	AHS:	AHS:
	AMHS:	AMHS:	AMHS:
	ARHS:	ARHS:	ARHS:

List recommendations from surveys for program improvement.

AHS	AMHS	ARHS	WAHS
1. 708 chairs uncomfortable 2. More labs less paper work.	1. More projects 2. Replace laptops w/new PCs	1. Update videos 2. More one-on-one time with Inst. 3. Less theory more hands on 4. Newer PC's for labs	1. 2. 3.

List strengths from surveys for program growth and stability.

AHS	AMHS	ARHS	WAHS
1. Like Projects and hands-on-work 2. Mr. Z humorous. 3.	1. Projects 2. Labs 3. Class environment	1. Labs/Projects 2. Knowledgeable Instructor 3. Self Paced for advanced classes	1. 2. 3.

Program Components Continued...

	Yes	No
sInstructor certification and renewal dates have been reviewed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sA para-educator provided for this program?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
sLeadership skills are taught and assessed to every student enrolled through a Career and Technical Education Student Organization (CTSO) and/or through skills integrated into the classroom? (E4.1, E4.1a, E4.1b)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Leadership is provided by (E4.1c) SKILLS USA		
Name of CTE Student Organization		

sIf a Washington State endorsed CTSE is not available for students, please attach a description of leadership skill integration to this plan. Advisory committee must review and approve this description annually.

	Yes	No
sEmployability (SCANS) are taught and assessed in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sInformation regarding career opportunities in this field including non-traditional opportunities is included in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sNeeds of special education and diverse populations are met by this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sSafety skills and/or a safety plan are implemented in every classroom of this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sPromotion plan for this program has been reviewed by the advisory committee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Accomplishments 2009-2010 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Using ISCET and ETCAI Programs in course work, Provide materials on SWIFT website for students</p> <p>AMHS: Utilized AIRES computer curriculum along with TESTOUT and for cost went with ARIES.</p> <p>ARHS: Updated MyClassroomHelper assignments, added new quizzes and activities to Electronics & Computer Systems Engineer courses.</p>	<p>Curriculum (E2.1, E2.2, P1.1, P1.1a, P1.1b)</p> <ul style="list-style-type: none"> What modifications should be made to the curriculum? <ul style="list-style-type: none"> What is outdated? What is new and emerging? 	<p>AHS: Currently meeting objectives</p> <p>AMHS: Added the Robotics curriculum for 2010-2011 – the club is doing great. Using ARIES but not totally happy with it. Moving toward more ISCET usage for Electronics.</p> <p>ARHS: Meeting objectives. Courses taught meet industry standards</p>	<p>AHS: Re-establish PC repair and web programs at AHS. Add a third year electronics course</p> <p>AMHS: Evaluate current curriculum. Prepare for and complete the 5 Year Course Review process. Review curriculum for industry relevance. Certify with CISCO to use their curriculum for the computer classes. Promote CISCO CCNA training.</p> <p>ARHS: Ensure courses taught meet industry standards. Re-establish the Web Design class at ARHS.</p>	<p>AHS: Get building and councilor support. Increase program promotion</p> <p>AMHS: Attend District meetings and follow guidelines for curriculum review. \$250 for CISCO at GRCC Work with teachers in each building to assess and evaluate the curriculum.</p> <p>ARHS: Get approval to teach web design course and verify that the Electronics and Computer systems Engineer courses continue to meet industry standards.</p>	<p>AHS: Continue to build programs and revise curriculum to meet industry needs</p> <p>AMHS: Continue to upgrade software and skills with current market trends and requirements. Stay current with industry needs and continue modernizing support hardware and software.</p> <p>ARHS: Transition the Computer Systems Engineer course from the Aries Online Curricula to the Cisco IT Curricula.</p>
<p>AHS: New Oscilloscopes & Function Generators for lab in 708.</p> <p>AMHS: Ordered some Wacom Digitizers for WWW.</p> <p>ARHS: Replaced worn out tools and equipment as needed.</p>	<p>Instructional Tools and Equipment</p> <ul style="list-style-type: none"> What tools are needed to deliver the curriculum? Does equipment meet industry standard? Are teaching tools updated and relevant? 	<p>AHS: Ordered NetSchool for 708 lab to replace NetOp monitoring software</p> <p>AMHS: No funding for trainers, PT equipment is on site and stored but needs to be inventoried and upgraded. Integrate new computer lab.</p> <p>ARHS: A majority of the equipment is working adequately. The Laptops are</p>	<p>AHS: Replace DC Supplies. New Chairs Security camera system</p> <p>AMHS: Add Electronics Trainers. Update Principles of Technology lab equipment. Purchase Adobe CS5 Software. Add more Wacom tablets based on student use.</p> <p>ARHS: Continue to replace</p>	<p>AHS: About \$3,000 in Equipment</p> <p>AMHS: Recruit student numbers and interest in this program.</p> <p>ARHS: Use supply budget to replace equipment as needed. Submit PO for NetSchool.</p>	<p>AHS: Continue to support industry level training by providing current equipment (LabVolt Trainers)</p> <p>AMHS: Update Electronics trainers or check into other methods of enhancing labs. Add CISCO Networking equipment as student demand occurs.</p> <p>ARHS: Investigate the</p>

Accomplishments 2009-2010 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
		showing signs of wear and tear. Laptop # screen is starting to fail.	equipment as they fail. Order NetSchool for 708 lab to replace NetOp monitoring software		possibility of transitioning from laptops to Apple all in one PCs
<p>AHS: Safety training conducted and safety contracts signed by all students.</p> <p>AMHS: Instructed students on health issues related to IT careers Safety training conducted and safety contracts signed by all students.</p> <p>ARHS: Safety training conducted and safety contracts signed by all students.</p>	<p>Safety (E2.5a, P1.3)</p> <ul style="list-style-type: none"> How is safety addressed in the program? Are there established safety procedures? How is safety instruction provided to students? 	<p>AHS: Continue to monitor and promote best practices</p> <p>AMHS: Progressing IAW directives</p> <p>ARHS: Classroom safety is addressed daily in accordance with established safety procedures derived from the course curricula. Ordered updated safety video.</p>	<p>AHS: Continue to monitor and promote best practices</p> <p>AMHS: Continue to monitor and promote best practices in the computer lab Promote best practices in the classroom and in lab situations. Update promo videos</p> <p>ARHS: Continue to monitor and promote best safety practices.</p>	<p>AHS: Continue to monitor and promote best practices</p> <p>AMHS: Be observant Continue to promote best practices.</p> <p>ARHS: Continue to monitor and promote best safety practices</p>	<p>AHS: Continue to monitor and promote best practices</p> <p>AMHS: Continued promotion of proper computer use Continue to investigate and modernize equipment to promote safe labs. Update safety videos.</p> <p>ARHS: Continue to monitor and promote best safety practices</p>
<p>AHS: Continued organizing inventory, Replaced desks</p> <p>AMHS: Moved room furniture to accommodate change in computer equipment goals</p> <p>ARHS: Continued organizing inventory, Replaced desks. Upgraded camera security system.</p>	<p>Facilities (E2.5b, E2.5c, P1.3a, P1.3b, P1.3c)</p> <ul style="list-style-type: none"> How do the program facilities relate to those in industry? What modifications can be made if industry facilities are not feasible? What modifications are necessary to support the curriculum? 	<p>AHS: Requesting new chairs, power and security items.</p> <p>AMHS: Added large projection screen and moved projector to yield a clearly viewable area.</p> <p>ARHS: The chairs in the room 349 need replacing.</p>	<p>AHS: Still need new chairs for lab in 708, more power outlets, relocate light switch in storage room, security camera system</p> <p>AMHS: Investigate changing room furniture to better fit room design.</p> <p>ARHS: Order new chairs for the classroom.</p>	<p>AHS: Request help from District.</p> <p>AMHS: Request help from District.</p> <p>ARHS: Conduct research for suitable replacement and submit appropriate paper work.</p>	<p>AHS: More power drops to lab replace furniture with broken drawers</p> <p>AMHS: Minor modifications to existing infrastructure.</p> <p>ARHS: Replace Laptops with All in one desktop computers. Replace CRTs with LCDs.</p>

Accomplishments 2009-2010 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Students involved in Skills USA & FIRST Robotics</p> <p>AMHS: AMHS web site redesigned, making improvements and utilizing student input. Adding teacher web sites for classes and added several club websites. Tech Prep articulations renewed Added a section for advanced students to intern.</p> <p>ARHS: SkillsUSA Leadership club participated in community service, regional and state conferences, and fund raisers. 8 students took Electronic ISCET Exams and 3 got certified.</p>	<p>Extended Learning Opportunities (E2.3, P1.5)</p> <ul style="list-style-type: none"> • How does student learning extend outside of the classroom? • What work-based learning opportunities are available in this program? 	<p>AHS: Two students invited to State Skills USA competition. AHS student Jacob Torgerson won 1st place at State Competition for Basic Electronics</p> <p>25 students participated in FIRST Robotics Competition. Team 3219 placed 15th out of 64 in the elimination rounds but didn't make it to the finals.</p> <p>AMHS: Two students selected for IT internship. Two students working as school interns. CSE 1-2 class is prepping donated PCs for fundraiser. FIRST ROBOTICS club started to generate interest in Math and Science.</p> <p>ARHS: Students can become members of SkillsUSA, an OSPI approved student leadership program. Four students achieved ESA-1 ISCET certification. 2 more certifications anticipated by end of school year.</p> <p>One student selected as IT intern.</p>	<p>AHS: continue to build on foundation started this year. Get FIRST students involved in SKILLS USA and build both programs</p> <p>AMHS: Utilize advanced students to help support building technology needs, Continue building on strong Robotic interest. Receive permission to use district surplus to refurbish as class labs and then place with low income families.</p> <p>ARHS: Find fundraising opportunities to aid funding for ISCET certification exams and SkillsUSA Conference registration.</p>	<p>AHS: Get FIRST students involved in SKILLS USA and build both programs</p> <p>AMHS: Research availability and state and local laws regarding district surplus</p> <p>ARHS: Search the net and seek assistance from advisory members, and career center.</p>	<p>AHS: Create partnerships with local industries to help students obtain internships, grants, assistance</p> <p>AMHS: Advanced students maintain AMHS web site with daily live inputs and video feeds. Stream audio and video of sporting events and other school related highlights. Establish a student enterprise of computer repair and custom computer building for clients. Student interns used in each class period to support daily teacher technology needs.</p> <p>ARHS: Create partnerships with local industries to help students obtain internships, grants, assistance.</p>

Accomplishments 2009-2010 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Math & Non-Lab Science</p> <p>AMHS: WWW is a Fine Arts Electronics is Math and Non-Lab Science</p> <p>ARHS: Electronics is Math and Non-Lab Science</p>	<p>Cross Credit Options How does this program align with general academic areas such as reading, writing, math, science, arts, social studies?</p> <ul style="list-style-type: none"> How are Grade Level Expectations (GLEs) integrated into instruction? (E1.1) 	<p>AHS: Math & Non-Lab Science</p> <p>AMHS: Fine Arts, Math and Non-lab science</p> <p>ARHS: Math & Non-Lab Science</p>	<p>AHS: Continue</p> <p>AMHS: Continue providing cross credit</p> <p>ARHS: Continue providing cross credit</p>	<p>AHS: Continue</p> <p>AMHS: Continue providing cross credit</p> <p>ARHS: Update course catalog</p>	<p>AHS: Look into Pierce County Cross Credit Opportunities</p> <p>AMHS: Stay current with State requirements for cross credit opportunities Make sure that cross crediting continues with change in teaching requirements</p> <p>ARHS: Stay current with State requirements for cross credit opportunities Make sure that cross crediting continues with change in teaching requirements</p>
<p>AHS: SKCTP meeting, communicated with local community colleges and apprentice programs to make</p> <p>AMHS: Attended SKCTP annual meeting and added alignment with Highline CC for Tech Prep credit. Encouraged enrollment with the \$15 fee being waived. Continued tech prep articulations. Promoted Electricians Apprenticeship</p> <p>ARHS: Attended SKCTP annual meeting and added alignment with Highline CC for Tech Prep credit. Encouraged enrollment with the</p>	<p>Post-Secondary Connections</p> <ul style="list-style-type: none"> What post-secondary opportunities are available for students who participate in this program? What industry certifications could be infused into this curriculum? (P1.6) 	<p>AHS: Continuing with opportunities</p> <p>AMHS: Continuing with opportunities</p> <p>ARHS: Continuing with opportunities</p>	<p>AHS: Continue working with the Tech Prep consortium to increase post secondary opportunities. curriculum is updated with industry standards. Work to get Electronics credited in Pierce county at Tacoma Community College or Bates Technical College. Work with GRCC to establish a CISCO Academy in the Auburn School District.</p> <p>AMHS: Work to get Electronics credited in Pierce county at Tacoma Community College.</p>	<p>AHS: Continuing with opportunities. Look into additional opportunities</p> <p>AMHS: Work with counselors and Tech Prep Consortiums</p> <p>ARHS: Work with chamber of commerce to make industry connections</p>	<p>AHS: Continuing with opportunities. Look into additional opportunities</p> <p>AMHS: Continue to look for opportunities. Form a close relationship with Green River and Tacoma Community College and get students excited to enroll in post high school education.</p> <p>ARHS: Continue to look for opportunities. Form a close relationship with Green River and Tacoma Community College and get students excited to enroll in post high</p>

Accomplishments 2009-2010 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
\$15 fee being waived. Continued tech prep articulations. Promoted Electricians Apprenticeship			ARHS: Same as AHS		school education.
AHS: Future Freshman night Vocational video Brochures Counselor recommendations Display Case FIRST Robotics AMHS: Opened program to ninth grade students Created brochures for Open House and 8 th Grade night Used school web page to advertise the program. Counselor recommendations. Student word of mouth. Handed out over 200 flyers during Open House and during 8 th Grade ARHS: Created brochures for Open House and 8 th Grade night Counselor recommendations. Student word of mouth. Handed out flyers during Open House and during 8 th Grade	Program Promotion* How do we market our program to students, parents, and the community? <ul style="list-style-type: none"> • Who is our target audience with regards to promotion? • What promotional items do we have? • What is our promotion plan? 	AHS: Ongoing Robot ran during pep - assembly. Put Electronics materials in display cases. Participate in other activities. AMHS: Updated brochures, recruited Graphic art students to construct posters. During Collaboration time our group decided to work on a promo video. Working on a CTE website ARHS: Ongoing.	AHS: Integrate FIRST Robotics into assemblies to promote program, Get more student involvement AMHS: Continue with present activities. Broaden the use of the school web page to advertise this class and other elective classes. Continue with present activities. Use the school web site as a promotion tool ARHS: Brochures given to all teachers that are handling registration. Convince Counselors that it is an important class and to mention it from time to time.	AHS: continue with current practices and look for new opportunities AMHS: Update brochures Create materials for bulletin board. Communicate with counselors. Improve school website and include promotional content ARHS: Continue with current procedures.	AHS: continue with current practices and look for new opportunities AMHS: Expand the curriculum to include advanced web design using Flash. Use advanced students to create staff web pages for individual subjects and assist staff in maintaining the page for class use as a training resource. Advertisements on a school run Radio and/or TV station. ARHS: Create methods to reach more of the students prior to registration.

AUBURN SCHOOL DISTRICT CAREER AND TECHNICAL EDUCATION

Jewelry Manufacturing

Annual Program Plan & Description for the 2009-2010 School Year

On behalf of the Program Advisory Committee for Jewelry, I
Karen Furuya represent the members as having read, approved and
will support this program plan and description for the 2009-2010 school year. (E2.6, P12)

Karen Furuya
Typed Name of Chairperson(s)


Signature of Chairperson(s)

4/5/10
Date

**CAREER & TECHNICAL
EDUCATION(CTE)**


PROGRAM

Jewelry Manufacturing

**PROGRAM DESCRIPTION
OVERVIEW & Plan**

(complete one per program per year)

**Program
provided at**

(check all that apply)

- ☒ Auburn High School
☒ Auburn Mountainview High School
☒ Auburn Riverside High School
☐ West Auburn High School

Advisory Committee An advisory committee actively guides the relevance and continuous improvement of the program. It is a committee whose members should represent business and industry, education, labor organizations, special populations, community, government, students, parents and teachers. A majority of the members shall share an expert working knowledge of the job tasks and competencies required for related occupations, related labor market needs and courses necessary to meet these needs. The committee provides advice in the design, development, deliver, evaluation and continuous improvement of CTE programs. The committee meets on a regular basis and minutes are on file in the district.

Number of meetings 2009-10 3

Dates of meetings

Minutes
on FileChairperson Karen Furuya

1. October 7, 2009
 2. February 03, 2010
 3. May 5, 2010

☒
☒
☐

Advisory Committee Members

Name	Representing	*Must have a minimum of three voting members
Karen Furuya	Jewelry Industry	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Pat West	Jewelry Industry	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
John Ardissonnee	Ardissonne Designing Jewelers	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Jesse Meston	Jeweler, Sterling, Inc.	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Bill Meinhart	Tacoma Public Schools	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Gary Grossman	Renton Public Schools	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Kyle Rees	Jewelry Industry	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Debbie Wolters	D'Elegant, jeweler and retailer	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Rachael Telford	CT Designs	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Krystina Jack	Jewelry Industry	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Persephone Rizzuto	Jewelry Industry	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Chris Telford	Auburn High	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Wendy Woldenberg	Auburn Riverside High	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Dorin Meinhart	Auburn Mountainview	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting

* A voting member is a representative from a business related to the occupational area of the program. Family and Consumer Sciences Education-Related Occupations shall include homemakers, parents and single parents, professionals, employers from business and industry, representative of health and welfare agencies, recent graduates, cultural and economic groups found in the community.

As a result of the Program Advisory Committee meetings noted above, the members determined that:

SFacilities meet trade standards

Yes

No*

☒☐

SEquipment meets trade standards

☒☐

SCurriculum standards meet trade standards

☒☐

* Any "No" responses must be reflected in detail in the meeting minutes and should be referenced on the District Program Plan for this program.

2009-2010

Instructors CTE instructors hold a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned. .with the appropriate certification, knowledge, skills and occupational experience (P1.4 & E2.4, P1.4a. E2.4a). After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.

(duplicate page as needed)

Instructor Name Wendy Woldenberg	School <input type="checkbox"/> AHS <input checked="" type="checkbox"/> ARHS <input type="checkbox"/> AMHS <input type="checkbox"/> WAHS															
Certification Area(s) CTE, Art K - 12, Political Science 4 - 12, Elementary Education																
Certificate renewal date June 30, 2015	CTE Certificate Type <input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional															
List specific courses, workshops, conferences for professional growth in content knowledge and skills.																
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Completed</th> <th style="width: 33%;">In Progress</th> <th style="width: 33%;">For Next Year</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>	Completed	In Progress	For Next Year	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)																
Description	Date															
Making wedding bands and a line of jewelry	1998-2010															
First Aid Card Expiration: 3/22/10																
CPR Card Expiration: 09/09/10																

Instructor Name Dorin Meinhart	School <input type="checkbox"/> AHS <input type="checkbox"/> ARHS <input checked="" type="checkbox"/> AMHS <input type="checkbox"/> WAHS															
Certification Area(s) CTE: Jewelry Manufacturing, Art K - 12, Spanish & French 7 - 12																
Certificate renewal date June 30, 2014	CTE Certificate Type <input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional															
List specific courses, workshops, conferences for professional growth in content knowledge and skills.																
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Completed</th> <th style="width: 33%;">In Progress</th> <th style="width: 33%;">For Next Year</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>	Completed	In Progress	For Next Year	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>														
List planned additional experiences in one or more of the jobs or careers in your teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)																
Description	Date															
Independent Jewelry: Work in local galleries	2009 - 10															
Hanging PTT Show at WA State History Museum	April 2010															
First Aid Card Expiration: 02-24-11																
CPR Card Expiration: 02-24-11																

2009-2010

Instructors CTE instructors hold a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned. . .with the appropriate certification, knowledge, skills and occupational experience (P1.4 & E2.4, P1.4a. E2.4a). After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.

(duplicate page as needed)

Instructor Name	Chris Telford	School	<input checked="" type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s)	CTE Certification for Jewelry			
Certificate renewal date	June 30, 2012	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.				
	Completed	In Progress	For Next Year	
School Inservices	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)				
Description	Date	Location		
Bench jeweler/Custom jewelry and repair	1999-2010	Auburn + Kent		
First Aid Card Expiration:	01-23-11	CPR Card Expiration:	01-23-11	

Program Evaluation and Improvement

	Number of Surveys Distributed / Completed	Date reviewed by Advisory Committee
Semester Class Exit Survey Reviewed (2 nd semester from last school year)	AHS: 125/124	
	AMHS: 109/98	
	ARHS: 135/112	
Semester Class Exit Survey Reviewed (1st semester current school year)	AHS: 127/127	
	AMHS: 125/119	
	ARHS: 130/108	

List recommendations from surveys for program improvement.

AHS	AMHS	ARHS	WAHS
1 para needed, especially for jewelry 2.more time for projects 3.more projects in silver	1. More time for fabricated rings. 2. 3.	1.More buffing stations. 2.Give more examples of previously made projects 3.Less vocab, more projects.	

List strengths from surveys for program growth and stability.

AHS	AMHS	ARHS	WAHS
1. can do extra projects 2.lots of creativity 3.teacher is approachable	1. Hands on, creative projects 2. Atmosphere promoting idea sharing, collaborating 3.	1.It teaches both safety and free thinking. 2.It is an organized, comfortable atmosphere. 3.It teaches people about metal.	

Advisory Recommendations 2008 - 2009.

AHS	AMHS	ARHS	WAHS
1. 2. For safety, you need a full time dedicated para-educator. 3.	1. 2. For safety, you need a full time dedicated para-educator. 3.	1. 2. For safety, you need a full time dedicated para-educator 3.	1. 2. 3.

Program Components

	Yes	No
sInstructor certification and renewal dates have been reviewed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sA para-educator provided for this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sLeadership skills are taught and assessed to every student enrolled through a Career and Technical Education Student Organization (CTSO) and/or through skills integrated into the classroom? (E4.1, E4.1a, E4.1b)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Leadership is provided by (E4.1c) <u>Skills USA, Art Club and Jewelry Club</u>		
Name of CTE Student Organization		

sIf a Washington State endorsed CTSE is not available for students, please attach a description of leadership skill integration to this plan. Advisory committee must review and approve this description annually.

	Yes	No
sEmployability (SCANS) are taught and assessed in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sInformation regarding career opportunities in this field including non-traditional opportunities is included in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sNeeds of special education and diverse populations are met by this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sSafety skills and/or a safety plan are implemented in every classroom of this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sPromotion plan for this program has been reviewed by the advisory committee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

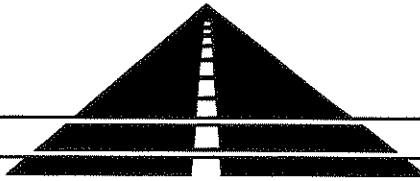
Accomplishments 2008 - 2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009 - 2010	Recommended Objectives for 2010 - 2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2 - 4 Years Needs for the Future
<p>AHS: streamlined a few projects to cut back costs as metal prices rise</p> <p>AMHS: Create and administer CBPA testing. Students turn in step-by-step direction sheet, listed tools and reflections with each project.</p> <p>ARHS: Include new strategies for teaching design theory.</p>	<p>Curriculum (E2.1, E2.2, P1.1, P1.1a, P1.1b)</p> <ul style="list-style-type: none"> What modifications should be made to the curriculum? <ul style="list-style-type: none"> What is outdated? What is new and emerging? 	<p>AHS: Document more fully student projects as examples.</p> <p>AMHS: Administer CBPA testing. More illustrated tests for ELL and SPED students</p> <p>ARHS: Use the state's CBPA testing (the three of us wrote some examples for the state) and more design instruction.</p> <p>ALL: Curriculum Review in 2010</p>	<p>AHS: Prepare power-point presentations for each project.</p> <p>AMHS: Work together with AHS and ARHS to make power points: industry links, jewelry history, post secondary information.</p> <p>ARHS: Make PowerPoint for vocabulary words, famous jewelers, industry-links, how to set up a studio, and jewelry history.</p>	<p>AHS: have CS students design and present a PowerPoint as part of their grade</p> <p>AMHS:</p> <p>ARHS: Make these during free time and have TA's help me.</p>	<p>AHS: Mold making training for jewelry 3 students.</p> <p>AMHS: Create and use PowerPoint for jewelry history and industry.</p> <p>ARHS: Incorporate PLC's (professional learning communities) into curriculum.</p>
<p>AHS: replaced remaining two flex shafts so that all are the same</p> <p>AMHS: Jump-ringer, drill press and metal hole punch and 5th torch installed.</p> <p>ARHS: Hydraulic press and Display facilities outside of room</p>	<p>Instructional Tools and Equipment</p> <ul style="list-style-type: none"> What tools are needed to deliver the curriculum? Does equipment meet industry standard? Are teaching tools updated and relevant? 	<p>AHS: Work with woodshop to retro-fit jeweler's benches.</p> <p>AMHS: Acetylene torch carts, more forming equipment and magnetic stirrer</p> <p>ARHS: Use the digital projector more. Learn more hydraulic press techniques.</p>	<p>AHS: price out wood for bench upgrades</p> <p>AMHS: Order BENCH MATE for faceted stone applications.</p> <p>ARHS: Replace or repair worn out tools; ultrasonic cleaner & flex shafts. Learn the inside ring engraver better.</p>	<p>AHS: \$300-400, for 28 drawers and new tops</p> <p>AMHS:</p> <p>ARHS: Turn in work orders and spend the time to familiarize with inside engraver.</p>	<p>AHS: Several sets of hand tool are worn out, also new flex shaft.</p> <p>AMHS: Lapidary equipment, stakes.</p> <p>ARHS: Lapidary equipment, forging/forming, stakes, engraving blocks, draw plates.</p>
<p>AHS: Safety video.</p> <p>AMHS: replaced old glasses, improved polishing wheel signage To do: order cart for acetylene tank and dispose of etching chemicals.</p> <p>ARHS: Update safety testing; use safety videos if available</p>	<p>Safety* (E2.5a, P1.3)</p> <ul style="list-style-type: none"> How is safety addressed in the program? Are there established safety procedures? How is safety instruction provided to students? 	<p>AHS: Work with viscom and jewelry instructors to produce district-wide safety video.</p> <p>AMHS: Better organization of supplies, more signage (cupboards, etc)</p> <p>ARHS: Make sure chairs have feet on them, buy new goggles, safety testing for upper level students, new floor tape.</p>	<p>AHS: Still need the safety video</p> <p>AMHS: New and improved SAFETY BINDER and sheets</p> <p>ARHS: Dispose of stored spent chemicals at a Hazardous Waste facility.</p>	<p>AHS: strive to make something timeless. Funny but applicable</p> <p>AMHS: Work is complete</p> <p>ARHS: Make the time to get there safely with the chemicals.</p>	<p>AHS: Individual safety folders for students.</p> <p>AMHS: Bilingual signage, tests and policies.</p> <p>ARHS: Get Ms. Jenks back. Update signage, tests, policies, and floor tape.</p>

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Improved student storage, individual lockers.</p> <p>AMHS: Felt circles installed on chairs to protect floors. Added drill press table and 5th torch station.</p> <p>ARHS: Instructor chair needed.</p>	<p>Facilities (E2.5b, E2.5c, P1.3a, P1.3b, P1.3c)</p> <ul style="list-style-type: none"> How do the program facilities relate to those in industry? What modifications can be made if industry facilities are not feasible? What modifications are necessary to support the curriculum? 	<p>AHS: Clean/organize the back room.</p> <p>AMHS: Demo station improved (Use NSCC example)</p> <p>ARHS: Sand and seal tops of jeweler's benches.</p>	<p>AHS: Entire lab needs reorganizing and cleaning</p> <p>AMHS: Better computer desk area / demo area set up: Lots of exposed cords!</p> <p>ARHS: Clean/organize back room and organize the large wire spools.</p>	<p>AHS: individual lockers..\$500?</p> <p>AMHS: complete tasks</p> <p>ARHS: Find time off hours to accomplish.</p>	<p>AHS: More student work, and inspiration on the walls.</p> <p>AMHS: Install hydraulic press.</p> <p>ARHS: Install promised shelving in front of room for easier classroom organization.</p>
<p>AHS: More outside opportunities, nature walks for nature castings.</p> <p>AMHS: Expanded Skills USA opportunities for students to state level, harder test and more contestants than last year. PTT show and open house at NSCC.</p> <p>ARHS: Sounder field trip to Seattle for Gem Show and Art Museum. Passing the Torch and Skills USA.</p>	<p>Extended Learning Opportunities (E2.3, P1.5)</p> <ul style="list-style-type: none"> How does student learning extend outside of the classroom? What work-based learning opportunities are available in this program? 	<p>AHS: Work on creating opportunities for guest speakers if field trips are not a possibility.</p> <p>AMHS: Find more contests and shows for students to enter.</p> <p>ARHS: More Sounder field trips, Passing the Torch, Guest speakers., Future Freshman night.</p>	<p>AHS: cross school teaching opportunities</p> <p>AMHS: Virtual tours of people in the industry (power point Mondays)</p> <p>ARHS: Teaching at local elementary school, guest speakers.</p>	<p>AHS: organize subs, time with other two teacher</p> <p>AMHS: Complete tasks</p> <p>ARHS: Set up with Illalko Elementary, expand guest speaker list through Seattle Metals Guild.</p>	<p>AHS: Involve advance students with mold making for school awards.</p> <p>AMHS: Opportunities for students to sell work and apprentice.</p> <p>ARHS: Opportunities for students to sell work and apprentice.</p>
<p>AHS: Gradually add more math, specific gravity, alloys etc.</p> <p>AMHS: mini science labs to address science in projects.</p> <p>ARHS: Begin implementing CBPA testing with all classes.</p>	<p>Cross Credit Options How does this program align with general academic areas such as reading, writing, math, science, arts, and social studies?</p> <ul style="list-style-type: none"> How are Grade Level Expectations (GLEs) integrated into instruction. (E1.1) 	<p>AHS: Introduce rendering as a required part of each jewelry 2-4 assignment.</p> <p>AMHS: Bring reading, writing, math, science and social studies into jewelry at every possible opportunity. Begin implementing CBPA testing.</p> <p>ARHS: Refine the elements of art/principles of design worksheets, which are relevant for the art credit.</p> <p>All: Curriculum Review, which links Jewelry to reading, writing, math, science, arts, and social studies.</p>	<p>AHS: Have contract study students put these together</p> <p>AMHS: Work with staff to develop PLC's</p> <p>ARHS: Work with staff to develop PLC's - professional learning communities.</p>	<p>AHS: ongoing</p> <p>AMHS: Ongoing</p> <p>ARHS: Designate meeting times.</p>	<p>AHS: Focus on areas of jewelry other than just making it (marketing etc).</p> <p>AMHS: Continue work with WA jewelry teachers to bring core academic areas into jewelry.</p> <p>ARHS: Continue pushing students in core academic areas.</p>

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Also invite guest speakers to demo and display both jewelry and related works.</p> <p>AMHS: Invited guest speakers in jewelry and related fields; example: Bill Dawson, metal smith from Danaca Design. Planned a Saturday workshop for students and staff with Mr. Dawson.</p> <p>ARHS: Create a set of standards to be met for earning the Jewelry Certificate of Mastery.</p>	<p>Post-Secondary Connections</p> <ul style="list-style-type: none"> What post-secondary opportunities are available for students who participate in this program? What industry certifications could be infused into this curriculum? (P1.6) 	<p>AHS: Visit Northwest mint so students can see industrial applications.</p> <p>AMHS: Have a dental lab tech or representative from Bates Technical come to visit. As part of PTT, have students tour NSCC jewelry facility. Virtual tour of CWU jewelry facility.</p> <p>ARHS: Teach how to set up a home studio; make an assignment out of it. Continue Jewelry Certificate of Mastery.</p>	<p>AHS: give assignment where student must come up with three jewelry skills linked to a random job given them</p> <p>AMHS: Create post-secondary power point for students to learn of career applications</p> <p>ARHS: Create a post-secondary power point for students to see their options.</p>	<p>AHS: develop assignment</p> <p>AMHS:</p> <p>ARHS: Communicate with colleges, universities, and tech programs to compile the options.</p>	<p>AHS: Develop relationships with businesses to instill apprenticeship programs.</p> <p>AMHS: Develop relationships with businesses to connect with local jewelry and jewelry-related industries.</p> <p>ARHS: Develop relationships with industry and make connections through Seattle Metals Guild.</p>
<p>AHS: More community involvement, service. Promote in local press.</p> <p>AMHS: Students had booth at Kent Street Art Show, students designed, manufactured, donated, and sold “Safe Return” medals at Veterans Day Parade, and Students work Future Freshman Night. Students will have work on display at Earthworks Gallery during Youth Arts Month, PTT, Skills USA, End-of-year Student Art Show and reception in library.</p> <p>ARHS: Recruit former students as guest speakers, Certificate of Mastery, PTT, and Student Art Show.</p>	<p>Program Promotion*</p> <p>How do we market our program to students, parents, and the community?</p> <ul style="list-style-type: none"> Who is our target audience with regards to promotion? What promotional items do we have? What is our promotion plan? 	<p>AHS: Career choices tours, future freshman night, etc.</p> <p>AMHS: Article on Art Jewelry website, continued shows, newsletter “Jewelry Life”.</p> <p>ARHS: Recruit jewelers as guest speakers, Certificate of Mastery, PTT, Student Art Show, and Staff Commission Project.</p>	<p>AHS: continuing collaboration with dress for success</p> <p>AMHS: “Safe Return” medals booth at Veterans Day Parade, PTT at WA State History Museum, Establish Certificate of Mastery (like ARHS), Staff commission project, future freshman night, Orientation class tours.</p> <p>ARHS: Continue building the program’s reputation through word of mouth, Certificate of Mastery, Staff Commission Project, and program success.</p>	<p>AHS: expand collection to community events?</p> <p>AMHS: Complete tasks</p> <p>ARHS: Remain focused and energetic; stay healthy.</p>	<p>AHS: Parent open lab.</p> <p>AMHS: On-line newsletter and publication of book.</p> <p>ARHS: Ultimately, word of mouth works the best.</p>

AUBURN SCHOOL DISTRICT CAREER AND TECHNICAL EDUCATION

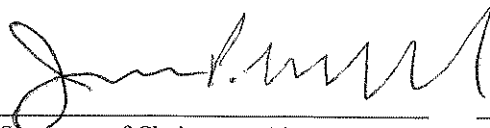
Machinist Training & Welding Technology



Annual Program Plan & Description for the 2009-2010 School Year

On behalf of the Program Advisory Committee for Machining/Welding, I
Jack Milford represent the members as having read, approved and
will support this program plan and description for the 2009-2010 school year. (E2.6, P12)

Jack Milford
Typed Name of Chairperson(s)


Signature of Chairperson(s)

4/5/10
Date

**CAREER & TECHNICAL
EDUCATION (CTE)**

PROGRAM
**Machinist Training, Welding
Technology**
PROGRAM DESCRIPTION
OVERVIEW & PLAN

 (complete one per program per
year)

 program
provided at
(check all that apply)

- ☒ Auburn High School
☒ Auburn Mountainview High School
☒ Auburn Riverside High School
☒ West Auburn High School

Advisory Committee An advisory committee actively guides the relevance and continuous improvement of the program. It is a committee whose members should represent business and industry, education, labor organizations, special populations, community, government, students, parents and teachers. A majority of the members shall share an expert working knowledge of the job tasks and competencies required for related occupations, related labor market needs and courses necessary to meet these needs. The committee provides advice in the design, development, deliver, evaluation and continuous improvement of CTE programs. The committee meets on a regular basis and minutes are on file in the district.

Number of meetings 2009-10

3

Dates of meetings

 Minutes
on File

Chairperson

[Jack Milford]

1. 10-7-09

2. 2-22-10

3. 5-5-10

0

☒
☒
☒
Advisory Committee Members

Name	Representing	*Must have a minimum of three voting members
Ken Prince	Dentist - Self Employed	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Elam Anderson	Duct Fabricators - Owner	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Jack Milford	Primus International - Manager	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
George Anex	Phoenix Consulting - Owner	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Terry Branson	Cascade Design Engineers	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Roger Lee	AHS Vice principal	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Rob Swaim	CTE Director	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Ron Cughan	Instructor	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Scott Schreiber	GRCC Welding Instructor	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
		<input type="checkbox"/> voting <input type="checkbox"/> non-voting
		<input type="checkbox"/> voting <input type="checkbox"/> non-voting
		<input type="checkbox"/> voting <input type="checkbox"/> non-voting
		<input type="checkbox"/> voting <input type="checkbox"/> non-voting

* A voting member is a representative from a business related to the occupational area of the program. Family and Consumer Sciences Education-Related Occupations shall include homemakers, parents and single parents, professionals, employers from business and industry, representative of health and welfare agencies, recent graduates, cultural and economic groups found in the community.

As a result of the Program Advisory Committee meetings noted above, the members determined that:

SFacilities meet trade standards

Yes
No
☒
☐

SEquipment meets trade standards

☒
☐

SCurriculum standards meet trade standards

☒
☐

* Any "No" responses must be reflected in detail in the meeting minutes and should be referenced on the District Program Plan for this program.

Instructors CTE instructors hold a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned. . .with the appropriate certification, knowledge, skills and occupational experience (P1.4 & E2.4, P1.4a. E2.4a). After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.

(duplicate page as needed)

Instructor Name	Ronald L Cughan	School	<input checked="" type="checkbox"/> AHS	<input type="checkbox"/> ARHS	
			<input type="checkbox"/> AMHS	<input type="checkbox"/> WAHS	
Certification Area(s)	Technology Education, Precision Metal Worker, Work Based Learning Coordinator, (Conditional Career Choices Permit ASD only Expires 6/30/2010)				
Certificate renewal date	6/30/16	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input checked="" type="checkbox"/> Conditional		
List specific courses, workshops, conferences for professional growth in content knowledge and skills.					
		Completed	In Progress	For Next Year	
SkillsUSA Student Leadership Conference		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T & I teacher conference		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)					
Description	Date	Location			
First Aid Card Expiration:	1/31/2011	CPR Card Expiration:	1/26/2011		

Program Evaluation and Improvement

	Number of Surveys Distributed	Number of Surveys Completed and Returned	Date reviewed by Advisory Committee
Semester Class Exit Survey Reviewed (2 nd semester from last school year)	AHS:37	AHS:37	AHS:1/28/09
	AMHS:	AMHS:	AMHS:
	ARHS:	ARHS:	ARHS:
	WAHS:	WAHS:	WAHS:
Semester Class Exit Survey Reviewed (1st semester current school year)	AHS:0	AHS:0	AHS:
	AMHS:	AMHS:	AMHS:
	ARHS:	ARHS:	ARHS:
	WAHS:	WAHS:	WAHS:
1 - year Graduate Survey (optional) Class of _____	AHS:	AHS:	AHS:
	AMHS:	AMHS:	AMHS:
	ARHS:	ARHS:	ARHS:
	WAHS:	WAHS:	WAHS:

List recommendations from surveys for program improvement.

AHS	AMHS	ARHS	WAHS
1. Additional Equipment CNC lathe, welding machines, smart board tech.	1.	1.	1.
2. Cross credit welding w/math	2.	2.	2.
3. Cross Credit welding w/fine arts	3.	3.	3.
4. Maintain two hour machining period.			

List strengths from surveys for program growth and stability.

AHS	AMHS	ARHS	WAHS
1. Good team work ethics	1.	1.	1.
2. Good teacher instruction	2.	2.	2.
3. Updated Technology -CNC Mill Equip.	3.	3.	3.
4. Safety instruction is good			

Program Components Continued...

	Yes	No
sInstructor certification and renewal dates have been reviewed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sA para-educator provided for this program? (part time substitute para)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
sLeadership skills are taught and assessed to every student enrolled through a Career and Technical Education Student Organization (CTSO) and/or through skills integrated into the classroom? (E4.1, E4.1a, E4.1b)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Leadership is provided by (E4.1c)	SkillsUSA CTSO, FIRST Robotics Club	
	Name of CTE Student Organization	

sIf a Washington State endorsed CTSO is not available for students, please attach a description of leadership skill integration to this plan. Advisory committee must review and approve this description annually.

	Yes	No
SkillsUSA-Professional Development Portfolio		
sEmployability (SCANS) are taught and assessed in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sInformation regarding career opportunities in this field including non-traditional opportunities is included in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sNeeds of special education and diverse populations are met by this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sSafety skills and/or a safety plan are implemented in every classroom of this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sPromotion plan for this program has been reviewed by the advisory committee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AHS: Implement NCCER (National Center for Construction Education and Research) curriculum into welding program. -update teacher skills in Mastercam Version X2 and Solidworks <i>incomplete</i>	<p style="text-align: center;">Curriculum (E2.1, E2.2, P1.1, P1.1a, P1.1b)</p> <ul style="list-style-type: none"> What modifications should be made to the curriculum? <ul style="list-style-type: none"> What is outdated? What is new and emerging? 	<p>AHS: -Robotics place 15th out of 64 teams at Seattle Regionals. Machinist training course reduced from 2 periods to 1 period combined with welding students. Attend Construction Career Day</p> <p>Teacher attended one training session for Solidworks software. No software upgrades in Mastercam and Solidworks available to students.</p> <p>Curriculum status and adjustments depends on future program status of Auburn Renewal project.</p>	<p>AHS: Split two period block Machinist Training Curriculum into two single period blocks one period to focus on CNC manufacturing using Solidworks and Mastercam in drafting lab, the other would be conventional machining in the metal shop</p> <p>Provide extended time for teacher to learn updated software.</p> <p>NCCER curriculum under review Review for changes in curriculum for Welding, Sheet Metal, Machining.</p>	<p>AHS: Purchase software site license for drafting lab & metal shop: Mastercam software Update 8 seats to current: \$2,000 Buy 17 additional copies: \$750/ea = \$12,750 Nethasp: \$300 Site License for all 5 Northwest Tech books: \$1,200 Total: \$16,250 Solidworks or comparable software \$2,800 for a 30 station lab.</p>	<p>AHS: -Continue to make industry connections in related manufacturing industries. - Review needs for curriculum modifications - Review new ideas for cross curricular events between disciplines. - Robotic club continuation - access drafting lab for CAM instruction - Use Swift and other computer applications to for instruction and record keeping.</p>
<p>AHS: Burny controller CNC communication issues. Resolved with the Help of B&W Cutting Co. at no charge.</p> <p>Two welding machines obtained.</p>	<p style="text-align: center;">Instructional Tools and Equipment</p> <ul style="list-style-type: none"> What tools are needed to deliver the curriculum? Does equipment meet industry standard? Are teaching tools updated and relevant? 	<p>AHS: Update Mastercam software to Version X2. Add copies of Mastercam Art, Solid Works - maintain standard supply budget to at least \$5000.00 - Maintain equipment \$1000 reserve fund for repairs.</p>	<p>AHS: - Add Interwrite Pad - Add portable hand tubing bender - Provide extended time for teacher training, shop maintenance, robotics club</p>	<p>AHS: - replace 1 Lincoln .024 GMAW wire welder \$700.00. - Research CNC turning machines determine power requirements. \$30,000</p>	<p>- Replace aging miller weld GTAW machine - Research CNC turning machines determine power requirements. \$30,000 - Reline foundry furnace. - Review technology for</p>

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
Purchased 1 welders to replace non-working one. Exotic Metals Co. donated a welding machine, replacing broken one.			and student leadership -Provide supply budget \$5000 -Reserved additional \$1000 emergency equipment repair.	-Equipment review	classroom in Interwrite pad. Research addition of metal shear 16 ga.- 3/8 plate - replace 1 Lincoln .024 GMAW wire welder \$700.00.
AHS - Student safety checks on equipment. <i>Documentation procedures in place</i>	Safety* (E2.5a, P1.3) <ul style="list-style-type: none"> How is safety addressed in the program? Are there established safety procedures? How is safety instruction provided to students? 	AHS: - Check air flow/quality on weld ventilation, <i>not done</i> - Add two additional Cameras & replace security surveillance <i>not done</i> - Continue to support Para educator time. <i>done</i> - Review safety shop procedures <i>continuing</i> - Check first aid kits for completeness <i>not done</i>	AHS: - Continue full time para-educator support. - first aid kits update - Provide extended time for teacher review and update shop safety issues. - Renew first aid kits - Add two additional Cameras & replace security monitor.	AHS: - Request district to continue para-educator support - first aid kits \$100	- Continue to refine shop safety standards and procedures.
AHS: - Heavy duty drawer slides for equipment in tool room for ease of accessing and storing heavy hand tools- <i>done</i> - Improve tool storage - High Dusting done by teacher - restripe safety zones- <i>done</i> - Add additional 110 v drop cord over back table. - <i>done</i>	Facilities (E2.5b, E2.5c, P1.3a, P1.3b, P1.3c) <ul style="list-style-type: none"> How do the program facilities relate to those in industry? What modifications can be made if industry facilities are not feasible? What modifications are necessary to support the curriculum? 	AHS: - Maintain floors and high dusting in metal shop <i>not done</i> - Safety checks large roll-up door mechanism. <i>Not done</i> - continue organizing tool storage <i>progressing</i> - Electrical Drop cord over work bench- <i>done</i>	AHS: - Maintain floors and high dusting in metal shop. - Safety checks large roll-up door mechanism. - Continuously improve tool storage - Provide extended time for teacher to perform safety related maintenance tasks.	AHS: - Cost as per district maintenance requests	AHS: New Facilities being planned by district in AHS renewal project. Maintain current facilities to support curriculum in Machining, Welding, Sheet Metal and Foundry.
AHS: - Field trips, school sponsored Women in trades, career day - <i>done</i> - Boeing job shadow day, <i>not done</i> .	Extended Learning Opportunities (E2.3, P1.5) <ul style="list-style-type: none"> How does student learning extend outside of the classroom? What work-based learning opportunities are available in this 	AHS: - Field trips none - Boeing job shadow day <i>not done</i> - Guest Speakers <i>done</i> - Visits to post secondary Programs <i>not done</i> - SkillsUSA competitions <i>done</i>	AHS: - Field trips arrange for individual student visits to area industries. - Boeing job shadow day - Guest Speakers - Visits to post secondary	AHS: - Provide extended time for teacher to support extended learning opportunities.	AHS: - Provide extended time for teacher to support extended learning opportunities.

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
-On the job training, <i>made available to qualified students</i> -Guest Speakers, <i>Yes promoted by Career center</i> -Visits to post secondary Programs, <i>Yes SkillsUSA Students</i> -SkillsUSA competitions	program?	- Attend robotic competition - Attended Construction Career Day	programs GRCC, RTC -SkillsUSA competitions -Provide extended time for teacher to support extended learning opportunities.		
AHS: - Machinist Training Cross credited with math. -Welding currently no cross credit. -Recommend of finding a way so fine arts credit be made available to students enrolled in welding.	Cross Credit Options How does this program align with general academic areas such as reading, writing, math, science, arts, social studies? <ul style="list-style-type: none"> How are Grade Level Expectations (GLEs) integrated into instruction? (E1.1) 	AHS: -Continue implementation of applied math as it's related to the trades, WASL SIP School Improvement. <i>progressing</i> -Continue to review process changes and district expectations for cross credit by Curriculum and Instruction committee.	AHS: Obtaining cross credit in math and fine arts for welding and machining programs	AHS: Follow up on district procedures for obtaining cross credit in math and fine arts for metals programs	AHS: District helps to enrich opportunities for students by reviewing credit requirement issues and cross credit issues to benefit students and promote CTE programs.
AHS: Tech Prep Credit available in machining and welding. NCCER Registry -No students registered	Post-Secondary Connections <ul style="list-style-type: none"> What post-secondary opportunities are available for students who participate in this program? What industry certifications could be infused into this curriculum? (P1.6) 	AHS: NCCER standards, under review by committee. -Continue supporting students in applying and achieving tech prep credit <i>done</i>	AHS: -Continue supporting students in applying and achieving tech prep credit -Review NCCER certification and curriculum. Research Welding, sheet metal and Machining Curriculum.	AHS: - Attend tech prep meetings -continue coordinating curriculum for Tech Prep credit W/GRCC & RTC -	AHS: Develop supporting strategies that motivate and encourage and students in pursuing additional job training and post secondary connections for further education.

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
HS: - Target audience is incoming freshmen and parents. - Provide connection with other High schools, <i>done</i> - Ninth grade visits to program. - 8 th grade parent back to school night - <i>Done</i> - Visual displays in PAC - <i>Done</i> - District/school Web site - brochures - <i>not done</i> - Set up a booth during lunch before sign ups. <i>Not done</i> - ninth grade orientation class visits. - <i>Done</i>	Program Promotion* How do we market our program to students, parents, and the community? <ul style="list-style-type: none">Who is our target audience with regards to promotion?What promotional items do we have?What is our promotion plan?	AHS: - Target audience is incoming freshmen and parents. - Provide connection with other High schools <i>done</i> - Ninth grade orientation visits to program (career choices). <i>done</i> - 8 th grade parent back to school night <i>done</i> - Visual displays in PAC <i>done</i> - District/school Web site <i>progressing</i> - brochures <i>update</i> - Set up a booth during lunch before sign ups. <i>Not done</i> Attend Construction Career Day	AHS: - freshmen and parents orientation. - Course catalogue descriptions in other ASD High schools - Ninth grade orientation class visits to program. - 8 th grade parent back to school night. - Displays in PAC display case - District/school Web site - Program information guide brochures - Set up a booth during lunch before sign ups.	AHS: - Target audience is incoming freshmen and parents. - Provide connection with other High schools - Ninth grade visits to program. - 8 th grade parent back to school night - Visual displays in PAC - District/school Web site - brochures - Set up a booth during lunch before sign ups.	AHS: - Continue program promotion. - Schedule times for orientation class to visit programs. - Schedule time to visit other Auburn High Schools

AUBURN SCHOOL DISTRICT CAREER AND TECHNICAL EDUCATION

- **Family and Consumer Science Education**

Annual Program Plan & Description for the 2009-2010 School Year

On behalf of the Program Advisory Committee for _____ FACSE _____, I
_____ represent the members as having read, approved and
will support this program plan and description for the 2009-2010 school year. (E2.6, P12)

Typed Name of Chairperson(s)_____
Signature of Chairperson(s)_____
Date

**CAREER & TECHNICAL
EDUCATION (CTE)****PROGRAM** Family and Consumer Sciences**PROGRAM DESCRIPTION
OVERVIEW**

(complete one per program per year)

**program
provided at**
(check all that apply)

- ☒ Auburn High School
☒ Auburn Mountainview High School
☒ Auburn Riverside High School
☒ West Auburn High School

Advisory Committee An advisory committee actively guides the relevance and continuous improvement of the program. It is a committee whose members should represent business and industry, education, labor organizations, special populations, community, government, students, parents and teachers. A majority of the members shall share an expert working knowledge of the job tasks and competencies required for related occupations, related labor market needs and courses necessary to meet these needs. The committee provides advice in the design, development, deliver, evaluation and continuous improvement of CTE programs. The committee meets on a regular basis and minutes are on file in the district.

Number of meetings 2009 - 10 3**Dates of meetings****Minutes
on File** ☒Chairperson Tammy White

1. Oct 7, 2009 ☒
 2. February 11, 2010 ☒
 3. May 5, 2010 ☒

Advisory Committee Members

Name	Representing	*Must have a minimum of three voting members	
Roger Lee	AHS Assistant Principal	<input type="checkbox"/> voting	<input checked="" type="checkbox"/> non-voting
Cindy Pratt	AHS FACSE Instructor,	<input type="checkbox"/> voting	<input checked="" type="checkbox"/> non-voting
Bess Owens	AHS FACSE Instructor,	<input type="checkbox"/> voting	<input checked="" type="checkbox"/> non-voting
David Halford	ARHS Assistant Principal	<input type="checkbox"/> voting	<input checked="" type="checkbox"/> non-voting
Kelly Jensen	ARHS FACSE Instructor	<input type="checkbox"/> voting	<input checked="" type="checkbox"/> non-voting
Stephanie Swift	ARHS FACSE Instructor	<input type="checkbox"/> voting	<input checked="" type="checkbox"/> non-voting
Steve DuBay	AMHS Assistant Principal	<input type="checkbox"/> voting	<input checked="" type="checkbox"/> non-voting
Vivian Baglien	AMHS FACSE Instructor	<input type="checkbox"/> voting	<input checked="" type="checkbox"/> non-voting
Rob Swaim	CTE Director	<input type="checkbox"/> voting	<input checked="" type="checkbox"/> non-voting
Lyn Morris	AHS FACSE Instructor	<input type="checkbox"/> voting	<input checked="" type="checkbox"/> non-voting
Noreen Kebba	WAHS FACSE Instructor	<input type="checkbox"/> voting	<input checked="" type="checkbox"/> non-voting
Valerie Bryant	Cascade Instructor	<input checked="" type="checkbox"/> voting	<input type="checkbox"/> non-voting
Mary Stanton	Calico Cat - Owner	<input checked="" type="checkbox"/> voting	<input type="checkbox"/> non-voting
Diana Holz	Early Childhood Educator GRCC	<input checked="" type="checkbox"/> voting	<input type="checkbox"/> non-voting
Becky Kinney	Junior Junction Preschool - Auburn	<input checked="" type="checkbox"/> voting	<input type="checkbox"/> non-voting
Jaclyn White	Para Educator/ parent	<input checked="" type="checkbox"/> voting	<input type="checkbox"/> non-voting
Emelyn Ellison	Olympic Instructor	<input checked="" type="checkbox"/> voting	<input type="checkbox"/> non-voting
Heather Hutchins	Dept of Public Health, Auburn	<input checked="" type="checkbox"/> voting	<input type="checkbox"/> non-voting
Lois Harrison	FACSE - Sub	<input checked="" type="checkbox"/> voting	<input type="checkbox"/> non-voting
Leslie Heizer, PhD.	Project Teach GRCC	<input checked="" type="checkbox"/> voting	<input type="checkbox"/> non-voting
Maria Golden	Parent/Medical transcriber	<input checked="" type="checkbox"/> voting	<input type="checkbox"/> non-voting
Mc Laughlin, Catherine	Para Educator - AMHS	<input checked="" type="checkbox"/> voting	<input type="checkbox"/> non-voting

* A voting member is a representative from a business related to the occupational area of the program. Family and Consumer Sciences Education-Related Occupations shall include homemakers, parents and single parents, professionals, employers from business and industry, representative of health and welfare agencies, recent graduates, cultural and economic groups found in the community.

As a result of the Program Advisory Committee meetings noted above, the members determined that:

	Yes	No*
Facilities meet trade standards	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Equipment meets trade standards	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curriculum standards meet trade standards	<input checked="" type="checkbox"/>	<input type="checkbox"/>

2009-2010

* Any "No" responses must be reflected in detail in the meeting minutes and should be referenced on the District Program Plan for this program.

Instructors CTE instructors hold a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned. . .with the appropriate certification, knowledge, skills and occupational experience (P1.4 & E2.4, P1.4a. E2.4a). After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.

(Duplicate page as needed)

Instructor Name	Dr. Vivian G. Baglien		School	<input type="checkbox"/> AHS	<input type="checkbox"/> ARHS
				<input checked="" type="checkbox"/> AMHS	<input type="checkbox"/> WAHS
Certification Area(s)	FACSE CTE, K- 12, and Work Base Learning				
Certificate renewal date	March 2011	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing	<input type="checkbox"/> Probationary	
			<input type="checkbox"/> Initial	<input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.					
	Completed	In Progress	For Next Year		
Completed PhD Iowa State University - October 2009	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Red Cross CPR/first Aid Instructor Training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)					
Description	Date	Location			
Instructor FACSE CWU MA Program					
Adjunct Instructor CWU Housing Online					
Writer Thomson Publishing. Rathus Text Child. D					
Writer Gencloe Mc Graw Hill- FACSE support materials					
First Aid Card Expiration: 1/2011 CPR Card Expiration: 1/2011					

Instructor Name	Noreen A. Kebba		School	<input type="checkbox"/> AHS	<input type="checkbox"/> ARHS
				<input type="checkbox"/> AMHS	<input checked="" type="checkbox"/> WAHS
Certification Area(s)	Career and Technical Education- Health 4- 12, Family and Consumer Science Education 4- 12				
Certificate renewal date	06-30-2015	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing	<input type="checkbox"/> Initial	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.					
	Completed	In Progress	For Next Year		
Understanding and Implementing Restorative Practices	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Aligning Discipline Procedures - Restorative Practices	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Increasing Student Achievement- PLC's	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Family and Consumer Science- Fall Area Meeting	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
CPR / AED Training Option 9	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
CPR / AED Training Option 10	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
NCEE Conference	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
IDEA World Fitness Conference	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Tour Guide for WA D.C. Student Learning Trip	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
2009 Aerobic Instructor - Couples Resort Jamaica	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2010 Aerobic Instructor - Couples Resort Jamaica	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Unpacking Standards to Lesson Plans Part 2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
List planned additional experiences in one or more of the jobs or careers in your teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)					

2009-2010

First Aid Card Expiration:	2/08 - 2/11	CPR Card Expiration:	2/08 - 2/09
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Instructor Name	Linda Kaye Morris		School	<input checked="" type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s)	Home Economics, Special Education , K - 12, WBL, Vocational				
Certificate renewal date		CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial		
List specific courses, workshops, conferences for professional growth in content knowledge and skills.					
		Completed	In Progress	For Next Year	
Teaching Academy		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Fall Conference FACSE		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
WA - ACTE Summer Conference		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
CTE/Math Conference		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in your teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)					
Description		Date	Location		
Executive Board FACSE WA - ACTE		2004 - Present	Washington State		
Mexico Mission Team – SVLC		1998 - 2006	Maple Valley, WA.		
First Aid Card Expiration:		January 2011	CPR Card Expiration:		January 2009

Instructor Name	Bess Owens		School	<input checked="" type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s)	Family & Consumer Sciences, Biology, Sociology, Psychology				
Certificate renewal date	June, 2011	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial		
List specific courses, workshops, conferences for professional growth in content knowledge and skills.					
		Completed	In Progress	For Next Year	
FLASH & KNOW Training		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Fall Conference FACSE 2009		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Region 4 Area Meeting		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Cultural Competency		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Food Handler's Proctor Training		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
CPR/FIRST Aid Proctor Training		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in your teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)					
Description		Date	Location		
FCCLA Advisor		1990	AHS		
First Aid Card Expiration:		January 2011	CPR Card Expiration:		January 2010

Instructor Name	Stephanie Swift		School	<input type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input checked="" type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s)	CTE Family & Consumer Science, Work-based Learning, Career Choices				
Certificate renewal date	2014	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial		
List specific courses, workshops, conferences for professional growth in content knowledge and skills.					
	Completed	In Progress	For Next Year		
Masters Degree Mental Health Counseling-Seattle Univ.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Masters Degree School Counseling- Seattle University	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Clock hours for certificate renewal	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Internship for counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Obtain Career choices certification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)					
Description	Date		Location		
FCCLA Advisor	2005 - Present		HHS/ ARHS		
Lead student tour to Europe with Explorica	Summer 2009		Italy, France, Spain		
School Counseling Practicum	1/10-3/10		ARHS counseling team (Jan Sigurdson)		
First Aid Card Expiration:	September 2010		CPR Card Expiration:	September 2010	

Instructor Name	Cindy Pratt		School	<input checked="" type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s)	K - 12 Principal, Career and Technical Director - CTE Family and Consumer Science Education 4 - 12, Work - Based Learning				
Certificate renewal date	2013	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial		
List specific courses, workshops, conferences for professional growth in content knowledge and skills.					
	Completed	In Progress	For Next Year		
Principal Certification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
OSPI CTE Region 4 Fall Meeting	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Flash and Know Training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
First Aid/CPR Instructors Course	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Food Handler's Proctor Training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
List planned additional experiences in one or more of the jobs or careers in your teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)					
Description	Date		Location		
Advisory Board for Elder Friends	On going		Seattle		
First Aid Card Expiration:	10/2010		CPR Card Expiration:	10/2011	

Instructor Name <u>Kelly A. Jensen</u>	School <input type="checkbox"/> AHS <input checked="" type="checkbox"/> ARHS <input type="checkbox"/> AMHS <input type="checkbox"/> WAHS																
Certification Area(s) <u>FACSE & Work-Based Learning</u>																	
Certificate renewal date <u>CS 6/11 & WBL 6/10</u>	CTE Certificate Type <input checked="" type="checkbox"/> Professional <input type="checkbox"/> Residency <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional																
List specific courses, workshops, conferences for professional growth in content knowledge and skills.																	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 10%;">Completed</th> <th style="width: 10%;">In Progress</th> <th style="width: 20%;">For Next Year</th> </tr> </thead> <tbody> <tr> <td>Completing Masters Degree Central Washington Univ.</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Leadership Development - AWSP Student Leadership Camp</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Fall Conference 2009</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>		Completed	In Progress	For Next Year	Completing Masters Degree Central Washington Univ.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Leadership Development - AWSP Student Leadership Camp	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Fall Conference 2009	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Completed	In Progress	For Next Year														
Completing Masters Degree Central Washington Univ.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>														
Leadership Development - AWSP Student Leadership Camp	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>														
Fall Conference 2009	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>														
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)																	
Description	Date																
FCCLA - Advisor	2000 - Present																
KEY Club - Advisor	2006 - Present																
CWU Adjunct Instructor - Pro - Cert	2007 - Present																
Auburn Food Bank Board Member	2009 - Present																
Junior League of Tacoma	2004 - Present																
Location																	
ARHS																	
ARHS																	
CWU Campuses																	
Auburn																	
Tacoma																	
First Aid Card Expiration: 2/08 - 2/11 CPR Card Expiration: 2/08 - 2/09																	

Program Evaluation and Improvement

	Date reviewed by Advisory Committee	Number of Surveys Completed and Returned	Number of Surveys Distributed
Semester Class Exit Survey Reviewed (2 nd semester from last school year)	AHS: June 2009	AHS: 200	AHS: 225
	AMHS: June 2009	AMHS: 105	AMHS: 120
	ARHS: June 2008	ARHS:	ARHS:
	WAHS:	WAHS:	WAHS:
Semester Class Exit Survey Reviewed (1st semester current school year)	AHS Jan 2010	AHS 200	AHS: 225
	AMHS: Jan 2010	AMHS: 80	AMHS: 90
	ARHS: Jan 2009	ARHS:	ARHS:
	WAHS:	WAHS:	WAHS:

List recommendations from surveys for program improvement.			
AHS	AMHS	ARHS	WAHS
1. More cooking labs. 2. Fewer Notes 3. More interactive discussions 4. Too fast passed sometimes. 5. Continue FIDM and Cooking Clubs 6. Need new Health books and DVD's	1. Be able to go to other field sites 2. Cook more 3. Go to a fashion show 4. Create more designs	1. Increase cooking labs 2. Continue Fashion Show 3. Continue FIDM Club	1. 1. More cooking labs 2. Less projects 3. No tests 4. Less curriculum demands 5. Field Trip

List strengths from surveys for program growth and stability.			
AHS	AMHS	ARHS	WAHS
1. Temperature Control 2. How to eat healthier 3. Money management suggestions. 4 How to cook. 5. Anger management 6. Communication Skills 7. Birth Control 8. Great Best Works Assignments	1. Power points helped a lot in course 2. How to write a lesson plan and present to class. 3. The cooking labs, particularly the soup and cake ball labs. I found the hands on experience in the kitchen to be both enjoyable and educational. 4 The main assignment was the last project we did which was draping a mannequin. It helped me learn how to sew, create new designs and learn new fabrics. 5. Making own lesson plans and how to notice when a child needs help.	1. Projects 2. Food Labs 3. Group Activities 4. Technology use 5. Service Learning	1. 1. Fun labs 2. Great nutrition tips 3. Fun exercise 4. Best teacher- makes learning fun. 5. Like computer assignments. 6. Informative guest speakers.

Program Components Continued...

	Yes	No
Instructor certification and renewal dates have been reviewed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A para-educator provided for this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Leadership skills are taught and assessed to every student enrolled through a Career and Technical Education Student Organization (CTSO) and/or through skills integrated into the classroom? (E4.1, E4.1a, E4.1b)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Leadership is provided by (E4.1c) <u>Family Careers and Community Leaders of America</u>		

If a Washington State endorsed CTSO is not available for students, please attach a description of leadership skill integration to this plan. Advisory committee must review and approve this description annually.

	Yes	No
Employability (SCANS) are taught and assessed in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Information regarding career opportunities in this field including non-traditional opportunities is included in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Needs of special education and diverse populations are met by this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Safety skills and/or a safety plan are implemented in every classroom of this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Promotion plan for this program has been reviewed by the advisory committee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS:</p> <p>New classes were promoted Attended CBA Training Human Grown Unit Reviewed Nutrition and Wellness was Cross-Credited with Health Student get Food Handlers permits in Food Science and Nutrition & Wellness</p> <p>AMHS:</p> <p>Enrollment continues to be steady and maintain programs.</p> <p>SWIFT WEB support a vital supplement to class room instruction and student support of curriculum</p> <p>ARHS:</p> <p>Updated courses through a curriculum review</p> <p>Adopting and adapting to new curriculum</p> <p>Maintain quality programs with decreased budget</p> <p>WAHS:</p>	<p>Curriculum (E2.1, E2.2, P1.1, P1.1a, P1.1b)</p> <ul style="list-style-type: none"> What modifications should be made to the curriculum? What is outdated? What is new and emerging? 	<p>AHS:</p> <p>We have started using classroom based assessments</p> <p>We have completed Curriculum Review Health Assessment is implemented and in place. Scores have been reported to OSPI.</p> <p>AMHS:</p> <p>Other FACSE sections are maintained at current enrollment levels.</p> <p>FACSE is a full time position for 2009-2010 school year. Also maintain and supervise elementary aides / WBL students beyond full enrollment for second semester.</p> <p>ARHS:</p> <p>Maintain quality programs with decreased budget</p> <p>Curriculum readiness- supported by Swift WEB</p> <p>WAHS:</p>	<p>AHS:</p> <p>First Aid Unit in Family Health Is focus of CSL</p> <p>Human Growth unit to reviewed and revised.</p> <p>Continue to have high quality labs</p> <p>AMHS:</p> <p>Continue to support Careers with Children program and require CWC as a pre-requisite for elementary aides. Classify EA as CWC enrollment.</p> <p>Continue SWIFT Internet support for FACSE courses through on-line course access for students and staff to</p> <p>Increase course sections to accommodate addition of two FACSE staff. Get para-educator for high special needs enrollment.</p> <p>ARHS:</p> <p>Spending time to become proficient with SWIFT</p>	<p>AHS:</p> <p>Health teachers take CPR/First Aid training. Attend CBA training. District Curriculum and Instruction Process. Curriculum Hours/Extended Time as needed.</p> <p>AMHS:</p> <p>Educate counselors to support this requirement for elementary aides.</p> <p>Continue to support SWIFT WEB for classroom teaching enhancement.</p> <p>Merchandise FACSE program to increase enrollment</p> <p>ARHS:</p> <p>Enroll in classes to support SWIFT</p> <p>Discussion with Administrators and Counselors.</p> <p>WAHS:</p>	<p>AHS:</p> <p>CPR/First Aid cards will be issued to students in Family Health CBA will be implemented Nutrition and Wellness. Add more competitions in classes.</p> <p>AMHS:</p> <p>Increase staffing to meet FACSE program needs.</p> <p>Continue to maintain and improve FACSE assigned rooms.</p> <p>Add additional computer access for course work- such as a computer laptop cart of 20 computers.</p> <p>ARHS:</p> <p>More team teaching projects and connect with the senior culminating project.</p>

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
Continue to update curriculum to meet or exceed Health and Family and Consumer Science classes		Continue to update curriculum to meet or exceed Health and Family and Consumer Science classes	Mainstream Freshman Health Course into FCS Curriculum WAHS: Order supplemental materials to augment Family and Consumer Science classes.	Create RFP's for supplemental materials	Grow FCS program to add another FCS certificated teacher to staff. Advisory Period Course offered for F.C.C.L.A Leadership (DECA does this.) WAHS: Integrate more technology in the classroom environment
AHS: Rooms 203 was painted and has new curtains Received sewing machines Quest for lab fees ended due to the economy Kitchen ware received AMHS: Ordered start up supplies for continuing program Four student computers were upgraded Maintained program under current monies allotted for programs	Instructional Tools and Equipment <ul style="list-style-type: none"> What tools are needed to deliver the curriculum? Does equipment meet industry standard? Are teaching tools updated and relevant? 	AHS Received sewing machines Room 127 was painted. Bake ware, pots and pans received FIDM Club students use new sewing machines as well as regular classes AMHS: RFP's completed for 2008-09 school year. Budgets within guidelines for program ARHS:	AHS: Replace old ovens- Electrical concerns Replace rusty refrigerators and freezer CPR manikins & first aid supplies. Including child/infant Update very old DVD's Replace Dress Maker Form AMHS: Continue to obtain supplemental DVD/computer software, and materials for all classes Purchase additional sewing machines.	AHS: Work with Technology dept. and building tech. plan to purchase. Research options, budget to purchase. Budget to purchase new DVD's AMHS: Budget to purchase supplemental, software DVD materials Budget to purchase a computer cart	AHS: Replace 23+ year old ovens Replace rusty refrigerators and Freezer the heavy condensation on top shelf and broken shelf. AMHS: Update existing computer to be current with industry and software needs. ARHS:

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>ARHS:</p> <p>Replace baking missing equipment that Up-dated some new DVD's for Food Science and Nutrition and Wellness</p> <p>WAHS:</p> <p>Obtained one black and white printers for students to complete class work and projects</p> <p>Obtained three more desk top computers for student use to integrate technology in the lesson plan.</p> <p>Obtained a digital camera for students to take photos for their grad boards</p> <p>Rerouted power cords to facilitate safe egress through classroom space.</p> <p>Cable covers would make classroom environment safer.</p>		<p>Continue to replace missing or lost equipment and kitchen tools.</p> <p>Update DVD's used in FCS classes.</p> <p>WAHS:</p> <p>Obtain a color printer cartridge drum for unusable existing computer printer due to lack of supplies and maintenance.</p> <p>SMART BOARD as a teaching aid.</p>	<p>Purchase a computer cart for FACSE</p> <p>ARHS:</p> <p>Replace 3 Baby think it over dolls.</p> <p>Ask for the opinions of the Advisory Board on Guest Presenters.</p> <p>WAHS:</p> <p>Work with building tech to obtain three surplus computers or purchase new.</p> <p>Order toner for the color printer.</p> <p>Continue to stay current with industry and work more with bldg tech to keep computer area running smoothly</p> <p>Requesting 4 more desk top computers; along with internet access and power outlets.</p> <p><i>Digital Television installed to modernize audio visual aids and access to educational programs for Health and Cooking. Current cable system is outdated and not functioning. Flat Screen with dual DVD player and DVR are essential. (i.e. Dr. Oz and Health Channel).</i></p>	<p>Budget for additional sewing machines</p> <p>ARHS:</p> <p>Work with budget and mail in old dolls for rebate.</p> <p>Work with Advisory Board</p> <p>WAHS</p> <p>Technology upgrades costs estimate \$1000.00 for new 32" flat screen for multimedia presentations and educational television broadcast.</p>	<p>Increase to a 3 person department</p> <p>WAHS:</p> <p>Replace hardware as it becomes outdated (current equipment fits this description)</p> <p>Update existing computer to be current with industry and software needs</p>

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS:</p> <p>Maintained labs with district work orders.</p> <p>AMHS:</p> <p>Completion of facility installation issues- stove and fans. Facility meets industry standards.</p> <p>ARHS:</p> <p>Slowly turn over old equipment</p> <p>WAHS:</p> <p>Correct heat and cold extremes to improve healthy learning environment.</p>	<p>Facilities (E2.5b, E2.5c, P1.3a, P1.3b, P1.3c)</p> <ul style="list-style-type: none"> • How do the program facilities relate to those in industry? • What modifications can be made if industry facilities are not feasible? • What modifications are necessary to support the curriculum? 	<p>AHS:</p> <p>Use TMA's to maintain department.</p> <p>AMHS:</p> <p>Stoves have thermostat issues. Stove in Kitchen 6 out again.</p> <p>ARHS:</p> <p>Kitchens need replacement tools for cooking</p> <p>WAHS:</p> <p>Sometimes the classroom gets too hot. May -June are too warm for cooking classes.</p>	<p>AHS:</p> <p>Give immediate attention to concerns.</p> <p>AMHS:</p> <p>Work with administration and maintenance to correct needs as they arise.</p> <p>ARHS:</p> <p>Purchase supplies gradually throughout the year</p> <p>WAHS:</p> <p>Maintenance overhaul of existing cooling and heating systems. Relate necessary air standards regulations to administration. Insist on repair and maintenance</p>	<p>AHS:</p> <p>Give immediate attention to concerns.</p> <p>AMHS:</p> <p>Work with administration and maintenance to correct needs as they arise.</p> <p>ARHS:</p> <p>Purchase supplies gradually throughout the year</p> <p>WAHS:</p> <p>Maintenance overhaul of existing cooling and heating systems. Relate necessary air standards regulations to administration. Insist on repair and maintenance</p>	<p>AHS:</p> <p>Continue to have facility meet industry standard</p> <p>AMHS:</p> <p>Continue to survey facility for improvements and upgrades.</p> <p>ARHS:</p> <p>Budget maintain facilities</p> <p>WAHS:</p> <p>Remain current to industry standards. Monitor for health risk</p>
<p>AHS:</p> <p>Safety procedures for each class are in place and documented.</p> <p>AMHS:</p> <p>No new safety issues. Building is still new and quite</p>	<p>Safety* (E2.5a, P1.3)</p> <ul style="list-style-type: none"> • How is safety addressed in the program? • Are there established safety procedures? • How is safety instruction provided 	<p>AHS:</p> <p>Food Handlers Cards and First Aid/CPR Units Maintain equipment to meet industry safety levels</p>	<p>AHS:</p> <p>Continue having Food Handlers Cards and First Aid/CPR Units Safety procedures for each class are in place and documented.</p>	<p>AHS:</p> <p>Emphasizes safety procedures. Cost of first aid supplies and safety glasses.</p>	<p>AHS:</p> <p>Review safety procedures.</p>

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
functional. <i>ARHS:</i> Safety unit addressed Food Handlers Permits WAHS: Students work safely.	to students?	AMHS: Students are orientated to appropriate safety instruction. Currently rooms are up to par and functional. Students are instructed on safety. ARHS Keep current on district and state and industry standards WAHS: Warning placards on cleanliness; oral and written instruction on the proper use of kitchen equipment; briefs are given before, during, and after students begin lessons.	AMHS: Students are orientated to the foods lab and other classroom with appropriate safety instruction to the foods lab and other classroom with appropriate safety instruction in place. ARHS: Continued safety education WAHS: Oven temperatures need adjustment for safety standards. Reroute power cords to facilitate safe ways through classroom space. Cable covers would make classroom environment safer.	AMHS: Foods and Nutrition and Wellness curriculum. Budget to purchase safety curriculum. Continued safety education in all FACSE course disciplines. ARHS: Provide Food Handlers Permits and CPR/ First Aid - WAHS: Continue to maintain a safe working environment to meet objectives. More power outlets or smarting reroute of power cords. Educate students on the need to observe personal safety habits.	AMHS: Review FACSE courses to determine safety needs. ARHS: Review Safety Standards WAHS: Continue to meet industry standards for safety. Replace or repair any hazards found Electric outlets and cable safety is a priority. Become certified to train students Food Handlers Permits, CPR and First Aid

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS:</p> <p>JA volunteer work for Careers in Education.</p> <p>Power of One and Extended Learnings Washington State Core Leadership Skills Assessed</p> <p>AMHS</p> <p>FACSE program encourages students to do two projects at home that are supported by course objectives and curriculum</p> <p>ARHS</p> <p>F.C.C.L.A Leadership component as part of some courses.</p> <p>WAHS</p> <p>N/A</p>	<p>Extended Learning Opportunities (E2.3, P1.5)</p> <ul style="list-style-type: none"> How does student learning extend outside of the classroom? What work-based learning opportunities are available in this program? 	<p>AHS:</p> <p>Continue Power of One and Extended Learnings completed and FCCLA Community Service</p> <p>Washington State Core Leadership Skills Assessed</p> <p>AMHS:</p> <p>Students completing extended learning projects in all classes, plus encouraged to complete leadership component Power of One that focuses on FACSE curriculum.</p> <p>ARHS:</p> <p>No changes- continuum of last year's programs</p> <p>WAHS:</p> <p>Leadership provided throughout the semester. Points given.</p> <p>Attend leadership activities. At leadership conferences</p>	<p>AHS:</p> <p>Continue Power of One and Extended Learnings completed FCCLA Community Service</p> <p>Have students identify which Washington State Core Leadership Skills they meet.</p> <p>AMHS:</p> <p>Continuing of WBL opportunities through on site placements.</p> <p>Continue extended learning and leadership related opportunities.</p> <p>ARHS:</p> <p>Academic Service Learning- assist in state graduation requirement</p> <p>WAHS:</p> <p>Fulfill 2009-10 objectives;</p> <p>Attend career conference.</p>	<p>AHS:</p> <p>Continue Power of One and Extended Learnings Washington State Core Leadership Skills</p> <p>AMHS:</p> <p>Continue to support leadership opportunities for students. Costs of fieldtrips \$ 4.00 per mile. CWC site experience estimated at \$1,500.00</p> <p>ARHS:</p> <p>Continue to monitor Washington State Core Leadership Skills.</p> <p>WAHS:</p> <p>Create RFP's for student field trips.</p> <p>Involvement at leadership conferences.</p>	<p>AHS:</p> <p>Continue to integrate Junior Achievement, FCCLA and WA Core Leadership Skills in courses.</p> <p>AMHS</p> <p>Expanded program agreements with ECE in the community.</p> <p>Consider block scheduling for more practicum time.</p> <p>ARHS:</p> <p>Do Exit Surveys Use F.C.C.L.A.'s projects as extended learning's</p> <p>WAHS:</p> <p>Seek new extended learning opportunities for alternative students.</p> <p>Attend career conference.</p>

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS:</p> <p>Nutrition and Wellness was cross credited with Health grades 10-12 & PE</p> <p>AMHS:</p> <p>Cross crediting with Food Science- non lab science credit and Nutrition and Wellness- PE credit/health Served on the equivalency credit committee.</p> <p>ARHS:</p> <p>Same as AHS and AMHS</p> <p>WAHS:</p> <p>N/A</p>	<p>Post-Secondary Connections</p> <ul style="list-style-type: none"> What post-secondary opportunities are available for students who participate in this program? <p>What industry certifications could be infused into this curriculum? (P1.6)</p>	<p>AHS:</p> <p>Continued membership in South King County Tech Prep Consortium</p> <p>AMHS:</p> <p>Continued membership in South King County Tech Prep Consortium</p> <p>Students articulating credits to area colleges</p> <p>ARHS:</p> <p>Same as AHS and AMHS</p> <p>WAHS:</p> <p>N/A</p>	<p>AHS:</p> <p>Keep current articulations in GRCC, Highline and Renton Voc. Tech</p> <p>AMHS:</p> <p>Continue to support Careers with Children program - articulation to South King County Tech Prep Consortium member colleges.</p> <p>ARHS:</p> <p>Same as AHS</p> <p>Also confirm that WWU/CWU and WSU are in agreement with Careers in Ed.</p> <p>WAHS:</p> <p>Examine industry standards and materials to bring students to higher levels.</p>	<p>AHS:</p> <p>Articulate programs with higher education</p> <p>AMHS:</p> <p>Attendance and endorsement of CWC program by South King County Tech Prep Consortium meeting.</p> <p>ARHS:</p> <p>Attending necessary meetings to support programs</p> <p>WAHS:</p> <p>Research GLE's associate with career field.</p>	<p>AHS:</p> <p>Articulate more classes with higher education.</p> <p>AMHS:</p> <p>Continued membership in South King County Tech Prep Consortium with possible expansion to other state universities.</p> <p>ARHS:</p> <p>Same AMHS</p> <p>WAHS:</p> <p>Come into compliance with State of Washington expectations.</p> <p>Increased enrollment of Students in CTE classes.</p>
<p>AHS:</p> <p>Hand written invitations to join the classes.</p> <p>The Einstein Promotion, and</p>	<p>Program Promotion*</p> <p>How do we market our program to students, parents, and the community?</p> <ul style="list-style-type: none"> Who is our target 	<p>AHS:</p> <p>Harley Promotion, colorful posters, visits by career choices classes and Future Freshman Night.</p>	<p>AHS:</p> <p>Continue year long promotion, not just near registration time.</p> <p>AMHS:</p>	<p>AHS:</p> <p>Keep students involved in promoting courses.</p> <p>AMHS:</p>	<p>AHS:</p> <p>Build program by not having too many preps and promoting program well all year long.</p>

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>Future Freshman Night went well.</p> <p>AMHS:</p> <p>Individual merchandizing & networking on presently enrolled students.</p> <p>Brochures to students and parents</p> <p>ARHS:</p> <p>Project that other student see and discuss and personal invitations</p> <p>Recruitment done at freshman night and during FACSE class periods.</p> <p>WAHS:</p> <p>N/A</p>	<p>audience with regards to promotion?</p> <ul style="list-style-type: none">• What promotional items do we have?• What is our promotion plan?	<p>Students promoted writing assignment</p> <p>AMHS:</p> <p>Student enrollment is healthy for the 2009-2010 school year</p> <p>Recruitment done at freshman night and during FACSE class periods</p> <p>ARHS:</p> <p>Recruitment done at freshman night and during FACSE class periods</p> <p>FCCLA – extracurricular leadership program</p> <p>WAHS:</p> <p>Continue to promote program through leadership meetings.</p>	<p>Increase enrollment in by active marketing. Brochures, Power points - Student VISO/FCCLA Counselor orientation to program offerings.</p> <p>ARHS:</p> <p>Get advisory involved with brainstorming new ideas for recruitment.</p> <p>WAHS:</p> <p>Obtain more industry leaders and business owners to translate classroom to real world.</p>	<p>Increase enrollment in by active marketing. Brochures, Power points - Student VISO/FCCLA Counselor orientation to program offerings.</p> <p>ARHS:</p> <p>Promote program through active marketing: Brochures, Power points - Student VISO/FCCLA</p> <p>Counselor orientation to program offerings.</p> <p>WAHS:</p> <p>Hallway and office catalog advertising.</p> <p>Continue to promote more proactively; word of mouth, meet with incoming freshman.</p>	<p>AMHS:</p> <p>Continue to actively recruit students.</p> <p>Increase awareness by network with ASD high s and middle schools.</p> <p>ARHS:</p> <p>Continue to actively recruit student interest and enrollment.</p> <p>Network with ASD high / middle schools to increase awareness.</p> <p>WAHS:</p> <p>Establish promotion of CTE classes at WEST AUBURN as a staple for high school education; promote the relevant values of this CTE program</p>

AUBURN SCHOOL DISTRICT CAREER AND TECHNICAL EDUCATION

- **Technology Education**


AUBURN SCHOOL DISTRICT CAREER AND TECHNICAL EDUCATION

Drafting Engineering Technology

Annual Program Plan & Description for the 2009-2010 School Year

On behalf of the Program Advisory Committee for Drafting/Engineerin, I
Rich Bankhead represent the members as having read, approved and
will support this program plan and description for the 2009-2010 school year. (E2.6, P12)

Rich Bankhead
Typed Name of Chairperson(s)


Signature of Chairperson(s)

4/5/10
Date

**CAREER & TECHNICAL
EDUCATION (CTE)**

PROGRAM
Drafting Engineering
PROGRAM DESCRIPTION
OVERVIEW & PLAN

(complete one per program per year)

**program
provided at**
(check all that
apply)

- ☒ Auburn High School
☒ Auburn Mountainview High School
☒ Auburn Riverside High School
☐ West Auburn High School

Advisory Committee An advisory committee actively guides the relevance and continuous improvement of the program. It is a committee whose members should represent business and industry, education, labor organizations, special populations, community, government, students, parents and teachers. A majority of the members shall share an expert working knowledge of the job tasks and competencies required for related occupations, related labor market needs and courses necessary to meet these needs. The committee provides advice in the design, development, deliver, evaluation and continuous improvement of CTE programs. The committee meets on a regular basis and minutes are on file in the district.

 Number of meetings 2009-10 **3**
Dates of meetings
**Minutes
on File**

 Chairperson Rich Bankhead

1. 10-07-09
 2. 02-08-10
 3. 05-05-2010

☒
☒
☒

Advisory Committee Members

Name	Representing	*Must have a minimum of three voting members
		<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Ludwig, Brian	AHBL Inc	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Williams, Tony	ABKJ Engineering	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Bankhead, Rich	Highline Community College	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Serna, Felix	Green River Community College	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Bauermeister, Holly	Boeing Company	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Gratz, Dwayne	Tacoma	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Sumner, William	Auburn Riverside High School	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
White, Kenny	Auburn High School	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Scott, Timothy	Auburn Mountainview High School	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
		<input type="checkbox"/> voting <input type="checkbox"/> non-voting
		<input type="checkbox"/> voting <input type="checkbox"/> non-voting

* A voting member is a representative from a business related to the occupational area of the program. Family and Consumer Sciences Education-Related Occupations shall include homemakers, parents and single parents, professionals, employers from business and industry, representative of health and welfare agencies, recent graduates, cultural and economic groups found in the community.

As a result of the Program Advisory Committee meetings noted above, the members determined that:

SFacilities meet trade standards

Yes
No*
☒
☐

SEquipment meets trade standards

☒
☐

SCurriculum standards meet trade standards

☒
☐

* Any "No" responses must be reflected in detail in the meeting minutes and should be referenced on the District Program Plan for this program.

2009-2010

Instructors CTE instructors hold a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned. . .with the appropriate certification, knowledge, skills and occupational experience (P1.4 & E2.4, P1.4a. E2.4a). After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.

(Duplicate page as needed)

Instructor Name	Sumner, William	School	<input type="checkbox"/> AHS	<input checked="" type="checkbox"/> ARHS	<input type="checkbox"/> AMHS	<input type="checkbox"/> WAHS
Certification Area(s)	Industrial Technology					
Certificate renewal date	August 2015	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional			
List specific courses, workshops, conferences for professional growth in content knowledge and skills.						
		Completed	In Progress	For Next Year		
School Improvement workshops		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
TSA State Conference		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
ASD in-service opportunities		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rhino 3D Modeling Workshop		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)						
Description		Date	Location			
Increasing Student Achievement		September 10	Auburn, WA			
TSA National Conference and Competition		March 10	Bellevue, WA			
WSU Imagine Tomorrow		May 10	Pullman, WA			
First Aid Card Expiration:		February 24, 2013	CPR Card Expiration:		February 24, 2011	

Instructor Name	White, Kenny	School	<input checked="" type="checkbox"/> AHS	<input type="checkbox"/> ARHS	<input type="checkbox"/> AMHS	<input type="checkbox"/> WAHS
Certification Area(s)	CTE Technology Education and Computer Technology					
Certificate renewal date	6/30/2012	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional			
List specific courses, workshops, conferences for professional growth in content knowledge and skills.						
		Completed	In Progress	For Next Year		
Northwest Conference for Computer Educators		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
District sponsored Workshops aimed at Professional Growth and Student improvement		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
First robotics fall conference		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
First Robotics Microsoft competition		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
List planned additional experiences in one or more of the jobs or careers in your teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)						
Description		Date	Location			
Pro Engineering Workshop		TBD	TBD			
ASD in-services		August/sept	Auburn			
First Aid Card Expiration:		1/31/20011	CPR Card Expiration:		1/30/2012	

2009-2010

Instructor Name	Scott, Timothy	School	<input type="checkbox"/> AHS	<input type="checkbox"/> ARHS
			<input checked="" type="checkbox"/> AMHS	<input type="checkbox"/> WAHS
Certification Area(s)	Industrial Technology, Drafting, Construction, Engineering, Technology			
Certificate renewal date	06-30-2015	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.				
		Completed	In Progress	For Next Year
Rhino 3D/Laser Workshop	June 2009	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
First Robotics Workshops	Oct/Nov 2009	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District sponsored Workshops aimed at Professional Growth and Student improvement		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Safety Workshop for the Lab/CTE Programs	2009	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)				
Description	Date	Location		
Siding Residential Home	Summer 2009	Auburn WA		
Deck Construction	Spring 2010	Auburn WA		
FRC Workshops for Mentors/Leadership	Fall 2009			
First Aid Card Expiration:	01-31-2011	CPR Card Expiration:	03-05-2010	

Program Evaluation and Improvement

	Number of Surveys Distributed	Number of Surveys Completed and Returned	Date reviewed by Advisory Committee
Semester Class Exit Survey Reviewed (2 nd semester from last school year)	AHS:30	AHS:25	AHS: 10-07-09
	AMHS 112:	AMHS:76	AMHS: 10-07-09
	ARHS:120	ARHS:108	ARHS: 10-07-09
	WAHS:	WAHS:	WAHS:
Semester Class Exit Survey Reviewed (1st semester current school year)	AHS:48	AHS:30	AHS: 02-08-2010
	AMHS:98	AMHS:92	AMHS: 02-08-2010
	ARHS:116	ARHS:86	ARHS: 02-08-2010
	WAHS:	WAHS:	WAHS:
1 - year Graduate Survey (optional) Class of _____	AHS:	AHS:	AHS:
	AMHS:	AMHS:	AMHS:
	ARHS:12	ARHS:4	ARHS:
	WAHS:	WAHS:	WAHS:

List recommendations from surveys for program improvement.

AHS	AMHS	ARHS	WAHS
<p>1. More individual help especially at beginning,</p> <p>2. Offer Separate Engineering Drafting classes. More sections of class offered to accommodate schedules of students.</p> <p>3. More time using Architectural software and freedom to create own</p>	<p>1. Continue to introduce new and emerging ideas and topics, such as Green Building, Just in Time manufacturing, CNC applications and development of student projects. Continue to work at integration of technology, i.e. Robotics and related fields</p> <p>2. Continue to make modifications to instruction to increase the ability of the instructor to get around the classroom. Use of peer instruction and/ Autodesk learning community.</p> <p>3. Continue to recruit from across the grades and emphasis on Girls.</p>	<p>1. More individualized teaching</p> <p>2. Keep software current</p> <p>3. Allow for more individualized use of assignments.</p>	<p>1.</p> <p>2.</p> <p>3.</p>

2009-2010

projects

Update Computers

4. Continue to recruit enrollment in program

List strengths from surveys for program growth and stability.

AHS	AMHS	ARHS	WAHS
1. Availability of software for home use through student associations. for ProE and Autodesk student academy 2. Robotics club options for practical applications of design and drafting. 3. TechPrep credits with Community colleges.	1 .Availability of instructor and (Para-educator in woodworking) program. 2. Software options available to students (AutoCAD, Pro Engineering, Rhino, Revit, Accurender, MasterCAM 3.Project options for students Tech Prep agreements with Community colleges First Robotics Competition	1. Revit and Rhino Software easy and exciting 2. Robotics Curriculum fun and exciting 3. TSA involvement very positive 4. TechPrep credits with Community colleges	1. 2. 3.

Program Components Continued...

	Yes	No
sInstructor certification and renewal dates have been reviewed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sA Para-educator provided for this program?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
sLeadership skills are taught and assessed to every student enrolled through a Career and Technical Education Student Organization (CTSO) and/or through skills integrated into the classroom? (E4.1, E4.1a, E4.1b)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Leadership is provided by (E4.1c) <u>TSA, First Robotics, and In Class Leadership Models</u>		
Name of CTE Student Organization		
TSE and First Robotics		

If a Washington State endorsed CTSO is not available for students, please attach a description of leadership skill integration to this plan. Advisory committee must review and approve this description annually.

	Yes	No
sEmployability (SCANS) are taught and assessed in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sInformation regarding career opportunities in this field including non-traditional opportunities is included in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sNeeds of special education and diverse populations are met by this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sSafety skills and/or a safety plan are implemented in every classroom of this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sPromotion plan for this program has been reviewed by the advisory committee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Continue to revise and update instructional materials for coordination with district curriculum.</p> <p>AMHS: Current district curriculum is being taught via CAD instruction. Modifications to curriculum to focus on LEED concepts and incorporate Engineering/Robotics concepts Integration of CAD into Woodworking Program as vehicle of instruction. Developing reference materials for instruction, student projects to tie curriculum to work, with an emphasis on math skills relating to drafting and CAD applications Woodworking Design students did a two week secession using AutoCAD to draw project.</p> <p>ARHS: Implement new curriculum towards industrial trends of 3D. Track Drafting competencies for student completion. Develop assignments to meet Tech Prep integration. Implement technical writing and reading. Implement Group oriented assignments to increase group</p>	<p style="text-align: center;">Curriculum (E2.1, E2.2, P1.1, P1.1a, P1.1b)</p> <ul style="list-style-type: none"> What modifications should be made to the curriculum? <ul style="list-style-type: none"> What is outdated? What is new and emerging? 	<p>AHS: Continue to review and modify curriculum to meet school to work, real life applications, such as Green Construction for Architecture. Review of current software. Implement and make necessary corrections to lesson plans and projects.</p> <p>AMHS: Continue to review and modify curriculum to meet school to work, real life applications, such as Green Construction for Architecture. Review of current software. Implement and make necessary corrections to lesson plans and projects. Developing STEM connections through robotics, drafting problems, and engineering problems. Instruction of CAD for Woodworking Students. Work with other CTE programs on collaboration of projects (extend learning beyond the classroom).</p> <p>ARHS: Implement curriculum revisions. Coordinate a good mix of traditional drafting, CAD drafting and CNC operations to meet competencies. Develop</p>	<p>AHS: Continue to revise and update instructional materials for coordination with district curriculum.</p> <p>AMHS: Continue to review and modify curriculum to meet school to work, real life applications, such as Green Construction for Architecture. Review of current software. Implement and make necessary corrections to lesson plans and projects. Develop units that incorporate STEM concepts with current curriculum and goals. Develop applications for Woodworking Students to learn CAD Continue to collaborate on joint projects.</p> <p>ARHS: Update curriculum in alignment with current 3D Industrial trends. Continue development of Drafting competencies. Continue close relationship with area Community Colleges and Industry. Coordinate activities and curriculum with AHS and</p>	<p>AHS: Incorporate more parametric software curriculum to articulate with Community colleges. Add in CAM or 3D printing curriculum</p> <p>AMHS: Update software as necessary to keep current (3600) District Create appropriate Purchase orders (District). Workshops on STEM and Robotics Look for away to purchase a Laser for use with Drafting, Engineering, Woodworking, and Robotics program (research Grant opportunities Estimated cost \$14000)</p> <p>ARHS: Update curriculum in alignment with current 3D Industrial trends. Continue development of Drafting competencies. Continue close relationship with area Community Colleges and Industry. Coordinate activities and curriculum with AHS and AMVHS. Rotate students into CNC</p>	<p>AHS: Update software and PC as needed. Mount LCD projector. Add 3D output device for design to part concept into curriculum.</p> <p>AMHS: Update as needed to keep current. Update software District. Workshops and training on STEM. Integration of laser into instructional programs for Drafting, Engineering, Woodworking and Robotics.</p> <p>ARHS: Update curriculum in alignment with current Industrial trends. Continue development of Drafting competencies. Continue close relationship with area Community Colleges and Industry. Coordinate activities and curriculum with AHS and AMVHS.</p> <p>WAHS:</p>

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>dynamics qualities. Implement CNC operations in the engineering courses.</p> <p>WAHS:</p>		<p>presentation skills and the use of computer presentation software. Develop Technical reading and writing curriculum support. Develop Group oriented assignments to increase group dynamics qualities.</p> <p>WAHS:</p>	<p>AMVHS. Rotate students into CNC operations and processes.</p> <p>WAHS:</p>	<p>operations and processes.</p> <p>WAHS:</p>	
<p>AHS: Instructor updated and deleted previous student profiles. Installed software and OS updates</p> <p>AMHS: Current software is updated periodically via support sites. Transferred of Applied Physics components for robotics instruction to school.</p> <p>ARHS: Obtained appropriate software/hardware for 3D industrial trends. Evaluate current CAD software for updates or changes. Evaluate the need for Additional Text and support materials. Purchase Animation program</p> <p>WAHS:</p>	<p>Instructional Tools and Equipment</p> <ul style="list-style-type: none"> • What tools are needed to deliver the curriculum? • Does equipment meet industry standard? • Are teaching tools updated and relevant? 	<p>AHS: PC maintenance and cleanup. Installed dual monitors on several machines from surplus equipment. AMHS: Software is updated periodically via support sites. Installed and using Pro Engineering by PTC, also updated MasterCAM. Update CPU in Room 621 per District plan with upgraded memory and video cards, 22" Monitors or larger. Scheduled to update CPU's and software in the lab this semester with AutoCAD Suite Continuing to research Laser for program to be shared with Woodworking and Robotics. ARHS: Continue to obtain appropriate software/hardware for 3D industrial trends. Evaluate current CAD software for updates or changes. Evaluate the need for Additional Text and support materials.</p>	<p>AHS Upgrade Autodesk software to Design academy Add 3D printing or CAM equipment to Lab</p> <p>AMHS: Integrate New software into curriculum with re-invented projects. Evaluate traffic flow, utilization, and completeness of applied physics equipment. Continue to work on integration of equipment into program. Laser integration into Engineering and Woodworking program. Look for away to purchase a Laser for use with Drafting, Engineering, Woodworking, and Robotics program (research Grant</p>	<p>AHS: ASD project request submitted and approved. Waiting for PO and IT to implement. Need output device for full design to part concept 3D printer \$20,000</p> <p>AMHS: Work with building IT personal. Research resources for Laser integration into Engineering and Woodworking program. Work with electronics and computer technician to use physics components for robotics and general engineering instruction. ARHS: Evaluate current CAD software for updates or changes. Evaluate the need for Additional Text and support materials. WAHS:</p>	<p>AHS: Implement Autodesk annual software updates and output device upgrades</p> <p>AMHS: Evaluate and update equipment as necessary. Seek grants to supplement equipment for program and robotics.</p> <p>ARHS: Update text and software in alignment with industry standards. (Every 18 months - 3 years for software) Upgrade or purchase new computers on 3-4 year cycle</p> <p>WAHS:</p>

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
		Purchase Animation program. Bongo WAHS:	opportunities Estimated cost \$14000) ARHS: Continue to obtain appropriate software/hardware for 3D industrial trends. Evaluate current CAD software for updates or changes. Evaluate the need for Additional Text and support materials. Look for away to purchase a Laser for use with Drafting, Engineering, Woodworking, and Robotics program WAHS:		
<p>AHS: Safe use of computer equipment and ergonomic seating reviewed AMHS: The layout of the room lends for a safe environment for the students.</p> <p>ARHS: Reviewed safety instructional materials from OSPI. Using district wide safety notebook. Providing safety instruction and review where necessary.</p> <p>WAHS:</p>	<p>Safety* (E2.5a, P1.3)</p> <ul style="list-style-type: none"> • How is safety addressed in the program? • Are there established safety procedures? • How is safety instruction provided to students? 	<p>AHS: Safety inspection completed by ASD Risk Management. AMHS: Layout of room is being evaluated for current teaching practices. Also the room is being used for Robotics and hands on engineering. Attended Safety Workshop (October 2009) Developing Engineering Safety protocol. ARHS: Safety inspection completed by ASD Risk Management. Reviewing student safety tests and procedures.</p> <p>WAHS:</p>	<p>AHS: Repair and replace chairs and tables as needed. Continue to organize room and remove clutter. AMHS: Evaluate and make any needed changes. Develop specific Safety Lessons aimed at engineering students. Attend safety workshop as they become available. Evaluate and modify Engineering Safety Protocol to be used with Drafting Engineering and Robotics programs. ARHS: Use digital technology to up-date</p>	<p>AHS Label and identify equipment in draws. Maintain neat work area. AMHS: Develop new template for student safety tests using digital pictures and information from OSPI site and other sources. Develop safety program for engineering students. ARHS: Develop new template for student safety tests using digital pictures and information from OSPI site and other sources. Contact L&I and UW safety office for video ideas</p> <p>WAHS:</p>	<p>AHS Replace worn out and hazardous equipment and tools. Review safety instruction materials. Complete ASD Safety walk-thru. AMHS: Replace worn out and hazardous equipment and tools Review safety instruction materials. Complete ASD Safety walk-thru. ARHS: Replace worn out and hazardous equipment and tools. Review safety instruction materials. Complete ASD Safety walk-thru.</p>

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
			machinery and lab pictures for student safety tests. Search for industry safety training videos. WAHS:		WAHS:
<p>AHS: There were no facility changes to the current lab. Evaluated and appropriate materials and hardware.</p> <p>AMHS: Shop layout has changed to allow better traffic flow.</p> <p>ARHS: There were no facility changes to the current lab. Evaluated and appropriate materials and hardware.</p> <p>WAHS:</p>	<p>Facilities (E2.5b, E2.5c, P1.3a, P1.3b, P1.3c)</p> <ul style="list-style-type: none"> How do the program facilities relate to those in industry? What modifications can be made if industry facilities are not feasible? What modifications are necessary to support the curriculum? 	<p>AHS: Review traffic flow and instructional station and make changes needed to facilitate instruction.</p> <p>AMHS: Currently working on developing area for robotics and STEM instruction in room 622. Modifying and developing storage for different programs that use the lab space in room 622.</p> <p>ARHS: Review traffic flow and instructional station and make changes needed to facilitate instruction.</p> <p>WAHS:</p>	<p>AHS: Replace ageing and sagging tables. Ceiling mount LCD projector</p> <p>AMHS: Evaluate traffic flow and increase efficiency for instruction. Continue to work on storage for different programs that use the lab space in room 622.</p> <p>ARHS: Create appropriate work requests and purchases. Look into possibly hanging LCD projector from ceiling.</p> <p>WAHS:</p>	<p>AHS: Replace tables similar to AMHS and ARHS. Make accommodation for 3D printer or CAM station</p> <p>AMHS: Evaluate and monitor. Work with M Fawcett on Robotics Class.</p> <p>ARHS: Create appropriate work requests and purchases.</p> <p>WAHS:</p>	<p>AHS: and AMHS: Evaluate teaching station and make necessary changes.</p> <p>ARHS: Evaluate teaching station and make necessary changes.</p> <p>WAHS:</p>
<p>AHS: Offer advanced courses or allow students levels to be mixed, offer experience through Robotics.</p> <p>AMHS: Extended learning opportunities are being developed. Students have participated in development of In House Design projects and Current issue engineering problems. Robotics in the Spring and First Robotics Competition year round</p>	<p>Extended Learning Opportunities (E2.3, P1.5)</p> <ul style="list-style-type: none"> How does student learning extend outside of the classroom? What work-based learning opportunities are available in this program? 	<p>AHS and AMHS: Students are encouraged to integrate learning and apply to outside classes in the school. Students take part in various extended learning activities such as Civil projects, special projects from ASB, Etc. CAD/CNC projects. FRC (First Robotics competition continued this season) with grant from Boeing.</p>	<p>AHS: continue Education at local Community Colleges and take advantage of Tech Prep.</p> <p>AMHS: Research opportunities for students.</p> <p>ARHS: Promote and implement within the classroom Technology Student Association activities and leadership</p>	<p>AHS: Work with counseling and scheduler to ensure opportunities for advanced students.</p> <p>AMHS: Work with counseling and scheduler to ensure opportunities for advanced students.</p> <p>ARHS: Promote and implement within the classroom Technology</p>	<p>AHS: Build program and work with outside customers for relevance to work place learning.</p> <p>AMHS: Continue to evaluate and promote extended learning opportunities for the engineering related areas</p> <p>ARHS: Continue to evaluate and promote extended</p>

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
along with Electronics program. CAD/CNC projects. ARHS: Promoted and implemented within the classroom Technology Student Association activities and leadership opportunities. Promoted WBL opportunities for Drafting students. WAHS:		Collaborate with electronics program on projects. ARHS: Students have the opportunity to participate in TSA or Skills USA meetings and competitions. Students are also encouraged to attend Career Center opportunities that relate to the curriculum. WAHS:	opportunities. Promote WBL opportunities for Drafting students. Encourage the students to engage in the opportunities provided by the Career Center. WAHS:	Student Association activities and leadership opportunities. Promote WBL opportunities for Drafting students. Encourage the students to engage in the opportunities provided by the Career Center WAHS:	learning opportunities for the engineering related areas WAHS:
AHS: and AMHS: Drafting is cross credited with math. Supports reading and writing via class assignments ARHS: Drafting is cross credited with math. Supports reading and writing via class assignments WAHS:	Cross Credit Options How does this program align with general academic areas such as reading, writing, math, science, arts, social studies? <ul style="list-style-type: none">How are Grade Level Expectations (GLEs) integrated into instruction? (E1.1)	AHS and AMHS: Program aligns with mathematics GLE by integrating concepts with CAD. Cross credited with math for graduation credit. Program and daily projects (real life applications). Writing and Reading is supported via review of engineering related articles, online journals, etc. ARHS: Program aligns with mathematics GLE by integrating concepts with CAD. Cross credited with math for graduation credit. Program and daily projects (real life applications). Writing and Reading is supported via review of engineering related articles, online journals, etc.	AHS: Continue active involvement with cross curricular classes and continue to review and modify curriculum to meet student needs. Math or Fine Practical Arts AMHS: Continue active involvement with cross curricular classes and continue to review and modify curriculum to meet student needs. Math or Fine Practical Arts ARHS: Continue active involvement with cross curricular classes and continue to review and modify curriculum to meet student needs. Math or Fine Practical Arts WAHS:	AHS: Review and research STEM related activities locally, regionally, and state level. Seek funding. AMHS: Review and research STEM related activities locally, regionally, and state level. Seek funding. ARHS: Review and research STEM related activities locally, regionally, and state level. Seek funding. WAHS:	AHS. Continue to evaluate and promote cross credit options for the engineering related areas. AMHS: Continue to evaluate and promote cross credit options for the engineering related areas. ARHS: Continue to evaluate and promote cross credit options for the engineering related areas. WAHS:

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Promote Tech Prep, local community colleges, Universities and trades</p> <p>AMHS: Opportunities are available from Green River Community College, Renton Vo Tech, and Highline Community College. Worked with Career center to bring pose secondary options to campus.</p> <p>Field trips to University of Washington Engineering Fair.</p> <p>ARHS:</p> <p>WAHS:</p>	<p>Post-Secondary Connections</p> <ul style="list-style-type: none"> What post-secondary opportunities are available for students who participate in this program? What industry certifications could be infused into this curriculum? (P1.6) 	<p>AHS: Attended Drafting Articulation in the Fall. Worked with Robotics mentors on design processes.</p> <p>AMHS: Adults mentors brought into the school to work with students. Very effective when working with First Robotics Competition with mentors working with students. Guest speakers specific to trade.</p> <p>ARHS: Attended Drafting Articulation in the Fall for current year (2009-10). Provided Field Trips and guest speakers with local businesses and CC schools for prospective students. Provided Guest speakers from Wyotech, Exotic Metals, Career Fair and ITT.</p> <p>WAHS:</p>	<p>AHS: continue working with First Robotics to build connections with industry and continued education</p> <p>AMHS: Continue to look for field trip and guest speaker opportunities. Washington Field Trip FRC participation. Articulation with Community Colleges.</p> <p>ARHS: Provide Field Trips and guest speakers with local businesses and CC schools for prospective students. Work with students to apply for Tech Prep credit.</p> <p>WAHS:</p>	<p>AHS: Promote grater involvement with FRC Robotics clubs and visits to Community college.</p> <p>AMHS: Continue FRC, continue to meet with students, and career center.</p> <p>ARHS: Contact appropriate Field Trip sites and guest speakers from local businesses and CC schools for prospective students. Work with students to apply for Tech Prep credit and attend Tech Prep meeting.</p> <p>WAHS:</p>	<p>AHS: promote secondary connections for the engineering related areas</p> <p>AMHS: promote secondary connections for the engineering related areas.</p> <p>WAHS:</p> <p>ARHS: Continue to evaluate and promote secondary connections for the engineering related areas</p> <p>WAHS:</p>
<p>AHS: Program is marketed via course catalog, pamphlet displaying course offerings and sample projects, slide show presented at future freshman and electives night. Target is all students.</p> <p>AMHS: Program is marketed via course catalog, pamphlet displaying course offerings and</p>	<p>Program Promotion*</p> <p>How do we market our program to students, parents, and the community?</p> <ul style="list-style-type: none"> Who is our target audience with regards to promotion? What promotional items do we have? What is our promotion plan? 	<p>AHS Continue exposure with First Robotics and school events.</p> <p>AMHS Continue to work promotion of programs. Added FRC robotics to the mix this year along with local regional robotics.</p> <p>Work with adult mentors to demonstrate school to work</p>	<p>AHS. Continue to promote program and work on Technology Robotics Engineering Computer club with C. Zawislak and R. Cughan, J. Erie.</p> <p>AMHS: Continue to promote program and work on Technology Robotics Engineering Computer club</p>	<p>AHS: Review promotional materials and revamp as necessary.</p> <p>Continue FRC and promote use of STEM concepts</p> <p>AMHS: Review promotional materials and revamp as necessary.</p> <p>Continue FRC and promote use of STEM concepts.</p>	<p>AHS: Continue to evaluate and promote program to the community and student body.</p> <p>AMHS: Continued Growth in program.</p> <p>ARHS: Continue to evaluate and promote program to the community and student</p>

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>sample projects, slide show presented at future freshman and electives night. Target is all students.</p> <p>ARHS: Participated in ARHS open house. Participated in and had program materials available at ARHS Electives night. Provided Flyer and Pamphlet for ARHS Drafting/PET program.</p> <p>WAHS:</p>		<p>applications (FRC)</p> <p>ARHS: Continue to participate in ARHS open house. Continue to participate in and have program materials available at ARHS Electives night. Continue to provide video opportunities and flyers for ARHS.</p> <p>WAHS:</p>	<p>with M Fawcett.</p> <p>ARHS: Continue to participate in ARHS open house. Continue to participate in and had program materials available at ARHS Electives night and new promotion programs.</p> <p>WAHS:</p>	<p>ARHS: Continue to participate in ARHS open house. Continue to participate in and had program materials available at ARHS Electives night and new promotion programs.</p> <p>WAHS:</p>	<p>body.</p> <p>WAHS:</p>

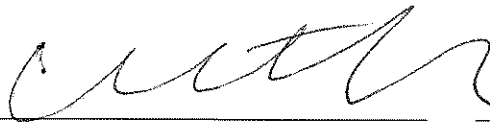
AUBURN SCHOOL DISTRICT CAREER AND TECHNICAL EDUCATION

Visual Communications

Annual Program Plan & Description for the 2009-2010 School Year

On behalf of the Program Advisory Committee for Visual Communications, I
Mike Harbin Jr. represent the members as having read, approved and
will support this program plan and description for the 2009-2010 school year. (E2.6, PI2)

Mike Harbin Jr.
Typed Name of Chairperson(s)


Signature of Chairperson(s)

4/5/10
Date

2009-2010

**CAREER & TECHNICAL
EDUCATION (CTE)**



PROGRAM

Visual Communications

**PROGRAM DESCRIPTION
OVERVIEW & PLAN**

(complete one per program per
year)

**program
provided at**
(check all that apply)

- ☒ Auburn High School
☒ Auburn Mountainview High School
☒ Auburn Riverside High School
☐ West Auburn High School

Advisory Committee An advisory committee actively guides the relevance and continuous improvement of the program. It is a committee whose members should represent business and industry, education, labor organizations, special populations, community, government, students, parents and teachers. A majority of the members shall share an expert working knowledge of the job tasks and competencies required for related occupations, related labor market needs and courses necessary to meet these needs. The committee provides advice in the design, development, deliver, evaluation and continuous improvement of CTE programs. The committee meets on a regular basis and minutes are on file in the district.

Number of meetings 2009-2010 3

Dates of meetings

**Minutes
on File**

Chairperson Mike Harbin, Jr.

1.October 2009
2.Feb 2010
3.May 2010

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☐

Advisory Committee Members		
Name	Representing	*Must have a minimum of three voting members
Alex Bruski	Aj Enterprises	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Mike Harbin	Spectrum Sign Co., Inc.	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Lori Kim Bergland	GCC	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Virgil Staiger		<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Richard Gordon	GCC	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Dana Hinman	City of Auburn	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Matt Hagen		<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Dave Weber	Highline Community College	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Scott Davidson	Tartan Photographic	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Kaye Jackson		<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Amber Franz	West Coast Awards	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Nicole Thomson	Design Student (Cornish)	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Elaine Scheff		<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
		<input type="checkbox"/> voting <input type="checkbox"/> non-voting

* A voting member is a representative from a business related to the occupational area of the program. Family and Consumer Sciences Education-Related Occupations shall include homemakers, parents and single parents, professionals, employers from business and industry, representative of health and welfare agencies, recent graduates, cultural and economic groups found in the community.

As a result of the Program Advisory Committee meetings noted above, the members determined that:

	Yes	No*
SFacilities meet trade standards: require conversion to digital darkroom	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SEquipment meets trade standards	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SCurriculum standards meet trade standards	<input checked="" type="checkbox"/>	<input type="checkbox"/>

* Any "No" responses must be reflected in detail in the meeting minutes and should be referenced on the District Program Plan for this program.

2009-2010

Instructors CTE instructors hold a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned. . .with the appropriate certification, knowledge, skills and occupational experience (P1.4 & E2.4, P1.4a. E2.4a). After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.

Instructor Name	Gina Sandland	School	<input type="checkbox"/> AHS <input checked="" type="checkbox"/> ARHS <input type="checkbox"/> AMHS <input type="checkbox"/> WAHS
Certification Area(s)	Communication Technologies, Graphic Communications, Commercial Design & Applied Art, WBL Coordinator, Diversified Occupations		
Certificate renewal date	06/2014	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial
List specific courses, workshops, conferences for professional growth in content knowledge and skills.			
	Completed	In Progress	For Next Year
ASD LID days: Student Achievement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Learning Communities training: Sept 2009	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
White River PLC visitations (Jan 2010, Feb 2010)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching and Learning w/Digital Media: Lesley Univ	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computers, Technology & Education: Lesley Univ	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Web as an Educational Resource: Lesley Univ	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fundamentals of Computer Structure: Lesley Univ	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment with Digital Media/Technology; Lesley Univ	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sandland Promotions: ongoing	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)			
Description	Date	Location	
Auburn Int'l Farmers Market promotion	ongoing	Auburn, WA	
City of Auburn: Art in Education Committee	ongoing	Auburn, WA	
Sandland Promotions	ongoing	Auburn, WA	
First Aid Card Expiration:	09/11	CPR Card Expiration:	09/11

Instructor Name	Chuck Fitzgerald	School	<input checked="" type="checkbox"/> AHS <input type="checkbox"/> ARHS <input type="checkbox"/> AMHS <input type="checkbox"/> WAHS
Certification Area(s)	Visual Communications, Drafting, Principles of Technology (applied physics)		
Certificate renewal date	6/20/12	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional
List specific courses, workshops, conferences for professional growth in content knowledge and skills.			
	Completed	In Progress	For Next Year
8 hour workshop in Photoshop	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 hour workshop in Illustrator	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 hour work shop integrating math/science with art	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)			
Description	Date	Location	
Sculpture designs and installations	On going	Pacific Northwest	
Sculpture installation	05/09	Wenatchee & Moses Lake, WA	
Short instruction on dig. Cam. Lighting Robi's Camera	3/10	Lakewood, WA	
First Aid Card Expiration:	04/20/10	CPR Card Expiration:	04/20/10

Instructor Name	Cary Davidson	School	<input type="checkbox"/> AHS	<input type="checkbox"/> ARHS
			<input checked="" type="checkbox"/> AMHS	<input type="checkbox"/> WAHS
Certification Area(s)	Communication Technologies, Computer Applications, Commercial Design and Applied Art, Career Choices, Publishing, Work-Based Learning Coordinator			
Certificate renewal date	06/2012	CTE Certificate Type	<input type="checkbox"/> Continuing <input checked="" type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.				
	Completed	In Progress	For Next Year	
ASD Learning Improvement Day	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Davidson Creative	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Filmmaking	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Photoshop	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)				
Description	Date	Location		
Davidson Creative Work	Summer	Auburn		
First Aid Card Expiration:	2/11	CPR Card Expiration:	2/11	

Program Evaluation and Improvement

	Number of Surveys Distributed	Number of Surveys Completed and Returned	Date reviewed by Advisory Committee
Semester Class Exit Survey Reviewed (2 nd semester from last school year)	AHS:	AHS:	AHS:10/09
	AMHS: 82	AMHS: 82	AMHS: 10/09
	ARHS: 118	ARHS: 118	ARHS: 10/09
	WAHS:	WAHS:	WAHS:
Semester Class Exit Survey Reviewed (1st semester current school year)	AHS: 125	AHS: 125	AHS: 2/10
	AMHS: 58	AMHS: 58	AMHS: 2/10
	ARHS: 120	ARHS: 120	ARHS: 2/10
	WAHS:	WAHS:	WAHS:
1 - year Graduate Survey (optional) Class of _____	AHS:	AHS:	AHS: N/A
	AMHS:	AMHS:	AMHS: N/A
	ARHS:10	ARHS:0	ARHS: N/A
	WAHS:	WAHS:	WAHS:

List recommendations from surveys for program improvement.

AHS	AMHS	ARHS	WAHS
1. More time to do work 2. More assistance in class 3. Great class – keep going 4. Upgrade ram on Video editing machines 1. More time to do work	1. More time on projects 2. Spend more time with each student 3. More Macs	1. Need more apple laptops 2. Hipol (para) needs to be here all the time 3. More time on projects	1. 2. 3.

List strengths from surveys for program growth and stability.

AHS	AMHS	ARHS	WAHS
1. Fun class 2. Liked plotters and vinyl cutting 3. Liked computer graphics work	1. Many surprised they learned so much 2. Photography 3. Presentation Skills	1. Love the independent environment 2. Working in groups is real life 3. Good variety of projects/activities	1. 2. 3.

Program Components Continued...

	Yes	No
sInstructor certification and renewal dates have been reviewed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sA para-educator provided for this program? Only on an occasional basis	<input type="checkbox"/>	<input type="checkbox"/>
sLeadership skills are taught and assessed to every student enrolled through a Career and Technical Education Student Organization (CTSO) and/or through skills integrated into the classroom? (E4.1, E4.1a, E4.1b)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Leadership is provided by (E4.1c) Skills integrated in class room and Viscom club		
Name of CTE Student Organization		

sIf a Washington State endorsed CTSE is not available for students, please attach a description of leadership skill integration to this plan. Advisory committee must review and approve this description annually.

	Yes	No
sEmployability (SCANS) are taught and assessed in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sInformation regarding career opportunities in this field including non-traditional opportunities is included in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sNeeds of special education and diverse populations are met by this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sSafety skills and/or a safety plan are implemented in every classroom of this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sPromotion plan for this program has been reviewed by the advisory committee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>ARHS: CBAs to all students, Formed CTE PLC teams. Began digital photo curriculum – implement with advanced classes.</p> <p>AHS: New curriculum written for some areas, digital photo 90% ready to go - will start in 3rd rotation.</p> <p>AMHS:</p> <ul style="list-style-type: none"> - Digital Photography - Screen printing without Para help and supervision - CBPAs - Para-less curriculum 	<p>Curriculum (E2.1, E2.2, P1.1, P1.1a, P1.1b)</p> <ul style="list-style-type: none"> • What modifications should be made to the curriculum? <ul style="list-style-type: none"> • What is outdated? • What is new and emerging? 	<p>ARHS: Working on common assessments (STEM, reading, writing, communication, art & CTE) work with AHS/AMHS to create common digital photo curriculum and vocabulary, created new anchor projects, purchased podcast quality mics/headset, additional iClicker common assessments: (vocab, safety) etc.</p> <p>AHS: Digital photo curriculum written, preparation made for replacement of enlargers with computers and curriculum being prepared for semester long assignment on elements of art.</p> <p>AMHS: Need to continue to change curriculum to reflect loss of Para</p>	<p>ARHS: Curriculum Review, replace enlargers with iMacs, update SWIFT, maintain Fine/Visual art equivalency credit, implement common assessments, increase collaborative projects within CTE dept, revise Dreamweaver Portfolio and Career units, increase drawing and pre-press components. Use Voicethread for critiques.</p> <p>AHS: continue to prepare for digital photo and improve on lessons learned – do CBPA - continue to develop lessons on elements of art</p> <p>AMHS: - Revise career unit - Continue to revise curriculum to reflect loss of Para - Populate Swift website with video, instructions, student work, etc.</p>	<p>ARHS: Research and Implement Cost: \$0</p> <p>AHS: Possible purchase of several new computers to replace loss of dark room</p> <p>AMHS: N/A</p>	<p>ARHS: Write a quality CBPA and submit to OSPI, add live morning announcements, continue partnerships with City of Auburn Visual Arts Dept and Auburn Int'l Farmers Market, research possible online curricular components.</p> <p>AHS: students taking professional quality digital portraits, CPBA's</p> <p>AMHS: Live video announcements Articulations</p>
<p>ARHS: iClicker assessments. Replaced iMacs, projector, and camcorders lost in thefts. Received: six upgraded iBooks, one used replacement screen printing carousel. Viscom club purchased new airbrush.</p> <p>AHS: Acquired 4 More computers to partially replace darkroom – for digital photo, acquired some digital still</p>	<p>Instructional Tools and Equipment</p> <ul style="list-style-type: none"> • What tools are needed to deliver the curriculum? • Does equipment meet industry standard? • Are teaching tools updated and relevant? 	<p>ARHS: More digital SLRs needed!!! More MAC computers needed!!! Viscom club purchased drawing tablets Partnership with woodshop to build book binding jigs AEA grant used to purchase podcast equipment.</p> <p>AHS: Need 4 more computers to completely replace the 8 enlargers (pc ok for digital</p>	<p>ARHS: Upgrade all software Purchase Podcast equip Purchase add'l Canon Vixia camcorders (only have 2 but 6 camcorders were lost in theft) Replace unrepairable GL Upgrade RAM in Mac Quads Possible replacement of exposure unit Locate manual letter press Install wireless router?</p>	<p>ARHS: Research and purchase. Cost:</p> <p>Research grant \$\$. </p> <p>AHS: digital SLR supply ok for now, check with building funds to acquire 4 more PC's for enlarger replacement, ram increase \$160 times 5 computers.</p>	<p>ARHS: upgrade computers, software upgrades, purchase 6 HD camcorders and audio equipment, purchase large format printer for digital photo, replace old iBooks, improve computer ratio, find source of donated materials and supplies, research dye-sublimation printing, locate manual</p>

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
cameras for dig. Photo AMHS: Plotter 4 PCs to help with shortage of Macs		photo as agreed upon by advisory committee) – done, high quality printer for selected digital photographs, need ram increase to 4 GB for editing computers. AMHS: More Macs (not yet) 2 Mac Laptops(not yet) Copy machine (not yet) Digital SLRs (not yet) Prosumer DV Camera (not yet) 3 dual processor Macs(not yet) Studio Lighting (complete) Laser Printer for 106 (not yet)	Research Flip camcorders Use SKYPE for collaboration AHS: continue to try and increase computers for digital photo. Need a few more (4) digital cameras, consider purchase of C/S4 software AMHS: Will need 14 new iMacs 6 new dual processor Macs (current Macs are on 5 th year) 2 video cameras Copy machine Digital SLRs Laser Printer for 106	AMHS: Research/proposal Approx. \$35,000 \$600 Research cost \$500 each Have asked building...	letterpress. AHS: update to CS/4 or new computers, need ram upgrade in video editing computers AMHS: Audio equipment - Macbooks - 30 total Macs (1 for ea student) - 15 Digital SLRs - 2 pro video cameras
ARHS: District pick-up and disposal of spent fixer. Ongoing safety procedures and assessment. AHS: safety training and safety test given AMHS: Revised Safety test	Safety* (E2.5a, P1.3) <ul style="list-style-type: none"> How is safety addressed in the program? Are there established safety procedures? How is safety instruction provided to students? 	ARHS: completed transition to “green” soy-based screen printing cleaners, created iClicker safety review activity, maintained some para time for production and darkroom supervision, create safety podcasts AHS: no accidents, safety procedures will be written with emphasis on potential shock from power pack in studio lighting room, cannot supervise darkroom – made move to digital photo to accommodate industry standards and safety issues as discussed with advisory board last year AMHS: More Safety Videos (in progress)	ARHS: Increase para time <u>or</u> student enrollment cap <u>or</u> more computers to allow conversion to digital photography. No visual into darkroom, screen room or editing room. AHS: cannot supervise in darkroom, made move to digital photography to accommodate industry standards and safety issues as discussed with advisory board last year AMHS: Difficult to supervise in Darkroom, screen printing or video room – no line of sight.	ARHS: advocate AHS: digital photo started 2 nd quarter – will start digital portrait photography in vis com 2 3 rd quarter to eliminate safety issues in dark room and accommodate industry standards AMHS: N/A	ARHS: Remodel darkroom and editing room for visibility/supervision, maintain PARA time, replace broken chairs AHS: N/A AMHS: Maintain high level of safety and supervision for students.

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
ARHS: Purchased video surveillance equipment for all lab spaces AHS: OK AMHS: N/A	Facilities (E2.5b, E2.5c, P1.3a, P1.3b, P1.3c) <ul style="list-style-type: none"> How do the program facilities relate to those in industry? What modifications can be made if industry facilities are not feasible? What modifications are necessary to support the curriculum? 	ARHS: Waiting for bond approved remodel of darkroom and interior spaces. Installed video surveillance. Submitted IT project for use of SKYPE for collaboration. AHS: OK AMHS: Internet jacks in video room (put in request) - Move Macs into 106 (complete)	ARHS: Waiting for bond approved remodel of darkroom and interior spaces. Need more data ports for wireless upgrades. AHS: OK AMHS: Internet jacks in former darkroom and Internet jacks in 106 room	ARHS: submit TMA. Use Capital bond \$\$. AHS: OK AMHS: Research costs, proposal	ARHS: studio space needed. Remodel darkroom. Add wireless capabilities. AHS: if new high school is built must plan carefully for vis com room to avoid what happened at other two new schools AMHS: N/A
ARHS: Field trip photo shoots to Pike Place Market & EMP (part of CBA), Field trip to SCCC, taught art lessons to Gildo Rey students, 4th Annual ARHS Film Festival, Art Show entries, ARHS Course Catalog photo work, Auburn Food Bank promo video, vinyl signage for various clients, recruited new advisory committee members, awarded 2 scholarships, Relay for Life luminaries, filmed for various National Board candidates. AHS: Any student working has the opportunity to earn credits through work based learning, 20 entries in Puyallup Fair art show-some ribbons, made vinyl signs in conjunction with wood shop for middle school use, created and delivered baseball scoreboard signs to athletic department, created multiple vinyl signs for classes/businesses. AMHS: Clean Sweep - Student Handbook Video	Extended Learning Opportunities (E2.3, P1.5) <ul style="list-style-type: none"> How does student learning extend outside of the classroom? What work-based learning opportunities are available in this program? 	ARHS: ASD logo design as CBA, SWERVE video contest, 5 th annual Film Festival, Auburn Int'l Farmers Market promot materials, FT to EMP Rock-n-Roll Photo Exhibit, FT to Pike Place Market (CBA). Luminaries for Relay for Life. Production screen printing. Expanded use of plotter to airbrushing stencils. Videotaped for various National Board candidates. Creating podcasts for other content areas. AHS: Students signed up for work based learning credits, athletic sign delivered, vinyl signs made for wrestling gear, vinyl signs made for business, logo design for Auburn city market, Tshirts made for business AMHS: N/A	ARHS: Continue production screen printing and signage, maintain and build partnerships with City of Auburn groups, work with Auburn Int'l Farmers Market and City of Auburn Media department. Continue educational field trips and post-secondary tours Create podcasts for absent students. Research adding online components. AHS: students are designing poster for beach community, students will go to Highline CC to print vis com brochure, various requests for vinyl signs and T shirts. AMHS: More field trips (TV station, printing) Visits to post-secondary institutions More community partnerships	ARHS: Continue community partnerships, attend meetings, complete paperwork. Cost: \$0 (Viscom club covers travel) AHS: vis com supply budget will cover if not reduced AMHS: N/A	ARHS: Continue partnerships with City of Auburn Media Dept and Auburn Int'l Farmers Market, research internships, incorporate guest artists and guest speakers, research possible certifications and internships AHS: increase contents and advertising of student/faculty work displayed in PAC, cabinet. AMHS: Internships and Certifications

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<ul style="list-style-type: none"> - LionTV Demo - Camp Auburn Video - Bullying Video 					
ARHS: Articulation Agreements Visual Art Equivalency credit AHS: Fine art/occupational Credit, compiled two books on ELARS/GLE connections and how to book, articulation agreements AMHS: Elements and principles emphasis throughout semester	Cross Credit Options How does this program align with general academic areas such as reading, writing, math, science, arts, social studies? <ul style="list-style-type: none"> • How are Grade Level Expectations (GLEs) integrated into instruction. (E1.1) 	ARHS: Maintain Fine/Visual Art equivalency credit, administer CBA to all students both semesters (1 st : Earth Club. 2 nd : Snacktime Photography), incorporate STEM, review draft of new ART GLEs AHS: Work on implementing art principals and elements to class work, frequent writing and research integrated into vis com curriculum AMHS: Add elements and principles emphasis (complete)	ARHS: continue same AHS: continue using & improving ELAR/GLE use depending on new OSPI directives, improve on digital photo curriculum and elements of art curriculum AMHS: Administer CBPA to all students	ARHS: N/A AHS: minimal cost – cost may be to pay for instructors time involved with this process AMHS: N/A	ARHS: PLC work may reveal additional cross- credit opportunities AHS: possible integration projects with English, Science, Math, or History core classes as done at a previous school that I taught at. AMHS: Other cross-credit opportunities?
ARHS: Articulation with Highline CC Recruited new advisory members. Local business and community connections AHS: Cross credits available HCC and Green River CC, guest college speakers AMHS: Articulation with HCC, Guest speakers from colleges, TV station, filmmaker, photographer	Post -Secondary Connections <ul style="list-style-type: none"> • What post-secondary opportunities are available for students who participate in this program? • What industry certifications could be infused into this curriculum? (P1.6) 	ARHS: Maintain Highline CC articulation, promote Tech Prep, network w/former students, recruited new advisory members, host post-secondary speakers. Client work for business community. AHS: Cross credit available with Green River Com College and Highline Com College, tech prep promotion AMHS: Promote Tech Prep (yes) <ul style="list-style-type: none"> - Guest speakers Visit colleges (working on it)	ARHS: research industry certifications (Adobe and Print Ed) revise career unit through PLC process, SKCTP trip to HCC, maintain articulations. Client work for business community. AHS: possible photo articulation with South Seattle Com College (Gina), printing and prepress instruction from Highline Comm. College AMHS: <ul style="list-style-type: none"> - Revise career unit - Promote Tech Prep - Guest speakers 	ARHS: continue community, business and college partnerships, attend meetings, complete paperwork. Cost: \$0 Utilize SKCTP FT grant \$. AHS: continue existing articulation with 2 com. Colleges & possibly add one AMHS: N/A	ARHS: continue/increase community, business and college partnerships AHS: N/A AMHS: Software certifications, entry level web/animation

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>ARHS: CTE presentations in the A.R.T, brochure to all 8th graders, Electives Night, Viscom Club, Art Show and Film Festival, continual use of display case, CTE inservice to all ARHS staff</p> <p>AHS: PAC student show twice a year, t shirts made, senior video shown last day of school with vis com give away shirts, 2 shows in PAC display cabinet</p> <p>AMHS: Electives Night, Bulletin Board, Students wear VisCom t-shirts around school, Use of main hall display case to show VisCom work, Clean Sweep</p>	<p>Program Promotion* How do we market our program to students, parents, and the community?</p> <ul style="list-style-type: none"> • Who is our target audience with regards to promotion? • What promotional items do we have? • What is our promotion plan? 	<p>ARHS: Created Viscom webpage, distributed CTE brochure to all middle schools, took CTE showcase to Lake Tapps Middle School, invitation letters to “B” or better 1st sem students, promote Tech Prep, ongoing display case usage, ASD Board Room Visual Art Display, bought CTE banner. Ilalko partnerships</p> <p>AHS: Brochures around school, displays in cabinet outside performing arts center, Vis com t shirt give away, word of mouth about how cool the class is. Mailed out of show invitations plus in house brochure production. Multiple location, reader board, iPod give away, create vis com voyager</p> <p>AMHS: Electives night (yes)</p> <ul style="list-style-type: none"> - Promo video (in progress) - Bulletin board (yes) - T-shirts (in progress) - Displays (on going) <p>Coordinate with culminating portfolio (yes and ongoing)</p>	<p>ARHS: Mt. Baker Middle School promo week, revise CTE promo video. Increase # of displays of student work, invitation letters to “B” or better students, CTE collaboration, complete CTE Swift website or traditional website</p> <p>AHS: continue with 2008-2009 objectives</p> <p>AMHS: Promotional Video</p> <ul style="list-style-type: none"> - T-shirts - Display student work (TV in commons) - Personal invitations and recruiting 	<p>ARHS: network, plan, go Cost: \$0</p> <p>AHS: same as previous year</p> <p>AMHS: Students develop project for student research and purpose</p>	<p>ARHS: CTE/Technology showcase night CTE swift website, Middle school promotions, increase community awareness, work with City of Auburn on various art partnerships.</p> <p>AHS: possible involvement with Auburn business professionals in portrait/divisionism art work, Create a book on CTE at AHS</p> <p>AMHS: Vision: to have 5 full Viscom classes</p>

AUBURN SCHOOL DISTRICT CAREER AND TECHNICAL EDUCATION

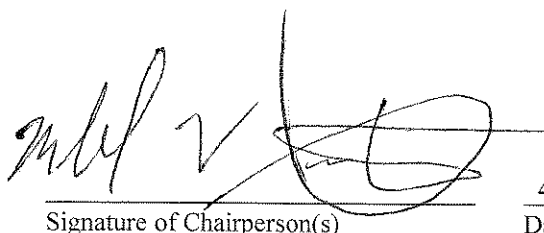
Woodworking & Design

Annual Program Plan & Description for the 2009-2010 School Year

On behalf of the Program Advisory Committee for _____ Woodworking _____, I
_____ Mike Lindstrom _____ represent the members as having read, approved and
will support this program plan and description for the 2009-2010 school year. (E2.6, P12)

Mike Lindstrom

Typed Name of Chairperson(s)



Signature of Chairperson(s)

4/5/10

Date

**CAREER & TECHNICAL
EDUCATION(CTE)****PROGRAM** Woodworking and Design]**PROGRAM DESCRIPTION
OVERVIEW & Plan**

(complete one per program per year)

**Program
provided at**
(check all that apply)

- ☒ Auburn High School
☒ Auburn Mountainview High School
☒ Auburn Riverside High School
☐ West Auburn High School

Advisory Committee An advisory committee actively guides the relevance and continuous improvement of the program. It is a committee whose members should represent business and industry, education, labor organizations, special populations, community, government, students, parents and teachers. A majority of the members shall share an expert working knowledge of the job tasks and competencies required for related occupations, related labor market needs and courses necessary to meet these needs. The committee provides advice in the design, development, deliver, evaluation and continuous improvement of CTE programs. The committee meets on a regular basis and minutes are on file in the district.

Number of meetings 2009-10 3 **Dates of meetings****Minutes
on File**Chairperson Mike Lindstrom

1. October 7, 2009

2. January 19, 2010

3. May 5, 2010

0

☒☒☒**Advisory Committee Members**

Name	Representing	*Must have a minimum of three voting members
Mike Lindstrom	Specialty Forest Products	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Jeff Gubbe	Washington State Dept. Trans.	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Dan Ricci	Construction Contractor	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Gerry Bush	PacificMil	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Rich Beaudreau	Private Contractor	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Lew Keliher	AHS Instructor	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Tim Scott	AMVHS Instructor	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Jim Wickens	ARHS Instructor	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Roger Lee	AHS Assistant Principal	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Steve Dubay	AMVHS Assistant Principal	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Dave Halford	ARHS Assistant Principal	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Rob Swaim	ASD CTE Director	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
		<input type="checkbox"/> voting <input type="checkbox"/> non-voting
		<input type="checkbox"/> voting <input type="checkbox"/> non-voting
		<input type="checkbox"/> voting <input type="checkbox"/> non-voting

* A voting member is a representative from a business related to the occupational area of the program. Family and Consumer Sciences Education-Related Occupations shall include homemakers, parents and single parents, professionals, employers from business and industry, representative of health and welfare agencies, recent graduates, cultural and economic groups found in the community.

As a result of the Program Advisory Committee meetings noted above, the members determined that:

SFacilities meet trade standards (remove wall at ARHS)

Yes**No***☒☐

SEquipment meets trade standards

☒☐

SCurriculum standards meet trade standards

☒☐

* Any "No" responses must be reflected in detail in the meeting minutes and should be referenced on the District Program Plan for this program.

2009-2010

Instructors CTE instructors hold a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned. . .with the appropriate certification, knowledge, skills and occupational experience (P1.4 & E2.4, P1.4a. E2.4a). After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.

(duplicate page as needed)

Instructor Name	Jim Wickens	School	<input type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input checked="" type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s)	Technology Education and Work Based Learning			
Certificate renewal date	June 30, 2011	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.				
	Completed	In Progress	For Next Year	
WACTE Summer Conference	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
WITEA Spring Conference	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Skills USA State Competition	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
WA Risk Management Workshop	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)				
Description	Date	Location		
Gazebo Construction	Summer 2009	University Place WA		
Bathroom Remodel	Winter 2010	Gig Harbor WA		
Kitchen Remodel	Spring 2010	Gig Harbor, WA		
First Aid Card Expiration:	10/2011	CPR Card Expiration:	9/2010	

Instructor Name	Lew Keliher	School	<input checked="" type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s)	Technology Education			
Certificate renewal date	06-30-2026	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.				
	Completed	In Progress	For Next Year	
Fall - Green Jobs Conference	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
WITEA Spring Conference	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Skills Regional and State Competition	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
WA. Risk Management	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in your teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)				
Description	Date	Location		
Addition/Rec room construction	Summer 2009	Federal Way, WA		
Laundry room remodel	Fall 2009	Bonney Lake, WA		
Shed Construction	Spring 2010	Auburn, WA		
First Aid Card Expiration:	6/6/2010	CPR Card Expiration:	1/26/2011	

2009-2010

Instructors CTE instructors hold a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned. . .with the appropriate certification, knowledge, skills and occupational experience (P1.4 & E2.4, P1.4a. E2.4a). After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.

(duplicate page as needed)

Instructor Name	Scott, Timothy	School	<input type="checkbox"/> AHS	<input type="checkbox"/> ARHS
			<input checked="" type="checkbox"/> AMHS	<input type="checkbox"/> WAHS
Certification Area(s)	Industrial Technology, Drafting, Construction, Engineering, Technology			
Certificate renewal date	06-30-2015	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.				
	Completed	In Progress	For Next Year	
Pro Engineering Workshop	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
First Robotics Workshops	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
District sponsored Workshops aimed at Professional Growth and Student improvement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Safety Workshop for the Lab/CTE Programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Summer CTE Conference Safety		August 2010		
Description	Date	Location		
Siding Residential Home	Summer 2009	Auburn WA		
Deck Construction	Summer 2010	Auburn WA		
FRC Workshops for Mentors/Leadership	Fall 2010			
First Aid Card Expiration:	01-31-2011	CPR Card Expiration:	02-05-2011	

Program Evaluation and Improvement

	Number of Surveys Distributed	Number of Surveys Completed and Returned	Date reviewed by Advisory Committee
Semester Class Exit Survey Reviewed (2 nd semester from last school year)	AHS: 121	AHS: 115	AHS: Oct 2009
	AMHS:112	AMHS:76	AMHS:10-7-2010
	ARHS: 74	ARHS: 71	ARHS: Oct 2009
	WAHS:	WAHS:	WAHS:
Semester Class Exit Survey Reviewed (1st semester current school year)	AHS: 65	AHS: 60	AHS: 02-08-2010
	AMHS:98	AMHS:92	AMHS:02-08-2010
	ARHS: 102	ARHS: 98	ARHS: May 2010
	WAHS:	WAHS:	WAHS:
1 - year Graduate Survey (optional) Class of _____	AHS: 119	AHS: 111	AHS: May 2010
	AMHS:	AMHS:	AMHS:
	ARHS:	ARHS:	ARHS:
	WAHS:	WAHS:	WAHS:

List recommendations from surveys for program improvement.

AHS	AMHS	ARHS	WAHS
1. Need an assistant for more help 2. Computers for laser/shopbot stations 3. more mass production for adv class	1.Continue use of Instructional Aid 2. Remove disrupting students 3.Less paperwork	1.Need new planer 2.Need more shop space. 3. Need more individual instruction 4. Move ceramics out of shop area.	1. 2. 3.

List strengths from surveys for program growth and stability.

AHS	AMHS	ARHS	WAHS
1. Good project selection/joinery 2. Cross-credit opportunities 3. machine training	1.Enjoy learning to use equipment 2.Continue to allow individual projects 3.Allow for exploration/development of individual skills in the program First Robotics Competition option	1. Cross credit opportunities. 2. A lot of shop work time. 3. Able to select own projects.	1. 2. 3.

Program Components Continued...

	Yes	No
sInstructor certification and renewal dates have been reviewed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sA para-educator provided for this program? (AHS-No, AMHS- yes, ARHS-part time)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
sLeadership skills are taught and assessed to every student enrolled through a Career and Technical Education Student Organization (CTSO) and/or through skills integrated into the classroom? (E4.1, E4.1a, E4.1b)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Leadership is provided by (E4.1c) Skills USA		
Name of CTE Student Organization		

sIf a Washington State endorsed CTSE is not available for students, please attach a description of leadership skill integration to this plan. Advisory committee must review and approve this description annually.

	Yes	No
sEmployability (SCANS) are taught and assessed in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sInformation regarding career opportunities in this field including non-traditional opportunities is included in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sNeeds of special education and diverse populations are met by this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sSafety skills and/or a safety plan are implemented in every classroom of this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sPromotion plan for this program has been reviewed by the advisory committee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Reworking student projects and plans as well as expanding math of the day questions.</p> <p>AMHS: Integration of CAD into Woodworking Program as vehicle of instruction. Developing reference materials for instruction, student projects to tie curriculum to work, with an emphasis on math skills relating to drafting and CAD applications Woodworking Design students did a two week secession using AutoCAD to draw project.</p> <p>ARHS: : Developed and up-dating student project plans.</p> <p>Created standard / required projects for each class level.</p> <p>Collaborated with AHS instructor on project selection.</p> <p>WAHS:</p>	<p>Curriculum (E2.1, E2.2, P1.1, P1.1a, P1.1b)</p> <ul style="list-style-type: none">What modifications should be made to the curriculum?<ul style="list-style-type: none">What is outdated?What is new and emerging?	<p>AHS: Implement Cross-credit in Fine Arts awarded for our 5/6 level program. Collaborate with ARHS on project selection. Integrate State I-Grant dollars for high needs construction area.</p> <p>AMHS: Evaluate progress and process for (one student) completing Fine Arts Cross Credit. Creation of CAD/CAM projects ARHS: Incorporated fine arts lesson plans into the woodworking and design curriculum for 5-6 classes.</p> <p>Created a Woodworking and Design CBPA.</p> <p>WAHS:</p>	<p>AHS: Continue with implementing curriculum for Fine Arts Equivalency credit.</p> <p>Develop new learning activities for CNC instruction.</p> <p>AMHS: Evaluate and improve Fine Arts Project/Curriculum along with other High schools Continue to develop CAD?CAM projects. ARHS: Continue with implementing curriculum for Fine Arts Equivalency credit.</p> <p>Develop new learning activities for CNC instruction.</p> <p>WAHS:</p>	<p>AHS: Develop student activities incorporating art terminology and assessment options. Review plans with AHS art teachers. Work with Engineering teacher to use computer lab and install e-cabinets program</p> <p>AMHS: Assist with and implement curriculum changes .</p> <p>ARHS: : Develop student activities incorporating art terminology and assessment options. Review plans with ARHS art teachers.</p> <p>Begin training in “Rhino” and “Partworks 3D”.</p> <p>WAHS:</p>	<p>AHS: Continue to review and update curriculum to reflect current industry practices.</p> <p>Develop student projects to support skills current and new needs.</p> <p>AMHS: Continue to review and implement curriculum changes to reflect industry and student abilities.</p> <p>ARHS: Continue to review and up date curriculum to reflect current industry practices.</p> <p>Develop student projects to support skills currently needed.</p> <p>WAHS:</p>

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: The integration of the shopbot and laser into the semester 1 and 2 curriculum has been successful.</p> <p>AMHS: Current software is updated periodically via support sites. Transferred of Applied Physics components for robotics instruction to school. CNC software updated and new cpu installed in lab.</p> <p>ARHS: : : Obtained newer computers for operating the ShopBot and VersaLaser.</p> <p>Added network drops for classroom.</p> <p>Added a computer to run the LCD projector.</p> <p>WAHS:</p>	<p>Instructional Tools and Equipment</p> <ul style="list-style-type: none"> What tools are needed to deliver the curriculum? Does equipment meet industry standard? Are teaching tools updated and relevant? 	<p>AHS: Locate a computer lab at AHS to enhance students' ability to understand industry level applications in machine (CNC) use.</p> <p>AMHS: Software is updated periodically via support sites. Installed and using Pro Engineering by PTC, also updated MasterCAM. Researched options for Laser for CTE programs at AMHS. Grant options.</p> <p>ARHS: Researched options for replacing the Powermatic planer. Found some options, but no dollars available.</p> <p>Replaced several portable power tools.</p> <p>WAHS:</p>	<p>AHS: Work to fully integrate the "High Needs I-Grant" in construction, into the curriculum. Supplies have been purchased and training has started.</p> <p>AMHS: Researched options for Laser for CTE programs at AMHS. Grant options.(\$14000)</p> <p>ARHS: Add a small (7 ½") Miter saw for smaller projects.</p> <p>WAHS:</p>	<p>AHS: Research with GRCC construction program to align instruction to better address advanced level training.</p> <p>AMHS: Write Grants and seek funding for Lazer Technology. Continue to write Robotics Grants.</p> <p>ARHS: Research models and prices. Anticipated cost - \$400.00.</p> <p>WAHS:</p>	<p>AHS: As AHS proceeds with its remodel of the entire school, continue to push the incorporation woodworking skills and the need of a capable lab space.</p> <p>AMHS: Developed group and individual safety instructional units with introduction, pre-testing, and post testing, as well as recertification.</p> <p>ARHS: Review lab needs and make adjustments to support students and curriculum.</p> <p>Continue to replace tools and machines to stay current with industry.</p> <p>WAHS:</p>
<p>AHS: Continued to update safety materials including new tools. Safety inspection completed by ASD Risk Management this fall.</p> <p>AMHS: The layout of the room lends for a safe environment for the students.</p>	<p>Safety* (E2.5a, P1.3)</p> <ul style="list-style-type: none"> How is safety addressed in the program? Are there established safety procedures? How is safety instruction provided to students? 	<p>AHS: We are still looking into bringing a Saw Stop table saw into the construction lab for increased safety.</p> <p>AMHS: The layout of the room lends for a safe environment for the</p>	<p>AHS: Locate and acquire instructional materials for both teacher training as well as students in the areas of bi-lingual safety education</p> <p>AMHS:</p>	<p>AHS: Purchase Teacher support materials like Spanish "Rosetta-Stone CD's. Cost approximately \$300.00</p> <p>AMHS: Review and update safety</p>	<p>AHS: Have instructors trained in "Spanish" to better assist our increasing bi-lingual population. Replace worn out and hazardous equipment. Purchase of new Saw Stop</p>

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<p>ARHS: Safety inspection completed by ASD Risk Management this fall.</p> <p>Up-dating student safety tests.</p> <p>WAHS:</p>		<p>students. Work with other High Schools on Saw Stop Table Saws for increased Safety.</p> <p>ARHS: Working on new and up-dated safety materials.</p> <p>Attended safety training opportunities. Risk Management Seminar.</p> <p>WAHS:</p>	<p>Review and make necessary changes to safety. Attend Safety workshops and do safety reviews on the lab. Revisit Air Quality and options relating to air Quality (Dust Eaters to clean air) ARHS: : Create additional safety instruction materials.</p> <p>Find bi-lingual safety instructional materials.</p> <p>Install new safety instruction sheets on shop machinery.</p> <p>WAHS:</p>	<p>materials. Work on Computer aided instructional pieces for safety instruction and testing. Open dialog about air quality with advisory and district. ARHS: : Review instructional materials from OSPI, and National Safety Institute. Adapt materials to fit the ARHS program.</p> <p>WAHS:</p>	<p>table saws, cost \$2,500. Each saw could save millions in liability.</p> <p>Review safety instruction materials. Complete ASD Safety walk-thru. Air filtration system installed to improve air quality in room.</p> <p>AMHS:</p> <p>ARHS: Replace worn out and hazardous equipment. Purchase of new Saw Stop table saws, cost \$2,500. each but could save millions in liability.</p> <p>Review safety instruction materials. Complete ASD Safety walk-thru.</p> <p>WAHS:</p>
<p>AHS: No change on getting the district to install air drops to avoid tripping issues. Due to other priorities the Advisory letter was not sent about air drops.</p> <p>AMHS: Shop layout has changed to allow</p>	<p>Facilities (E2.5b, E2.5c, P1.3a, P1.3b, P1.3c)</p> <ul style="list-style-type: none"> How do the program facilities relate to those in industry? What modifications can be made if industry facilities are not feasible? What modifications are necessary to support the curriculum? 	<p>AHS: Continue to push for air drops in 713 as well as electrical power in the study room.</p> <p>AMHS: : Currently working on developing area for robotics</p>	<p>AHS: With the I-Grant for Construction/high needs air hoses and covered areas for building is going to be needed. Work on improving the layout and flow of the lab. Stay on the air drops and</p>	<p>AHS: Possible re-setting of equipment and material storage to allow for construction. (No cost) Air drops for construction (\$1,000.) and electrical for computers (\$2,000.)</p>	<p>AHS: We are on a redesign schedule for a possible new lab in 5 years. The Advisory board and instructors will keep the district current with the needs of the construction fields.</p>

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<p>better traffic flow.</p> <p>ARHS: Wall removal was placed on the building plan for the 2009 bond issue. Also included replacing the roll up door with an insulated one. Levy passed.</p> <p>Network drops in room 504 were added.</p> <p>WAHS:</p>		<p>and STEM instruction in room 622.</p> <p>Modifying and developing storage for different programs that use the lab space in room 622.</p> <p>ARHS: : Remodel the hand-tool and portable power tool cabinets</p> <p>The levy passed and the wall removal was part of it.</p> <p>Installed LCD projector and portable computer teaching station.</p> <p>WAHS:</p>	<p>electrical needs/issues.</p> <p>AMHS: Evaluate traffic flow and increase efficiency for instruction. Continue to work on storage for different programs that use the lab space in room 622.</p> <p>ARHS: Continue to pursue wall removal.</p> <p>Find a new location for the ceramics program.</p> <p>Continue to work on traffic flow and work areas for students in the shop.</p> <p>Build new outfeed tables.</p> <p>WAHS:</p>	<p>AMHS: Evaluate traffic flow and increase efficiency for instruction. Continue to work on storage for different programs that use the lab space in room 622.</p> <p>ARHS: Work with ARHS administration to insure the wall and roll-up door are in the ARHS remodel plans. Work with administration to find another room for the ceramics program.</p> <p>Purchase materials and build tables.</p> <p>WAHS:</p>	<p>AMHS: Evaluate teaching station and make necessary changes.</p> <p>ARHS: Study facility usage and adapt to meet current needs.</p> <p>Follow recommendations of the 2009 Woodworking and Design advisory board</p> <p>WAHS:</p>
<p>AHS: Skills USA and the Regional and State contest has become an integral part of our extended learning.</p> <p>Use Tech Prep to keep interest in furthering students' education.</p> <p>AMHS:</p>	<p>Extended Learning Opportunities (E2.3, P1.5)</p> <ul style="list-style-type: none"> How does student learning extend outside of the classroom? What work-based learning opportunities are available in this program? 	<p>AHS: Continue to offer leadership opportunities for students through Skills USA and TSA.</p> <p>Integrate "High demand" jobs information in the construction areas as per the I-Grant awarded to AHS from OSPI.</p>	<p>AHS: Look for new Skills contests and mass production projects to allow for new training. Continue training in the high demands construction field.</p> <p>AMHS:</p>	<p>AHS: Continue Skills and or contests support, the only cost is extended time that instructors receive. The extended time should be supported. Work with GRCC construction program to mirror requirements and</p>	<p>AHS: Find area companies that will allow tours and information on job skills and employment needs for graduates. Continue with student leadership.</p> <p>AMHS:</p>

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<p>Extended learning opportunities are being developed. Students have participated in development of In House Design projects and Current issue engineering problems.</p> <p>Robotics in the Spring and First Robotics Competition year round along with Electronics program. CAD/CNC projects.</p> <p>ARHS: Continuing to have students involved with Skills USA and TSA competitions and activities. Assisted students in locating WBL job sites as opportunities came up.</p> <p>WAHS:</p>		<p>AMHS: Students are encouraged to integrate learning and apply to outside classes in the school.</p> <p>Students take part in various extended learning activities such as Civil projects, special projects from ASB, Etc. CAD/CNC projects. FRC (First Robotics competition continued this season) with grant from Boeing. Collaborate with electronics program on projects.</p> <p>ARHS: : Had 7 students involved in either Skills SA Leadership or Cabinetry competitions and conferences. Co-hosted regional Cabinetry contest. Hosted the regional Leadership contest. Attended state contest.</p> <p>WAHS:</p>	<p>Research opportunities for students.</p> <p>Encourage student participation in First Robotics and similar opportunities</p> <p>ARHS: Continue to work and participate with Skills USA</p> <p>Have more students participate in the Leadership component.</p> <p>Improve the Cabinetry contest at the state level.</p> <p>WAHS:</p>	<p>procedures for employment.</p> <p>AMHS: Work with counseling and scheduler to ensure opportunities for advanced students.</p> <p>Attend workshops relating to STEM development (\$2000).</p> <p>ARHS: Encourage more students to attend the fall leadership contest.</p> <p>Continue to serve as a regional coordinator.</p> <p>Serve on the educational team to oversee the state Cabinetry contest.</p> <p>WAHS:</p>	<p>Continue to evaluate and promote extended learning opportunities for the engineering related areas</p> <p>Work on STEM integration along with Woodworking pathway.</p> <p>ARHS: Continue to work with student leadership organizations.</p> <p>WAHS:</p>

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<p>AHS: Proposal submitted to ASD for Fine Arts credit. It was returned for refinement. Reworked cross-credit paperwork was accepted and “Fine Arts” credit was approved for Woodworking 5/6.</p> <p>AMHS: Working on STEM connection and integration into current projects. Continue to work on journals and math connections. Work on Fine Arts Curriculum</p> <p>ARHS: : Proposal submitted to ASD for Fine Arts credit. It was approved by the district in June 2009.</p> <p>Reviewed the required GLEs for students earning Math equivalency credit.</p> <p>WAHS:</p>	<p>Cross Credit Options How does this program align with general academic areas such as reading, writing, math, science, arts, and social studies?</p> <ul style="list-style-type: none"> How are Grade Level Expectations (GLEs) integrated into instruction. (E1.1) 	<p>AHS: Developed Fine Arts CBPA for Woodworking and Design. Presented materials and process involved for Equivalency credit at the WITEA conference.</p> <p>AMHS: Work with other High Schools on Fine Arts component. Work on STEM integration. Reviewing and reworking Math instruction and content to maintain Math link.</p> <p>ARHS: Developed Fine Arts CBPA for Woodworking and Design. Presented materials and process involved for Equivalency credit at the WITEA conference.</p> <p>WAHS:</p>	<p>AHS: Have W&D 5-6 students participate in the opportunity for Fine Arts credit.</p> <p>Continue to develop math activities for Woodworking students.</p> <p>AMHS: Work with other high schools on Fine Practical arts credit. STEM integration along with areas such as CAD/CAM, Robotics, Technology exploration Continue to work with math component.</p> <p>ARHS: Have W&D 5-6 students participate in the opportunity for Fine Arts credit.</p> <p>Continue to develop math activities for Woodworking students.</p> <p>WAHS:</p>	<p>AHS: Develop course outline and student activities for W & D 5-6 students pursuing art credit.</p> <p>Attend some math and fine arts Dept CSL meetings.</p> <p>AMHS: Fine Practical Arts Option Math Cross Credit</p> <p>ARHS: Develop course outline and student activities for W & D 5-6 students pursuing art credit.</p> <p>Attend some math Dept CSL meetings.</p> <p>WAHS:</p>	<p>AHS: Stay involved with credit revisions and student graduation requirements.</p> <p>AMHS: Stay current and look for multiple options for students that integrate other disciplines. Math Cross Credit.</p> <p>ARHS: Stay involved with credit revisions and student graduation requirements.</p> <p>WAHS:</p>

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<p>AHS: Participated in the TechPrep articulation workshop. Took classes to the career center to register for TechPrep. Took 30 students to Construction Careers day in Seattle.</p> <p>AMHS: Community Cross Credit with Green River Community College Grant and Scholarship opportunities for those students who participate in FRC Programs brought into Career Center (Wooden Boat Institute, Wyoming Tech, etc) ARHS: Continued to promote Community College programs.</p> <p>Promoted Post Secondary night activities.</p> <p>WAHS:</p>	<p>Post-Secondary Connections</p> <ul style="list-style-type: none">• What post-secondary opportunities are available for students who participate in this program?• What industry certifications could be infused into this curriculum? (P1.6)	<p>AHS: Participated in the TechPrep articulation workshop. Took classes to the career center to register for TechPrep</p> <p>AMHS: Tech Prep Connection maintained. Adults mentors brought into the school to work with students. Very effective when working with First Robotics Competition with mentors working with students. Guest speakers specific to trade. Promote FRC with Students. ARHS: Participated in the TechPrep articulation workshop. Took classes to the career center to register for TechPrep. Student field trip to the Seattle AGC Construction Career Day.</p> <p>WAHS:</p>	<p>AHS: Continue to promote Community College and training programs. Continue taking student to “Construction Career Day”</p> <p>AMHS: Continue to look for field trip and guest speaker opportunities. Washington Field Trip FRC participation. Articulation with Community Colleges. Promote FRC with Students. ARHS: Continue to promote Community College programs.</p> <p>Arrange for Apprenticeship guest speaker.</p> <p>Promote Post Secondary night activities.</p> <p>WAHS:</p>	<p>AHS: Attend articulation meetings; continue to work with students on post secondary options. Work with our Voc director to assure enrollment in the construction career day in Seattle each Fall.</p> <p>AMHS: Promote Tech Prep with students along with other career opportunities</p> <p>Continue FRC, continue to meet with students, and career center. ARHS: Meet with GRCC instructors and coordinators.</p> <p>Contact local union representatives. Attend Construction Career Day.</p> <p>WAHS:</p>	<p>AHS: Continue to work with local Community Colleges to maintain articulation agreements.</p> <p>AMHS: Promote secondary connections for woodworking, construction, art and engineering related areas. ARHS: Continue to work with Northwest Construction trades towards apprenticeship activities.</p> <p>Continue to work with local Community Colleges to maintain articulation agreements.</p> <p>WAHS:</p>

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<p>AHS: Hosted May 15th the 3rd annual “Project Show off” where the entire school is invited each period to visit the lab and learn and enjoy the benefits of the Woodworking program. It was well received by parents and students.</p> <p>Mass production project for Special needs students was completed by the advanced woodworking class and delivered Aug 2009.</p> <p>Career choices classes are brought through CTE programs each semester to show the extent of the possible opportunities at AHS.</p> <p>The use of the Swift website to show students, projects and opportunities in Woodworking & Design classes.</p> <p>AMHS: Program is marketed via course catalog, pamphlet displaying course offerings and sample projects, slide show presented at future freshman and electives night and Website. Target is all students.</p>	<p>Program Promotion* How do we market our program to students, parents, and the community?</p> <ul style="list-style-type: none">• Who is our target audience with regards to promotion?• What promotional items do we have?• What is our promotion plan?	<p>AHS: Host May 15th 4rd annual “Project Show off” where the entire school is invited each period to visit the lab and learn and enjoy the benefits of the program.</p> <p>AMHS: Continue to work promotion of programs. Added FRC robotics to the mix this year along with local regional robotics. Work with adult mentors to demonstrate school to work applications (FRC) Student tours via Orientation classes ARHS: Hosted a seminar during the CTE optional day activities.</p> <p>Developing a brochure for ARHS Construction program.</p> <p>Up -dated ARHS web page to include a photo gallery of student projects.</p> <p>Participated in Future Freshman night.</p> <p>WAHS:</p>	<p>AHS: Continue the “project Show off as well as student leadership programs/opportunities like Skills USA and special community projects.</p> <p>AMHS: Continue to promote program and work on Technology Robotics Engineering Computer club integrating and opening up options and interest for students</p> <p>ARHS: Continue marketing the Woodworking and Design program.</p> <p>WAHS:</p>	<p>AHS: Keep students focused on how their knowledge of woodwork can positively affect other groups and allow for job opportunities.</p> <p>AMHS: Review promotional materials and revamp as necessary. Continue FRC and promote use of STEM concepts.</p> <p>ARHS: Develop and up -date promotional materials.</p> <p>Create an object to be passed out at Future Freshman night, engraved pencil, coin, etc.</p> <p>Explore feasibility of a project showcase day.</p> <p>WAHS:</p>	<p>AHS: Keep middle and high school students informed and engaged in the opportunities/possibilities offered in woodworking and Design as well as other CTE courses at AHS.</p> <p>.</p> <p>AMHS: Continued Growth in program. ARHS: Maintain a viable promotion program to continue student enrollment in Woodworking and Design programs.</p> <p>WAHS:</p>

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<p>ARHS: ARHS CTE video has been shown to prospective students.</p> <p>Developing a brochure for ARHS Construction program.</p> <p>Up-dated ARHS web page to include a photo gallery of student projects.</p> <p>WAHS:</p>					

AUBURN SCHOOL DISTRICT CAREER AND TECHNICAL EDUCATION

- **Health Occupations**

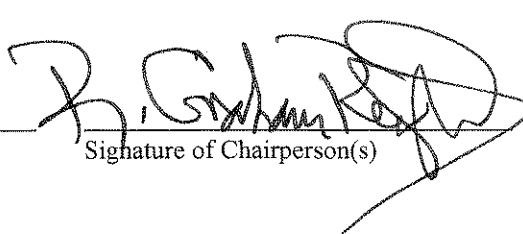
AUBURN SCHOOL DISTRICT CAREER AND TECHNICAL EDUCATION

Sports Medicine

Annual Program Plan & Description for the 2009-2010 School Year

On behalf of the Program Advisory Committee for _____ Sports Medicine _____, I
_____ Dr. Graham Reedy _____ represent the members as having read, approved and
will support this program plan and description for the 2009-2010 school year. (E2.6, P12)

Graham Reedy
Typed Name of Chairperson(s)


Signature of Chairperson(s)

4/5/10
Date

**CAREER & TECHNICAL
EDUCATION (CTE)****PROGRAM**

Sports Medicine

**PROGRAM DESCRIPTION
OVERVIEW & PLAN**

(complete one per program per year)

**program
provided at**
(check all that apply)

- ☒ Auburn High School
☒ Auburn Mountainview High School
☒ Auburn Riverside High School
☐ West Auburn High School

Advisory Committee An advisory committee actively guides the relevance and continuous improvement of the program. It is a committee whose members should represent business and industry, education, labor organizations, special populations, community, government, students, parents and teachers. A majority of the members shall share an expert working knowledge of the job tasks and competencies required for related occupations, related labor market needs and courses necessary to meet these needs. The committee provides advice in the design, development, deliver, evaluation and continuous improvement of CTE programs. The committee meets on a regular basis and minutes are on file in the district.

Number of meetings 2009-10 3

Dates of meetings

Minutes
on FileChairperson Graham Reedy MD

1.Oct. 7, 2009

2. March 2, 2010

3. May 5, 2010

0

☒☒☒**Advisory Committee Members**

Name	Representing	*Must have a minimum of three voting members
Graham Reedy MD	Reedy Sports Medicine	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Joel Johnson, P.T.	Renton Sports & Spine PT	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Nancy Johnson, P.T.	Lakeland Sports & Spine PT	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Sarah Getty, D.P.T.	Outpatient Physical Therapy	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Aaron Pierce, ATC, AT/L	Mountainview Sports Medicine	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Stephanie De Cremer ATC, AT/L	ARHS Sports Medicine	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Steven Tanaka, MD	Group Health Medical	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Roger Lee	AHS Administration	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Steve Dubay	AMHS Administration	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Dave Halford	ARHS Administration	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Steve Calhoun, MS, ATC, AT/L	AMHS Instructor	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Krista Parsons, ATC, AT/L	AHS Instructor	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Chris Tucker, ATC, AT/L	ARHS Instructor	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Amy Ann Krause, ATC, AT/L	AHS Sports Medicine	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Nancy Pang MD	Multicare Medical	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting

* A voting member is a representative from a business related to the occupational area of the program. Family and Consumer Sciences Education-Related Occupations shall include homemakers, parents and single parents, professionals, employers from business and industry, representative of health and welfare agencies, recent graduates, cultural and economic groups found in the community.

As a result of the Program Advisory Committee meetings noted above, the members determined that:

SFacilities meet trade standards

Yes

☐

No*

☒

SEquipment meets trade standards

☒☐

SCurriculum standards meet trade standards

☒☐

* Any "No" responses must be reflected in detail in the meeting minutes and should be referenced on the District Program Plan for this program.

2009-2010

Instructors CTE instructors hold a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned. . .with the appropriate certification, knowledge, skills and occupational experience (P1.4 & E2.4, P1.4a. E2.4a). After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.

(duplicate page as needed)

Instructor Name	Steve Calhoun	School	<input type="checkbox"/> AHS <input checked="" type="checkbox"/> AMHS	<input type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s)	Sports Medicine, Work Based Learning			
Certificate renewal date	2013	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.				
	Completed	In Progress	For Next Year	
American College of Sports Medicine Annual Conf.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Auburn School District Continuing Education In-services	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
WVSMA Continuing Education Workshop	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
SIP Committee for AMHS	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)				
Description	Date	Location		
Athletic Trainer For Auburn School District #408	1989 - Present	AHS and AMHS		
CPR/AED/First Aid Instructor	1991 - Present	Auburn School District #408		
CTE Dept. Head	2005 - Present	AMHS		
First Aid Card Expiration:	1/7/2011	CPR Card Expiration:	12/31/10	

Instructor Name	Krista Parsons	School	<input checked="" type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s)	Sports Medicine, Work - Based Learning			
Certificate renewal date	6/30/2012	CTE Certificate Type	<input type="checkbox"/> Continuing <input checked="" type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.				
	Completed	In Progress	For Next Year	
NWATA District 10 Conference	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
National Board Certification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
WIAA Wrestling Weight Management	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
AHS School Improvement Planning Team	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in your teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)				
Description	Date	Location		
Washington Vocational Sports Med Assoc Symposium	4/23 - 4/24/10	Centralia, WA		
First Aid Card Expiration:	10/20/2012	CPR Card Expiration:	10/20/2011	

Instructor Name	Chris Tucker	School	<input type="checkbox"/> AHS	<input checked="" type="checkbox"/> ARHS	<input type="checkbox"/> AMHS	<input type="checkbox"/> WAHS
Certification Area(s)	Health Therapeutic Careers & Worked Based Learning					
Certificate renewal date	2010	CTE Certificate Type	<input type="checkbox"/> Continuing <input checked="" type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional			
List specific courses, workshops, conferences for professional growth in content knowledge and skills.						
		Completed	In Progress	For Next Year		
Auburn school district continuing education		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Perform better, NSCA		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
NATA Conference, Athletic Training		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Medic first aid University		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)						
Description	Date	Location				
CPR/AED/First aid Instructor	2004 present	ARHS				
Performance Plus/Conditioning Camps	1984 present	All over the United States				
Medic First aid University	1989 to present	Washington				
First Aid Card Expiration:	1/24/12	CPR Card Expiration:	1/24/12			

Program Evaluation and Improvement

	Number of Surveys Distributed	Number of Surveys Completed and Returned	Date reviewed by Advisory Committee
Semester Class Exit Survey Reviewed (2 nd semester from last school year)	AHS: 25	AHS: 25	AHS: Oct. 7, 2008
	AMHS: 30	AMHS :30	AMHS: Oct. 7, 2008
	ARHS:28	ARHS:0	ARHS: Not reviewed
	WAHS: NA	WAHS: NA	WAHS: NA
Semester Class Exit Survey Reviewed (1st semester current school year)	AHS: NA	AHS: NA	AHS: NA
	AMHS: NA	AMHS: NA	AMHS: NA
	ARHS: NA	ARHS: NA	ARHS: NA
	WAHS: NA	WAHS: NA	WAHS: NA
1 - year Graduate Survey (optional) Class of _____	AHS: NA	AHS: NA	AHS: NA
	AMHS: NA	AMHS: NA	AMHS: NA
	ARHS: NA	ARHS: NA	ARHS: NA
	WAHS: NA	WAHS: NA	WAHS: NA

List recommendations from surveys for program improvement.

AHS	AMHS	ARHS	WAHS
1. Find a way to equalize training load 2. More time for review 3. Explicitly connect to A&P experiences	1. Classroom time for comps 2. Move modalities to fall 3.	1. None reported 2. 3.	1. 2. 3.

List strengths from surveys for program growth and stability.

AHS	AMHS	ARHS	WAHS
1. Prep during summer before football 2. Anatomy review for each joint 3. Use of physical models and visual rep	1. Facilities 2. Instruction 3. Family Atmosphere	1. None reported 2. 3.	1. 2. 3.

Program Components Continued...

	Yes	No
sInstructor certification and renewal dates have been reviewed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sA para-educator provided for this program?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
sLeadership skills are taught and assessed to every student enrolled through a Career and Technical Education Student Organization (CTSO) and/or through skills integrated into the classroom? (E4.1, E4.1a, E4.1b)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Leadership is provided by (E4.1c) <u>WVSMA</u>		

If a Washington State endorsed CTSO is not available for students, please attach a description of leadership skill integration to this plan. Advisory committee must review and approve this description annually.

	Yes	No
sEmployability (SCANS) are taught and assessed in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sInformation regarding career opportunities in this field including non-traditional opportunities is included in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sNeeds of special education and diverse populations are met by this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sSafety skills and/or a safety plan are implemented in every classroom of this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sPromotion plan for this program has been reviewed by the advisory committee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AHS: Curriculum was aligned with the state. AMHS: ARHS:	Curriculum (E2.1, E2.2, P1.1, P1.1a, P1.1b) <ul style="list-style-type: none"> What modifications should be made to the curriculum? <ul style="list-style-type: none"> What is outdated? What is new and emerging? 	AHS: Curriculum was aligned with the state last year we will collaborate to update competencies. AMHS: ARHS:	AHS: Implement updated Curriculum AMHS: ARHS:	AHS: NA AMHS: NA ARHS: NA	AHS: Textbook adoption for Anatomy & Phys. AMHS: ARHS:
AHS: New ice machine that doesn't leak and produces pellet ice AMHS: ARHS:	Instructional Tools and Equipment <ul style="list-style-type: none"> What tools are needed to deliver the curriculum? Does equipment meet industry standard? Are teaching tools updated and relevant? 	AHS: Find more user-friendly blood pressure measurement software and equipment New Arnheim books Internet access for teacher station at front of room AMHS: Update Training Room Computer and Teacher Computer. (Spring 2010) ARHS:	AHS: AMHS: ARHS:	AHS: AMHS: Work with Mike Fawcett on Technology upgrades. ARHS:	AHS: AMHS: cont. upgrades and repair equipment as needed. ARHS:
AHS: No changes made AMHS: District plans updated and implemented for specific emergency procedures on site. ARHS:	Safety* (E2.5a, P1.3) <ul style="list-style-type: none"> How is safety addressed in the program? Are there established safety procedures? How is safety instruction provided to students? 	AHS: Open training room space so not partitioned by walls for direct line-of-sight supervision and work with athletes Eliminate need for cords running across floor for computers. AMHS: New batteries and pads replaced in AED's ARHS:	AHS: AMHS: Update AED Trainers ARHS:	AHS: AMHS: Purchase out of AED fund. ARHS:	AHS: AMHS: Athletes and Coaches will continue to use sports medicine as support system to ensure safety for all athletes in the community. ARHS:

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AHS: No Changes made AMHS: LCD cart added to room. ARHS:	Facilities (E2.5b, E2.5c, P1.3a, P1.3b, P1.3c) <ul style="list-style-type: none"> • How do the program facilities relate to those in industry? • What modifications can be made if industry facilities are not feasible? • What modifications are necessary to support the curriculum? 	AHS: Upgrade training room to support supervision needs by moving training room or building alternative access to existing training room Develop direct hallway access from training room. AMHS: Facility evaluation completed and sent to Jeff Grose. Facility committee for AHS sports medicine. ARHS:	AHS: AMHS: Maintain training room facility to look new at all times. ARHS:	AHS: AMHS: CTE and ASB \$ to upkeep. ARHS:	AHS: AMHS: Help with AHS sports medicine facility planning ARHS:
AHS: email contact with professionals, Massage therapist teaching Swedish massage in Prev Med, Self Defense instruction in Prev Med. AMHS: WVSMA & Highline Community College. ARHS:	Extended Learning Opportunities (E2.3, P1.5) <ul style="list-style-type: none"> • How does student learning extend outside of the classroom? • What work-based learning opportunities are available in this program? 	AHS: Bodies Exhibit, WVSMA, AMHS: Bodies Exhibit, WVSMA, Highline Community College ARHS:	AHS: AMHS: WVSMA, Highline Community College, UW Health Science Fair. ARHS:	AHS: AMHS: Continue relations with current affiliates. ARHS:	AHS: AMHS: WBL for students with fire dept, vet medicine, etc. ARHS:

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AHS: Non- Lab Science for Sports Medicine. Lab Science for A&P. Health & PE for Preventive Medicine. Articulation with Highline CC and Renton Tech College AMHS: ↓ ARHS:	Cross Credit Options How does this program align with general academic areas such as reading, writing, math, science, arts, social studies? <ul style="list-style-type: none"> How are Grade Level Expectations (GLEs) integrated into instruction. (E1.1) 	AHS: All accomplished AMHS: ↓ ARHS:	AHS: Non- Lab Science for Sports Medicine. Lab Science for A&P. Health & PE for Preventive Medicine. AMHS: ↓ ARHS:	AHS: NA AMHS: ↓ ARHS:	AHS: All accomplished AMHS: ↓ ARHS:
AHS: Aligned with Renton Tech and Highline CC AMHS: CPR & AED for the professional rescuer Tech Prep w/ Highline, & Renton Technical ARHS: Aligned with Renton Tech and Highline CC	Post-Secondary Connections <ul style="list-style-type: none"> What post-secondary opportunities are available for students who participate in this program? What industry certifications could be infused into this curriculum? (P1.6) 	AHS: Align curriculum for cross credit through South King County Tech Prep Consortium Articulate anatomy with UW AMHS: CPR & AED for the professional rescuer Tech Prep w/ Highline, & Renton Technical ARHS: CPR/AED and first aid	AHS: Attend SKCTPC meeting Inquire with teacher already articulating AMHS: Get GRCC on Board. ARHS: Continue to better program for future students	AHS: No Cost! Students pay enrollment cost AMHS: Work with Tech Prep Consortium. ARHS: Would like to see in fee added to class to help pay for supplies, or increase budget	AHS: Articulation with healthcare departments at Green River Community College UW Anatomy articulation AMHS: College Credit for Anatomy and Phys. ARHS:
AHS: Sports medicine students present skills learned and features of the program to Career Choices classes each semester, Future freshman night, Career Choices presentations, Sports Medicine students teaching first aid in Health class	Program Promotion* How do we market our program to students, parents, and the community? <ul style="list-style-type: none"> Who is our target audience with regards to promotion? What promotional items do we have? What is our promotion plan? 	AHS: Sports medicine students present skills learned and features of the program to Career Choices classes each semester, Future freshman night, Career Choices presentations AMHS: Orientation presentations of Sports	AHS: AMHS: Continue with current program promotions. ARHS: Future Frosh Night T-shirts, Blood Drive, Relay for life	AHS: AMHS: Elective night, Talk to all health classes with student presentations, Invite students to take classes, Be visible, web site ARHS:	AHS: AMHS: Build so we have balance from 1 st to 2 nd year students. ARHS:

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AMHS: Orientation presentations of Sports Medicine, Student Newsletter, Future Frosh Night, Web Site Sports Medicine has 27 students. ARHS:		Medicine, Student Newsletter, Future Frosh Night, Web Site Sports Medicine has 27 students. ARHS:			

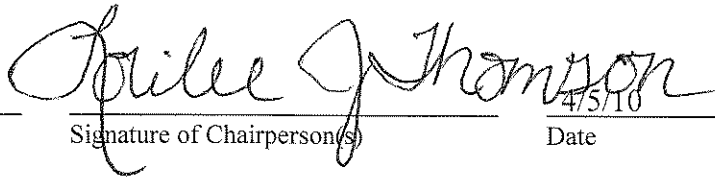
AUBURN SCHOOL DISTRICT CAREER AND TECHNICAL EDUCATION

American Sign Language

Annual Program Plan & Description for the 2009-2010 School Year

On behalf of the Program Advisory Committee for _____ Sign Language _____, I
_____Lorilee Thompson_____ represent the members as having read, approved and
will support this program plan and description for the 2009-2010 school year. (E2.6, P12)

Lorilee Thompson
Typed Name of Chairperson(s)


Signature of Chairperson(s)

4/5/10
Date

**CAREER & TECHNICAL EDUCATION
(CTE)**


PROGRAM

American Sign Language

PROGRAM DESCRIPTION
OVERVIEW & PLAN

(complete one per program per year)

 program
provided at
(check all that apply)

- ☐ Auburn High School
☐ Auburn Mountainview High School
☒ Auburn Riverside High School
☐ West Auburn High School

Advisory Committee An advisory committee actively guides the relevance and continuous improvement of the program. It is a committee whose members should represent business and industry, education, labor organizations, special populations, community, government, students, parents and teachers. A majority of the members shall share an expert working knowledge of the job tasks and competencies required for related occupations, related labor market needs and courses necessary to meet these needs. The committee provides advice in the design, development, deliver, evaluation and continuous improvement of CTE programs. The committee meets on a regular basis and minutes are on file in the district.

Number of meetings 2009-10 **2**

Dates of meetings

Minutes
on FileChairperson Lorilee Thompson

1.Oct. 7. 2010

2.May 5, 2010

3.

ü

☒☒☒
Advisory Committee Members

Name	Representing	*Must have a minimum of three voting members
Lorilee Thompson	Auburn School District	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Chris & Winnie LaValley	Microsoft	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Sandy & Cory Pearl	Boeing	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Deborah Forsyth	Walmart	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Lisa Jensen	Approach Management	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Brenda Holtman	US Gypsum	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Jeanne Bloedel	Auburn School District	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Cindy Anderson	Auburn School District	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
		<input type="checkbox"/> voting <input type="checkbox"/> non-voting
		<input type="checkbox"/> voting <input type="checkbox"/> non-voting
		<input type="checkbox"/> voting <input type="checkbox"/> non-voting
		<input type="checkbox"/> voting <input type="checkbox"/> non-voting
		<input type="checkbox"/> voting <input type="checkbox"/> non-voting
		<input type="checkbox"/> voting <input type="checkbox"/> non-voting
		<input type="checkbox"/> voting <input type="checkbox"/> non-voting

* A voting member is a representative from a business related to the occupational area of the program. Family and Consumer Sciences Education-Related Occupations shall include homemakers, parents and single parents, professionals, employers from business and industry, representative of health and welfare agencies, recent graduates, cultural and economic groups found in the community.

As a result of the Program Advisory Committee meetings noted above, the members determined that:

SFacilities meet trade standards

Yes

☒

No*

☐

SEquipment meets trade standards

☒☐

SCurriculum standards meet trade standards

☒☐

* Any "No" responses must be reflected in detail in the meeting minutes and should be referenced on the District Program Plan for this program.

2009-2010

Instructors CTE instructors hold a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned. . .with the appropriate certification, knowledge, skills and occupational experience (P1.4 & E2.4, P1.4a. E2.4a). After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.

(duplicate page as needed)

Instructor Name <u>Cindy L. Anderson</u>	School	<input type="checkbox"/> AHS	<input checked="" type="checkbox"/> ARHS	<input type="checkbox"/> AMHS	<input type="checkbox"/> WAHS
Certification Area(s) <u>American Sign Language</u>					
Certificate renewal date <u>6/30/2015</u>	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional			
List specific courses, workshops, conferences for professional growth in content knowledge and skills.					
	Completed	In Progress	For Next Year		
Spring 2010 Professional Development Training - SCCC	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Technology & Other Updates Training - ASD	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Professional Learning Communities - Federal Way	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)					
Description	Date	Location			
Freelance Interpreting - Counseling	Ongoing	Bainbridge Island			
First Aid Card Expiration: <u>5/8/11</u>		CPR Card Expiration:		<u>5/8/11</u>	

Instructor Name _____	School	<input type="checkbox"/> AHS	<input type="checkbox"/> ARHS	<input type="checkbox"/> AMHS	<input type="checkbox"/> WAHS
Certification Area(s) _____					
Certificate renewal date _____	CTE Certificate Type	<input type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional			
List specific courses, workshops, conferences for professional growth in content knowledge and skills.					
	Completed	In Progress	For Next Year		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
List planned additional experiences in one or more of the jobs or careers in your teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)					
Description	Date	Location			
First Aid Card Expiration: [insert expiration date here]		CPR Card Expiration:		[insert expiration date here]	

Instructor Name _____	School	<input type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s) _____			
Certificate renewal date _____	CTE Certificate Type <input type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional		
List specific courses, workshops, conferences for professional growth in content knowledge and skills.			
	Completed	In Progress	For Next Year
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)			
Description	Date	Location	
First Aid Card Expiration: [insert expiration date here]		CPR Card Expiration: [insert expiration date here]	

Instructor Name _____	School	<input type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s) _____			
Certificate renewal date _____	CTE Certificate Type <input type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional		
List specific courses, workshops, conferences for professional growth in content knowledge and skills.			
	Completed	In Progress	For Next Year
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
List planned additional experiences in one or more of the jobs or careers in your teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)			
Description	Date	Location	
First Aid Card Expiration: [insert expiration date here]		CPR Card Expiration: [insert expiration date here]	

Program Evaluation and Improvement

	Number of Surveys Distributed	Number of Surveys Completed and Returned	Date reviewed by Advisory Committee
Semester Class Exit Survey Reviewed (2 nd semester from last school year)	AHS:	AHS:	AHS:
	AMHS:	AMHS:	AMHS:
	ARHS:120	ARHS:120	ARHS:
	WAHS:	WAHS:	WAHS:
Semester Class Exit Survey Reviewed (1st semester current school year)	AHS:	AHS:	AHS:
	AMHS:	AMHS:	AMHS:
	ARHS:118	ARHS:118	ARHS:
	WAHS:	WAHS:	WAHS:
1 - year Graduate Survey (optional) Class of _____	AHS:	AHS:	AHS:
	AMHS:	AMHS:	AMHS:
	ARHS:	ARHS:	ARHS:
	WAHS:	WAHS:	WAHS:

List recommendations from surveys for program improvement.

AHS	AMHS	ARHS	WAHS
1.	1.	1. More Deaf visitors & field trips	1.
2.	2.	2. More opportunities to use their sign language at school.	2.
3.	3.	3.	3.

List strengths from surveys for program growth and stability.

AHS	AMHS	ARHS	WAHS
1.	1.	1. Positive classroom environment	1.
2.	2.	2. ASL Projects	2.
3.	3.	3. More leadership opportunities offered	3.

Program Components Continued...

	Yes	No
sInstructor certification and renewal dates have been reviewed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sA para-educator provided for this program?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
sLeadership skills are taught and assessed to every student enrolled through a Career and Technical Education Student Organization (CTSO) and/or through skills integrated into the classroom? (E4.1, E4.1a, E4.1b)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Leadership is provided by (E4.1c) _____		
Name of CTE Student Organization		

sIf a Washington State endorsed CTSE is not available for students, please attach a description of leadership skill integration to this plan. Advisory committee must review and approve this description annually.

	Yes	No
sEmployability (SCANS) are taught and assessed in this program?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
sInformation regarding career opportunities in this field including non-traditional opportunities is included in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sNeeds of special education and diverse populations are met by this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sSafety skills and/or a safety plan are implemented in every classroom of this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sPromotion plan for this program has been reviewed by the advisory committee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS:</p> <p>AMHS:</p> <p>ARHS:</p> <p>1.Used Master ASL as supplemental curriculum</p> <p>2.Used Signing Labs more</p> <p>3.ASL Honor Society scholarship opportunities</p> <p>WAHS:</p>	<p>Curriculum (E2.1, E2.2, P1.1, P1.1a, P1.1b)</p> <ul style="list-style-type: none"> What modifications should be made to the curriculum? <ul style="list-style-type: none"> What is outdated? What is new and emerging? 	<p>AHS:</p> <p>AMHS:</p> <p>ARHS:</p> <p>1.Continuing to become more familiar with Master ASL Curriculum</p> <p>2.Using Signing Labs more</p> <p>3.No ASL Club this year due to low student interest</p> <p>4.Involvement with ASL Honor Society with scholarship opportunities</p> <p>5. No Signing Performance planned, but a few ASL students will be performing for our school's Talent Show</p> <p>6.Decided not to join ODHH or SHHH.</p> <p>7.More students showing interest to apply for SCCC credit</p> <p>WAHS:</p>	<p>AHS:</p> <p>AMHS:</p> <p>ARHS:</p> <p>1.Transition into Master ASL becoming core curriculum for 1st & 2nd year ASL</p> <p>2.Maintenance checks on Signing Labs, and submits RFP's for camera repairs.</p> <p>3.Create an active ASL Honor Society/ASL Club combination</p> <p>4.Establish an ASL Song Night performance at ARHS</p> <p>5.More signing/less voicing</p> <p>6.More Deaf guest speakers</p> <p>7.Articulate 3rd year ASL with SCCC</p> <p>WAHS:</p>	<p>AHS:</p> <p>AMHS:</p> <p>ARHS:</p> <p>1.Continue familiarizing myself with Master ASL curriculum, and lesson creation.</p> <p>2.Carefully review each signing lab's equipment/performance & fill out necessary RFP's.</p> <p>3.Network with other ASL teachers regarding involvement with ASL Honor Society for establishment & activities.</p> <p>4.Contact Kathy Underhill from Kentlake HS regarding the ASL Song Night activity.</p> <p>5.Establish new daily classroom procedures that allow for more signing.</p> <p>6.Continue networking for more Deaf visitors.</p> <p>7.Begin the process through SCCC for 3rd year articulation.</p> <p>WAHS:</p>	<p>AHS:</p> <p>AMHS:</p> <p>ARHS:</p> <p>1.Complete implementation of Master ASL Curriculum.</p> <p>2.Purchase additional Master ASL Student Books for check-out.</p> <p>3.Pursue ASLTA Provisional Certification</p> <p>WAHS:</p>

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AHS: AMHS: ARHS: 1.Signing Labs & Document Reader being used regularly WAHS:	Instructional Tools and Equipment <ul style="list-style-type: none"> What tools are needed to deliver the curriculum? Does equipment meet industry standard? Are teaching tools updated and relevant? 	AHS: AMHS: ARHS: 1.Security cables not purchased yet. 2.No webcam purchased, because ASL class will be piloting a new webcam document reader for next year. WAHS:	AHS: AMHS: ARHS: 1.Follow through with purchase of security cables for signing lab equipment. 2.Become familiar with new document reader, and use regularly with all classes. WAHS:	AHS: AMHS: ARHS: 1.Research & fill out RFP's for security cables. 2.Read manual & go to training session for the new document reader. WAHS:	AHS: AMHS: ARHS: 1.Purchase new camcorders for signing labs. 2. Purchase laptop computers for each signing lab. WAHS:
AHS: AMHS: ARHS: 1.Fire drill, lock down & earthquake drills/procedures reviewed with students. WAHS:	Safety* (E2.5a, P1.3) <ul style="list-style-type: none"> How is safety addressed in the program? Are there established safety procedures? How is safety instruction provided to students? 	AHS: AMHS: ARHS: 1.Students updated on any new changes related to safety drills. WAHS:	AHS: AMHS: ARHS: 1.Become familiar with any updated safety drill procedures. WAHS:	AHS: AMHS: ARHS: 1.Remain current on any & all information related to safety procedures. WAHS:	AHS: AMHS: ARHS: 1.Continue providing students with information related to safety procedures. WAHS:
AHS: AMHS: ARHS: 1.Maintain current classroom for all ASL classes. 2.Keep signing labs set-up in ASL classroom. WAHS:	Facilities (E2.5b, E2.5c, P1.3a, P1.3b, P1.3c) <ul style="list-style-type: none"> How do the program facilities relate to those in industry? What modifications can be made if industry facilities are not feasible? What modifications are necessary to support the curriculum? 	AHS: AMHS: ARHS: 1.Maintaining the same classroom for all ASL classes 2.Signing labs remain in ASL classroom. WAHS:	AHS: AMHS: ARHS: 1.Maintain same classroom, with signing labs intact. WAHS:	AHS: AMHS: ARHS: 1.Check with building administration regarding next year's room assignments. WAHS:	AHS: AMHS: ARHS: 1.Addition of signing labs. WAHS:

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS:</p> <p>AMHS:</p> <p>ARHS:</p> <p>1.A few students applied for ASL Honor Society Scholarships</p> <p>2.Revised required leadership assignment.</p> <p>3.Advertised Deaf Community Activities for extra-curricular involvement.</p> <p>4.Advanced students taught local elementary school students some basic ASL.</p> <p>WAHS:</p>	<p>Extended Learning Opportunities (E2.3, P1.5)</p> <ul style="list-style-type: none"> How does student learning extend outside of the classroom? What work-based learning opportunities are available in this program? 	<p>AHS:</p> <p>AMHS:</p> <p>ARHS:</p> <p>1.Revised leadership & continue to advertise Deaf Community events.</p> <p>WAHS:</p>	<p>AHS:</p> <p>AMHS:</p> <p>ARHS:</p> <p>1.Promote & organize an active ASL Honor Society/ASL Club.</p> <p>2.Continue advertising Deaf Community events for student involvement.</p> <p>WAHS:</p>	<p>AHS:</p> <p>AMHS:</p> <p>ARHS:</p> <p>1.Network with other ASL teachers about how their ASL Honor Society Clubs are organized & run.</p> <p>2.Continue connection with ASL teacher Listserv & SCCC for community activities.</p> <p>WAHS:</p>	<p>AHS:</p> <p>AMHS:</p> <p>ARHS:</p> <p>1.Contact Katie Roberts from the ITP SCCC Program to visit my students.</p> <p>2.Create job shadowing opportunities for advanced ASL students.</p> <p>WAHS:</p>
<p>AHS:</p> <p>AMHS:</p> <p>ARHS:</p> <p>1.GLE lesson ideas incorporated into ASL classes.</p> <p>2.Make students aware that ASL is cross-credited with World Language.</p> <p>WAHS:</p>	<p>Cross Credit Options</p> <p>How does this program align with general academic areas such as reading, writing, math, science, arts, and social studies?</p> <ul style="list-style-type: none"> How are Grade Level Expectations (GLEs) integrated into instruction. (E1.1) 	<p>AHS:</p> <p>AMHS:</p> <p>ARHS:</p> <p>1.Discussed the Five C's in the World Language PLC group, focusing specifically on Communication.</p> <p>WAHS:</p>	<p>AHS:</p> <p>AMHS:</p> <p>ARHS:</p> <p>1.Continue fine-tuning the core components of the five C's with curriculum in the World Language PLC group.</p> <p>WAHS:</p>	<p>AHS:</p> <p>AMHS:</p> <p>ARHS:</p> <p>1.Review the notes from the PLC World Language group, and incorporate core components into the ASL curriculum.</p> <p>WAHS:</p>	<p>AHS:</p> <p>AMHS:</p> <p>ARHS:</p> <p>1.Create a Standards Checklist of each level of ASL, with the five C's incorporated.</p> <p>WAHS:</p>
<p>AHS:</p> <p>AMHS:</p> <p>ARHS:</p> <p>1.Parents/guardians informed about SCCC credit.</p> <p>2.Discussed the process of earning SCCC credit with students on a regular basis.</p>	<p>Post-Secondary Connections</p> <ul style="list-style-type: none"> What post-secondary opportunities are available for students who participate in this program? What industry certifications could be infused into this curriculum? (P1.6) 	<p>AHS:</p> <p>AMHS:</p> <p>ARHS:</p> <p>1.Maintained articulation agreement with SCCC for 1st & 2nd year ASL.</p> <p>2.Increased number of students applying for SCCC credit.</p>	<p>AHS:</p> <p>AMHS:</p> <p>ARHS:</p> <p>1.Fulfill requirements for 3rd year ASL articulation with SCCC.</p> <p>2.Increase number of students applying for credit.</p>	<p>AHS:</p> <p>AMHS:</p> <p>ARHS:</p> <p>1.Learn what the necessary steps are, and complete them for 3rd year articulation.</p> <p>2.Continue promotion of</p>	<p>AHS:</p> <p>AMHS:</p> <p>ARHS:</p> <p>1.Continue to maintain articulation agreement with SCCC.</p> <p>2.Compile a comprehensive list of Post-Secondary</p>

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
WAHS:		WAHS:	WAHS:	SCCC credit. WAHS:	opportunities for continued ASL studies & interpreter training. WAHS:
AHS: AMHS: ARHS: 1.Open House 2.Freshman Night 3.Electives Night WAHS:	Program Promotion* How do we market our program to students, parents, and the community? <ul style="list-style-type: none">Who is our target audience with regards to promotion?What promotional items do we have?What is our promotion plan?	AHS: AMHS: ARHS: 1.Program Promotion through School Events listed. 2. Student created promotion posters. WAHS:	AHS: AMHS: ARHS: 1.Create new program brochure, advertisement DVD. WAHS:	AHS: AMHS: ARHS: 1.Use old brochure as a template for a new one, with current information & pictures. 2.Offer ASL (Viscom) students extra-credit for creating a short promotion DVD. WAHS:	AHS: AMHS: ARHS: 1.Network with other ASL teachers regarding promotion ideas. 2. Use updated technology to create more interesting promotion materials. WAHS:

AUBURN SCHOOL DISTRICT CAREER AND TECHNICAL EDUCATION

- **Career Center/Guidance & Counseling**

Annual Program Plan & Description for the 2009-2010 School Year

On behalf of the Program Advisory Committee for _____ Career Center _____, I
_____ Lindsey Morris _____ represent the members as having read, approved and
will support this program plan and description for the 2009-2010 school year. (E2.6, P12)

Lindsey Morris
Typed Name of Chairperson(s)

Lindsey Morris
Signature of Chairperson(s)

4/5/10
Date

**CAREER & TECHNICAL
EDUCATION(CTE)****PROGRAM****Career Center/Guidance &
Counseling****PROGRAM DESCRIPTION
OVERVIEW & Plan**

(complete one per program per year)

**Program
provided at**

(check all that apply)

- ☒ Auburn High School
☒ Auburn Mountainview High School
☒ Auburn Riverside High School
☐ West Auburn High School

Advisory Committee An advisory committee actively guides the relevance and continuous improvement of the program. It is a committee whose members should represent business and industry, education, labor organizations, special populations, community, government, students, parents and teachers. A majority of the members shall share an expert working knowledge of the job tasks and competencies required for related occupations, related labor market needs and courses necessary to meet these needs. The committee provides advice in the design, development, deliver, evaluation and continuous improvement of CTE programs. The committee meets on a regular basis and minutes are on file in the district.

Number of meetings 2009-2010

3

Dates of meetings

Minutes
on File ☐*Chairperson Lindsey MorrisOctober 7, 2009 ☒February 23, 2010 ☒May 5, 2010 ☒**Advisory Committee Members**

Name	Representing	*Must have a minimum of three voting members
Joanne Morgan	Community	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Lorianne Claudon	Community	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Rebecca Alstrom	GRCC	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Lindsey Morris	GRCC	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Kyla Robbins	Community	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Dave Halford	ASD	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Carol Lynn Hanson	ASD	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Lois Jenson	Community/ASD	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Steve Dubay	ASD	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Roger Lee	ASD	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Sinead Hennessy	Community	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Steve Mead	ASD	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Jon Morrow	ASD	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Gail Spurrell	Community	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Bruce Vatne	ASD	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Jan Sigurdson	ASD	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Francis Sullivan	ASD	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Rob Swaim	ASD	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting

*A voting member is a representative from a business related to the occupational area of the program. Family and Consumer Sciences Education-Related Occupations shall include homemakers, parents and single parents, professionals, employers from business and industry, representative of health and welfare agencies, recent graduates, cultural and economic groups found in the community.

As a result of the Program Advisory Committee meetings noted above, the members determined that:

SFacilities meet trade standards

Yes

No*

☒☐

SEquipment meets trade standards

☒☐

SCurriculum standards meet trade standards

☒☐

* Any "No" responses must be reflected in detail in the meeting minutes and should be referenced on the District Program Plan for this program.

2009-2010

Instructors CTE instructors hold a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned. . .with the appropriate certification, knowledge, skills and occupational experience (P1.4 & E2.4, P1.4a. E2.4a). After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.

(duplicate page as needed)

Instructor Name <u>Carollynn Hanson</u>	School	<input type="checkbox"/> AHS	<input type="checkbox"/> ARHS	
		<input checked="" type="checkbox"/> AMHS	<input type="checkbox"/> WAHS	
Certification Area(s) <u>ESA Counselor / CTE Counselor</u>				
Certificate renewal date <u>Continuing + 7 years</u>	CTE Certificate Type		<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.				
	Completed	In Progress	For Next Year	
WCHSCR Fall Counselor Workshop	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)				
Description	Date	Location		
AP Coordinator	Ongoing	AMHS		
National College Fair	October 2010	Seattle		
First Aid Card Expiration:	<u>1/2011</u>	CPR Card Expiration:	<u>1/2011</u>	

Instructor Name <u>Steve Mead</u>	School	<input type="checkbox"/> AHS	<input checked="" type="checkbox"/> ARHS	
		<input type="checkbox"/> AMHS	<input type="checkbox"/> WAHS	
Certification Area(s) <u>Teaching: History, PE, Special Ed / ESA Certification</u>				
Certificate renewal date <u>June 2014</u>	CTE Certificate Type		<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.				
	Completed	In Progress	For Next Year	
WCHSCR Fall Counselor Workshop	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Swift Classroom Web Site Workshop	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Financial Aid Workshop	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)				
Description	Date	Location		
Advisory Committee	Ongoing	ARHS		
Job Shadows	Ongoing	Various Locations		
Career Fairs	Ongoing	Various Locations		
First Aid Card Expiration:	<u>11/2010</u>	CPR Card Expiration:	<u>11/2010</u>	

Instructor Name	<u>Jon Morrow</u>	School	<input checked="" type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s)	<u>ESA Counselor / CTE Counselor</u>			
Certificate renewal date	<u>June 2011</u>	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.				
	Completed	In Progress	For Next Year	
National College Fair	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
NACAC Conference	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Offsite School Improvement Plan Workshop	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
HS/College Admissions Counselor Workshop	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
List planned additional experiences in one or more of the jobs or careers in teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)				
Description	Date	Location		
AHS School Improvement Plan (SIP)	2008 - 09	AHS		
Junior Advisory Chair	2008 - 09	AHS		
AP Test Coordinator	2008 - 09	AHS		
First Aid Card Expiration:	<u>6/2014</u>	CPR Card Expiration:	<u>6/2014</u>	

Program Evaluation and Improvement

	Number of Surveys Distributed	Date reviewed by Advisory Committee
Semester Class Exit Survey Reviewed (2 nd semester from last school year)	AHS: 480	October 07, 2009
	AMHS: 245	
	ARHS: 377	
Semester Class Exit Survey Reviewed (1st semester current school year)	AHS:	n/a
	AMHS:	n/a
	ARHS:	n/a
	WAHS:	n/a
1 - year Graduate Survey (optional) Class of _____	AHS:	
	AMHS:	
	ARHS:	
	WAHS:	

List recommendations from surveys for program improvement.

AHS	AMHS	ARHS	WAHS
1. Ensure that resources are available on-line where possible.	1. Continue to expand the awareness of career choices for all grade levels.	1. More opportunities for classes to visit the career center.	1. N/A
2. . Provide personalized help to students to find funding sources for post-secondary education.	2. Provide personalized help to students to find funding sources for post-secondary education.	2. Provide personalized help to students to find funding sources for post-secondary education.	2. N/A
3. Improve informational offerings on non-college training opportunities.	3. Provide apprenticeship information and resources to students.	3. Provide more opportunities to job shadow or volunteer at jobs.	3. N/A

List strengths from surveys for program growth and stability.			
AHS	AMHS	ARHS	WAHS
1. Career Counselor is knowledgeable and willing to assist. Students feel that the Career Center is accessible. 2. College information is current and resources are plentiful. 3. Programs are offered regardless of gender, student ability or ethnicity.	1. Excellent communication with students and parents via newsletters, classroom presentations and website. 2. Atmosphere welcoming and students feel encouraged to use the Career Center. 3. Resources in Career Center easy to find and navigate.	1. Continue to offer wide variety of college and career speakers. 2. Continue to provide scholarship information/newsletter on website. 3. Continue to use Bridges and WOIS.	1. N/A 2. N/A 3. N/A

Advisory Recommendations 2008 - 2009.			
AHS	AMHS	ARHS	WAHS
1. 2. 3.	1. Same as AHS 2. Same as AHS 3. Same as AHS	1. Same as AHS 2. Same as AHS 3. Same as AHS	1. N/A 2. N/A 3. N/A

Program Components Continued...

	Yes	No
sInstructor certification and renewal dates have been reviewed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sA para-educator provided for this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sLeadership skills are taught and assessed to every student enrolled through a Career and Technical Education Student Organization (CTSO) and/or through skills integrated into the classroom? (E4.1, E4.1a, E4.1b)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Leadership is provided by (E4.1c) _____		
Name of CTE Student Organization		

sIf a Washington State endorsed CTSE is not available for students, please attach a description of leadership skill integration to this plan. Advisory committee must review and approve this description annually.

	Yes	No
sEmployability (SCANS) are taught and assessed in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sInformation regarding career opportunities in this field including non-traditional opportunities is included in this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sNeeds of special education and diverse populations are met by this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sSafety skills and/or a safety plan are implemented in every classroom of this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
sPromotion plan for this program has been reviewed by the advisory committee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Developed Tech Prep. Presentation outline.</p> <p>AMHS: Strong curriculum for seniors advisory resulted in the successful completion of Senior Portfolios and Presentation for all but 9 seniors.</p> <p>ARHS: Internet resources are being used effectively. Culminating portfolio is connected more to Career Center. Continued classroom visits and the use of technology</p>	<p>Curriculum (E2.1, E2.2, P1.1, P1.1a, P1.1b)</p> <ul style="list-style-type: none"> What modifications should be made to the curriculum? What is outdated? What is new and emerging? 	<p>AHS: Worked with Advisory Committee to incorporate Junior year personal assessment requirement into the Senior Portfolio rubric.</p> <p>AMHS: Expanded contact with sophomore class by offering information and field trips to College Bound Scholarship students.</p> <p>ARHS: Expanded curriculum for post-secondary options and training. Use of website increased.</p>	<p>AMHS: Expand offering to freshmen class to increase awareness of post-secondary options.</p> <p>AHS: Formalize curriculum used in new "College Future" group.</p> <p>ARHS: Expand offering to 10th/11th grade classes to increase awareness of post-secondary options.</p>	<p>AHS: Coordinate groups curriculum with counseling PLC.</p> <p>AMHS: Work with Orientation staff to coordinate offering & access knowledge base of freshmen in order to prepare curriculum.</p> <p>ARHS: Work with staff to implement curriculum. Blend curriculum with grades 10-11.</p>	<p>AHS: Curriculum optimized to PLC goals and data collected by administrators and counseling staff.</p> <p>AMHS: Continue optimal staffing and services.</p> <p>ARHS: Continue curriculum aligned with CCGP standards. Connect transition curriculum to ARHS portfolio.</p>
<p>AHS: Continued to emphasize use of internet/computer over paper-based mediums.</p> <p>AMHS: Current budget allowed use of color printer this year. All other equipment maintained in good working order due to diligence of staff. Wireless capabilities installed.</p> <p>ARHS: Completed transition for new counselor. Continued to implement career/college curriculum for grades 9-12.</p>	<p>Instructional Tools and Equipment</p> <ul style="list-style-type: none"> What tools are needed to deliver the curriculum? Does equipment meet industry standard? Are teaching tools updated and relevant? 	<p>AHS: Expanded use of Career Center as a resource by non-CTE (core academic) classes.</p> <p>AMHS: All Computers stations updated this year! Website is enhanced each year and well-utilized by students and parents.</p> <p>ARHS: Internet resources are being used effectively. Culminating portfolio is connected more to Career Center. Continued classroom visits and the use of technology.</p>	<p>AMHS: With new computers this year, AMHS will continue with status quo.</p> <p>ARHS: Continue to use internet resources. Maintain new computers.</p> <p>AHS: Determine interim solution for failure of laptop batteries.</p>	<p>AMHS: Systematically offer career interest and college search to students on computer.</p> <p>ARHS: Work with staff to implement curriculum. Blend curriculum with grades 9-12.</p> <p>ARHS: Work with staff updating safety manuals.</p>	<p>AHS: Enhance communication vehicles used to display Military and Apprenticeship materials/information.</p> <p>AMHS: Assure that all technology is operating properly and maintained.</p> <p>ARHS: Continue curriculum aligned with CCGP standards. Connect transition curriculum to ARHS portfolio.</p>
<p>AHS: Addressed accessibility of all areas in the Career Center for those in wheel-Chairs.</p> <p>AMHS: Participated in monthly fire drills, intruder/earthquake alerts. Internet safety, as well.</p> <p>ARHS: Monthly fire drills, intruder/earthquake alerts. Practice new procedure routes</p>	<p>Safety* (E2.5a, P1.3)</p> <ul style="list-style-type: none"> How is safety addressed in the program? Are there established safety procedures? How is safety instruction provided to students? 	<p>AHS: Continue to investigate updates to lighting system.</p> <p>AMHS: Continued to monitor student computer use for inappropriate sites.</p> <p>ARHS: Ongoing drills. Received new emergency handbook.</p>	<p>AMHS: Continue to monitor student computer use to ensure appropriate sites.</p> <p>ARHS: Monitor student computer use to ensure appropriate sites are being used.</p> <p>AHS: Continue to monitor Career Center temperature and airflow to optimize learning environment.</p>	<p>ARHS: Update internet security programs on a regular basis.</p> <p>AHS: Design extension cord plan & pursue budget resources.</p> <p>AMHS: Continue to request updates to firewalls and internet security features for our computers.</p>	<p>AHS: Continue to make safety a high priority item in Career Center mission.</p> <p>AMHS: Continue to be diligent.</p> <p>ARHS: Provide safe environment for all students. Provide proper supervision of computer use and student safety.</p>

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Seven new PCs and a new laptop cart with wireless technology and 15 laptops are in place and contributing to the Career Center mission</p> <p>AMHS: Classroom and technology is in good working condition.</p> <p>ARHS: Maintained work space for students and overall neatness.</p>	<p>Facilities (E2.5b, E2.5c, P1.3a, P1.3b, P1.3c)</p> <ul style="list-style-type: none"> How do the program facilities relate to those in industry? What modifications can be made if industry facilities are not feasible? What modifications are necessary to support the curriculum? 	<p>AHS: Developed audio-visual plan for Career Center.</p> <p>AMHS: Teaching/presentation/audiovisual station with new computer in place.</p> <p>ARHS: Used more technology to help provide students with most current information. Research furniture to help organize hard copies.</p>	<p>AMHS: Facilities are sufficient – no recommendations needed at this time.</p> <p>ARHS: Work with community to provide more career speakers and job shadows.</p> <p>AHS: Replace aging student chairs and tables.</p>	<p>AHS: Work with IT office to ensure permanent projector capability.</p> <p>AMHS: Printers are now 5 years old and should be replaced. Cost approx. \$600.</p> <p>ARHS: Use and update SWIFT website. Study catalogs to find proper furniture to maximize work areas.</p>	<p>AHS: Facility approaches 'virtual' status, maximizing availability of Career Center to 24/7.</p> <p>AMHS: Continue to keep technology updated to modern standards.</p> <p>ARHS: Continue to update technology to provide online information. Continue to update all equipment that will provide maximum space.</p>
<p>AHS: Continued to offer major presentations and trips while continuing to look for other activities. Consistently looking for activities that inspire and educate.</p> <p>AMHS: All programs continued. Emphasis on opportunities to reach two year and technical college students. Began new program with GRCC to help guide admitted students through the financial aid, registration of classes, choosing degrees, etc.</p> <p>ARHS: Continued to provide evening events, testing opportunities, and educational field trips to meet student demands.</p>	<p>Extended Learning Opportunities (E2.3, P1.5)</p> <ul style="list-style-type: none"> How does student learning extend outside of the classroom? What work-based learning opportunities are available in this program? 	<p>AHS: Broadened scope of activities to level offerings with "All Students College Ready" vision.</p> <p>AMHS: Provided outreach to individual students and College Bound Scholarship group to better prepare them for the transition to post-secondary.</p> <p>ARHS: Continue with 08-09 objectives. Provided students with more career speakers.</p>	<p>AMHS: Add spring trip to Highline next year.</p> <p>ARHS: Work with community to provide more career speakers and job shadows.</p> <p>AHS: Coordinate with AHS advisory committee to identify ways to include career center topics into advisory lessons.</p>	<p>AHS: Expand opportunities for students of color. Address increasing importance of financial support due to recent changes in national and state economy.</p> <p>AMHS: Secure funding for bus trips through Perkins funds.</p> <p>ARHS: Work with district career counselors to provide beneficial activities to students and parents. Work with community members for career presentations.</p>	<p>AHS: Become a resource center that is known for expanding the awareness of post-high school options for all students.</p> <p>AMHS: Continue to find creative funding to help students get off campus to view career and education options.</p> <p>ARHS: Provide opportunities for students to explore post-secondary options outside of school.</p>

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2009-2010	Recommended Objectives for 2010-2011	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Increased classroom visitations and initiated use of Learning for Life surveys.</p> <p>AMHS: Survey taken at the beginning of the year allowed Career Center to invite individuals to events specific to their goals. This increased participation, particularly with population going to 2 and technical colleges.</p> <p>ARHS: Maintained over 50 college presentations. Students attended job shadows and field trips to explore opportunities. Provided career fair for interview experience.</p>	<p>Post-Secondary Connections</p> <ul style="list-style-type: none"> What post-secondary opportunities are available for students who participate in this program? What industry certifications could be infused into this curriculum? (P1.6) 	<p>AHS: Created more in-depth opportunities for students to explore post-high school choices.</p> <p>AMHS: Increased my own knowledge of out-of-state colleges and shared this with students.</p> <p>ARHS: Maintained over 50 college presentations. Students attended job shadows and field trips to explore opportunities.</p>	<p>AMHS: Develop student survey to replace LFL survey. Collect 2#s per year.</p> <p>ARHS: Continue to provide field trips and night events for parents/students.</p> <p>AHS: In absence of Learning for Life surveys, develop a vehicle to gather student post-secondary choices.</p>	<p>AHS: Follow this year's mini-college fair format with more of the same in other areas of schooling (private technical and apprenticeship for example)</p> <p>AMHS: Reach out to parents of younger students so that they are planning earlier with their students.</p> <p>ARHS: Invite all types of colleges, programs, and careers to ARHS. Survey students about their post-secondary goals.</p>	<p>AHS: Follow this year's mini-college fair format with more of the same in other areas of schooling (private technical and apprenticeship for example)</p> <p>AMHS: As education becomes more expensive, I will need to develop a plan to help students understand ways to make education less expensive and how to access funds.</p> <p>ARHS: Invite all types of colleges, programs, and careers to ARHS. Survey students about their post-secondary goals.</p>
<p>AHS: Website continues to flourish. Contribute to Principal's newsletter.</p> <p>AMHS: The website is enhanced each year to include more resources for parents. They use it regularly. Continue to send home newsletters and participate in each Principal Newsletter.</p> <p>ARHS: School newsletter, staff newsletter, monthly scholarship newsletter, student bulletins, flyers, and postcards.</p>	<p>Program Promotion*</p> <p>How do we market our program to students, parents, and the community?</p> <ul style="list-style-type: none"> Who is our target audience with regards to promotion? What promotional items do we have? What is our promotion plan? 	<p>AHS: Fully integrate the website into all promotional materials and evening events. Enhance connections with parents.</p> <p>AMHS: Use email to connect parents to us and our programs.</p> <p>ARHS: School newsletter, staff newsletter, monthly scholarship newsletter, student bulletins, flyers, and postcards.</p>	<p>AMHS: Continue very effective phone calls to parent homes to remind of upcoming evening events.</p> <p>ARHS: Use phone system to call home reminding about upcoming events.</p> <p>AHS: Optimize use of district auto-dialer prior to major career center events.</p>	<p>AHS: Continue website emphasis. Develop Career Center college guide (booklet)</p> <p>AMHS: Continue to work with District to expand phone calls and emails.</p> <p>ARHS: Promote website through mailers, newsletters, and evening events.</p>	<p>AHS: Follow this year's mini-college fair format with more of the same in other areas of schooling (private technical and apprenticeship for example)</p> <p>AMHS: Increased parent involvement with Career Center staff and increase numbers at evening events.</p> <p>ARHS: Increase communication between career center and the community to facilitate a heightened understanding of the programs and services offered.</p>

Adequate Yearly Progress and Implications on Title I Funding

2010

Brief Overview of NCLB

- The Elementary and Secondary Education Act of 1965 was reauthorized on January 8, 2002 by President George Bush as the No Child Left Behind Act (NCLB).
- Adequate Yearly Progress (AYP) is one of the cornerstones of the federal Elementary and Secondary Education Act.

Title One Funds and Program

■ TITLE I Part A Improving Basic Programs (FEDERAL)

- Provides supporting program services for eligible public and private school 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 (should the private school choose to do so).
- Building allocation is based on a per pupil amount, tied to the percentage of Free or Reduced students in each building
- Funds one Full-time Reading Specialist and 2-5 Paras per building
- Two part time Math Specialists
- Each school has a written compensatory plan that describes services to students, staff development and parent involvement
- Private schools within the school district boundary also qualify to receive a portion of the grant funds that come to the district. They must identify poverty students not able to meet standard to serve

■ 2010-2000 Allocation \$1,893,333.00

■ Schools Served

- 9 Elementary Schools - Alpac, Chinook, Dick Scobee, Evergreen Heights, Gildo Rey, Ilalko, Pioneer, Terminal Park, and Washington
- 1 Private School - Holy Family

STEPS of Improvement for Districts

Year 1 of not meeting AYP	Step 1	Step 2
No sanctions apply in the first year of not making AYP	Inform all parents by prominently posting information on the district website	Inform all parents by prominently posting information on the district website
Districts go into improvement when there is a school in each level Elementary, Middle School, and High School in STEP 1.	Develop a district improvement plan	Implement the district improvement plan

Transparency for Parents

Beginning with the 2007-2008 school year and each school year there after, Federal Law requires school districts to inform parents and guardians regarding the number of students who were eligible for and the number of students who participated in Public School Choice and Supplemental Education Services (SES), tutoring services.

School Year	Number of Students Eligible to Participate in School Choice	Number of Students Who Participated in School Choice	Number of Students Eligible to Participate in SES	Number of Students Eligible to Participate in SES
2007-2008	0	0	0	0
2008-2009	412	3	0	0
2009-2010	1711	30	346	38
2010-2011	2046	TBD	346	TBD

Transparency for Parents Continued

Federal Law requires the district to prominently publish on the district website, a list of available schools to which students eligible to participate in public school choice may select from.

School year	School from Which Students are Available to Participate in School Choice	Choice Schools to Which Students May Transfer	
2010-2011	Alpac	Ilalko	Gildo Rey
2010-2011	Chinook	Pioneer	Gildo Rey
2010-2011	Dick Scobee	Hazelwood	Lake View
2010-2011	Evergreen Heights	Hazelwood	Terminal Park
2010-2011	Washington	Ilalko	Lea Hill

<http://www.auburn.wednet.edu/ForParentsStudents/ChoiceSES.html>

STEPS of Improvement for Schools

Year 1 of not meeting AYP	Step 1	Step 2	Step 3, 4, 5
No sanctions apply in the first year of not making AYP	Be identified and notify parents	Be identified and notify parents	Corrective Action (3), Restructuring (4, 5)
A school must have two consecutive years of not meeting AYP before they enter Step 1 of Improvement	Develop or revise school improvement plans.	Must continue to offer "Public School Choice "	Continue to offer "Public School Choice" and "Supplemental Educational Services"
	Offer "Public School Choice" and pay for transportation	Must offer "Supplemental Educational Services (SES)", extended learning through tutoring	Revise the school improvement plan (3), develop restructuring plan (4), implement restructuring plan (5)

In Washington:

- 968 schools did not meet AYP.
- 1129 schools are in one of five steps of improvement status.
- 212 districts did not meet AYP, 102 districts are in year 1, 39 are in Step 1, 71 are in Step 2
- 30 of the 35 School Districts in Puget Sound ESD did not meet AYP

STEP 1

Dick Scobee, Evergreen Heights, and Washington Elementary remained in Step 1 of improvement status; Alpac entered Step 1 this year.

Step 1 Cost

District Level:

PD= \$189,333.00
+ 10% of the district allocation

+PSC= \$91,471.00
+ 5% of the District Title I allocation

School Level:

AL= \$19,477.00

CH= \$16,754.00

DS= \$ 22,001.00

EH= \$12,494.00

WA= \$24,642.00

Running Total:

\$ 376,172.00

+ 10% of the school allocation for each
additional T-1 school

STEP 2

Auburn Mountainview High School is in Step 2 of not making AYP, but faces no sanctions at this time.

Step 2 Costs

District Level:

PD= \$189,333.00

+ 10% of the district allocation

+PSC= \$91,471.00

+SES= \$274,413.00

+ 20% of the District Title I allocation

School Level:

AL= \$19,477.00

CH= \$16,754.00

DS= \$ 22,001.00

EH= \$12,494.00

WA= \$24,642.00

+ 10% of the school allocation

for each additional T-1 school

Running Total:

\$ 650,585.00

STEP 3, 4, 5

Auburn Riverside (5), Auburn Senior (5), Cascade (3), Mt. Baker (3), Olympic (5), Rainier (3), West Auburn (5) are the schools in Steps 3, 4, or 5 but not subject to federal sanctions.

Chinook Elementary is in Step 3 and faces federal sanctions

Step 3 Costs

District Level:

PD= \$189,333.00

+ 10% of the district allocation

+PSC= \$91,471.00

+SES= \$274,413.00

+ 20% of the District Title I allocation

School Level:

AL= \$19,477.00

CH= \$16,754.00

DS= \$ 22,001.00

EH= \$12,494.00

WA= \$24,642.00

+ 10% of the school allocation

for each additional T-1 school

Running Total:

\$ 650,585.00

Adequate Yearly Progress

Schools facing sanctions 2010

Alpac (Step 1)

2009	2010
26 cells made AYP	27 cells made AYP
3 did not	2 did not
<ol style="list-style-type: none">1. Hispanic Math2. ELL Math3. Low Income Math	<ol style="list-style-type: none">1. ELL Reading2. Special Education Reading
8 cells N<Required	8 cells N<Required

- Fully Revised School Improvement Plan submitted to the school board August, 2010
 - Year two School Improvement Plan Implementation Support
 - Utilizing a District Improvement Reading Coach
 - Transitioned to School-wide Title I model
 - Implementing a Leveled Core Reading Program
 - Implementing a Walk-to-Read model
 - Origo Math Training
 - Provided Summer Jump Start to Kindergarten Classes
-

Alpac Action

Chinook (Step 3)

2008	2009	2010
16 cells met	14 cells met	20 cells met
5 did not	7 did not	3 did not
<ol style="list-style-type: none"> 1. All Reading 2. All Math 3. American Indian Reading 4. Special education Reading 5. Special education Math 	<ol style="list-style-type: none"> 1. All Reading 2. All Math 3. American Indian Math 4. Special Education Reading 5. Special Education Math 6. Low Income Reading 7. Low Income Math 	<ol style="list-style-type: none"> 1. All Reading 2. American Indian Reading 3. Special Education Reading
16 cells N<Required	16 cells N<Required	14 cells N<Required

- Completely revised Sip completed 3/2008
 - Year three School Improvement Plan Implementation Support
 - Sustaining Reading First
 - Leveled core instruction in reading and math
 - Implementing Saxon Math K-5
 - Extended-day Kindergarten
 - SES Tutoring Services to Qualifying Students
 - Implemented Love and Logic
 - Provided Summer Jump Start to Kindergarten Classes
-

Chinook Action

Dick Scobee (Step 1)

2008	2009	2010
9 cells made AYP	15 cells made AYP	23 cells made AYP
4 cells did not	2 cells did not	0 cells did not
1. All Reading 2. All Math 3. Low Income Reading 4. Low Income Math	1. All Math 2. Low Income Math	
24 cells N<Required	20 cells N<Required	14 cells N<Required

- Year two School Improvement Plan Implementation Support
 - Early ELL placement testing
 - Walk to read
 - Origo Math Professional development
 - Grade level meetings to analyze assessment data to place students in appropriate small group settings
 - Small group instruction for math
 - Provided Summer Jump Start to Kindergarten Classes
-

Dick Scobee Action

Evergreen Heights (Step 1)

2008	2009	2010
19 cells made AYP	14 cells made AYP	19 cells made AYP
4 did not	3 did not	0 did not
<ol style="list-style-type: none"> 1. Hispanic Math 2. Limited English Reading 3. Limited English Math 4. Low Income Math 	<ol style="list-style-type: none"> 1. All Math 2. Hispanic Math 3. Low Income Math 	
14 N<Required	20 N<Required	18 N<Required

- Year two School Improvement Plan Implementation Support
- Origo Math Professional Development
- Saxon Math k-2
- Created Aligned Common Grade-level Math Assessments
- Project GLAD/ELL coach
- Early ELL placement testing (Spring2009 and Spring 2010)
- Accelerated reader and walk to read
- Provided Summer Jump Start to Kindergarten Classes

Evergreen Heights Action

Washington (Step 1)

2008	2009	2010
11 cells made AYP	15 cells made AYP	21 cells made AYP
6 did not	2 did not	0 did not
<ol style="list-style-type: none"> 1. All Reading 2. All Math 3. Hispanic Reading 4. Hispanic Math 5. Low Income Reading 6. Low Income Math 	<ol style="list-style-type: none"> 1. All Reading 2. All Math 	
20 cells N<Required	20 cells N<Required	16 cells N<Required

- Year two School Improvement Plan Implementation Support
 - Early ELL placement testing
 - Origo Math Professional Development
 - Saxon Math k-2
 - Origo Math 3-5
 - Walk-to-Read
 - After school tutoring
 - Provided Summer Jump Start to Kindergarten Classes
-

Washington Action

Auburn School District (Step 2)

2008	2009	2010
56 cells made AYP	59 cells made AYP	60 cells made AYP
27 did not	28 did not	22 did not
➤9 reading cells ➤13 math cells ➤5 participation	➤7 reading cells ➤13 math cells ➤8 participation	➤11 reading cells ➤8 math cells ➤3 participation
28 cells N<Required	24 cells N<Required	29 cells N<Required

- Implement PLC
- Align Instruction and Assessment with the Power standards
- District-wide Progress Monitoring K-6 DIBELS
- District wide MAP testing 3,5,6-9
- Support Additional SIP Revisions
- Provide Year-two School Improvement Plan Implementation Support
- Continue Title/LAP Coaching model
- Support GLAD Training
- Provide Targeted Professional Development to teachers in schools in AYP sanction steps in the content areas of reading and mathematics
- Utilize School Messenger
- Implement Teacher Leadership Academy

Auburn School District Action

DRAFT_{07_27_10}

**2010-2011 Auburn School District
Elementary Assessment Plan**

DRAFT_{07_27_10}

	Sept	Oct	Nov	Dec	Jan	Feb	March	Apr	May	June
Kindergarten	DIBELS Due 9/30 WRITING <i>pre-assessment self portrait complete during 2nd or 3rd week</i>				DIBELS Due 1/28 WRITING <i>post-assessment expository due 1/28</i>	WLPTII <i>State ELL *2/7-3/4</i>				DIBELS Due 06/10 WRITING <i>post-assessment narrative due 6/17</i>
First	DIBELS Due 9/30 WRITING <i>pre-assessment expository (week 2)/ narrative(week 3)</i>				DIBELS Due 1/28 WRITING <i>post-assessment expository due 1/28</i>	WLPTII <i>State ELL *2/7-3/4</i>				DIBELS Due 06/10 WRITING <i>post-assessment narrative due 6/17</i>
Second	DIBELS State ALL Due 9/30 WRITING <i>pre-assessment expository (week 2)/ narrative(week 3)</i>				DIBELS State ALL Due 1/28 WRITING <i>post-assessment expository due 1/28</i>	WLPTII <i>State ELL *2/7-3/4</i>				DIBELS State ALL Due 06/10 WRITING <i>post-assessment narrative due 6/17</i>
	DIBELS Due 9/30 WRITING <i>pre-assessment expository (week 2)/ narrative(week 3)</i>				DIBELS Due 1/28 WRITING <i>post-assessment expository due 1/28</i>	WLPTII <i>State ELL *2/7-3/4</i>	WAAS PORT DUE 3/11		MSP May 2-19 Paper/Pencil Only	CBA * Report Due 6/15
	DIBELS Due 9/30 WRITING <i>pre-assessment expository (week 2)/ narrative(week 3)</i>				DIBELS Due 1/28 WRITING <i>post-assessment expository due 1/28</i>	WLPTII <i>State ELL *2/7-3/4</i>	CoGAT for STEP Due 2/25			DIBELS Due 06/10 WRITING <i>post-assessment narrative</i>
	WAAS PORT September 9-11/24			WAAS PORT 11/24. TBD-1/21		WAAS PORT 1/22-March 11				
Third	MAPs R/M September 13-November 12			MAPs R/M December 1- February 11			MAPs R/M March 1- June 3			
	DIBELS Due 9/30 WRITING <i>pre-assessment expository (week 2)/ narrative(week 3)</i>				DIBELS Due 1/28 WRITING <i>post-assessment expository due 1/28</i>	WLPTII <i>State ELL *2/7-3/4</i>	WAAS PORT DUE 3/11		MSP May 2-19 Paper/Pencil Only	CBA * Report Due 6/15
	DIBELS Due 9/30 WRITING <i>pre-assessment expository (week 2)/ narrative(week 3)</i>				DIBELS Due 1/28 WRITING <i>post-assessment expository due 1/28</i>	WLPTII <i>State ELL *2/7-3/4</i>	WAAS PORT DUE 3/11		MSP May 2-19 Paper/Pencil Only	DIBELS Due 06/10 WRITING <i>post-assessment narrative due 6/17</i>
	WAAS PORT September 9-11/24			WAAS PORT 11/24-1/21		WAAS PORT 1/21- March 11				
Fourth	MAPs R/M September 13-November 12			MAPs R/M December 1- February 11			MAPs R/M March 1- June 3			
	DIBELS Due 9/30 WRITING <i>pre-assessment expository (week 2)/ narrative(week 3)</i>				DIBELS Due 1/28 WRITING <i>post-assessment expository due 1/28</i>	WLPTII <i>State ELL *2/7-3/4</i>	WAAS PORT DUE 3/11		MSP May 2-19 Paper/Pencil Only	CBA * Report Due 6/15
	DIBELS Due 9/30 WRITING <i>pre-assessment expository (week 2)/ narrative(week 3)</i>				DIBELS Due 1/28 WRITING <i>post-assessment expository due 1/28</i>	WLPTII <i>State ELL *2/7-3/4</i>	WAAS PORT DUE 3/11		MSP May 2-19 Paper/Pencil Only	DIBELS Due 06/10 WRITING <i>post-assessment narrative due 6/17</i>
	WAAS PORT September 9-11/24			WAAS PORT 11/24-1/21		WAAS PORT 1/21- March 11				
Fifth	MAPs R/M September 13-November 12			MAPs R/M December 1- February 11			MAPs R/M March 1- June 3			
	DIBELS Due 9/30 WRITING <i>pre-assessment expository (week 2)/ narrative(week 3)</i>				DIBELS Due 1/28 WRITING <i>post-assessment expository due 1/28</i>	WLPTII <i>State ELL *2/7-3/4</i>	WAAS PORT DUE 3/11		MSP May 2-19 Paper/Pencil Only	CBA * Report Due 6/15
	DIBELS Due 9/30 WRITING <i>pre-assessment expository (week 2)/ narrative(week 3)</i>				DIBELS Due 1/28 WRITING <i>post-assessment expository due 1/28</i>	WLPTII <i>State ELL *2/7-3/4</i>	WAAS PORT DUE 3/11		MSP May 2-19 Paper/Pencil Only	DIBELS Due 06/10 WRITING <i>post-assessment narrative due 6/17</i>
	WAAS PORT September 9-11/24			WAAS PORT 11/24-1/21		WAAS PORT 1/21- March 11				

Shaded areas refer to State of Washington required assessments

Italicized areas refer to assessments for special populations

*CBA please see Implementation Calendar

WAAS and WLPTII dates tentative as of 07/27/2010

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	
Sixth	DIBELS LAP Due 9/30 WRITING pre-assessment expository due 9/30				DIBELS LAP Due 1/31	WLPTH State ELL *2/7-3/4	WAAS Port DUE 3/11		MSP May 2-June 3 online R/M, May 2-19 Paper W/S	CBA* Report Due 6/15	
					CBA* 1 st semester courses					DIBELS LAP 06/10	
	WAAS Port September 9-11/24			WAAS Port 11/24-1/21		WAAS Port 1/21-March 11		WRITING POST April 12-May 31			
	MAPs R/M September 13-November 12			MAPs R/M December 1-February 11			MAPs R/M March 1-June 3				
Seventh	WRITING pre-assessment expository due 9/30				CBA* 1 st semester courses	WLPTH State ELL *2/7-3/4	WAAS Port DUE 3/11		MSP May 2-June 3 online R/M, May 2-19 Paper W/S	EOC/ COMP 6/1-6/21	
										CBA* Report Due 6/15	
	WAAS Port September 9-11/24			WAAS Port 11/24-1/21		WAAS Port 1/21-March 11		WRITING POST April 12-May 31			
	MAPs R/M September 13-November 12			MAPs R/M December 1-February 11			MAPs R/M March 1-June 3				
Eighth	WRITING pre-assessment expository due 9/30				CBA* 1 st semester courses	WLPTH State ELL *2/7-3/4	WAAS PORT DUE 3/11		MSP May 2-June 3 online R/M, May 2-19 Paper W/S	EOC/ COMP 6/1-6/21	
										CBA* Report Due 6/15	
	WAAS Port September 9-11/24			WAAS Port 11/24-1/21		WAAS Port 1/21-March 11		WRITING POST April 12-May 31			
	MAPs R/M September 13-November 12			MAPs R/M December 1-February 11			MAPs R/M March 1-June 3				
Ninth					CBA* 1 st semester courses	WLPTH State ELL *2/7-3/4				EOC/ COMP 6/1-6/21	
									CBA* Report Due 6/15		
	MAPs R/M September 13-November 12			MAPs R/M December 1-February 11			MAPs R/M March 1-June 3				
Tenth					CBA* 1 st semester courses	WLPTH State ELL *2/7-3/4	HSPE March 15,16,17 Writing, March 22 Reading	HSPE April 12 Science	AP Exams May 2-13	EOC/ COMP 6/1-6/21	
							WAAS DAPE March 22 Math			CBA* Report Due 6/15	
	WAAS Port September 9-11/24			WAAS Port 11/24-1/21		WAAS Port 1/21-March 11					
Eleventh		WAAS Retake DAPE Nov. 1-9			CBA* 1 st semester courses	WLPTH State ELL *2/7-3/4			AP Exams May 2-13	CBA* Report Due 6/15	
	COE Spring due 6/TBD										
Twelfth					CBA* 1 st semester courses	WLPTH State ELL *2/7-3/4			AP Exams May 2-13	CBA* Report Due 6/15	
	COE Winter due 2/TBD			COE Spring due 6/TBD							

Shaded areas refer to State of Washington required assessments
Italicized areas refer to assessments for special populations
*CBA please see Implementation Calendar
WAAS Port and WLPTII dates tentative as of 07/27/2010

1. Certificated and Classified Personnel Report

Recommendation: That the board approve the attached report.

Margaret Dam, coordinator of child nutrition services, requests permission to travel to Boston, Massachusetts, Friday to Tuesday, November 5-9. The purpose of the trip is to attend the National Conference of American Dietetic Association.

Recommendation: That the above trip be approved as requested.

PERSONNEL--CERTIFICATED

Change of Assignment

Math Pilot Training

- | | |
|-------------------|--|
| 1 . Torcaso, Mary | 4 hour(s) @ hourly rate of pay effective
9/1/2010 |
|-------------------|--|

Curriculum/Non-Curriculum hours

15 minute recess

- | | |
|----------------------|---|
| 1 . Leverton, Andrea | 45 hour(s) @ hourly rate of pay effective
9/3/2010 |
| 2 . McKenzie, Julie | 45 hour(s) @ hourly rate of pay effective
9/3/2010 |
| 3 . Wilcox, Cheryl | 45 hour(s) @ hourly rate of pay effective
9/3/2010 |

Alpac Staff Meetings

- | | |
|--------------------|--|
| 1 . McGrath, Marie | 13.5 hour(s) @ hourly rate of pay effective
8/24/2010 |
|--------------------|--|

APEX grading

- | | |
|------------------|---|
| 1 . Ladage, Adam | 10 hour(s) @ hourly rate of pay effective
6/1/2010 |
|------------------|---|

Building Determined Hours

- | | |
|--------------------|--|
| 1 . Perdue, Debbie | 21 hour(s) @ hourly rate of pay effective
8/31/2010 |
|--------------------|--|

COE training

- | | |
|------------------|---|
| 1 . Hodge, Susan | 30 hour(s) @ hourly rate of pay effective
6/1/2010 |
|------------------|---|

Destiny Library Training

- | | |
|-------------------------|---|
| 1 . Blosser, Rebekah | 2 hour(s) @ hourly rate of pay effective
8/15/2010 |
| 2 . Spencer Jr., Arthur | 2 hour(s) @ hourly rate of pay effective
8/15/2010 |
| 3 . Thomsen, Christina | 2 hour(s) @ hourly rate of pay effective
9/1/2010 |

4. Wheeler, James 2 hour(s) @ hourly rate of pay effective
9/1/2010

District Determined Hours

1. Perdue, Debbie 3.5 hour(s) @ hourly rate of pay effective
9/1/2010

2. Perdue, Debbie 3 hour(s) @ hourly rate of pay effective
8/31/2010

Early Literacy Program

1. Wittgow, Erica 4 hour(s) @ hourly rate of pay effective
8/24/2010

Early Literacy Training

1. Carlson, Brittany 4 hour(s) @ hourly rate of pay effective
8/24/2010

2. Coker, Rhonda 4 hour(s) @ hourly rate of pay effective
8/24/2010

3. Cox, Amber 4 hour(s) @ hourly rate of pay effective
8/24/2010

4. Gendron, Sarah 4 hour(s) @ hourly rate of pay effective
8/24/2010

5. Leitzke, Stacy 4 hour(s) @ hourly rate of pay effective
8/24/2010

6. Matsuno, Maki 4 hour(s) @ hourly rate of pay effective
8/24/2010

7. Mayer, Margaret 4 hour(s) @ hourly rate of pay effective
8/24/2010

8. Nelson, Kimberly 4 hour(s) @ hourly rate of pay effective
8/24/2010

9. Peters, Dorothea 4 hour(s) @ hourly rate of pay effective
8/24/2010

10. Verzaro, Angelic 4 hour(s) @ hourly rate of pay effective
8/24/2010

Evening Conferences

1 . Perdue, Debbie	3.5 hour(s) @ hourly rate of pay effective 11/17/2010
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First Aid/CPR/AED Instructor

1 . Tucker, Christopher	20 hour(s) @ hourly rate of pay effective 9/1/2010
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IEP Online Training

1 . Figurero, Marcella	6 hour(s) @ hourly rate of pay effective 8/26/2010
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2 . Hughes, Sharon	6 hour(s) @ hourly rate of pay effective 8/26/2010
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3 . Jacobsma, Amanda	6 hour(s) @ hourly rate of pay effective 8/26/2010
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4 . Jones, Kyle	6 hour(s) @ hourly rate of pay effective 8/26/2010
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5 . Marcotte, Rebecca	6 hour(s) @ hourly rate of pay effective 8/26/2010
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6 . Rice, Sara	6 hour(s) @ hourly rate of pay effective 8/26/2010
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7 . Richardson, Molly	6 hour(s) @ hourly rate of pay effective 8/26/2010
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8 . Sasser, Carrie	6 hour(s) @ hourly rate of pay effective 8/26/2010
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Inservice hours

1 . Nishimoto, Kevin	25.5 hour(s) @ hourly rate of pay effective 8/30/2010
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Insight Program Support

1 . Ainsworth, Karen	15 hour(s) @ hourly rate of pay effective 9/8/2010
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2 . Herrera, Michaela	20 hour(s) @ hourly rate of pay effective 9/8/2010
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3 . Lutton, Judith	90 hour(s) @ hourly rate of pay effective 9/8/2010
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- | | |
|--------------------------------|---|
| 4 . McDermott, Thomas | 20 hour(s) @ hourly rate of pay effective
9/8/2010 |
| 5 . Raguzin-Holloman, Veronika | 5 hour(s) @ hourly rate of pay effective
9/8/2010 |
| 6 . Sigurdson, Janice | 15 hour(s) @ hourly rate of pay effective
9/8/2010 |
| 7 . Sullivan, Francine | 60 hour(s) @ hourly rate of pay effective
9/8/2010 |

Involuntary Classroom Move

- | | |
|-------------------|--|
| 1 . Baehr, Amanda | 14 hour(s) @ hourly rate of pay effective
8/16/2010 |
|-------------------|--|

Involuntary room move

- | | |
|------------------------------|--|
| 1 . Johnson, Aleta | 14 hour(s) @ hourly rate of pay effective
6/28/2010 |
| 2 . Nissen-Haney, Jacqueline | 14 hour(s) @ hourly rate of pay effective
8/12/2010 |

Kindergarten Boot Camp

- | | |
|---------------------|--|
| 1 . Heier, Adrienne | 12 hour(s) @ hourly rate of pay effective
6/25/2010 |
|---------------------|--|

Leadership Committee

- | | |
|----------------------|--|
| 1 . Bardsley, Stacy | As needed effective 8/10/2010
\$100 Stipend |
| 2 . Benedict, Meri | As needed effective 8/10/2010
\$100 Stipend |
| 3 . Erickson, John | As needed effective 8/10/2010
\$200 Stipend |
| 4 . Gallinatti, Lisa | As needed effective 8/10/2010
\$100 Stipend |
| 5 . Goethals, David | As needed effective 8/10/2010
\$100 Stipend |
| 6 . Hetterly Elaine | As needed effective 8/10/2010
\$100 Stipend |

7 . James, Susan	As needed effective 8/10/2010 \$100 Stipend
8 . McKeehan, Janalyn	As needed effective 8/10/2010 \$100 Stipend
9 . Monsen, Andrew	1 hour(s) for 260 day(s) effective 8/10/2010 \$200 Stipend
10 . Morgan, Robert	As needed effective 8/10/2010 \$100 Stipend
11 . Neu, Susan	As needed effective 8/10/2010 \$100 Stipend
12 . Polley, Daniel	As needed effective 8/10/2010 \$100 Stipend
13 . Rohlff, Geri	As needed effective 8/10/2010 \$100 Stipend
14 . Saarenas, Robyn	As needed effective 8/10/2010 \$200 Stipend
15 . Sandland, Gina	As needed effective 8/10/2010 \$100 Stipend
16 . Seman, Karla	As needed effective 8/10/2010 \$100 Stipend
17 . Shaw, Judith	As needed effective 8/10/2010 \$100 Stipend

Math Pilot Training

1 . Anderson, Teresa	4 hour(s) @ hourly rate of pay effective 9/1/2010
2 . Armstrong, Vicki	4 hour(s) @ hourly rate of pay effective 9/1/2010
3 . Arrigoni, William	4 hour(s) @ hourly rate of pay effective 9/1/2010
4 . Ball, Katherine	4 hour(s) @ hourly rate of pay effective 9/1/2010
5 . Baxter, Denise	4 hour(s) @ hourly rate of pay effective 9/1/2010

6 . Bentler, Jerry	4 hour(s) @ hourly rate of pay effective 9/1/2010
7 . Bowers, Susan	4 hour(s) @ hourly rate of pay effective 9/1/2010
8 . Brown, Shayna	4 hour(s) @ hourly rate of pay effective 9/1/2010
9 . Butler, Mark	4 hour(s) @ hourly rate of pay effective 9/1/2010
10 . Capps, Jason	4 hour(s) @ hourly rate of pay effective 9/1/2010
11 . Carter, Jeremiah	4 hour(s) @ hourly rate of pay effective 9/1/2010
12 . Chew Jr., Charles	4 hour(s) @ hourly rate of pay effective 9/1/2010
13 . Gravning, Kirsten	4 hour(s) @ hourly rate of pay effective 9/1/2010
14 . Gullard, Christina	4 hour(s) @ hourly rate of pay effective 9/1/2010
15 . Hogenson, Laura	4 hour(s) @ hourly rate of pay effective 9/1/2010
16 . Homfelt, Jenny	4 hour(s) @ hourly rate of pay effective 9/1/2010
17 . Hubbard, Donald	4 hour(s) @ hourly rate of pay effective 9/1/2010
18 . Huylar, Michael	4 hour(s) @ hourly rate of pay effective 9/1/2010
19 . Jonasson, Kirk	4 hour(s) @ hourly rate of pay effective 9/1/2010
20 . Kamola, Lynn	4 hour(s) @ hourly rate of pay effective 9/1/2010
21 . Kemp, Jennifer	4 hour(s) @ hourly rate of pay effective 9/1/2010
22 . Knighton, David	4 hour(s) @ hourly rate of pay effective 9/1/2010

23 . Larson, Patricia	4 hour(s) @ hourly rate of pay effective 9/1/2010
24 . Laush Jr., Larry	4 hour(s) @ hourly rate of pay effective 9/1/2010
25 . Lubash, Dennis	4 hour(s) @ hourly rate of pay effective 9/1/2010
26 . McLaughlin, Scott	4 hour(s) @ hourly rate of pay effective 9/1/2010
27 . Mentink, Justin	4 hour(s) @ hourly rate of pay effective 9/1/2010
28 . Morgan, Robert	4 hour(s) @ hourly rate of pay effective 9/1/2010
29 . O'Brien, Leah	4 hour(s) @ hourly rate of pay effective 9/1/2010
30 . Preston, David	4 hour(s) @ hourly rate of pay effective 9/1/2010
31 . Price, Christy	4 hour(s) @ hourly rate of pay effective 9/1/2010
32 . Rademacher, Patrice	4 hour(s) @ hourly rate of pay effective 9/1/2010
33 . Rock, Michelle	4 hour(s) @ hourly rate of pay effective 9/1/2010
34 . Rodman, Keith	4 hour(s) @ hourly rate of pay effective 9/1/2010
35 . Rowe, Scott	4 hour(s) @ hourly rate of pay effective 9/1/2010
36 . Saarenas, Robyn	4 hour(s) @ hourly rate of pay effective 9/1/2010
37 . Sims, Donald	4 hour(s) @ hourly rate of pay effective 9/1/2010
38 . Sinclair, Miriam	4 hour(s) @ hourly rate of pay effective 9/1/2010
39 . Stoliker, Dornford	4 hour(s) @ hourly rate of pay effective 9/1/2010

- 40. Stricherz, Julianne 4 hour(s) @ hourly rate of pay effective 9/1/2010
- 41. Tauzer, Leslie 4 hour(s) @ hourly rate of pay effective 9/1/2010
- 42. Taylor, Quynh 4 hour(s) @ hourly rate of pay effective 9/1/2010
- 43. Thomas, Charles 4 hour(s) @ hourly rate of pay effective 9/1/2010
- 44. Toy, Dixie 4 hour(s) @ hourly rate of pay effective 9/1/2010

Middle School Agenda Design

- 1. Campbell, David 2 hour(s) @ hourly rate of pay effective 8/18/2010
- 2. Nomura, Daniel 2 hour(s) @ hourly rate of pay effective 8/25/2010

Middle School Professional Development

- 1. Baxter, Denise 15 hour(s) @ hourly rate of pay effective 9/1/2010
- 2. Brown, Shayna 15 hour(s) @ hourly rate of pay effective 9/1/2010

New teacher meeting with principal

- 1. Alpert, Robyn 1 hour(s) @ hourly rate of pay effective 9/1/2010
- 2. Ellison, Emelyn 1 hour(s) @ hourly rate of pay effective 9/1/2010
- 3. Peters, Dortha 1 hour(s) @ hourly rate of pay effective 9/1/2010

Olweus Training

- 1. Dixon, Sharilyn 10 hour(s) @ hourly rate of pay effective 9/8/2010

Participation in In-services on 8/31 and 9/1

- 1. Merriman, Larry 14 hour(s) @ hourly rate of pay effective 8/31/2010

PLC Middle School Agenda Design

1. Carnahan, Erin 2 hour(s) @ hourly rate of pay effective 8/26/2010

Preparation Day - long term substitute

1. Ludwigson, Matthew As needed effective 9/1/2010
\$120 Stipend
2. Scheff, Elaine As needed effective 9/1/2010
\$120 Stipend

Provide Interpreting Services

1. Carizosa, Carla 70 hour(s) @ hourly rate of pay effective 9/1/2010
2. Ellison, Emelyn 20 hour(s) @ hourly rate of pay effective 9/1/2010
3. Robayo-White, Martha 50 hour(s) @ hourly rate of pay effective 9/1/2010

Report Card Preparation

1. Perdue, Debbie 3.5 hour(s) @ hourly rate of pay effective 11/1/2010

SAT prep class

1. Neu, Susan 14 hour(s) @ hourly rate of pay effective 9/25/2010
2. Zeiger, Ernest 14 hour(s) @ hourly rate of pay effective 9/25/2010

School Start-up - Long Term Substitute

1. Johnson, Natasha 7 hour(s) @ hourly rate of pay effective 9/1/2010

Seasonal Athletic Director -Fall

1. Carr, Christopher 225 hour(s) @ hourly rate of pay effective 9/8/2010

Setting up classroom

1. Mattox, Linda 14 hour(s) @ hourly rate of pay effective 8/23/2010

Staff meeting

- | | |
|-----------------|---|
| 1 . Jones, Kyle | 6 hour(s) @ hourly rate of pay effective 9/1/2010 |
|-----------------|---|

Student Greeter Program

- | | |
|-----------------------|---|
| 1 . Baker, Beverly | 6 hour(s) @ hourly rate of pay effective 9/8/2010 |
| 2 . Berg, Sarah | 6 hour(s) @ hourly rate of pay effective 9/8/2010 |
| 3 . Cousy, Marie | 3 hour(s) @ hourly rate of pay effective 9/8/2010 |
| 4 . DeGroot, Karen | 6 hour(s) @ hourly rate of pay effective 9/8/2010 |
| 5 . Green, Maureen | 6 hour(s) @ hourly rate of pay effective 9/8/2010 |
| 6 . Kearney, Karen | 3 hour(s) @ hourly rate of pay effective 9/8/2010 |
| 7 . Moore, Erika | 6 hour(s) @ hourly rate of pay effective 9/8/2010 |
| 8 . Rottle, Tonya | 6 hour(s) @ hourly rate of pay effective 9/8/2010 |
| 9 . Scacco, Deborah | 6 hour(s) @ hourly rate of pay effective 9/8/2010 |
| 10 . Zeigler, Arliene | 6 hour(s) @ hourly rate of pay effective 9/8/2010 |

Summer School

- | | |
|-----------------|---|
| 1 . Lamb, Peter | 12 hour(s) @ hourly rate of pay effective 8/16/2010 |
|-----------------|---|

Thursday night school

- | | |
|---------------------|---|
| 1 . Clancy, Michael | 40 hour(s) @ hourly rate of pay effective 9/30/2010 |
|---------------------|---|

Transition Day

- | | |
|--------------------|--|
| 1 . McGrath, Marie | 7 hour(s) @ hourly rate of pay effective 8/24/2010 |
|--------------------|--|

Tutor

1. Nevers, Susan 200 hour(s) @ hourly rate of pay effective 9/1/2010

WEB Coordinator Training/Planning

1. Cantrall, Deborah As needed effective 9/1/2010
\$660 Stipend
2. Morgan, Julie As needed effective 9/1/2010
\$66- Stipend
3. Portmann, Kelly As needed effective 9/1/2010
\$660 Stipend

New Hire

1. Ankerfelt, Stacy effective 9/8/2010
C1, S0
3/4 grade (replacement)
2. Mattox, Linda effective 9/15/2010
C1, S2
Second grade teacher

PERSONNEL--CLASSIFIED

Curriculum/Non-Curriculum hours

Assistant coach - Band

1. Bailee, Brian 120 hour(s) @ hourly rate of pay effective
8/23/2010
Stipend - \$3,052
2. Burrough, Erik 200 hour(s) @ hourly rate of pay effective
8/23/2010
Stipend - \$4,865
3. Dietz, Travis 40 hour(s) @ hourly rate of pay effective
8/23/2010
Stipend - \$973
4. Dwyer-Bailee, Teena 160 hour(s) @ hourly rate of pay effective
8/23/2010
Stipend - \$4,069
5. Poste, Michael 175 hour(s) @ hourly rate of pay effective
8/23/2010
Stipend - \$4,256

Assistant coach - Boys tennis

1. Barnes, Alex 162 hour(s) @ hourly rate of pay effective
9/1/2010
Stipend \$3,218

Assistant coach - Cheer (Fall)

1. Rayam, Jabreel 8 hour(s) @ hourly rate of pay effective
9/1/2010
Stipend - \$119

Assistant coach - Cross Country

1. Getty, Sarah 126 hour(s) @ hourly rate of pay effective
9/1/2010
Stipend - \$2,709

Assistant coach - Dance team

1. Keiser, Ashley 200 hour(s) @ hourly rate of pay effective
8/23/2010
Stipend - \$3,195

Assistant coach - Football

1. Mobley, Singor 198 hour(s) @ hourly rate of pay effective
8/18/2010
Stipend - \$4,167

2. Nishimoto, Kevin 198 hour(s) @ hourly rate of pay effective
8/18/2010
Stipend - \$4,544

3. Robinson, Rodney 198 hour(s) @ hourly rate of pay effective
9/1/2010
Stipend - \$4,167

Assistant coach - Girls soccer

1. Jameson, Stephanie 198 hour(s) @ hourly rate of pay effective
8/25/2010
Stipend - \$2,954

Assistant coach - Girls swim/dive

1. Hawkinson, Kristin 180 hour(s) @ hourly rate of pay effective
8/23/2010
Stipend - \$3,510

Assistant coach - Soccer

1. Malich, Patricia 198 hour(s) @ hourly rate of pay effective
9/1/2010
Stipend - \$3,218

Assistant coach - Volleyball

1. Botz, Kaela 180 hour(s) @ hourly rate of pay effective
8/23/2010
Stipend - \$3,218

2. Lorrain, Amy 180 hour(s) @ hourly rate of pay effective
9/1/2010
Stipend - \$3,218

Classified Inservice Committee meetings

1. Hunter, Anastasia 6 hour(s) @ hourly rate of pay effective
9/16/2010

Coach - Cheer comp

1. Rayam, Jabreel 9 hour(s) @ hourly rate of pay effective
9/1/2010
Stipend - \$219

Driver trainer

1. Paulston, Jennifer As needed @ hourly rate of pay effective
8/2/2010

Early Literacy training

- 1 . Bean, Helen 2 hour(s) @ hourly rate of pay effective
8/24/2010
- 2 . Helm, Lynne 2 hour(s) @ hourly rate of pay effective
8/24/2010
- 3 . Keene, Jane 2 hour(s) @ hourly rate of pay effective
8/24/2010
- 4 . McConnell, Devaunna 2 hour(s) @ hourly rate of pay effective
8/24/2010
- 5 . Robinson, Sandra 2 hour(s) @ hourly rate of pay effective
8/24/2010
- 6 . Zaremba, Stacey 2 hour(s) @ hourly rate of pay effective
8/24/2010

ESD training

- 1 . Benchley, Kelly 2.6 hour(s) @ hourly rate of pay effective
8/27/2010
- 2 . Caple, Cindy 2.6 hour(s) @ hourly rate of pay effective
8/27/2010
- 3 . DeAnda, Magdalena 2.6 hour(s) @ hourly rate of pay effective
8/27/2010
- 4 . Helm, Lynne 1 hour(s) @ hourly rate of pay effective
8/27/2010
- 5 . Hofer, Natasha 2.6 hour(s) @ hourly rate of pay effective
8/27/2010
- 6 . Keene, Jane 1 hour(s) @ hourly rate of pay effective
8/27/2010
- 7 . McConnell, Devaunna 1 hour(s) @ hourly rate of pay effective
8/27/2010
- 8 . Robinson, Sandra 1 hour(s) @ hourly rate of pay effective
8/27/2010
- 9 . Svendgard, Nacole 2.6 hour(s) @ hourly rate of pay effective
8/27/2010

Fall health care screener

1. Clark, Betty 210 hour(s) @ hourly rate of pay effective 9/2/2010
2. Donihue, Anita 210 hour(s) @ hourly rate of pay effective 9/2/2010
3. Froelich-Usky, Rachelle 210 hour(s) @ hourly rate of pay effective 9/2/2010
4. Holman, Hayley 210 hour(s) @ hourly rate of pay effective 9/2/2010
5. Mayer, Janice 210 hour(s) @ hourly rate of pay effective 9/2/2010
6. Osborne, Kathy 210 hour(s) @ hourly rate of pay effective 9/2/2010
7. Starr, Dianne 210 hour(s) @ hourly rate of pay effective 9/2/2010
8. Thorson, Judy 210 hour(s) @ hourly rate of pay effective 9/2/2010
9. Wilson, Heidi 210 hour(s) @ hourly rate of pay effective 9/2/2010

Head coach - Cheer (fall)

1. Brown, Kelly 198 hour(s) @ hourly rate of pay effective 9/1/2010
Stipend - \$4,432

Head coach - Dance

1. Keiser, Deanna 186.57 hour(s) @ hourly rate of pay effective 8/23/2010
Stipend - \$4,261

Head coach - Football

1. Shelton, Shennon 150 hour(s) @ hourly rate of pay effective 9/1/2010
Stipend - \$2,940

Health room - Set up

1. Clayton, Kellene 3 hour(s) @ hourly rate of pay effective 9/7/2010
2. DeBolt, Charleen 5 hour(s) @ hourly rate of pay effective 8/24/2010

Health screener

- | | |
|----------------------------|---|
| 1. Froelich-Usky, Rachelle | 210 hour(s) @ hourly rate of pay effective 9/2/2010 |
|----------------------------|---|

Interpreter - Russian

- | | |
|-------------------|--|
| 1. Carnino, Irina | 30 hour(s) @ hourly rate of pay effective 9/1/2010 |
| 2. Vitruk, Irina | 20 hour(s) @ hourly rate of pay effective 9/1/2010 |

Interpreter - Russian and Ukrainian

- | | |
|----------------------|--|
| 1. Grigoruk, Sergey | 50 hour(s) @ hourly rate of pay effective 9/1/2010 |
| 2. Spatarel, Vasiliy | 30 hour(s) @ hourly rate of pay effective 9/1/2010 |

Interpreter - Spanish

- | | |
|---------------------|---|
| 1. Hansen, Veronica | 50 hour(s) @ hourly rate of pay effective 9/1/2010 |
| 2. Hughes, Rossana | 50 hour(s) @ hourly rate of pay effective 9/1/2010 |
| 3. Hunter, Pilar | 50 hour(s) @ hourly rate of pay effective 9/1/2010 |
| 4. Kaayk, Bertha | 50 hour(s) @ hourly rate of pay effective 9/1/2010 |
| 5. Mendez, Leticia | 50 hour(s) @ hourly rate of pay effective 9/1/2010 |
| 6. Montalvo, Erika | 50 hour(s) @ hourly rate of pay effective 9/1/2010 |
| 7. Pellicer, Rachel | 100 hour(s) @ hourly rate of pay effective 9/1/2010 |
| 8. Trujillo, Nelda | 30 hour(s) @ hourly rate of pay effective 9/1/2010 |

Leadership Committee

- | | |
|------------------|--|
| 1. Rosin, Edward | As needed effective 8/10/2010
\$200 Stipend |
|------------------|--|

Office Manager

1. Ankerfelt, Patty effective 8/10/2010

Summer feeding program - Assistant cook

1. Gieszler, Kathleen As needed @ hourly rate of pay effective 7/9/2010

Summer grounds crew

1. Witters, Randi 40 hour(s) @ hourly rate of pay effective 8/23/2010

Training - Kindergarten Bootcamp

1. White, Tammy 25 hour(s) @ hourly rate of pay effective 8/11/2010

Rehire

Assistant Cook

1. Aguinaldo, Yolanda 5 hour(s) for 180 day(s) @ hourly rate of pay effective 9/8/2010
2010-11 School year
2. Ahlberg, Doreen 6 hour(s) for 180 day(s) @ hourly rate of pay effective 9/8/2010
2010-11 School year
3. Harris, Dyane 0.5 hour(s) for 129 day(s) @ hourly rate of pay effective 9/13/2010
2010-11 School year, Head Start; Worked in conjunction with 4-part 41302
4. Harris, Dyane 5 hour(s) for 180 day(s) @ hourly rate of pay effective 9/8/2010
2010-11 School year; Worked in conjunction with 4-part 41303

Assistant cook - Floater

1. Ellis, Andrea 2 hour(s) for 180 day(s) @ hourly rate of pay effective 9/8/2010
2010-11 School year
2. Holz, Susan 2 hour(s) for 180 day(s) @ hourly rate of pay effective 9/8/2010
2010-11 School year
3. Kalasountas, Juliet 2 hour(s) for 180 day(s) @ hourly rate of pay effective 9/8/2010
2010-11 School year

4. Piatek, Frank 2 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/8/2010
2010-11 School year

5. Voss, Lyndsey 2 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/8/2010
2010-11 School year

Kitchen Manager - Elementary School

1. Bernier, Leona 6.5 hour(s) for 180 day(s) @ hourly rate of
pay effective 9/8/2010
2010-11 School year; Worked in conjunction with
4-part 41301

Kitchen Manager - Lea Hill

1. Bernier, Leona 0.5 hour(s) for 129 day(s) @ hourly rate of
pay effective 9/13/2010
2010-11 School year - Head Start; Worked in
conjunction with 4-part 41300

Resignation/Retire

Para-Educator Playground/Recess

1. Heaney, Karen effective 6/24/2010
Employment elsewhere

CERTIFICATED RESUMES

a. Linda Mattox--second grade--Pioneer Elementary

Ms. Mattox earned her bachelor degree at Central Washington University.

Linda taught at Rainier Middle School for one semester during the 2008-09 school year and she has been an ongoing substitute in the Auburn School District.

b. Stacy Ankerfelt--third/fourth grade--Pioneer Elementary

Ms. Ankerfelt earned her bachelor degree at University of Washington.

Stacy completed her student teaching experience at Dick Scobee Elementary in June, 2010.

BUILDING PROGRAM

1. Resolution No. 1133 - Cascade Middle School Generator Replacement Project

Resolution No. 1133 and a letter from the project engineer are attached accepting the work of Fuller Electric, Inc. for the Cascade Middle School Generator Replacement project. The work has been completed, inspected, and found acceptable.

Jeffrey Grose, executive director of capital projects, will recommend acceptance of the project.

The Board of Directors' subcommittee for capital projects has met and reviewed this authorization to call for bids.

Recommendation: That Resolution No. 1133 accepting the work of Fuller Electric, Inc. for the Cascade Middle School Generator Replacement project be adopted.

2. Administration Building Computer Room HVAC Improvements Project

Attached is a copy of Change Order No. 1 for the Administration Building Computer Room HVAC Improvements project which should be considered to permit a change in the contract amount.

Original Contract	\$79,500.00
Previously Approved	0.00
Change Order No. 1	+\$ 4,145.00
New Contract Amount	<u>\$83,645.00</u>

Jeffrey Grose will be present to recommend acceptance of this change order.

The Board of Directors' subcommittee for capital projects has met and reviewed this Change Order.

Recommendation: That Change Order No. 1 be accepted for the Administration Building Computer Room HVAC Improvements project and the contract amount be increased by \$4,145.00 for a new contract amount of \$83,645.00.

3. Work in Progress Report

Projects funded by the Capital Improvements Levy and Capital Projects Fund are currently under construction in Auburn School District.

Jeffrey Grose will be present to report on the progress of these projects.

AUBURN SCHOOL DISTRICT NO. 408
RESOLUTION NO. 1133

A RESOLUTION OF ACCEPTANCE OF THE WORK OF THE CONTRACTOR
FOR THE CASCADE MIDDLE SCHOOL GENERATOR REPLACEMENT PROJECT

WHEREAS, Fuller Electric, Inc., Contractor for the Cascade Middle School Improvements project has completed the Work according to the contract documents, and

WHEREAS, said project was inspected by the project engineer and administration, and

WHEREAS, based on the foregoing inspection, the Work was found to be satisfactorily complete,

NOW, THEREFORE BE IT RESOLVED, that the Board of Directors of AUBURN SCHOOL DISTRICT NO. 408, King County, Washington, accept the Work of Scotty's General Construction, Inc. as complete.

ADOPTED this 27th day of September, 2010.

BOARD OF DIRECTORS

ATTEST:

Secretary to the Board

September 20, 2010

Auburn School District No. 408
915 Fourth Street NE
Auburn, WA 98002

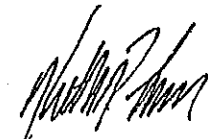
Attention: Bob Kenworthy

Regarding: Cascade Middle School Generator Replacement
Recommendation of Final Acceptance

We have received the remaining closeout documentation required by the contract for this project as of September 20, 2010. Based upon review of the contract documents, Auburn School District and Hargis Engineers agree that Fuller Electric, and their subcontractors, have acceptably completed their scopes of work.

Hargis Engineers recommends that Auburn School District accept the work as complete and recommends that Fuller Electric submit for final payment.

Sincerely,



Kenneth R. Larsen, PE
Principal

KL/kl

10034ELTR 20100920 CA final acceptance.doc

H A R G I S

600 Stewart Street
Suite 1000
Seattle, WA 98101

t | 206.448.3376
f | 206.448.4450

w | hargis.biz



ENGINEERS

Change Order

PROJECT: Admin. Bldg. Computer Room HVAC Imp.
915 Fourth Street NE
Auburn, WA 98002

CHANGE ORDER NO.: 1

DATE: September 15, 2010

TO CONTRACTOR: Capital Heating and Cooling
1218 Carpenter Road SE
Lacey, WA 98503

CONTRACT DATED: June 7, 2010

ENGINEER'S PROJECT NO.: 09130

The Contract is changed as follows:

- | | | | |
|----|--|-----|-------------|
| 1. | CCA No. 1R – Revise Exhaust Duct Penetration for Portable AC Unit | Add | \$ 277.00 |
| 2. | CCA No. 2R – Exterior Electrical Receptacle and Emergency 'Power Off' Switch for AC Unit | Add | \$ 3,868.00 |

The original Contract Sum was	\$	79,500.00
Net change by previously authorized Change Orders	\$	0.00
The Contract Sum prior to this Change Order was	\$	79,500.00
The Contract Sum will be increased by this change order	\$	4,145.00
The new Contract Sum including this Change Order will be	\$	83,645.00

The Contract Time will be remain unchanged by 0 days
The date of Substantial Completion as of the date of this Change Order therefore is September 3, 2010.

Hargis Engineers
600 Stewart Street, Suite 1000
Seattle, WA 98101

Auburn School District #408
915 Fourth Street N.E.
Auburn, WA 98002

Capital Heating and Cooling
1218 Carpenter Road SE
Lacey, WA 98503

By: Christina M. Hellen

By: _____

By: Corey Rogers

Date: 9/17/2010

Date: _____

Date: 9/17/10

1. Vouchers

Recommendation: That these vouchers be signed.

Approval is requested for the district's 2010-11 participation in the local food joint purchasing cooperative. The district has participated since 1983 to acquire food products, commodity storage, transportation services, and disposable (paper and plastic) products. Renton School District will be administering the Puget Sound Joint Purchasing Cooperative and, currently, there are 111 districts and schools participating as members.

Food Services of America will be providing food products, commodities storage, and transportation services for the 2010-11 school year.

The disposable products bid was awarded by product groups to Plastic Packaging, Form Plastics, Pressed Paperboard, Transil Wrap, Platinum Packaging, and Carroll Manufacturing.

Recommendation: That approval is given for the District to participate in the joint purchasing cooperative for 2010-11.

Payments have been audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090. Those payments have been recorded on a listing which has been made available to the board.

As of September 27, 2010, the board, by a _____ vote, does approve for payment those checks (warrants) included in the following list and further described as follows: US Bank of Washington
Check Number 395185 through 395371
in the total amount of \$844,801.08.

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
395185	3 WIRE GROUP INC	09/27/2010	456.39
395186	A A ASPHALTING COMPANY	09/27/2010	130.00
395187	AITCHISON, BRIAN	09/27/2010	16.00
395188	ALPINE PRODUCTS INC	09/27/2010	572.86
395189	APEX LEARNING INC	09/27/2010	54,896.88
395190	ARAMARK UNIFORM SERVICES	09/27/2010	29.96
395191	ASL PROFESSIONALS	09/27/2010	674.50
395192	ASSOCIATED BUSINESS SYSTEMS	09/27/2010	43.41
395193	AT&T	09/27/2010	92.02
395194	ATHLETIC SUPPLY LLC	09/27/2010	643.31
395195	AUBURN MECHANICAL INC	09/27/2010	398.04
395196	AUBURN MOUNTAINVIEW H S	09/27/2010	137.50
395197	AUBURN PARKS, ARTS & RECREATIO	09/27/2010	84.71
395198	AUBURN SCHOOL DIST CHILD NUTR*	09/27/2010	409.80
395199	BARNES & NOBLE INC 5903315	09/27/2010	186.96
395200	BELETE, BERHANU	09/27/2010	100.00
395201	BIO RAD LABORATORIES LIFE SCIE	09/27/2010	117.85

Check Nbr	Vendor Name	Check Date	Check Amount
395202	BLAINE WINDOW HARDWARE INC	09/27/2010	356.31
395203	BLICK ART MATERIALS	09/27/2010	206.00
395204	BOYNTON, MARK	09/27/2010	3,400.00
395205	BRAND ATHLETICS	09/27/2010	425.41
395206	CAMBIUM LEARNING INC	09/27/2010	73.52
395207	CAROLINA BIOLOGICAL SUPPLY COM	09/27/2010	234.87
395208	CASCADE BEAUTY COLLEGE	09/27/2010	468.97
395209	CASE PARTS COMPANY	09/27/2010	44.87
395210	CCP INDUSTRIES	09/27/2010	482.67
395211	CENTER FOR LEARNING CONNECTION	09/27/2010	70.00
395212	CENTER FOR CHILDREN & YOUTH JU	09/27/2010	85.00
395213	CERVANTES, ELIZABETH	09/27/2010	275.00
395214	CHARLIES PRODUCE	09/27/2010	1,853.39
395215	CHILDRENS BOOKSHOP	09/27/2010	177.21
395216	CITY OF AUBURN	09/27/2010	397.37
395217	CLAY ART CENTER INC	09/27/2010	461.02
395218	COASTWIDE LABORATORIES	09/27/2010	350.84
395219	COCA COLA ENTERPRISES NW DIV	09/27/2010	908.90
395220	COLUMBIA RIVER TECHNICIAN CONF	09/27/2010	160.00
395221	CONSOLIDATED ELECTRICAL DIST I	09/27/2010	204.00
395222	COUNSELOR MAGAZINE	09/27/2010	44.00
395223	CROP PRODUCTION SERVICES	09/27/2010	87.60
395224	CROSS CULTURAL CONNECTIONS LLC	09/27/2010	200.00
395225	CUMMINS NW LLC	09/27/2010	1,109.69
395226	DAIRY FRESH FARMS INC	09/27/2010	1,933.81

Check Nbr	Vendor Name	Check Date	Check Amount
395227	DELL MARKETING LP % DELL USA L	09/27/2010	281,471.32
395228	DEMCO INC	09/27/2010	193.16
395229	DESIGN AIR LTD	09/27/2010	889.05
395230	DISCIPLINE BY DESIGN LLC	09/27/2010	925.00
395231	DSHS/MEDICAID PURCHASING ADMIN	09/27/2010	2,185.87
395232	DUMAS BAY CENTRE CITY OF FEDER	09/27/2010	813.70
395233	EBSCO SUBSCRIPTION SERVICES	09/27/2010	899.24
395234	EDEN ADVANCED PEST TECHNOLOGIE	09/27/2010	54.75
395235	ELVIN SAFETY SUPPLY INC	09/27/2010	252.50
395236	EMPLOYEE RELATIONS NEGOTIATION	09/27/2010	900.00
395237	ENERGETIC LIGHTING	09/27/2010	2,359.51
395238	ES SPEECH & LANGUAGE SERVICES	09/27/2010	5,925.00
395239	EVANGELISTA, ASHLEY JOIE R	09/27/2010	15.25
395240	EXPRESS BUSINESS SYSTEMS	09/27/2010	506.88
395241	FACTORY ADVANTAGE LLC	09/27/2010	286.51
395242	FERGUSON ENTERPRISES INC	09/27/2010	745.50
395243	FOLLETT LIBRARY RESOURCES	09/27/2010	487.07
395244	FOOD SERVICES OF AMERICA	09/27/2010	100,263.62
395245	FRANZ FAMILY BAKERIES	09/27/2010	2,712.86
395246	FRARE, REBECCA	09/27/2010	15.95
395247	FRONTIER CLEANERS	09/27/2010	219.00
395248	GAILLAC, SHANNON	09/27/2010	7.00
395249	GALE GROUP	09/27/2010	1,320.72
395250	GENTIS JR, RAYMOND LEONARD	09/27/2010	139.83
395251	GENTIVA REHAB WITHOUT WALLS LL	09/27/2010	949.00

Check Nbr	Vendor Name	Check Date	Check Amount
395252	GLOBAL EQUIPMENT CO	09/27/2010	812.40
395253	GOS PRINTING CORP	09/27/2010	295.52
395254	GOSNEY MOTOR PARTS INC	09/27/2010	637.30
395255	GREEN RIVER MUSIC INC	09/27/2010	395.27
395256	HAMMOND ASHLEY VIOLINS	09/27/2010	476.33
395257	HARPER BRUSH DISTRIBUTORS INC	09/27/2010	823.15
395258	HD FOWLER COMPANY INC	09/27/2010	78.91
395259	HOME DEPOT CREDIT SERVICES	09/27/2010	202.96
395260	HOUGHTON MIFFLIN HARCOURT	09/27/2010	18,737.58
395261	HUYUTT, MAI	09/27/2010	275.00
395262	HYDE, SIERRA ELYSE	09/27/2010	4.99
395263	IMAGE MASTERS INC	09/27/2010	9.31
395264	INTEGRATED REGISTER SYSTEM INC	09/27/2010	2,250.00
395265	JIMS FURNITURE SPECIALTIES	09/27/2010	328.50
395266	JOHNSTONE SUPPLY	09/27/2010	1,661.23
395267	JOSTENS INC	09/27/2010	7.73
395268	JW PEPPER & SON INC	09/27/2010	451.30
395269	KAUR, GURJINDER	09/27/2010	275.00
395270	KING COUNTY DIRECTORS ASSN	09/27/2010	50.71
395271	LARSEN, TERESA	09/27/2010	60.00
395272	LARSON, VIRGINIA	09/27/2010	6.00
395273	LES SCHWAB TIRE CENTER	09/27/2010	32.30
395274	LOWES COMPANIES INC	09/27/2010	1,536.27
395275	LUTHER, JANELLE	09/27/2010	275.00
395276	MACKIN EDUCATIONAL RESOURCES	09/27/2010	1,194.72

Check Nbr	Vendor Name	Check Date	Check Amount
395277	MAGNUM PRINT SOLUTIONS	09/27/2010	2,486.31
395278	MALDONADO, SELENE BELEN	09/27/2010	20.00
395279	MATERA, ROXANNE	09/27/2010	15.00
395280	MCBOYNTON LLC	09/27/2010	600.00
395281	MCGRAW-HILL COMPANIES INC	09/27/2010	130.70
395282	MCGREGOR DOOR & HARDWARE LLC	09/27/2010	209.42
395283	MCKENNA, ELYSE	09/27/2010	18.50
395284	MCLENDON HARDWARE INC	09/27/2010	109.93
395285	MCMILLAN, MICHAEL D	09/27/2010	54.50
395286	MERRILL CORPORATION	09/27/2010	4,949.75
395287	MICONTROLS INC	09/27/2010	217.24
395288	MICROSCOPE MECHANIC	09/27/2010	1,502.33
395289	NATIONAL TRAINING NETWORK	09/27/2010	171,979.69
395290	NCS PEARSON INC	09/27/2010	80.23
395291	NEUHAUS EDUCATION CENTER	09/27/2010	292.00
395292	NIELSEN-HOMAN, JANET	09/27/2010	231.91
395293	NOR PAC SEATING CO INC	09/27/2010	1,323.86
395294	NW ASSN OF ACCREDITED SCHOOLS	09/27/2010	2,690.12
395295	NW SPEECH PLUS PLLC	09/27/2010	390.00
395296	NW TEXTBOOK DEPOSITORY	09/27/2010	1,050.19
395297	OLMO, LEONNA KRYSTLLE	09/27/2010	66.00
395298	ORCA PACIFIC INC	09/27/2010	1,489.76
395299	ORIGO EDUCATION INC	09/27/2010	1,727.61
395300	PACIFIC NW THEATRE ASSN INC	09/27/2010	438.00
395301	PACIFIC OFFICE AUTOMATION	09/27/2010	84.69

Check Nbr	Vendor Name	Check Date	Check Amount
395302	PACIFIC WEST CONTRACTORS	09/27/2010	2,190.00
395303	PEARSON EDUCATION INC	09/27/2010	9,048.72
395304	PEARSON EDUCATION INC	09/27/2010	1,633.36
395305	PERMA BOUND	09/27/2010	512.79
395306	PHILIPS MEDICAL SYSTEMS	09/27/2010	1,098.94
395307	PIATNITSKY, TATYANA	09/27/2010	275.00
395308	PITNEY BOWES POSTAGE BY PHONE	09/27/2010	6,250.00
395309	PIZZA TIME	09/27/2010	6,459.25
395310	PLATT ELECTRIC	09/27/2010	27.22
395311	PROQUEST LLC	09/27/2010	1,725.00
395312	PUGET SOUND ESD	09/27/2010	3,080.00
395313	PUGET SOUND ENERGY ELECTRIC	09/27/2010	13,048.35
395314	PUGET SOUND ENERGY NAT GAS	09/27/2010	11,068.19
395315	PUYALLUP SCHOOL DIST	09/27/2010	6,890.39
395316	QUALITY FENCE BUILDERS INC	09/27/2010	1,880.82
395317	QWEST	09/27/2010	491.52
395318	RAGING RIVER DISTRIBUTING CO	09/27/2010	1,283.99
395319	RIO GRANDE THE BELL GROUP	09/27/2010	5,747.72
395320	ROMMEREIM, JENNIFER	09/27/2010	217.56
395321	SAFEWAY INC	09/27/2010	191.80
395322	SAWDUST SUPPLY COMPANY INC	09/27/2010	1,574.61
395323	SCHETKY NW SALES INC	09/27/2010	733.15
395324	SCHOOL SPECIALTY INC	09/27/2010	46.23
395325	SCHOOL SPECIALTY	09/27/2010	165.98
395326	SEATTLE FINDINGS	09/27/2010	407.59

Check Nbr	Vendor Name	Check Date	Check Amount
395327	SEATTLE PLATEN COMPANY	09/27/2010	168.55
395328	SEATTLE POTTERY SUPPLY INC	09/27/2010	1,070.90
395329	SHAW, CASANDRA	09/27/2010	10.00
395330	SHIFFLER EQUIPMENT SALES INC	09/27/2010	587.06
395331	SISON, LAURIE	09/27/2010	45.50
395332	SOLUTION TREE	09/27/2010	3,474.00
395333	SOUND GLASS SALES INC	09/27/2010	556.81
395334	SOUND YEARBOOKS	09/27/2010	345.00
395335	SPECIALTY FOREST PRODUCTS	09/27/2010	3,006.17
395336	SPEECH CONNECTIONS	09/27/2010	476.00
395337	SPRINT	09/27/2010	99.99
395338	ST JOHN, SONJA	09/27/2010	1.80
395339	STANLEY CONVERGENT SECURITY SO	09/27/2010	752.27
395340	STAPLES ADVANTAGE	09/27/2010	5,479.49
395341	STROMQUIST, MARCIA	09/27/2010	2,400.00
395342	SUMNER TRACTOR & EQUIPMENT	09/27/2010	464.02
395343	TAP TOOL REPAIR INC	09/27/2010	222.47
395344	TAPPS ISLAND ASSOCIATION	09/27/2010	1,500.01
395345	TERRA ORGANICS	09/27/2010	250.00
395346	UNIFIRST CORPORATION	09/27/2010	222.60
395347	US SCHOOL SUPPLY	09/27/2010	107.35
395348	USA MOBILITY	09/27/2010	464.02
395349	VALLEY ATHLETICS	09/27/2010	1,352.33
395350	VERIZON WIRELESS	09/27/2010	0.65
395351	WALMART SAMS CLUB	09/27/2010	198.68

Check Nbr	Vendor Name	Check Date	Check Amount
395352	WASH ASSN FOR CAREER & TECH	09/27/2010	350.00
395353	WASH ASSN FOR PUPIL TRANSPORT	09/27/2010	269.00
395354	WASH ATHLETIC REPAIR DBA ATH E	09/27/2010	57.49
395355	WASH COUNCIL OF SCHOOL ATTORNE	09/27/2010	200.00
395356	WASH RESTAURANT ASSN	09/27/2010	295.00
395357	WASH SCHOOL PERSONNEL ASSN	09/27/2010	1,100.00
395358	WASH STATE ASSN FOR SUP & CUR	09/27/2010	800.00
395359	WEST PAYMENT CENTER	09/27/2010	241.49
395360	WESTERN WASH NATIVE AM ED CONS	09/27/2010	175.00
395361	WESTERN MECHANICAL CONTRACTORS	09/27/2010	756.50
395362	WESTERN MECHANICAL CONTRACTORS	09/27/2010	193.06
395363	WESTERN MECHANICAL CONTRACTORS	09/27/2010	4,034.86
395364	WESTERN MECHANICAL CONTRACTORS	09/27/2010	336.37
395365	WHITE RIVER VALLEY MUSEUM	09/27/2010	142.00
395366	WIESER EDUCATIONAL	09/27/2010	3,453.09
395367	WINNING SEASONS	09/27/2010	4,045.74
395368	WORLD LANGUAGE SERVICES	09/27/2010	1,504.50
395369	WORTHINGTON DIRECT	09/27/2010	5,550.45
395370	WSIPC NW ESD FISCAL AGENT	09/27/2010	21,357.22
395371	YAKOBCHUK, ALLA	09/27/2010	61.31

187 Computer

Check(s) For a Total of

844,801.08

0	Manual	Checks For a Total of	0.00
0	Wire Transfer	Checks For a Total of	0.00
0	ACH	Checks For a Total of	0.00
187	Computer	Checks For a Total of	844,801.08
Total For 187 Manual, Wire Tran, ACH & Computer Checks			844,801.08
Less 0	Voided	Checks For a Total of	0.00
Net Amount			844,801.08

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	6,248.89	1,617.80	836,934.39	844,801.08

Payments have been audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090. Those payments have been recorded on a listing which has been made available to the board.

As of September 27, 2010, the board, by a _____ vote, does approve for payment those checks (warrants) included in the following list and further described as follows: US Bank of Washington
Check Number 395372 through 395389
in the total amount of \$175,481.95.

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
395372	ATS AUTOMATION INC	09/27/2010	17,012.60
395373	CDW GOVERNMENT INC	09/27/2010	120.56
395374	CITY OF AUBURN	09/27/2010	17,605.50
395375	DELL MARKETING LP % DELL USA L	09/27/2010	22,367.17
395376	DIMENSION DATA	09/27/2010	22,577.01
395377	FULLER ELECTRIC INC	09/27/2010	2,813.27
395378	GOVCONNECTION INC	09/27/2010	258.72
395379	JOHN DEERE COMPANY	09/27/2010	15,750.20
395380	MAYES TESTING ENGINEERS INC	09/27/2010	493.00
395381	MICRO COMPUTER SYSTEMS INC	09/27/2010	1,928.19
395382	NAC ARCHITECTURE INC	09/27/2010	36,491.55
395383	PEASE & SONS, INC	09/27/2010	968.72
395384	POE ENGINEERING	09/27/2010	2,467.50
395385	STAPLES ADVANTAGE	09/27/2010	609.26
395386	TECHNOLOGY EXPRESS	09/27/2010	2,403.11
395387	TROXELL COMMUNICATIONS INC	09/27/2010	1,534.22
395388	WATERSHED COMPANY	09/27/2010	1,045.00

Check Nbr	Vendor Name	Check Date	Check Amount
395389	WESTMARK CONSTRUCTION IN	09/27/2010	29,036.37
18	Computer	Check(s) For a Total of	175,481.95

0	Manual	Checks For a Total of	0.00
0	Wire Transfer	Checks For a Total of	0.00
0	ACH	Checks For a Total of	0.00
18	Computer	Checks For a Total of	175,481.95
Total For 18	Manual, Wire Tran, ACH & Computer	Checks	175,481.95
Less 0	Voided	Checks For a Total of	0.00
	Net Amount		175,481.95

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
20	Capital Projects	-24.58	0.00	175,506.53	175,481.95

Payments have been audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090. Those payments have been recorded on a listing which has been made available to the board.

As of September 27, 2010, the board, by a _____ vote, does approve for payment those checks (warrants) included in the following list and further described as follows: US Bank of Washington
Check Number 395390 through 395431
in the total amount of \$77,453.00.

Secretary _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
395390	ATHLETICA INC DBA TEAM CHEER	09/27/2010	114.92
395391	AUBURN SCHOOL DIST 408 **	09/27/2010	276.00
395392	AUBURN SCHOOL DIST CHILD NUTR*	09/27/2010	77.63
395393	AUBURN SKATE CONNECTION	09/27/2010	696.00
395394	ASSOCIATION OF WASH SCHOOL PRI	09/27/2010	5,360.00
395395	B & H PHOTO VIDEO INC	09/27/2010	599.95
395396	BAKKE, ERIC	09/27/2010	400.00
395397	BARRON, TAMI	09/27/2010	20.00
395398	BORAPHET, SOUMOUNTHA	09/27/2010	30.00
395399	BOYD COFFEE COMPANY	09/27/2010	490.80
395400	BRAND ATHLETICS	09/27/2010	6,201.78
395401	CANON USA	09/27/2010	695.18
395402	CASCADE VALLEY BLENDS LLC	09/27/2010	426.50
395403	CLOUD 9 SPORTS/BADEN SPORTS	09/27/2010	26,975.71
395404	COSTCO	09/27/2010	2,208.43
395405	EWEBANKS CREATIONS	09/27/2010	175.20
395406	FOOD SERVICES OF AMERICA	09/27/2010	2,173.05

Check Nbr	Vendor Name	Check Date	Check Amount
395407	GEIGER, LAURIE	09/27/2010	55.00
395408	HARLAN FAIRBANKS	09/27/2010	59.49
395409	HELY & WEBER	09/27/2010	53.25
395410	INTEGRATED REGISTER SYSTEM INC	09/27/2010	1,425.00
395411	KING COUNTY DIRECTORS ASSN	09/27/2010	1,118.82
395412	MEDCO SUPPLY CO INC	09/27/2010	5,706.78
395413	MUSIC THEATRE INTERNATIONAL	09/27/2010	400.00
395414	MV SPORT	09/27/2010	4,857.94
395415	NATIONAL ASSN OF SECOND SCHOOL	09/27/2010	80.00
395416	NEAL, BARRY	09/27/2010	46.00
395417	NW BASEBALL UMPIRE ASSN	09/27/2010	660.00
395418	NW CASCADE INC/FLOHAWKS SEPTIC	09/27/2010	107.60
395419	PACIFIC NW BASKETBALL OFFICIAL	09/27/2010	6,623.00
395420	PIZZA TIME	09/27/2010	195.56
395421	PREMIER AGENDAS INC	09/27/2010	3,431.73
395422	RIDDELL ALL AMERICAN SPORTS CO	09/27/2010	139.43
395423	SHEET MUSIC PLUS	09/27/2010	178.59
395424	SPORTS CONNECTION LLC	09/27/2010	454.69
395425	SYLVIAS SWIMWEAR	09/27/2010	306.60
395426	TAPPS ISLAND ASSOCIATION	09/27/2010	288.40
395427	VARSITY	09/27/2010	2,070.43
395428	WALMART SAMS CLUB	09/27/2010	557.65
395429	WEST COAST AWARDS & ATHLETICS	09/27/2010	131.40
395430	WINNING SEASONS	09/27/2010	952.00
395431	WRESTLERS WORLD	09/27/2010	632.49

Check Nbr	Vendor Name	Check Date	Check Amount
42	Computer	Check(s) For a Total of	77,453.00

0	Manual	Checks For a Total of	0.00
0	Wire Transfer	Checks For a Total of	0.00
0	ACH	Checks For a Total of	0.00
42	Computer	Checks For a Total of	77,453.00
Total For 42 Manual, Wire Tran, ACH & Computer Checks			77,453.00
Less 0	Voided	Checks For a Total of	0.00
Net Amount			77,453.00

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
40	ASB FUND	-529.43	0.00	77,982.43	77,453.00

Payments have been audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090. Those payments have been recorded on a listing which has been made available to the board.

As of September 27, 2010, the board, by a _____ vote, does approve for payment those checks (warrants) included in the following list and further described as follows: US Bank of Washington
Check Number 395432 through 395441
in the total amount of \$3,053.79.

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
395432	AUBURN MOUNTAINVIEW H S	09/27/2010	587.50
395433	AUBURN RIVERSIDE H S	09/27/2010	816.00
395434	AUBURN SENIOR H S	09/27/2010	25.00
395435	CASCADE M S	09/27/2010	665.00
395436	JENKINS, MARRITA AND BELLEVUE	09/27/2010	250.00
395437	JOSTENS	09/27/2010	12.50
395438	KROGER DBA FRED MEYER	09/27/2010	47.79
395439	MT BAKER M S	09/27/2010	15.00
395440	RAINIER M S	09/27/2010	135.00
395441	THOMPSON, FELICIA AND GRCC	09/27/2010	500.00

10	Computer	Check(s) For a Total of	3,053.79
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0	Manual	Checks For a Total of	0.00
0	Wire Transfer	Checks For a Total of	0.00
0	ACH	Checks For a Total of	0.00
10	Computer	Checks For a Total of	3,053.79
Total For 10	Manual, Wire Tran, ACH & Computer	Checks	3,053.79
Less 0	Voided	Checks For a Total of	0.00
	Net Amount		3,053.79

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
70	Private Purpose	0.00	0.00	3,053.79	3,053.79

Payments have been audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090. Those payments have been recorded on a listing which has been made available to the board.

As of September 27, 2010, the board, by a _____ vote, does approve for payment those checks (warrants) included in the following list and further described as follows: AP Direct Dep Settlement Accou
Check Number 101100097 through 101100242
in the total amount of \$129,355.30.

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
101100097	ABBOTT, HEIDI L	09/27/2010	500.00
101100098	ADAMS, DARIN	09/27/2010	39.35
101100099	ADAMS, LORI Mae	09/27/2010	500.00
101100100	ADAMS, THOMAS W	09/27/2010	415.00
101100101	AITON, SUSAN I	09/27/2010	50.00
101100102	AMADOR, DANIEL Julian	09/27/2010	50.00
101100103	AMADOR, REGINA Louise	09/27/2010	50.00
101100104	ANKERFELT, PATTY Jo	09/27/2010	75.08
101100105	ARCHER, MELISSA R	09/27/2010	309.00
101100106	ARNOLD, MINDY S	09/27/2010	500.00
101100107	ARRIGONI, TODD J	09/27/2010	218.89
101100108	ASTLE, ERIKA S	09/27/2010	1,560.00
101100109	AUBURN SCHOOL DIST REVOLVING F	09/27/2010	2,595.08
101100110	BAKKEN, KAREN Aline	09/27/2010	135.00
101100111	BARKER, CAROL JEAN	09/27/2010	39.90
101100112	BAYER, JAMES L	09/27/2010	65.15
101100113	BAZRAFKAN, JILA E	09/27/2010	628.41

Check Nbr	Vendor Name	Check Date	Check Amount
101100114	BLACKBURN, MICHAEL T	09/27/2010	455.00
101100115	BOHMAN, SANDRA E	09/27/2010	224.40
101100116	BROWN, GREGORY S	09/27/2010	20.30
101100117	BULAWA, HEATHER May	09/27/2010	200.00
101100118	BULSON, LAURIE Jean	09/27/2010	199.02
101100119	CALHOUN, STEVEN I	09/27/2010	240.00
101100120	CHIPPS FREEMAN, SUZAN LEE	09/27/2010	500.00
101100121	CLARK, ANNE S	09/27/2010	85.00
101100122	COKER, RHONDA ELLEN	09/27/2010	240.00
101100123	COLBURN, SALLY ANNE	09/27/2010	32.60
101100124	COUSY, MARIE Colette	09/27/2010	19.23
101100125	CRAIN, LORI Helen	09/27/2010	413.00
101100126	CRUICKSHANK, CRISTI Louise	09/27/2010	165.00
101100127	DALOS, HARRIETT METZLER	09/27/2010	16.39
101100128	DOZIER, ALETHEA Carlos	09/27/2010	499.00
101100129	DUCA, CARMELLA A	09/27/2010	15.30
101100130	DURHAM, ANN BABBITT	09/27/2010	250.00
101100131	EARL, THOMAS Scott	09/27/2010	300.00
101100132	ELLIS SUMNER, MEGAN	09/27/2010	495.28
101100133	ERIE, JANICE Maureen	09/27/2010	500.00
101100134	FASSO, ROBERT T	09/27/2010	500.00
101100135	FAWVER, RICHARD ALLEN	09/27/2010	51.05
101100136	FOSTER, RYAN Brent	09/27/2010	23.86
101100137	FRANCE, ADAM Christopher	09/27/2010	50.00
101100138	FRICKS, RONALD E	09/27/2010	675.00

Check Nbr	Vendor Name	Check Date	Check Amount
101100139	FULLERTON, SEAN PATRICK	09/27/2010	210.00
101100140	FURTH, PAUL C	09/27/2010	415.00
101100141	GAGNON, JODI M	09/27/2010	50.00
101100142	GARY, DEBRA O	09/27/2010	400.00
101100143	GATES, TAMARA	09/27/2010	35.30
101100144	GERMAN, LINDA J	09/27/2010	154.61
101100145	GILDEN, JAN B	09/27/2010	175.00
101100146	GOETHALS, DAVID R	09/27/2010	149.42
101100147	GROSS, BETTY B	09/27/2010	50.00
101100148	GRUENES, DENISE Marie	09/27/2010	405.00
101100149	GUISINGER, CHAD Michael	09/27/2010	500.00
101100150	HALFORD JR, DAVID Lynn	09/27/2010	74.00
101100151	HANSEN, JESSICA Lynn	09/27/2010	500.00
101100152	HARLOR II, JOHN	09/27/2010	96.78
101100153	HELM, DEBRA Renee	09/27/2010	368.00
101100154	HENRY, MILENE M	09/27/2010	4.70
101100155	HERDA, EDWARD R	09/27/2010	94.00
101100156	HERING-PHILLIPS, CAROL S	09/27/2010	4.10
101100157	HETTERLY, ELAINE M	09/27/2010	195.00
101100158	JACOBS, BRUCE J	09/27/2010	46.75
101100159	JEFFERIES, ANGELA Lee	09/27/2010	14.89
101100160	JENKS, KAREN E	09/27/2010	54.82
101100161	JOHNSON, ALETA Laverne	09/27/2010	475.00
101100162	JOHNSON, BETH E	09/27/2010	354.00
101100163	JOHNSON, DEBORAH Dawn	09/27/2010	45.97

Check Nbr	Vendor Name	Check Date	Check Amount
101100164	JORDISON, STACY Ann	09/27/2010	120.00
101100165	JUMP, JULIA NICOLE	09/27/2010	195.00
101100166	KALETA, AMY JO	09/27/2010	249.57
101100167	KEAGLE, STEPHANIE E	09/27/2010	345.00
101100168	KEBBA, NOREEN A	09/27/2010	390.00
101100169	KEITH, ALAURA Shelee	09/27/2010	39.28
101100170	KELLY KENNEDY, ERIKA	09/27/2010	193.00
101100171	KOENIG, SALLY J	09/27/2010	385.00
101100172	KOVASH, JULIE K	09/27/2010	500.00
101100173	KUKORS, JAAPJE A	09/27/2010	85.00
101100174	LALLY, TONI Marie	09/27/2010	13.28
101100175	LAM, TAN VAN	09/27/2010	28.90
101100176	LAMB, PETER Macrae	09/27/2010	27.81
101100177	LANDIS, DEBRA Jo	09/27/2010	421.00
101100178	LARSON, LAURALI Arleen	09/27/2010	74.50
101100179	LEE, AARON S	09/27/2010	460.25
101100180	LEVERENZ, CHRISTINE Maria	09/27/2010	500.00
101100181	LLERA, KANDICE V	09/27/2010	500.00
101100182	LOBDELL, KATHY KAY	09/27/2010	208.60
101100183	LOGAN, CAROL Robin	09/27/2010	180.54
101100184	LOWE, KENDRA M	09/27/2010	150.00
101100185	MACDOUGALL, JOEL Ryan	09/27/2010	500.00
101100186	MASON, JERI LYNN	09/27/2010	500.00
101100187	MAYER, MARGARET S	09/27/2010	4.37
101100188	MCHENRY, ANDREA	09/27/2010	28.46

Check Nbr	Vendor Name	Check Date	Check Amount
101100189	MONSEN, ANDREW David	09/27/2010	500.00
101100190	MOYD, CHERYL Ce	09/27/2010	31.84
101100191	MULICK, PATRICK James	09/27/2010	750.00
101100192	NESBITT, DEBRA KAY	09/27/2010	27.11
101100193	NEWMAN, MICHAEL V	09/27/2010	64.98
101100194	NICKEL, LISA A	09/27/2010	71.10
101100195	NUGENT, TYLER	09/27/2010	500.00
101100196	NUNEZ, JUAN Francisco	09/27/2010	500.00
101100197	OLSEN, TIFFANY ANN	09/27/2010	82.01
101100198	OLSTEN, NANCY	09/27/2010	306.55
101100199	PATRICK, LORIE L	09/27/2010	150.10
101100200	PETERSON, ELIZABETH Florence	09/27/2010	25.00
101100201	PFALLER, LORRAINE I	09/27/2010	58.00
101100202	QURAIISHI, AREESA Yasmeen	09/27/2010	339.00
101100203	ROWE, ALESHA Marie	09/27/2010	480.00
101100204	RUMBAUGH, WAYNE D	09/27/2010	420.00
101100205	SAMUELSON, JENNIFER M	09/27/2010	500.00
101100206	SAMUELSON, SARAH	09/27/2010	495.00
101100207	SAXON, JAN K	09/27/2010	23.10
101100208	SCOFIELD, CAROL AALAND	09/27/2010	229.00
101100209	SHABEL, MARY ELIZABETH	09/27/2010	163.00
101100210	SKEEL, JENNIFER M	09/27/2010	52.67
101100211	SODENKAMP, CHRISTINA	09/27/2010	6.00
101100212	SPAID, MARISSA SUE	09/27/2010	495.00
101100213	STAFFORD, DAVID Lee	09/27/2010	175.00

Check Nbr	Vendor Name	Check Date	Check Amount
101100214	STEFFIN, KARL Frederick	09/27/2010	500.00
101100215	STEVENSON, PAMELA V	09/27/2010	86.43
101100216	STRAND, BRYCE James	09/27/2010	115.00
101100217	STRAND, DEBRA MARIE	09/27/2010	18.04
101100218	STRICHERZ, JULIANNE ROSE	09/27/2010	92.89
101100219	SWIFT, STEPHANIE	09/27/2010	500.00
101100220	THOMAS, PAULINE MILDRED	09/27/2010	263.19
101100221	THORNHILL, RASHELLE N	09/27/2010	500.00
101100222	US BANK CORP PAYMENT SYSTEMS P	09/27/2010	73,544.80
101100223	US BANK CORP PAYMENT SYSTEM TR	09/27/2010	293.55
101100224	VAN HEE, GARY E	09/27/2010	63.60
101100225	VANNICE, SANDRA Lee	09/27/2010	75.00
101100226	WAGNER, MEGHAN E	09/27/2010	500.00
101100227	WALKER, GLEN Wade	09/27/2010	500.00
101100228	WARNER, SHELLEY S	09/27/2010	34.50
101100229	WILSON, CHRISTINE L	09/27/2010	238.35
101100230	WOJCIK, SYDNEY Jean	09/27/2010	21.00
101100231	WOLDENBERG, WENDY S	09/27/2010	372.00
101100232	WOODY SR, JOHN William	09/27/2010	28.45
101100233	WOOLERY, MICHELLE MARIE	09/27/2010	500.00
101100234	ZIMMERMAN, RICHARD A	09/27/2010	124.00
101100235	ZINSLI JR, MARK ERLAND	09/27/2010	37.05
101100236	US BANK CORP PAYMENT SYSTEMS P	09/27/2010	268.00
101100237	AUBURN MOUNTAINVIEW HS IMPREST	09/27/2010	8,077.06
101100238	AUBURN RIVERSIDE HIGH SCHOOL I	09/27/2010	4,785.09

Check Nbr	Vendor Name	Check Date	Check Amount
101100239	AUBURN SENIOR HIGH IMPREST	09/27/2010	4,404.93
101100240	HEDGER, DUSTIN P	09/27/2010	164.19
101100241	OLYMPIC MS IMPREST FUND	09/27/2010	20.16
101100242	US BANK CORP PAYMENT SYSTEMS P	09/27/2010	1,911.37
146	ACH	Check(s) For a Total of	129,355.30

0 Manual Checks For a Total of 0.00

0 Wire Transfer Checks For a Total of 0.00

146 ACH Checks For a Total of 129,355.30

0 Computer Checks For a Total of 0.00

Total For 146 Manual, Wire Tran, ACH & Computer Checks 129,355.30

Less 0 Voided Checks For a Total of 0.00

Net Amount 129,355.30

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	619.20	58.00	109,047.30	109,724.50
20	Capital Projects	-6.56	0.00	274.56	268.00
40	ASB FUND	0.00	0.00	19,362.80	19,362.80

Payments have been audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090. Those payments have been recorded on a listing which has been made available to the board.

As of September 27, 2010, the board, by a _____ vote, does in the total amount of \$0.00.

Secretary _____ Board Member _____
Board Member _____ Board Member _____
Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
200900474	KING COUNTY DIRECTORS ASSN	09/27/2010	491.98
200900475	PARKER PAINT MFG CO INC	09/27/2010	586.09
200900476	PLATT ELECTRIC	09/27/2010	252.42
200900477	QWEST	09/27/2010	14,494.40
200900478	KONICA MINOLTA BUSINESS SOLUTI	09/27/2010	14,960.64
200900478	KONICA MINOLTA BUSINESS SOLUTI	09/27/2010	21,960.49
200900479	DATA BASE SECURE RECORDS DESTR	09/27/2010	899.63
200900480	NEWS TRIBUNE	09/27/2010	738.00
201000031	KING COUNTY DIRECTORS ASSN	09/27/2010	28,205.35
201000032	QWEST	09/27/2010	13,407.74
201000033	AMERICAN LIBRARY ASSN	09/27/2010	132.00
201000034	BRAND ATHLETICS	09/27/2010	8,611.16
201000035	BRIDGES TRANSITIONS CO%BANK OF	09/27/2010	1,335.90
201000036	CENGAGE LEARNING	09/27/2010	985.50
201000037	FIRE ONE INC	09/27/2010	1,280.28
201000038	EDGEWOOD PRESS INC	09/27/2010	420.00
201000039	FOLLETT LIBRARY RESOURCES	09/27/2010	932.06
201000040	MACKIN EDUCATIONAL RESOURCES	09/27/2010	2,974.68

Check Nbr	Vendor Name	Check Date	Check Amount
18	Wire Transfer Check(s) For a Total of		112,668.32

	0	Manual	Checks For a Total of	0.00
	18	Wire Transfer	Checks For a Total of	112,668.32
	0	ACH	Checks For a Total of	0.00
	0	Computer	Checks For a Total of	0.00
Total For	18	Manual, Wire Tran, ACH & Computer Checks		112,668.32
Less	0	Voided	Checks For a Total of	0.00
		Net Amount		112,668.32

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	3,476.20	0.00	109,192.12	112,668.32

AUBURN SCHOOL DISTRICT PARTICIPATION 2010-11 SCHOOL YEAR

PUGET SOUND JOINT PURCHASING COOPERATIVE

FOOD PRODUCTS & TRANSPORTATION

FOOD SERVICES OF AMERICA

BASED ON ESTIMATED QUANTITIES

CHILD NUTRITION SERVICES PROGRAM

ELEMENTARY & MIDDLE SCHOOLS

\$850,000.00

AUBURN HIGH SCHOOL

\$137,000.00

CULINARY ARTS PROGRAM / AUBURN RIVERSIDE

Food Items

\$194,250.00

CULINARY ARTS PROGRAM / AUBURN MOUNTAINVIEW

Food Items

\$200,000.00

TOTAL \$1,381,250.00

FOOD DISPOSABLE PRODUCTS

BASED ON ESTIMATED QUANTITIES

CHILD NUTRITION SERVICES PROGRAM:

ELEMENTARY & MIDDLE SCHOOLS

\$120,000.00

AUBURN HIGH SCHOOL

\$25,000.00

CULINARY ARTS PROGRAM / AUBURN RIVERSIDE:

VARIOUS VENDORS

\$30,000.00

CULINARY ARTS PROGRAM / AUBURN MOUNTAINVIEW:

VARIOUS VENDORS

\$39,000.00

TOTAL \$214,000.00

1. Approval of Minutes

Recommendation: That the minutes be approved.

Timothy Cummings, assistant superintendent of human resources, will introduce Curtis Leonard, director of legal affairs, who will discuss the upcoming comprehensive review of the Auburn School District board policies and the process.

Dr. Kip Herren, superintendent, will share with the board the superintendent's evaluation form for the 2010-11 school year.

Recommendation: That the board approve the superintendent's evaluation form as presented.

5. Discussion

6. Executive Session

AUBURN SCHOOL DISTRICT NO. 408

SUPERINTENDENT EVALUATION STANDARDS 2010-11

Name _____ Position Superintendent Date _____

POLICY AND GUIDANCE

Goal 1: Superintendent conducts a comprehensive review of district policies that align with WSSDA recommendations and student achievement.

Measurement: A detailed matrix of policy review marks the progress of policy development, revision, and elimination.

1	2	3	4

Goal 2: Superintendent maintains sound budgetary practices that address eminent fiscal challenges and provides a 3-5 percent ending fund balance. The district will effectively generate and align resources to support the district and school improvement plans.

Measurement: A fiscal data dashboard demonstrates budget generation, alignment, and fiscal stewardship for student achievement success.

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Board Comments:

STUDENT ACHIEVEMENT AND ACCOUNTABILITY

Goal 1: Superintendent continues the implementation of the District Strategic Improvement Plan for the operation of professional learning communities; standards-based learning; common assessments; interventions; and continuous improvement for students at or beyond standards in reading, writing, and math with an overall 10 percent decrease in at-risk performance and an overall 10 percent increase in on-target performance. Closure of the achievement gap is a central element of this goal.

Measurement: Academic achievement data dashboards mark the progress of the strategic improvement plan. District Improvement Plan implementation will be monitored by a DIP Matrix Report. Demographic data dashboard demonstrates achievement gap progress.

1	2	3	4

Goal 2: High school completion of credits in 9th and 10th grades will increase by 10 percent.

Measurement: Baseline credit dashboard marks the effectiveness of strategies for on-time credit completion.

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Goal 3: The number of middle school applications for college-bound scholarships will increase by 100 percent.

Measurement: Completed middle school applications will be reported on regular basis.

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Goal 4: Extended learning models are implemented throughout the district for students who are below and above the standard.

Measurement: Regular reports to the school board present evidence of school intervention and extended learning models for students who are below and above standard.

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Board Comments:

LEADERSHIP AND CLIMATE

Goal 1: Superintendent continues work with the board and cabinet as a team for continuous improvement and attainment of the goals of the District Strategic Improvement Plan.

Measurement: Growth outcomes are recorded for successful participation in the Lighthouse Project, WSSDA, and NSBA workshops as well as other district/cabinet workshops and trainings.

1 2 3 4

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Goal 2: Superintendent periodically evaluates effectiveness of leadership from within and outside the school system.

Measurement: Survey results from the Employee Climate Survey, CEE, and Lighthouse survey will measure leadership effectiveness for continuous improvement efforts.

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Goal 3: Superintendent continues to improve the district to be more results oriented, collaborative, and accountable for student achievement.

Measurement: School reports to the board and board and cabinet visitations to schools will demonstrate operational professional learning communities, standards-based learning, and alignment with the District Strategic Improvement Plan. Regular reports of the implementation of professional learning communities are provided to the school board and community.

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Goal 4: Superintendent increases staff excellence and diversity in the district.

Measurement: Data dashboard reports percentages of staff with advanced degrees, participation on the Auburn Teacher Leadership Academy, and other extended professional certifications such as National Board. Diversity hiring data will be reported to board on a regular basis.

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Board Comments:

COMMUNITY RELATIONSHIPS AND PARTNERSHIPS

Goal 1: Superintendent engages the community by expanding partnerships, enhancing cultural competency, improving systems of communication, and increasing parent participation in all aspects of student achievement and support.

Measurement: A matrix reports the partnerships for school readiness, volunteers, parent and community participation, district committees, and diversity participation. A community participation dashboard reports website usage, e-news, family access, school messenger, school achievement results, parent conferences, senior portfolios, student-led conferences, and school events participation.

1	2	3	4

Goal 2: Continue the full implementation of the Auburn foundation to support the goals of the Auburn School District.

Measurement: The Auburn foundation becomes a full 501 3c organization with an agreement with the Auburn School District.

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Board Comments:

LEARNING ENVIRONMENTS

Goal 1: Superintendent provides the organizational leadership to ensure the successful implementation of Capital Levy projects with on-time, high quality, and within budget criteria.

Measurement: Provide regular facility project updates to the board as well as updates for the general public via a number of mediums including website, e-news, newspapers, and district publications.

1	2	3	4

Goal 2: Superintendent provides safe school environments that are civil, proactive, and responsible.

Measurement: Preventative programs that enhance the safety and positive behaviors of students will be documented and presented to the board. Intervention results for gang and drug use prevention will be reported to the board.

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Goal 3: Superintendent will continue to improve technology systems for communication, instruction, and data management for improved student learning.

Measurement: Regular board updates mark the progress of improved application of technology.

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Board Comments:

VISION AND CULTURE

Goal 1: Superintendent models and assists in a continued commitment to the district vision, distributed leadership, continuous improvement, collaboration, reciprocal accountability, and improved student learning.

Measurement: Progress updates and communication with the board on a regular basis provide the board with information regarding the effectiveness of superintendent leadership.

1 2 3 4

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Goal 2: Superintendent recognizes and celebrates the achievements of individuals and groups throughout the school community and works to inspire the community to place a high priority on the educational needs of all children.

Measurement: An ambitious schedule of presentations, forums, and meetings with community groups, staff, parents, and schools demonstrate the vision and collective will for support of student learning. Building on the strengths of the school community and general public through recognition and awards programs will celebrate learning accomplishments.

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Goal 3: Superintendent uses the strategic plan guide deliberations, decisions, and actions.

Measurement: The district strategic plan will be a continuous improvement blueprint for board, cabinet, department, and principal meetings for agenda, problem solving, and resource priorities.

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Board Comments:

Additional Comments:

Overall Rating (1-4) _____

Rating Performance:

1. **Unacceptable**--Progress, results, and/or evidence do not meet board expectation.
2. **Needs Improvement**—Progress, results, and/or evidence indicate a need for improvement before meeting the board's expectation.
3. **Meets Expectations**—Progress, results, and/or evidence meet or align with the board's expectation.
4. **Exceeds Expectations**—Progress, results, and/or evident exceeds the stated objective or board's expected outcome.

Date

Superintendent

Date

President of the Board